

COUNTERING VIOLENT EXTREMISM



Trainers Manual



Congrès Pour la Paix



Table of Contents

About The CVE Training Manual	4
About The COPP Project	7

Phase 1: Before The Workshop

Getting started – designing a CVE training programme	11
Training course overview	18
Training methodology	22
Training programme logistics	25
Prerequisites - Participants	30
Knowledge test 1	31

Phase 2: During The Workshop

CVE training events	33
In-person kick-off workshops	36
Online webinars	40
Closing workshops	76
Knowledge test 2	104

Phase 3: Evaluating The Workshop

Evaluation process overview	106
Evaluation methodology	107
Evaluation tools	108
Knowledge test 3	112
Test Answers	113
Recommendations	114
Resources	115

Contents of the training manual

This manual contains practical guidelines on how to organise, run and evaluate a CVE Training. A number of items have been included in this manual:

Case Study - A case study of a successful COPP CVE Training project

Methodology - Training design approaches to structure and optimise the learning experience.

Structure - A well-designed structure and format of the training sessions; both in-person and online.

Evaluation Tools - A set of workshop evaluation tools.

Tests - Knowledge tests to help gauge the understanding of the reader.

Let's get started! To maximise the benefits of this manual, please follow the guidelines provided .

About the CVE Training Manual

What is CVE?

Countering Violent Extremism (CVE) represents a comprehensive set of strategies and programs aimed at preventing the spread of violent ideologies and addressing the root causes of radicalisation.

This multifaceted approach involves community engagement to build resilience, educational initiatives to counteract extremist propaganda, provision of social services to address underlying issues like poverty, and the development of counter-narratives to challenge extremist ideologies.

The ultimate objective of CVE is to create resilient communities and foster a safer, more inclusive society by addressing the multifaceted factors that contribute to radicalisation.

Significance of this manual

This training manual focuses on developing effective training programmes for countering violent extremism (CVE). It was developed by the GeoAnalytics Center (GeoA) and Code for Africa (CfA) and commissioned by the US Department of State, as part of the Congress for Peace (COPP) project.

The manual provides guidance and resources for stakeholders who are interested in designing and implementing CVE training initiatives, using the COPP CVE project as a real-world successful case study.

Stakeholders may include government agencies, non-governmental organisations, community leaders, educators, and CVE practitioners. Whichever category you fall into, we welcome you to your training journey.

Learning Objectives

This manual is set to equip trainers and facilitators with a set of competencies and tools that will allow them to:

1. Review and analyse the COPP project in a bid to understand how to set up a CVE training.
2. Design a CVE Training Program.
3. Develop CVE Training events that include workshops, seminars and webinars, panel discussions, summits and so on.
4. Acclimatise to the CVE course content.
5. Evaluate the learning results achieved by the target audience and track the impact of the training.

Training Manual

Guidelines

Purpose and scope

Before diving into the content, take a moment to understand the purpose and scope of this manual. It is designed to assist you in creating training programmes aimed at countering violent extremism, using the COPP CVE project as a practical example. Familiarise yourself with the objectives and intended outcomes of the manual.

COPP project overview

Read the introductory section, which provides an overview of the COPP CVE training programmes. The COPP CVE project serves as a case study throughout this manual. Pay special attention to how it was planned, executed, and evaluated. Extract lessons and best practices that can be applied to your own CVE training initiatives.

Sequential structure

This manual is organised into sections that follow a logical sequence. Start from the beginning and progress through each section. This will help you to build a comprehensive understanding of CVE training programme development.

Local context

The COPP CVE project provides valuable insights, but remember to adapt the strategies and tactics to your specific geographical, cultural, and organisational context. CVE efforts must be context-specific to be effective. Some strategies can be found here

Additional resources

This manual includes supplementary resources, references, and tools that can enhance your CVE training programme development. Explore these resources to deepen your knowledge and capabilities.

Feedback

We value your feedback on this manual. If you find areas that require improvement, have suggestions for additional content, or wish to share your success stories, please contact us at academy@codeforafrica.org. Your insights will help us to enhance future editions.

About The COPP Project



Congrès Pour la Paix

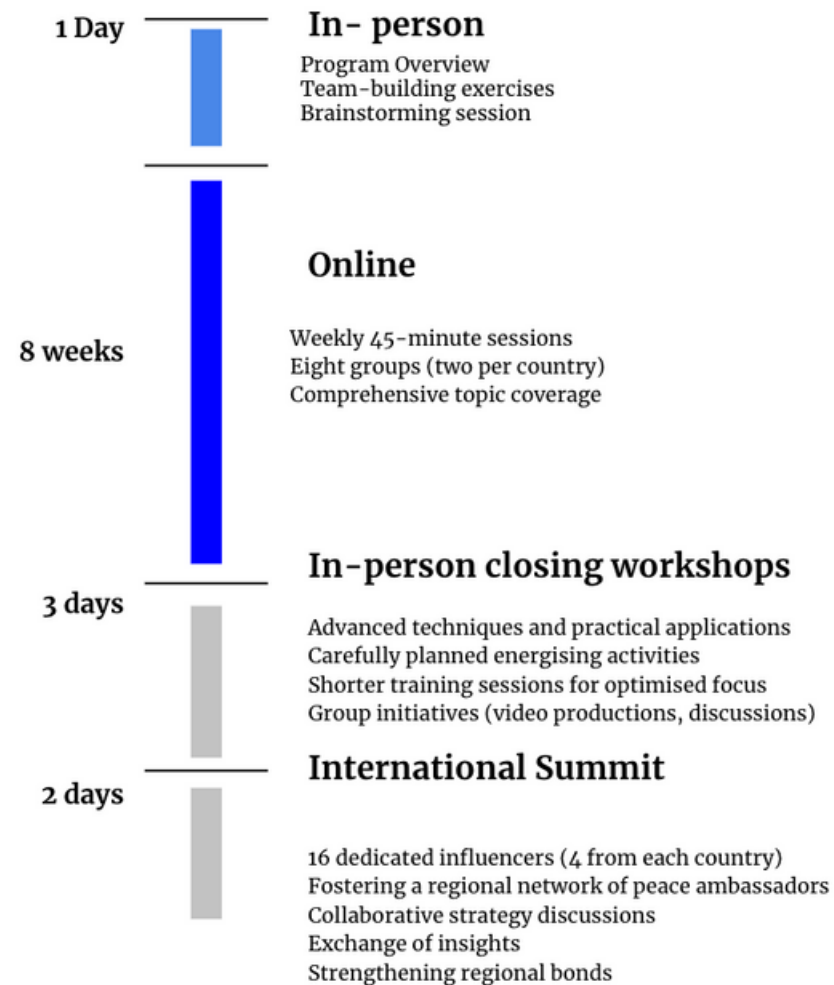
The Congress for Peace project, conducted in collaboration with the [GeoAnalytics Center](#) and [Code for Africa](#) and commissioned by the US Department of State, focused on establishing an influential network of online messengers to counter violent extremism in Burkina Faso, Côte d'Ivoire, Mali, and Niger. Our primary goal was to empower a diverse group of online influencers with the capacity to effectively counter extremist narratives and online influence operations.

By gaining insights into the nuances of extremist content, digital networks, and the manipulation of misinformation and disinformation, influencers are better equipped to prevent the radicalisation of individuals in their communities. The comprehensive, four-month training programme consisted of a blend of online and in-person sessions.

These training sessions encompassed a range of topics, including countering online and offline violent extremism, digital security, and the recognition and mitigation of mis- and disinformation. Through these sessions, influencers not only enhanced their understanding of prevailing extremist narratives and tactics but also developed the capacity to craft impactful messages of peace that resonated with their target audience. By fostering collaboration and promoting the exchange of ideas among influencers, this project sought to amplify the collective effort in countering radicalisation and promoting resilience in the region.



Images from the National Congresses for Peace, held in each of the four participating countries: (clockwise from top left) Bamako, Mali; Ouagadougou, Burkina Faso; Abidjan, Côte d'Ivoire; and Niamey, Niger (Source: GeoA)



Phase 1

Before The Training

Getting Started – designing a CVE training programme



TRAINER NOTES

Designing a CVE training programme requires a structured process. It involves systematic planning and execution to ensure learning objectives are met and participants acquire the necessary knowledge and skills. Below is a comprehensive guide on how to design a training programme.

1. Define clear objectives

Clearly define the learning objectives for the training programme. What do you want participants to know, be able to do, or understand by the end of the training? Objectives should be specific, measurable, achievable, relevant, and time-bound (SMART).

As per the COPP Project, the following were the key objectives:

1. Equip participants with the tools and knowledge to counter extremist narratives, promote peace, and prevent radicalisation in their communities.
2. Improve participants' understanding of extremist narratives and digital tactics, with the aim of significantly enhancing network members' effectiveness in their mission to thwart radicalisation.
3. Assist in the collaborative development of strategies for Countering Violent Extremism, and Radicalisation.

2. Target audience analysis

Understand your target audience's characteristics, including their prior knowledge, skills, experience, and learning preferences. Tailor the training content and delivery methods to match the audience's needs.

Looking at the COPP Project, the target audience was influencers from Burkina Faso, Côte d'Ivoire, Mali, and Niger. We envisaged a group of 200 influencers who could play a pivotal role as peace ambassadors and credible messengers for countering violent extremism in their communities. It was important that the group represented diversity across various demographics, including gender and geographic location.

We ran a comprehensive selection process to ensure the chosen influencers were well-suited to the role. We developed an initial pool of 420 potential candidates, who were proactively identified using social media and personal recommendations from people on the ground. Of these, we shortlisted about 38 influencers per country, based on specific criteria outlined below:

Influencer selection criteria

a) Online influence

We required influencers to have at least 1,000 followers on their social media platforms. However, we extended flexibility to 15 influencers because of their influential presence on platforms on which follower counts are not publicly displayed, such as WhatsApp and Snapchat. Additionally, to ensure gender balance and geographic representation, we lowered the follower threshold to 400 for influencers from peripheral areas, as well as for some female participants. This careful approach to online influence selection guaranteed a diverse group with the potential to engage their audiences effectively.

b) Gender distribution

We ensured a proportionate representation of both male and female influencers among the shortlisted candidates.

c) Regional representation

To reflect the diversity of our target regions, we ensured the shortlisted candidates came from various regions in their respective countries.

To make a selection of the right participants based on the aforementioned criteria, you need to have access to specific data about the participant. We recommend including the following items in the registration form for the training



TRAINER NOTES

Data about The Participant	Participant's Needs and Expectations
Name	Interest in the workshop
Contact information	Particular needs related to CVE implementation
Job Title (Type of influencer)	Intended actions in using newly acquired competencies
Gender	
Age	
Education Level	
Prior training on this subject	
Current work responsibilities	
Preferred language for training	

Recommended items to be considered in the registration form

3. Identify training needs

Once participants are identified for the CVE training, delve deeper into their prior knowledge of countering violent extremism (CVE) and their experiences with implementing CVE strategies. Gather insights into their specific needs and work-related challenges using a provided survey option in this training manual. Send out the questionnaire three weeks before the workshop to allow ample time for participants to respond. This proactive approach enables you to tailor the training content based on the information extracted from the questionnaire, ensuring that the training is finely tuned to participants' unique requirements. Find the learning needs questionnaire in the appendices section.

4. Select training methods and activities

Choose appropriate training methods and activities based on the objectives and audience. Common methods include lectures, workshops, hands-on exercises, group discussions, role-playing, e-learning modules, and simulations.

In relating to the COPP project, the selected training methods ensured a mix of theoretical understanding and practical application. Each session was designed to be engaging and participatory and included interactive exercises, icebreakers, and energising activities. Participants actively contributed to discussions, shared insights, and applied learned concepts to real-world contexts. The training fostered a collaborative environment, encouraging open dialogue and exchange of ideas. The combination of theoretical content delivery and hands-on activities facilitated a holistic learning experience that enhanced participants' capabilities in countering violent extremism, critical thinking, and leadership skills.



TRAINER NOTES

For further details on the exercises and activities held in each lesson, please consult the During The Workshop section, which provides in-depth insights into the practical components of the training.

Collaborate with subject-matter experts to design the CVE curriculum outline, organising it into coherent modules or units that follow a logical flow. Ensure each module builds on the preceding one for effective learning progression. The trainer can then select specific modules based on the learning needs analysis and training context. The subsequent framework provides an overview of available sessions, organised in a structured flow. It is also important to note that workshops can vary in duration based on the identified specific needs of the target audience.

