

Countering Violent Extremism



Training Manual



Congrès Pour la Paix



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Contents of the Training Manual

This manual contains practical training guidelines and resources on countering violent extremism. A number of items have been included in this manual:

Case Study : Relevant violent extremism related case studies.

Evaluation Tools : A set of workshop evaluation tools.

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

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

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 radicalization.

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 radicalization.

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 our successful COPP CVE project as a real-world 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 learners (including trainees and facilitators) with a set of competencies and tools that will allow them to:

1. Develop a comprehensive understanding of the concept of violent extremism (online and offline)
2. Acclimatise to the CVE course content.
3. Familiarise with the step-by-step instructions for completing training exercises.
4. Review and analyse the COPP project in a bid to understand how to set up a CVE training.
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 designed to assist you in understanding CVE and 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 the training curriculum, how it was planned, executed, and evaluated.

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.

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 a CVE training programme. 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 State Department's Office of Public Diplomacy and Public Affairs (PDPA), 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.

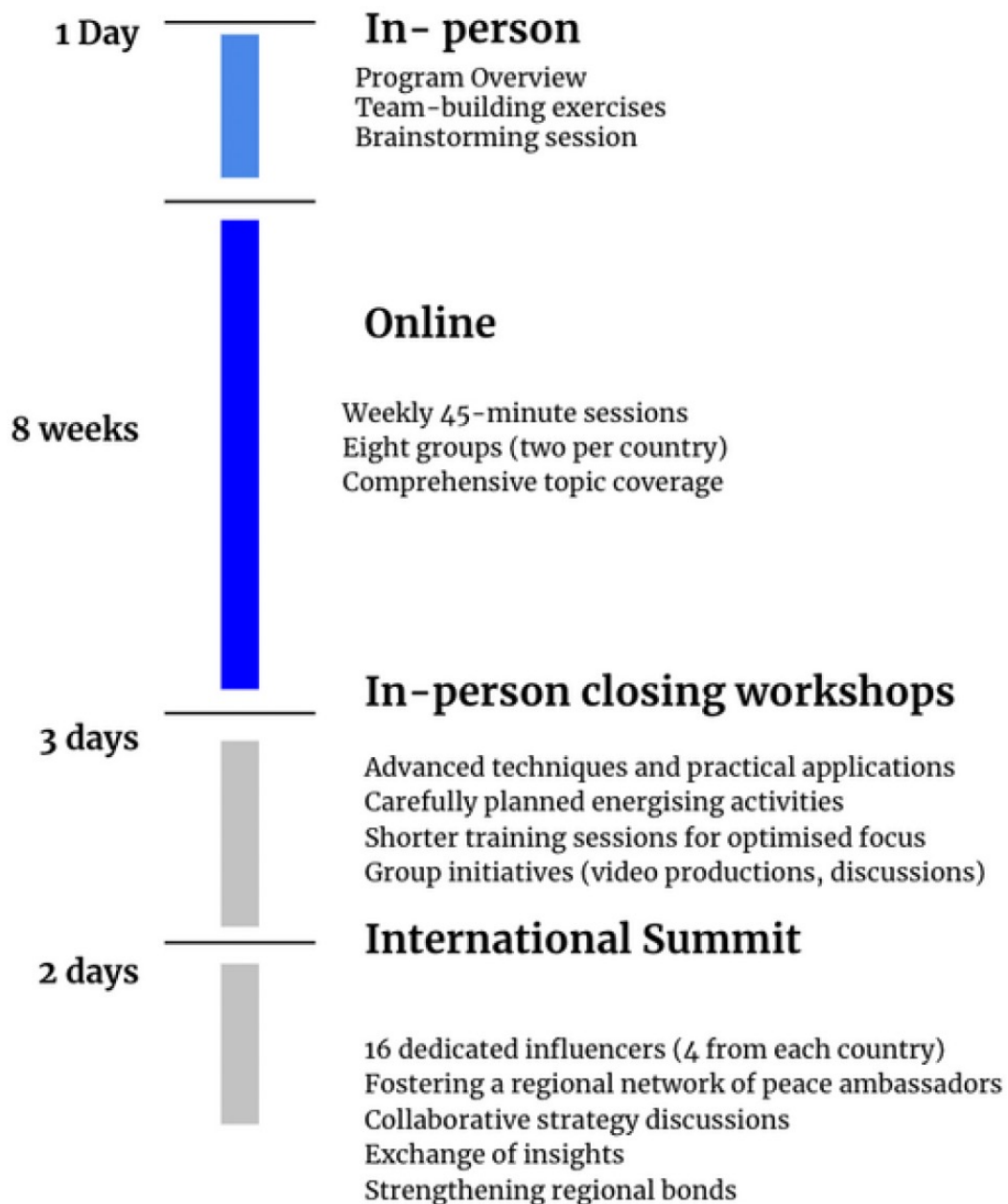
These training sessions encompassed a range of topics, including countering online and offline violent extremism, digital security, and the recognition and mitigation of mis- and disinformation. Through these sessions, influencers not only enhanced their understanding of prevailing extremist narratives 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.

About The COPP Project



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

About The COPP Project



An illustration of the COPP event in days and weeks

Phase 1

Before the Training



Getting Started – Designing a CVE training programme

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:

- Equip participants with the tools and knowledge to counter extremist narratives, promote peace, and prevent radicalisation in their communities.
- Improve participants' understanding of extremist narratives and digital tactics, with the aim of significantly enhancing network members' effectiveness in their mission to thwart radicalisation.
- 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.

Data about the participant

- Name
- Contact information
- Job Title (Type of Influencers)
- Gender
- Age
- Education Level
- Prior training on this subject
- Current work responsibilities
- Preferred language for training

Participant's Needs and Expectation

- Interest in the workshop
- Particular needs related to CVE implementation
- Intended actions in using newly acquired competencies

Getting Started – Designing a CVE training programme

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.

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.

