Countering Violent Extremism:

FACILITATOR'S GUIDE

Middle East and North African Edition

Cover image © Search for Common Ground

Text by Dallin Van Leuven

Acknowledgements

pilot trainers, whose leadership in the pilot trainings helped to hone the content and whose innovations were included in the facilitator's guide; and the participants of the pilot trainings in Kyrgyzstan and Jordan, who offered critical insights for content and ways to deliver it most effectively.

About Search for Common Ground

Search for Common Ground (Search) has been working since 1982 to transform the way the world deals with conflict, away from adversarial approaches and towards collaborative problem solving. Search uses a multi-faceted approach to find culturally-appropriate means to strengthen societies' capacities to handle conflicts constructively. We employ media initiatives and work with local partners in government and civil society to understand differences and act on commonalities. Using innovative tools and working at different levels of society in more than 30 countries, Search engages in pragmatic long-term processes of conflict transformation. Our methods consist of mediation and facilitation, training, community organizing, sports, theater, and media production including radio, television, film, and print.

About Hedayah

Hedayah was created in response to the growing desire from members of the Global Counter-Terrorism Forum (GCTF) and the wider international community for the establishment of an independent, multilateral center devoted to dialogue and communications, capacity building programs, research and analysis to counter violent extremism in all of its forms and manifestations. During the ministerial-level launch of the Global Counter-Terrorism Forum (GCTF) in New York in September 2011, the United Arab Emirates offered to serve as the host of the International Center of Excellence for Countering Violent Extremism. In December 2012, Hedayah was inaugurated with its headquarters in Abu Dhabi, United Arab Emirates. Hedayah aims to be the premier international center for expertise and experience by promoting understanding and sharing of good practice to effectively serve as the true global center to counter violent extremism.

About the Author

Dallin Van Leuven is a program manager with Search for Common Ground. With a focus on countering violent extremism, he has worked on a number of issues at the junction of justice, conflict, and gender in Africa, Europe, and the Middle East. With Search, Van Leuven has researched the drivers of marginalization and radicalization across the Middle East, including co-authoring *Youth and Contentious Politics in Lebanon: Drivers of Marginalization and Radicalization in Tripoli* and advising on Women and Violent Radicalization in Jordan. Van Leuven also co-authored the United Nations Development Programme's report, *Kosovo-Wide Assessment of Perceptions of Radicalization at the Community Level* and a book chapter in 2016 on the Islamic State in Iraq and the Levant's unprecedented use of gendered strategies to recruit foreign men and women, which was published in *Foreign Fighters under International Law and Beyond.*

Table of Contents

Introduction

The field of countering violent extremism is rapidly growing and changing as we learn from practice and research. However, these rapid changes have made it difficult for practitioners in government and civil society roles to understand the latest good practices and lessons learned in countering violent extremism. In addition, they have not been accessible to most practitioners outside of the so-called Global North. For example, they have mostly only been available in English and have not been translated into other languages. These good practices and lessons learned are also rarely adapted for other contexts.

This curriculum is an attempt at overcoming these challenges. As such, it is designed to provide training for government and civil society workers on the field of countering violent extremism, whether or not they have prior experience with it. It is structured into ten learning modules and is accompanied by training materials including a facilitator's guide, slide presentations, handouts, and pre-recorded webinars to allow for multi-day trainings on its content. They include a series of activities for each module and links to illustrative videos that provide primers for discussion and reflection. Each module also includes a "Further Learning Opportunities" section, which includes additional resources (as many as possible in your own language!) for more in-depth learning as well as some guiding questions on how to incorporate them into your own work. This training program is designed to be done either with in-person groups, led by a facilitator, or through online webinars in groups or individually. An overview of the learning modules is below. But first, a little about what this curriculum is and what it is not.

This curriculum delivers a contextually literate countering violent extremism and awareness-raising training program that is relevant to your context in an accessible way. It highlights the benefits of collaborative approaches beyond the use of military or securitized responses to violent extremism, drawing on good practices, and offers tools and guidance for easy adaptation to your local context and cultures. Finally, it encourages the early identification and mitigation of risks with programming, as well as ensuring a Do No Harm approach.

While this curriculum will offer guidance around how to design, implement, and monitor constructive responses to violent extremism, an understanding of project management is assumed. Therefore, it is not a training program on general project management skills, monitoring and evaluation, or on fundraising. Since the problem of violent extremism is complex and highly context-specific, it is also not a guide to the drivers of violent radicalization in your local context, nor does it proscribe the programs and policies that would be most effective. Instead, it introduces you to the guiding questions and tools necessary to make informed and effective choices in your own efforts to counter violent extremism.

This curriculum was developed by Search for Common Ground in collaboration with Hedayah and generously financed by the European Union. In addition to gathering the collective insights from the global experiences of Search for Common Ground and Hedayah in countering violent extremism, the curriculum was piloted in Kyrgyzstan and Jordan with local academics, practitioners, police officers, and civil society and government officials. Their contributions were invaluable and helped to better contextualize this training for their respective regions.

Module Overview

1. Conceptual Grounding in Countering Violent Extremism

This module clarifies the different violent extremism and countering violent extremism terms and concepts, the evolution over the past decade, and engages participants with key documents and resolutions, including the United Nations Plan of Action to Prevent Violent Extremism, and selected National Action Plans. This module lays the foundation for understanding the countering violent extremism field of practice and offers insights into the opportunities as well as the common pitfalls in this space and suggestions on how to avoid them.

2. Understanding Drivers of Violent Extremism in a Contextualized Manner

This module offers a selection of frameworks and guiding questions which can be used to analyze and better understand the drivers of violent extremism in a specific context; this includes understanding how to identify push and pull factors as well as group dynamics that drive violent extremism in a particular context. This module prepares participants to be able to identify opportunities for prevention initiatives.

3. Engaging Community Leaders and Families in Countering Violent Extremism

This module highlights the role that communities might play in efforts to counter violent extremism, such as engaging with diverse community leaders, including religious leaders and other customary and tribal leaders, who are often best positioned to offer support and guidance to families or those potentially vulnerable to radicalization. It also explores initiatives that have sought to understand how family members can play a role in countering violent extremism. For instance, the module explores how this can happen when families are a conduit of values and traditions, positively shape the worldviews of children and youths, and identify early signs of vulnerability to radicalization, among other problems. This can also happen through engaging family members in disengagement and rehabilitation efforts for radicalized individuals.

4. A Multisectoral Approach to Countering Violent Extremism: Opportunities for Collaboration between Government and Civil Society

This module offers guiding principles for engaging state and civil society actors in enabling more effective state responses and engaging a multisectoral approach. It explores the reasons why collaboration may not occur or be limited. The module then guides the participants towards identifying sectors or institutions where this type of collaboration would be ripest for their context.

5. Understanding Gender Dynamics to Radicalization, Violent Extremism and Engaging Women and Girls

This module explores the gender dynamics that affect radicalization and violent extremism. It introduces the topic of gender and offers insights on how to incorporate a gender-sensitive approach to countering violent extremism. It unpacks myths and stereotypes about women and girls' engagement in violent extremism and underscores the critical importance of gender-sensitive research. The module offers an analysis of the gendered ways men and women can be drawn into extremist narratives or even engaging in violent extremism themselves. Finally, this module offers good practices on engaging women and girls in countering violent extremism efforts.

6. Understanding and Engaging Youth in Countering Violent Extremism

This module offers guidance for understanding young people's roles in society, drawing upon other initiatives which constructively engage young people in the context of countering violent extremism. It includes tools that highlight social, cultural and emotional dynamics that are key when seeking to understand the variety of relationships, networks and needs within the youth population in a particular context that can affect countering violent extremism policy and programming. It explores the ways in which youth engagement can be fostered at the policy, programmatic, and grassroots levels, including the leadership and ownership of programming. Finally, the module also explores the opportunities and risks within the relationships that young people establish with other stakeholders, such as the security sector and local authorities. It offers examples where youth have been able to build collaborative relationships with government stakeholders in countering violent extremism, including within the civil society and government sectors.

7. ## Education's Role in Preventing and Countering Violent Extremism

This module offers insights into how educational initiatives or reforms hold the potential to tackle the drivers of violent extremism and thus contribute to preventing violent extremism by building more resilient students. Participants are guided through a discussion around potential blockers or enablers within the education system – ranging from the content of the curriculum to the way in which drivers of violent extremism are managed within the school environment.

8. ## Understanding the Role of Narratives and Media in Violent Extremism

This module enables participants to understand the concept of narratives and how media (traditional and social media) can be harnessed in countering violent extremism efforts, both online and offline. Participants are equipped with reflective tools to understand how credible and constructive narratives can be supported, and how to better understand the channels of influence of more destructive or extremist narratives.

9. ## Utilizing an Innovative Toolbox: Leveraging New Media and Technology

In a cross-cutting discussion, this module explores the opportunities of engaging people through online and other tech-based platforms as well as through other forms of new media. It briefly explores how violent extremists use these same tools to great effect to spread propaganda, sow hatred amongst groups, terrorize their target communities, and draw support and recruits. This module also explores how these tools can provide new and engaging opportunities to connect people, engage in dialogues that transform relationships and how issues are viewed or addressed, and disseminate information in ways that can expand the reach of programming and effectively build community resilience to the pull of violent extremism. Finally, it evaluates a number of factors to consider when using new media and technology as well as potential risks.

10. ## Monitoring and Evaluation of Efforts in Response to Violent Extremism

This module introduces the basics of monitoring and evaluation, including definitions of important terms, and guidelines for developing a theory of change and a monitoring and evaluation strategy. It offers examples of how ongoing monitoring can strengthen initiatives while ensuring continuous learning and adapting to the shifts in context. This module briefly reviews a number of practical frameworks, tools, methodologies, and indicators that might be adaptable for their context.

Suggested Agendas

The following agendas provide guidance on how this training can be given over three, four, or five days, depending on depth and flexibility.

THREE-DAY TRAINING

Day 1	Day 2	Day 3
Introduction 1 hour	Module 4 1 hour 45 minutes	Module 8 2 hours
Module 1 1 hour 45 minutes	Module 5 90 minutes	Module 9 90 minutes
Module 2 2 hours	Module 6 1 hour 45 minutes	Module 10 2 hours
Module 3 1 hour 45 minutes	Module 7 90 minutes	*Reflection* 1 hour
With 90 minutes for breaks throughout the day as needed.		

FOUR-DAY TRAINING

Day 1	Day 2	Day 3	Day 4
Introduction 1 hour	Module 3 2 hours 30 minutes	Module 6 2 hours 30 minutes	Module 9 90 minutes
Module 1 2 hours	Module 4 1 hour	Module 7 1 hour	Module 10 2 hours
Module 1 1 hour (Activity)	Module 4 1 hour (Activity)	Module 7 1 hour (Activity)	Module 10 90 minutes (Activity)
Module 3 2 hours 30 minutes	Module 5 2 hours	Module 8 2 hours	*Reflection* 90 minutes
With 90 minutes for breaks throughout the day as needed.			

FIVE-DAY TRAINING

Day 1	Day 2	Day 3	Day 4	Day 5
Introduction	Module 2	Module 4	Module 7	Module 10
Module 1	Module 2 (Activity)	Module 5	Module 7 (Activity)	Module 10 (Activity)
Module 1	Module 3	Module 6	Module 8	*Reflection*
			Module 9	

Using this Guide

This guide is meant to help you to deliver an introductory training on the content of the accompanying handbook. In particular, this section provides general notes and tips on how to facilitate a successful training. It explains what this guide contains and how it is structured, tips on organizing a training and on facilitation, and helpful notes on how it can be better adapted and contextualized.

What this guide contains

First off, this guide should not be read as an inflexible set of instructions. These sessions may be delivered in an infinite number of ways. However, to help you as you prepare to lead a training, this guide includes a number of helpful elements, which are described below:

Facilitation notes

This guide offers facilitation notes to guide the delivery of the training session. Despite its inclusion of a step-by-step narration of what can be done and the approximate amount of time that should be spent on each stage, these are only recommendations. Indeed, the times given should be considered only to be the minimum timing of each session if the training was being offered in the shortest possible time. The minimum amount of time suggested in order to deliver all of the modules is three full days of training. Therefore, if you are to deliver the training over four or five days, you many add extra time to parts of the session in order to make the training more in-depth and effective.

Slide Presentations

As a companion to this guide, this curriculum includes a series of slide presentations to help guide the sessions. You may adapt them as necessary for your training. Some slides that are for the "optional expansion activities" are hidden and will not be displayed if you do not unhide them first.

Videos

In order to offer participants interesting examples of work or case studies that can be relevant to countering violent extremism, this curriculum directs users to over 20 short videos from around the world. They were produced by many different organizations and most are not owned by Search for Common Ground. These videos were carefully selected because they provide good opportunities to inspire important discussions related to the context of the curriculum, not because they are perfect examples of countering violent extremism programs or policies. Participants should feel free to critique what they see in the videos, especially when it can inspire participants to do better. Each video comes with helpful information about

- who produced the video,

- what the objective of the video's inclusion is,

- its background to help you introduce it to participants before showing it, and

- what participants should look out for while watching.

Should you care to replace any of these videos, be sure to select videos that have the quality or interest to hold participants' attention (do not select very long videos for this reason) and help participants develop greater understandings.

Subtitles

Because these videos are from around the world, they are in different languages. Therefore, this curriculum includes subtitles to make them accessible to a larger audience.

Instructions on using these subtitles are available **here**.

a specific objective, whether to build common understandings, reveal opportunities for collaboration, or inspire learning. They can also begin sessions in ways that energize the participants and introduce the topic in a fun and engaging way. They may be adapted according to your needs.

Handouts
Accompanying these exercises are 17 handouts, which can be distributed to participants in order to instruct and guide them through activities in the sessions or in exercises. The handouts are listed on the following page by module, including whether they are for a particular exercise or are optional:

MODULE 1	
Handout 1.1: The Countering Violent Extremism Cycle	**Exercise 3** (Optional)
Handout 1.2: Cards of Countering Violent Extremism Projects	**Exercise 3** (Optional)
MODULE 2	
Handout 2.1: Guiding Questions on the Drivers of Violent Extremism What, Why, Who, Where, and How)	**Exercise 5**
Handout 2.2: Worksheet on Local Drivers of Violent Extremism	**Exercise 5**
Handout 2.3: Mapping a Driver to Violent Extremism	**Exercise 5** (Alternate)
MODULE 3	
Handout 3.1: Cards of Community Actors and Institutions	**Exercise 6**
MODULE 4	
Handout 4.1: Worksheet on Strengths and Challenges of Government and Civil Society in Countering Violent Extremism	**Exercise 8**
Handout 4.2: Coordination Planning Activity Instructions	**Exercise 9**
Handout 4.3: Coordination Plan to Countering Violent Extremism	**Exercise 9**
MODULE 6	
Handout 6.1: Ladder of Youth Participation	**(Optional)**
Handout 6.2: Evaluating Youth Engagement	**Exercise 11**
MODULE 7	
Handout 7.1a: Body Map of Resilient Capacities for Learners	**Exercise 12**
Handout 7.1b: Body Map of Resilient Capacities for Educators	**Exercise 12** (Alternate)

MODULE 10	
Handout 10.1: Theories of Change Worksheet	
Handout 10.2: Sample Logical Framework	
Handout 10.3: Impact Chart Activity (Instructions)	**Exercise 13**
Handout 10.4: Impact Chart Activity	**Exercise 13**

Reflection questions

Throughout this curriculum there are a number of reflection questions that are meant to inspire active participation by causing participants to reflect on their local context or to have a discussion on important issues. These discussions may be done all together, in small groups, or with pairs. Reflection questions accompany most of the videos and exercises, but are not always required. Of course, these questions should be reworded if the videos or exercises have been replaced or adapted.

Sometimes, these may come in the form of statements where participants are asked to agree or disagree with it on a scale. These statements may seem shocking to some participants in the stance that they appear to take, but they are designed to cause a reaction that sparks important discussions quickly. As a facilitator, you will need to guide these discussions to be as thoughtful and beneficial as possible.

A good option for asking participants their views on these statements and other specific ideas is with the "Fist to Five" method. This is where everyone raises their hand and displays the number of fingers that matches their opinion. A fist would mean 'I disagree completely' while a full hand, revealing all five fingers, means 'I agree completely.' Showing one, two, three, or four fingers represents a sliding scale between the two extremes.

How to organize a training

Any training needs to be designed according to the 1) needs of the participants and the 2) objectives for the training. For example, this curriculum is designed to introduce people to the countering violent extremism field of practice. It may also be used to build common understandings and shared approaches between members of different sectors (such as government and civil society) who are already working in the field.

Selecting participants, therefore, is the key to success. Will you seek to train community workers? Law enforcement officers? Youth activists? Or a mix of people from different parts of society? Who is participating in the training will greatly affect how you will organize the training and prepare the participants for it. This curriculum can be delivered to more than 20 people comfortably, but more than 30 may diminish its effectiveness.

The venue for the training will need to be large enough to accommodate all of the participants and allow them to speak together during the sessions comfortably, divide into small groups for activities, and have enough room to do some of the other exercises. If you are bringing together participants from different parts of society, it may be helpful to find a location that they will see as "neutral." Due to the use of the videos, you will have to identify a venue with a good connection to the internet and technology to display the videos and presentation.

It is strongly recommended that you thoroughly prepare for each training. This preparation should include reviewing this guide and making any modifications or adaptations necessary according to your context, your objectives, and the participants themselves. Before the training begins, you should also be sure to have 1) prepared all of the printing and the purchase of any necessary training materials, 2) coordinated with participants and colleagues, 3) arranged the training space, and 4) ensured that all videos are accessible and that you are able to use the necessary subtitles.

Helpful tips for successful facilitation

The facilitated learning approach

This training curriculum is not organized like a traditional training. You are not asked to stand up in front of the participants and teach them everything that they should know. Instead, this curriculum embraces the facilitated learning approach, which recognizes that the facilitator is not the one with all of the answers and knowledge about the subject. Instead, it appreciates what all of the participants can bring to the training sessions. Rather than telling participants what to think and do, a trainer with a facilitated learning approach instead guides participants to new ways to approach a problem or to see an issue in new ways. This enables them to develop new understandings or have new ideas about complex issues that do not always have a "right" answer. This curriculum enables a facilitated learning approach through its carefully structured exercises, discussions, and opportunities.

While at times you will be asked to provide new information or to explain certain concepts, participants will not be expected to accept these perspectives as truth. Instead, participants will mostly develop new understandings themselves through the interactive sessions and the experiences they have.

This approach may feel uncomfortable for some participants who are accustomed to more traditional training approaches. They may feel uncomfortable participating or decline your invitations to join. Therefore, consider beginning with shorter and simpler activities before trying more complicated exercises to help participants feel more comfortable.

Encouraging active participation

This training curriculum and its facilitated learning approach require the active participation of everyone to be most successful.

Unfortunately, large groups are often not the best format for this, so this guide often encourages for activities and discussions to be done in small groups and even pairs. This allows everyone to share their thoughts and perspectives. In addition, the "Fist to Five" method allows everyone to offer their opinion quickly.