Create the training content and materials, including presentations, handouts, videos, and any technology-based resources. Ensure that the content aligns with the learning objectives and is organised logically.

TRAINER NOTES



Structured approach to plan and adapt your curriculum



TRAINER NOTES



a. Curriculum analysis

Review the curriculum thoroughly to identify key topics and modules.



b. Content restructuring

Create a storyboard and organise the curriculum content into modules or units that align with the courseware structure. Decide on the sequence of topics and activities to ensure a logical flow of learning.



c. Content adaptation

Adapt the curriculum content into various formats suitable for online learning, such as short video lectures, quizzes, and readings. Ensure that the content is accessible and mobile-friendly for a diverse audience.



d. Multimedia content creation

Incorporate multimedia elements like images, videos, diagrams, and interactive elements to enhance understanding. Create engaging and visually appealing slide presentations that support the content.



e. Interactivity and engagement

Add interactive elements to the courseware to keep learners engaged. This might include discussion forums, peer assessments, and quizzes. Incorporate opportunities for self-assessment and feedback to promote active learning.



f. Quality assurance

Review and test the courseware for accuracy, functionality, and usability. Correct any errors or issues before the launch.



g. Pilot testing

Conduct a pilot test with a small group of learners to gather feedback and make necessary improvements.



h. Launch

Launch the courseware on the platform you have chosen for the intended audience to interact with the learning resources.



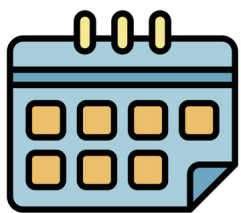
i. Monitor and support

Monitor participants' progress and interaction with the resources. Provide technical support and facilitate discussions to address questions and concerns.



j. Continuous improvement

Gather feedback from participants and assess the effectiveness of the courseware. Use this feedback to make continuous improvements and updates to the content and delivery methods.



7. Create a training schedule

Develop a training schedule that outlines the timing and duration of each session or module. Be mindful of breaks and allow sufficient time for participant engagement and activities. A sample of the training schedule used during the COPP project has been provided in the appendices section.



8. Select trainers or facilitators

Choose qualified trainers or facilitators who have expertise in CVE and are skilled in delivering training effectively. Provide them with a clear understanding of their roles and responsibilities.



The selected trainer must display good overall thematic knowledge of the different CVE issues and have experience in delivering training workshops.



In addition, he/she should:

- Have good facilitation skills and understand what adult learning is all about.
- Respect diversity as a core value in the training process
- Be able to facilitate group dynamics.



For trainers with limited training and facilitation experience, we recommend additional pedagogical tools that can serve as background information throughout this training manual.

9. Consider technology and tools

The training may involve technology. If so, ensure that all necessary equipment, software, and tools are in place and functioning properly. Conduct technical tests and rehearsals if needed.

10. Prepare logistics

Plan logistics for in-person training, including venue booking, transport, accommodation (if applicable), catering, and health and safety protocols. For online training, choose a suitable platform and test its functionality.

11. Assess learning and gather feedback

Continuously monitor participants' progress and understanding during the training. Collect feedback from participants through surveys or discussions to make real-time adjustments if necessary.



TRAINER NOTES

Tips on how you can localise your content



TRAINER NOTES



You may wish, to find additional examples drawn from the local communities. Here are some tips to help you do that:

- Identify the type of extremist content you're looking for. Determine whether it's extremist propaganda, radicalising speeches, recruitment videos, or hate-filled messages.
- Look for real news stories that might counter the extremist narrative. Search directly on the websites of local news organisations. You can use Google to search their sites by typing your keyword plus “site:outletaddress.com” to find relevant articles. Verify the credibility of the news source before using it to counter extremism.
- Search for keywords related to extremism and your location on social media platforms like Facebook or Twitter. Look for user-generated content such as extremist posts, comments, or videos. Engage with the community to provide alternative narratives and challenge extremist viewpoints respectfully.

Below is the course overview and outline of the COPP project after the curriculum analysis and development process.



This image shows a blank sheet of white paper designed for handwriting practice. It features ten identical rows of horizontal dashed lines, evenly spaced from top to bottom. Each row consists of a single continuous line of small dashes, providing a guide for letter height and placement. The margins are consistent on all sides, and there is no additional text or imagery on the page.

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**Overview**

This unit provides an overview of the concept of violent extremism and the radicalisation process.

**Objective**

Participants will learn about the lifecycle of radicalisation and the role of social media and religion in countering radicalisation and reintegrating deradicalised individuals.

**Lessons**

The following lessons were covered in module 1

Lesson 1: Introduction to CVE

1. What is violent extremism and CVE?
2. What are the push and pull factors in violent extremism?
3. Regional efforts and existing initiatives in West Africa

Lesson 2: The lifecycle of radicalisation to violence

1. What is radicalisation?
2. Susceptibility to radicalisation
3. Belonging to an extremist group
4. Taking violent extremist action

Lesson 3: Countering radicalisation

1. Overview of countering radicalisation
2. The role of social media and influencers
3. The role of religious authorities and religion

Lesson 4: Reintegrating deradicalised individuals

1. Factors in deradicalisation
2. Reintegration: A case study in Aarhus
3. The Role of social media and Influencers in reintegration



Overview

This unit provides an overview of the role of information disorder in the spread of extremist narratives.



Objective

Participants will learn about the various forms of disinformation and misinformation, along with the importance of fact-checking and understanding coordinated inauthentic behaviour (CIB).



Lessons

The following lessons were covered in module 2

Lesson 1: Introduction to fact-checking

- 1.Introduction to fact-checking
- 2.Misinformation, disinformation and mal-information

Lesson 2: Introduction to Information Disorder and CIB

1. Defining information disorder, misinformation, and disinformation
2. Coordinated inauthentic behaviour

Lesson 3: Monitoring disinformation on digital and social media

1. Monitoring disinformation on digital platforms
2. The role of social media in the spread of extremist narratives
3. Countering disinformation online

Lesson 4: Staying safe online: research rules, evidence, and critical thinking

1. Problem-solving and ethics/critical thinking
2. Research rules and evidence in CVE efforts
3. Staying Safe Online in CVE Initiatives

Unit 3.

Nonviolent Communication and Other Useful Approaches to Conflict and Extremism



TRAINER NOTES



Overview

This unit focuses on the importance of nonviolent communication (NVC) and motivational interviewing skills in addressing conflict and extremism. It also covers the application of human rights and sustainable development frameworks to CVE.



Objective

Participants will learn about nonviolent communication and motivational interviewing techniques for countering violent extremism.



Lessons

The following lessons were covered in module 2

Lesson 1: Nonviolent communication

- 1.What is nonviolent communication and what are its four components?
- 2.Observations in NVC
- 3.Feeling in NVC
- 4.Needs in NVC
- 5.Requests in NVC
- 6.A synthesis of the components

Lesson 2: Motivational interviewing

1. What is motivational interviewing?
2. Motivational interviewing and deradicalisation

Lesson 3: Human rights and sustainable development goals

1. The Universal Declaration of Human Rights
2. The Sustainable Development Goals



National closing workshop in Niamey, Niger (June 2023). (Source: GeoA)

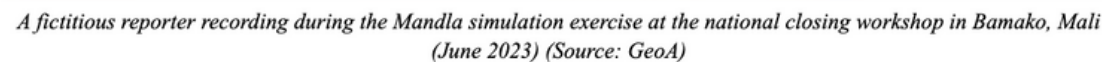
The training methodology, which is the systematic approach or framework used to deliver training programs, employed combined hands-on experiential learning, collaborative group work, relevance-driven instruction, problem-centred approaches, flexible learning formats, and mentorship to create a comprehensive and adaptable training experience.

1. Experiential learning

Identify opportunities for participants to engage in practical experiences that align with the learning objectives. These experiences should mirror real-world situations and challenges. Examples include case studies, simulations, role-playing, and group projects. Conduct debriefing sessions after each experiential activity to discuss the outcomes, insights gained, and lessons learned.

2. Collaborative learning

Incorporate group discussions, group work, or projects into the training programme. Encourage peer learning and experience sharing to enrich the learning process.



Tailor the training content to the needs and interests of the participants. Emphasise how the training will benefit participants in the short term. Explain how the knowledge and skills acquired can be applied immediately to solve problems or improve performance. Participants are motivated when they see the direct relevance of training to their personal or professional lives. They want to know why they should learn something and how it will benefit them.

Identify real-world projects, problems, or scenarios relevant to the participants' roles or industries and tailor the content accordingly. These should be challenges that participants may encounter in their work that require the application of the intended learning outcome. Consider using methods like group discussions, role-playing, simulations, or case studies.

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Provide flexible learning formats such as short online sessions, afternoon or evening classes, or self-paced learning that accommodate participants' schedules.

Carefully match mentors with participants based on their individual learning needs, goals, and areas of interest. Ensure that participants have access to relevant resources and materials that can support their mentorship experience.

Training Programme Logistics

Executing a training programme effectively hinges on meticulous logistics planning for both in-person and online sessions. Planning logistics for an in-person training event involves careful organisation and attention to detail to ensure a smooth and successful experience for both trainers and participants.

Here is a step-by-step guide to help you plan the logistics for an in-person training event.

In-person sessions



1 . Conference venues

Identify and secure appropriate venues for the in-person kick-off and closing workshops in each country. Venues should fulfil criteria such as accessibility, capacity, ability to provide meals and refreshments, safety, and cost-effectiveness.



3. Develop a schedule

Create a detailed agenda or schedule for the training, including session durations, breaks, and lunchtime. Make sure to allocate sufficient time for each topic and incorporate interactive elements.



4. Materials and supplies

Prepare all training materials, handouts, and supplies well ahead of time. Ensure that you have enough copies of materials for all participants. Consider providing name badges for easier networking.



2. Set a date and time

Choose a date and time that works for both your trainers and participants. Be mindful of any holidays, local events, or peak traffic times that could affect attendance.

TRAINER NOTES



5. Branded materials

Design and produce communication materials, including banners and streamers, to enhance the visibility of the event at the conference venue.



6. Technical requirements

Check and test all technical equipment, including projectors, microphones, and laptops, to ensure they are in working order. Have backup equipment on hand in case of technical issues.



7. Catering

Plan for catering services if the event spans multiple hours or days or includes meal times. Consider dietary restrictions and participants' preferences when selecting the menu.



8. Trainer and participant logistics

Make the necessary arrangements for trainers and participants to take part in the in-person sessions. This includes flights and accommodation. Criteria for the former should include flight duration; for the latter, proximity to the conference venue is important. Set up a streamlined reimbursement procedure to cover transport expenses for participants, if required. This procedure should facilitate easy access to the sessions for all attendees.



9. On-site logistics

Assign responsibilities to a team or staff members who will manage on-site logistics, such as registration, greeting participants, handling technical issues, and managing breaks.



10. Health and safety

Develop a safety plan that includes emergency contact information, first-aid kits, and evacuation procedures. Follow local COVID-19 guidelines if applicable, and take necessary health precautions.



TRAINER NOTES

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Planning logistics for an online training program requires attention to detail and effective use of technology to ensure a smooth and engaging learning experience for participants.

Below is a guide to help you plan the logistics for online training.



1. Set a date and time

Choose a date and time for the training sessions that accommodate participants from different time zones if necessary.



2. Develop a schedule

1
Create a detailed agenda or schedule for the online training, including session durations, breaks, and interactive activities. Keep sessions engaging and varied to maintain participants' interest.



3. Registration and invitations

Set up an online registration process for participants to sign up for the training. Send out invitations with clear instructions on how to access the online platform and participate.



4. Materials and resources

Prepare all training materials, presentations, handouts, and digital resources well in advance. Ensure participants can easily access materials. Incorporate interactive elements into the training, such as polls, quizzes, breakout rooms, and discussion forums. Encourage participants' engagement and collaboration throughout the sessions.



5. Technical requirements

Ensure that both trainers and participants possess the necessary technical equipment, including a stable internet connection, updated software, and functioning microphones and webcams.



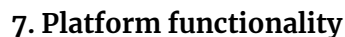
6. Choose a suitable webinar platform

Select a reliable, user-friendly online platform for hosting the training sessions. Popular options include [Zoom](#), [Microsoft Teams](#), [Google Meet](#), or specialised learning management systems (LMSs). Ensure the platform can handle the number of participants necessary and has all the features you require.