Getting Started – Designing a CVE training programme

5. Develop the curriculum

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.

6. Develop content and materials

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.

You can employ the structured approach that follows to plan and adapt your curriculum for an effective and engaging online learning experience.



Structured approach to plan and adapt your curriculum



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.

Getting Started – Designing a CVE training programme

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.

Tips on how you can localise your content

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 “d” 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.

Training Programme Overview

The programme's structure provided social media influencers with a comprehensive skill set, including understanding the radicalisation process, navigating online risks, countering disinformation, and effectively communicating messages of peace and tolerance.

The curriculum development process was guided by a multidisciplinary approach, using the expertise of community resilience, CVE, and mis- and disinformation specialists. This holistic approach aimed to equip social media influencers with a well-rounded skill set for countering radicalisation and misinformation in the online sphere. The curriculum's blend of theory, exploring the mechanics of radicalisation and mis- and disinformation, and practical tools like fake-account detection, motivational interviewing, nonviolent communication and alternative dispute resolution ensures that influencers are not only well-informed but also proficient in hands-on techniques, enabling them to address and mitigate these issues effectively in their online communities.

To expand the reach of the training programme and enhance people's knowledge on the subject of countering violent extremism, a massive open online course (MOOC) was developed. The key lessons of the training curriculum were incorporated into a structured three-module self-paced course, offering a comprehensive exploration of countering violent extremism. Refer to page 99 to learn more about the online course.

Training Curriculum outline

The curriculum is divided into short, independent lessons with exercises that focus on imparting practical skills that can immediately be used. The course includes three units, broken down into 11 lessons and 33 topics as follows:

Unit 1

Countering Violent Extremism



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

- What is violent extremism and CVE
- What are the push and pull factors in violent extremism?
- Regional efforts and existing initiatives in West Africa

Lesson 2. The lifecycle of radicalisation to violence

- What is radicalisation?
- Susceptibility to radicalisation
- Belonging to an extremist group
- Taking violent extremist action

Lesson 3. Countering radicalisation

- Overview of countering radicalisation
- The role of social media and influencers
- The role of religious authorities and religion

Lesson 4. Reintegrating deradicalised individuals

- Factors in deradicalisation
- Reintegration: A case study in Aarhus
- The Role of social media and Influencers in reintegration

Unit 2

Understanding Information Disorder



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

- Introduction to fact-checking
- Misinformation, disinformation and mal-information

Lesson 2. Introduction to Information Disorder and CIB

- Defining information disorder, misinformation, and disinformation
- Coordinated inauthentic behaviour

Lesson 3. Monitoring disinformation on digital and social media

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

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

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

Unit 3

Nonviolent Communication and Other Useful Approaches to Conflict and Extremism



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 3



Lesson 1. Nonviolent communication

- What is nonviolent communication and what are its four components
- Observations in NVC
- Feelings in NVC
- Needs in NVC
- Requests in NVC
- A synthesis of the components

Lesson 2. Motivational interviewing

- What is motivational interviewing?
- Motivational interviewing and deradicalisation

Lesson 3. Human rights and sustainable development goals

- The Universal Declaration of Human Rights
- The Sustainable Development Goals

Training Methodology



National closing workshop 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.

Training Methodology



A fictitious reporter recording during the Mandla simulation exercise at the national closing workshop, Bamako, Mali (June 2023). (Source : GeoA)

3. Relevance

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.

4. Problem-centred approach

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.

Training Methodology



A group discussion underway during one of the workshops sessions in Bamako, Mali (June 2023)(Source: GeoA)

5. Flexible learning formats

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

6. Mentorship

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.



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.



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.



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.

Training Programme Logistics



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.



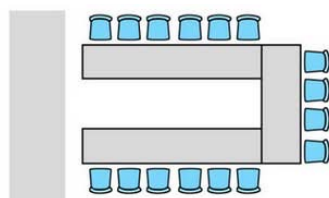
11. Communication and engagement

Ensure timely communication with participants. Share detailed agendas and official invitation letters well in advance of the in-person sessions. Send reminders to ensure participants are aware of the schedule and can attend the sessions punctually.

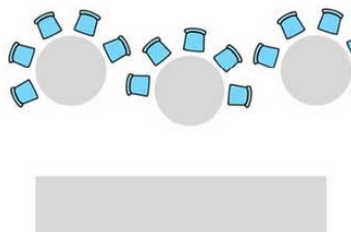


12. Room Layout

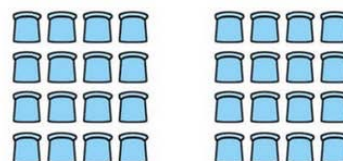
In the different sessions, you will find different room layouts. Below you will see room structures that can be used.



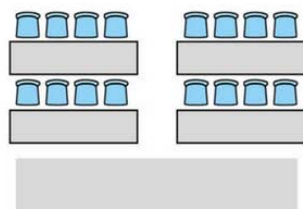
U- shaped



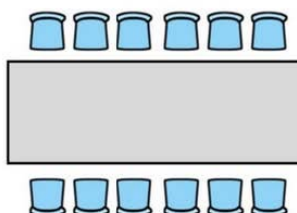
Half rounds



Theatre



classroom



Boardroom

Online Sessions

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

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.



7. Platform functionality

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.



8. Attendance tracking

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.

Online Sessions



9. Connection fees reimbursement

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.



10. Session recordings

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.



11. Communication and support

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.

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. The answers to the test questions are located towards the end.

Phase 2

During The Training



CVE Training Events

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

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.

In-Person Kick-Off Workshops

b) Engaging With Core Concepts

Visioning and Dialogue	Initiate a drawing exercise to visualise community peace, followed by a ‘gallery’ walk and discussions. Address issues identified in the pre-survey. Encourage small-group storytelling and discussions about their role as influencers in addressing violent extremism and other social issues.
Human Rights	Present the Universal Declaration of Human Rights (UDHR) and Sustainable Development Goals (SDGs) frameworks. Engage in group work to identify the most relevant clauses, and share findings with the whole group.

c) Programme overview and next steps

Next steps	Present the plan for upcoming online sessions; country-specific, in-person meetings; and programme-related concerns. Explain social-media engagement, the international summit, and the proposed points system for participation and content creation.
Closing	Conclude the day by inviting participants to reflect on the value and areas of improvement for the day and the remainder of the programme.

