A training module on extremist violence prevention through youth work in the context of non-formal education

Extremist Violence Prevention

What's inside

About this module

This is a training module on preventing extremist violence; it is designed for trainers, resources developers and practitioners involved in the Counter Violent Extremism field, herein, referred to as "the cve field." The module is built based on young people's recommendations as described in our mapping exercises. The module aims to enhance the skills and knowledge of trainers, resources developers, and practitioners, referred to as "learners, participants or module users" involved in the cve field, provide them with tools and materials needed to prevent differences and conflicts from escalating into extremist violence.

Thus, it provides a basic understanding of the nature of conflicts and extremist violence in a multicultural society. It introduces the tools for analysis as well as an approach to alternative conflicts transformation and extremist violence prevention through peace-building activities in the context of violent extremism, hate speech and racial, gender or cultural discrimination. The module focuses on the primary level of extremist violence prevention; or generic prevention in the cve field. The goal is to engage with trainers, resource developers, and practitioners, by providing them with techniques to create, design, and develop cve interventions, information, and training activities aiming at meeting youth needs in preventing extremist behaviours and propaganda.

Therefore, the module engages with the learners through learning activities that aim at achieving learning outcomes through learning approaches that enable them to develop their skills, knowledge, and understandings. Thus, the module aims are to:

1. provide a critical overview of the state of conflict and extremist violence in the context of extremism, hate speech and racial, gender and/or cultural discrimination;

2. introduce the learner to mechanisms and approaches for addressing the roots cause of conflict and violence, and the use of a conflict analysis tool; and

3. provide the learners with the opportunity to practice conflict transformation, peace-building and extremist violence prevention skills

Module context

Wherever people with different interests, needs, skills, cultures, or belief work together or live together in the same community; there is always the potential for conflict or difference. If those conflicts or differences are not settled, resolved, or transformed in the proper way, there is a high risk for those conflicts or differences to escalate into violence. Many of us fear conflicts as we regard them as uncomfortable and destabilising. However, when a conflict has been identified, and clearly stated at an early stage, there is a high chance of positive conflict transformation, and thereby, preventing it from escalating into violence.

When there is no awareness that a conflict is brewing or none feels responsible for dealing with it, it can become destructive, which often break communities, relationships, and friendship apart. This module provides the tools, the skills, and peace-building activities to deal with latent conflicts that lead to invisible elements of extremist violence. In the context of violent extremism, societies, groups, and individuals inspired by a range of personal, cultural, social, religious, political, or other ideological beliefs, promote and use violence to achieve their desired religious, political, or ideological goals. Further, the todays sophisticated use of Internet via various social media sites by extremist groups adds an additional layer of complexity when it comes to addressing online extremist violence.

Thus, the module encourages participants to develop and create initiatives that appeal violence and extremism, and directly or indirectly challenge extremist narratives, propaganda and cultural, social, religious, political, or ideological differences that lead to extremist violence; the reason why this module has been developed. Therefore, the module's training and learning activities focuses generic prevention, by engaging with participants and providing them with the skills to create, design, develop, and deliver cve interventions aiming at meeting young peacebuilders' needs in preventing extremist behaviours, attidudes, and propaganda at the community level.

This module was developed under K(no)w Extremism project that aimed at introducing participants to the essential concepts, mindsets and the skills sets associated with countering violent extremism and combatting hate speech in the context of youth work by non-formal learning practices. Through training courses, participants explored the role of peace-building activities and conflict transformation skills in addressing and in preventing extremist violence, and further, developed the conceptual foundation in Online counter-extremists narratives campaigns.

The former allowed the participants to grasp the complexity of conflict and violence in the lens of peacebuilding interventions within a multicultural society context by viewing conflict transformation and violence prevention from a peacebuilding perspective. For extremism to exist, there must be conflicts and/or differences that have not been or are not being addressed in the proper way, thus, the failure to transform or resolve those conflicts or differences is what lead to extremist violence.

The latter recognises the multiple forms of counter-narrative campaigns that are essential to developing sustainable solutions toward hate speech: in our context, counter-narratives are defined, understood as the strategically constructed storylines that are projected and nurtured through strategic communications and messaging activities with the intention to undermine the appeal of violent radicalisation, extremist narratives and hate speech of extremist groups through a wide range of social media.

The project consisted of two international training courses, which allowed the participants to ultimately enhance the effectiveness of addressing and preventing extremism through peace-building interventions and enhance analysis on creating counter extremist messages and counter-narratives that challenge grievances and design community or media-based interventions for addressing hate speech and preventing extremist narratives.

SESSION-1.
Understanding conflict and violence

SESSION-1.1.
Get to know the trainers and training goal

ACTIVITY	INFORMATIVE AND AROUSING PRESENTION
Purpose	A good start of your training is very important. It is therefore recommended to take your time to introduce the programme and make sure everyone is on the same page; knows the goal of the training. It is further essential to create a safe atmosphere for learning where everyone feels respected and valued. It is equally important to emphasise that you are not there to validate your knowledge, but to support the participants to analyse their strengths and areas for improvement of their youth work.
Audience	A variety of audiences: youth activists, youth educators, or trainers, and other civil society leaders, rights defenders, volunteers, or staff in non-formal learning settings.

Instructions	TASK-1: Getting acquainted & expectations.
	
	1. Introduce yourself and welcome participants to the training, and then go over any logistics about timing, breaks, etc.
	
	2. Talk briefly about the goal of the training and what participants can expect from attending the training. The training aims are to:
	
	  • provide a critical overview of the state of conflict and extremist violence in the context of extremism, hate speech and racial, gender and/or cultural discrimination;
	
	  • introduce the learner to mechanisms and approaches for addressing the roots cause of conflict and violence, and the use of a conflict analysis tool; and
	
	  • provide the learners with the opportunity to practice conflict transformation, peace-building and extremist violence prevention skills.
	
	3. Ask if any person in the group has questions about the training goals, and then present the training's expect impact. As a result of this training, you can:
	
	  • present the state of conflict and extremist violence in the context of extremism, hate speech and racial, gender and/or cultural discriminationn;
	
	  • apply the approaches for addressing the roots cause of conflict and violence, and conflict analysis tool.
	
	  • apply conflict transformation, peace-building and extremist violence prevention skills.

Instructions	TASK-2: Making ground rules.
	
	1. Write down "Ground rules" on a flipchart and invite participants to add any other conditions which are needed to feel safe and confident to openly discuss about the sensitive topics about hate speech and to realise full participation in the ongoing training.
	
	Basic ground rules should include:
	
	  • confidentiality: in case of sharing sensitive or personal stories; it is encouraged to not disclose who said what, outside this training room.
	
	  • Communication: listen to each other and/or give each other enough time to respond or speak up;
	
	  • Cultural diversity: respect differences in opinions, be on time, cell phones in silent mode, and help your group;
	
	  • Gender diversity: respect and value how each person identifies with regards to their gender expression and sexual orientation.
	
	2. Hang the flipchart with the Ground Rules at the wall in a way that it is visible for all participants during the training.
	
	3. If anything happens during the training, which is not in line with the Ground Rules, please refer to them.
	
	4. If anything happens which should be a Ground Rule but is not yet defined as such, agree with participants to add a new Ground Rule, to avoid repeating problems.
	
	5. In addition to Ground Rules, each group will need to appoint, per day or for whole the training:
	
	  • a note taker, a timekeeper, and presentaters.

Logistics	1. Flipchart paper, sticky notes, markers, and a tape; 2. A wall with enough space to attach several sheets of flipchart.
Required time	75 minutes: As a trainer or facilitator, you should expect to spend: • 45 minutes on introducing yourself, presenting the training agenda, and giving instructions on how the training is delivered. • 30 minutes on explaining the ground rules and inviting feedback from the participants.

Introductions: Human billboard on the line of experience

ACTIVITY	HUMAN BILLBOARD ON THE LINE OF EXPERIENCE
Purpose	This activity helps participants to get to know one other and to further build team spirit among the participants by exploring their characteristics and experiences, which create the basis for a safe and interactive learning environment.
Audience	A variety of audiences: youth activists, youth educators, or trainers, and other civil society leaders, rights defenders, volunteers, or staff in non-formal learning settings.

Instructions	TASK-1
	
	1. Give one flip chart sheet to each person in the room along with coloured markers. Give everyone 10 minutes to use the flip chart and the markers. Ask them to use words, symbols, or pictures to describe themselves.
	
	2. Once the 10 minutes are over, instruct each person to cut an X at the top of the flip chart so that she or he can put her or his head through it and wear the flip chart like a human billboard; draping in front of them.
	
	3. Give the group 20 minutes to walk around the room, chat and explain each other what their human billboard says about them.
	
	4. Once you see that everyone got a chance to tell the story behind their human billboard, ask the group to go back in their seats. At this point, you will not need a debrief as this could go outside the participants' comfort zone.
	
	TASK-2
	
	1. Attach several flipchart sheets, side by side, to form a line on a blank wall. Draw a long arrowed line across the sheets and mark divisions of 5, 10, 15, 20 and 25 years. Label it, the "Line of Experience."
	
	2. Distribute large sticky notes to each participant and ask them to divide their sticky notes into four spaces, demonstrate how.
	