TRAINER NOTES

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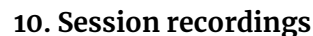
Conduct a trial session on the platform to evaluate its features and operational efficiency. Gather input from participants across countries and regions to ensure the platform facilitates clear audio, visual-content visibility, and seamless connectivity. Familiarise trainers with the platform and ensure they are comfortable using its features.



Implement an attendance-tracking system for online training sessions. This system will help to monitor participants' engagement and ensure active involvement throughout the online sessions.



Establish a procedure to reimburse participants for internet or data bundles. This approach encourages active participation and ensures that financial barriers do not hinder attendance.



Record online training sessions for participants who may have missed the live sessions. Ensure you obtain all participants' consent before doing so. Make these recordings accessible for future consultation and review.



Provide clear communication channels, such as creating country-specific WhatsApp groups to facilitate communication and for participants to request technical support or assistance. Assign someone to monitor chat messages and respond to questions promptly. Share essential session details, including topics, timings, links, and trainer information on these groups.



TRAINER NOTES

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Prerequisites – Participants

To ensure participants can effectively participate in a training programme, it is important to establish certain prerequisites and communicate these clearly to potential attendees.

Below are the prerequisites for participants that we considered when implementing the COPP project.



1. Registration and confirmation

Participants should have completed the registration process and received confirmation of their attendance. The registration form used for the COPP project can be found in the appendices [here](#)



2. Pre-training survey

Participants should have completed the pre-training or needs-assessment survey. This material is also provided in the appendices section [here](#)



3. Access to a computer or mobile device

Participants should have access to a computer, laptop, tablet, or mobile device with internet connectivity. Ensure they have the necessary hardware and software for the online platform you'll be using.



4. Access to a reliable internet connection

A reliable, high-speed internet connection is essential for uninterrupted participation in online training. Participants should be able to stream video, access materials, and interact without frequent disconnections.



5. Web-browsing knowledge

Participants should know how to use web browsers like [Chrome](#), or [Firefox](#) to access the training platform, view content, and engage in online activities.



6. Software and plug-ins

Ensure participants have the necessary software and browser plug-ins to access the training platform. This may include plug-ins for video conferencing or document sharing.



7. Readiness to learn independently

Online training often requires participants to take initiative in their learning. They should be willing and able to learn independently, follow instructions, and troubleshoot minor technical issues.



8. Time commitment

Participants should be aware of the time commitment required for the training programme, including session durations and assignments. They should be willing and able to allocate the required time.

Test yourself (1)

1. The following are the contents of this training manual, which one is not?

- a. A case study of a successful COPP CVE Training project.
- b. Forms for the trainer to provide feedback on their training sessions.
- c. Structure and format of the training sessions; both in person and online.

Answer

2. The COPP project, which is the case study for this manual, was conducted in countries found in which region?

- a. East Africa
- b. West Africa
- c. Sahel Region

Answer

3. What is the first step in designing a training programme?

- a. Scheduling training sessions
- b. Identifying training goals and objectives
- c. Selecting trainers and facilitators

Answer

4. When setting training objectives, they should be the following except_____.

- a. Specific
- b. Indefinite
- c. Attainable

Answer

5. Which element of adult learning methodology involves practical experiences that mirror real-world situations and challenges?

- a. Experiential learning
- b. Mentorship
- c. Flexible learning format

Answer

The answers to the test questions are located towards the end – Page [113](#). However, we encourage you to use this opportunity as a learning experience. Try to answer the questions to the best of your ability before referring to the manual for verification

Phase 2

During The Training

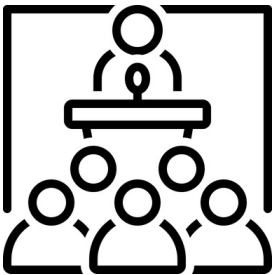
CVE Training Events



TRAINER NOTES



When designing a CVE training programme, you can consider adding a variety of events, such as workshops, seminars, webinars, panel discussions, and so on. This approach also allows for both deep dives into specific topics and broader coverage of the subject matter. Workshops can provide in-depth knowledge, whereas summits can offer a wider perspective and provide opportunities for participants to interact with experts, peers, and industry leaders.

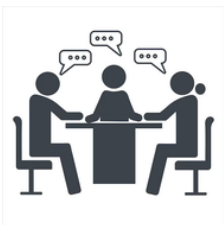


The COPP training programme commenced with **in-person kick-off workshops** held in each participating country, offering comprehensive modules covering program objectives, countering violent extremism (CVE) overview, regional initiatives, human rights, Sustainable Development Goals (SDGs), and interactive sessions. These workshops not only convey introductory knowledge but also foster connections and camaraderie among participants.



Following the kick-off, the programme transitioned into an eight-week series of interactive **online webinars**. Led by subject-matter experts and operational facilitators, these webinars engaged participants in 45 to 60-minute virtual sessions, delving into critical topics related to CVE.

The programme then concluded with **closing workshops**, essential for reinforcement, skills application, reflection, and consolidating learning. These workshops, running for one to three days in each country, encompass diverse activities such as simulation exercises, training in nonviolent communication, exploring alternative dispute-resolution strategies, sharing effective approaches, and engaging in motivational interviewing techniques.



As a capstone, the programme culminated in a **one or two-day international summit**, held in any participating country. This summit served as a platform for regional peace ambassadors to showcase capabilities, receive recognition, and build valuable connections. It becomes a transformative and motivating element, contributing to the overall success of the training program. The summit facilitates collective strategising and harmonisation of efforts in countering violent extremism, resulting in the development of unified strategies and solutions for shared challenges across the Sahel.

Let's dive into a detailed analysis of how each event was conducted.

In-Person Kick-Off Workshops



TRAINER NOTES

The training programme can kick off with a dynamic one-day workshop held in each participating country, setting the stage for the learning journey.

During these workshops, engage participants in comprehensive modules that cover the programme's objectives, an overview of countering violent extremism, insights into regional initiatives, discussions on human rights and SDGs, and interactive sessions focusing on summarising and debating important concepts. Beyond conveying introductory knowledge, these workshops can offer a unique opportunity for participants to establish connections and camaraderie.

Here is a sample of the agenda outlining the activities to be conducted during the kick-off workshop.

a) Introduction and building connections

Check-in	Direct participants to arrive between 8.30am and 9.00am for registration and orientation. Welcome participants and use this time to provide them with essential materials, brief them on programme details, ensure they have completed the pre-programme procedure, distribute their per diem, ensure they understand reimbursement procedures, and answer any general inquiries
Programme opening	Begin with an introduction to your organisation. Introduce important stakeholders, including local coordinators, trainers, programme organisers, and guest representatives.
Objectives and agenda	Set objectives, acquaint participants with the programme, and facilitate interactive sessions to explore concepts of peace, human rights, and sustainable development goals in the regional context.
Presentation	Provide an overview of the programme's purpose, approach, timeline, and opening remarks by all stakeholder representatives.
Ice-breakers	Clarify event logistics including breaks, meals, bathrooms, and transport reimbursement.



- 



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Methodology



TRAINER NOTES



• Welcome and Opening

The trainer welcomes participants, providing an overview of the objectives and structure of the programme. The objectives as stated in the introduction part of the training manual are shared with the participants together with a handout of the official workshop agenda.



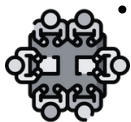
• Breaking The Ice

- An ice-breaking session is initiated to promote a positive and comfortable atmosphere.
- Participants engage in introductory activities to familiarise themselves with one another, aligning with the collaborative spirit of the module.
- Different exercises can be used and should be selected keeping an eye on cultural customs.
- The following presents one exercise: Participants pair up and share a short, relevant story about themselves related to CVE. After sharing, each participant introduces their partner and the story they shared.



• Presentation: Violent Extremism and CVE

- Use slides to provide a comprehensive overview of violent extremism and CVE.
- Define 'push' and 'pull' factors and their relevance in radicalisation.
- Share real-world examples to illustrate these concepts.



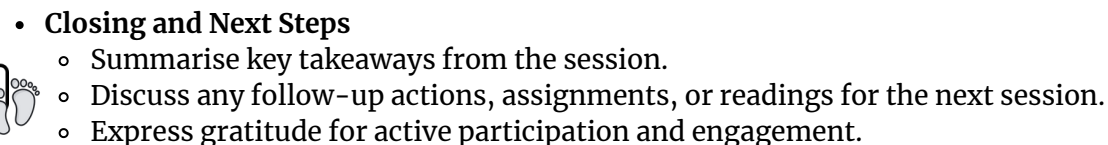
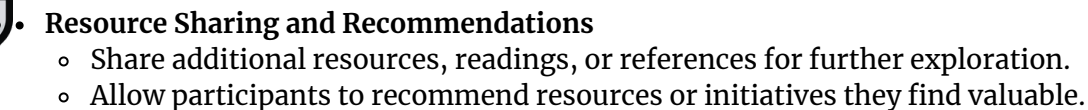
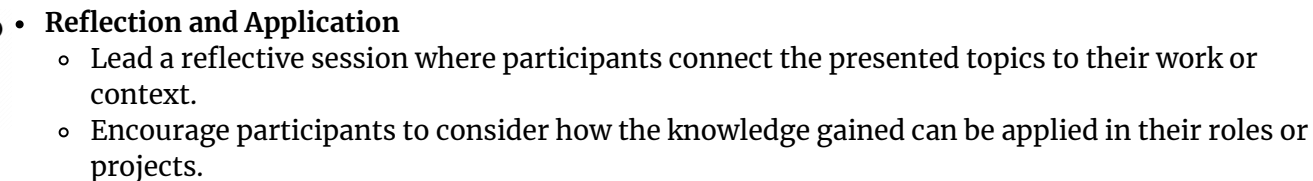
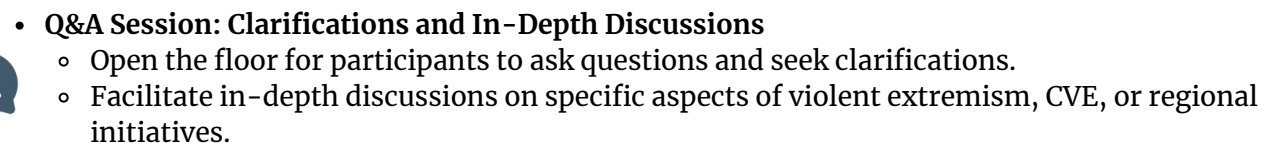
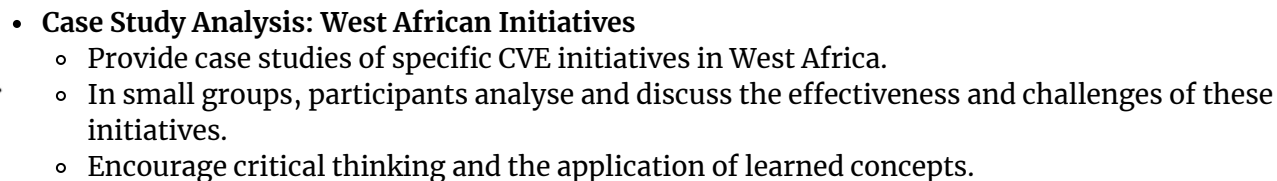
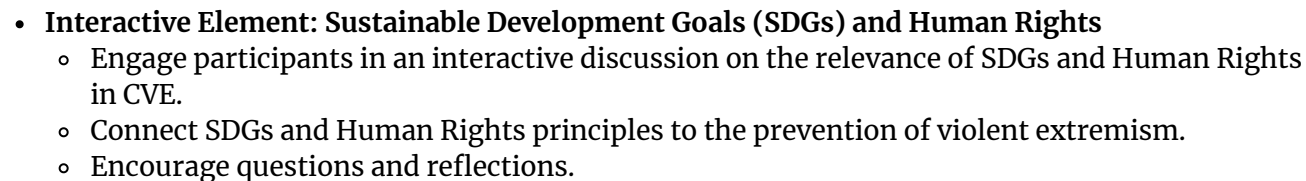
• Group Discussion: Push and Pull Factors

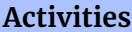
- Divide participants into small groups.
- Facilitate a discussion on identified 'push' and 'pull' factors associated with violent extremism.
- Encourage participants to relate these factors to the African context.