Note : During the COPP training programme, energising activities and icebreakers were integrated throughout the day to maintain engagement and connection among participants. The day ended with group photos and adjournment.

Session

Introduction to CVE

Learning Objectives



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

- Define the training program objectives clearly.
- Articulate countering violent extremism, its principles, and methodologies.
- Recognise regional initiatives.
- Comprehend human rights and Sustainable Development Goals.
- Participate in constructive discussions to promote peace, tolerance, and informed dialogue online.

Materials



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

Duration



2 Hours

Topics & Key Concepts



The topics in this modules include:

1. Violent extremism and CVE; **'push' and 'pull'** factors.
2. Regional efforts and existing initiatives in West Africa.
3. Sustainable Development Goals and The Universal Declaration of Human Rights.

Methodology



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.

Methodology



Interactive Element: Sustainable Development Goals (SDGs) and Human Rights

- Engage participants in an interactive discussion on the relevance of SDGs and Human Rights in CVE.
- Connect SDGs and Human Rights principles to the prevention of violent extremism.
- Encourage questions and reflections.



Case Study Analysis: West African Initiatives

- Provide case studies of specific CVE initiatives in West Africa.
- In small groups, participants analyse and discuss the effectiveness and challenges of these initiatives.
- Encourage critical thinking and the application of learned concepts.



Q&A Session: Clarifications and In-Depth Discussions

- Open the floor for participants to ask questions and seek clarifications.
- Facilitate in-depth discussions on specific aspects of violent extremism, CVE, or regional initiatives.



Reflection and Application

- Lead a reflective session where participants connect the presented topics to their work or context.
- Encourage participants to consider how the knowledge gained can be applied in their roles or projects.



Resource Sharing and Recommendations

- Share additional resources, readings, or references for further exploration.
- Allow participants to recommend resources or initiatives they find valuable.



Closing and Next Steps

- Summarise key takeaways from the session.
- Discuss any follow-up actions, assignments, or readings for the next session.
- Express gratitude for active participation and engagement.



To enhance the learning experience, consider incorporating the following 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.

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.

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:

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

Topics Covered



The topics and key concepts in this module include:

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

Methodology



Introduction and Icebreaker

- Welcome participants and introduce the session's objectives.
- Use an icebreaker activity to establish a comfortable learning atmosphere. For instance, ask participants to briefly share their expectations for the session.



Presentation: Defining Radicalisation

- Begin by defining "radicalisation" and its various contexts.
- Use a combination of presentation slides and open discussion to ensure participants understand the term.
- Encourage questions and engage in a brief Q&A.



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.



Break and Energising Exercise

- Conduct a brief break to maintain participants' energy.
- An energising exercise, such as a short mindfulness activity or asking the participants to stretch, can help keep participants focused.



Presentation: Belonging to an Extremist Group

- Explore the journey of individuals belonging to extremist groups.
- Describe the processes involved in recruitment, indoctrination, and socialisation.
- Share case studies and testimonials to humanise the experience.



Presentation: Violent Extremist Action

- Shift the focus to "violent extremist action."
- Discuss different forms of extremist actions, such as terrorist attacks, hate crimes, and radical protests.
- Emphasise the consequences of violent extremism on individuals and societies.

Methodology



Interactive session: Case Studies and Group Discussion

- Divide participants into small groups. (Break out rooms)
- Provide them with specific case studies related to radicalisation and extremist actions. Encourage participants to discuss and analyse the cases within their groups.
- Each group presents their findings to the whole class, fostering a deeper understanding of the topics.



Summarisation and Reflection

- Summarise the key points covered during the session.
- Open the floor for participants to share their reflections on what they've learned.
- Address any remaining questions or concerns.
- Share evaluation forms for participants to provide feedback on the session's effectiveness.



Additional Resources and Homework

- Provide participants with additional readings and resources for further exploration.
- Assign homework, such as reading articles or watching documentaries related to the topics covered.
- Thank participants for their active participation and engagement.

Activities & Exercises



To facilitate understanding and engagement, one can also consider this activity:

- 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.

Session 2

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

Learning Objective



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

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 hours 30 min

Topics Covered



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

Methodology



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.

Methodology



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.



Icebreaker activity

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.



Collective feedback

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.



Tool demo

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.



Case-study analysis

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.

Below is the scenario that was used during the COPP Training

1

Components

- Exercise based on a suicide attack.
- Does not contain any graphic images.
- Discusses violence.
- A researcher had access to an Instagram live where the bombing of a location is planned.



2

Exercise

- You as an investigator observes other members engaging through written messages, and sending emojis and images of violent behavior.
- Active members can be between five (5) and forty (40).
- The group talks openly about suicide bombings and violence, their experiences and fantasies.



3

Samuel Nsubuga

- Date of birth - 3/11/1987 (born in Kira).
- Black man. Very tattooed, 1m68
- Arrests for possession of cannabis, theft, brawl (fight in a nightclub), assault against an employer at his former workplace.
- Reportedly residing in Kampala (full address not known)



4

Context

- Samuel has a history of violent behavior and drug use and has been arrested six (6) times since the age of eighteen (18). The most recent arrest occurred when he assaulted his boss and threatened his life and property. His mental health status is unknown as he has never been tested.
- Upon his release, he was believed to have joined a group known for its acts of violence and oppression against society. The group has been associated with terrorism although very discreet about its operations and its financial backers.

