

پرامن خوشحال اور جمہوری پاکستان

خواتین کی امن کاوشوں
اور فیصلہ سازی میں موثر شرکت
کو لازمی بنائیں۔

TRAINING MANUAL

Women Peace Architects



خواتین معمار امن



عورت فاؤنڈیشن

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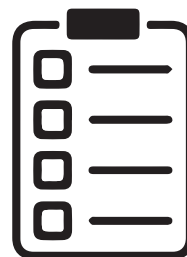


Naeem Ahmed Mirza,
Executive Director
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LIST OF ACRONYMS

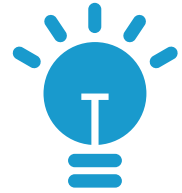
AF	Aurat Foundation
BoGs	Board of Governors
CBOs	Community Based Organizations
CVE	Countering Violent Extremism
CTE	Counter-Terrorism Committee
EWS	Early Warning System
ERS	Early Response System
GBV	Gender Based Violence
GE	Gender Equality
GoP	Government of Pakistan
LAP	Local Action Plan
NACTA	National Counter Terrorism Authority
NAP	National Action Plan
NGOs	Non-Governmental Organizations
PVE	Preventing Violent Extremism
PCSWs	Provincial Commission on the Status of Women
SAPs	Social Action Projects
SFCG	Search for Common Ground
WPAs	Women Peace Architects
WPS	Women Peace and Security
UNSER	United Nation Security Council Resolution
TVE	Transforming Violent Extremism
VE	Violent Extremism

TABLE OF CONTENTS



INTRODUCTION	4
MODULES OVERVIEW	5
TIPS FOR FACILITATION	7
GLOSSARY OF ESSENTIAL TERMS	8
INTRODUCTION	10
MODULE-1	
Conceptual Grounding in Countering Violent Extremism	12
MODULE-2	
Drivers of Violent Extremism	24
MODULE-3	
Community Engagement and Women in CVE	33
MODULE-4	
International and National Instruments on CVE	38
MODULE-5	
Understanding Gender and Women and Girls Engagement in CVE	52
MODULE-6	
Understanding Youth Engagement in P/CVE	67
MODULE-7	
Education Role in Preventing and Countering Violent Extremism	79
MODULE-8	
Role of Media in P/CVE	86
MODULE-9	
Leveraging New Media and Technology in P/CVE	90
MODULE-10	
Action Planning	95
PRE-TEST	98
POST-TEST	101

INTRODUCTION



Violent Extremism (VE) has varied faces, forms, and structures that impact men and women in the communities albeit differently. This may be the core reason why in the past a majority of the approaches adopted by either the government or civil society programs to Counter Violent Extremism or Prevent Violent Extremism (CVE/PVE) have ignored the role of gender, and mostly conceptualized Violence Extremism (VE) in a male context, or have entirely worked exclusively with men.

Recent anecdotal evidence and news reports suggest that women are taking on active and assertive roles in VE as perpetrators of violence, recruiters, content creators and disseminators, and even strategic planners. With the increasingly prominent role of women in VE, there is a pressing need to involve them as target groups to effectively Transform Violent Extremism (TVE) & Counter Violent Extremism in Pakistan. However, this requires a deeper understanding of how women across various socio-economic groups and demographics perceive violence extremism.

There is a need to explore the factors that increase their vulnerability to violent extremism influence as well as the role that women can potentially play in facilitating or resisting violent groups (if any). It is also necessary to study how women can influence violent extremism and TVE/CVE narratives within their families and communities. To develop impactful future interventions on CVE, it is important to take into consideration the inter-gender dynamics at the community level.

MODULES OVERVIEW



MODULE 1:

CONCEPTUAL GROUNDING IN COUNTERING VIOLENT EXTREMISM

This module clarifies the various aspects of identity, extremism, violent extremism (VE), preventing violent extremism (PVE), counter-violent extremism (CVE), and terrorism terms and concepts. This module provides a foundation for understanding the field of practice of countering violent extremism, as well as insights into the opportunities and common pitfalls in this space, as well as suggestions on how to avoid them. This module also helps to understand VE and CVE in their totality so that women trainees can emerge as effective agents of peace and build social cohesion in their respective communities.

MODULE 2:

DRIVERS OF VIOLENT EXTREMISM

This module provides a set of frameworks and guiding questions that can be used to analyze and better understand the drivers of violent extremism in Pakistan, including how to identify push and pull factors as well as group dynamics that drive violent extremism in a specific context. This module trains participants to recognize the push and pull factors that contribute to violent extremism.

MODULE 3:

ENGAGING COMMUNITY AND WOMEN IN COUNTERING VIOLENT EXTREMISM

This module highlights the role that

communities might play in efforts to counter violent extremism, such as engaging with diverse community leaders. It also explores initiatives that have sought to understand how women can play a role in preventing and countering violent extremism.

MODULE 4:

UNSCR-1325 LOCAL CONTEXT

This module explains that UNSCR 1325 is about local resilience and fostering peace and the prevention of conflict and violence. The development of a national action plan on women, peace and security does not jeopardize or challenge state sovereignty; rather it enhances the state's capacities to engage local communities to address threats and develop home-grown, locally owned and rooted solutions.

MODULE 5:

UNDERSTANDING GENDER AND WOMEN AND GIRLS' ENGAGEMENT IN CVE

This module clarifies the concepts of gender and sex. It introduces the topic of gender and offers insights on how to incorporate a gender-sensitive approach to countering violent extremism. It unpacks myths and stereotypes about women and girls' engagement in violent extremism and underscores the critical importance of gender-sensitive research. The module offers an analysis of the gendered ways men and women can be drawn into extremist narratives or even engage in violent extremism themselves.