Trainings can be long and tiring, so you are encouraged to use icebreaker and energizer activities to keep a high level of energy and participation. Some are already included, but feel free to use your own when necessary. The following sites may be helpful for ideas:

- You may find examples of free icebreaker activities from **https://www.icebreakers.ws/large-group [English]**

- You may search through a large number of icebreakers, energizers, and other activities in the Salto Youth Toolbox at **https://www.salto-youth.net/tools/toolbox/search/ [English]**

Time management

The material in this guide and the subject it deals with can be dense. In addition, while the many activities and discussions proposed in this guide encourage active participation, they may also make it difficult to accomplish everything without proper time management.

However, if participants feel rushed so much that they do not fully understand the concepts or that they are not able to participate effectively, time management may cause feelings of frustration that can reduce the effectiveness of your training. Therefore, you are encouraged to adapt the timing to allow for the most effective learning process. This may mean being open to the spontaneous learning that will sometimes happen in the training, where

you may need to pause to allow participants to focus in on a specific issue important to them or where a new idea is presented that needs more exploration.

Appropriately deciding how many days you should offer this training can greatly ease pressure on you and your participants to manage the limited time available.

Managing conflicts and disagreements

Countering violent extremism deals with complex issues, so it is likely that your participants will bring different perspectives to your training. At times, these perspectives may clash and result in disagreements. It is your responsibility as a facilitator to properly manage these discussions to prevent them from becoming arguments. Taking sides without fully understanding the different perspectives may damage your relationship with participants, so consider approaching participants individually during a break if needed. Sometimes it may be helpful to find the common ground between multiple opinions and encourage participants to see where they are aligned and can collaborate.

Achieving learning objectives and evaluation

Each module of this guide includes a series of learning objectives and each section and exercise in this guide includes key takeaways. These should be considered to be goals for the training, but may be adapted according to the needs of your participants.

However, your participants may not reach all of these goals for any number of reasons. In those cases, it is important to help participants to not feel frustrated if they do not complete an activity or goal by highlighting their successes in working well towards their goal or that they recognize the factors for success. Work with these participants to reflect on why they did not reach their goals or complete the assignment. At times, you may be required to make changes in future exercises to help them succeed, such as allowing more time for activities or discussions. Let these occasions be learning opportunities instead of sources of frustration.

It is recommended that you find ways to monitor and evaluate your training by debriefing the sessions with participants and using customized pre-tests and post-tests that align with your training goals.

Contextualizing the training: Field notes

While this curriculum has been adapted for your region, it is important that you work to make the training as relevant and applicable to your participants as possible. This would mean being sensitive to their particular context, their scope of work, and perspectives.

When Search for Common Ground piloted this curriculum, we learned many important lessons on how to better contextualize the training for each audience. Much of this was dependent on the facilitators, who brought important insights on how the concepts and examples in the curriculum were applicable to their respective context. They discussed relevant local issues, introduced national laws and policies, and used current events as examples. These perspectives were important to making the pilot trainings relevant to the participants.

Participants' own perspectives and participation were also important for contextualizing the training. Indeed, we designed the exercises in a way to encourage this natural contextualization as much as possible.

Finally, while participants saw the videos as relevant to their context and work, they also expressed an interest in seeing local videos and case studies. Therefore, this guide now includes helpful information on how to replace the videos with more local examples when possible. However, note that sometimes videos from different contexts may better allow for reflection because participants may not have already formed opinions about the cases discussed.

As you set out to prepare a training, consider carefully about how to deliver it, including how to best contextualize this training and make it as relevant, tailored, and beneficial for your participants. We wish you success!

INTRODUCTORY SESSION

Slide 1
This session will last approximately one hour.

Welcome participants to the training and introduce yourself. You may then allow participants to briefly introduce themselves, including at least one fun fact about themselves to break the ice. For example, ask participants to share what they were most passionate about when they were 19 years old (this can be referred to later in the training when discussing the motivations of youth). Another option is to delay the self-introductions until after the following icebreaker:

EXERCISE 1: ICE BREAKER

Activity: 30 minutes

⇨ **Objective:**
To allow participants to introduce themselves the topic of the training in an engaging way.

⇨ **How to facilitate:**
Identify a space big enough to accommodate the activity without feeling crowded. Allow participants to share more if they wish. This activity should flow in a relaxed and fun way to help participants feel comfortable and begin to form connections with each other.

RESOURCES	HANDOUTS
None needed	**None needed**

INSTRUCTIONS
1. Ask participants to stand up and move to an open area where they can move around. Explain that everyone will be participating in an activity called a "standing baseline" where they will demonstrate a fact about themselves or an opinion by standing somewhere on a line.

2. Designate one side of the space as the lowest number or the point of least agreement with the questions that will be asked and designate the other end of the space as the highest number or the point of most agreement with the question. The middle space can be neutral if it is for an opinion question.

3. Ask around 10 questions, one at a time, and ask participants to line up accordingly for each one. With some questions, participants may need to ask others their opinion so that they can line up in the correct order. For example, if you ask how many children they have, a participant with four children will need to ask others on the line where those with three children and those with five children are standing so they can stand between them.

The following questions are examples, but feel free to create your own:

(These questions are opinions, so designate which side of the line is for which idea.)

1. Are you a morning person, or a night person?
2. Do you like coffee more or tea more?
3. Do you like cats more or dogs more?

(These questions are answered in numbers, so designate which side of the line is higher or lower.)

4. How many siblings do you have in your family?
5. How many children do you have?
6. How many cups of coffee or tea do you drink a day?
7. What time do you normally wake up every day?
8. How many countries have you traveled to?
9. How many languages do you speak?
10. How much of a fan of football are you?

4. After asking around seven or eight questions like those above, finish the exercise by asking the following questions to bring it back to the topic of the training:

1. How many years have you worked in the field of countering violent extremism?
2. In your opinion, how much of a danger will violent extremism be in your country over the next five years?
3. How confident are you that our collective work to counter violent extremism will be successful in preventing radicalization and violent acts after those five years?

5. Take note of these responses, perhaps even writing them down.

6. Following these last three questions, ask participants to return to their seats and then ask participants to introduce themselves quickly.

Slide 2

[5 minutes] Display the chosen agenda or hand out your intended schedule for the training. Explain what the training will entail and offer the basic ideas of what each session (module) will cover. Answer any questions. Ensure that there is enough time for the following activity, which should take around 20 minutes.

EXERCISE 2: ICE BREAKER

Activity: 20 minutes

▷ Objective:
To clarify trainees' expectations for the training and to ensure a smooth training by establishing ground rules jointly with participants. This exercise will help participants set personal intentions to help them have achievable learning goals.

▷ Key Takeaways:
Creating ground rules collaboratively rather than set by the facilitator ensures better consensus and buy-in.

▷ How to facilitate:
Be sure to follow up by the end of the training that expectations have been met. If possible, connect participants to resources that can help them reach any expectations that could not be met during the training.

Ensure that there is consensus regarding ground rules. If there is disagreement regarding particular rules (such as the use of phones), you may need to reach a compromise.

RESOURCES	HANDOUTS
• **Flip chart** • **Sticky notes** • **Pens or pencils**	**None needed**

INSTRUCTIONS

1. Ask participants to form groups of three or four to discuss their intentions for the training. Guide their discussions with the following questions: What are your intentions for your participation in this training? How would you hope your work improves as a result of your participation and the things you learn?

2. After five minutes or when everyone has had a chance to share, ask participants to write their intentions on sticky notes.

3. Invite everyone to come back together and share their groups' expectations, attaching them to the flip chart.

4. Display the intentions for the duration of the training in a place where everyone can see.

5. Ask participants to suggest what guidelines could help them meet their intentions and ensure a fun, educational, and safe environment. Lead discussions when there is any disagreement and help reach a consensus, editing guidelines as necessary until that consensus is reached. Then write the guidelines on a flip chart (perhaps during a break) and display them for the duration of the training in a place where everyone can see.

A good option for asking participants their views on proposed guidelines is with the "Fist to Five" method.

MODULE **1.0**

Conceptual Grounding in Countering Violent Extremism

Slide 1
This module requires at least 1 hour and 45 minutes.

This module clarifies the different violent extremism and countering violent extremism terms and concepts, the evolution over the past decade, and engages participants with key documents and resolutions, including the United Nations Plan of Action to Prevent Violent Extremism, and selected National Action Plans. This module lays the foundation for understanding the countering violent extremism field of practice and offers insights into the opportunities as well as the common pitfalls in this space and suggestions on how to avoid them.

Learning Objectives:
After completing this module, trainees will be able to:

• explain the field of countering violent extremism and how it has evolved through key international and regional documents and resolutions;

• understand the importance of definitions in enabling collaboration across government and civil society actors in responding to violent extremism; and

• identify both the scope of activities that can be considered as countering violent extremism as well as the opportunities and pitfalls in the field.

This module consists of short presentations, one video (an internet connection is required), and discussions. If you are offering this training over four or five days, you should also include the extension activity (Exercise 3). The module is structured as follows:

1.1 What is countering violent extremism?
🕐 35 minutes

Key takeaway
How we define important terms, like terrorism and violent extremism, can have significant effects on how we shape programs and policies and target them. Unfortunately, there are no consistent definitions for these terms. Some definitions may even cause problems and harm, especially when they are incorporated into the law.

🖼 Slide 2

[15 minutes] Give participants a few minutes to write a definition of terrorism on a sticky note or piece of paper. Ask participants to trade their definition with a neighboring participant and read them. Give them just enough time to read it and ask them to swap again with a different participant. Then, ask them to write a definition of violent extremism and repeat the process. Ask a few participants to share the differences between their two definitions. Elicit a few brief responses and then ask the following question:

How do you think that different definitions can affect working on these problems in your local context?

Avoid spending much time on this, as arriving at an agreed-upon definition is not the aim of this activity.

[5 minutes] Have participants turn to page 11 in the handbook and relate the key definitions for terrorism and violent extremism. Explain that these definitions will be the ones used for the training.

🖼 Slide 3

[15 minutes] Offer a brief introduction to countering violent extremism and its differences with counter-terrorism, as outlined on the slide. Ground this introduction in the local context and in line with your objectives for the training.

🖼 Slide 4

Display the working definition of counter-terrorism. Explain that it is important to understand the distinction between coercive measures (such as intelligence gathering and arresting violent extremists) and non-coercive measures.

This part of the session can be greatly expanded to allow for more time to discuss these complex subjects or to better adapt it for the local context.

1.2 How can shared understandings of violent extremism and countering violent extremism support collaboration?

🕐 25 minutes

Key takeaway
Countering violent extremism programs and policies are most effective when they are done collaboratively, sensitively, and with a Do No Harm approach.

🖼 Slide 5

[15 minutes] Ask participants to use the "Fist to Five" method to respond to the following question:

How confident are you that after five years of our current countering violent extremism strategy that we will have ended the threat of violent extremism?

If needed, elicit a few responses to the following follow-up questions to explore the optimism or lack of confidence of particular participants:

Why are you confident? Why not? Is the challenge too big or complicated? Is it even possible?

Should the goal of countering violent extremism be to end the threat of violent extremism or to reduce it?

This will prompt participants to briefly reflect on the challenges of countering violent extremism and the strength of current strategies in their local context. The discussion should also evaluate whether countering violent extremism should really be to end violent extremism or to reduce it. Avoid spending too much time on this discussion by summarizing the various viewpoints from the discussion, pivoting to the next slide, and

🖼 Slide 6

[5 minutes] Explain that countering violent extremism can present a lot of unique challenges and has been rightly criticized for a number of reasons. Ask participants the question from the slide:

What are some critiques of countering violent extremism in your context?

Slide 7

After receiving a few responses, list the various critiques from the slide. Avoid triggering a debate about whether those critiques are accurate or not by noting that these can be perceptions (regardless of whether they are true or false) that can affect how people feel about countering violent extremism efforts and whether they would be willing to engage or support them. Explain that this training curriculum will help participants avoid many of the pitfalls in this type of work.

Slide 8

[5 minutes] Explain how we can avoid these pitfalls by always following a Do No Harm approach. Display the definition on the slide and answer any questions. Offer examples of Do No Harm practices to help participants understand.

1.4 What are common pitfalls in countering violent extremism efforts and what are the good practices in avoiding them?

🕐 40 minutes

Key takeaway
Counter-terrorism alone cannot solve the problem of violent extremism, nor can countering violent extremism approaches that do not embrace a collaborative approach.

Slide 9

[The following video and discussion should last about 20 minutes] Introduce and show Video 1 (stop the video at the 7:15 mark when "Los Angeles" flashes across the screen, as the rest of the video is simply photographs):

VIDEO 1
Countering Violent Extremism in Los Angeles

By: The Los Angeles Interagency Coordination Group

Original Link:
https://youtu.be/YPM3M5qee7M

Downloadable Link:
The video can be downloaded **here.**

Arabic Subtitles:

Advanced
(recommended for use with downloaded versions)

Basic
(recommended for use with YouTube)

Instructions on using these subtitles are available **here.**

Objectives of the video:
To introduce participants to a multi-sectoral countering violent extremism project, common challenges and approaches, and some best practices such as not focusing on just one ethnic or religious group or one type of violent extremism.

Introduce the video by explaining that Los Angeles was one of three cities that piloted a countering violent extremism program in the United States and that this video gives an overview of that program.

Ask participants to watch out for:
Challenges the program faced, how they overcame them, and the variety of groups and individuals who were part of the program.

You may replace this video with a similar, high-quality video (preferably from the region) that also meets the objectives above.

Divide participants into groups of three or four to discuss the reflection questions for about 15 minutes, which can be found on page 19 of the handbook. It is not necessary to discuss the questions all together following the small group discussions. The purpose of these questions is to guide discussions regarding the common pitfalls of countering violent extremism programming in a disarming way.

REFLECTION QUESTIONS

1. *One of the police officers in the video explained how intervention efforts in the context of the "war on gangs" in Los Angeles were a failure because they realized that they could not "arrest their way out of the problem." How is this similar or different when dealing with the problem of violent extremism in your context?*

2. *The video mentions the failure of the local police's "Suspicious Activity Reporting Process" because it angered the community and violated freedoms. How did it affect the relationship between the police and the community? How was it resolved? Have you witnessed a similar incident in your context? If so, how did it affect the community and how was it resolved?*

3. *Numerous forms of violent extremism were mentioned in the video and representatives from multiple religious communities were featured in the video. If the Los Angeles project focused only on one kind of violent extremism, how would that have affected the project? Is there a similar danger of this in your context? Why or why not?*

🖼️ Slide 10

[20 minutes] Guide participants through an active discussion about how their context is similar or different than Los Angeles in terms of the actors involved in countering violent extremism, the threat that is faced in the city, and the approaches used. If the participants are experienced in countering violent extremism, ask them to identify the main successes in countering violent extremism in their local context along with the main gaps. Write their answers down on two different flip charts and reference them throughout the training.

OPTIONAL EXPANSION ACTIVITY:

[1 hour] The following activity is out of sequence because it should be used to reinforce the concepts introduced in this module. It is recommended for four- and five-day trainings as its own session.

1.3 What does the field of countering violent extremism look like in practice?

Follow directions for Exercise 3 below.

EXERCISE 3: THE COUNTERING VIOLENT EXTREMISM CYCLE

Activity: 50 minutes
Debrief: 10 minutes

🢂 **Objective:**
To help participants understand the countering violent extremism cycle and to better identify the scope of activities that can be considered as countering violent extremism.

🢂 **Key Takeaways:**
Countering violent extremism efforts are broad, but that is because they work to intervene in all of the various stages of the radicalization process.

🢂 **How to facilitate:**
Depending on the size of your group, you may choose to do this all together or in smaller groups. If you decide to do this in smaller groups, provide one set of cards from Handout 1.2 for each group. The cards in Handout 1.2 are separated according to the level of response. Cut them up before the session.

Attribution: This activity uses examples of countering violent extremism projects from Impact Europe's Countering Violent Extremism Database Search at **http://www.impact.itti.com.pl/index#/inspire/search**, *the Radicalization Awareness Network's (RAN) Collection Search at* **https://ec.europa.eu/home-affairs/what-we-do/networks/radicalisation_awareness_network/ran-best-practices/ran-search_en**, *and from The Future of Countering Violent Extremism: An Analysis of Current Programming in Jordan by Patrick Stahl and Julia Wilton (Center for Global Affairs at New York University). To help participants understand the countering violent extremism cycle and to better identify the scope of activities that can be considered as countering violent extremism.*

RESOURCES	HANDOUTS
• Flip chart • Sticky notes • Pens or pencils	• Handout 1.1 • Handout 1.2

INSTRUCTIONS

1. **[20 minutes]** Ask participants to turn to section 1.3 in the handbook on page 12 and take a look at the Countering Violent Extremism Cycle, which was produced by Hedayah.

2. **Slide 11** Briefly explain to the participants about the levels of involvement with violent extremism along the top of the page, offering examples if necessary.

3. Next, go through the levels of responses, reading relevant paragraphs and examples from the handbook if necessary. Note how each level of response is targeted to a

specific level of involvement.

4. Explain that participants will be given a number of cards which have actual countering violent extremism activities written on them. Participants will need to separate them into which level of response they would fall under (such as general protection, disengagement and deradicalization, or rehabilitation).

5. Once they understand the instructions, separate participants into groups (if desired) and hand out one copy of Handout 1.1 to each group. You may even project Slide 11 onto a wall for this activity (or other hard surface, since this activity will not work well with a hanging projection screen) if you do not separate them into groups.

6. Have participants attach Handout 1.1 near the top of a flip chart or on a whiteboard.

7. Distribute one set of the cut up cards from Handout 1.2 to each group and ask participants to begin.

8. **[30 minutes]** Give participants time to read and sort the activities into their appropriate levels of responses. They may use tape or some other adhesive to attach them to the flip chart in order of response.

9. **[10 minutes]** When they have finished or the time has expired, debrief the exercise with the following questions:

REFLECTION QUESTIONS:

1. *Which levels of response were more difficult to distinguish? Look at the levels of involvement they correspond to. Would they also be difficult to distinguish? What does this tell you about the field of countering violent extremism and the need for individual needs assessments?*

2. *Could some of the activities have been labeled as another kind of programming, such as development, social cohesion, or peacebuilding? What might be the benefits of labeling them as such? What might be the risks?*

3. *Look again at the Countering Violent Extremism Cycle. Notice how the arrows on the left side (before someone is radicalized or otherwise early in the process) flow down and to the left (to arrive at "general population"). Then, notice how the arrows on the right side (after someone is radicalized) first have to flow to the right side before flowing back to where someone is determined to be part of the "general population." Why do you think this is the case? What might be the dangers of not going through these extra steps, according to a person's needs?*

1.5 Key Takeaways   🕐 5 minutes

🖳 Slide 12

Display and read through key takeaways and end the session.

Facilitator self-evaluation questions:

Were there specific issues in this module that you would have liked to explore further?

_____

_____

_____

What were the challenges of delivering this module in your context?

_____

_____

_____

What are the opportunities for delivering this module in your context? That is, what makes it particularly relevant?

_____

_____

_____

Which concepts or activities were difficult for participants to understand? What would you do differently?

_____

_____

_____

Do you have specific ideas or examples that would make this module more relevant to your context or to your audience?

_____

_____

_____

MODULE **2.0**

Understanding Drivers of Violent Extremism in a Contextualized Manner

Slide 1
This module requires at least 2 hours.