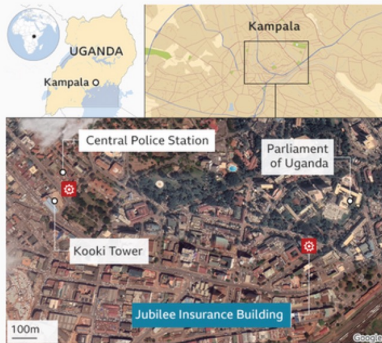


Below is the scenario that was used during the COPP Training

5

More information

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



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

7

Context

- 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.

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

Background Information



Scenario

What will you do?

Session 3

Introduction to information disorder, fact-checking and CIB

Learning Objectives



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

- Explain information disorder, misinformation, and disinformation
- Outline the importance of fact-checking and debunking false narratives
- Articulate the concept of coordinated inauthentic behaviour (CIB)

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 hours 30 min

Topic Covered



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

Methodology



Introduction and Icebreaker

- Welcome participants and introduce the session's objectives.
- Conduct an icebreaker related to digital platforms and participants' experiences with disinformation.



Presentation: Understanding Disinformation

- Define disinformation and its impact on digital platforms.
- Present key characteristics of disinformation and how it spreads.
- Share real-world examples of disinformation campaigns.



Presentation: Monitoring Disinformation on Digital Platforms

- Discuss effective strategies for monitoring disinformation online.
- Introduce tools and techniques for identifying disinformation campaigns.
- Conduct a live demonstration of using online tools to track disinformation.



Presentation: Role of Social Media in Spreading Extremist Narratives

- Explore the connection between social media and the spread of extremist narratives.
- Analyse case studies illustrating how extremist groups leverage social media platforms.
- Facilitate a group discussion on the challenges posed by social media in countering extremism.



Break and Energising Exercise

- Conduct a short break to maintain participant energy levels.
- Include a brief energising exercise related to digital awareness.

Methodology



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.



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.



Tool demo

Incorporate tool demonstrations on social media investigative tools such as Botometer, Truthnest, and Twitonomy 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.



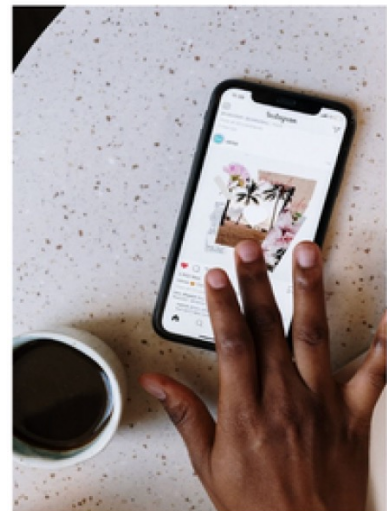
Case-study analysis

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.

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

Information Disorder

- 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?



Session 4

Countering radicalisation

Learning Objectives



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 hours 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.

Methodology



Introduction and Icebreaker

- Welcome participants and outline the objectives of the session.
- Conduct an icebreaker related to participants' experiences with social media as influencers.



Presentation: Overview of the Fight Against Radicalisation

- Provide an overview of the global efforts to combat radicalisation.
- Explore historical perspectives and evolving strategies.
- Discuss the challenges and successes in the fight against radicalisation.



Interactive Group Discussion

- Divide participants into small break-out groups to discuss their perspectives on the role of social media in radicalisation.
- Encourage groups to share insights and brainstorm potential solutions.
- Facilitate a plenary session for groups to present their key findings.



Break and Energising Exercise

- Conduct a short break to maintain participant energy levels.
- Include an energising exercise related to the session's theme.



Presentation: The Influence of Digital Influencers

- Explore the impact of digital influencers on shaping public opinion.
- Discuss how influencers can inadvertently contribute to the spread of radical ideologies.
- Examine case studies highlighting instances of influencers influencing radicalisation.



Presentation: Best Practices and Guidelines

- Present best practices for countering radicalisation on social media.
- Discuss guidelines for responsible digital influence.
- Provide examples of successful campaigns that have effectively countered extremist narratives.

Methodology



Scenario Analysis and Role-Playing

- Present hypothetical scenarios related to social media and radicalisation.
- Assign roles or perspectives to each participant, and let them discuss and defend their positions.
- Facilitate a debrief session to discuss the outcomes and challenges faced during the exercise.



Q&A and Open Forum

- Open the floor for questions and answers.
- Encourage participants to share their thoughts on strategies against radicalisation.
- Address any concerns or uncertainties participants may have.



Resources and Action Plans

- Provide participants with additional resources such as articles, reports, websites, videos, and other references for further reading and action.
- Encourage participants to develop personal or organisational action plans to contribute to the fight against radicalisation.



Closing and Evaluation

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



Collective discussion

Organise a group discussion focused on positive actions that can support vulnerable individuals in both their local and online communities.



Small-group work (group laboratory)

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.



Collective feedback

After the small-group work, encourage participants to provide collective feedback, fostering shared learning and collaboration.

Session 5

Reintegration of deradicalised individuals

Learning Objectives



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

- Identify various deradicalisation factors aligned with different stages of the radicalisation-to-violence cycle.
- Define reintegration and understand its potential local-level manifestations.
- Describe the roles that social media and influencers play in the reintegration process.

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.

Durations

1 hours 30 min



Topics Covered



This module covers the following topics and key concepts:

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

Methodology



Introduction and Icebreaker

- Welcome participants and set the tone for the session.
- Conduct an icebreaker related to participants' initial thoughts on deradicalisation and reintegration.



Presentation: Understanding Deradicalisation Factors

- Define deradicalisation and explore key factors contributing to individuals disengaging from extremist ideologies.
- Share case studies highlighting successful deradicalization efforts.
- Facilitate a brief Q&A session to address initial questions.



Small Group Discussions

- Divide participants into small groups(break out sessions) to discuss specific deradicalisation factors.
- Provide scenarios for groups to analyse and identify potential deradicalisation strategies.
- Encourage groups to share their findings and engage in open discussions.