• Presentation: Regional Efforts and Initiatives

- Discuss regional efforts and existing initiatives in Africa to counter violent extremism.
- Highlight successful strategies and ongoing challenges.
- Incorporate visuals or case studies for better understanding.





Activities

- Icebreaker activity: Start the session with an icebreaker to create a positive and comfortable atmosphere.
- Creative expression session: Encourage participants to express their visions of peace through visual representations. Participants can voluntarily share their creations with the group.
- Energising exercise: Include an energising exercise after lunch to maintain participants' energy and focus.
- Laboratory session : Organise a dedicated 'laboratory session' that divides participants into smaller groups for brainstorming social-media-campaign ideas related to human rights and SDGs.

The one-day In-Person Kick-Off Workshop stands not only as an essential foundation for CVE knowledge but also as a catalyst for collective action among participants. The workshop serves not just as a starting point but as a spark igniting a collaborative journey towards promoting peace and resilience through shared knowledge and coordinated action.

[illegible]

Online Webinars

After the kick-off workshop, the programme can transition into a series of interactive online webinars over eight weeks. Each session should be designed as a 45 to 60-minute virtual session for participants to actively engage in discussions and delve into critical topics, guided by subject-matter experts and operational facilitators. The structure of each session in the COPP training programme typically included the elements listed below:

Online Sessions

COPP project introduction	Begin with a brief orientation of the COPP programme, providing participants with essential context for the upcoming discussion.
Trainer introduction	Introduce participants to the session's expert facilitator.
Lecture	Focus on teaching the concepts or topics of the session.
Connection activity	Foster engagement by encouraging participants to share personal experiences and viewpoints related to the week's topic using guided prompts.
Theory and practical mix	Deliver a blend of theoretical insights and practical exercises, enabling participants to comprehend concepts and apply them effectively.
Group laboratory	Divide participants into smaller groups to collaboratively explore strategies for integrating the week's topic into their social-media content. Facilitate a sharing session at which groups present their findings to the broader audience.



TRAINER NOTES

Pro tip: Conclude each session with a concise presentation on valuable online tools and techniques to enhance participants' influencer skills. Cover topics like using *RSS feeds*, *harnessing hashtags*, and *creating impactful visuals*.

This structured approach ensures active participation, dynamic discussions, and skill development among participants, enhancing their ability to address violent extremism as influencers.

For comprehensive details on learning objectives, topics covered, and module activities, please refer below:



TRAINER NOTES



Session 1

Introduction to CVE



Learning Objectives

By the end of this session, participants should be able to:

- Define radicalisation.
- Identify factors contributing to an individual's vulnerability to radicalisation.
- Describe the mechanisms involved in individuals joining and integrating into extremist groups.
- Recognise the role of social media in extremist group recruitment.
- Distinguish different forms of violent extremist actions taken by radicalised individuals.



Materials

- Presentation Slides
- Training Manual or Handouts
- Virtual Collaboration Tools: Zoom, Microsoft Teams, or other platforms. Use breakout rooms for group activities and discussions.
- Feedback Forms
- Virtual Whiteboard.

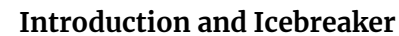
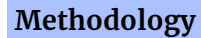


Duration

1 hour 30 min



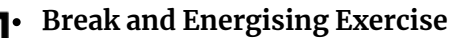
1. What is radicalisation?
2. Sensitivity to radicalisation.
3. Belonging to an extremist group.
4. Violent extremist action.



- 

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- **Presentation: Sensitivity to Radicalisation**
 - Transition to the concept of "sensitivity to radicalisation."
 - Discuss indicators and behaviours that may indicate vulnerability to radicalisation.
 - Provide real-world examples and case studies to illustrate sensitivity to radicalisation.



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- **Presentation: Violent Extremist Action**

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- **Interactive session: Case Studies and Group Discussion**

- 

• Summarisation and Reflection

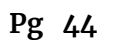
- Pg 43



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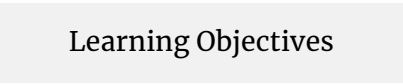
[illegible]

- **Small group discussion:** Use Google Meet tools to organise small-group discussions. Prompt participants to discuss the factors they believe contribute to radicalisation and to brainstorm actions they can take themselves to counter it.





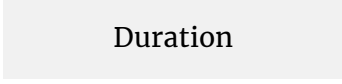
Staying safe online, problem solving & ethics/critical thinking; research rules & evidence



Learning Objectives



Materials



Duration

By the end of this session, participants should be able to:

- Develop critical-thinking skills for navigating online information.
- Articulate the importance of research rules and evidence in CVE efforts.
- Describe best practices for staying safe online while countering violent extremism

- By the end of this session, participants should be able to:**
- Develop critical-thinking skills for navigating online information.
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 - Describe best practices for staying safe online while countering violent extremism

- Presentation Slides
- Training Manual or Handouts
- Virtual Collaboration Tools: Zoom, Microsoft Teams, or other platforms. Use breakout rooms for group activities and discussions.
- Feedback Forms
- Virtual Whiteboard.

1 hour 30 min



Topics Covered

- Problem-solving and ethics/critical thinking
- Research rules and evidence in CVE efforts
- Staying safe online in CVE initiatives

[illegible]



Methodology



TRAINER NOTES



• Introduction and Icebreaker

- Welcome participants and introduce the session's objectives.
- Conduct an icebreaker related to critical thinking, such as a short scenario where participants share their approach to problem-solving.



• Presentation: Problem Solving and Ethics/Critical Thinking

- Define critical thinking and its importance in CVE efforts.
- Present ethical considerations in problem-solving within the context of countering violent extremism.
- Engage participants in a group discussion on ethical dilemmas and critical decision-making in CVE.



• Presentation: Research Rules and Evidence in CVE

- Introduce the principles of research rules and evidence in CVE efforts.
- Discuss the importance of reliable sources and methodologies in conducting research.
- Provide case studies that highlight the impact of credible research in effective CVE initiatives



• Break and Energising Exercise

- Conduct a short break to maintain participant energy levels.
- Include a brief energising exercise, like a quick team-building activity, to refresh participants.



• Presentation: Staying Safe Online in CVE Initiatives

- Address the significance of online safety in the context of CVE initiatives.
- Discuss potential threats and challenges related to online engagement in countering violent extremism.
- Provide practical tips and best practices for staying safe online, especially when dealing with sensitive content.



- **Interactive Scenario Analysis**

- Present a hypothetical scenario involving a complex CVE challenge.
- Engage participants in a scenario analysis exercise, prompting them to apply problem-solving skills and ethical considerations.
- Facilitate a discussion on the diverse approaches participants took in addressing the scenario.



- **Q&A and Open Forum**

- Open the floor for questions and answers.
- Encourage participants to share their insights and experiences related to critical thinking, research ethics, and online safety.
- Address any concerns or uncertainties participants may have.



- **Resources and Tips**

- Provide participants with additional resources for enhancing critical thinking skills, conducting ethical research, and staying safe online.
- Share practical tips for continuous learning and skill development in these areas.



- **Closing and Evaluation**

- Summarise key takeaways from the session.
- Share evaluation forms to gather feedback on the effectiveness of the session.
- Thank participants for their active engagement and contributions.



TRAINER NOTES



To foster a positive and comfortable atmosphere, begin each session with an engaging icebreaker activity. These activities are designed to encourage participants to interact, get to know each other, and establish a welcoming learning environment.



After small-group discussions and exercises, participants will be encouraged to share their insights and experiences with the whole group. This collective feedback session promotes shared learning, collaboration, and the exchange of diverse perspectives, enriching the overall training experience.



Incorporate tool demonstrations to provide participants with practical, hands-on experience. These demos will showcase relevant software, resources, or methodologies applicable to countering violent extremism. Participants will have the opportunity to familiarise themselves with these tools, enhancing their skills.

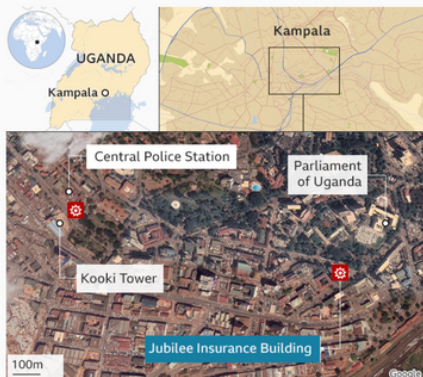


Provide participants with real-world case studies of CVE efforts and challenges. Ask them to critically analyse these cases, identify best practices, and propose strategies for improvement.

[illegible]

More information

- Kampala, the Ugandan capital
- Local police were contacted to obtain the exact location.
- No response yet.



Context

7

- You and an investigator who works with you are on his Instagram live. You are in the chat and there is a high level of tension, of excitement.
- Samuel states that he would be at the place where he intends to blow himself up in ten minutes.
- You are using screen recording software.
- You are on the phone with the police who have told you to keep talking to them and try not to scare them but to stop the bombing from happening. They are sending reinforcements to help evacuate people but may not arrive in time.



Scenario

Background Information

6

Context

- Samuel has been active on Instagram and expressed a suicide attack intention in an Instagram live soon. He is very respected by the other members of the group but comes across as a little too easy. He is happy that the group encourages him for his sacrifice to their cause.
- Your investigator has been in this group for about two weeks. Samuel is nervous but firmly insists that he intends to perform the deed soon.
- The last time they were online, they got a possible IP address, but no response has been received from the Internet provider until now.



Scenario

Background Information

8

What is your next course of action?

- Toast the cover?
- Distract?
- Disturb ?
- To delay ?
- Probative considerations (linked to proof and evidence)?
- Social considerations (related to well-being)?



Scenario

What will you do?



TRAINER NOTES



TRAINER NOTES



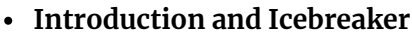
- Presentation Slides
- Training Manual or Handouts
- Virtual Collaboration Tools: Zoom, Microsoft Teams, or other platforms. Use breakout rooms for group activities and discussions.
- Feedback Forms
- Virtual Whiteboard.

1 hour 30 min



- Monitoring disinformation on digital platforms
- The role of social media in spreading extremist narratives
- Countering disinformation online

[illegible]



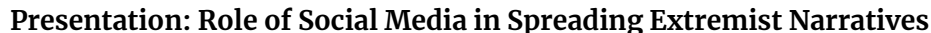
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- **Presentation: Countering Disinformation Online**

- Present strategies and best practices for countering disinformation.
- Discuss the role of individuals, communities, and organisations in debunking false narratives.
- Provide guidance on creating and promoting accurate content online.



TRAINER NOTES



- **Q&A and Open Forum**

- Open the floor for questions and answers.
- Encourage participants to share their insights and experiences related to monitoring and countering disinformation.
- Address any concerns or uncertainties participants may have.



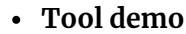
- **Resources and Tips**

- Provide participants with additional resources for monitoring disinformation, understanding social media's role, and countering online extremism.
- Share practical tips for staying vigilant against disinformation.



- **Closing and Evaluation**

- Summarise key takeaways from the session.
- Share the evaluation forms to gather feedback on the effectiveness of the session.
- Thank participants for their active engagement and contributions.



- **Case-study analysis**

Example of the questions that can be used in group discussions following the COPP Project is presented below;

- Name two most used social media platforms in your country.
- Give two observed cases of misinformation within these platforms.
- What do you think drives the spread of false information or disinformation?



Pg 54



Countering radicalisation



**By the end of this session,
participants should be able to:**

- Explain the multifaceted efforts involved in countering radicalisation at various stages of the radicalisation-to-violence lifecycle.
- Grasp the significant roles that social media and influencers play in the fight against radicalisation.



Materials

- Presentation Slides
- Training Manual or Handouts
- Virtual Collaboration Tools: Zoom, Microsoft Teams, or other platforms. Use breakout rooms for group activities and discussions.
- Feedback Forms
- Virtual Whiteboard.



Duration

1 hour 30 min

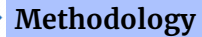


Activities & Exercise

The topics and key concepts in this module include:

- Overview of the fight against radicalisation.
- The role of social media and influencers.

[illegible]



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- Pg 56



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[illegible]

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- Q&A and Open Forum

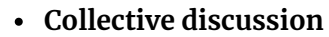
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Resources and Action Plans

- 
- A button with the text "CLOSE" in a bold, sans-serif font, enclosed in a rounded rectangle with a thin border. Above the rectangle is a small circle with two lines extending downwards to the top corners of the rectangle, resembling a hanging sign.