	3. Ask participants to mark the spaces with letters: A, B, C, and D. Then ask them to write on each of the corresponding space:
	
	   • A: Names and Identify as X. (X is how they would like to be identified as based on their preferred gender identities).
	
	   • B: Occupation and an organisation, schools they belong to.
	
	   • C: One special joy in their life they wish to share with others.
	
	   • D: One of their most satisfying moments as a youth activist, youth educator, trainer, rights defender, or practitioner, which they wish to share with the group.

Instructions	4. When participants have finished writing this information on their sticky notes, start by sharing your note, to set an example. Place it on the section of the line that corresponds to your years of experience and then, explain your choices briefly. 2 minutes. 5. Have participants come to the wall one by one (order could be set in different ways, e.g. by throwing a ball), in order to share their information and placing their sticky notes on the line of experience. Each participant should take 2 minutes. 6. In the meantime, have another trainer, or a participant add all the individual years of experience into a collective total for the group. 7. After every participant has shared his or her or their sticky note, share the number of years of collective experience in the room. Reflect on the importance of learning from each other, taking into consideration the different experiences and perspectives of the participants on the training course.
Debriefing	This is a means to bring together the results of the work based on the outcomes of the previous activity. Invite questions, feedback from participants on what they discussed about on: • special joy in their life they shared with the rest of the group. • their most satisfying moments as a practitioner which they shared with the group. This can allow the participants to talk more about what they work with and try to understand more what each is doing in the community, and further share and exchange best practices and existing challenges in their work, by opening discussion about the role of youth work in including young people from different backgrounds.
Logistics	• Flipchart paper, large sticky notes, markers, and a tape; • A wall with enough space to attach several sheets of flipchart for the line of experience.
Required time	90 minutes. As a trainer or facilitator, you should expect to spend: • 15 minutes on giving instructions and waiting for participants to fill in their sticky notes; • 60 minutes for each participant to share what they written, and • 15 minutes on the debriefing at the end of the activity.
Challenges	• Timekeeping is important, as introductions can very easily go beyond 2 minutes per person.
Adjustment	• You can adapt the questions for the sticky notes to a particular profile of the group and context in which a training takes place. • This activity works best with small groups, up to 30 participants.

SESSION-1.3.
## Introduction to conflict and violence

This session explores definition of conflict and violence from a countering violent extremism perspective. It also addresses the behavioural facets of a conflict and violence in the context of violent extremism.

1.3.1. Conflict

A conflict is much more than physical clash between two or more groups with opposing goals or ideologies. Herein, a conflict is understood as a divergence of values or the pursuit of real or perceived incompatible goals by different groups. A conflict; in the general sense, incorporates three elements, which hold true in every conflict situation or setting:

1. **Attitudes:** Attitudes are described as the elements such as: *How we see or perceive ourselves. How we see or perceive the other(s) or How we see or perceive the context.* It is when the perceptions of ourselves, of the other or of the context itself becomes uncompromising that attitudes become a factor in the creation of a conflict.

2. **Behaviours:** Behaviours involve the actions of a person or a group in relation to her or his attitudes. Behaviours can be hostile and aggressive, or in contrast be peaceful or understanding. The difference between attitudes and behaviours is the orientation of anger and frustration:

   - In the context where *the orientation of the feelings of anger and frustration are turned inwards*, this is classified as attitudes.

   - In the context where *the orientation of the feelings of anger and frustration turned outward*, be it in the verbal or physical form, this is then classified as behaviours.

3. **Contradictions:** It is when contradictions are met by negative attitudes and behaviours that a conflict is born. Contradictions can best be described as an issue or a problem that cannot be solved within the context in which it was created.

FIGURE-1. CONFLICT

ANGER & FRUSTRATION

CONFLICT ZONE

ATTITUDES

BEHAVIOURS
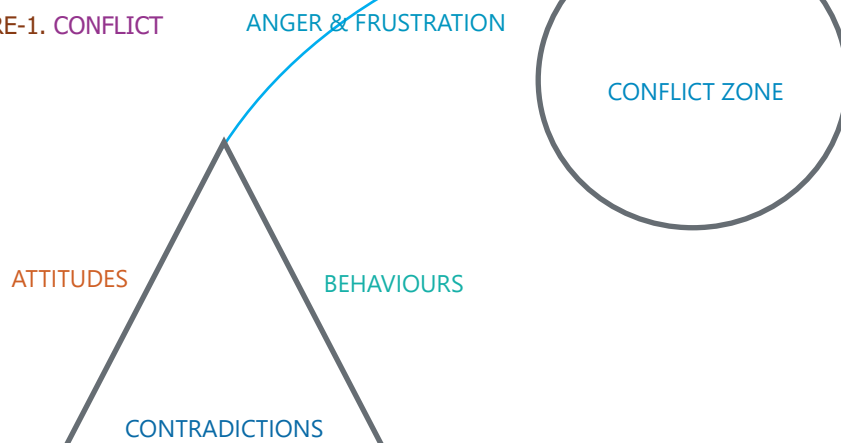
CONTRADICTIONS

CONFLICT INTERPRETATION

On the one hand, the contradictions formulate the sources of a conflict, in each conflict there are real and identifiable sources, which include elements such as:

- Human right violations committed either by an act: <u>advocacy for hatred</u> that leads to hate speech and discrimination or by omission: the exclusion of a minority groups by the state based on differences in cultures, race, beliefs or ethnicity, etc.

On the other hand, the attitudes and behaviours formulate the pillars of a conflict: elements of *frustration and anger* in creation of a conflict and furthermore for its continuation.

- Thus, if sources could be developed into contradictions but lack sufficient pillars: *contradictory negative attitudes and behaviours*, then, the issue or the misunderstanding would fail to evolve into a conflict.

A conflict often occur without the use of violence. It is not violence that determines whether a conflict exists or not. It is when our *attitudes and behaviours* result in negative reactions *toward emerging contradictions* that an identifiable conflict is born: Conflict = Attitudes + Behaviors + Contradictions.

- E.g., Difference over rights between groups; Disparity in opinions and interests; Difference in opinion over a certain matter, material or interests.

1.3.2. Violence

Violence and conflict do not occur together, and it is crucial to identify them as separate elements. Violence occurs when a conflict exists and the measures or means to curb or transform that conflict have failed. It is necessary to examine some theories surrounding violence, especially when attempting to understand violent extremism.

- Cultural Violence: described as an invisible element of violence, but one that retains significant weight within the minds of individuals due to a set of rules or norms, attitudes, behaviours, or belief of which a group or society at large adheres to, that justify the necessity of violence.

- Structural Violence: occurs when structures of society are geared in a manner which does not allow flexibility of ideas, such discrimination of racial minority groups through social, political, and economic system.

- Extremist Violence: occurs when the beliefs and actions of individuals who support ideological, religious or political goals, decide that fear and terror are justified to achieve their goals and act accordingly:

  - *Ideological Violence:* extremist groups that advocate the use of violence; or interpretations of religious ideologies and beliefs that advocate hatred.

  - *Ethno-Nationalist Or Separatist Violence:* Violent political or independence struggles based on race, culture or ethnicity.

FIGURE-2. VIOLENCE
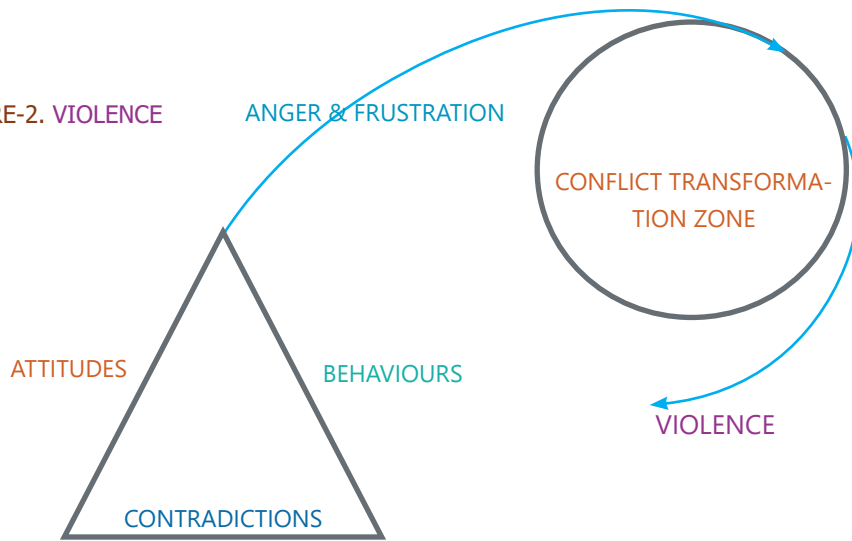
VIOLENCE INTERPRETATION

Violence and conflict do not occur hand-in-hand which is the reason why here we are identifying them as separate elements. From the interpretation of a conflict at different levels (micro, meso and macro) it is clear that conflict does not always insinuate the use of violence. It is not violence that determines whether a conflict exists or not. It is when our *attitudes and behaviours* result in negative reactions *toward emerging contradictions* that an identifiable conflict is born.