Case Study: Aarhus Model of Reintegration

- Present the Aarhus case study, focusing on its innovative approach to reintegration.
- Analyse the key components of the Aarhus model and its effectiveness in promoting successful reintegration.



Interactive Workshop: Designing Reintegration Programs

- Engage participants in a workshop-style session to design hypothetical reintegration programs.
- Provide guidelines, challenges, and considerations for designing effective reintegration initiatives.
- Encourage creativity and collaboration among participants.



Break and Energising Exercise

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

Methodology



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.



Case-study video

Show participants a case-study video that focuses on the reintegration model used by the city of Aarhus in Denmark. The case study video used during the COPP Project can be found below.

Reintegration

This video illustrates a practical case study in which young people were deradicalised after being seduced by jihadism.

Let's discuss it



Example: [Deradicalization of young jihadists in Aarhus, Denmark](#)



Collaborative discussion

After the video presentation, facilitate a group discussion in which participants explore the primary components of the Aarhus model. Encourage them to evaluate its potential relevance within their own communities and discuss the necessary conditions for successful implementation in their specific contexts.



Small-group work (group laboratory)

Form small groups to brainstorm ideas for creating memes, hashtags, and social-media posts that promote reintegration in their respective communities.

Session 6

Religious authorities in CVE

Learning Objectives



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.

Material



- 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

Topic Covered



This module explores the following topics and key concepts.

- A body of ideas
- A community
- An institution
- A set of symbols and practices
- Spirituality

Methodology



Introduction and Icebreaker

- Welcome participants and introduce the session's focus on understanding religion in Countering Violent Extremism (CVE).
- Conduct an icebreaker where participants briefly share their personal perspectives on religion.
- Emphasise the diversity of views and experiences within the group.



Presentation: A Body of Ideas

- Define and explain the conceptual aspect of religion, covering beliefs, doctrines, and overarching ideologies.
- Provide real-world examples of religious ideas and their impact.



Presentation: A Community

- Explore the communal aspect of religion, emphasising the social bonds and shared identity within religious communities.
- Offer examples of religious communities and their role in fostering a sense of belonging.



Presentation: An Institution

- Discuss the institutional dimension, focusing on the organised structures and hierarchies within religious systems.
- Highlight real-world institutions and their functions in religious contexts.



Break and Energising Exercise

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



Presentation: A Set of Symbols and Practices

- Delve into the symbolic and ritualistic elements of religion, illustrating how symbols and practices convey deeper meanings.
- Provide examples of religious symbols and rituals, emphasising their cultural and spiritual significance.

Methodology



Presentation Spirituality

- Explore the spiritual dimension, addressing the personal and transcendent aspects of religious experience.
- Share examples of spiritual practices and their role in fostering a connection to the divine.
- **Note:** For each dimension, use a structured presentation format with visual aids, anecdotes, and interactive elements to enhance engagement. Encourage participant involvement through discussions, questions, and reflections, creating a dynamic learning environment.



Interactive Session: Reflection and Personal Connections

- Provide time for individual reflection on the relevance of the five dimensions of religion in participants' lives and work.
- Encourage participants to consider how these dimensions may influence their perceptions of extremism.
- Conduct a plenary discussion to get one or two views after the reflection and connection.



Open the floor for questions from participants

- Facilitate an open forum where participants can share additional insights or seek clarification.
- Encourage respectful dialogue and diverse viewpoints.



Resources and Tips

- Offer a list of books, articles, or academic papers that delve deeper into the Five Dimensions of Religion. You can also provide links to reputable websites, online courses, or documentaries that offer additional insights into the dimensions discussed.
- Suggest ways participants can apply their understanding of the dimensions to promote interfaith dialogue, cultural understanding, or community engagement.



Closing and Evaluation

- Summarise key takeaways from the session.
- Share evaluation forms to collect feedback on the session's effectiveness.
- Thank participants for their active participation and commitment to deepening their understanding of religion in the context of CVE.



Connection exercise

Encourage small groups to share anecdotes about their cherished holidays and their significance.



Dimension discussion

Prompt participants to provide instances in which the five dimensions of religion have either fostered social cohesion and resilience or contributed to division and radicalisation. Encourage group discussions to explore these examples.



Group laboratory session

Organise a collaborative brainstorming session during which participants can generate ideas on incorporating religious sources into their social media efforts. This activity aims to promote cohesiveness and resilience in their communities.

Session 7

Monitoring disinformation on digital media and social media

Learning Objectives



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

- Identify techniques for monitoring disinformation on digital platforms
- Recognise the role of social media in spreading extremist narratives
- Develop strategies for countering disinformation online

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 hours 30 min

Topics Covered



This session explores the following topics and key concepts.

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

Methodology



Introduction and Icebreaker

- Welcome participants and introduce the importance of addressing digital disinformation in Countering Violent Extremism (CVE).
- Conduct an icebreaker where participants share personal stories of their engagement with digital platforms.
- Discuss the positive and negative aspects of online information consumption.



Break and Energising Exercise

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



Case Studies: Monitoring Disinformation

- Analyse case studies of disinformation campaigns related to violent extremism.
- Discuss the methods used to monitor and identify disinformation on digital platforms.
- Explore the challenges in distinguishing between genuine information and disinformation.



Group Activity: Simulation of Disinformation Monitoring

- Divide participants into small groups (break out sessions) and assign each group a scenario of a potential disinformation campaign.
- Participants simulate the process of monitoring and responding to disinformation in their assigned scenarios.
- Encourage discussion on effective strategies for countering disinformation.



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.

Methodology



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.



Tool demo

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.



Case-study analysis

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.



Small-group work

Within the larger group, ask participants to pinpoint prominent groups in their respective countries. Then ask them to divide themselves into smaller groups to actively monitor and track instances of disinformation across social-media platforms.

Session 8

Nonviolent communication

Learning objectives



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

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

Material



- 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 hours 30 min

Topics



This session explores the following topics and key concepts:

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

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.



Break and Energising Exercise

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

Methodology



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.