MODULE 6:

UNDERSTANDING AND ENGAGING YOUTH IN COUNTERING VIOLENT EXTREMISM

This module guides understanding young people's roles in society, drawing on other initiatives that engage young people constructively in the context of countering violent extremism. It includes tools that highlight social, cultural, and emotional dynamics that are important when attempting to understand the variety of relationships, networks, and needs among the youth population in a specific context that can affect counter-violent extremism policy and programming. It investigates how to foster youth engagement at the policy, programmatic, and grassroots levels, including leadership and ownership of programming. Finally, the module delves into the opportunities and risks associated with the relationships that young people form with other stakeholders such as the security sector and local governments.

MODULE 7:

EDUCATION'S ROLE IN PREVENTING AND COUNTERING VIOLENT EXTREMISM

This module provides insights into how educational initiatives or reforms have the potential to address the drivers of violent extremism and thus contribute to violent extremism prevention by developing more resilient students. Participants are led through a discussion about potential barriers or enablers in the education system, ranging from curriculum content to how drivers of violent extremism are managed in the school setting.

MODULE 8:

ROLE OF MEDIA IN PREVENTING AND COUNTERING VIOLENT EXTREMISM

This module enables participants to understand the concept of narratives and how media (traditional and social media) can be harnessed in countering violent extremism efforts, both online and offline.

MODULE 9:

LEVERAGING NEW MEDIA AND TECHNOLOGY

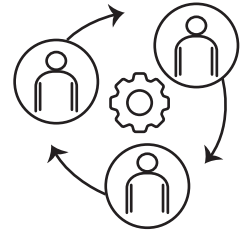
This module explores the opportunities of engaging people through online and other tech-based platforms as well as through other forms of new media. It briefly explores how violent extremists use these same tools to great effect to spread propaganda, sow hatred amongst groups, terrorize their target communities, and draw support and recruits.

MODULE 10:

DEVELOPMENT OF ACTION PLAN

This module will enable participants to develop their action plan against the recommendation suggested during the desk review against the gaps identified in the existing laws and acts related to P/CVE in Pakistan.

TIPS FOR FACILITATION



MENTALLY AND PHYSICALLY PREPARE YOURSELF AS THE FACILITATOR

Mental and physical preparation is essential to get the best out of any group facilitation you undertake. First of all, take time to familiarize yourself with some useful group facilitation techniques.

CREATE THE RIGHT ENVIRONMENT

We recommend plenty of space, informal seating, natural daylight and tables at the side of the room for small group working, where needed. Also, ensure that sufficient time has been arranged with the participants to achieve their goals.

ENSURE THE EXPECTED OUTCOMES OR OBJECTIVES ARE CLEAR

Review objectives with the group at the beginning of the training, if these have been established in advance of the meeting. Alternatively, agree on them with the group at the time.

ESTABLISH EXPECTATIONS

Ask about the expectations the participants have of you and each other. Then ask them to list their hopes and concerns about the training.

ENERGIZE THE GROUP THROUGHOUT THE TRAINING

First of all, run through initial introductions and then consider using an ice breaker to get the group engaged, as well as an energizer when energy levels get low. Another useful tip is to regularly change the activity, or change participant roles.

MANAGE PARTICIPATION

Participants' communication styles may

vary, along with their quantity of verbal contributions. Draw out the quieter participants through small group work. Try asking a 'safe' question or establishing their opinion, once the topic has been initially debated.

ADJUST YOUR FACILITATION STYLE

The facilitation style needs to meet the needs of the group at different development stages. For example, a directive style of facilitation works well at the beginning of a meeting. This is because participants typically prefer someone to initially take charge and take them in the right direction – particularly in new group meetings.

PROVIDE A VARIETY OF GROUP WORKING METHODS

This helps to maintain the levels of engagement within the group and to support different learning and communication styles. It also assists the group to achieve the best results from the meeting. Group working methods could include:

- Brainstorming
- Meta-planning (individual note pads on a flip-chart, placed into similar categories by the participants) to generate ideas
- Decision-making techniques (for example: explore options, select the best solutions and make decisions)
- Action planning
- Capturing information on the flip chart or whiteboard
- Small group activities
- Holding a group review to check the progress

GLOSSARY OF ESSENTIAL TERMS

Extremism

Extremism is herein defined as the strict adherence to a set of narratives or belief systems (whether political or religious) that constitute assaults on the mainstream values, orientations and principles of Pakistani society. Extremist narratives exist on a continuum—at the extreme right and extreme left of ideological spectrums across political, racial, tribal and religious lines.

Violent Extremism

When extremists resort to acts of coercion in the pursuit of their objectives, it degenerates into violent extremism. Violent extremism is the beliefs and actions of people who support or use violence to achieve ideological, religious or political goals. This includes terrorism and other forms of politically motivated and communal violence. All forms of violent extremism seek change through fear and intimidation rather than through peaceful means.

Terrorism

Terrorism is the calculated use of violence to create a general climate of fear in a population and thereby bring about a particular political objective

Preventing Violent Extremism

When an atmosphere of extremism starts to surface and there is fear that violent acts could result due to the changing attitudes and outlooks, steps taken to prevent the presumed violent acts are referred to as Preventing Violent Extremism.

Countering Violent Extremism

Countering Violent Extremism refers to efforts made by peace activists, communities and people who believe in socially cohesive societies, to curb the ongoing violent acts through no-violent means.

Identity

Social identity is a person's sense of whom they are based on their group membership

Conflict

Conflict is a state of opposition, disagreement or incompatibility between two or more people or groups of people, which is sometimes characterized by violence

Push Factors

Dynamics that pull individuals to violent extremism are called push factors.

Pull Factors

Dynamics that push individuals into violent extremism are called pull factors

Radicalization

Radicalization is the process by which an individual or a group comes to adopt increasingly radical views in opposition to a political, social, or religious status quo.

Vulnerable

Vulnerability is the quality of being easily hurt or attacked.

Community

A community is a social unit with commonalities such as place, norms, religion, values, customs, or identity.