At the *conflict formation zone*, conflict transformation theory attempts to identify the root cause of a conflict and uses peace-building activities to transform that cause. However in most of the cases, the root cause of a conflict is ignored or not addressed properly as attention focuses on bargaining or arguing, where each side tries to secure the best settlement for their own benefits and hence violence is born as the involved groups failed to reach a common understanding. That is, when conflict resolution has failed because the root cause of a conflict has not been properly addressed, the conflict can escalate to violence.

On the other hand, failure of conflict transformation is caused by *the so-called experts*. Often the international community in its attempts to help certain groups resolve their conflict uses people from outside the community in which the conflict takes place who do not even know the root cause of that conflict, the culture, costumes, and language of that community. All work fails in time; despite the use of a lot of resources on the so-called experts. There is no need of experts, they do not understand the source and cause of the conflict. However, these resources should be spent on local peacebuilders by training them and giving them required skills in peace-building process, dialogue, conflict transformation and the aspects of a successful reconciliation:

1. *They understand their own communities in real depth; including the causes of conflict, the key players, and the possible solutions;*

2. *They are known and respected within their communities; giving them access, trust, and moral authority among those involved in the conflict.*
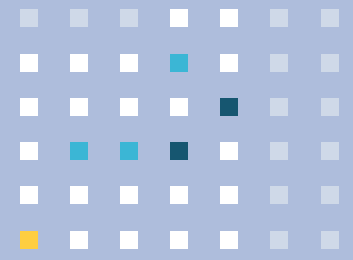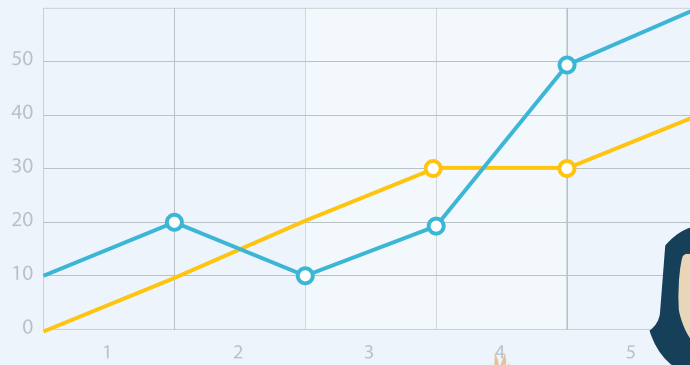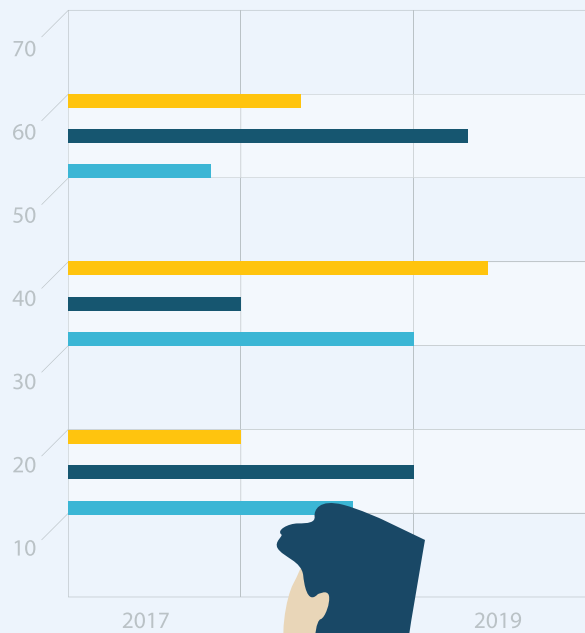
SESSION-1.4.
Typology of conflict and violence

ACTIVITY	EXPERIMENTING & PRACTICING WORKSHOP
Approach	Experiential learning
Purpose	This workshop encourages learners to use skills in a practical way and provides them with a safe environment in which to try out new things before putting them into practice in the real world; allows the learners to share, and discuss perceptions, opinions about conflict and violence. They explore typology of conflict, and of violence in the context of violent extremism. For example, what are the types of conflicts, and violence that can be presented in the context of violent extremism?
Audience	A variety of audiences: youth activists, youth educators, or trainers, and other civil society leaders, rights defenders, volunteers, or staff in non-formal learning settings.
Learning goal	• to empower the learners with critical skills to interpret conlict and violence in the context violent extremism. • to strengthen the learners' skills in using the participant-centred interactive learning activities in their work or practices.
Learning objectives	• to improve learners' critical thinking skills to interprete conlict and violence in the context violent extremism. • to develop learners' knowledge to analyse, identify and present different types of conflict and violence. • to strengthen learners' training skills in using the participant-centred interactive learning activities in their work or practices.
Results at the outcome level	• learners can apply critical thinking skills to interpret conlict and violence in the context violent extremism in their youth work. • the learners are able to analyse, identify, and and present different types of conflict and violence in their work or practices • learners are able to use participant-centred interactive learning activities in their work or practices.
Instructions	TASK-1: 1. Issue blank 3 X 5 cards to each participant. Ask each participant to write down one issue, problem, or situation that represents a conflict that can escalate into violence. 2. Collect all cards and split the group into small teams. Shuffle the cards and hand out a card to each participant, making sure that each team gets cards they did not write. 3. Then, ask each team to discuss the issue, problem, or situation on each of their cards and come up with the nature or type of conflict it could be associated with and type of violence the issue, problem, or situation could generate. Write this down on a flip chart.

Instructions	**TASK-2:** This task introduces different types of conflict. It raises awareness about the complexity and diversity of conflict and violence. Such awareness is useful, in the identification, analysis, and transformation of conflicts. 1. Give participants the handound to the rights and invite them to add to list if they have further ideas. Stress that there are many ways of typologising conflicts and that what discussed represent only part of the picture. 2. In small groups, ask them to develop a list of three different sources of conflict and type of conflict those could generate if anger and frustration are oriented towards the others at the inter-group level in the context of violent extremism. 3. Then, with the same list, ask them to link each type of conflict to its element of violence.
Debriefing	• Ask each team to choose a member to present to the group both the issues, problems, or situations and their proposed natures or types. After each group has finished to present, invite questions and feedback. • Look at the results and discuss with the participants whether the approach of each group is understood by the others. Open a discussion about the different dimensions and levels of conflict. • Hold a focused discussion on how to apply this knowledge of the complexity and diversity of conflict and violence at the inter-group level in the participants working environment. Discuss with the group generally which types of conflict could or did appear in their working environment. • Move the discussion to the element of extremist violence in the local area based on the results and experiences from the sessions of the day.
Logistics	• Flip-chart paper, large sticky notes, markers, and a tape. • A wall with enough space to attach several sheets of flip-chart.
Required time	120 minutes: as a trainer or a facilitator, you should expect to spend: • 20 minutes on giving instructions to the participants. • 70 minutes for the participant to complete all the tasks. • 30 minutes on the debriefing at the end of the activity.
Challenges	• A debriefing following the activity is highly recommended as it helps participants to reflect on how their understand and deal with conflicts and relate to violence which are core elements of addressing extremist violnce.
Adjustments	• The activity can be adapted by adjusting the questions to the context in which the training takes place. • This activity works best with small groups of up to 25 participants.

LEVEL OF INTERACTION

• **Conflicts at the inter-personal level:** This includes conflicts between two individuals, such: siblings, husband, and wife, colleagues.

• **Conflicts at the intra-group level:** This category encompasses conflicts between the members of the same group or community.

• **Conflicts at the inter-group level:** This level includes conflicts between two groups or members of two separate groups or the same community.

• **Conflicts at the local level:** This level includes conflicts between communities or local-level government or local institutions.

• **Conflicts at the international level:** This includes conflicts that result from migration, trade bans, and boycotts and other expressed international interests.

SOURCES OF CONFLICT

• **Interests:** Actions and emotions by which people become involved to gain or protect their needs.

• Information: Caused by lack of information or differences in same information.

• **Relationships:** Are due to differences of personality and emotions, misperceptions, stereotypes, and prejudices.

• **Structures:** Emerge over differing ideas concerning process, rules, and power

• **Values:** Clashes between cultural, social or personal beliefs or different opinions, views or traditions.

TYPES OR NATURE OF VIOLENCE

• **Cultural violence:** an invisible violence, but one that retains significant weight within the minds of individuals. To understand cultural violence it is necessary to examine what culture means. Culture can be described as a set of rules or norms of which a group in a society or society at large adheres to. In essence, cultures make a distinction between right and wrong, good and evil, acceptable and unacceptable and is often perpetuated through laws, media, or religion. Cultural violence often implies the intent to harm, injure or even kill, through the use of words and images.

• **Structural violence:** occurs when structures of a society are geared in a manner which does not allow flexibility of ideas. In most cases, structural violence occurs simply due to notions such as: *it has always been done or everybody does it* are deeply imbedded within a society and its culture. It can also occur when individuals fall into specific roles or uphold certain beliefs without active realisation: *women have long been victims of structural violence as ancient notions regarding the role or place of women still prevail.* When a woman is told that her place is in the home, she is a victim of structural violence.

• **Direct violence:** direct violence is strongly visible and is categorised by its visible, destructive and willfully harmful effects and is essentially the intent to harm, injure or kill, and is the most destructive and irreversible form of violence. While cultural and structural violence can be remedied, the damages of direct violence cannot be rectified or reversed. It can also be in emotional and psychological form, like: attacking, damaging or hurting one's emotions or psyche.