- **Closing and Evaluation**

- Pg 57



- Form small groups to brainstorm ideas for creating memes, hashtags, videos, and other online publications. These should serve as channels of socialisation, sources of belonging, and motivation for positive action.



TRAINER NOTES

[illegible]



TRAINER NOTES



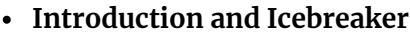
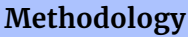
1 hour 30 min

- Presentation Slides
- Training Manual or Handouts
- Virtual Collaboration Tools: *Zoom, Microsoft Teams, or other platforms. Use breakout rooms for group activities and discussions.*
- Feedback Forms
- Virtual Whiteboard.



- Deradicalisation factors.
- Reintegration, with a focus on the Aarhus case study

[illegible]



- ## Presentation: Understanding Deradicalisation Factors

- ## Small Group Discussions

- Case Study: Aarhus Model of Reintegration

- **Interactive Workshop: Designing Reintegration Programs**

- ## TRAINER NOTES



- **Break and Energising Exercise**

- Conduct a short break to refresh participants.
- Include an energising exercise to maintain engagement.



- **Role-Playing: Reintegration Challenges**

- Divide the participants into groups,
- Assign different roles to each group for a role-playing exercise simulating reintegration challenges.
- Each group can represent a specific stakeholder or perspective related to reintegration.
- Facilitate discussions on the complexities and nuances of real-world reintegration scenarios.
- Debrief the role play to extract key learnings and insights.



- **Q&A and Open Reflection**

- Open the floor for questions and reflections on both deradicalisation and reintegration.
- Encourage participants to share their thoughts on the session's content.
- Address any lingering questions or concerns.



- **Resources and Action Plans**

- Provide participants with additional resources for further exploration.
- Encourage participants to develop personal or organisational action plans related to deradicalisation and reintegration.
- Emphasise the importance of ongoing learning and collaboration.



- **Closing and Evaluation**

- Share evaluation forms to collect feedback on the session's effectiveness.
- Thank participants for their active participation and commitment to understanding and addressing deradicalisation and reintegration challenges.



TRAINER NOTES

[illegible]

Reintegration

Let's discuss it



 [The video can be found here](#)



TRAINER NOTES



Religious authorities in CVE



**By the end of this session,
participants should be able to:**

- Develop an understanding of the diverse dimensions of religion and their potential impact on radicalisation dynamics



- Presentation Slides
- Training Manual or Handouts
- Virtual Collaboration Tools: Zoom, Microsoft Teams, or other platforms. Use breakout rooms for group activities and discussions.
- Feedback Forms
- Virtual Whiteboard.



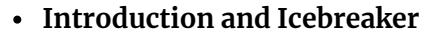
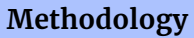
1 hour 30 min



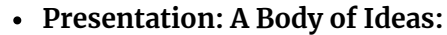
This module explores the following topics and key concepts.

- Religion and its five dimensions:
 - A body of ideas
 - A community
 - An institution
 - A set of symbols and practices
 - Spirituality

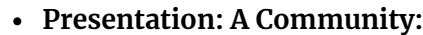
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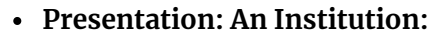
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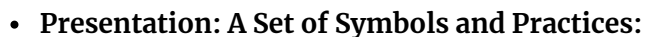
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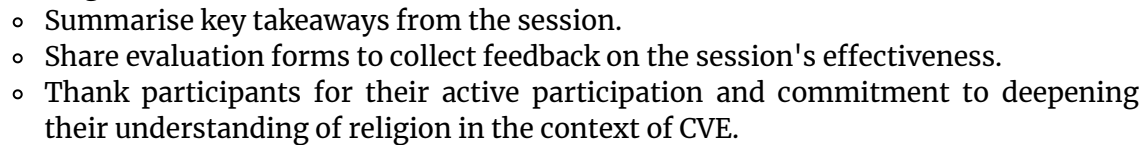
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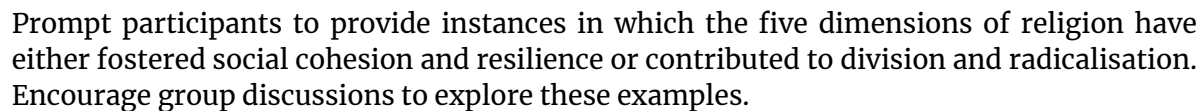
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- **Closing and Evaluation**



- **Dimension discussion**



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TRAINER NOTES



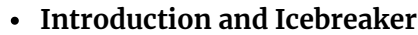
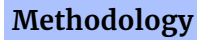
1 hour 30 min

- Presentation Slides
- Training Manual or Handouts
- Virtual Collaboration Tools: Zoom, Microsoft Teams, or other platforms. Use breakout rooms for group activities and discussions.
- Feedback Forms
- Virtual Whiteboard.



- Monitoring disinformation on digital platforms
- The role of social media in spreading extremist narratives
- Countering disinformation online

[illegible]



-

[illegible]

- **Case Studies: Monitoring Disinformation**

- **Group Activity: Simulation of Disinformation Monitoring**

- Pg 68



- **Presentation: Social Media and Extremist Narratives**

- Explore the role of social media in the spread of extremist narratives.
- Examine how extremist groups exploit digital platforms for recruitment and dissemination of propaganda.
- Discuss the psychological aspects of online radicalization.



- **Interactive Discussion: Ethical Considerations**

- Facilitate an interactive discussion on the ethical considerations of monitoring and countering disinformation.
- Explore the potential challenges and dilemmas in addressing disinformation while respecting free speech.



- **Resources and Tips**

- Share reports on social media trends, disinformation, and online behaviour to deepen participants' understanding.
- Recommend courses on digital literacy, media literacy, and countering disinformation.
- Encourage participants to subscribe to newsletters from organisations specialising in disinformation research for regular updates.



- **Closing and Evaluation**

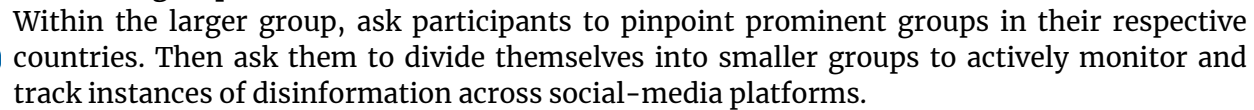
- Summarise key insights from the session.
- Distribute evaluation forms to gather feedback on the session's effectiveness.
- Thank participants for their active participation in addressing digital disinformation in the context of CVE.



TRAINER NOTES



- **Case-study analysis**

[illegible]



Nonviolent communication



- Define nonviolent communication.
- Recognise the four fundamental components of nonviolent communication: observation, feeling, need, and demand.
- Apply the principles of nonviolent communication in practice.



- Presentation Slides
- Training Manual or Handouts
- Virtual Collaboration Tools: Zoom, Microsoft Teams, or other platforms. Use breakout rooms for group activities and discussions.
- Feedback Forms
- Virtual Whiteboard.



1 hour 30 min



- Nonviolent communication (NVC).
- The four components of NVC: Observation, feeling, need, and demand.

[illegible]



Methodology



- **Introduction and Icebreaker**

- Welcome participants and introduce the significance of Nonviolent Communication (NVC) in CVE.
- Conduct an icebreaker where participants share their core values and discuss how effective communication aligns with these values.
- Emphasise the role of values in fostering understanding and empathy.



- **Presentation: Understanding Nonviolent Communication**

- Present an overview of Nonviolent Communication, its origins, and its relevance in conflict resolution and CVE.
- Define the four key components of NVC: observation, feeling, need, and demand.
- Provide real-world examples to illustrate the application of NVC principles.



- **Interactive Activity: Applying NVC Components**

- Engage participants in a hands-on activity to practise applying the four components of NVC.
- Provide scenarios or role-playing exercises that encourage participants to express observations, feelings, needs, and requests using NVC.
-



- **Case Studies: NVC in CVE**

- Analyse case studies that highlight the successful application of NVC principles in CVE initiatives.
- Discuss the impact of effective communication in preventing radicalisation and promoting community resilience.



TRAINER NOTES



- **Break and Energising Exercise**

- Provide a short break to refresh participants.
- Include an energising exercise to maintain engagement and focus.



- **Group Discussion: NVC in Community Building**

- Facilitate a group discussion on how NVC can contribute to community building and conflict resolution.
- Encourage participants to share ideas for integrating NVC principles into their CVE initiatives.



- **Resources and Tips: Applying NVC in Practice**

- Share curated resources on NVC for further reading, including books, articles, and online materials.
- Provide practical tips on integrating NVC into daily communication practices.



- **Closing and Evaluation**

- Summarise key takeaways from the session.
- Share the evaluation forms to gather feedback on the session's effectiveness.
- Thank participants for their active participation in exploring the application of Nonviolent Communication in CVE.



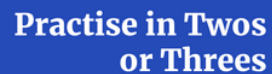
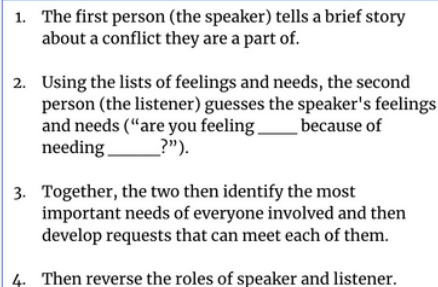
TRAINER NOTES



- **Discussion on motivating needs**

- **Communication practice in small groups**

Example of an activity to be practised in twos or threes



TRAINER NOTES

Closing Workshops

Closing workshops are a crucial component of a training programme, providing valuable opportunities for reinforcement, skills application, reflection, and consolidating learning. These sessions contribute to the overall success and effectiveness of the training programme and enhance the learning experience for participants. As the programme nears its conclusion, you can plan immersive closing workshops, running for one to three days in each country.

The agenda can include a diverse range of activities, including simulation exercises related to countering violent extremism, training in nonviolent communication, exploring alternative dispute-resolution strategies, sharing effective approaches, and engaging in motivational interviewing techniques. The agenda for three-day, in-person, closing workshops has been crafted to provide participants with a comprehensive learning experience that includes dynamic activities, interactive discussions, role-playing exercises, simulations, and reflective sessions:



TRAINER NOTES

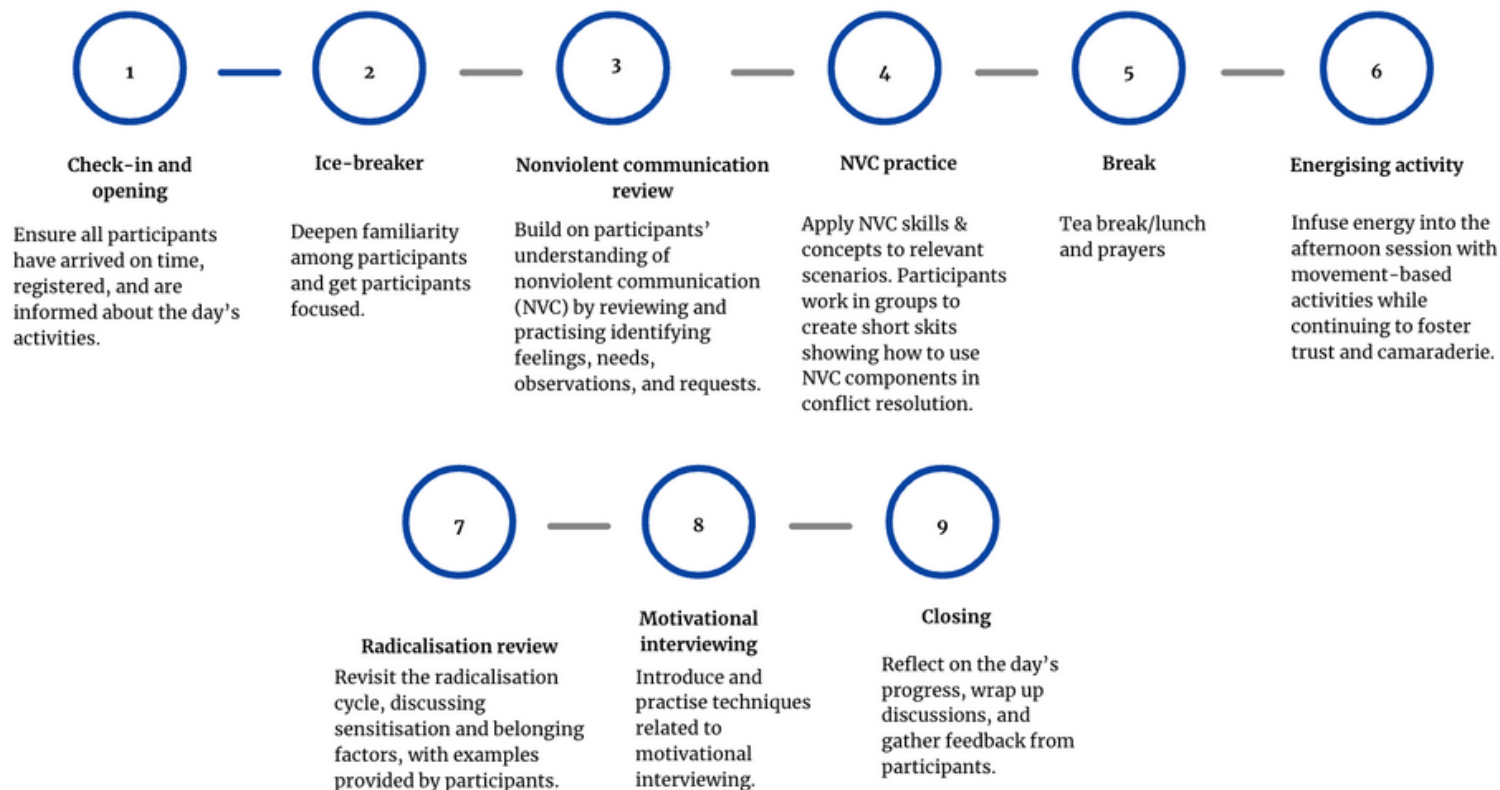


Participants commemorating the event in a photo session during one of the workshop sessions in Bamako, Mali (June 2023) (Source: GeoA)

Day 1: In-person Closing Workshop



TRAINER NOTES



A visual summary of day one agenda for the in-person closing workshop



Methodology



TRAINER NOTES



- **Presentation: Nonviolent Communication (NVC)**

- Use slides to review Nonviolent Communication.
- Recap the importance of effective communication in conflict resolution.
- Discuss the four components of NVC: observation, feeling, need, and request.



- **Skill-building Exercise: NVC Role-play**

- Conduct a role-playing exercise where participants practise applying NVC principles.
- Use scenarios related to CVE to enhance the practical relevance.



- **Break and Energising Exercise**

- Provide a short break to refresh participants.
- Include an energising exercise to maintain engagement and focus.



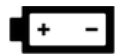
- **Presentation and Review: Radicalisation Review**

- Discuss the radicalisation cycle, emphasising sensitisation and belonging factors.
- Facilitate a discussion where participants provide real-world examples related to sensitisation and belonging.



- **Group Analysis:**

- Break participants into small groups to analyse provided examples and discuss preventive strategies.



- **Break and Energising Exercise**

- Provide a short break to refresh participants.
- Include an energising exercise to maintain engagement and focus.



- **Presentation: Motivational Interviewing**

- Present motivational interviewing techniques through slides.
- Emphasise their applicability in conflict resolution and CVE.
- Provide examples of using motivational interviewing in CVE contexts.



- **Demonstration: Motivational Interviewing in Practice**

- Demonstrate motivational interviewing techniques through a role-play or video.
- Discuss the nuances and effectiveness of motivational interviewing in specific situations.



- **Q&A Session: Clarifications and In-Depth Discussions**

- Open the floor for participants to ask questions and seek clarifications.



- **Reflection and Application**

- Lead a reflection on the interconnectedness of NVC, understanding radicalisation, and motivational interviewing.
- Allow participants to share key insights and learning moments as well as how it can be applied.



TRAINER NOTES



Resource Sharing and Recommendations

- Provide resources for further learning on NVC, radicalization, and motivational interviewing.
- Allow participants to recommend resources or initiatives they find valuable.



- **Closing and Next Steps**

- Recap the main points covered in the session.
- Emphasise the role of participants as peace ambassadors and the significance of their continued efforts.
- Discuss any follow-up actions
- Express gratitude for active participation and engagement.



Activities & Exercises



- **Nonviolent communication game**

Use cards representing feelings and needs to engage participants in a nonviolent communication game. Encourage them to share personal stories and guess emotions and requirements.



- **Nonviolent communication skits**

Organise small groups to craft and perform sketches that demonstrate real-life applications of nonviolent communication principles. Conduct an audience analysis of the depicted elements.



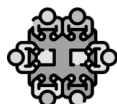
- **Case Studies**

- To offer real-world scenarios for application, enhancing problem-solving and critical thinking skills.



- **Role Plays**

To utilise creativity for effective communication, making complex concepts more accessible and memorable.



- **Group Discussions**

To encourage collaborative learning, where participants share experiences and insights.



TRAINER NOTES

[illegible]

Day 2: In-person Closing Workshop



TRAINER NOTES



Opening

Begin the day by pairing participants and asking them to share their feelings and needs with their partner.

Demonstration of empathy

Illustrate the distinctions between judgement, self-empathy, and empathy towards others through the 'four chairs' activity. Ask someone to share a conflict situation, describe the four chairs and get four volunteers for each chair. They should demonstrate judgement towards others, judgement towards self, empathy towards self, and empathy towards others, using the four chairs. Then invite questions and reflections.

Dispute resolution

Encourage participants to reflect on their approach to conflict resolution and explore collaborative orientations to conflict.

Dispute-resolution role play

Divide participants into two groups, each of which will represent a different ethnic group. Give each group their instructions and 10 minutes to prepare. Run the role-playing exercise and lead group discussion based on the prompts.

Breaks

Tea break/lunch, prayers, and energising activity.



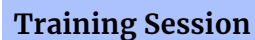
Laboratory session

Collaboratively develop social-media content and strategies by applying the principles learned during the training.

Simulation set-up

Prepare participants for the simulation the next day, outlining its purpose, assigning roles, and providing necessary instructions.

A visual summary of day two agenda for the in-person closing workshop



Conflict resolution and programme synthesis



**By the end of this session,
participants should be able to:**

- Describe alternative dispute resolution methods.
- Apply conflict resolution skills.
- Present strategies formulated in the program.
- Collaborate in group sessions to improve strategies.
- Proficiently use motivational interviewing techniques.
- Evaluate program content and outcomes critically.



- Slides Presentations
- Flipcharts
- Coloured markers
- Sticky notes
- Printed handouts on push and pull factors
- Case studies related to Conflict Resolution



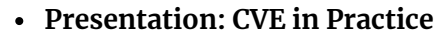
1 hour 30 min



This module encompasses the following topics and key concepts:

- Alternative dispute resolution.
- Nonviolent communication.
- Motivational interviewing.
- CVE in practice.

[illegible]



-



- Facilitate a reflection on the session and its relevance to participants.
- Summarise key concepts and learning outcomes.
- Distribute printed handouts for further reading.
- Thank participants for their active engagement and participation.



Engage participants in an exercise in which they use motivational interviewing techniques to interact with fictitious individuals at various stages of radicalisation.



Pg 83

Day 3: In-person Closing Workshop



TRAINER NOTES

1

Mandla simulation

Engage participants in a complex, interactive simulation that provides them with a platform to apply their learning to real-life scenarios related to countering violent extremism. This particular multiplayer simulation is based on a hypothetical CVE scenario in the fictional country of Mandla in West Africa. Participants' objectives are to respond to the crisis of youth radicalisation and recruitment within the framework of the specific roles and capabilities assigned to them.

2

Simulation and workshop debrief

Facilitate a session in which participants can reflect on their experiences during the simulation, share insights, and discuss their main takeaways.

3

Breaks

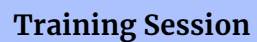
Tea break/lunch, prayers, and energising activity

4

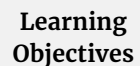
Closing

Conclude the workshop by inviting participants to share their final reflections on the programme and how they plan to apply their newfound knowledge in future. Take photographs of the group and adjourn for lunch.

A visual summary of day two agenda for the in-person closing workshop



Scenario: Mandla Simulation



By the end of this session, participants should be able to:

- To apply their learning in countering violent extremism (CVE) scenarios through interactive simulation followed by a debriefing session and closing reflections.



- Slides Presentations
- Flipcharts
- Coloured markers
- Sticky notes
- Printed handouts on instructions related to Mandla Simulation.



3 Hours

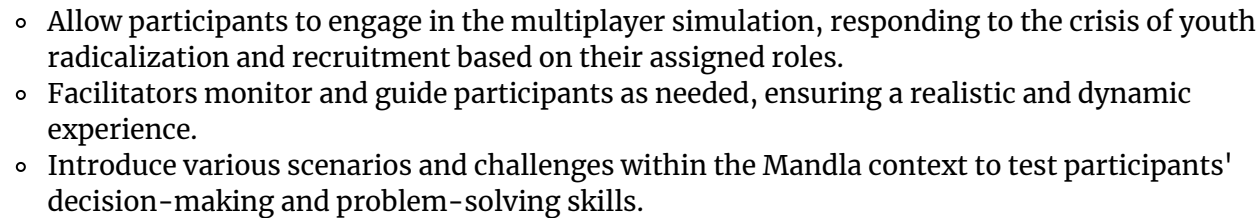


- Practical Application:
 - Mandla Simulation

[illegible]



- **Mandla Simulation**



- 



- 
- A button with the text "CLOSE" in a bold, sans-serif font, enclosed in a rounded rectangle with a thin border. A small circle at the top center indicates a hanging point.

- **Closing Session**

-

TRAINER NOTES

[illegible]

International Summit

The programme can be concluded with a one or two-day international summit held in any of the participating countries. This represents a vital step in the journey of cultivating regional peace ambassadors. Incorporating a summit as part of a training programme not only enhances the learning experience, but also provides a platform for selected participants (ambassadors) to showcase their capabilities, receive recognition, and build valuable connections. It can be a transformative and motivating element that contributes to the overall success of the training programme. This summit can be designed to provide a platform for selected participants to collectively strategise and harmonise their efforts in countering violent extremism, culminating in the development of unified strategies and solutions for addressing shared challenges across the Sahel.



TRAINER NOTES



Participants during the international summit session in Bamako, Mali (June 2023) (Source: GeoA)



Selecting Ambassadors



TRAINER NOTES

Tips for selecting ambassadors for the international summit

The selection process should be grounded in transparency, objectivity, and a commitment to recognising exceptional dedication.

A points system can be used to evaluate active participants' involvement, creativity, and contributions to programme objectives. This comprehensive approach assesses participants' workshop participation, social media engagement, and the originality of their publications.

- Workshop attendance should be monitored and consistent engagement rewarded with 10 points for more than 70% attendance and five points for more than 50% attendance.
- Social media involvement can be recognised with two points a week for topic-related posts and one point for sharing with insightful commentary. The originality of publications can be evaluated through a contest, in which the four top posts by participants in each country receive five points.