Community Engagement

Community engagement is a strategic process with the specific purpose of working with identified groups of people

Networking

Networking is the exchange of information and ideas among people with a common profession or special interest

UNSCR 1325

UN Security Council Resolution 1325 on Women, Peace and Security, adopted in October 2000, formally established the WPS agenda on the broader international scene. It was based on the premise “that peace is inextricably linked to equality between men and women

Leadership

Leadership is the ability of an individual or a group of individuals to influence and guide followers or other members of an organization.

Early Warning System

An early warning system is a warning system that can be implemented as a chain of information communication systems and comprises sensors, event detection and decision subsystems for the early identification of hazards

Early Response System

Early response refers to any initiative that occurs as soon as the threat of potential violent conflict is identified and that aims to manage, resolve, or prevent that violent conflict

Mediation

Mediation is a process wherein the parties meet with a mutually selected impartial and neutral person who assists them in the negotiation of their differences.

INTRODUCTION



Exercise 01



Time: 30 Minutes

ICE- Breaking Activity



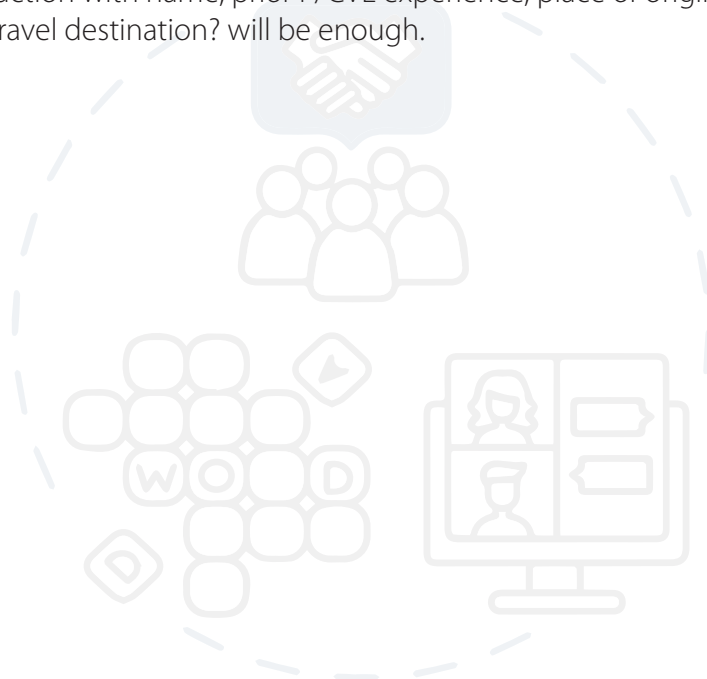
Explain that a long icebreaker is not necessary as the training will provide many opportunities to work with and get to know each other. A brief introduction with name, prior P/CVE experience, place of origin, and favourite food, Movie, travel destination will be enough

In this ice-breaking introduction exercise, the participants will be asked to:

1. Match the number of your siblings with the other participants' siblings.
2. If the siblings match with the same number of siblings as yours, then ask that participant their name, profession, and which city they belong to.
3. Once it is your turn, speak out loud that participant's name, profession, and city as their introduction.

Or

A brief introduction with name, prior P/CVE experience, place of origin, and favourite food. Movie, travel destination? will be enough.



MODULE - 1






MODULE - 1

CONCEPTUAL GROUNDING IN COUNTERING VIOLENT EXTREMISM

LEARNING OBJECTIVES

After completing this module, trainees will be able to:

-  Explain the concept of identity and how it is a push or pull factor for extremism and violent extremism.
-  Differentiate between extremism, terrorism, and violent extremism and its types, and how it is affecting the communities in Pakistan.
-  Understand the concept of Preventing and Countering Violent Extremism

SESSION 1

IDENTITY:

WHO AM I - IMPORTANT PARTS OF MY IDENTITY

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- Understand their different identities.



90 Minutes



- White Board
- Board markers
- Multi-media
- Presentation
- Handouts
- Meta cards
- Flip chart
- Coloured dot.



- Handout 01
- Handout 02



EXERCISE 01



30 MINUTES

- Draw a circle on the flip chart.
- Brainstorm with participants, solicit their different identities and write them around the circle.
- Tell the participants what identity means.
- Give a meta card to each participant
- Ask participants to draw their wheel of identity showing all the identities which are important to them.
- Give the participants 5 minutes to make jot down their different identities.

OPEN A DISCUSSION BY ASKING THE FOLLOWING QUESTIONS:

- Was anybody uncomfortable doing this exercise (revealing personal identities can sometimes be difficult)
- Tell them that some identities change over time and how changed identities can affect relationships with family and friends.
- Ask about differences you saw in the group ... similarities! Do your identities and life experiences affect how you view others?
- Did anything surprise them when looking at each other's identity maps?
- After knowing each other's identities, did you feel any negative sentiment towards a group member?
- How will your biases affect your interaction with others?
- How can you make sure that these biases aren't interfering with the way you communicate?
- How is learning about your identities going to affect your participation in this peace-building program?

Tell the participants about the concept of in-group and out-group. Also, discuss the concept of collective or shared identity.



EXERCISE 02



30 MINUTES

- Take 4 to 5 different colored stick-on dots
- Ask the participants to close their eyes.
- Stick one dot on each participant's forehead without letting him/her know the colour.
- One person should be given a separate dot that does not match any other colour.
- Ask the participants to open their eyes and without speaking, find their colour group and gather together.
- Once all participants have grouped ask them the following questions;
 - o How do you feel being a member of your group?
 - o Do you feel safe or unsafe?
 - o Tell them about group identities and affiliations. When individuals identified themselves with a particular group, they feel secure and powerful. Whereas, an individual without group affiliation feels lonely, insecure, and weak.