SESSION 2.

Conflict transformation theory

SESSION-2.1.
Anticipating and preparing for conflicts

ACTIVITY	BRAINSTORMING SESSION
Approach	Collaborative learning
Purpose	A brainstorming session combines a relaxed and informal approach to problem solving by encouraging learners to come up with thoughts, ideas, and creative solutions to a problem. The aim is to explore the mechanisms, techniques, and approaches for dealing with conflict in a local context from a cve perspective. We addresse the roots cause of conflict and violence and the applied methods and techniques for conflict analysis. First, we cover the definition of conflict transformation, and then explore peace-building activities in conflict resolution and in violence prevention and how to use the tool for conflict analysis.
Audience	A variety of audiences: youth activists, youth educators, or trainers, and other civil society leaders, rights defenders, volunteers, or staff in non-formal learning settings.
Learning goal	• empower the learners with the skills for dealing with conflict in a local context from a cve perspective. • strengthen the learners' skills and capacity to use interactive peace-building activities in their work or practices.
Learning objectives	• improve learners' skills for dealing with conflict in a local context from a cve perspective.. • improve learners' knowledge, and attitudes in addressing roots cause of conflict and violence and techniques for conflict analysis. • strengthen the learners' training skills and capacities in using interactive peace-building activities in their work or practices.
Results at the outcome level	• the learners are able to illustrate and apply the skills for dealing with conflict in a local context from a cve perspective. • the learners can identify and present the roots cause of conflict and violence and the applied techniques for conflict analysis. • learners are able to use interactive peace-building activities in their work or practices.
Instructions	TASK-1. ADAPTED PLANNING MATRIX TOOL The APM tool uses *Contradictions, Attitudes and Behaviours diagram* to identify and anticipate potential areas of conflict. It encourages participants to consider latent conflicts and to think about whether these could emerge. 1. In their small groups, ask participants to prepare an Adapted Planning Matrix tool based on local experience by identifying potential or existing conflicts with a special focus on violent extremism. Please, refer to the handout.

	2. Ask them to examine latent conflicts which relate to the violent extremism situation: here, they should use the adapted tool that they have created to introduce, identify, and draw out potential or latent areas of conflict. 3. Then, ask them to identify stakeholder's attitudes and behaviours (potential position) vis-a-vis the sources of those conflicts (objectives). This explains the usefulness of an APM tool in designing a long-term strategy for identifying latent conflicts in extremism context. TASK-2. ADAPTED PLANNING MATRIX TOOL 1. Keep participants in the same groups. Based on the conflicts identified in their Adapted Planning Matrix tools during the task-1, ask each group to consider mechanisms and systems which could prevent or solve these conflicts. 2. This helps participants in pushing them out of their normal ways of thinking. The session generates lots of new ideas and solutions targeting to solve or transform the identified conflicts.
Debriefing	1. Together, once you have decided that the situation each group is dealing with is indeed a conflict; ask each to draw up a specific source of their conflict, present attitudes and behaviours among stakeholder that describe the context of violent extremism. 2. Thus, whenever analysing those elements, you should consider the context or set one, and reflect on how it relates to the environment or the context the conflict is embedded in. 3. After setting the context in which you are working in, you will be able to use the conflict analysis tool to support orientation for future action, or solutions and to deepen participants' insight into various aspects of a conflict.
Logistics	• Flip-chart paper, large sticky notes, markers, and a tape. • A wall with enough space to attach several sheets of flip-chart.
Required time	120 minutes: as a trainer, or a facilitator, you should expect to spend: • 20 minutes on giving instructions to the participants. • 70 minutes for the group work to have written their scenarios. • 30 minutes for debriefing at the end of the activity.
Challenges	• Timekeeping is important, as group work can easily go beyond set time. The facilitator should have experience in conflict analysis.
Adjustments	• The activity can be adapted by adjusting the questions to the context in which the training takes place. • This activity works best with small groups of up 25 participants.

CONFLICT SOURCES	ATTITUDES & BEHAVIOURS AMONG STAKEHOLDERS		
	POLICY-MAKER THE LEADERS	NATIONALS THE FOLLOWERS	REFUGEES THE VICTIMS
Integrating policy on extra-job vetting for migrants and refugees.	Very significant, Its real business. Good for the country.	Strongly support, indifferent, no idea, encourage, etc.	Discrimination, racism, hatred, oppression, etc.
Development of an inclusive workplace for all based on their skills.	Strongly disagree, not good for the country's future and our own people.	Supports decision makers, it is ours, indifferent, etc.	Strongly support, no idea, indifferent, encourage, it is our human right, etc.
Providing opportunities for income generating work for migrants and refugees.	Not significant, we should first focus on our own people, and thus, strongly disagree.	Supports decision makers, go home, do not deserve it.	Strongly support, encourage, we are stakeholders as well, it is our human right, etc.

SESSION-2.2.
The conflict analysis theory

This session creates an awareness of different grades of conflict and mechanisms within conflict situations. It provides a tool and an approach for analysing conflict. It also raises the important point that conflict analysis is the starting point of conflict transformation, thereby, violence prevention.

The more we know and understand the situation in which we are working, the less likely we are to make mistakes, and therefore, the more likely and easier we are to assist the stakeholders to resolve their conflicts or differences effectively. Conflict analysis helps to:

1. clarify and prioritise the range of issues that need to be addressed;
2. identify the impacts of conflict;
3. identify the root causes and contributing factors to a conflict to determine appropriate responses;
4. determine stakeholders' motivations through an understanding of their interests, needs, and views of the conflict;
5. assess the nature of relationships among stakeholders, including their willingness and ability to work together; etc.

Many tools are available for analysing conflicts. Hence, no single set of procedures works for all situations. Thus, our conflict analysis tool reflects conflicts leading to extremist violence. The provided tool herein, aims to help you evaluate the

escalation of conflicts based on their perspectives, which are influenced by culture, social and gender norms, emotions, misunderstandings, assumptions, mistrust, etc. In violent extremism situations, culture, social and gender norms, and emotions can easily overwhelm logic and reason.

It is, therefore, important to distinguish opinion from facts; not because facts are more important than feelings, but because stakeholders deal with them in different ways. First, try to understand these questions and formulate their answers:

1. WHAT IS THE CONFLICT ABOUT?
   • How do the stakeholders frame the conflict? To what extent are their views alike, and how do they differ?

2. WHO IS INVOLVED IN THE CONFLICT?
   • Effective consensus building depends on engaging all stakeholders or groups that are relevant to a conflict.

FIGURE-3. CONFLICT ANALYSIS
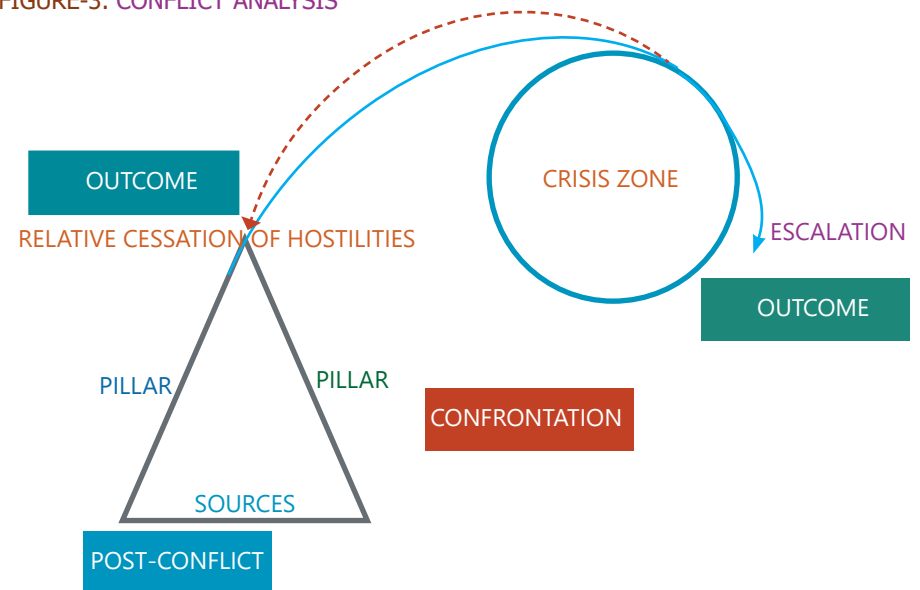
CONFLICT ANALYSIS INTERPRETATION

1. PRE-CONFLICT: This is the period when there is an incompatibility of goals between two or more parties, which could lead to an open conflict.

2. CONFRONTATION: At this stage, the conflict has become more open.

3. CRISIS: This is the peak of the conflict when the tension is intense.

4. OUTCOME: One way or another, the crisis will lead to an outcome; the outcome can be a common solution, or violence if the transformation attempt fails.

5. POST-CONFLICT: The situation is transformed; leads to an ending of confrontation, and the finding of solutions that work for the involved parties.