This module offers a selection of frameworks and guiding questions which can be used to analyze and better understand the drivers of violent extremism in a specific context; this includes understanding how to identify push and pull factors as well as group dynamics that drive violent extremism in a particular context. This module prepares participants to be able to identify opportunities for prevention initiatives.

Learning Objectives:
After completing this module, trainees will be able to:

- understand the risks of developing a countering violent extremism activity or program without proper evidence;

- recall the benefits of contextualizing a countering violent extremism program and the role of research in accomplishing it;

- utilize a diverse set of frameworks to understand local drivers of violent extremism as well as vulnerabilities to recruitment in their context; and

- better avoid some of the risks of various research approaches.

This module consists of an opening exercise, short presentations, two short videos (an internet connection is required), discussions, and a closing activity and is structured as follows:

2.1 Why should countering violent extremism programs and policies be contextualized?

🕐 25 minutes

🖥️ Slide 2

Follow directions for Exercise 4 below.

EXERCISE 4: THE QUESTIONS GAME

Activity: 10 minutes
Debrief: 5 minutes

Objective:
This energizer is a fun way to get participants thinking about this module's main focus: asking the right questions!

Key Takeaways:
Demonstrate how listening can be just as important as asking the right questions, which are skills necessary for conducting research or evaluating existing research.

How to facilitate:
Be sure to demonstrate this game and clarify the rules to participants before they begin.

RESOURCES	HANDOUTS
None needed	None needed

RULES OF THE GAME

1. You can only talk in questions

2. You cannot repeat questions

3. Your question must be in response to the question you were asked

Facilitate the game by politely playing the role of a judge. If a participant is particularly good at this game, you may need to ask him or her to give their teammates a chance by going to the back of the line.

DIRECTIONS:

1. Split the participants into two teams. They should form two lines that are facing each other.

2. The person at the front of the line for the first team asks a question about anything to the person at the front of the line for the other team.

3. That person must respond to the question they were asked with another question.

   Example:
   One: What is your favorite sport?
   Two: Does sleeping count as a sport?
   One: Are you the champion of it?
   Two: Do I get extra points for snoring?

4. This continues until one person makes a mistake (see the rules of the game above) or takes too much time to respond. When this happens, that person moves to the back of their team's line and everyone in that team steps forward.

5. The winner on the other team remains in place and asks the new challenger a new question.

6. Continue until the time runs out or until everyone has had a chance to play, ideally more than once. Then, debrief the activity with the following questions together. Write down key answers to the reflection questions (such as "listening to the speaker may be just as important as asking the right questions") on a flip chart and reference them throughout the session when appropriate.

> *You can even have a "championship round," where the two best players can compete against each other.*

> *For question 2, you can use the "Fist to Five" method before getting specific answers*

🖼 Slide 3

[10 minutes] Ask participants to offer their opinion as to whether they agree with the following statement with the "Fist to Five" method and invite a few participants to share their thoughts:

A countering violent extremism policy or program that has been successful in one context will work in another context.

The discussion should be guided to explore the fact that violent extremism has different forms (different groups) and is motivated by different reasons. The discussion should also explore the idea that different activities are needed according to the different drivers of violent extremism and should be done in light of the local context.

2.2 What are drivers of violent extremism?
🕐 25 minutes

Key takeaway
Drivers of violent extremism help explain why people might become radicalized or involved in violent extremist groups. However, these factors cannot predict whether someone will actually become radicalized, so they are meant to guide policies and programming to target 1) the kinds of issues that are most influential and 2) those individuals who are most affected by them in ways that increase their vulnerability to violent extremism.

Slide 4

[5 minutes] Explain that the key to preventing and countering violent extremism is the need to understand how people come to be attracted to and involved in violent extremism. The idea is that if we can understand these "drivers" that we can provide solutions and create alternative pathways. Read the definition for drivers from the slide. Explain that good research is needed to understand these drivers in a given context.

Slide 5

[The video and discussion should last no more than 10 minutes] Play the video from the following link:

VIDEO 2
Preventing violent extremism through education

By: UNESCO

Original Link:
https://youtu.be/79MTkVumCcQ

Downloadable Link:
The video can be downloaded **here.**

Arabic Subtitles:

Advanced
(recommended for use with downloaded versions)

Basic
(recommended for use with YouTube)

*Instructions on using these subtitles are available **here**.*

Objectives of the video:
To introduce a helpful framework for understanding the drivers of violent extremism and share a number of real examples of radicalization.

Introduce the video by explaining that it was produced by the United Nations Educational, Scientific and Cultural Organization (UNESCO) to explain how education can promote resilience to violent extremism. Tell participants that they will hear the stories of three former violent extremists and what drove their interest in violent extremism.

Ask participants to watch out for: What drove the people in the video to be attracted to violent extremism, what the categories of drivers are, and what potential factors may be at play in their local context.

You may replace this video with a similar, high-quality video (preferably from the region) that also meets the objectives above.

Ask participants to turn to a neighbor and discuss the reflection questions for the video, which can be found on page 27 of the handbook.

REFLECTION QUESTIONS

1. *The first two men in the video relate stories from their younger lives about encountering violence and conflict. How did these experiences influence their choices regarding violent extremist groups?*
2. *What other factors did you see in the video that might be considered drivers of violent extremism?*

3. *This video was produced in order to explain how education can promote resilience to violent extremism. What were the benefits described and how might they help prevent students from being attracted to violent extremism?*

Slide 6

[10 minutes] Explain that there are many models used to understand why radicalization happens, but we will share the most widely used framework. Briefly read through the three factors on the slide, giving a few examples from each category of factors, such as those below:

Push factors: Rejection of growing diversity in society, protracted and violent local conflicts, or political exclusion.

Group dynamics and relationships: Cultural norms that encourage retaliation or violent revenge, distrust of security services, widely held conspiracy theories.

Pull factors: A sense of belonging, the potential for power and control, a promise of heroism, the desire to "defend" others, or seeking revenge.

Explain that in this session, participants will be able to explore this model for their own context. Do not worry if it is not yet clear to participants, or if there is confusion regarding the differences between the three categories of factors. They will learn by doing later in the session.

2.3 How do we identify drivers of violent extremism in our context?

🕐 55 minutes

Slide 7

[5 minutes] Explain that understanding violent extremism and radicalization in any context requires asking the right questions and setting out to find the answers. Connect this to the energizer activity at the start of this module, referencing their answers you wrote on the flip chart. For example, relate how those who were most successful might have been very creative in their questions. On Slide 7, walk through the first question and explain what it means:

What is the risk of violent extremism in your context and what are its forms?

Do the same for the "why" question:

Why are people drawn to violent extremism? Clarify that they will explore the other questions later.

Then lead participants through Exercise 5 below:

EXERCISE 5: ANALYSIS OF DRIVERS OF VIOLENT EXTREMISM IN THE LOCAL CONTEXT

Activity: 35 minutes
Debrief: 15 minutes

➭ Objective:

For participants to develop shared understandings of the drivers of violent extremism in their local context so that they can prioritize certain activities or reveal gaps in understanding that can be addressed with future research.

➭ Key Takeaways:

The most influential push factors, group dynamics and relationships, and pull factors may be those that resonate with each other. Shared understandings can build more collaborative approaches.

➭ How to facilitate:

Try to encourage participants to focus on factors that are more complex or to think more critically about some simple (and oftentimes problematic) factors such as unemployment, education, and religion. Make this exercise more dynamic by using the space around the room for group work. This activity will be important for Exercise 9: Coordination Plan in Module 4. Countering violent extremism efforts are broad, but that is because they work to intervene in all of the various stages of the radicalization process.

➭ Adaptations or alternatives:

If this training is being delivered to a particular group that will be developing an idea for a project, it might be better to do this activity all together and clarify that objective before beginning. If you want a simpler and very focused discussion, you may use Handout 2.3 instead, which is based on the adapted model from Borum, from section 2.3.2 of the handbook.

RESOURCES	HANDOUTS
• **Pens or pencils** • **Flip charts** • **Markers**	• **Handout 2.1** • **Handout 2.2** • **Handout 2.3 (optional alternative)**

INSTRUCTIONS

1. **[10 minutes]** Distribute Handouts 2.1 and 2.2 to participants and explain the following activity from start to finish before beginning.

2. Handout 2.1 outlines the five guiding questions for studying violent extremism and includes the definitions of push factors, group dynamics and relationships, and pull factors for their reference. Handout 2.2 is divided into these three factors and includes illustrative questions to help participants understand them.

3. Together, give participants 5-10 minutes to explore the push factors in their context that they believe are most relevant to driving violent extremism. Write the ideas on a flip chart where everyone can see.

4. Once that is complete, ask participants to identify the top push factors they believe that are contributing to violent extremism in their local context. Identify enough that you can divide the participants into groups of three or four to focus on. For example, if there are 20 participants, find at least five push factors. Write each chosen push factor on its own large paper or flip chart. Ask participants who among them believes most strongly in this factor and select one participant to take each paper. They will help facilitate the following steps.

5. **[15 minutes]** Next, ask participants to divide themselves into groups, with three to five for each of the different factors. There, they will use Handout 2.2 to guide a discussion on the group dynamics and relationships that are applicable to this factor. Be sure to go around to the different groups, providing guidance when necessary.

6. **Slide 8 [This video and discussion should not last more than 10 minutes].** After 15 minutes, tell participants that you will proceed to the final step after watching a brief video:

VIDEO 3
The Promises of ad-Dawlah to Women

By: **The International Center for the Study of Violent Extremism (ICSVE)**

Original Links:
https://youtu.be/CdJ4KfT2fow
[Arabic]

https://youtu.be/qZknfoA-O2k
[English]

Objectives of the video:
To introduce participants to a number of potential pull factors that are material (money, property, and so forth) and immaterial (status, kinship, a purpose, and so forth). Because the video features the story of a woman, it also encourages participants to be thinking about the radicalization of women as well.

Introduce the video by explaining that it is about a former member of ISIL in Syria, who is a woman from Belgium. Explain that many of the video clips in the video are from ISIL propaganda videos.

Ask participants to watch out for: The reasons that attracted her to travel to Syria to join ISIL and how ISIL portrays itself in clips from their videos that are featured in the video.

You may replace this video with a similar, high-quality video (preferably from the region) that also meets the objectives above.

Then ask participants to discuss the reflection questions in their groups, which can be found on page 35 of the handbook.

REFLECTION QUESTIONS

1. *What were the specific promises that the ISIL recruiter made to her that convinced her to take her four-year-old son and travel to Syria?*
2. *This video appears to have used many clips from ISIL propaganda videos. What are some of the emotions that you think ISIL's video producers wanted you to feel with those clips? How would those emotions or ideas appeal to people from your context?*

7. **[10 minutes]** Following their discussion, ask participants to continue to the final part of the activity, focusing on the pull factors of violent extremist groups in their local context <u>as they relate to the previous two sections</u>. This section of the activity has the risk of becoming more broad, where groups might explore the full breadth of pull factors for local violent extremist groups, but this should not be done unless the group has first explored the pull factors that relate to the factors they identified in the previous two sections (such as a violent extremist group promising to resolve a conflict previously listed as a push factor). Give them 10 minutes to discuss and record their answers.

   You may give extra time for groups to write their ideas on a larger flip chart or ask groups to present their findings one by one.

8. **Slide 9 [5 minutes]** Following the presentations, return to the guiding questions and explain the importance of the remaining guiding questions (who, where, and how). Give particular emphasis for the question of how people are radicalized. Explain that this question is important because it helps close the link between how someone might go from supporting violence to actually engaging in it.

2.4 What are the some of the risks of research on violent extremism and how do we avoid them?

🕐 10 minutes

Key takeaway
Not all research on the drivers of violent extremism will be helpful. Indeed, some research or assumptions are problematic and may shape policies and programming in less effective and even wrong directions.

🖼 Slide 10

[5 minutes] Briefly explain that there are two ways to answer these questions in an evidence-based way: through evaluating current research and conducting new research. Explain that deciding to undertake new research should be guided by the quality and relevance of the existing research, so a review is usually an important first step.

Ask participants the following question and elicit a number of responses:

What are some risks of researching violent extremism?

Once a sufficient number of possible answers have been given, explain that these risks can make our research more difficult to conduct or undermine our findings and turn to the next slide.

📇 Slide 11

[5 minutes] Explain that these tips from the slide are helpful in avoiding common risks and pitfalls when conducting research on radicalization and violent extremism. Review them with participants or ask different participants to read the points in turn.

2.5 Key Takeaways   🕐 5 minutes

📇 Slide 12

Conclude the module by reviewing the key takeaways. Encourage participants to check out the Further Learning Opportunities section for this module for a number of interesting studies and resources!

Facilitator self-evaluation questions:

Were there specific issues in this module that you would have liked to explore further?

_____

_____

_____

What were the challenges of delivering this module in your context?

_____

_____

_____

What are the opportunities for delivering this module in your context? That is, what makes it particularly relevant?

_____

_____

_____

Which concepts or activities were difficult for participants to understand? What would you do differently?

_____

_____

_____

Do you have specific ideas or examples that would make this module more relevant to your context or to your audience?

_____

_____

_____

MODULE **3.0**

Engaging Community Leaders and Families in Countering Violent Extremism

Slide 1

This module requires at least 1 hour and 45 minutes.

This module highlights the role that communities might play in efforts to counter violent extremism, such as engaging with diverse community leaders, including religious leaders and other customary and tribal leaders, who are often best positioned to offer support and guidance to families or those potentially vulnerable to radicalization. It also explores initiatives that have sought to understand how family members can play a role in countering violent extremism. For instance, the module explores how this can happen when families are a conduit of values and traditions, positively shape the worldviews of children and youths, and identify early signs of vulnerability to radicalization, among other problems. This can also happen through engaging family members in disengagement and rehabilitation efforts for radicalized individuals.

Learning Objectives:

After completing this module, trainees will be able to:

- recount the good practices needed to engage with a broad range of local community leaders, such as religious and customary leaders, in order to collaborate together to increase community resilience and mitigate the potential appeal of violent extremism;

- understand the difference and the connection between individual and community resilience;

- apply tools from previous modules to identify the level of participation and barriers to involvement in countering violent extremism;

- identify the roles family members can play in building resilience to the appeal of violent extremism through instilling values and providing support; and

- better support families to identify signs of vulnerability to potential radicalization and positively respond to them, while complying with the Do No Harm approach.

This module consists of short presentations, two videos (an internet connection is required), and discussions. It also includes optional sets of discussion questions if there is time. The module is structured as follows:

3.1 What is individual resilience? What is community resilience?

🕐 55 minutes

Key takeaway
Individual resilience and community resilience to violent extremism are similar terms but mean different things and require different approaches to build and improve.

Slide 2

[15 minutes] Display the following question from the slide:

What is a time when you felt vulnerable?

The purpose of this question is to 1) help participants open up to one another and 2) introduce very real examples of vulnerability, so it would be best to begin by offering a reflective example from your own life. These experiences would be most effective when they can be related to drivers of violent extremism.

After you have shared, asked participants to think of their own example and share with a partner. After enough time has passed, invite a few participants to share and write down key aspects of the accounts on a flip chart. Reference these throughout the session, when applicable.continuing the session.

Slide 3

[10 minutes] Ask participants to discuss with their same partners briefly about what they needed or what could have used to not feel as vulnerable. Ask participants to provide examples, which will also be written down next to the previous responses on factors leading to feelings of vulnerability.

Then label one column as "factors of vulnerability" and the other as "protective factors" or "resilience factors" and connect this to Exercise 5 from Module 2.

Slide 4

[10 minutes] Explain that this activity helps us to understand the idea of resilience. Ask participants the following question from the slide and take a few responses:

What are the differences between individual resilience and community resilience? How are the two related?

While there is a lack of clarity about what resilience means, explain that when we describe community resilience, we usually mean much more than individual resilience. Advance on the same slide to reveal the paragraphs on individual and community resilience. Relate the two definitions and offer any necessary examples or clarifications.

Introduce the concept of resilience and relate this discussion to radicalization and violent extremism. Add the following examples to the columns, if necessary.

Examples of personal protective factors may include:
- a strong sense of individual identity and belonging,
- a strong attachment to one's own family, country, or other identity group,
- and an effective personal coping strategy.

Examples of personal risk factors may include:
- having family members who are part of violent extremist groups,
- not having an effective individual coping strategy,
- and having been a victim of violence (such as by state security forces).

Direct them to the definitions in the handbook on page 45 for more information. Explain that individual resilience is more about being able to resist the appeal of violent extremism, especially when it is tempting to a person because of grievances or someone important to them is encouraging them to engage in violent extremism. On the other hand, explain that resilient communities would have community-level opportunities to express their problems or grievances and discuss solutions, including being able to address the factors that may create vulnerability to radicalization.

Explain that individual resilience and community resilience are different concepts and refer to different target populations but that they may be linked to each other because if all individuals are more resilient and better equipped to resist radicalization, the overall community would also be more resilient and safer. Vice-versa, the existence of community-level approaches and mechanisms to address grievances (community resilience) might be able to reduce the impact and importance of personal risk factors.

[10 minutes] Ask participants to get into groups of two or three and list examples of activities that would reinforce 1) individual resilience and 2) community resilience, reminding them of the activity at the beginning of the session. Ask participants to compare the differences and find the similarities between the two lists and share their findings all together.

Explain that this module will explore how we can build resilience to violent extremism in a community by engaging a wide variety of community leaders. Draw connections to the upcoming modules (on government and civil society partnerships, engaging women, and engaging youth) and clarify that all of these modules are to encourage a whole-of-society approach.

OPTIONAL EXPANSION ACTIVITY:

3.2 What are the benefits of a locally-driven approach to countering violent extremism?

🕐 20 minutes

🖼 Slide 5

[10 minutes] Ask participants to turn to a neighbor and discuss the following question from the slide:

What are the benefits of a locally-driven approach to countering violent extremism compared to a national or international approach?

🖼 Slide 6

After participants have had a chance to discuss, land on this point by listing the benefits on the slide.

3.3 What are the roles of community leaders in countering violent extremism?

🕐 35 minutes

Follow the instructions for Exercise 6 below:

EXERCISE 6: COMMUNITY RESILIENCE ACTORS

Activity: 20 minutes

🔲➡ **Objective:**
The purpose of this activity is to prime the discussion for this module and to get participants thinking about a wide range of community actors and how they can be engaged in countering violent extremism.

🔲➡ **Key Takeaways:**
Nearly any part of the community can be involved in building community resilience to violent extremism.

🔲➡ **How to facilitate:**
Prior to this session, cut out the cards for Handout 3.1. Notice that there are at least 6 blank cards. Which community actors or institutions would you include? These may be specific to your local context. Write these ideas down on the blank cards

🔲➡ **Variations and adaptations:**
Using Handout 3.1, this activity is very flexible and can be done in a number of different ways. For example, you can turn it into a competition, where participants need to make their case for why the community actor on their card is the most important one in building resilience. You can also have participants take two cards and make the case for why they should partner together and how.

RESOURCES	HANDOUTS
None needed	• **Handout 3.1**

INSTRUCTIONS

1. **Slide 7 [20 minutes]** Place the cards for Handout 3.1 in a container and mix them up.

2. Ask participants to form a circle around you and have each participant draw a card or two from the container (or more, depending on the size of the group and the time available).

3. Ask participants to look at their cards and come up with a way that this particular actor or institution can contribute to the resilience of a community against radicalization.