EXERCISE 03



30 MINUTES

- Divide participants into two groups.
- Share separate case studies (Hand out 1 & 2) with each group to read.
- Ask the participants questions related to the case studies (crisis specific)
 - a. What are the factors that led the minority to commit an act of violent extremism against the majority?
 - b. How can such a situation be avoided in the future?
 - c. Conclude the session by explaining that when a particular identity is at risk, the individual feels the need to protect that identity, and as such that particular identity overshadows the rest of the identities of that person.
(Hand Out 2)

Explain how individual and group identities clash and become a cause of the crisis. In such cases, the group identity overpowers the individual identity.



HANDOUT 01

This incident took place in Lahore, a city in Pakistan, where Muslim extremists bombed 2 churches simultaneously. As a result of these blasts 85, people who were performing their religious rites were affected. Around 15 people were killed and 70 people were seriously injured. Christians are a minority in Pakistan and as such Lahore is home to a large Christian community. After this incident a wave of anger was found among the Christians and they started violent protests in the city. They burnt tyres, threw stones at passing vehicles, and destroyed whatever they found on the way. Due to intense anger and hatred, they caught hold of 2 Muslim men who were suspected to be perpetrators of the bomb blasts and tortured them. But the torture did not satisfy them and they eventually burnt the 2 men alive.



HANDOUT 02

Parachinar Case Study Parachinar is a beautiful city of Kurrum Agency, which overlooks the scenic and beautiful valley of Tirah on one side and is at a distance of just a few km from the Iran border on the other side. There was a time when this valley was considered a center of peace and harmony. The residents of Parachinar comprised people of both Sunni and Shia sects, who lived together and were proud to be natives of this beautiful valley. Although there was a difference of belief based on their sects, this difference was not evident in their day-to-day life nor was there any enmity among people due to their different sects. The extent of tolerance, harmony and brotherhood among them was such that during Moharram when the Shia community moved forth in a procession, the Sunni youth and older men used to put up stalls on roadsides to serve water, refreshing drinks to the Shia to quench their thirst. Similarly, whenever there was a Sunni gathering or procession, the Shia were used to display utter tolerance and harmony and would respect their religious events. When extremism started taking root in the country and when Shia-Sunni conflicts started, the evil of extremism overshadowed this valley and Shia-Sunni disputes started in Parachinar. Deep-rooted friendships turned into enmity and tolerance was replaced by uncertainty. There was hatred for one another among the people of different sects and this hatred intensified to the point where violent encounters started among them. These violent encounters were so intense that people started migrating from the area based on sect. They started burning each other's houses and started killing each other. The Shia took over the city and the outskirts became Sunni-concentrated areas. They stopped venturing into each other's areas and this situation exists to this day. What we need to analyze is, what are the factors that converted the ones who used to quench the thirst of their thirsty neighbours ready to burn their houses.

SESSION 2

WHAT IS CONFLICT AND ITS TYPES:

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- Understand the meaning of conflict and its types.



30 Minutes



- White Board
- Board markers
- Multi-media
- Presentation
- Handouts
- Meta cards
- Flip chart



- Handout 03

Since Pakistan's independence in 1947, it has gone through different phases of diverse but interrelated ethnic, sectarian, and religious conflicts which have resulted in violence. Pakistan has been affected by ethnic and religious radicalization that is aided by both internal and external actors who are providing a narrative and funding for both religious and non-religious militancy.

However, to address the existing issue of increasing violent extremism, it is important to have clarity on extremism and violent extremism.



EXERCISE 01



30 MINUTES

- Draw a circle on the flip chart and ask the participants what they understand by the word conflict.
- Write all the words on the flip chart.
- Taking cues from the discussion add the words if any are being missed.
- Share the definition of conflict with participants and explain various aspects of the conflict. **(Explain through examples)**

EXAMPLES OF CONFLICT:

- Between individuals due to differences of opinion
- Between different sects – Shia Sunni, Deobandi Barelvi etc.
- Muslim Christian/Muslim Hindu etc.
- Between people of different ethnicities – Punjabi Sindhi etc.
- Between people of different races – Asian Caucasian etc.
- Between different sexes – men and women.



HANDOUT 01

DEFINITION OF CONFLICT

‘A conflict is a struggle and a clash of interest, opinion, or even principles.’

‘Conflict is a state of opposition, disagreement or incompatibility between two or more people or groups of people, which is sometimes characterized by violence.’
Conflict will always be found in society. The basis of conflict may vary to be personal, racial, class, caste, political and religious. Conflict may also be emotional, intellectual, and theoretical, in which case academic recognition may, or may not be, a significant motive. Social conflicts are very complex. Conflicts involve many processes that are not straightforward. Sometimes conflicts escalate in intensity and result in violence.

Whenever two individuals opine in different ways, a conflict arises. In layman’s language conflict is nothing but a fight either between two individuals or among group members.¹

No two individuals can think alike and there is a difference in their thought processes as well as their understanding. Disagreements among individuals lead to conflicts and fights.

Conflict is also defined as a clash between individuals arising out of a difference in thought processes, attitudes, understanding, interests, requirements, and even sometimes perceptions. A conflict results in intense arguments, physical abuses, and definitely loss of peace and harmony. A conflict can change relationships. Friends can become foes as a result of the conflict.

Conflict not only arises between individuals but also among countries, political parties, and states as well. A small conflict if not controlled at the correct time may lead to a large war and rifts among countries leading to major unrest and disharmony.

1. Understanding Conflict - Meaning and Phases of Conflict, Understanding Conflict - Meaning and Phases of Conflict (managementstudyguide.com)

SESSION 3

UNDERSTANDING EXTREMISM, VIOLENT EXTREMISM (VE), TERRORISM, AND PREVENTING AND COUNTERING VIOLENT EXTREMISM

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- Have conceptual clarity of Extremism, Violent Extremism and terrorism.