SESSION-2.3.
Conflict analysis to conflict transformation

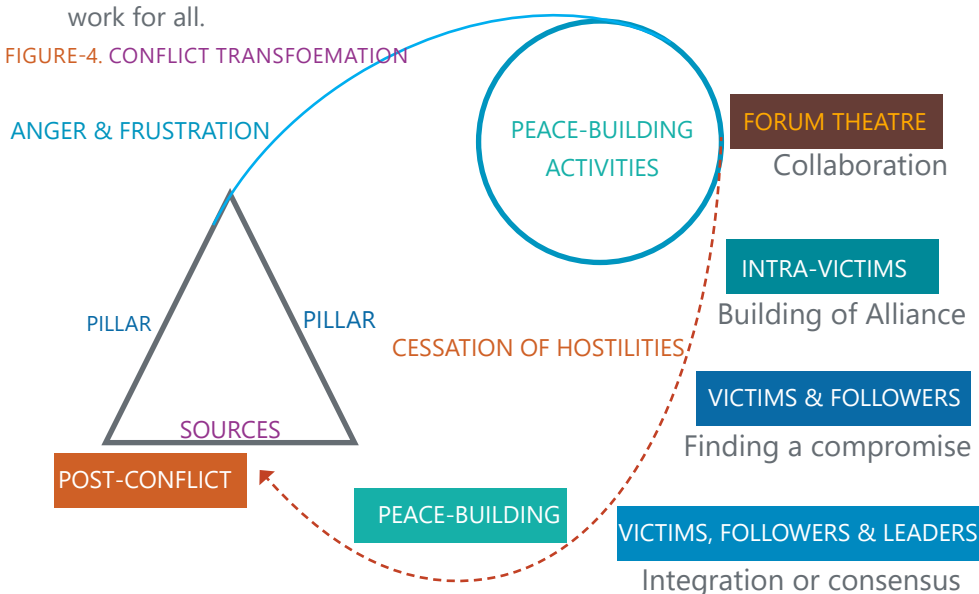Conflict transformation attempts to identify root cause of a conflict or differences and uses creativity to transform that cause. If one is in extremist violence situations, means that a root cause of a conflict or differences is being ignored as attention focuses on political or cultural, religious, or ideolofical bargaining, while the root cause of is not being properly addressed.

Further, often people helping a certain community resolve its conflict or differences might have lower level of understanding conflict's sources, culture, costumes, and language of that community. As a result all work fails in time, despite the use of a lot of resources. Hence, our goal is to focus on local peacebuilders by training them and providing them with the tools, and skills in the peace-building activities, Intercultural dialogue, or Forum Theatre which are at the heart of conflict transformation that can lead to a successful reconciliation.

1. FORUM THEATRE: A meeting place where people from different sides of a conflict are given the opportunity to better understand their counterpart's point of view, through such means as conversations. It brings together a diverse set of voices to create a microcosm of the larger society where the participants develop a sense of joint ownership of the process and become stakeholders in identifying new approaches to address common challenges.

2. INTRA-VICTIMS: Victims become allies to face the division on common issues or variation in cultures and beliefs. What they have in common.

3. INTER-GROUP: Dialogue between victims and followers as a means to face misunderstandings, and thus break stereotypes toward culture and beliefs.

4. DIALOGUE AT THE LOCAL LEVEL: A common place for the victims, followers, and community leaders to express themselves and define policies that work for all.

FIGURE-4. CONFLICT TRANSFOEMATION

SESSION-2.4.
Conflict transformation process

ACTIVITY	EXPERIMENTING & PRACTICING WORKSHOP
Approach	Experiential learning
Purpose	This workshop encourages learners to use skills in a practical way and provides them with a safe environment in which to try out new things before putting them into practice in the real world. The aim is to explore the mechanisms, techniques, and approaches for dealing with conflict in a local context from a cve perspective. We addresse the applied methods and techniques for conflict analysis, and explore peace-building activities in conflict resolution and violence prevention.
Audience	A variety of audiences: youth activists, youth educators, or trainers, and other civil society leaders, rights defenders, volunteers, or staff
Learning goal	• to empower the learners with critical skills to interpret conlict and violence in the context violent extremism. • to strengthen the learners' skills in using the participant-centred interactive learning activities in their work or practices.
Learning objectives	• to improve learners' critical thinking skills to interpret conlict and violence in the context violent extremism. • to develop learners' knowledge to analyse, identify and present different types of conflict and violence. • to strengthen learners' training skills in using the participant-centred interactive learning activities in their work or practices.
Results at the outcome level	• learners can apply critical thinking skills to interpret conlict and violence in the context violent extremism in their youth work. • the learners are able to analyse, identify, and and present different types of conflict and violence in their work or practices • learners are able to use participant-centred interactive learning activities in their work or practices.
Instructions	1. Divide participants into small groups. Hand out pre-prepared material containing a case study that describes different stages of a conflict in extremism situations. 2. Encourage participants to study those different stages and to identify the causes of the conflict described. 3. Ask them to decide from which angle the conflict could best be tackled and allow them to elaborate on possible solutions for the conflict. After working on the case study in groups, ask the participants to return and "act out" their solutions: • Some groups may come to the same conclusion in settling the conflict, some may put forward a more elaborated procedure which required outside mediators, or some may emphasise the importance of meeting and discussing in small groups.

Instructions	4. Then, ask each group to appoint a leader by consensus, timekeepers, and recorders to manage the process. In all cases, the discussions should be open, though it might be heated, but initiative should be taken by all to ensure the homogeneity of views and full participation by the entire group. 5. Ask them to develop their conflict transformation map on flip-chat with the different stages as presented in Session-2.3. 6. Then, with the same map, ask them to link their conflict to element of peace-building activities as outlined in Session-2.3.
Debriefing	• Ask each team to choose a member to present to the group their conflict transformation process. After each group has finished to present, invite questions and feedback. • Look at the results and discuss with the participants whether the approach of each group is understood by the others. Open a discussion about the different dimensions around peace-building activities, the focus should be on Forum Theatre. • Hold a focused discussion on how to apply these skills of conflict transformation through peace-building activities in the participants working environment. Discuss with the group generally which types of conflict could or did appear in their working environment. • Move the discussion to the element of extremist violence in the local area based on the results and experiences from the sessions of the day.
Logistics	• Flip-chart paper, large sticky notes, markers, and a tape. • A wall with enough space to attach several sheets of flip-chart.
Required time	120 minutes: as a trainer or a facilitator, you should expect to spend: • 20 minutes on giving instructions to the participants. • 70 minutes for the participant to complete all the tasks. • 30 minutes on the debriefing at the end of the activity.
Challenges	• A debriefing following the activity is highly recommended as it helps participants to reflect on how their understand and deal with conflicts and relate to violence which are core elements of addressing extremist violnce.
Adjustments	• The activity can be adapted by adjusting the questions to the context in which the training takes place. • This activity works best with small groups of up to 25 participants.

FORMS OF CONFLICT NEGOTIATION

• **Conciliation is an** attempt by a neutral third party to communicate separately with disputing parties for the purpose of reducing tensions and agreeing upon a process for resolving the dispute.

• **Negotiation is a** voluntary process in which parties meet face to face to reach a mutually acceptable resolution of the issue.

• **Mediation is the** assistance of a neutral third party to a negotiation process. mediators have no power to render a decision.

ALTERNATIVE TO A NEGOTIATED SETTLEMENT

Review of conflict:

• What are the central issues to this conflict? And who is involved?

• What kind of outcome do they hope to achieve?

• Which resolution method would best help them to reach that objective?

• What are the potential outcomes with that method?

Address the alternatives:

• Are there any issues tghat they are unwilling to negotiate?

• What alternatives do they have to satisfy their interests if they do not reach an agreement?

DEVELOPING A CASE STUDY

Before beginning developing and creating a basic case study, you need plan a problem that reflects the context in which the training is taking place regarding the participants needs, interests, and feeling on the topics of the training. Sequence for creating a case study's characters:

1. Identify specific characters according to factual information of specific issue.

2. Identify the public positions that the characters take on the selected issue.

3. Discuss the interests and needs that inform that position and consider what the characters may be feeling about the situation.

In a community dispute, parties who take the same position often have different, even conflicting, reasons for doing so. Sensitivity and skills in moving the parties away from their demands to revealing their needs and interests are central to successful problem solving, and thus, be able to analyse and transform an existing conflict.

As you begin to discuss demands or positions, needs, and interests, the following simple illustration may be useful: The mother of a young child has taken a position and made a public demand that the city install a traffic light at a particular intersection. Her interest is that her son be able to cross the street safely on his way back from school. Her need is to protect her child. If city leaders are able to see beyond her demand, they may be able to meet the mother's needs and interests by other means than just a traffic light.

Move to interests and needs by asking questions such as *What is this person most concerned about?* or *Why do you think she has publicly declared her position alone when she also sees advantages in finding other parents with the same concerns?* or *Why has she not taken a public position on funding in road constrctions even if she does not have a car?* Remind participants that focusing on the positions' parties take hardly ever leads to sustainable community dispute resolution. The seeds for mutually beneficial resolutions are found most often in common concerns that are revealed when parties identify and express their real needs and interests.

SESSION 3.

Extremist violence prevention theory

SESSION-3.1.
Extremist violence prevention

This session aims to clarify what might be the root causes of a conflict or differences leading to extremist violence. Often, in the context of violent extremism factors which seem to cause a conflict are not the real root causes. Herein, you will learn how to develop a sensitivity to this and identify causes and root causes of a conflict or differences through conflict prevention with Forum Theatre as a peace-building activity which share the goal of averting the outbreak of extremist violence. Then, we explore how peace-building focuses on reducing or ending violent extremism and promoting a culture of peace.