4. Then, one by one, ask participants to share their thoughts regarding their card (one at a time, if participants drew more than one card, allow everyone a chance to share before asking participants to share their second or third cards). Also ask participants if they think that it might be best if this particular actor or institution is not involved in countering violent extremism. Invite them to share their thoughts as to why not.

Slide 8

[15 minutes] Build off of this activity to facilitate an open discussion regarding the roles of local community leaders and families in countering violent extremism. Remind participants about the cards that were used in Exercise 6 and guide the discussion with the following questions:

What can we do better to ensure a locally-driven and all-of-society approach?

What are the most important local community actors that we are not engaging enough?

How important do you believe religious leaders are to these efforts?

What are the unique ways that families can help make their members more resilient to the appeal of violent extremism?

After 15 minutes have passed, you may either continue the discussion for another 10 minutes if needed (leaving enough time to debrief the session, which will require 10 minutes) or, if participants need reinforcement with the roles of families or religious leaders, you may show one or both of the following videos. These videos are to reinforce concepts and help solidify the concept of community resilience and should supplement the discussion when needed.

3.4 What are the roles of religious leaders in countering violent extremism?

🕐 5 minutes

Key takeaway
Religious leaders are important partners in countering violent extremism, but should be brought into a broader network of community leaders.

Slide 9

Introduce and share the following video:

VIDEO 4
A Young Imam in Morocco: A Story of Bridge-Building

By: Search for Common Ground

Original Link:
https://youtu.be/StMWYkepds4
https://vimeo.com/105565369

Downloadable Link:
The video can be downloaded **here**.

Arabic Subtitles:

Advanced
(recommended for use with downloaded versions)

Basic
(recommended for use with YouTube)

Instructions on using these subtitles are available **here**.

Objectives of the video:
To begin a discussion on the role of religious leaders in building resilience to violent extremism. It presents participants with a real example of a religious leader encouraging understanding between religions and intervening in a case of radicalization.

Introduce the video by explaining that it is an example of religious leaders working to promote community resilience to violent extremism in one of Morocco's historically marginalized cities.

Ask participants to watch out for: The ways violent extremism affects the people in the video and how they respond to it.

You may replace this video with a similar, high-quality video (preferably from the region) that also meets the objectives above.

OPTIONAL EXPANSION ACTIVITY:

[15 minutes] Guide participants through the reflection questions on page 53 of the handbook:

REFLECTION QUESTIONS:

1. *The priest defined fundamentalism and radicalism as "the exclusion or the elimination of the other." In what ways does exclusion contribute to violence and violent extremism? What might be some examples of exclusion in your area that may create vulnerability to violent extremism?*
2. *After watching the video, how do you see religious leaders as sources of community resilience?*
3. *The young conservative imam in the video (who has a sizeable social media following) decided to intervene in the case against the man who threatened him, choosing instead to talk with him and try to convince him to turn away from violent extremism. What can be the role of religious leaders in disengagement and/or deradicalization activities? Do you think that the man was more or less receptive to the imam because he was conservative, rather than practicing another form of Islam? What about if he was a Christian priest instead? Why? What does this tell you about choosing the most credible religious actors in a situation like this?*

3.5 How can families contribute to community and individual resilience and the broader countering violent extremism agenda?

🕐 10 minutes

Key takeaway
Resilient families are crucial components to communities that are resilient to violent extremism.

🖼 Slide 10

Show the following video:

VIDEO 5
Mother's School

By: Women without Borders

Original Link:
https://rebrand.ly/Video05
https://youtu.be/hi6M5UGS7gA

Arabic Subtitles:

Advanced

Basic
(recommended for use with YouTube)

Instructions on using these subtitles are available **here.**

Objectives of the video:
To offer examples of how families can be supported to build the resilience of family members to violent extremism.

Introduce the video from Women without Borders by explaining how they have created a Mothers School platform that links women-led organizations together and supports their implementation of local training programs for mothers regarding the threat of radicalization.

Ask participants to watch out for: How the women in the video intervened in or experienced the radicalization of others.

You may replace this video with a similar, high-quality video (preferably from the region) that also meets the objectives above.

OPTIONAL EXPANSION ACTIVITY:

[10 minutes] Guide participants through the reflection questions on page 57 of the handbook:

REFLECTION QUESTIONS:

1. *One woman recounted how she stepped in to prevent her son from being radicalized by a family member. One element of the Mothers School model is to raise awareness of radicalization and to educate mothers about warning signs. Are there always warning signs that family members can spot? What might be some examples of warning signs?*

2. *The main message of the video is that women (and particularly mothers) have power to prevent the radicalization of their children. To what extent do you believe that this is true in your context? In what ways do the benefits from the Mothers School extend beyond the women's families?*

3. *One of the many benefits of this kind of program is that it engages the average person and not project implementers or researchers on countering violent extremism (that is, the general public). Indeed, we saw in the video examples of how violent extremism affected different family members. What are the unique ways that other family members (grandparents, fathers, brothers, sisters) can help make families resilient to the appeal of violent extremism?*

3.6 How do we overcome some of the potential risks of involving community leaders and family members in countering violent extremism efforts?

🕐 5 minutes

🖳 Slide 11

Ask participants to name a few potential risks of involving community leaders and family members in countering violent extremism efforts and how to overcome them.

🖳 Slide 12

After receiving a few responses, list the risks on the slide.

3.7 Key Takeaways   🕐 5 minutes

🖳 Slides 13 and 14

Finally, conclude the module by reviewing the key takeaways.

Facilitator self-evaluation questions:

Were there specific issues in this module that you would have liked to explore further?

_____

_____

_____

What were the challenges of delivering this module in your context?

_____

_____

_____

What are the opportunities for delivering this module in your context? That is, what makes it particularly relevant?

_____

_____

_____

Which concepts or activities were difficult for participants to understand? What would you do differently?

_____

_____

_____

Do you have specific ideas or examples that would make this module more relevant to your context or to your audience?

_____

_____

_____

MODULE **4.0**

A Multisectoral Approach to Countering Violent Extremism: Opportunities for Collaboration between Government and Civil Society

Slide 1
This module requires at least 1 hour and 45 minutes.

This module offers guiding principles for engaging state and civil society actors in enabling more effective state responses and engaging a multisectoral approach. It explores the reasons why collaboration may not occur or be limited. The module then guides the participants towards identifying sectors or institutions where this type of collaboration would be ripest for their context.

Learning Objectives:
After completing this module, trainees will be able to:

- engage in better collaboration and coordination amongst state and civil society actors

- better understand the need for a locally led approach to countering violent extremism; and

- identify areas where collaboration between governments, civil society and community-based organizations might be most effective.

This module consists of an opening exercise, short presentations, two short videos (an internet connection is required), discussions, and a closing activity and is structured as follows:

4.1 What is the value in government, civil society, and community collaboration in responding to violent extremism?

🕐 1 hour

Option 1

📰 Slide 2

[10 minutes] Ask participants to offer their opinion as to whether they agree with the following statement using the "Fist to Five" method:

Government agencies alone can solve the problem of drug abuse.

Guide a brief discussion regarding the statement. The discussion should explore the fact that different parts of society have different skills, priorities, and resources. The discussion should also touch on how different institutions have different relationships with communities and vulnerable groups. Then bring this conversation back to the issue of violent extremism by drawing parallels between a complex issue like drug abuse and violent extremism.

Option 2

[15 minutes] Follow the directions for Exercise 7 below.

EXERCISE 7: RELAY RACE

Activity: 10 minutes
Debrief: 5 minutes

⬜➡ **Objective:**
This energizer enables participants to practice cooperation and communication and reflect on what elements make for good cooperation.

⬜➡ **Key Takeaways:**
Coordination is improved with communication.

⬜➡ **How to facilitate:**
This activity can either be done in teams to add a layer of competition and excitement. If there is only one team, time both rounds and compare the times, encouraging participants to beat their first time. In some cultural contexts, it might be advisable to ask female participants to form pairs together and men to pair together.

Variations and adaptations:
This activity can be done in any number of ways to reach the same objective. Feel free to adapt it as needed.

Attribution: This activity was adapted from Bounce Resilience, Resilience Training Tool for Youngsters Manual (Leuven, Belgium; December 2014), 37.

RESOURCES	HANDOUTS
• **Markers** • **Space to complete the activity**	**None needed**

INSTRUCTIONS

1. Ask participants to form pairs (if there is an odd number of people, someone can run the race twice so everyone can participate).

2. Mark a starting line and another line no more than 10 meters away. Alternatively, place an obstacle like a chair to mark the spot to turn around.

3. Round one: Starting with the first pair, take the marker and place it between the tips of their index fingers and hold it there.

4. When you give the signal, the first pair will walk in unison as fast as they can to the other line without dropping the marker between them and without talking.

5. If the marker is dropped, the pair has to pick it up and place it between their fingers again before they can continue.

6. Once the pair crosses the line or rounds the chair, they may turn around and return

to the starting line, passing off the marker to the next pair.

7. Repeat until everyone has run the course.

8. Round two: Repeat the relay race, but this time allow pairs to talk to each other as they run the race.

REFLECTION QUESTIONS

1. *How did you sense your partner to keep together while running the race?*
2. *Did your team do much better during the second round than the first? How did communication help you run the relay race?*
3. *In your pairs, did one of you lead and did the other follow? Or were you both equal?*
4. *What does this exercise teach us about effective collaboration?*

Slide 3

[5 minutes] Introduce the module's topic and share the definition of civil society on the slide. If there is any confusion, clarify the distinction between civil society and for-profit businesses and government institutions. Explain that religious institutions, the media, the educational sector, and others will be explained in later modules, although the topic of collaboration in this module can be extended beyond just between government and civil society actors.

Then, follow the instructions for Exercise 8 below:

EXERCISE 8: STRENGTHS AND CHALLENGES ANALYSIS

Activity: 50 minutes

🗢 **Objective:**
To help participants think positively about and appreciate the strengths that different sectors have in countering violent extremism and to identify their unique challenges.

🗢 **Key Takeaways:**
Governments and civil society must collaborate together if they are to successfully address the threat of violent extremism.

🗢 **How to facilitate:**
Help to ensure that groups are on task and building on the answers that have already been written down on the charts if they are not the first group for that particular chart (Government Challenges, Civil Society Strengths, and Civil Society Weaknesses). If there is time, you may ask participants to present the different lists and allow participants to fill out Handout 4.1 during the presentations.

RESOURCES	HANDOUTS
• **Pens or pencils** • **Flip charts** • **Markers**	• **Handout 4.1**

INSTRUCTIONS

1. **Slide 4** Distribute Handout 4.1 and explain the following activity.

2. **[5 minutes]** Fill out the first part all together. Begin by listing the strengths that governments have when implementing countering violent extremism policies and programs. Write participants' ideas on a flip chart labeled "Government Strengths."

Possible responses may include the following. If groups have difficulty getting started, offer these examples:

	STRENGTHS	CHALLENGES
Government:	Vast resources (money and personnel). Have the power to make laws.	May not have the trust of vulnerable people to allow them to engage.
Civil society:	Locally-rooted. Have the trust of local communities. May already work with vulnerable	Dependent on funding from outside donors. Can be small groups with few resources.

3. Then, explain that the participants will have chances to fill out the rest by themselves. Divide participants into three groups and place flip charts around the training space labeled as follows:

Government Challenges:

Civil Society Strengths:

Civil Society Challenges:

4. **[30 minutes]** Give groups 10 minutes in each "station" to discuss their ideas and write them clearly on the flip chart (more than one page will be necessary). After the time is up, ask groups to rotate to another station. That group will then review what has been written by the previous group and then spend the next 10 minutes discussing it further themselves. Repeat to give groups 10 more minutes at the final station.

5. **Slide 5 [15 minutes]** Once groups have completed the last round, ask participants to return to their seats and lead a discussion with the following questions:

REFLECTION QUESTIONS:

1. *Did you discover examples of where government strengths and civil society challenges are opposites or vice versa? How could collaboration between governments and civil society remedy those challenges?*
2. *From this exercise, what do you think are the potential benefits of collaboration in the field of countering violent extremism?*
6. **Slide 6** *After a sufficient number of examples have been offered, list the potential benefits of collaboration on the slide to supplement their answers (see page 65 of the handbook for more in-depth explanations of these benefits).*

4.2 What are the reasons why people might not collaborate?

🕐 5 minutes

Key takeaway
While the importance of collaboration may be widely accepted, there are often specific reasons why collaboration may not happen or be limited. Resolving these issues can help build collaboration where before there was not.

🖳 Slide 7

Ask the participants to discuss the following question in pairs:

Why might governments and civil society not collaborate, and why might collaboration be limited?

📇 Slide 8

Ask the pairs to share what they discussed. After taking a few responses, list the potential reasons and offer examples if necessary (see page 67 of the handbook for more details).

4.4 What are the best practices when building effective government, civil society, and community cooperation?

🕐 30 minutes

📇 Slide 9

Follow the directions for Exercise 9 below.

EXERCISE 9: COORDINATION PLAN

Activity: 20 minutes
Debrief: 5 minutes

⇨ Objective:
To begin creating a strategy to address specific drivers of violent extremism in the local context while highlighting avenues for cooperation and collaboration between government, civil society, and other actors.

⇨ Key Takeaways:
Many drivers of violent extremism require a multi-sectoral approach, making collaboration an important element in many countering violent extremism projects.

⇨ How to facilitate:
If you have rearranged the order of the training, make sure that this module follows Exercise 5 from Module 2. This exercise builds on that exercise, where participants mapped out local drivers of violent extremism in their context. Therefore, it is best to divide participants into the same groups they had for that activity before distributing Handouts 4.2 and 4.3. If possible, you may offer more time to allow groups to complete this activity.

RESOURCES	HANDOUTS
• Pens or pencils • The flip charts from Exercise 5 in Module 2.	• Handout 4.2 • Handout 4.3

INSTRUCTIONS

1. Ask participants to form the same groups from Exercise 5 in Module 2of mapping local drivers of violent extremism and hand them their flip charts from that activity.

2. Explain the whole activity from start to finish. Explain that Handout 4.2 includes the instructions for the activity.

3. Give participants 10 minutes to discuss the drivers their group explored in the previous activity and write them in the top box of Handout 4.3. Ask them to brainstorm ways to address or transform those factors. Encourage groups to focus on meeting needs that are present in the community or on creating alternatives to the pull factors they identified in the previous activity. The key is not to identify specific activities (workshops, trainings, and so forth) but to determine larger goals as part of a strategy (such as increase the civic engagement of marginalized youth). They should not have more than three or four goals.

4. After about 10 minutes have passed, ask participants to follow the instructions on filling out the rest of the worksheet, including listing government agencies and civil

society groups and how they can contribute to these goals.

5. Ask participants to consider three risks to this plan and write them in the space at the bottom of Handout 4.3.

6. After these tasks are completed or only five minutes are left, ask groups to present their charts, then lead them in a discussion of the following questions:

REFLECTION QUESTIONS:

1. *Imagine trying to address these factors using only the inputs from either civil society groups or government institutions. How do you think that would affect the effectiveness of your strategy?*
2. *What does coordination give you? That is, how does it benefit this strategy?*
3. *Are there any possible contributions that you decided not to include because of risks? What were they and why?*
4. *What are some risks that you have identified to working on these points together? Is there anything that has to be done before effective cooperation can begin?*

🖼️ Slides 10 and 11

[5 minutes] Explain to participants that collaboration experiences in the field of countering violent extremism have led to a number of best practices in these kinds of efforts. Display the best practices on the slides and give examples when necessary.

4.5 Key Takeaways   🕐 5 minutes

🖼️ Slides 12 and 13

Conclude the module by reviewing the key takeaways.

Facilitator self-evaluation questions:

Were there specific issues in this module that you would have liked to explore further?

_____

_____

_____

What were the challenges of delivering this module in your context?

_____

_____

_____

What are the opportunities for delivering this module in your context? That is, what makes it particularly relevant?

_____

_____

_____

Which concepts or activities were difficult for participants to understand? What would you do differently?

_____

_____

_____

Do you have specific ideas or examples that would make this module more relevant to your context or to your audience?

_____

_____

_____

MODULE **5.0**

Understanding Gender Dynamics to Radicalization, Violent Extremism and Engaging Women

Slide 1
This module requires at least 90 minutes.

This module explores the gender dynamics that affect radicalization and violent extremism. It introduces the topic of gender and offers insights on how to incorporate a gender-sensitive approach to countering violent extremism. It unpacks myths and stereotypes about women and girls' engagement in violent extremism and underscores the critical importance of gender-sensitive research. The module offers an analysis of the gendered ways men and women can be drawn into extremist narratives or even engaging in violent extremism themselves. Finally, this module offers good practices on engaging women and girls in countering violent extremism efforts.

Learning Objectives:
After completing this module, trainees will be able to:
* avoid myths and stereotypes about women and girls' interaction with and engagement in violent extremism;
* understand the impact of gender dynamics on driving violent extremism;
* learn the key lines of inquiry for gender-sensitive research into violent extremism in order to unpack these issues within their own context; and
* better understand the value and good practices of engaging women and girls as leaders in countering violent extremism efforts.

This module consists of an energizer activity, short presentations, two videos (an internet connection is required), and discussions. It is structured as follows:

What is gender and how is it relevant to countering violent extremism?

🕐 45 minutes

Follow the directions for Exercise 10 below and debrief with the included reflection questions on slides 2 and 3.

EXERCISE 10: NORMS

Activity: 10 minutes
Debrief: 10 minutes

▫️⇨ **Objective:**
Participants will gain insights on how gender norms are learned social constructs. Participants will experience being marginalized or marginalizing others.

▫️⇨ **Key Takeaways:**
Gender is a social construct that includes learned "appropriate" behavior. The enforcement of these norms can make people feel marginalized.

▫️⇨ **How to facilitate:**
This activity can be set in any everyday location, such as a bus, cafe, or restaurant. Explain the activity before dividing participants into the two groups.

Depending on what scene you decide, ask participants to help you arrange the chairs in the preferred format (in rows like a bus or in circles for a restaurant or cafe). You may play the part of the bus driver or waiter, but you may also ask a participant to play this role instead.

▫️⇨ **Variations and adaptations:**
If you are concerned some participants may not feel comfortable participating in this role play or are short on time, you may choose to do the exercise with a smaller group with the rest of the participants observing instead.

Depending on what scene you decide, ask participants to help you arrange the chairs in the preferred format (in rows like a bus or in circles for a restaurant or cafe). You may play the part of the bus driver or waiter, but you may also ask a participant to play this role instead.

Attribution: This activity was adapted from Bounce Resilience, Resilience Training Tool for Youngsters Manual (Leuven, Belgium; December 2014), 126.

MODULE 5

RESOURCES	HANDOUTS
• **Chairs that are arranged as needed**	**None needed**

INSTRUCTIONS

1. Half of the participants (Group 2) will leave the room or move to the other side of the room where they cannot hear the other half (Group 1) discuss.

2. Give Group 1 three rules of behavior that everyone needs to do in order to get onto the bus and sit down, order a coffee or tea, or order a meal. They should be self-evident so that Group 2 will be able to guess them with little effort. Examples can include:

   a. Always ask before sitting down
   b. Saying thank you three times
   c. Sitting only with legs crossed at the ankles

Group 1 members can try to make it more complicated by doing other random actions to confuse Group 2.