105 Minutes



- White Board
- Board markers
- Multi-media
- Presentation
- Handouts
- Meta cards
- Flip chart



- Handout 04



EXERCISE 01



45 MINUTES

- Distribute meta cards among participants
- Ask participants to work in pairs.
- Ask participants what they understand by the term extremism, violent extremism, and terrorism.
- Give them 5 minutes to jot down their answers.
- Ask the participants to share their answers
- After soliciting answers from participants tell the participants that these two terms namely extremism and terrorism are widely used to describe acts of violence. These are closely related concepts that confuse many as they cannot differentiate between them. Historically, an extremist is a word that has been associated with a political ideology that has been in total opposition to moderation or one that violates accepted norms of society.

Violence

Violence can be defined in several ways Definitions

One comprehensive definition of violence is given by WHO in World Report on Violence and Health. According to the definition, "the intentional use of (illegitimate)* physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either result in or has a high likelihood of resulting in injury, death, psychological harm, mal development or deprivation."

Some words in this definition warrant explanation:

1. Use of force is intentional and not by chance
2. Use of (illegitimate) physical force and/or power:

Both physical force and power can be used. The very fact that

physical force or power is being used for harmful purposes with damaging intentions makes it illegitimate. However, it is important here to distinguish between the two terms.

Power and Force. We will try to understand the concept as defined and explained by Morgenthau². Political power is a psychological relationship between those who exercise it and those over whom it is exercised. It may be exerted through orders, threats, authority or charisma. Power must be distinguished from the force in sense of threat or actual use of physical violence.

3. Target:

The target of the use of physical force can be multiple. It can be used by a perp against themselves, against others, against a group or community or against moveable/immovable property.

4. Results:

The action can result in physical injury or there is a likelihood of injury. The action can also result in psychological trauma whereby witnesses the ss of the action might not have physical damage but can be emotionally damaging which can result in a psychological disorder.

VIOLENT EXTREMISM

Violent extremism is the beliefs and actions of people who support or use violence to achieve ideological, religious or political goals. This includes terrorism and other forms of politically motivated and communal violence.

All forms of violent extremism seek change through fear and intimidation rather than through peaceful means.

Violent extremism originates in part from unmet basic human needs and well-established prevention programs that target other social ills can be effective for CVE efforts.

TERRORISM

Terrorism refers to the use of arms and violence in a secretive and furtive manner to kill soft targets and indulge in acts that destroy property.

It is an activity that involves a violent act in violation of the criminal laws of the state and that appears to be intended to intimidate or coerce a civilian population, or to influence the policy of the Government by harassing, assassination or kidnapping.

Terrorism has been practised by political organizations with both rightist and leftist objectives, by nationalistic and religious groups, by revolutionaries, and even by state institutions such as armies, intelligence services, and police.

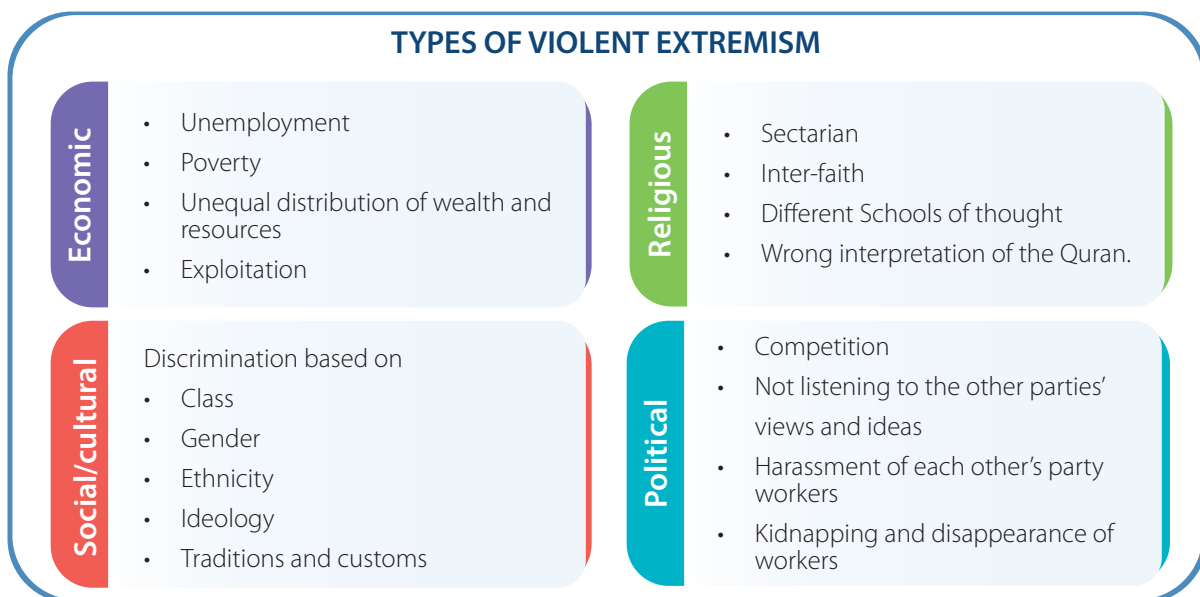


EXERCISE 02



60 MINUTES

- Draw a 4-column table on a flip chart.
- Write 'Economic, social/cultural, religious, and political in each column.
- Divide the participants into groups of 4-5 participants. Make 4 groups.
- Give each group chart paper and markers.
- Ask each group to work on one type of VE and write what could fall as VE under each category.
- Give the participants 15 minutes for this activity.
- Show the participants a slide on Types of Violent Extremism and explain the various types with examples from your society and culture



INFORMATION FOR TRAINER

The violent extremist narratives carry ideological messages which are carefully crafted to target young and impressionable minds, particularly those who are willing to join their 'struggle'-often misrepresented as 'Jihad' by the violent extremist groups. Their audience gets radicalized in the process, and as a result, begins to harbour extremist and violent views. Their messages are aimed at radicalizing before recruiting young men and women who are then trained and deployed for what they call 'holy war'. The messages also ensure that violent extremist groups have a pool of already radicalized young men sympathizing with their cause, and are easy to recruit.



To explain extremism and violent extremism draw a parallel with a favorite food.