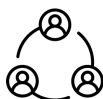
Connection exercise with feelings and needs lists

Initiate the session with a connection exercise using feelings and needs lists to help participants to explore and express their emotions and needs.



Discussion on motivating needs

Engage participants in discussions about motivating needs in the context of radicalised youth.



Communication practice in small groups

Organise small group activities in which participants share personal stories. Encourage collaborative identification of emotions, needs, and demands in the context of these stories.

Example of an activity to be practised in twos or threes



1. The first person (the speaker) tells a brief story about a conflict they are a part of.
2. Using the lists of feelings and needs, the second person (the listener) guesses the speaker's feelings and needs ("are you feeling ____ because of needing ____?").
3. Together, the two then identify the most important needs of everyone involved and then develop requests that can meet each of them.
4. Then reverse the roles of speaker and listener.

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:



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

Day 1

In-person Closing Workshop



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

Training Session

Review of NVC, Radicalisation cycle & Motivational interviewing

Learning Objectives



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

- Build understanding of Nonviolent Communication (NVC)
- Revisit the radicalisation cycle
- Practice techniques related to motivational interviewing.

Materials



- Slides presentations
- Flip charts
- Coloured markers
- Sticky notes
- Printed handouts on push and pull factors
- Case studies related to CVE

Duration



3 hours
(Each section 1 hour)

Topics Covered



- Nonviolent Communication
- Review Radicalisation Review
- Motivational Interviewing

Methodology



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.

Methodology



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.



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.



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.

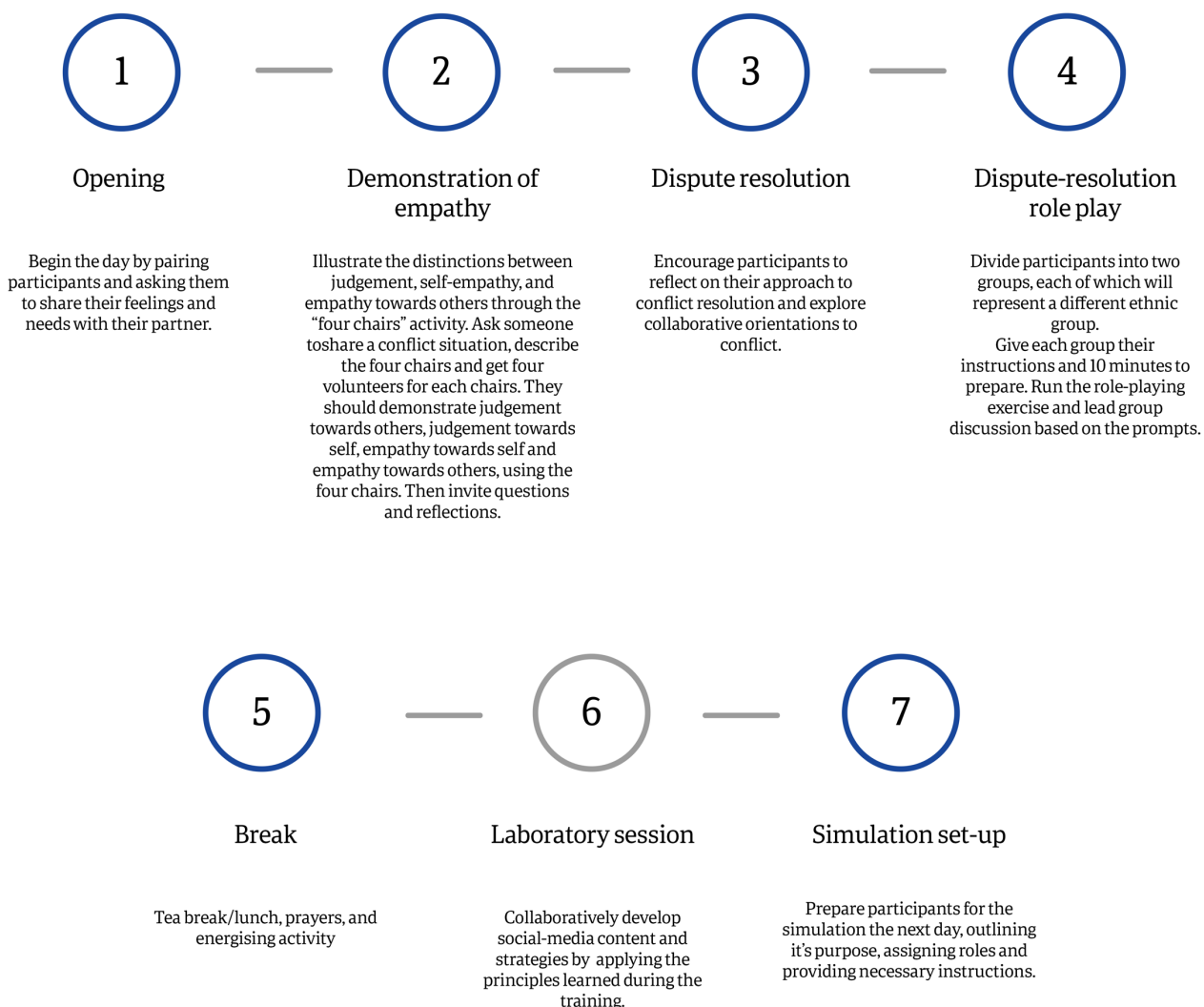


Group Discussions

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

Day 2

In-person Closing Workshop



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

Training Session

Conflict resolution and programme synthesis

Learning Objectives



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.

Materials



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

Duration



1 hour 30 min

Topics Covered



This module encompasses the following topics and key concepts:

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

Methodology



Presentation: CVE in Practice

- Share insights and case studies on applying conflict resolution skills in CVE.
- Discuss the role of collaborative strategies in CVE initiatives.



Reflection and Closing

- 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.