In violent extremism situations, feelings of injustice give rise to differences. These feelings may have real, biases, false, or imaginary ideas, which are further imposed upon by interested groups for an ulterior motive to make gain out of them. In a multi-ethnic, multi-religious and multicultural societies, there is always challenges and unmet needs surrounding ethnic, religious, racial, gender, social, or cultural issues that create differences among different groups where the minority might feel left out. If these problems are not addressed, prevented, reduced, or transformed, they give rise to conflicts, and when these conficts are not properly transformed extremist violence.

Hence, Extremist Violence is taken as a short-cut method for resolving differences; injustice, discrimination, and oppression finds vent through and in extreme cases, these might lead to violent radicalisation, and subsequently to terrorism. Peace-building activities seek to address and reduce these tensions by creating a common arena for the stakeholders to find common grounds to their differences. Through this process, it often happens that something that appears to be the root cause of differences or conflicts among stakeholders is simply a superficial cause, as the real root causes underlying the conflict may not be immediately apparent.

THE STORY "FATHER AND SON"

In the morning, a father and his son of migrant backgrounds are in a very good mood, the father has been offered a job after a long time waiting for such an opportunity. They leave thier home together in the morning joking with each other.

At work, the father is carrying heavy boxes from one place to the another. While working, a co-worker comes along and pushes him, and say "go back to wherever you came from, this is our job and you do not belong here; I wonder how they gave you a job".

Thus, one of the boxes falls and the goods inside break. Although it is not the fault of the father, the co-worker starts shouting at him and insulting him. The father tries to defend himself, but the co-worker is becoming even angrier accusing him of being poorly educated.

Meanwhile, the manager comes; even though there is camera in the room filming everything, the manager says that the father must pay for the broken goods which mean that half of the father's monthly salary is lost.

The father is furious but does not say anything in order not to make the situation worse. When the father gets home, he finds that the son has already prepared the table for dinner. The father greets him in a bad mood, and they sit down to eat.

The son wants to pour some water from a jar into the father's glass. By mistake, he spills water all over this father, who hits him and starts shouting at him. In another context, he might have even laughed about the son's clumsiness.

ROLES DESCRIPTION:

1. The first scene shows a father and a son in the morning in a very good mood. There are both happy as the father has been offered a job after a long time waiting. They leave their home together joking with each other.

2. The second scene shows the father at work, carrying heavy boxes from one place to the another. A co-worker comes along and pushes him, saying "go back to wherever you came from, this is our job; you don't belong here; I wonder how you got this job".

3. In the third scene, the manager comes, even though he saw how things happened, he orders the father pay half of his due monthly salary for the broken goods. The father is furious but does not say anything to not making the situation worse.

4. In the fourth scene, the father arrives at home. The son has already prepared the table for dinner. The father greets the son in a bad mood, and they sit down to eat. The son pours some water from a jar into the father's glass, and by mistake, he spills the water over this father. The father hits him and starts shouting at him.

SESSION-3.2.
Violence prevention with forum theatre

ACTIVITY	**EXPERIMENTING & PRACTICING WORKSHOP**
Approach	**Experiential learning**
Purpose	This workshop encourages learners to use skills in a practical way and provides them with a safe environment in which to try out new things before putting them into practice in the real world; allows the learners to share, and discuss perceptions, opinions about conflict and violence. They explore the context of violent extremism to develop a sensitivity to identify causes and root causes of a conflict or differences through conflict prevention with Forum Theatre as the peace-building activity that share the goal of averting the outbreak of extremist violence.
Audience	A variety of audiences: youth activists, youth educators, or trainers, and other civil society leaders, rights defenders, volunteers, or staff in non-formal learning settings.
Learning goal	• empower the learners with critical skills to interpret and prevent conflicts in the context violent extremism. • strengthen the learners' skills in using the participant-centred interactive peacebuilding activities in their work or practices.
Learning objectives	• improve learners' critical skills to interpret and prevent conflicts in the context violent extremism. • develop learners' knowledge to analyse, identify and prevent conflicts in the context of violent extremism. • strengthen learners' training skills in using the participant-centred interactive peacebuilding activities in their work or practices.
Results at the outcome level	• learners can apply critical skills to interpret and prevent conflicts in the context violent extremism.. • learners are able to analyse, identify, and prevent conflicts in the context of violent extremism. • learners are able to use participant-centred interactive peacebuilding activities in their work or practices.
Instructions	1. Ask 4 participants to volunteer as actors and give them detailed instructions on how to perform the roles of a father *(actor 1.)*, a son *(actor 2.)*, a co-worker *(actor 3.)* and of a manager *(actor 4.)*. Explain as follows: 2. Ask actor 1. and actor 2. to perform the first scene in front of the whole group. Then, split the group into two equal groups, and ask one group to leave the room. 3. Ask actor 1., actor 3., and actor 4. to perform the second and third scene in front of the group that remained in the room. And then call the other group to came back.

Instructions	4. Then, ask actor 1. and actor 2. to perform the fourth scene in front of the whole group. Ask them to freeze and conduct a discussion only with the group that left the room after scene 1, about what they think are the causes and root causes of the conflict in the fourth scene. 5. Now, let actors perform the entire play in front of the whole group after which you should avoid conducting a discussion about the difference between causes and root causes of a conflict. 6. As step 5 suggests, after this peace-building activity, is best to not debrief the group. The PBA aimed to define the problem area or a conflict situation in which you want the participants to analyse and create ideas for in a brainstorming session on what actions to take.
Logistics	• Flip-chart paper, large sticky notes, markers, and a tape. • A wall with enough space to attach several sheets of flip-chart.
Required time	120 minutes: as a trainer, or a facilitator, you should expect to spend: • 20 minutes on giving instructions to the participants. • 70 minutes for the group work to have written their scenarios. • 30 minutes for debriefing at the end of the activity.
Challenges	• Timekeeping is important, as group work can easily go beyond set time. The facilitator should have experience in Forum Theatre. • This form of Theatre of the Oppressed is an incredibly tool used to facilitate storytelling and direct actions among the participants as a means to address unmet needs among stakeholders. It helps participants to share and explore their critical skills on interpreting and preventing conflicts in the context violent extremism, and how a conflict affects different people at the different levels.
Adjustments	• The activity can be adapted by adjusting the questions to the context in which the training takes place. • This activity works best with small groups of up 25 participants.

SESSION-3.3.
Extremist violence prevention

ACTIVITY	BRAINSTORMING SESSION
Approach	Collaborative learning
Purpose	A brainstorming session combines a relaxed and informal approach to problem solving by encouraging learners to come up with thoughts, ideas, and creative solutions to a problem. The aim is to explore the context of violent extremism, and develop the sensitivity to identify causes and root causes of a conflict or differences through conflict prevention with Forum Theatre as the peace-building activity that share the goal of averting the outbreak of extremist violence.
Audience	A variety of audiences: youth activists, youth educators, or trainers, and other civil society leaders, rights defenders, volunteers, or staff in non-formal learning settings.
Learning goal	• empower the learners with critical skills to interpret and prevent conflicts in the context violent extremism. • strengthen the learners' skills in using the participant-centred interactive peacebuilding activities in their work or practices.
Learning objectives	• improve learners' critical skills to interpret and prevent conflicts in the context violent extremism. • develop learners' knowledge to analyse, identify and prevent conflicts in the context of violent extremism. • strengthen learners' training skills in using the participant-centred interactive peacebuilding activities in their work or practices.
Results at the outcome level	• learners can apply critical skills to interpret and prevent conflicts in the context violent extremism.. • learners are able to analyse, identify, and prevent conflicts in the context of violent extremism. • learners are able to use participant-centred interactive peacebuilding activities in their work or practices.
Instructions	In small groups, participants draw up specific opportunity statements which describe what could have went differently or what the father could do to protect his rights and avoid paying half of his salary for an act he did not initiate. 1. Divide participants into groups of six. Based on participants' observation; referring mainly to the fourth scene between father and son; ask them what the cause of the conflict between the father and the son is. 2. Although it seems to be the spilt of water, the root cause of the father's reaction is his frustration and anger over the unjust and discriminatory treatments by his co-worker and manager at work.

	2. 3. Ask participants to identify and list down all possible case scenarios the father could use to avoid paying for damaged goods. Do not give them any further instructions so as not to narrow their focus. 4. Ask participants to identify and list down all possible case scenarios the co-worker and the manager could use to make sure that the further pays for damaged goods. Instructions participants to use counterarguments of what the father could do. 5. Then, ask participants to hold a discussion about the meaning or applicability of each group's approach in participants' own local realities; which tasks in their local context could better solve the situation. 6. Ask for experiences or good practices of addressing such attitudes and behaviours in the working environment and encourage participants to draw some conclusions based on their local realities
Debriefing	1. Ask each group to choose a volunteer who will present their findings to the rest of the group and ask any other member to explain why they have made those choices. 2. Invite questions and feedback from the group and ask them to place in each group's finding in their own working context and the local realities based on social exclusion, inequalities, lack of equal opportunities, discrimination, advocacy of hatred. 3. Ask them also which level they would aspire to reach, and which level they consider as being most conducive for social inclusion, equality, and equal opportunities.
Logistics	• Flip-chart paper, large sticky notes, markers, and a tape. • A wall with enough space to attach several sheets of flip-chart.
Required time	120 minutes: as a trainer, or a facilitator, you should expect to spend: • 20 minutes on giving instructions to the participants. • 70 minutes for the group work to have written their scenarios. • 30 minutes for debriefing at the end of the activity.
Challenges	• Timekeeping is important, as group work can easily go beyond set time. The facilitator should have experience in conflict analysis.
Adjustments	• The activity can be adapted by adjusting the questions to the context in which the training takes place. • This activity works best with small groups of up 25 participants.