Extremist - A person who holds extreme views about anything- usually taken in the sense of political or religious extremities.

Ask participants what their favorite dish is. For example, they like Biryani.

So as part of their food religion, they will be called "Biryani Followers" and will strictly adhere to the only rule which states that they should eat Biryani. If one eats Biryani once every day then one is a

Biryani follower. But if one refuses to eat anything other than biriyani- and have it for breakfast lunch and dinner- then one is a Biryani "extremist".

Now coming to the actual question of the "difference between them" An extremist is a person who's 'extreme' in any way- say 'extremely kind', and no one will mind. But if one believes in wearing a headscarf - and starts looking down upon others who don't, and calls them imbeciles or inherently intentionally immoral - then one is that kind of "extremist" who's going to tick people off the wrong way. As long as one is an extremist and does not hurt or abuse or look down upon others, things are fine. However, when one starts imposing one's values and beliefs on others through aggression and violence, it starts affecting others and, in most cases, becomes destructive. Hence it would not be wrong to say that violent extremism is vicious and results in disharmony thereby creating an environment of fear, distrust, social fragmentation and distance relations.

Violent extremist organizations in Pakistan have effectively drawn on existing narratives about Pakistan's history and identity in promoting their worldviews.

Role of women in VE

The rise and fall of the Islamic State have illustrated that women can be active members of violent extremist groups. Women take active roles in recruitment, logistics, and finance, intelligence collection, reconnaissance, and enforcement of morality laws with some evidence of fighting and suicide bombing. Even within strictly family roles, women may radicalize others to conduct acts of violence including women of their families and/or be radicalized to violence through marriage and family status (including through family suicide). It is really hard to define terrorism. It is really surprising that though everyone recognizes the magnitude as well as the menace of the phenomenon, terrorists for some are champions of the oppressed and deprived. However, the use of force or violence to indulge in acts that destroy property and loss of innocent lives is termed an act of terrorism.

The thing about Terrorists is- they need to be "extremists" to be "terrorists". They need to believe in something so bad that "killing or harming another innocent to make the point is worth it". But an "extremist" might be extremely nice, or extremely intolerant or racist even- without actually resorting to "terrorist" activities.

PVE - When an atmosphere of extremism starts to surface and there is fear that violent acts could result due to the changing attitudes and outlooks, steps taken to prevent the presumed violent acts are referred to as Preventing Violent Extremism.

CVE - On the other hand Countering Violent Extremism refers to efforts made by peace activists, communities and people who believe in socially cohesive societies, to curb the ongoing violent acts through no-violent means.

CVE or PVE refers to the soft side of counterterrorism strategies that tackle the drivers which lead people to engage in politically or ideologically-motivated violence. Counter-Violent Extremism (CVE) is a realm of policy, programs, and interventions designed to prevent individuals from engaging in violence associated with radical political, social, cultural, and religious ideologies and groups. It tries to address the factors conducive to the spread of extremism.

It is the preventative aspects of counterterrorism as well as interventions to undermine the attraction of extremist movements and ideologies that seek to promote violence; efforts to address the root causes of extremism through community engagement.



HANDOUT 04

Extremism

Extremism is herein defined as the strict adherence to a set of narratives or belief systems (whether political or religious) that constitute assaults on the mainstream values, orientations and principles of Pakistani society. Extremist narratives exist on a continuum—at the extreme right and extreme left of ideological spectrums across political, racial, tribal and religious lines.

Violent Extremism

When extremists resort to acts of coercion in the pursuit of their objectives, it degenerates into violent extremism. Violent extremism is the beliefs and actions of people who support or use violence to achieve ideological, religious or political goals. This includes terrorism and other forms of politically motivated and communal violence. All forms of violent extremism seek change through fear and intimidation rather than through peaceful means.

Terrorism

Terrorism is the calculated use of violence to create a general climate of fear in a population and thereby bring about a particular political objective. ³

It is an activity that involves a violent act in violation of the criminal laws of the state and that appears to be intended to intimidate or coerce a civilian population, or to influence the policy of the Government by harassing, assassination or kidnapping.

³ terrorism | Definition, History, & Facts | Britannica

MODULE - 2





MODULE - 2

DRIVERS OF VIOLENT EXTREMISM

LEARNING OBJECTIVES

After completing this module, trainees will be able to:

-  Understand radicalization, why people become radical and what are the signs of radicalization in a person.
-  Explain the drivers of violent extremism and what are the push and pull factors of violent extremism.

SESSION 1

RADICALIZATION:

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- Understand the term “Radicalization”, why people are radicalized and signs of radicalization.



45 Minutes



- White Board
- Board markers
- Multi-media
- Presentation
- Handouts
- Meta cards



- Handout 05
- Handout 06



EXERCISE 01



15 MINUTES

Conduct a brainstorming activity.

- Draw a circle on a flip chart and write radicalization inside it.
- Ask the participants what they understand by the term ‘radicalization’.
- Write their answers around the circle.
- After soliciting their answers explain to them what radicalization means and distribute **handout 5**.



EXERCISE 01



30 MINUTES

Once they are clear about the meaning of radicalization write 4 the following questions on a flip chart.

Why do People get radicalized and what are its causes?

What are the evident signs of radicalization in individuals?

Who is most at risk of radicalization? Specify age and gender too.

What different ways and methods do extremists use to radicalize people?

- Give chart paper and markers to each group and ask them to discuss and answer the given questions.
- Give the participants 15 minutes for this activity.
- After 15 minutes ask each group to present their responses.
- After everybody has presented discuss and explain different aspects of radicalization with the participants.



HANDOUT 05

RADICALIZATION

Radicalization is the process by which an individual or a group comes to adopt increasingly radical views in opposition to a political, social, or religious status quo. The ideas of society at the large shape the outcomes of radicalization; for example, radical movements can originate from a broad social consensus against progressive changes in society or from a broad desire for change in society. Radicalization can result in both violent and nonviolent action. However academic literature focuses on radicalization into violent extremism (RVE) or radicalization leading to acts of terrorism. ⁴

Or

Radicalization is a process through which an individual adopts an increasingly extremist set of beliefs and aspirations. This may include the willingness to condone, support, facilitate or use violence to further political, ideological or religious goals. ⁵



HANDOUT 06

WHY DO PEOPLE GET RADICALIZED?