3. Once Group 1 knows the three rules, instruct participants that when someone breaks one of these rules, those in the scene will need to react negatively if anyone fails the tasks. Examples may include:

   a. Shaking their heads
   b. Saying that it was inappropriate
   c. Asking them to leave

4. These reactions should be firm but not rude. Once you have decided together on what acceptable reactions might include, ask Group 2 to return.

5. Mix the groups and ask them to stand to the side of the scene so everyone can observe.

6. Then, tell Group 2 that they are traveling in a new country for the first time. Tell them that their objective is to simply accomplish the task. Beginning with at least two participants from Group 1, all participants will need to enter the bus and sit or order food or a drink from the waiter. Whereas Group 1 will understand the rules, Group 2 will have to guess them by observing Group 1 doing the task with the correct rules.

7. After the first two participants from Group 1 complete the task, ask a volunteer from Group 2 to try to complete the task and perform the three rules.

8. If the participant from Group 2 tries unsuccessfully, any Group 1 member already in the scene (having completed the task successfully) and the bus driver/waiter must react.

9. Alternate between Group 1 and Group 2 members, allowing Group 2 members additional chances to figure out the unspoken rules. Do this until all participants have completed the task or the time (10 minutes) runs out.

10. **Slides 2 and 3** Guide a discussion with the following questions.

REFLECTION QUESTIONS:

1. *How did you feel being part of Group 1 or 2?*

2. *How did you figure out the unspoken rules?*

3. *How did it feel when you were not able to complete the task successfully?*

4. *How did it feel for those in Group 1 to understand the rules and to exclude those from Group 2 when they did not understand the unspoken rules?*

5. *Did those in Group 2 try and help other members of their group to figure out the rules?*

6. *Are there times when you have been in a similar situation, trying to figure out social rules that you did not know, like when you traveled to a new place? What happened when you returned home?*

Slide 4

[5 minutes] Explain that like the exercise, gender norms are learned behaviors that are specific to our society. Explain that these norms are affected by culture, religion, local economic practices, and language and that they change over time. Continue to draw connections to the exercise throughout the module.

Display the definition of gender and answer any questions that are raised.

Slide 5

[5 minutes] Ask the following questions to gather opinions using the "Fist to Five" method and elicit a number of responses from participants:

How important do you feel gender is for countering violent extremism? Why is that?

Then do the same for the following question:

How important do you feel it is to engage women and girls in countering violent extremism??

[5 minutes] Ask participants to list ways that having a gender-sensitive approach can benefit countering violent extremism work.

Slide 6

[5 minutes] After receiving a number of responses, display the key benefits of incorporating gender into our programs and policies on the slide. Ask participants what other benefits they would add.

Explain that a key part of incorporating gender into our work is to look for the specific and unique dynamics in the radicalization of women and girls as well as men and boys. Explain that oftentimes this can be as simple as specifically asking about the radicalization of women and girls rather than trying to ask about everyone together. It also includes ensuring women are part of the research process as designers, leaders, and participants.

Slide 7

[5 minutes] Take this opportunity to dispel common gendered myths and stereotypes in violent extremism from the slide.

Ask participants to recall the two women in the Videos 2 and 3 who had been involved in violent extremist groups. What do they recall were their motivations?

After eliciting a few responses, explain that ISIL has been quite successful with attracting female recruits, with about 15-25% of its foreign recruits being women.[1] Explain that this is because ISIL knew that it needed women to try and meet its goals (which included trying to create a functioning state) and that ISIL has used women in a wide variety of roles, including as fighters.

OPTIONAL EXPANSION ACTIVITY:

[20 minutes] If desired, you may also explore these gendered drivers of violent extremism in sections 5.2 and 5.3 below. However, the focus of this session should be on engaging women and girls, so the key takeaway from these discussions should be:

Key takeaway
Men and women can be recruited in very similar ways, but also have unique and gendered differences in 1) the ways they are radicalized and often 2) what roles they have after radicalization. Therefore, these differences should be considered carefully. Having women and girls engaged in countering violent extremism can help reveal these differences and how to best address them.

---

[1] https://www.icct.nl/wp-content/uploads/2016/03/ICCT-Report_Foreign-Fighters-Phenomenon-in-the-EU_1-April-2016_including-AnnexesLinks.pdf the world. [English]

5.2 What are the gendered ways that women and girls are drawn to violent extremism?

🕐 10 minutes

🖼 Slide 8

Ask participants to respond to the following statement using the "Fist to Five" method and elicit a number of responses:

Women and girls are not at risk of radicalization.

🖼 Slide 9

Explain that ISIL targeted women specifically with two methods: first, the group pointed out or even created issues in the women's home countries, such as framing women's lives outside of the "caliphate" as being without freedom or safety. ISIL described their lives as shackled by not being able to live the "ideal" life as Muslim women observing ISIL's interpretations of Islam, politically subjugated and oppressed, economically poor, and unsafe because of the threat of sexual violence. Explain that ISIL claimed these things could be resolved by the women moving to their territory in Syria or Iraq.

The second way ISIL attracted women was with promises of wealth, stable livelihoods, romance, and the chance to support ISIL's "state-building" project as mothers, wives, teachers, nurses, recruiters, propagandists, and even militants. ISIL offered exciting and empowering opportunities with women who sympathized with it. Many women saw ISIL as a chance to seize their autonomy, particularly when their circumstances left them feeling trapped, and to do something forbidden and exciting with the hopes of changing their own society or creating a new one.

5.3 What are the gendered ways that men and boys are drawn to violent extremism?

🕐 10 minutes

🖼 Slide 10

[The video and related discussion should last no more than 10 minutes] Explain that like women, ISIL appeals to men in highly gendered ways to try to attract male recruits. Introduce Video 6, which analyzes the group's recruitment videos:

VIDEO 6
ISIS videos are sickening. They're also really effective.

By: Vox

Original Link:
https://youtu.be/18lf1kpBgRk

Arabic Subtitles:

Advanced

Basic
(recommended for use with YouTube)

Instructions on using these subtitles are available **here.**

Objectives of the video:
To prompt a discussion on the potential gendered factors of radicalization and recruitment.

Introduce the video as an analysis of ISIL's recruitment videos.

Ask participants to watch out for: The ways that ISIL tries to appeal to men and boys using gendered motivations.

You may replace this video with a similar, high-quality video (preferably from the region) that also meets the objectives above.

Ask participants to turn to a neighbor and discuss the following questions, which they can find on page 82 of the handbook:

REFLECTION QUESTIONS:

1. *The expert in the video explains how the men and boys ISIL tries to appeal to may be lacking a sense of purpose, dignity, or respect. Think to your own environment. How might these issues affect how the men and boys see themselves as "manly"? How could this affect their vulnerability to violent extremism?*

2. *How does the video make the foreign recruits look like heroes? How might this be compelling to young men and boys in your context?*

3. *This video uses many clips from a number of videos which feature foreign fighters from all over. What are the gendered ways you see these clips try to appeal to men and boys in your context?*

Slide 11

As the time expires, summarize this topic and wrap up the discussion by quickly running through the factors on the slide.

5.4 How do we best engage and support women and girls in countering violent extremism?

🕐 40 minutes

Key takeaway
Women and girls face barriers to being actively involved in countering violent extremism and other security-related fields. Identifying these barriers helps us to better engage women and girls as leaders and partners.

Slide 12

[The video and discussion should last about 15 minutes]

VIDEO 7
Breaking the mold: Woman mediator challenges gender norms in Yemen

By: Search for Common Ground

Original Link:
https://youtu.be/gdDv4BBj-1c

Downloadable Link:
The video can be downloaded **here.**

Arabic Subtitles:

Advanced
(recommended for use with downloaded versions)

Basic
(recommended for use with YouTube)

Instructions on using these subtitles are available **here.**

Objectives of the video:
To provide a basis for discussion on the kinds of gender norms and barriers that can prevent women from being involved in security issues such as peacebuilding and countering violent extremism.

Introduce the video as a video about one woman's struggle to be recognized as a respected local peacebuilder in Yemen.

Ask participants to watch out for: The kinds of gendered barriers the young woman has to overcome.

You may replace this video with a similar, high-quality video (preferably from the region) that also meets the objectives above.

Ask participants to discuss the following questions, which they can find on page 85 of the handbook:

REFLECTION QUESTIONS:

1. *What barriers did this woman have to overcome? Which of these barriers were specifically because of gender norms in her home country of Yemen?*
2. *Would this woman face similar barriervs in your local context?*
3. *What are the specific barriers women in your local context might face when trying to get engaged in countering violent extremism or other security or community issues?*

Slide 13

[The video and discussion should last about 15 minutes] Introduce the following example of engaging young women in the countering violent extremism space:

VIDEO 8
Naija Girls: Ending violence in Northern Nigeria

By: Search for Common Ground

Original Link:
https://youtu.be/-lOHG37pe3w

Downloadable Link:
The video can be downloaded **here**.

Arabic Subtitles:

Advanced
(recommended for use with downloaded versions)

Basic
(recommended for use with YouTube)

Instructions on using these subtitles are available **here***.*

Objectives of the video:
To encourage participants to consider the special barriers that girls and youth face in being involved in countering violent extremism. It also highlights unique approaches on engaging them in this kind of work.

Introduce the video as an example of a project, where Search for Common Ground identified and trained a small number of girls in Jos, Nigeria to be local peacebuilders. Explain that in that community, sectarian violence between Christians and Muslims was dividing the community and leading to horrific attacks.

Ask participants to watch out for: The process on how these young girls were engaged in this kind of work and how their experiences can impact their communities.

You may replace this video with a similar, high-quality video (preferably from the region)

Ask participants to turn to a neighbor and discuss the following questions, which they can find on page 87 of the handbook.

REFLECTION QUESTIONS:

1. *What were the common perceptions that Christians and Muslims had about each other in this Nigerian city? How could they contribute to violence?*

2. *The video explained that these young girls are often overlooked in the conflict, even though (as you can see from the video) they are victims as well. Why might that be? How is this similar or different to your context?*

3. *What are the changes in the girls that happened because of this project?*

4. *How did the positive outcomes from the project impact the community, whether immediately after the project or in the future?*

5. *What might be some of the risks in engaging women and girls in countering violent extremism programming?*

Slides 14 and 15

[5 minutes] Gather a number of responses from participants regarding risks and cover any gaps in their answers by providing risks from the slide.

Explain that women are already involved in the field of countering violent extremism. Ask participants to give examples of what women are already doing to counter violent extremism. When participants bring up things like women's roles of mothers, encourage such examples but it might be helpful to point out that the role of the family will be discussed in a later module.

Slides 16

[5 minutes] Display the main good practices from the slide on how to include women and girls in countering violent extremism policy and programs and encourage participants to view more in the handbook.

5.5 Key Takeaways

🕐 5 minutes

Slides 17 and 18

Conclude the module by reviewing the key takeaways.

Facilitator self-evaluation questions:

Were there specific issues in this module that you would have liked to explore further?

_____

_____

_____

What were the challenges of delivering this module in your context?

_____

_____

_____

What are the opportunities for delivering this module in your context? That is, what makes it particularly relevant?

_____

_____

_____

Which concepts or activities were difficult for participants to understand? What would you do differently?

_____

_____

_____

Do you have specific ideas or examples that would make this module more relevant to your context or to your audience?

_____

_____

_____

MODULE **6.0**

Understanding and Engaging Youth in Countering Violent Extremism

Slide 1
This module requires at least 1 hour and 45 minutes.

This module offers guidance for understanding young people's roles in society, drawing upon other initiatives which constructively engage young people in the context of countering violent extremism. It includes tools that highlight social, cultural and emotional dynamics that are key when seeking to understand the variety of relationships, networks and needs within the youth population in a particular context that can affect countering violent extremism policy and programming. It explores the ways in which youth engagement can be fostered at the policy, programmatic, and grassroots levels, including the leadership and ownership of programming. Finally, the module also explores the opportunities and risks within the relationships that young people establish with other stakeholders, such as the security sector and local authorities. It offers examples where youth have been able to build collaborative relationships with government stakeholders in countering violent extremism, including within the civil society and government sectors.

Learning Objectives:
After completing this module, trainees will be able to:
• understand the benefits of engaging youth in countering violent extremism programming;
• identify the various levels of youth participation in a given project as well as potential actions to increase their engagement;
• offer examples and lessons learned from other initiatives that constructively engaged young people in countering violent extremism; and
• identify barriers to youth engagement in countering violent extremism and devise strategies to enable youth and institutions to overcome them.

This module consists of short presentations, five short videos (an internet connection is required), discussions, and two activities. It also includes a number of short optional extension activities to further explore particular elements. The module is structured as follows:

6.1 Why is it important to engage and support youth in countering violent extremism?

🕐 15 minutes

> **Key takeaway**
> Youth need to be engaged in countering violent extremism, which makes programming more effective.

🖼️ Slide 2

[10 minutes] Ask participants to reflect on the question from the slide:

When you were young (perhaps 18-21 years old), what was a time when you truly felt valued, listened to, or mattered to someone?

Offer an example by sharing a personal experience. After giving participants a minute to think, ask them to turn to a neighbor and share their experience.

Participants will share in pairs and then a few will share to the whole group, writing down important aspects of these accounts on a flip chart that were significant. Try to reference them throughout the session, when applicable.

Explain that this session will be about engaging youth in countering violent extremism. Explain that these experiences were important to us for the reasons you wrote down and because they made us feel valued and significant. Explain that violent extremist groups can sometimes be effective in offering this to youth and that if we are to build the resilience of youth to violent extremism, we have to offer this as well.

Explain that there are different definitions of what constitutes "youth" but that, for the purposes of this module, we will consider young men and women between the ages of 15 and 35 to be youth.

OPTIONAL EXPANSION ACTIVITY:

🖼️ Slide 3

[10 minutes] Ask participants to offer their opinion as to whether they agree with the following statement with the "Fist to Five" method and invite a few participants to share their thoughts:

Countering violent extremism programs are most effective when they engage youth from the community.

Lead a brief discussion as to why youth may make countering violent extremism programming more effective. Take note of concerns that participants may raise about engaging youth and seek to address these throughout the rest of the session.

🖥 Slide 4

[5 minutes] Explain that, depending on the age group and particular context, youth may see the world differently, have unique interests and needs, and organize for social change differently. Explain that in this module, we will explore why and in what ways youth-led and youth-focused countering violent extremism programs have been proven to be effective. Lead participants through the reasons why it is important to engage youth in countering violent extremism from the slide.

6.2 How can we engage youth in countering violent extremism?

🕐 5 minutes

Key takeaway
Youth engagement in countering violent extremism is important for reaching vulnerable youth and increasing the effectiveness of programs and policies.

🖥 Slide 5

[5 minutes] Lead participants through the ideas on the slide, explaining that working on countering violent extremism requires understanding vulnerable and/or radicalized individuals' needs in a full and evidence-based manner. As it requires a good degree of trust to reach them and listen to their needs, youth leaders are often best placed to lead the effort because they may be more credible with their peers than others. In order to empower youth leaders and engage them in this process, it is also important to meet youth leaders' expectations which include needs for respect, dignity, and agency.

🖥 Slide 6

Lead participants through the slide, explaining that youth should be involved at all levels of countering violent extremism (policy, programmatic, and grassroots). Briefly introduce United Nations Security Council Resolution 2250 on Youth, Peace, and Security and how it calls on Member States to ensure that youth are engaged at all levels and in all kinds of programs.

6.3 What are the different levels of participation and the roles that youth might have and play in countering violent extremism programming and how does this affect effectiveness?

🕐 25 minutes

Key takeaway
Engagement can be high or low, where youth can be empowered as leaders when that level of engagement is high or exploited as tokens when that level is low.

OPTIONAL EXPANSION ACTIVITY:

[10 minutes] Ask participants to offer their opinion as to whether they agree with the following statement with the "Fist to Five" method and invite a few participants to share their thoughts, although c*larify that the programming does not need to be necessarily related to countering violent extremism:* **Youth are completely engaged in my programming.**

This question provides an opportunity to inquire whether participants want to increase youth participation in their programming and potentially highlight some examples from the participants where they are engaging youth well.

Given the definition of youth – individuals between 15 and 35 years old – participants may also be youth leaders. Ask them to express feedback on whether they always feel included and empowered when working on countering violent extremism.

Invite some of those who agreed most to share how they are engaging youth and why they believe it is effective. Explain that in this module, we will be looking for ways to improve youth engagement.

Slide 7

[10 minutes] Explain that engagement is not simply a question of "are youth participating or are they not?" Explain that there are various levels of participation. Ask participants to turn to section 6.3 of their handbooks on page 100 or distribute Handout 6.1 and go through the levels of participation together, perhaps by having different participants reading the different levels one by one.

Ask participants to share their thoughts on the framework.

Does it make sense to them? Would they alter it in any way?

Explain that they will explore how this framework can be applied to particular activities through a number of examples

Slides 8-10

[The following videos and discussion should not last longer than 15 minutes]
Introduce the videos and play them one after the other in order:

VIDEO 9
Lebanon's Illegal Arms Dealers

By: VICE News

1-minute clip:
https://youtu.be/QGSCZM6yz3M

Original Link:
https://youtu.be/XxumsOQMxLE

Downloadable Link:
The video clip can be downloaded **here**.

Arabic Subtitles:

Advanced
(recommended for use with downloaded versions)

Basic
(recommended for use with YouTube)

Instructions on using these subtitles are available **here**.

VIDEO 10
"Love and War on the Rooftop" - The Documentary (Trailer)

By: MARCH Lebanon

Original Link:
https://youtu.be/hZHz1NyuB1o

Downloadable Link:
The video clip can be downloaded **here.**

VIDEO 11
The 'Qahwetna' Cultural Café (Trailer)

By: MARCH Lebanon

Original Link:
https://youtu.be/jpD_-Xr1VeA

Downloadable Link:
The video clip can be downloaded **here.**

Objectives of the videos:

These three videos give participants an example of youth programs that worked to build their resilience to violent extremism over time through multiple projects. It gives participants a helpful example to apply the ladder of youth participation to.

Introduce the videos as an example from the Lebanese organization MARCH and how it used theatre to engage with young men and women from two neighborhoods in the city of Tripoli, Lebanon. Explain that these neighborhoods had been in violent conflict for years, and that residents of both neighborhoods also traveled to Syria to fight in the conflict there, including with violent extremist groups. If needed, play Video 9 to give participants a brief overview of the context of the city and the violence there. Then, show Video 10 (2 minutes) on MARCH's work and their first play. After Video 10, explain that MARCH continued to engage with these youth. For example, they learned that many of these young men and women were stateless because their births had not been registered, leaving them unable to work and without access to government services or education. This led the organization to advocate for changes to the law and to partner with local organizations to create a café where they could be employed and where their transformed relationships could be spread to other youth from both neighborhoods. Then show Video 11.

Ask participants to watch out for: How the approaches used were successful, how their experiences may impact the community, and how their level of participation changed over time and across projects.

You may replace this video with a similar, high-quality video (preferably from the region) that also meets the objectives above.