SESSION-3.4.
Averting the outbreak of violence

ACTIVITY	PLANNING FOR APPLICATION WORKSHOP
Approach	Experiential learning
Purpose	This session applies planning for application workshop activities that provide a stimulus for implementing and utilizing new learning outside the workshop context to increase the likelihood of transferring skills. They explore the context of violent extremism to develop a sensitivity to identify causes and root causes of a conflict or differences through conflict prevention with Forum Theatre as the peace-building activity that share the goal of averting the outbreak of extremist violence.
Audience	A variety of audiences: youth activists, youth educators, or trainers, and other civil society leaders, rights defenders, volunteers, or staff in non-formal learning settings.
Learning goal	• empower the learners with critical skills to interpret and prevent conflicts in the context violent extremism. • strengthen the learners' skills in using the participant-centred interactive peacebuilding activities in their work or practices.
Learning objectives	• improve learners' critical skills to interpret and prevent conflicts in the context violent extremism. • develop learners' knowledge to analyse, identify and prevent conflicts in the context of violent extremism. • strengthen learners' training skills in using the participant-centred interactive peacebuilding activities in their work or practices.
Results at the outcome level	• learners can apply critical skills to interpret and prevent conflicts in the context violent extremism.. • learners are able to analyse, identify, and prevent conflicts in the context of violent extremism. • learners are able to use participant-centred interactive peacebuilding activities in their work or practices.
Instructions	1. Divide participants into small groups. Hand out pre-prepared material containing case study from the previous sessions (focus on scene 2 and 3 of the story "Father and Sone") that describe a conflict in extremism situations. 2. Ask each group to engage with scenes 2 and 3 of the Forum Theatre performance and identify the sources and pillars of the conflict in the picture, and then, ask them to use the conflict analysis tool to present its different stages. 3. Ask each group to identify the point of the Conflict Zone "this is when the co-worker pushed the father; and a box felt down damaging the goods" after that, ask them to present various scenarios that could create outcomes.

Instructions	4. Ask each group to work with each other to develop a conflict scenario that reflects the same problems of their community. Ask them to prepare one scene that create a situation of Conflict Zone. 5. Ask each group to act out their conflict or problem and then ask the entire group to share their ideas on how they might prevent the conflict or the situation from escalating into violence "when the father hits the son and starts shouting at him." 6. Other participants are invited to step in the action while a group is presenting and enact their suggestions.
Debriefing	1. Discuss such conflicts at community level and find other forms of conflicts scenarios that reflect the real problems of participants' communities. Let the group share their ideas on how they might identify the root cause of a conflict.
Logistics	• Flip-chart paper, large sticky notes, markers, and a tape. • A wall with enough space to attach several sheets of flip-chart.
Required time	120 minutes: as a trainer, or a facilitator, you should expect to spend: • 20 minutes on giving instructions to the participants. • 70 minutes for the group work to have written their scenarios. • 30 minutes for debriefing at the end of the activity.
Challenges	• Timekeeping is important, as group work can easily go beyond set time. The facilitator should have experience in Forum Theatre. • This form of Theatre of the Oppressed is an incredibly tool used to facilitate storytelling and direct actions among the participants as a means to address unmet needs among stakeholders. It helps participants to share and explore their critical skills on interpreting and preventing conflicts in the context violent extremism, and how a conflict affects different people at the different levels.
Adjustments	• The activity can be adapted by adjusting the questions to the context in which the training takes place. • This activity works best with small groups of up 25 participants.

SESSION 4.

Gender mainstreaming in extremism prevention

SESSION-4.1.
Gender mainstreaming in cve

Herein, you learn about the approaches for integrating gender mainstreaming in the overall cve training programmes. We will address the main elements of the concept of gender mainstreaming and the applied methods and techniques for context analysis to effectively set a training programme's overall goal, learning objectives, learning activities, and learning outcomes.

First, we will cover the theory of a training programme context. You will learn how to use an Open-Ended Consultation to analyse targeted group needs, desires and interests. You will also learn how to define the objectives, design the proper methodology to reach each objective in line with the relevance of the topics and elaborate materials and activities needed to achieve learning outcomes.

ANTICIPATING AND PREPARING FOR A CVE TRAINING PROGRAMME
This session moves from a theoretical understanding of a training programme context to the practical observation of real-life situations. It provides a simple tool for identifying and assessing targeted group's learning needs; an entry point for integrating gender mainstreaming in the training programme to achieve desired social change.

OPEN-ENDED CONSULTATION
An open-ended consultation is research methology used to voice the priorities, concerns, and needs of the targeted groups to better serve or help them achieve the desired social changes. The process ensures that, the assessed needs reflect the targeted groups needs and their understanding of gender mainstreaming in designing and developing a participatory cve training programme.

OUTLINE:
To organise an inclusive training programme that responds directly to the target groups' learning needs, it is important to define, identify, and assess the needs, knowledge gaps, and issues that targeted group has or would like to resolve.

ASSESSMENT: CHARACTERISTICS OF THE TARGETED GROUP
The target groups do want a training programme delivered when they are ready and want to contribute, and at the same time, enhance their knowledge, skills, attitudes, and competence to understand and approach a particular issue.

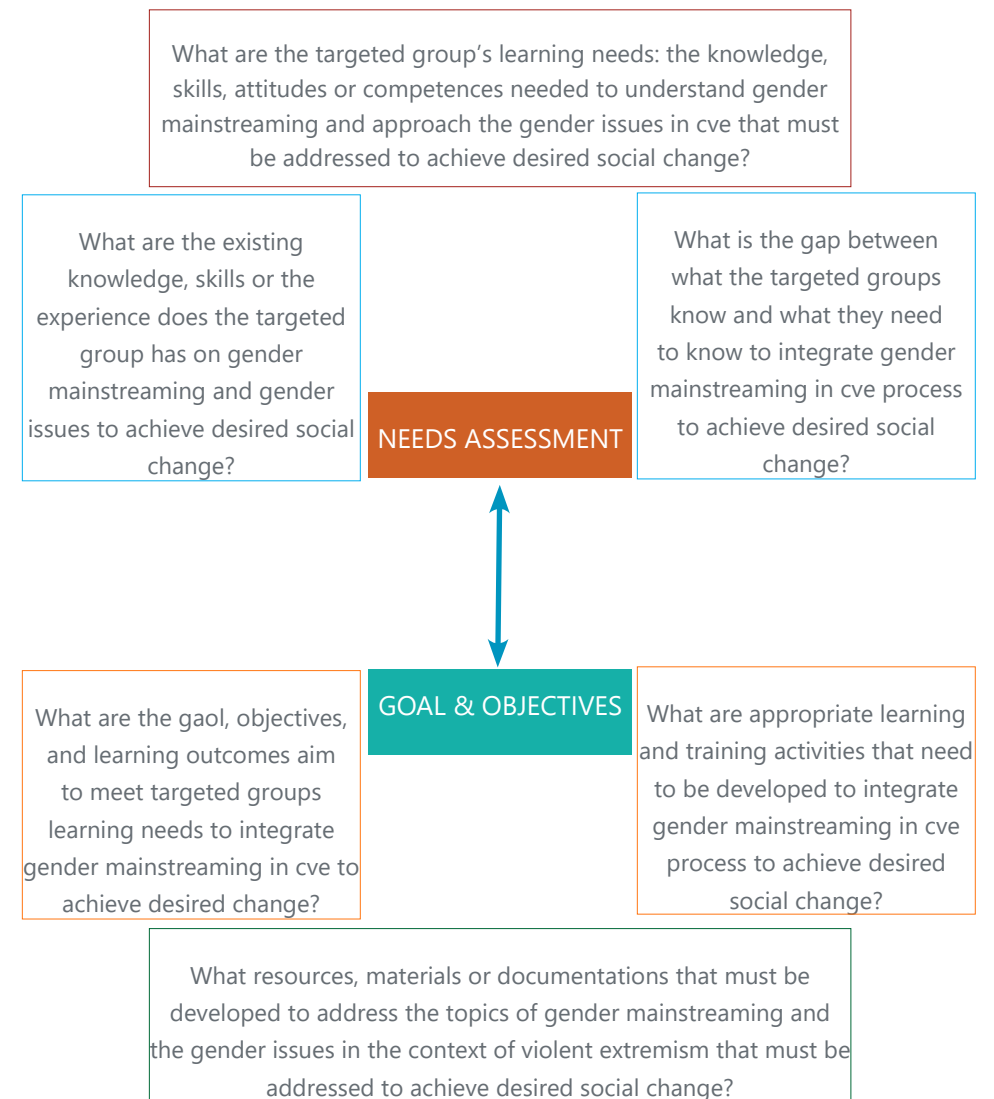### STRUCTURE: CHARACTERISTIC OF LEARNING OBJECTIVES
Learning objectives of a training programme describe the desired changes at the knowledge, skills, attitudes, and competence level which the target group hope or would wish to achieve in the training programme; the purpose for which a training programme is conducted.