According to Baumeister and Leary (1995), people have a basic need for recognition, significance, and positive self-esteem. Radicalization occurs when, for various reasons (individual, social, societal), people suffer a loss of significance.

Arie Kruglanski's research team believes that the motivational bases of radicalization, such as personal revenge or social grievance, play an important role in explaining why people become involved in the radicalization process. ⁶

CAUSES OF RADICALIZATION

It has been observed that a loss of social connection can open an individual to new ideas and a new identity that may include political or religious radicalization. People isolated from friends, family, or other basic needs, may begin to associate with, unlike parties, including political, religious, or cultural radicals.

4. Radicalization - Wikipedia

5. Terrorism_Violent_Extremism_Glossary.pdf (unodc.org)

6. A Social-Developmental Model of Radicalization: A Systematic Integration of Existing Theories and Empirical Research , Andreas Beelmann, shk_ikg,+focus1-5 (1).pdf

SIGNS OF RADICALIZATION

- Becoming increasingly argumentative
- Refusing to listen to different points of view
- Unwilling to engage with people who are different
- Becoming abusive to people who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups

WAYS AND METHODS USED BY EXTREMISTS TO RADICALIZE PEOPLE

Extremist groups often target young people via the internet and social media. The process may involve: being groomed online or in person.

The process of radicalization may involve:

- being groomed online or in person.
- exploitation, including sexual exploitation.
- psychological manipulation.
- exposure to violent material and other inappropriate information.
- the risk of physical harm or death through extremist acts.

SESSION 2

DRIVERS OF VIOLENT EXTREMISM:

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- Understand about the drivers of violent extremism.



30 Minutes



- White Board
- Board markers
- Multi-media
- Presentation
- Handouts
- Meta cards
- Flip chart



Not Applicable



EXERCISE 01



30 MINUTES

- Open a discussion with participants and ask them what could potentially be the main drivers of violent extremism.
- Tell them that five primary drivers are considered to be conducive to violent extremism ⁷, namely:
 1. Lack of socioeconomic opportunities
 2. Marginalization and discrimination;
 3. Poor governance, violations of human rights and the rule of law;
 4. Prolonged and unresolved conflicts, and;
 5. Radicalization in prisons.

⁷ Drivers of violent extremism, Counter-Terrorism Module 2 Key Issues: rivers of Violent Extremism (unodc.org)

SESSION 3

PUSH AND PULL FACTORS OF VIOLENT EXTREMISM

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- Understand about the drivers of violent extremism.



60 Minutes



- White Board
- Board markers
- Multi-media
- Presentations
- Handouts
- Meta cards
- Flip chart



- Handout 07
- Handout 08



EXERCISE 01



30 MINUTES

Explain the push and pull factors of violent extremism and give them a **handout 07**



EXERCISE 02



30 MINUTES

- Write pull and push factors on meta cards. Try to explore those factors which are contextually relevant to your culture and society.
- Write a bold heading of PULL on one chart and PUSH on the other chart and display both charts on different walls.
- Put already prepared Meta cards on the table upside down and ask participants to pick one card and place it under the relevant heading.
- Conclude the session by telling the participants that push and pull factors may differ from place to place and time to time but generally there are a lot of commonalities.

SOME PUSH AND PULL FACTORS COULD BE:

PUSH	PULL
Hate speech	Political identity
Lack of democratization	Cultural and religious identity
Lack of education and critical thinking	Influence of media
Ethnic and religious marginalization and intolerance	Feelings of victimhood
Poverty	Monetary incentives
The idea	The idea of achieving a "pure Islam"
Poor justice system	Sense of adventure
Violence in the community	Feelings of power
Violations of human rights and the rule of law	Opportunity for transformation and change for their communities (ideal)

INFORMATION FOR TRAINER

Examples of Push and Pull Factors from the field

In Pakistan's society, certain dogmas are significant such as that to be a better human being one has to be religious – in both appearance and action. This dogma offers a Stanford to every youth to follow as the first choice in adulthood. The youth look for a company where dogma is more prevalent.⁸



Anwar Ali, a young man hailing from Jhang, a city in southern Punjab, was an affiliate of the Sipah-e-Sahaba, a deadly sectarian organization, considered that it was the company of friends, backed by socio-physical religious sacrosanct surroundings, which drove him into the fold of the sectarian organization.

Anwar Ali said: "It is not the fault of the youth itself. It is because of the area in which you are born and you're roaming around. The circumstances make you go for a certain cause.

Asif Hussain, a young man from Sargodha, a city in central Punjab, was a member of the Jaish-e Mohammad, a deadly Jihadist organization, active in both Afghanistan and Kashmir. Asif Hussain said: "Youth from areas like ours are often victims of poverty and ignorance and they find no purpose in life. We, therefore, find our refuge in Jihad".

Asif Hussain's father, Ghafoor Hussain considered that though religion was necessary to give one's life, almost all religion-promoting institutions Sargodha were promoting the ideology of Jihad, thereby making an environment which was difficult for the youth to avoid. Both cases reflect that poverty was the driver that pushed these youth into joining militant outfits rather than the so-called 'Religious cause'.

Discuss the above-mentioned factors and ask them if they can identify with either the pull or push factors or if they know about someone who was affected by these factors. Share case studies of people who joined militant groups due to pull or push factors. Give **handout 08**.



HANDOUT 07

Pull and Push Factors of Violent Extremism⁹

Pull Factors

Dynamics that pull individuals into violent extremism are called pull factors. For example, violent extremist groups can pull in members by providing services, revenue and employment in exchange for membership. Groups can also attract new members by providing an outlet for grievances and the promise of adventure, freedom and friends.