Ask participants to discuss the following questions (found on page 104 of the handbook) in groups of two or three:

REFLECTION QUESTIONS:

1. *Refer back to the ladder of youth participation on page 100. What do you think was the level of participation of the youth in the play? Do you feel like this was enough? Why or why not?*

2. *How about later when the youth were able to run the café and its activities to promote better relations? In what ways did the level of their participation change?*

3. *What are the ways you can identify that this organization worked to expand the project's impact beyond those who were involved in the play or the café?*

4. *Reflect on the conflicts that led to the division and violence between these two neighborhoods. Why did this organization believe it was important to work in these ways? How does this compare with your context?*

You may follow up with participants and ask them to share what their groups discussed.

6.4 What are some of the barriers that might hinder youth engagement in countering violent extremism?

🕐 50 minutes

🖼 Slide 11

[15 minutes] Ask participants to quickly turn to a neighbor and list a few stereotypes or common characteristics about youth in their context together. Ask participants to share the characteristics they came up with and write them down where everyone can read them. Possible answers could include:

• unemployment,
• secularism or having a different religious expression than older generations, or
• political apathy.

Once you have generated a short list, evaluate how it might affect how communities see youth and how this may lead to community fears of issues such as violence, drug use, or changing a community's culture. Bring these factors up if you feel that they are relevant or they have not been mentioned.

Explain that these concerns can lead to government or community leaders to see youth as a challenge or even a threat, even if these assumptions are based on incorrect stereotypes, such as the problematic connection between unemployment and violent extremism. Remind participants of the youth in the video from Lebanon. How might the communities have perceived these youth? Did those perceptions shape how the community engaged with them? (In Lebanon, for example, those who engage in violence and violent extremism are often thought to be poor, drug users, uneducated, and brainwashed.)

Lead a brief discussion on local customs and traditions that might shape youth engagement, perceptions of youth, and create barriers to participation on an equal level with adults and community leaders. Are there any specific dynamics unique to your context?

EXERCISE 11: EVALUATING YOUTH ENGAGEMENT

Activity: 20 minutes
Debrief: 5 minutes

⇨ **Objective:**
To offer participants an opportunity to evaluate the opportunities and barriers youth have to being engaged in countering violent extremism so that they may create strategies to overcome them.

⇨ **Key Takeaways:**
Youth engagement may be helped or hindered by a number of factors present in their communities or according to their individual circumstances. By identifying these issues, we can better help youth develop positively.

⇨ **How to facilitate:**
It is helpful to come up with examples for each of the four factors (assets, agency, contributions, and enabling environment) together in order for participants to better understand each category.

Attribution: This activity was adapted from Laura Hinson et al., "Measuring Positive Youth Development Toolkit: A Guide for Implementers of Youth Programs" (Washington, DC: YouthPower Learning, Making Cents International, 2016).

RESOURCES	HANDOUTS
• Pens or pencils	• Handout 6.2 • Handout 6.3

INSTRUCTIONS

1. **Slide 12 [25 minutes]** Ask participants to open their handbooks to section 6.4 on page 107.

2. Explain that participation is not just a matter of providing opportunities for youth. As we can learn from mapping exercises on youth in our areas, youth face a number of barriers to their involvement. Explain that in the following activity, we will learn about these resources that enable them to participate and the potential barriers they may face as well. Walk them through the four factors (assets, agency, contributions, and enabling environment), reading the paragraphs on each of them if needed.

3. Then, ask participants to form groups of three or four and distribute Handout 6.2, which has a number of guiding questions to help them fill out the worksheet. Explain that the goal of this exercise is for them to find the strengths and challenges that youth in their area face to being engaged in countering violent extremism programs and activities.

4. Ask participants to complete the worksheet in their groups. Give them 15 minutes to complete the activity.

5. Give participants a few minutes to write their goals for strengthening and expanding the factors that enable youth to be engaged as well as potential actions that can remove the barriers to participation that they identified.

6. **Slide 13** With the remaining time, debrief the activities with the following questions together:

REFLECTION QUESTIONS:

1. *What did your group identify as the top three barriers to youth participating in countering violent extremism programs and activities?*

2. *What are any obstacles you might consider addressing now in your work to engage youth?*

3. *What would be the best steps or actions that could overcome these barriers that hinder the engagement of youth?*

Slides 14 and 15

[The following video and discussion requires at least 10 minutes, more if you show Video 12 as well] As a means of helping participants solidify their understanding, introduce and show one or both of the following examples, which are from Morocco and Lebanon. You may skip Video 12 if you feel that you will not have time, since Video 13 is better in that it gives many more examples than Video 12. Whenever possible, draw links to other videos and examples, such as Videos 4 and 8.

VIDEO 12
Fatima takes a stand: A young Moroccan's journey to stop violent extremism

So from this workshop we try to hear them

By: Search for Common Ground

Original Link:
https://youtu.be/fVn7XhrlUeQ

Downloadable Link:
The video can be downloaded **here.**

Arabic Subtitles:

Advanced
(recommended for use with downloaded versions)

Basic
(recommended for use with YouTube)

Instructions on using these subtitles are available **here.**

VIDEO 13
Meet the People of Beb al-Dahab (Golden Door)

I went to jail for a year and a half for participating in the clashes

By: MARCH Lebanon

Original Link:
https://youtu.be/4_xHIJ5DkT0

Downloadable Link:
The video can be downloaded **here.**

Objectives of the videos:
To provide case studies of projects or opportunities that built the assets, agency, opportunities, and enabling environment for youth to contribute to communities that are more resilient to violent extremism. Participants are given opportunities to analyze these case studies through the Positive Youth Development framework.

Introduce the videos as examples of projects or opportunities that engaged youth. Explain that Video 12 tells the story of a young woman who took her initial engagement on a youth leadership council far beyond the original project's goals. Fatima's first engagement happened during a time of personal depression when she was forced to leave medical school because of the danger from violent extremist groups in the area. Now, she is a young leader in her community, fostering collaboration with youth and local leaders and building the resilience of youth to the appeal of violent extremism. After Video 12, introduce Video 13 as another example from the work of MARCH with youth in Tripoli who are working to rebuild the neighborhoods damaged by the conflict there.

Ask participants to watch out for: The barriers to the young people's engagement and how they were able to increase their participation or overcome those barriers over time.

You may replace one or both of these videos with a similar, high-quality video (preferably from the region) that also meets the objectives above.

OPTIONAL EXPANSION ACTIVITY:

[15 minutes] Ask participants to form groups of three or four and briefly discuss the reflection questions for the videos on pages 106 and 109.

REFLECTION QUESTIONS:

1. *Refer back to the ladder of youth participation on page 100. What do you think was the level of participation at the beginning of her engagement? How did that engagement change over time?*
2. *What barriers to Fatima's engagement can you identify? Were they overcome? If so, how? Are there similar barriers in your context?*
3. *Who did Fatima work with? Try to list as many as possible. How do you imagine Fatima's interactions with them have affected the impact of her projects? What does this tell you about community resilience?*

REFLECTION QUESTIONS:

1. *Refer back to the Positive Youth Development framework above. What are some of the limitations or barriers these youth had in terms of assets, agency, contributions, and the enabling environment?*

2. What were the ways this project worked to address these limitations or barriers? How would this build their resilience to violent extremism?

After the video, refer participants back to Handout 6.2 and ask participants to list the factors that affected the youth in the videos in each of the four categories: assets, agency, opportunities, and enabling environment. You can record these by writing them down on a whiteboard or flip chart.

6.5 What are the potential risks in engaging youth in countering violent extremism?

🕐 5 minutes

Ask participants what are some of the risks that we might face when engaging youth in countering violent extremism as participants, partners, and leaders?

🖼️ Slide 16

After taking a few responses, review the list from the slide.

6.6 Key Takeaways   🕐 5 minutes

🖼️ Slides 17 and 18

After completing the discussion, conclude the module by reviewing the key takeaways.

Facilitator self-evaluation questions:

Were there specific issues in this module that you would have liked to explore further?

_____

_____

_____

What were the challenges of delivering this module in your context?

_____

_____

_____

What are the opportunities for delivering this module in your context? That is, what makes it particularly relevant?

_____

_____

_____

Which concepts or activities were difficult for participants to understand? What would you do differently?

_____

_____

_____

Do you have specific ideas or examples that would make this module more relevant to your context or to your audience?

_____

_____

_____

MODULE **7.0**

Education's Role in Preventing and Countering Violent Extremism

Slide 1
This module requires at least 90 minutes.

This module offers insights into how educational initiatives or reforms hold the potential to tackle the drivers of violent extremism and thus contribute to preventing violent extremism by building more resilient students. Participants are guided through a discussion around potential blockers or enablers within the education system – ranging from the content of the curriculum to the way in which drivers of violent extremism are managed within the school environment.

Learning Objectives:
After completing this module, trainees will be able to:
- identify how education initiatives or reforms can help to tackle the drivers of violent extremism and build resilience to its appeal;

- identify potential blockers or enablers within the education system – ranging from the content of the education curriculum, to the manner of its delivery to learners, to the way in which drivers of violent extremism are managed within the school environment;
- evaluate the different benefits of a number of curricula and methodologies in building resilience to violent extremism; and
- unpack how drivers of violent extremism are managed in school environments within their context.

This module consists of short presentations, three videos (an internet connection is required), discussions, and one activity. This module also includes a number of optional expansion activities (including an additional two videos) if there is time. Please note that 7.3 in the facilitator's guide comes before 7.2 in order to achieve the desired logical flow. The session is structured as follows:

7.1 What is the role of education in building resilience to violent extremism?

🕐 20 minutes

Key takeaway
Countering violent extremism through education is not about "catching" violent extremists but about preventing and intervening in the radicalization process.

OPTIONAL EXPANSION ACTIVITY:

[10 minutes] Begin the session by asking everyone to make a circle and share one thing from the training so far that they found the most educational and why. After all have shared, note the variety of responses and particularly the differences in the reasons why. This provides an opportunity to emphasize how people learn differently and in different ways. In addition, participants have already come to the training with their own knowledge, which differs as well.

🖼 Slide 2

[5 minutes] Ask participants to offer their opinion as to whether they agree with the following statement with the "Fist to Five" method and invite a few participants to share their thoughts:

Education cannot prevent an individual from committing a violent act in the name of a violent extremist ideology.

🖼 Slide 3

[5 minutes] Explain that education is frequently cited as an important tool in the field of countering violent extremism. Quickly review the list on the slide of the role of education here.

🖼 Slide 4

[5 minutes] Ask participants the following question and receive a number of responses:

What skills and knowledge do we need to teach learners to be resilient to the appeal of violent extremism?

To speed the process, ask participants to give a "Fist to Five" rating of each factor that is shared to gauge their importance.

Slide 5

[5 minutes] List the educational objectives that are thought to promote resilience to violent extremism to supplement the discussion. *Make it clear, however, that these efforts should only be considered as countering violent extremism when they are used to address specific drivers of violent extremism in a particular context.* Explain that the choice of which skills or approaches to use (or whether to use any at all) must be guided by evidence and research.

OPTIONAL EXPANSION ACTIVITY:

[10 minutes] Ask participants to form groups of three or four and briefly discuss the following question:

Are there any particular vulnerabilities to violent extremism in educational spaces in your context? If so, what are they?

Before asking the groups to begin, explain that a list of "warning signs of radicalization" does not exist and could be very dangerous. However, it is possible to identify vulnerabilities and constructively work on them. Mitigating general vulnerabilities in learners would also have a positive effect on enhancing individual resilience to violent extremism. When about 8 minutes have passed, ask groups to share a few highlights of what they learned, writing them down on a flip chart.

7.3 What are the educational countering violent extremism initiatives that are being implemented in formal and informal education spaces?
🕐 10 minutes

Key takeaway
There are numerous educational resources that can be incorporated into countering violent extremism programs, which may help to address specific drivers in a particular context.

Slide 6

Explain that a number of curricula have been developed and proposed as beneficial for the countering violent extremism agenda by giving learners many of the skills just discussed. Share Videos 14 and 15 (the latter one is optional) below:

VIDEO 14
Global Citizenship Education to prevent violent extremism

By: UNESCO

Original Link:
https://youtu.be/nhwVKKPDm4A

Downloadable Link:
The video can be downloaded **here**

Arabic Subtitles:

Advanced
(recommended for use with downloaded versions)

Basic
(recommended for use with YouTube)

Instructions on using these subtitles are available **here.**

OPTIONAL EXPANSION ACTIVITY:

 Slide 7

[5 minutes] Watch this additional video for more insights into what this curriculum is about, how it can be delivered, and its objectives.

VIDEO 15
Learning to live together in peace through Global Citizenship Education

By: **UNESCO**

Original Link:
https://youtu.be/KuKzq9EDt-0

Downloadable Link:
The video can be downloaded **here**.

Arabic Subtitles:

Advanced
(recommended for use with downloaded versions)

Basic
(recommended for use with YouTube)

Instructions on using these subtitles are available **here**.

Objectives of the videos:
To offer participants an example of a framework that can be used to build the resilience of learners.

Introduce the videos as advertisements for the Global Citizenship Education curriculum, which is recommended by UNESCO as a tool to prevent violent extremism. The videos give a brief introduction to the curriculum and its objectives.

Ask participants to watch out for: How the videos link the skills and knowledge offered in the curriculum with increased resilience to violent extremism.

You may replace these videos with a similar, high-quality video (preferably from the region) that also meets the objectives above.

Slide 8

[5 minutes] Explain that this is just one example of a curriculum that can be used in a countering violent extremism context. Then, review the list of other curricula on the slide. *Encourage participants to review the handbook later at home for explanations about their learning goals as well as links to access them (often in their own language).*

OPTIONAL EXPANSION ACTIVITY:

[20 minutes] Ensure that participants have access to laptops or printed documents and have participants break into groups and review the different frameworks in the handbook, which can be found in section 7.3. Ask them to prepare and give a short presentation about what the different educational frameworks are about and how they can contribute to resilience to violent extremism.

7.2 What are the factors in an educational environment that can influence individual or community resilience to violent extremism for better or for worse?

🕐 50 minutes

Key takeaway
Educational spaces may create grievances that can drive violent extremism.

Slide 9

[The following discussion on formal and informal educational spaces should take no more than 10 minutes] Briefly explore the different examples of formal and non-formal educational spaces.

Slide 10

Ask participants the following question and guide a discussion on the topic:

Why might it be difficult to include these kinds of topics or curricula explored in the previous slides into the formal educational space?

The discussion should be guided to include a discussion on how the local formal educational sector is structured through the government or private organizations, which can often require years of engagement or national processes to change. Also touch on the constraints that teachers and schools already have in the context (such as a lack of time, resources, training, or that they are already overburdened teaching a number of different subjects) and how these might present challenges when trying to incorporate new curricula or learning goals. Finally, the discussion should also include a brief brainstorming of ways to offer these skills to learners in non-formal education spaces, such as after-school programs, sessions given by outside trainers inside schools, or standalone programs, perhaps by asking the following question: How can we offer these skills to learners outside of formal schools?

📰 Slide 11

[The following video and discussion should not last more than 10 minutes]
Introduce the following example from a non-formal educational space:

🎥

VIDEO 16
Rainbow of Hope collaborates with Eco Boys and Girls

By: Search for Common Ground

Original Link:
https://youtu.be/As_iailNRZ4

The video can be downloaded here.

Objectives of the video:
To give participants an example of offering these kinds of skills that can build resilience outside of a formal school setting.

Introduce the video as an example where Search for Common Ground sponsored educational after-school activities across Lebanon for Lebanese, Syrian, and Palestinian children to introduce them to the concepts of peace, tolerance, and diversity (for more information on this project and the one in Video 17 below, see sections 7.3.4 and 7.3.6 in the handbook, respectively).

Ask participants to watch out for: How the program works to build students' skills in ways that can make them more resilience to violent extremism.

You may replace this video with a similar, high-quality video (preferably from the region) that also meets the objectives above.

Ask participants to discuss the reflection questions on page 127 with a partner.

REFLECTION QUESTIONS:

1. *By integrating Lebanese, Syrian, and Palestinian children, how did this project aim to impact the lives of these children?*
2. *What other elements of the project can you identify that can support its central goal?*
3. *In what ways could the benefits of this project extend beyond the classroom?*
4. *Think of your own context. Are there any existing divisions (whether inside schools or in the society in general) that may be addressed through integrated educational programming or peace education? How?*

Slides 12–13

[10 minutes] You may offer any of the following videos as examples of countering violent extremism through education programs or offer any other case study or example. These should help participants to see how education is being used as a tool to build the resilience of learners.

VIDEO 17
Terrorist Rehab School

By: VICE News

Original Link:
https://youtu.be/yUTIoVM2mxc

Arabic Subtitles:

Advanced

Basic
(recommended for use with YouTube)

Instructions on using these subtitles are available **here.**

VIDEO 18
Somali Youth Learners Initiative

By: The United States Agency for International Development (USAID)

Original Link:
https://youtu.be/EPmKcfefwrI

Downloadable Link:
The video can be downloaded **here.**

Arabic Subtitles:

Advanced
(recommended for use with downloaded versions)

Basic
(recommended for use with YouTube)

Instructions on using these subtitles are available **here.**

Objectives of the videos:
To offer participants examples of programs for countering violent extremism through education.

Introduce the videos by explaining that they are examples of countering violent extremism through education programs.

Video 17 is about a deradicalization education program in Pakistan's Swat Valley. It was originally set up to deradicalize and rehabilitate local youth that became involved with the Taliban when they ruled the valley, but the center now receives youth under the age of 18 from all over Pakistan, especially from areas along the border with Afghanistan.

Video 18 is about the United States Agency for International Development's Somali Young Learners Initiative, which worked to help rehabilitate the education system in Somalia, as well as its companion Somali Young Leaders Initiative, which provided civic engagement opportunities for youth in and out of schools. After the video's introduction to the project and background to the situation in Somalia, pause the video at 2:40 and skip to 5:53 to explore the relevant countering violent extremism activities.

Ask participants to watch out for: How the programs link educational opportunities with other activities, which educational approaches are being used, and which topics students are being taught.

You may replace any or all of these videos with similar, high-quality videos (preferably from the region) that also meet the objectives above.

OPTIONAL EXPANSION ACTIVITY:

Guide participants through the reflection questions on page 130 of the handbook:

REFLECTION QUESTIONS:

1. *These programs mix educational opportunities with other activities. Why do you think the implementers decided on using these mixed methods? How do the various activities complement each other to build resilience to violent extremism?*
2. *What are the specific educational approaches that are used in these programs? In what ways are they tailored to the specific context?*
3. *How would you measure whether these programs are successful?*

Guide participants through Exercise 12 below:

EXERCISE 12: BODY MAP OF RESILIENT CAPACITIES FOR LEARNERS/EDUCATORS

Activity: 20 minutes

🠪 **Objective:**
For participants to identify the kinds of knowledge and skills that would best build resilience to violent extremism in their context.

🠪 **Key Takeaways:**
The selection of education initiatives for countering violent extremism should be guided by whether they work to address specific drivers of violent extremism in a particular context.

🠪 **How to facilitate:**
You may decide to pick one of the categories and complete it all together so that you are sure participants understand the activity.

🠪 **Variations and adaptations:**
Depending on the background of participants, this activity can also be adapted to focus on teachers, such as mapping the skills or capacities that we would want educators to have in order to better build resilience to violent extremism in their learners. If preferred, use Handout 7.1b: Body Map of Resilient Capacities for Educators instead. This activity can easily be expanded according to the time available. This activity may also be used in different modules as well when necessary to evaluate the needs of potential actors.