Activities & Exercises



Alternative dispute resolution exercise

Divide participants into groups and assign roles in neighbouring communities facing resource-related conflicts. Through interactive scenarios, explore and demonstrate alternative dispute resolution techniques.



Motivational interviewing practice

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



CVE simulation

Conclude the closing workshops with a CVE simulation. Participants assume specific roles in a fictitious community and engage in interactive discussions and decision-making processes, providing hands-on experience in addressing real-world challenges related to countering radicalisation.

In-person Closing Workshop



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

Training Session

Scenario: Mandla Simulation

Learning Objective



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.

Material



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

Duration



3 hours

Topics Covered



Application application :
Mandla Simulation

Methodology



Introduction and Context Setting

- Brief participants on the Mandla simulation, explaining its purpose and objectives.
- Assign specific roles and capabilities to participants, providing detailed instructions for the simulation.
- Present the hypothetical CVE scenario in Mandla, emphasising the challenges participants will face.



Mandla Simulation

- Allow participants to engage in the multiplayer simulation, responding to the crisis of youth radicalization and recruitment based on their assigned roles.
- Facilitators monitor and guide participants as needed, ensuring a realistic and dynamic experience.
- Introduce various scenarios and challenges within the Mandla context to test participants' decision-making and problem-solving skills.



Tea Break and Energising Activity

- Provide an opportunity for participants to informally network and discuss their experiences during the simulation.
- Include a brief energising exercise to maintain participants' focus and energy.



Simulation and Workshop Debrief

- Facilitate a structured debriefing session where participants reflect on their experiences during the Mandla simulation.
- Encourage participants to share insights, challenges faced, and lessons learned.
- Facilitate a group discussion on the effectiveness of different strategies employed by participants.



Closing Session

- Invite participants to share their final reflections on the overall program and the Mandla simulation.
- Encourage participants to discuss how they plan to apply their newfound knowledge in real-world CVE efforts.
- Provide closing remarks, expressing gratitude for participants' active engagement and commitment.
- Capture group photographs to commemorate the workshop.
- Conclude the workshop, allowing participants to enjoy a final lunch together.

The three-day Closing Workshop serves as a transformative culmination of the training program. Through games, interactive sessions, simulations, and practical cases, participants delve into the heart of countering violent extremism (CVE) promising a lasting impact as they return to their communities as ambassadors of peace and resilience.

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 strategies and harmonise their efforts in countering violent extremism, culminating in the development of unified strategies and solutions for addressing shared challenges across the Sahel.



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

Selecting Ambassadors

Tips for selecting ambassadors for the international summit

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

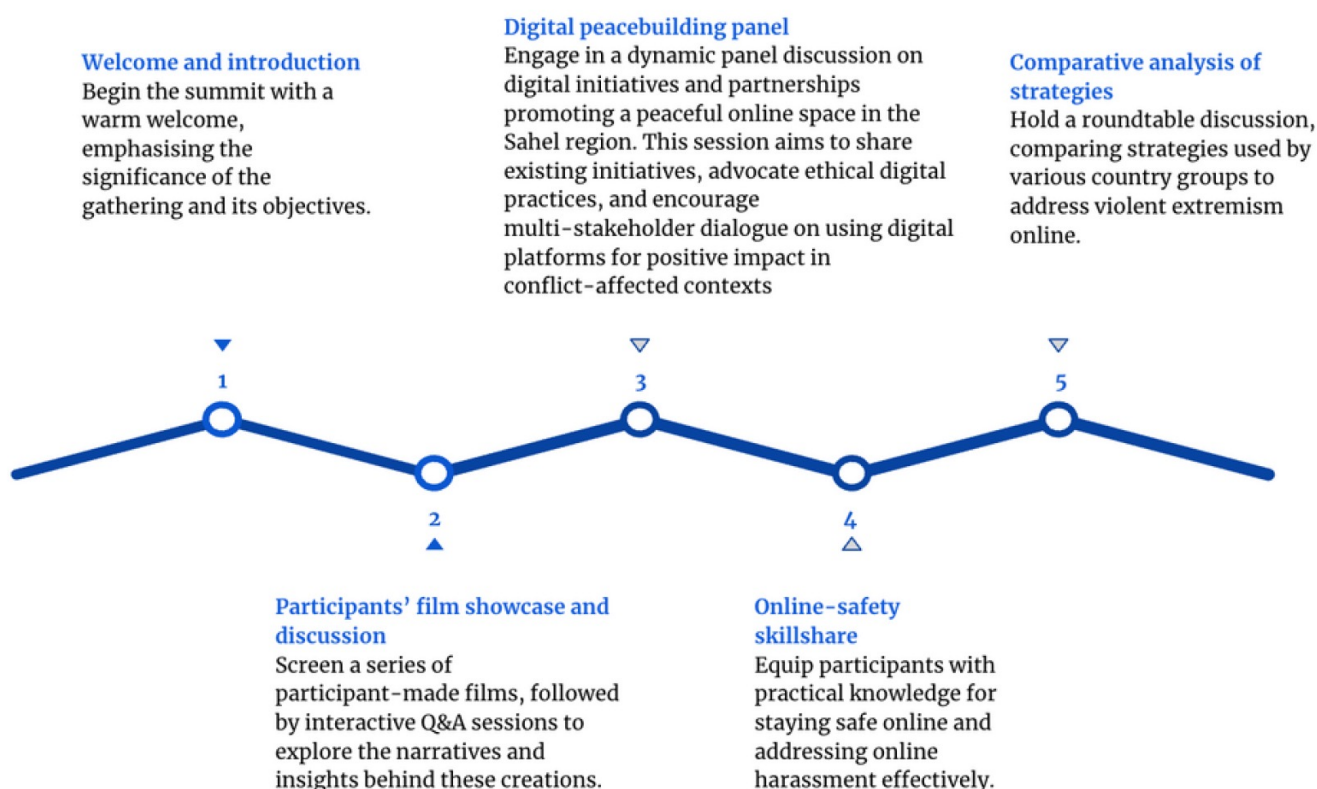
A points system can be used to evaluate active participants' involvement, creativity, and contributions to programme objectives. This comprehensive approach assesses participants' workshop participation, social media engagement, and the originality of their publications.