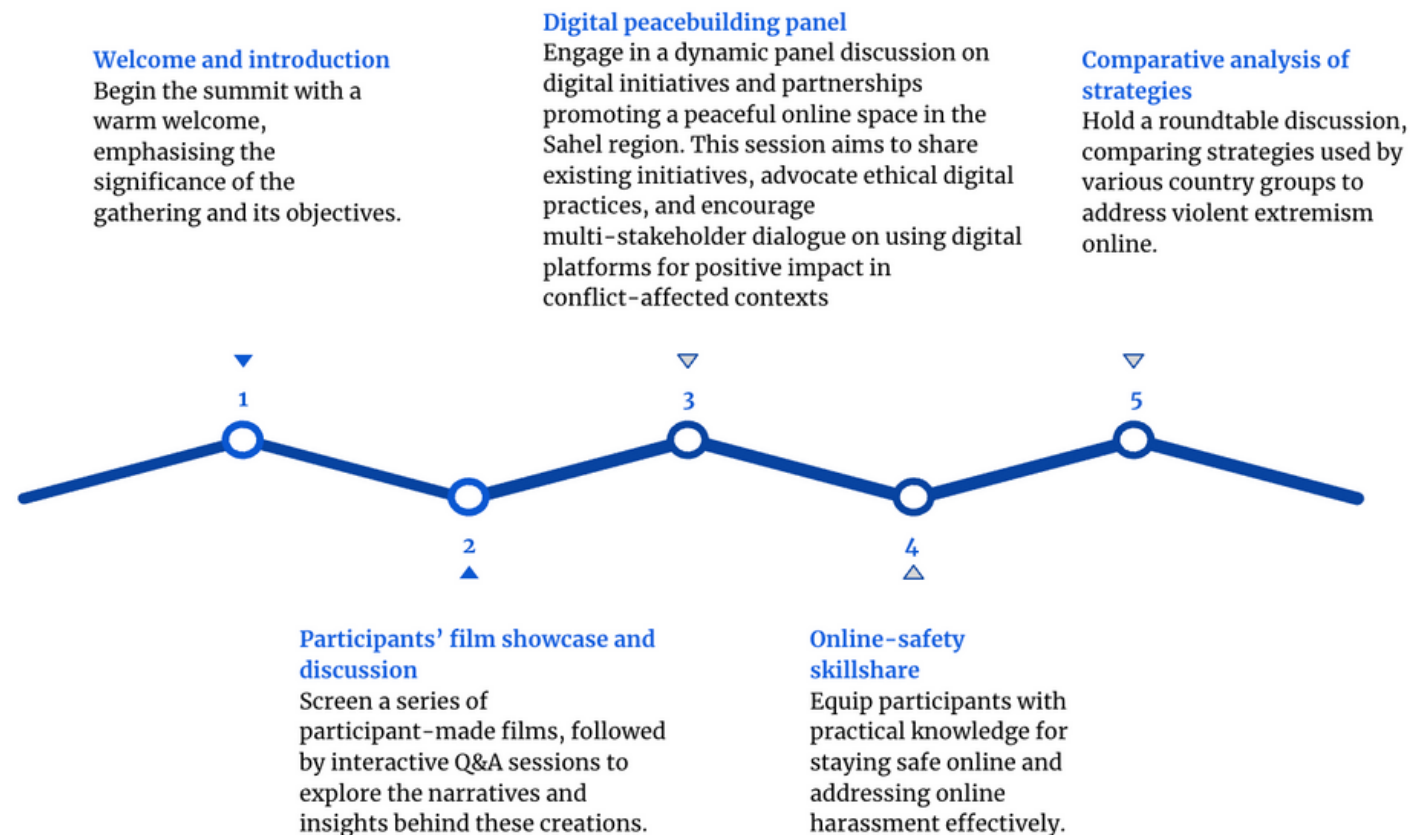
These multifaceted selection criteria are aimed at identifying participants who demonstrate outstanding commitment and creativity, as well as contribute meaningfully to the programme's goals.

The two-day international summit is designed to foster collaboration and provide an opportunity to strategise against violent extremism. The summit can be a dynamic platform for ambassadors from each country to engage deeply. The agenda should include a series of discussions, workshops, and interactive sessions aimed at harnessing collective expertise and experiences. Here is a concise overview of the summit's structure and activities:

Day 1



TRAINER NOTES



A visual summary of day one agenda of the international summit



Training Session

Digital Peacebuilding Panel, Online Safety
Skillshare, Comparative Analysis of Strategies



TRAINER NOTES



Learning Objectives

By the end of this session, participants should be able to:

- Expand understanding of countering violent extremism (CVE) through interactive sessions, panels, and film showcases.
- Foster creative expression through film showcases, promoting dialogue and diverse perspectives on countering violent extremism.
- Gain practical knowledge and skills in digital peacebuilding, emphasizing ethical online practices and strategies for fostering peace online.
- Build collaborative relationships, share experiences, and strengthen regional ties to enhance CVE efforts.



Materials

- Slides presentations
- Flip charts
- Coloured markers
- Sticky notes
- Printed handouts.



Duration

3 Hours



Topics and Key Concepts

The topics and key concepts in this session include:

1. Digital Peacebuilding Panel
2. Online Safety Skillshare
3. Analysis of Strategies



TRAINER NOTES



Methodology



• Introduction and Icebreaker

- Create a warm and welcoming environment to set the tone for the summit.
- Emphasise the significance of the gathering, outline the summit's objectives, and introduce key themes.
- Conduct an icebreaker activity in relation to digital peacebuilding.



• Video presentation: Participants' Film Showcase and Discussion

- Showcase films created by participants, providing a platform for diverse narratives and perspectives.
- Facilitate interactive Q&A sessions after each film to delve into the narratives, creative process, and insights behind the participants' creations.



- **Panel Discussion: Digital Peacebuilding Panel**

- Organise a dynamic panel discussion featuring experts in digital initiatives and partnerships promoting peace online in the Sahel region.
- Panellists share existing initiatives, emphasising ethical digital practices and their positive impact in conflict-affected contexts.
- Encourage multi-stakeholder dialogue among panellists and participants, fostering collaboration for digital peacebuilding.



- **Skill Sharing: Online-Safety Skillshare**

- Facilitate a skill-sharing session to equip participants with practical knowledge for staying safe online.
- Provide strategies and tools for addressing online harassment effectively.
- Encourage participants to share their experiences and insights, creating an interactive and collaborative learning environment.



- **Roundtable Discussions: Comparative Analysis Roundtable**

- Provide an overview of the roundtable's purpose: comparing strategies used by different country groups to address violent extremism online.
- Allocate time for each country group to present their strategies, focusing on successes, challenges, and lessons learned.
- Facilitate a moderated roundtable discussion where participants can ask questions, share insights, and draw comparisons among strategies.
- Encourage participants to identify and discuss best practices that emerge from the comparative analysis.



TRAINER NOTES



- **Breaks and Networking**

- Breaks for networking, allowing participants to connect and share experiences
- Provide opportunities for informal discussions and networking among participants.



TRAINER NOTES



- **Resources**

- Distribute resources, including summaries, presentations, and additional reading materials, to participants for continued learning.



- **Closing and Reflection**

- Conclude day one summit with closing remarks, summarising key takeaways and expressing gratitude to participants and speakers.
- Invite participants to reflect on the summit, share insights gained, and discuss potential actions moving forward.
- Recognize the contributions of participants, speakers, and organisers.

Day 2



TRAINER NOTES

Recap and building on day 1

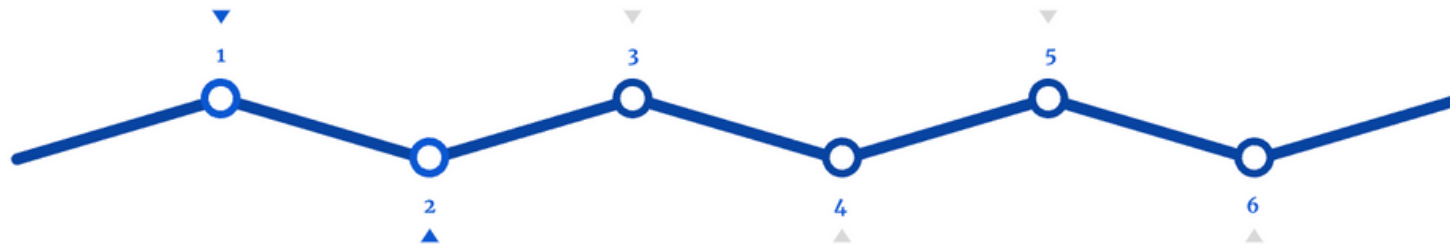
Begin the day by recapping the previous day's discussions and activities, ensuring the summit's momentum continues seamlessly.

Listening-tools skillshare

Dive into using social-media listening tools to understand extremist messaging and tailor responses.

Formulating a unified strategy

Collaborate in drafting a Regional Strategy to Combat Violent Extremism, Radicalisation, and Hate Speech on Social Media: Influencers' Commitment. This strategy is collectively shaped, discussed, and endorsed by participants.



Participant film showcase continued

Screen additional participant-made films, followed by interactive Q&A sessions to delve deeper into the narratives and creative aspects.

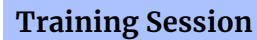
Participants' presentations and Q&A

Participants share contextual experiences, challenges, opportunities, and recommendations, fostering cross-country learning.

Final reflections and closure

Wrap up the summit by inviting participants to share their final reflections. Express gratitude to donors and implementers, while acknowledging the participants' dedication and contributions.

A visual summary of day two agenda of the international summit



TRAINER NOTES



Materials



Duration

3 Hours

- Slides Presentations
- Flipcharts
- Coloured markers
- Sticky notes
- Printed handouts.



Topics and Key Concepts

1. Listening Tools Skill share
2. Formulating a Unified Strategy



Methodology



TRAINER NOTES



- **Introduction and Icebreaker**

- Begin the day by recapping the previous day's discussions and activities to ensure a seamless continuation of the summit's momentum.
- Outline the objectives of the session and their relevance to CVE.
- Conduct an icebreaker activity to create an environment for collaboration.



- **Video Presentation: Participant Film Showcase Continued**

- Screen additional participant-made films, followed by interactive Q&A sessions to delve deeper into the narratives and creative aspects.



- **Presentation: Listening-Tools Skillshare**

- Dive into using social-media listening tools to understand extremist messaging and tailor responses effectively.
- Provide strategies and application methods to enhance understanding.



- **Interactive session: Participants' Presentations and Q&A**

- Participants share contextual experiences, challenges, opportunities, and recommendations, fostering cross-country learning.



- **Group Discussion: Formulating a Unified Strategy**

- Collaborate in drafting a Regional Strategy to Combat Violent Extremism, Radicalisation, and Hate Speech on Social Media: Influencers' Commitment. This strategy is collectively shaped, discussed, and endorsed by participants.



- **Final Reflections and Closure**

- Wrap up the summit by inviting participants to share their final reflections.
- Express gratitude to donors and implementers while acknowledging the participants' dedication and contributions.

The International Summit marks a pivotal moment in the collective journey toward countering violent extremism (CVE) and fostering regional peace. Participants, now equipped with a wealth of knowledge and practical skills, convene to strategise, harmonise efforts, and develop unified solutions for shared challenges. The collaborative nature of the summit, with its roundtable discussions, film showcases, and digital peacebuilding panels, exemplifies the strength of multi-stakeholder engagement. The summit thus forms a launchpad for ongoing collaborations, ensuring a sustained and impactful contribution to countering violent extremism across the Sahel region.



TRAINER NOTES

Online Course – Detecting Online Extremism



TRAINER NOTES

To supplement the learner's knowledge on CVE, we developed a comprehensive self-paced online course accessible on CfA's academy.AFRICA Massive Open Online Course (MOOC) platform.

The Course Overview

This five-hour course aims to provide the learner with a deep and comprehensive understanding of the complex challenges posed by violent extremism in Africa and the strategies for effectively countering it. Supplementing the in-person and online sessions, it explores the unique context of extremism in the Sahel region of West Africa, which has been affected by the presence of several extremist groups. As such, the course is tailored to be an awareness-raising endeavour, catering to individuals interested in peacebuilding, counterterrorism, community resilience, security, policy, and civil rights issues. This course is designed to be interdisciplinary and does not have any specific prerequisites, ensuring accessibility to a broad spectrum of learners.

Objectives of The Course

By the end of the course, the learner will be able to:

1. Gain insight into the multifaceted nature of violent extremism, deciphering its underlying causes and driving forces.
2. Understand the pivotal role played by information disorder in disseminating extremist narratives and ideologies.
3. Engage in countering violent extremism (CVE) practices by acquiring practical skills and tools for implementing CVE programmes and activities.
4. Understand the importance of community involvement in CVE efforts and develop strategies for building trust and partnerships at the grassroots level.

The Course Modules

This course comprises of three core modules aimed at equipping the learners with factual insights and practical skills to address online violent extremism in Africa. The culmination of the modules empowers participants to actively engage in creating a safer digital landscape, promoting peacebuilding and countering the influence of online extremism across the continent.

Test Yourself (2)

1. Why is it important to include a variety of training events in a programme?

- a. To minimise training resources as focus will be on theoretical concepts.
- b. To increase the duration of the training programme.
- c. To prevent monotony, keep participants engaged, and offer different perspectives and opportunities for interaction,
- d. To save costs on organising training events.