Attribution: This activity was adapted from Michael McGill and Claire O'Kane, "Evaluation of Child and Youth Participation in Peacebuilding" (Global Partnership for Children and Youth in Peacebuilding, July 2015).

RESOURCES	HANDOUTS
• Flip charts • Pens or pencils	• Handout 7.1 (a or b)

INSTRUCTIONS:

1. Ask participants to form groups of three or four and distribute a copy of the chosen handout to each group.

2. Briefly explain the activity and give participants at least 20 minutes to complete the Body Map. Explain that these ideas will be shared with the rest of the participants, so they should be written clearly. The Body Map provides a simple framework to allow participants to reflect on the skills or capacities they would expect to create a more resilient learner (or, if Handout 7.1b is used, what skills or knowledge educators should have in order to better build the resilience of their learners). Participants may refer to the instructions on the handout as needed.

3. Once participants are finished, have participants either hang them along the walls of the space (like an art gallery) or hold them up and walk around the room, sharing their body maps and reading those of the other participants.

4. After about five minutes, ask participants to return to their seats and ask them to identify and share the most important factors and why. Write these answers on a flip chart. To speed the process, ask participants to give a "Fist to Five" rating of each factor that is shared to gauge their importance, writing the approximate number next to each (such as 3, 4, or even 4.5).

7.5 What are some risks of implementing countering violent extremism projects or policies in formal and informal educational spaces?

🕐 5 minutes

🖼 Slide 14

Ask participants to name a few potential risks of implementing educational programs.

🖼 Slide 15

After receiving a few responses, briefly review the risks on the slide.

7.6 Key Takeaways   🕐 5 minutes

🖼 Slide 16

Finally, conclude the module by reviewing the key takeaways.

Facilitator self-evaluation questions:

Were there specific issues in this module that you would have liked to explore further?

_____

_____

_____

What were the challenges of delivering this module in your context?

_____

_____

_____

What are the opportunities for delivering this module in your context? That is, what makes it particularly relevant?

_____

_____

_____

Which concepts or activities were difficult for participants to understand? What would you do differently?

_____

_____

_____

Do you have specific ideas or examples that would make this module more relevant to your context or to your audience?

_____

_____

_____

UN Photo/Shareef Sarhan

MODULE **8.0**

Understanding the Role of Narratives and Media in Violent Extremism

Slide 1
This module requires at least 2 hours.

This module enables participants to understand the concept of narratives and how media (traditional and social media) can be harnessed in countering violent extremism efforts, both online and offline. Participants are equipped with reflective tools to understand how credible and constructive narratives can be supported, and how to better understand the channels of influence of more destructive or extremist narratives.

Learning Objectives:
After completing this module, trainees will be able to:
- understand what narratives are and how they are used by violent extremist groups to build support and drive radicalization;

- more effectively use narratives to prevent radicalization or recruitment or promote disengagement or deradicalization; and

- promote and amplify local alternative and constructive narratives.

This module consists of short presentations, three videos (an internet connection is required), and discussions. This module also includes an additional optional video if there is time. The session is structured as follows:

8.1 What are narratives and how are they relevant to violent extremism?

🕐 35 minutes

Key takeaway
Changes in ideas, perspectives, and even behaviors are often less about learning something or receiving new information and more about personal connections and experiences. These are often more important for creating personal shifts in perspectives.

📰 Slide 2

[15 minutes] Display the following question on the slide:

When you reflect on your own life, how have your political, religious, or ethical views changed? Why did they change?

You may also reframe the question to be "What happened in your life that made you feel different about who you were or even what your destiny, potential, or future is?" or "What was that turning point where something you had always believed changed?" You may also ask these as follow-up questions to help participants think of appropriate examples.

Begin by offering a reflective example from your own life on how a specific political, religious, or ethical view changed. Did you overcome a prejudice because of a particular experience? Did you shift a political perspective because you learned something or experienced something? Was a trusted mentor involved in helping with this change?

The purpose of this exercise is to open up participants to share about a significant change, so it would be best to do so yourself. This exercise also helps to show that changes in ideas, perspectives, and even behaviors are not always about learning something or receiving new information. Indeed, personal connections and experiences are often more important for creating personal shifts like this. The key is for participants to understand that narratives include experiences, facts, emotional needs, and resonance with other narratives. This will set up the module best to explore how effective, transformative narratives are more than just messages.

After sharing your own example, invite participants to share their own examples with a partner. Give participants 5 minutes to share and then return together in plenary. If there is time, ask a few participants to share their examples. After each example, point out elements of their story that includes relationships, positive and negative experiences, and so forth. Write these characteristics down and reference them throughout the session.

🖳 Slide 3

[10 minutes] After taking a number of examples, go to the next slide and share the definition of narratives. Explain that these examples can be examples of what we refer to in the countering violent extremism field as narratives. Connect the definition and the points below with the examples that were shared (including your own). You may ask participants to use the "Fist to Five" method to indicate how strongly they felt that their story fits with the definition. You may then also ask a few participants that have not yet shared their example to share their story and how it fits or does not fit with the definition.

🖳 Slide 4

[10 minutes] Ask participants to turn to a partner and discuss the question on the slide:

How do violent extremists use narratives?

After giving participants a few minutes to discuss, invite participants to share their ideas, writing them on a flip chart so that you can display them throughout the session. Highlight answers about how violent extremists use narratives to further their own goals as well as answers about how to counter them.

Participants should understand to following, so fill in any gaps: *Violent extremist narratives are divisive and undermine social cohesion. They claim victimhood to gain sympathy, reframe the grievances their potential supporters experience by offering a meaning to grievances and assigning blame for them. They call for recruitment and violent acts by dehumanizing their opponents, justifying brutality against them. Violent extremist narratives also deny their own crimes, intimidate opponents, and offer rewards for participation.* Remind participants of Videos 3 and 6, which offered many examples of this from ISIL propaganda.

8.2 How can narratives be effectively used to prevent radicalization or recruitment or promote disengagement or deradicalization?

🕐 75 minutes

> **Key takeaway**
> Positive narratives are much more than just media products and are most effective when they meaningfully connect people or offer them opportunities to be positively engaged on the issues that concern them.

Slide 5

[5 minutes] Repeat the process for the following question on the slide:

How can narratives be effectively used to prevent radicalization or recruitment or promote disengagement or deradicalization?

Ask participants to turn to a new partner and share a few ideas on how we can use narratives in these ways.

Slide 6

[10 minutes] Explain that there are multiple ways that narratives can be used to counter the appeal of violent extremism. Display the three main categories (which we will refer to as "positive narratives") that are used to do so. Ask participants to give examples of each after reading each definition, especially if they are examples they implemented. You may also ask which category is used most in the participants' context and ask them to reflect on why that may be. You may also ask them which category needs to be emphasized more and why.

Slide 7

[The video and discussion should last no more than 25 minutes] To offer a cross-cutting example of positive narratives, introduce Video 19.

VIDEO 19
You Are My Son

By: MullenLowe Group for The Colombian Ministry of Defense

Original Link:
https://youtu.be/qYrofD8l1-k

Arabic Subtitles:

Advanced

Basic
(recommended for use with YouTube)

Instructions on using these subtitles are available **here.**

Objectives of the video:
To offer participants a good example of a positive narrative campaign that 1) uses multiple formats, 2) engages multiple actors collaboratively, and 3) offers insights on how the campaign might have been effective.

Introduce the video by explaining that Colombia has suffered decades of conflict from insurgent and violent extremist groups. The video shows a program from the end of 2013, where the Colombian Ministry of Defense worked with the mothers of fighters in a campaign to encourage their sons and daughters to disengage and come home.

Ask participants to watch out for:
What different methods are being used to get their message out, which groups of people are involved in the campaign, why it might be successful, and what categories of positive narratives are being used (alternative narratives, counter narratives, and/or government strategic communications).

You may replace this video with a similar, high-quality video (preferably from the region) that also meets the objectives above.

Slide 8

Lead participants through the first four reflection questions on the slide. There may be many answers for the first question, as different aspects may represent different approaches. However, though the following discussion, highlight how this program connected to the fighters' other needs and leveraged relationships. Participants are to form groups of two or three and discuss the following questions, which may be found on page 142 of the handbook:

REFLECTION QUESTIONS:

5. *Colombia has had a long-running disengagement and reintegration program for militants and violent extremists from various groups. Did this campaign highlight this program? Why or why not?*

6. *The video claims that the campaign was successful in encouraging 196 fighters to disengage. The Colombian government has debriefed over 15,000 people over 10 years as part of its program. From those, only about 5% claimed that they left because they missed their families (about 750). Does it seem like the campaign had a significant effect? Why or why not?*

7. *Do you think that this campaign might have convinced some young men and women not to join? If so, would this be measurable?*

Slide 9

[15 minutes] Ask participants the following question from the slide and invite a number of participants to respond:

Would the campaign in Colombia have been as successful if it did not center around the mothers? Why or why not?

Guide the discussion to the issue of credibility and relationships and why they are important for narratives to be effective. As the conversation closes, summarize these points by explaining that sometimes, the messenger (the one who is speaking, interacting, or producing the content) is often more important than the message. Explain that it is because once a person has been brought closer into the closed ideologies of violent extremism, those outside of that group (particularly when that group is seen as the enemy) are less credible. Relationships are critical for breaking past these perceptions to have your message heard and to take advantage of any opening to change attitudes or behaviors.

OPTIONAL EXPANSION ACTIVITY:

📊 Slides 10-11

[20 minutes] Review the ten steps for an effective narrative campaign from the slide. Relate these steps to Video 19 from Colombia or another example. You may point out that because the Colombia campaign aimed to promote disengagement rather than prevent radicalization and recruitment, not all of these steps would have been done, such as the first and third steps.

📊 Slides 12–14

[The following videos and the discussion should not last more than 15 minutes]
Introduce any or all of the following videos or feel free to share other relevant examples (especially if they are from the region).

VIDEO 20
Zain Ramadan Commercial

By: Zain

Original Link:
https://youtu.be/U49nOBFv508

VIDEO 21
Empowering Terrorism Victims in Indonesia

By: **The Victims' Voices Initiative**

Original Link:
https://vimeo.com/310277294/037b-2437cd

VIDEO 22
Trojan T-Shirt
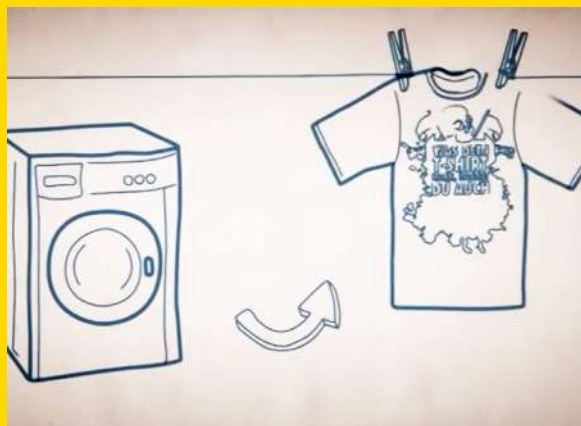
By: EXIT-Germany

Original Link:
https://youtu.be/CSIbsHKEP-8

Arabic Subtitles:

Advanced

Basic
(recommended for use with YouTube)

Instructions on using these subtitles are available **here**.

Objectives of the videos:

To give participants a variety of examples of positive narrative campaigns that use different methods, strategies, and formats to counter violent extremism. They reinforce the idea that positive narratives are more than messaging campaigns.

Introduce the videos as examples of positive narrative campaigns and by giving the following background information:

First, Video 20 is a television commercial from a private company based in Kuwait that shares a message against violent extremism to raise awareness during the month of Ramadan. The online version of the commercial was widely shared and has been viewed nearly 16 million times.

Video 21 is from Victim's Voices and features a program that brought former violent extremists and victims of violent extremism to vulnerable schools in Indonesia to share their experiences.

OPTIONAL EXPANSION ACTIVITY:

[An additional 5 minutes for the video and question 7 below] You may also show Video 22 about EXIT Germany's innovative T-Shirt campaign to offer disengagement support for far right extremists.

Ask participants to watch out for:

The different groups of people that are involved (victims, perpetrators, government officials, and so forth), the different formats used, and how the core messages are thought to counter violent extremism.

You may replace any or all of these videos with similar, high-quality videos (preferably from the region) that also meet the objectives above.

🖼 Slide 15

REFLECTION QUESTIONS:

1. *Do you think that the narratives in these videos are effective? Why or why not?*
2. *What were the different mediums that are used to share these narratives? What are the strengths and challenges of using the different mediums?*
3. *Would you define the messages shared in the videos as counter narratives, alternative narratives, or government strategic communications? Why?*

Slide 16

If you played Videos 20 and 21, you can have participants form small groups of two or three and discuss the questions on the slide.

(If you also played Video 22 on EXIT Germany's campaign, you may also ask the following question:

7. *The third video showed a number of figures that demonstrate how the campaign was effective. Do you find them convincing? Why would it be important to evaluate whether a narrative campaign is effective?)*

Slide 17

[5 minutes] Land on these points by reviewing the good practices on the slide.

OPTIONAL EXPANSION ACTIVITY:

8.3 How can traditional and social media be used in countering violent extremism efforts online and offline?

⏱ 15 minutes

Explain that traditional media and journalism include a variety of mediums, such as television, radio, print journalism, and even entertainment programs. They are central to creating popular narratives through reports, photographs, video, and headlines, which can shape what people believe, what ideas they buy into, and whom or what they support.

Divide a flip chart in two and ask participants to list examples of how traditional and social media and journalism can 1) lead (even unintentionally) to divisions and "negative" narratives that may increase the risk of radicalization and 2) promote social cohesion and reduce divisions. Some examples are included below:

Promoting "negative" narratives	Promoting positive narratives
• Broadcasting violent extremist propaganda without challenging their claims of fact • Emphasizing problems, conflicts, and divisions without also covering solutions or examples of cooperation • Providing platforms where "fake news" or conspiracy theories that are meant to cause misinformation and division can spread	• Highlighting stories of people working together to resolve problems or protecting one another • Challenging the validity of violent extremist statements • (See section 8.3.1 for a list of positive strategies)

Ask participants to share experiences from their own work if time allows.

8.4 What are the risks of using narratives to prevent and counter violent extremism?

🕐 5 minutes

Ask participants to name a few potential risks of using narratives to prevent and counter violent extremism.

Slides 18–19

After receiving a few responses, briefly review the risks on the slide.

8.5 Key Takeaways   🕐 5 minutes

Slide 20

Finally, conclude the module by reviewing the key takeaways.

Facilitator self-evaluation questions:

Were there specific issues in this module that you would have liked to explore further?

_____

_____

_____

What were the challenges of delivering this module in your context?

_____

_____

_____

What are the opportunities for delivering this module in your context? That is, what makes it particularly relevant?

_____

_____

_____

Which concepts or activities were difficult for participants to understand? What would you do differently?

_____

_____

_____

Do you have specific ideas or examples that would make this module more relevant to your context or to your audience?

_____

_____

_____

MODULE **9.0**

Utilizing an Innovative Toolbox: Leveraging New Media and Technology

Slide 1
This module requires at least 90 minutes.

In a cross-cutting discussion, this module explores the opportunities of engaging people through online and other tech-based platforms as well as through other forms of new media. It briefly explores how violent extremists use these same tools to great effect to spread propaganda, sow hatred amongst groups, terrorize their target communities, and draw support and recruits. This module also explores how these tools can provide new and engaging opportunities to connect people, engage in dialogues that transform relationships and how issues are viewed or addressed, and disseminate information in ways that can expand the reach of programming and effectively build community resilience to the pull of violent extremism. Finally, it evaluates a number of factors to consider when using new media and technology as well as potential risks.

Learning Objectives:
After completing this module, trainees will be able to:
• research how violent extremists use technology to promote radicalization and draw recruits in their context;

• better reach and engage people through social media and technology; and

• avoid common risks when using technology to build resilience to violent extremism.

This module consists of short presentations, two videos (an internet connection is required), and discussions. Please note that section 9.3 is only covered in the facilitator's guide as an optional expansion activity. The session is structured as follows:

9.1 How do violent extremists use online spaces, tech-based platforms, and new and social media to promote or facilitate violent extremism?

🕐 20 minutes

Key takeaway
New media and technology cannot replace reality when countering violent extremism. Violent extremist groups, for example, use technology (like narratives) to reach certain goals.

🖼️ Slide 2

[10 minutes] Display the following question on the slide:

Share a time when technology powerfully helped you to connect with someone or something.

Offer an example by sharing a personal experience. These experiences should help participants acknowledge that technology can be a powerful tool, but is likely not a solution by itself. After giving participants a minute to think, ask them to turn to a neighbor and share their experience.

Ask participants if any would like to share and invite a few to share to the whole group. Write down important aspects of these accounts on a flip chart that were significant under the heading: "Factors that enabled technology to powerfully connect us." Try to reference them throughout the session, when applicable. Then introduce the topic of the session.

🖼️ Slide 3

[10 minutes] Display the following question on the slide:

How have violent extremist groups utilized technology in your context?

Invite a number of participants to answer, writing the answers down on a flip chart. Answers may include using websites and social media to spread propaganda, sow hatred amongst groups, terrorize their target communities, and draw support and recruits.

Explain that these kinds of actions by violent extremist groups can sometimes lead to a so-called "policy panic," where governments and other institutions respond in drastic way that can make things worse, such as severely restricting or criminalizing certain tools. Explain that while there is a need to remove violent extremist content from online spaces and prevent violent extremists from using these tools, this module will focus on how practitioners can use these tools to prevent and counter violent extremism.

9.2 How can new media and technology be used to counter violent extremism?

🕐 75 minutes

Key takeaway
When connected to clear goals, new media and technology can be important and effective tools in countering violent extremism, but may not be effective alone and should be partnered with other activities to strengthen their impact.

🖳 Slide 4

[15 minutes] Display the following question on the slide:

How can technology (including new media) be used to build resilience to the appeal of violent extremism or counter violent extremism?

Ask participants to consider the question and invite a number of participants to answer. Invite them to share examples from their own work as well, if possible.

🖳 Slide 5

Wrap up this discussion by reviewing the common goals for which these tools are used in countering violent extremism programming.
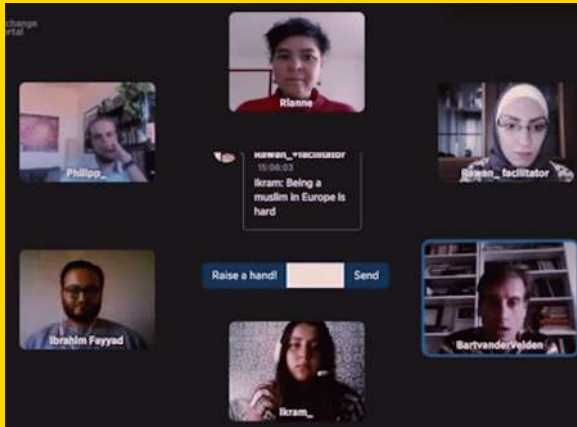
🖳 Slide 6

[The video and the discussion should not last more than 15 minutes] Introduce and share the following video:

VIDEO 23
Erasmus+ Virtual Exchange Trailer

By: Erasmus+ Virtual Exchange

Original Link:
https://youtu.be/DSW7kleimF0

Downloadable Laink:
The video can be downloaded **here.**

Arabic Subtitles:

Advanced
(recommended for use with downloaded versions)

Basic
(recommended for use with YouTube)

Instructions on using these subtitles are available **here.**

Objectives of the video:
To serve as a basis for discussion on how technology can be used to build connections between people despite their personal differences or physical place in the world.