- 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 strategies 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



A visual summary of day one agenda of the international summit

Training Session

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

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

- Digital Peacebuilding Panel
- Online Safety Skillshare
- Analysis of Strategies

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.

Methodology



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.



Breaks and Networking

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



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

Recap and building on day 1

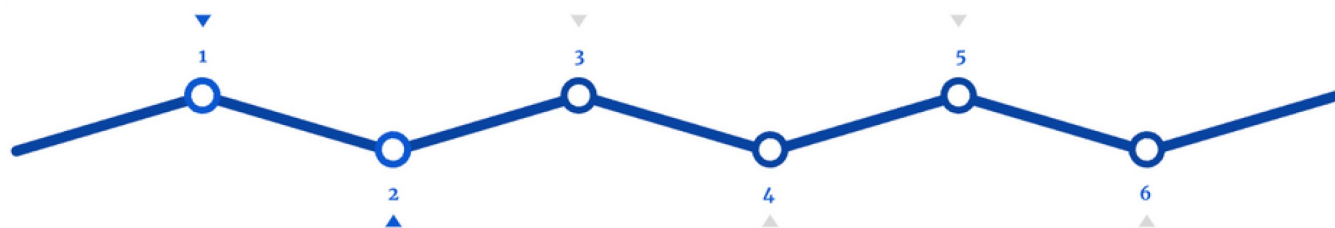
Begin the day by recapping the previous day's discussions and activities, ensuring the summit's momentum continues seamlessly.

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

Training Session

Formulating a Unified Strategy

Learning Objectives



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

- Explain countering violent extremism, radicalisation, and hate speech in the Sahel.
- Apply skills learned, including using social media listening tools.
- Collaborate on crafting a Regional Strategy to Combat Violent Extremism, Radicalisation, and Hate Speech on Social Media.

Material



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

Duration



3 hours

Topics and Key Concepts



The topics and key concepts in this session include :

- Listening Tools Skill share
- Formulating a Unified Strategy

Methodology



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

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



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 strategies, 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.

Online Course

Detecting Online Extremism

To supplement the learner's knowledge of 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:

- Gain insight into the multifaceted nature of violent extremism, deciphering its underlying causes and driving forces.
- Understand the pivotal role played by information disorder in disseminating extremist narratives and ideologies.
- Engage in countering violent extremism (CVE) practices by acquiring practical skills and tools for implementing CVE programmes and activities.
- 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 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.



Module 1

Understanding Online Extremism in Africa

This module offers an overview of how radicalisation and polarisation lead to online extremism and violent incitement or hate speech in Africa. Participants will gain insights into how radicalisation takes root, how the networks are amplifying hate in Africa, and what initiatives are trying to counter violent extremism across the continent.

Lessons



The lessons in this module include:

- An introduction to the core concept
- Understanding why extremism takes root
- How extremists weaponise contentious topics
- African extremist networks + those working to neutralise them
- Some guidelines for ethical research + staying safe online



Module 2

Detecting Online Extremism in Africa

This module offers an overview of how extremist groups use digital to radicalise and recruit followers, and how watchdogs can detect and monitor such activities.

Participants will gain insights into how digital platforms are used to propagate toxic content, and how to create systems to detect, document and debunk online extremism.

Lessons



The lessons in this module include:

- Digital platforms and online harms
- Creating systems to detect extremism
- Collecting evidence of extremism
- Fact-checking extremist claims
- Turning your evidence into actionable insights..



Module 3

Countering Online Extremism in Africa

This module offers an overview of how to identify the root injustices that fuel extremism, and how to map communities and existing support structures. Participants will gain insights into how to neutralise polarisation by building alliances and supporting peacebuilding.

Lessons



The lessons in this module include:

- Document social injustices
- Map community stakeholders
- Support community-driven peacebuilding
- Strengthen early warning systems
- Build communal support mechanisms

This supplemental online course thus empowers the learners to actively contribute to fostering a secure digital environment, complementing their in-person and virtual class learning. The outcome is a well-informed cohort ready to engage ethically, detect extremist activities, and actively counter 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 concept
- 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 Workshop
- 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

5. 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

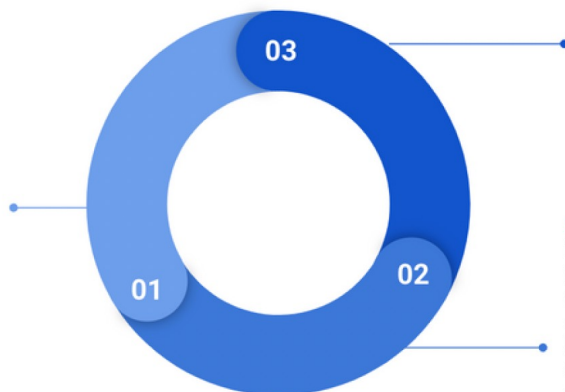


Evaluation Process Overview

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.

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

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 wheth

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.

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.

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.

1. Pre-training and post-training surveys form

To effectively conduct training evaluations, the COPP training programme uses surveys tailored to capture valuable insights, as detailed below.

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.

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.

1. Please share your experience of the various aspects of the training sessions, so we can improve logistics for future programmes.
2. 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.
3. Please indicate how confident you are in having mastered each of the OSINT research tools taught.
4. How has your understanding of radicalisation improved as a result of the sessions presented during this programme?
5. 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.
6. How has your understanding of misinformation and disinformation changed or improved as a result of the sessions presented during this training?
7. Please share an example of how you have used your new knowledge or resources to undertake real-world situations/challenges.
8. 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.

Evaluating Training

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.



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

Recommendations

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:

- 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.
- For at least some of the online sessions, mix participants from different countries, because they value this networking opportunity.
- 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 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.

Thank you