DESIGN: CHARACTERISTICS OF THE TRAINING PROGRAMME
The training programme organiser should be able to provide a detailed programme. Learning activities should allow inclusive, interactive experiential learning activities; answering questions and solving problems in sessions or workshops. An interactive participation requires competitive learning activities that allow participants to test their knowledge and skills, and be able to put them in practices in their work.

DEVELOPMENT: CHARACTERISTICS OF LEARNING OUTCOME
Training programme organiser should take into consideration primary elements such as: the target group's experience, context, local realities, and provide enough information for the participants to accomplish stated learning outcomes. Respect balance between interactive and independent, and then create enough materials to smoothly deliver the training programme to develop learning experience based on clear and specific outcome.

What are the targeted group's learning needs: the knowledge, skills, attitudes or competences needed to understand gender mainstreaming and approach the gender issues in cve that must be addressed to achieve desired social change?

What are the existing knowledge, skills or the experience does the targeted group has on gender mainstreaming and gender issues to achieve desired social change?

NEEDS ASSESSMENT

What is the gap between what the targeted groups know and what they need to know to integrate gender mainstreaming in cve process to achieve desired social change?

What are the gaol, objectives, and learning outcomes aim to meet targeted groups learning needs to integrate gender mainstreaming in cve to achieve desired change?

GOAL & OBJECTIVES

What are appropriate learning and training activities that need to be developed to integrate gender mainstreaming in cve process to achieve desired social change?

What resources, materials or documentations that must be developed to address the topics of gender mainstreaming and the gender issues in the context of violent extremism that must be addressed to achieve desired social change?

SESSION-4.2.
Pre-open-ended consultation

ACTIVITY	BRAINSTORMING SESSION
Approach	Collaborative learning
Purpose	A brainstorming session combines a relaxed and informal approach to problem solving by encouraging learners to come up with thoughts, ideas, and creative solutions to a problem. The aim is to explore the main elements of gender mainstreaming concept and applied methods and techniques for context analysis to effectively set a training programme from a gender perspective in cve.
Audience	A variety of audiences: youth activists, youth educators, or trainers, and other civil society leaders, rights defenders, volunteers, or staff in non-formal learning settings.
Learning goal	• empower learners with critical skills to interpret gender mainstreaming in training programmes in context of extremism. • strengthen the learners' skills in using the participant-centred interactive learning activities in their work or practices.
Learning objectives	• improve learners' critical skills to interpret gender mainstreaming in training programmes in context of extremism. • develop learners' knowledge to integrate gender mainstreaming in training programmes in the context of violent extremism. • strengthen learners' training skills in using the participant-centred interactive learning activities in their work or practices.
Results at the outcome level	• learners can apply critical skills to interpret gender mainstreaming in training programmes in the context of violent extremism. • learners are able to integrate gender mainstreaming in training programmes in the context of violent extremism. • learners are able to use participant-centred interactive learning activities in their work or practices.
Instructions	1. in their small groups, ask them to come up with 3 case statements to better understand and approach gender issues in the context of cve and write them on their flip charts. This is the issue that the targeted groups want address in order to integrate gender mainstreaming in cve process. 2. Then, ask the participants to use their case statements to further validate the needs and gaps and the most efficient way to assess those needs and gaps. Explore the problem but not the solutions. 3. At this point, the task of the groups is to try to reflect on learning goals: what the group hope the targeted groups to accomplish after a training programme to approach gender issues in the context of cve and achieve desired social change.

4. After that, ask the group to reflect on learning objectives: what the group hope the targeted group would do to show, organise, explain, or create to approach gender issues in the context of cve and achieve desired social change.

5. Then, ask each group to reflect on learning activities: activities the targeted group would be involved in to acquire the knowledge, skills, attitudes, and competence required to approach gender issues in the context of cve and achieve desired change.

NEEDS: A needs assessment is used to determine and address the discrepancy between the targeted group's current conditions and desired conditions.

GAPS: Gaps are assessed by determining where the targeted group is underserved in the society by not having the cultural or social knowledge, skills and competences or access to current offerings.

Debriefing	1. Once each group has decided that the one issue, they are dealing with is indeed an issue that must be addressed, ask each group to present their problem statements as well as related needs or gaps. 2. Thus, whenever analysing those elements, you must ask the participants to consider the context, and reflect on how it relates to learning outcomes: what the targeted groups would be able to do to approach gender issues in the context of cve and achieve desired social change. 3. After setting the context in which each group is working in, they will be able to use an OEC to support orientation to design an effective way to integrate gender mainstreaming in cve process and deepen they insight into various aspects of an OEC.
Logistics	• Flip-chart paper, large sticky notes, markers, and a tape. • A wall with enough space to attach several sheets of flip-chart.
Required time	120 minutes: as a trainer, or a facilitator, you should expect to spend: • 20 minutes on giving instructions to the participants. • 70 minutes for the group work to have written their scenarios. • 30 minutes for debriefing at the end of the activity.
Challenges	• Timekeeping is important, as group work can easily go beyond set time. The facilitator should have experience in training planning.
Adjustments	• The activity can be adapted by adjusting the questions to the context in which the training takes place. • This activity works best with small groups of up 25 participants.

SESSION-4.3.
Averting the outbreak of violence

ACTIVITY	PLANNING FOR APPLICATION WORKSHOP
Approach	Experiential learning
Purpose	This session applies planning for application workshop activities that provide a stimulus for implementing and utilizing new learning outside the workshop context to increase the likelihood of transferring skills. The aim is to explore the main elements of gender mainstreaming concept and applied methods and techniques for context analysis to effectively set a training programme from a gender perspective in cve.
Audience	A variety of audiences: youth activists, youth educators, or trainers, and other civil society leaders, rights defenders, volunteers, or staff.
Learning goal	• empower learners with critical skills to interpret gender mainstreaming in training programmes in context of extremism. • strengthen the learners' skills in using the participant-centred interactive learning activities in their work or practices.
Learning objectives	• improve learners' critical skills to interpret gender mainstreaming in training programmes in context of extremism. • develop learners' knowledge to integrate gender mainstreaming in training programmes in the context of violent extremism. • strengthen learners' training skills in using the participant-centred interactive learning activities in their work or practices.
Results at the outcome level	• learners can apply critical skills to interpret gender mainstreaming in training programmes in the context of violent extremism. • learners are able to integrate gender mainstreaming in training programmes in the context of violent extremism. • learners are able to use participant-centred interactive learning activities in their work or practices.
Instructions	TASK-1 1. In small groups ask them to prepare an open-ended consultation case on how their targeted groups are going to approach gender issues in the context of cve and achieve desired social change. 2. Then, ask each group to choose a facilitator. Each table is hosted by a facilitator who introduces their cases. The facilitator visualises together with the members of another group. Other groups are now the targeted group for each case. 3. At this point, the task of the facilitator is to identify and assess the targeted group's learning needs: knowledge, skills, attitudes, and competences vis-a-vis gender issues in cve. Further, asks groups about the help they would need in terms of resources, materials, tools to effectively integrate gender mainstreaming in cve process.

Instructions	Upon completion of round one, the facilitator remains at the table and new members from another group come, and then previous members go to the next table. The facilitator welcomes new members and briefly introduce another case stament. After the 3 rounds of discussions, the targeted group's needs have been assessed. TASK-2 1. Ask participants to go to back their small groups and ask them to set *one learning goal, 3 learning objectives, 3 learning activities and 3 results at the outcome level* based on the note of their facilitator. 2. Thus, while analysing those elements, ask the group to choose 3 topics that best describes gender mainstreaming in cve. Consider education resources, materials, tools, or document that might be needed to create an interactive content. 3. After setting those elements, ask each group to elaborate the content of their training programme in the flowing other: The tittle, main topics, goal, materials or tools, and feedback or evaluation sheet.
Debriefing	1. Ask each group to present the results of their open-ended consultation, randomly select the 3-jury member to examine and evaluate the training programme of current group based on quality, strengths, and weaknesses. How likely, would the targeted group approach and find solutions to gender issues in cve?
Logistics	• Flip-chart paper, large sticky notes, markers, and a tape. • A wall with enough space to attach several sheets of flip-chart.
Required time	180 minutes: as a trainer, or a facilitator, you should expect to spend: • 20 minutes on giving instructions to the participants. • 130 minutes for the group work to have written their scenarios. • 30 minutes for debriefing at the end of the activity.
Challenges	• Timekeeping is important, as group work can easily go beyond set time. The facilitator should have experience training planning. • A training refers to organised efforts to transfer the knowledge, and develop the skills and the attitudes that encourage behaviours, which contribute to resolving, reducing, or preventing the effects of a specific cultural, economic, gender, social, or environmental problem on the community or among a particular group(s).
Adjustments	• The activity can be adapted by adjusting the questions to the context in which the training takes place. • This activity works best with small groups of up 25 participants.