Introduce the video as an advertisement for the Erasmus+ Virtual Exchange program, which is being implemented by a number of organizations including Search for Common Ground. Explain that it is a program that uses technology to foster dialogue and cooperation between students in Europe and the Southern Mediterranean Arab-majority countries.

Ask participants to watch out for:
How the program's goals of building understanding across borders can make students more resilient to violent extremism.

You may replace this video with a similar, high-quality video (preferably from the region) that also meets the objectives above.

Ask participants to turn to page 164 in their handbooks and discuss the questions together in small groups or pairs.

REFLECTION QUESTIONS:

1. *How might building understandings between people in Western and Muslim-majority countries increase resilience to violent extremism in both areas? (Think about the forms of violent extremism that are prevalent in Europe, for example, and what they oppose.)*
2. *What are the other specific benefits that this program can offer participants?*

Slide 7

[The following video and discussion should last no more than 15 minutes] Explain that one common initiative is to engage youth and tech developers in a "hackathon" style event, where an institution or organization brings them together to be trained on violent extremism and/or technology and then encouraged to create innovative initiatives or technological tools counter it. Share Video 24 as an example:

VIDEO 24
Peer-to-Peer: Challenging Extremism 2015

By: United States of America's Bureau of Educational and Cultural Affairs (Department of State)

Original Link:
https://youtu.be/cCrDOSsDbt8

Downloadable Link:
The video can be downloaded **here**.

Arabic Subtitles:

Advanced
(recommended for use with downloaded versions)

Basic
(recommended for use with YouTube)

Instructions on using these subtitles are available **here**.

Objectives of the video:
To give an example of a program that encouraged innovation (particularly among youth) and ways technology can be used in countering violent extremism.

Introduce the video as an example of a "hackathon" style event. EdVenture Partners and the United States Department of State co-hosted the Facebook-supported Peer-to-Peer: Challenging Extremism competition in 2015, which provided a platform for 23 universities from around the world to showcase their initiatives and innovative tech tools for preventing and countering violent extremism.

Ask participants to watch out for:
How technology is used in the various projects to make them more effective in some way.

You may replace this video with a similar, high-quality video (preferably from the region) that also meets the objectives above.

Ask participants to form groups of two or three and discuss the following questions, which can be found on page 166 of the handbook:

REFLECTION QUESTIONS:

1. *Engagement with the teams occurred over an entire semester and ended with the competition. How can it be beneficial to sponsor a "hackathon" style event and to bring people together like this?*
2. *The projects and initiatives featured in the video involve technology. In what ways are they adaptable to different contexts, and in what ways might they need to be adapted for each context?*
3. *Further funding was made available for projects deemed to be the best. Is this a good incentive for projects? Why or why not?*

[5 minutes] Explain that another common use of technology in countering violent extremism is through the creation and distribution of positive narratives (which was introduced earlier in this module and discussed in the previous one).

Slide 8

Share the list of special considerations on the slide and offer examples or explanations when needed.

Slide 9

[10 minutes] Explain that in other times, institutions and organizations may see opportunities or needs to create their own platforms in countering violent extremism programming. Explain how this can be costly and difficult, but can also be rewarding and effective. Ask participants the following question and write down their responses on a chart divided into the two columns of strengths and challenges:

What are some of the strengths and challenges to creating your own tech platforms to counter violent extremism?

Slide 10

[10 minutes] Lead a discussion on what considerations practitioners should have when designing their own initiatives that use technology or when creating their own tech tools for countering violent extremism programming. The discussion should include a thoughtful consideration of how to grab the interest of the target beneficiaries or how to sustain the project beyond the program (if necessary). Ask participants to share experiences from their own work.

Slides 11 and 12

[5 minutes] Wrap up this discussion by reviewing the list of good practices and lessons learned on using technology in countering violent extremism work that was adapted from Hedayah.

OPTIONAL EXPANSION ACTIVITY:

9.3 What are the risks or challenges to using new media and technology?

🕐 5 minutes

[5 minutes] If you feel like the issue of risks has not been sufficiently explored and there is enough time, ask participants to name a few potential risks of using narratives to prevent and counter violent extremism.

Slide 13

After receiving a few responses, briefly review the risks on the slide.

9.4 Key Takeaways   🕐 5 minutes

Slide 14

Finally, conclude the module by reviewing the key takeaways.

Facilitator self-evaluation questions:

Were there specific issues in this module that you would have liked to explore further?

_____

_____

_____

What were the challenges of delivering this module in your context?

_____

_____

_____

What are the opportunities for delivering this module in your context? That is, what makes it particularly relevant?

_____

_____

_____

Which concepts or activities were difficult for participants to understand? What would you do differently?

_____

_____

_____

Do you have specific ideas or examples that would make this module more relevant to your context or to your audience?

_____

_____

_____

MODULE **10.0**

Monitoring and Evaluation of Efforts in Response to Violent Extremism

Slide 1
This module requires at least 2 hours.

This module introduces the basics of monitoring and evaluation, including definitions of important terms, and guidelines for developing a theory of change and a monitoring and evaluation strategy. It offers examples of how ongoing monitoring can strengthen initiatives while ensuring continuous learning and adapting to the shifts in context. This module briefly reviews a number of practical frameworks, tools, methodologies, and indicators that might be adaptable for their context.

Learning Objectives:
After completing this module, trainees will be able to:
- define monitoring and evaluation and cite examples of each;

- distinguish between outputs, outcomes, and impact;

- identify common challenges in the monitoring and evaluation of countering violent extremism programs and set goals to overcome them; and

- draft a theory of change and consider options on how to test it.

This module consists of short presentations, discussions, and two activities that use a number of handouts. This module complements the next session, which is the final session of the training, and also includes an optional expansion activity if there is time. The session is structured as follows:

10.1 What are the components of monitoring and evaluation and why are they important for programming?

🕐 5 minutes

🖼 Slide 2

Begin the session by explaining the focus of this module and defining and explaining the terms of "monitoring" and "evaluation." Clarify any confusion and offer examples if needed.

10.2 How is the monitoring and evaluation of countering violent extremism programming challenging?

🕐 15 minutes

Key takeaway
The complex and sensitive nature of countering violent extremism efforts make the monitoring and evaluation of them challenging, but not impossible.

🖼 Slide 3

[10 minutes] Ask participants to offer their opinion as to whether they agree with the following statement with the "Fist to Five" method and invite a few participants to share their thoughts:

Monitoring and evaluation of countering violent extremism efforts has been sufficient to know what works well in my context.

This question is intended to spark the understandings that monitoring and evaluation may not be openly available or sufficiently evidence-based in their context and to prompt a discussion as to why or why not. Highlight examples of good monitoring and evaluation that are shared as well as examples of challenges.

Slides 4 and 5

[5 minutes] Wrap up this conversation by landing on the list of challenges on the slide. You may skim over those that were already covered in the discussion.

Acknowledge that monitoring and evaluation is highly concerned with changes, since countering violent extremism programs and policies are meant to improve situations and address problems. Explain that as practitioners, we have a responsibility to be sensitive about particular risks and to be sure to stop and take a look at risks when they arise. This monitoring of risks is part of a Do No Harm approach.

10.3 What insights can be gained from other fields to help overcome these challenges?

🕐 30 minutes

Key takeaway
Other fields (like crime prevention, development, and peacebuilding) provide insights and lessons learned on how to overcome challenges to the monitoring and evaluation of countering violent extremism efforts. These include tools like the logical framework, theory of change, and special kinds of indicators.

Slide 6

[10 minutes] Explain that the rest of the session will explore the design process of a countering violent extremism program and how monitoring and evaluation can be embedded from the beginning.

Explain that during the design phase of a specific program or policy, we should be sure to plan for the time and manner in which the monitoring and evaluation should happen and set aside the resources that will be needed. The design should also set up a framework on how the implementers will measure the work and accomplishments of the program or policy. Explain that the design of a monitoring and evaluation framework includes a variety of steps, which participants will now review.

Slide 7

Display the list of steps from the slide and guide participants through them. However, it is not important that the participants memorize these steps, simply that they understand the importance of having a broad and thorough planning of the monitoring and evaluation framework of a project early on.

Slide 8

[This brief activity on theories of change requires at least 10 minutes] Introduce the definition and concept of a theory of change.

Slide 9

Share the two examples of common theories of change. Point out how a theory of change often begins with an "if" statement (usually the program outcomes) followed by a "then" statement on what will occur (the impact). Explain that theories of change may also include a "because" statement to explain why the change is likely to occur and the reasons why these two actions would be linked. Note that theories of change help us to fulfill our responsibility to challenge our assumptions about these links. Next, note that these two examples do not have a "because" statement and ask groups to spend five minutes to discuss what they could be.

Then, distribute one copy of Handout 10.1 to each participant and ask participants to complete the first half and draft a theory of change based on the given example. You may ask some participants to share their answers to ensure that they have understood the concept.

Slide 10

[10 minutes] Introduce the concept of a basic logical framework (also called a logical model) for a particular program or policy. Explain that it includes three stages and helps to explain the theory of change in greater detail. Offer the definition of outputs and explain the examples. (Review section 10.1 for more details on these concepts.)

Slide 11

Do the same for the definition and examples of outcomes.

Slide 12

[15 minutes] Do the same for the definition of impact. Then, ask the following question and invite participants to respond:

What words are you likely to see in the intended impact statement of a countering violent extremism program or policy?

Write down their answers on a flip chart. Explain that these words will be referenced later and leave the answers on display for the rest of the session.

Distribute Handout 10.2 as an example of what a very basic logical framework could look like. Elaborate to participants how the outputs have been designed to try and achieve the intended outcomes, which are designed to achieve the intended impact. Explain that if

the logical framework was filled out completely (which this one is not), it would include activities of the program's implementation that would enable the outputs to be achieved.

Slide 13

Explain that after the design phase of a project, practitioners will need to monitor and evaluate whether these activities, outputs, outcomes, and impact are completed or how successful they were at causing the desired changes. This can be achieved by designing indicators that measure these components. Read the definition from the slide and offer examples if necessary. Examples of indicators for the outputs and outcomes from the handout are available below to use at your discretion:

Outcome 1: The quality, selection of topics, and impact of core narratives in educational and information resources, commissioned as part of the government program on countering violent extremism, are enhanced.	Number of followers (number of likes, shares, and positive comments) of each new counter or alternative narrative. Number of partners which make, use, and/or endorse the media plan for developing narratives.
Outcome 2: The ability of youth audiences to recognize and critically assess online extremist content and propaganda is strengthened.	Percentage of course attendees who passed the final test.
Output 1.1: A multi-stakeholder, multi-sectoral inter-agency practitioner working group on online narrative content is initiated and facilitated.	Number of meetings held by the multi-stakeholder inter-agency group.
Output 1.2: An online campaign is delivered, promoting content among the target audiences, primarily on social media platforms and popular online media channels.	Number of user engagements generated by the online campaign.
Output 2.1: A digital and media literacy module and an educator's toolkit are developed in local languages.	Number of learning modules produced and translated.
Output 2.2: A seminar for secondary school teachers and instructors of higher education institutions (using the developed tools) is organized.	Number of school teachers and instructors who attend the training. Percentage of course attendees who passed the final test.

OPTIONAL EXPANSION ACTIVITY:

[10 minutes] If you have additional time, ask participants to form groups of two or three and complete the second page of Handout 10.2, ensuring that there is at least 55 minutes remaining to complete Exercise 13 below. Explain the instructions before allowing the groups to complete the remaining activities on the handout. The answers are below:

- An assessment of the skills gaps in terms of digital and media literacy competencies among youth in age groups 14-18 and 18-28 is conducted. **(Outcome 2)**

- A multi-agency media plan for narratives is delivered and integrated in the national action plan. **(Outcome 1)**

- Storylines outlining counter-narratives and alternative narratives in a variety of formats are prepared. **(Outcome 1)**

- A two-day training-for-trainers workshop is organized for at least 6 trainers with prior experience of working with youth. **(Outcome 2)**

Go through the answers together.

OPTIONAL EXPANSION ACTIVITY:

📇 Slide 14

[10 minutes] Explain that there are many types of indicators that can be used to measure and observe changes and relate the four types of indicators from the slide. Offer examples when necessary. Review section 10.4.2 of the handbook for more information on these concepts.

[50 minutes] Follow the directions for Exercise 13 below.

EXERCISE 13: IMPACT CHART

Activity: 50 minutes
Debrief: This exercise will be debriefed in the following session.

Objective:

Participants will be able to distinguish between outcomes and impact and create a chart of impact and outcomes goals that would contribute to the countering of violent extremism in their context. Participants will be able to draft a theory of change and consider options on how to test it.

Key Takeaways:

Consider the design of a strategy from its intended impact and the outcomes needed to achieve it.

How to facilitate:

This exercise requires group work and effective time management, so try to ensure that groups are progressing well. This exercise will be debriefed in the following training session, so prepare both sessions thoroughly to better allow the next exercise to build off of this one. Clear instructions are also very helpful, so it is recommended to demonstrate this exercise together before beginning and to circulate around the room to help groups separately. It is strongly recommended to offer more time for this exercise, which is made available if the training is offered over four or five days.

Variations and adaptations:

If you have limited time or an audience that is very unfamiliar with monitoring and evaluation, it might be best to do this all together. Alternatively, if this training is being offered to a group of colleagues in preparation of the development of a project or proposal, you may adapt this exercise to focus on developing specific ideas.

Attribution: This activity was adapted from "Impact+ Exercise: Workshop Guide" (Erasmus+, 2016).

RESOURCES	HANDOUTS
• **Sticky notes** • **Flip charts** • **Markers** • **Tape or other temporary adhesive**	• **Handout 10.3** • **Handout 10.4**

INSTRUCTIONS:

1. **[5 minutes]** Ask participants to form groups of three to five and distribute one copy of Handout 10.3 to each participant (the instructions for most of this exercise) and one copy of Handout 10.4 to each group. Hand out sticky notes to each group.

2. Explain that in this activity, participants will be tasked with creating a broad idea for a strategy to address a specific problem that would likely lead to a longer-term positive impact on violent extremism (such as increased resilience, disengagement and deradicalization, and so forth).

Slide 15 [30 minutes] (Step 1) Ask participants to first discuss together as a group what impact they would want to have on the issue of violent extremism. Once they have decided that and written it down on the sheet labeled "Your Impact", they can then continue to Step 2 by deciding what outcomes are needed in the four different areas (beneficiaries, program staff, partner organizations, and systems) to bring about the intended impact. They will write those changes on sticky notes and place them on the appropriate paper. Participants may spread these papers across a table or attach them to flip charts. Participants may refer to Handout 10.3 for instructions and guidance.

3. **Slide 16 [15 minutes]** Explain that the groups' impact charts can be turned into theories of change as well. Ask the question on the slide.

4. **Slide 17** Ask participants to analyze the charts that they have and how specific outcomes would lead to the intended impact. For example, if youth beneficiaries are intended to be given opportunities to become involved in their community, how will their engagement lead to the intended impact? Groups should then draft a theory of change for their impact chart.

5. As the exercise ends, explain that groups will be able to share their impact charts and theories of change in the next session. Ask participants to post their impact charts around the room so they can be looked at over the break. Participants should then return to their seats to finish the module.

> *Be sure to check in with groups to ensure that they are proceeding along well, offering guidance and answering questions when necessary. For example, remind groups when five minutes have passed and that they should decide on an impact and signal at ten minutes that they should then be working on the outcomes.*

10.4 What are the good practices in monitoring and evaluating countering violent extremism programs?

🕐 5 minutes

Slides 18 and 19

Finally, conclude the module by reviewing good practices from the slide and answer any questions, giving examples when necessary.

10.5 Key Takeaways

🕐 5 minutes

🖼 Slide 20

Finally, if you feel like the good practices were not enough to wrap up the session or a discussion developed during that review, turn to the key takeaways to conclude the module.

Facilitator self-evaluation questions:

Were there specific issues in this module that you would have liked to explore further?

_____

_____

_____

What were the challenges of delivering this module in your context?

_____

_____

_____

What are the opportunities for delivering this module in your context? That is, what makes it particularly relevant?

_____

_____

_____

Which concepts or activities were difficult for participants to understand? What would you do differently?

_____

_____

_____

Do you have specific ideas or examples that would make this module more relevant to your context or to your audience?

_____

_____

_____

FINAL REFLECTION

Slide 1
This session requires at least 1 hour.

The purpose of this session is to 1) debrief the previous exercise, 2) encourage participants to set goals and intentions to counter violent extremism in their contexts, and 3) evaluate the training and facilitation. Adapt this session according to the exercise completed in the previous session, the needs of the participants, and your objectives for the training.

Debrief the exercise from Module 10

🕐 30 minutes

Begin the session by acknowledging the completed impact charts that have been posted around the training space. Explain that participants will now present their group's chart and provide them five minutes to separate into groups and prepare their short presentation. Advise them to try to present their theory of change and the impact chart it is based on within three minutes and allow for a few minutes of questions.

Once groups are ready, make the process dynamic by walking around the training space to each individual impact chart to allow for the presentations. Facilitate questions when necessary, but try to allow for this to occur naturally, moving to the next impact chart when ready. Continue until all impact charts have been presented.

🖼 Slide 2

Ask participants to return to their seats and lead a discussion with the reflection questions from the slide.

Be sure to wrap up the discussion with enough time to accomplish the other goals in the session.

Setting goals and intentions

🕐 15 minutes

Explain to participants that they are now going to take the next 15 minutes to explore the various impact charts. Explain that they are to walk around the space and look at the charts and specifically the outcomes they include. Participants can take a sticky note and write a goal or intention of an activity, project, or service that they can do that would help achieve an outcome that they believe they can contribute to. Instruct participants to try to leave at least five sticky notes around the room but that they should feel free to leave as many as they wish. Advise them that even if someone has already left a similar goal or intention that they should put another one next to it if they also want to contribute to that outcome, but that they should try and group them together when possible. They can be anonymous or participants can even write their names if they wish.

Distribute stacks of sticky notes to each impact chart (you may prepare these before the session as well) and allow participants to begin.

Try to help facilitate this process by encouraging participants to spread out to all of the charts and not crowd around specific charts all at once, but try to let things flow naturally. This should resemble the "gallery walk" from Module 7.

Evaluating the training and facilitation

🕐 15 minutes

When the time is finished, take a moment to close the session, thanking participants for their time and participation. Feel free to share any personal reflection or gratitude, but be careful not to influence the evaluations that participants will do.

Explain that the final request of the training is to evaluate the training itself as well as your own facilitation. Ask participants to be honest and thorough in their review and that their insights will be helpful in improving these kinds of trainings as well as your own facilitation skills.

You may use the enclosed evaluation forms as a guide, editing them as necessary for your own particular needs and goals. Or you may create your own forms or methods. If you decide to use a post-test, distribute the evaluation forms and allow participants to quietly complete them.

Then, conclude the training as you believe is best.

www.sfcg.org