Answer

2. The following are the training events discussed in this section, which one focuses on the “Mandla Simulation?”

- a. The Online Workshops
- b. Closing Workshop
- c. The International Summit

Answer

3. Two of the following are examples of community-building activities. Which one is not?

- a. Icebreakers
- b. Group projects
- c. Lectures

Answer

4. Which of the following multimedia elements can be used to enhance courseware content?

- a. Movies
- b. Social media posts
- c. Images, videos, and diagrams
- d. Text-based quizzes and assignments

Answer

1. The following topics can be covered under the module ‘Staying safe online, Problem-solving and ethics/critical thinking, Research rules and evidence, except for one:

- a. Problem-solving and ethics/critical thinking
- b. Monitoring disinformation on digital platforms
- c. Research rules and evidence in CVE efforts
- d. Staying safe online in CVE initiatives

Answer

The answers to the test questions are located towards the end – Page 113. However, we encourage you to use this opportunity as a learning experience. Try to answer the questions to the best of your ability before referring to the manual for verification

Phase 3

Evaluating The Training

Evaluation Process Overview

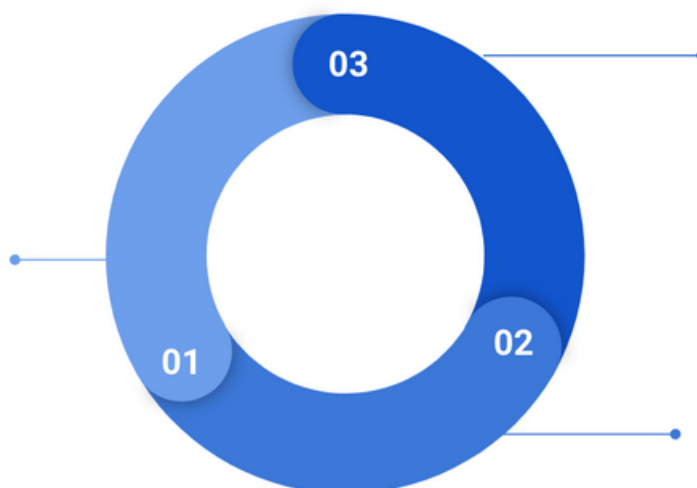
The evaluation process for the training programme is designed to assess participants' learning progress, satisfaction with the programme, and areas for improvement. This process aims to comprehensively assess the impact of the training. By employing these evaluation measures, the training programme ensures a structured approach to assessing learning outcomes and participant satisfaction. This systematic feedback process allows for continuous improvement and the refinement of the training programme for future participants.



TRAINER NOTES

Pre-Training Survey

Before the kick-off workshops, send participants a pre-training survey to establish baseline data by gathering information on their demographics, existing knowledge levels, and interest in the programme's topics. The insights from this survey provide valuable context on participants' initial understanding and expectations.



Post-training survey

After the conclusion of the closing workshops, administer a post-training survey. This survey should be designed to evaluate the effectiveness of the programme in enhancing participants' knowledge and to gather comprehensive feedback on various aspects of the training experience, including logistics, content, and overall satisfaction.

Session- or module-specific surveys

In addition to the pre-training and post-training surveys, individual surveys should be conducted after each training module (the in-person kick-off workshops, each online session, and the in-person closing workshops). The primary aim of these surveys is to assess participants' satisfaction with the specific training components and to collect feedback that could be used to fine-tune various aspects of the training process.

A visual summary of the evaluation process

Evaluation Methodology



TRAINER NOTES

Evaluating a CVE training programme involves a systematic and critical examination of the training's effectiveness and impact. It typically involves four main stages, listed below.



1. Planning Evaluation

At the outset, clear evaluation goals and objectives should be established. This phase includes defining the scope, identifying key performance indicators, and selecting appropriate evaluation methods and tools.



2. Data Collection

During the training programme, collect data to measure the programme's effectiveness. This can involve participant surveys, pre- and post-assessments, observation, and feedback from trainers and stakeholders.



3. Data Analysis

Analyse the collected data to assess the programme's strengths and weaknesses. This helps to determine whether the learning objectives were met, whether the content was relevant and whether



4. Reporting & Improvements

Summarise findings in an evaluation report and share this with stakeholders. The report can include recommendations for programme enhancements, adjustments, or modifications to improve future iterations.

Evaluation Tools

Below are some examples of evaluation tools.



Surveys and questionnaires

- Pre-and post-training surveys to measure changes in knowledge, attitudes, or skills.
- Feedback surveys to gather feedback on each session and assess participants' opinions and perceptions.



Interviews

- Structured or semi-structured interviews with participants, stakeholders, or experts to gather qualitative data on programme outcomes.
- Focus group discussions to explore group dynamics and shared experiences.



Tests and Quizzes

- Pre- and post-tests or quizzes to assess understanding or change in knowledge or skills.
- Practical assessments or simulations such as group work or projects to evaluate participants' ability to apply what they've learned.



TRAINER NOTES

This image shows a blank sheet of white paper with ten sets of horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and extend across the width of the page, providing guides for handwriting practice. There are no margins, text, or other markings on the paper.



1. Pre-training and post-training surveys form

- **Purpose:** Capture demographic information, initial knowledge levels, expectations before the programme, and progress and reflections after its completion.
- **Tools:** We chose Google Forms for accessibility and user-friendliness.
- **Key Questionnaire**
Sample questions to include in your pre-survey:

1. Which of the following will be your primary device for accessing the online sessions?
2. What topics related to peace and justice do you address on your social media platforms?
3. What topics would you like to address, but lack enough information or knowledge on?
4. Please elaborate on the issues you'd like to know more about. What information or knowledge do you specifically want to learn?
5. As a social media influencer, what are your biggest strengths?
6. What would you like to improve on?
7. Do you understand the technical differences between misinformation and disinformation and mal-information?
8. Please indicate your familiarity or knowledge of OSINT research tools
9. How can this program help support you as an influencer for peace

Distribution: Surveys are shared on dedicated WhatsApp groups established for the project.

Benefits: This approach ensures direct communication with participants, enabling us to collect feedback promptly and analyse responses.

[illegible]

2. Module-specific
feedback survey form

- **Purpose:** Evaluate participants' satisfaction with individual training components, including in-person kick-off workshops, online sessions, and in-person closing workshops.
- **Tools:** We used Google Forms for consistency and ease of use.

Key Questionnaire

The post-survey can include the questions below. Remember to tailor questions for your audience.

- *Please share your experience of the various aspects of the training sessions, so we can improve logistics for future programmes.*
- *Please tell us about any new connections or collaborations or partnerships you forged with other participants during the programme.*
- *Please indicate how confident you are in understanding the topics covered in the training.*
- *Please indicate how confident you are in having mastered each of the OSINT research tools taught.*
- *How has your understanding of radicalisation improved as a result of the sessions presented during this programme?*
- *Please rate how often have you put the techniques covered in the sessions into practice in your real life during and since the end of the programme.*
- *How has your understanding of misinformation and disinformation changed or improved as a result of the sessions presented during this training?*
- *Please share an example of how you have used your new knowledge or resources to undertake real-world situations/challenges.*
- *What did you like the most about the programme? What was your biggest insight, and what do you think is the main takeaway from this programme?*

Distribution: Surveys are shared on dedicated, WhatsApp groups.

Benefits: Immediate feedback collection allows for agile adjustments to the training programme, aligning it with participants' evolving needs.



TRAINER NOTES

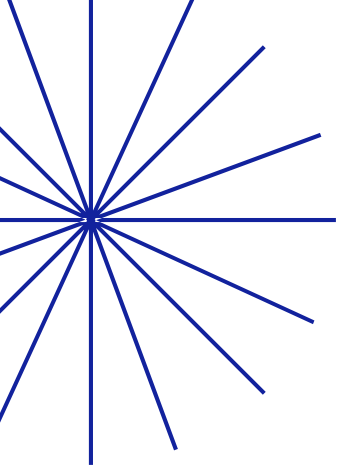
Evaluating a training programme is critical to assess its effectiveness and impact. It involves systematically collecting and analysing data to determine if the programme met its objectives and whether it contributed to the desired outcomes. Typically, evaluations encompass several key components. Firstly, assessing learning outcomes to gauge the extent to which participants acquired the intended knowledge, skills, and attitudes. Secondly, examining the training delivery to evaluate the quality of instruction, materials, and methods employed. Thirdly, learning from participant feedback. Participants' perspectives provide valuable insights into programme satisfaction and areas for improvement.



TRAINER NOTES



A participant filling in a survey during one of the workshop sessions in Bamako, Mali (June 2023) (Source: GeoA)



Test Yourself (3)

1. The evaluation process has these elements except_____.

- a. Pre-training survey
- b. Post-training survey
- c. Monitoring survey
- d. Session or module-specific surveys

Answer

2. Why is it important to use evaluation methods such as surveys after each training module?

- a. To establish baseline data for the evaluation
- b. To capture demographic information
- c. To assess participant's satisfaction with specific training components and make agile adjustments
- d. All of the above

Answer

3. What is the primary purpose of the pre-training survey mentioned in the evaluation overview?

- a. To evaluate the effectiveness of the programme
- b. To collect feedback on logistics and content
- c. To establish baseline data on participants' demographics and initial knowledge levels
- d. To assess participants' satisfaction with individual training components

Answer

4. During which phase of the evaluation process is data collected to measure the programme's effectiveness?

- a. Data analysis
- b. Reporting and improvements
- c. Planning evaluation
- d. Data collection

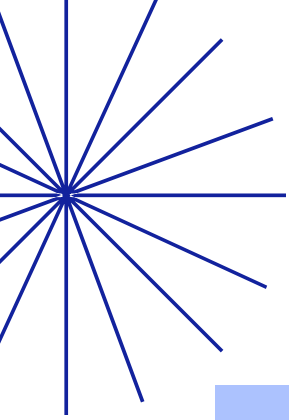
Answer

5. What is the primary purpose of the evaluation report in a training programme?

- a. To showcase the trainers' expertise
- b. To showcase it to the stakeholders
- c. To provide recommendations for programme enhancements
- d. To present participants' demographic data

Answer

The answers to the test questions are located towards the end – Page 113. However, we encourage you to use this opportunity as a learning experience. Try to answer the questions to the best of your ability before referring to the manual for verification



Test Answers

Test 1

1. **B** - Forms for the trainer to provide feedback on their training sessions.
2. **B** - West Africa
3. **B** - Identifying training goals and objectives
4. **B** - Indefinite
5. **A** - Experiential learning

Test 2

1. **C** - To prevent monotony, keep participants engaged, and offer different perspectives and opportunities for interaction
2. **C** - The International Summit
3. **C** - Lectures
4. **C** - Images, videos, and diagrams
5. **B** - Monitoring disinformation on digital platforms

Test 3

1. **C** - Monitoring survey
2. **D** - All of the above
3. **C** - To establish baseline data on participants' demographics and initial knowledge levels
4. **D** - Data collection
5. **C** - To provide recommendations for programme enhancements

Based on the COPP participants' feedback and trainer and facilitator assessment, the design and methodology described in this training manual have proven to be effective in supporting the goals of the training programme. In addition to these, we offer a few more recommendations to benefit your programme design:

1. Develop a WhatsApp group for the country and regional cohorts to facilitate information sharing before, during, and after each session, and to support ongoing collaboration.
2. For at least some of the online sessions, mix participants from different countries, because they value this networking opportunity.
3. Anticipate and mitigate connectivity issues by recording sessions, activating transcription, or allowing participants to join at other time slots when needed.

The training journey is a dynamic and comprehensive experience, strategically designed to equip participants with the knowledge, skills, and collaborative spirit needed to counter violent extremism in their respective regions.

Beginning with the foundational In-person Kick-Off Workshop, participants establish a solid base for understanding CVE concepts and fostering collaboration. The subsequent eight-week Online Webinars deepen their insights, guided by subject-matter experts and engaging discussions. The immersive Closing Workshops, spanning one to three days, offer a platform for skill reinforcement, reflection, and learning consolidation through practical exercises. Culminating in the International Summit, participants collectively strategise showcase capabilities, and build valuable connections as regional peace ambassadors.

This journey ensures not only comprehensive knowledge acquisition but also the development of practical skills and collaborative efforts, laying the groundwork for safer and more resilient communities.



TRAINER NOTES

[illegible]



Resources

To further understand the curriculum on CVE, these resources provide in-depth insight and a comprehensive understanding of the subject matter.

- [Online resources](#)
- [Radicalisation prevention initiatives](#)
- [Training Materials - The Lifecycle of radicalisation](#)
-

Appendices

- Training materials (see training section)
- Data collection tools ([pre- and post-training surveys](#))
- [Communication Strategy](#) and materials



Congrès Pour la Paix