Hence the individual motivations and processes, which play a key role in transforming ideas

⁸ Counter-Terrorism: Push and Pull Factors Impacting Male Youth Involved in Violent Extremism in Punjab, Pakistan, View of Counter-Terrorism: Push and Pull Factors Impacting Male Youth Involved in Violent Extremism in Punjab, Pakistan (ideapublishers.org)

⁹ Terrorism_Violent_Extremism_Glossary.pdf (unodc.org)

and grievances into violent extremist actions form the basis of pull factors. These include individual and motivations; collective grievances and victimization stemming from domination, oppression, subjugation or foreign intervention; distortion and misuse of beliefs, political ideologies and ethnic and cultural differences; leadership and social networks.¹⁰

Push factors

Dynamics that push individuals to violent extremism are called push factors and include lack of socio-economic opportunities, marginalization, inequality, discrimination, persecution and limited access to quality education; poor governance, violations of human rights and the Rule of Law or the denial of rights and civil liberties, prolonged and unresolved conflicts and other environmental, historical and socio-economic grievances.

Generally speaking, push factors are any condition or grievance that creates a sense of frustration, marginalization, and disempowerment which encourage people to seek out remedies including, but not limited to, joining extremist groups. What incentivizes this particular engagement are pull factors, a term which describes forces that can be attractive to potential recruits and specifically draw them into radical organizations, such as a sense of kinship, heroism, adventure, economic gain or self-realization.



HANDOUT 08

Case Study 1

This incident took place in Bakhar, a city in southern Punjab. A conflict arose between two parties over non-payment of a one crore rupee loan. Instead of returning the loan, the party who had to give back the loan hired a suicide bomber to kill the whole family of the loan lender. Initially, the incident was viewed as a sectarian act of violent extremism against the Shia community. The suicide bomber was also prepared on sectarian grounds. 32 people along with the targeted family were killed in this suicide bombing. The facts surfaced after a detailed investigation was conducted. This case study highlights a few very complicated aspects which are:

1. Violent extremism and crime are interconnected.
2. Poverty is the main driver of suicide bombings and religious extremism.

Case Study 2

A thirty (30) year old civil engineer became a radical. He was an educated person and hailed from a very good family and had a good job. How did he gradually convert from a non-violent person to a violent extremist? It is important to observe the changes that came about in his personality. The first sign was his growing interest in extremist literature which he read himself and also distributed among his friends. His belief in a certain ideology was evident from the way he dressed and behaved. He lost interest in his job and frequently took days off. Eventually, he joined a militant group and volunteered as a suicide bomber. He was also successful in recruiting 4 more boys as suicide bombers.

¹⁰ Drivers of violent extremism, Counter-Terrorism Module 2 Key Issues: Drivers of Violent Extremism (unodc.org)

MODULE - 3






MODULE - 3

COMMUNITY ENGAGEMENT AND WOMEN IN CVE

LEARNING OBJECTIVES

After completing this module, trainees will be able to:

-  Understand the difference and the connection between individual and community.
-  Identify the roles of women that she can play in preventing and countering violent extremism.
-  Identify signs of vulnerability to potential radicalization and positively respond to them

SESSION 1

COMMUNITY ENGAGEMENT AND P/CVE

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- Understand the role of communities and their engagement in the process of P/CVE.



30 Minutes



- White Board
- Board markers
- Multi-media
- Presentation
- Handouts
- Meta cards
- Flip chart



Not Applicable



EXERCISE 01



30 MINUTES

The trainer will ask to form the participants:

- Have you ever worked in a community?
- If yes! What technique do you use to build trust within the communities?

After soliciting answers from participants, the trainer uses the following slide.

Building trust, communication, and understanding

- As an entry point in the communities, it is important to engage community influential like teachers, local imams, local elected representatives, local media representatives and women activists, Community Based Organizations (CBOs) to discuss the issues related to VE its impact, and their role so they take the ownership of the whole process of community engagement for P/CVE and support us in our interventions.
- Vigilant and informed communities are the antidote for PVE. Capacitated community groups, Non-Governmental Organizations (NGOs), and individuals can create awareness in their communities to help them understand not only the negative impact of violent extremism on themselves, their family members, and the community but also give them the tools to address it.

SESSION 2

PREVENTING AND COUNTERING VIOLENT EXTREMISM AND ITS FRAMEWORK

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- understand the meaning of Countering Violent Extremism and Preventing Violent Extremism and the difference between these concepts
- To know the use of the PVE framework in the context of Pakistan



60 Minutes



- White Board
- Board markers
- Multi-media
- Presentation
- Handouts
- Meta cards
- Flip chart
- Maskin Taps



Not Applicable



EXERCISE 01



30 MINUTES

1. The trainer asks the participants if they know what is meant by Countering Violent Extremism and Preventing Violent Extremism
2. After their responses, the trainer will explain the concept with the help of a slide.

SLIDE

Preventing/Countering Violent Extremism (P/CVE):

CVE or PVE refers to the “soft” side of counterterrorism strategies that tackle the drivers which lead people to engage in politically- or ideologically-motivated violence. Counter-Violent Extremism (CVE) is a realm of policy, programs, and interventions designed to prevent individuals from engaging in violence associated with radical political, social, cultural, and religious ideologies and groups. It tries to address the factors conducive to the spread of extremism.

CVE or PVE is used interchangeably and refers to the “soft” side of counterterrorism strategies. It is the preventative aspects of counterterrorism as well as interventions to undermine the attraction of extremist movements and ideologies that seek to promote violence; efforts to address the root causes of extremism through community engagement



EXERCISE 02



30 MINUTES

To counter and prevent violent extremism, we need to work at multiple levels. C/PVE is not only the job of the Government rather various stakeholders need to be engaged to address the issue effectively.

Prevention Takes place at **3 levels**

1

At the micro-level

the concept of C/PVE aims to engage with the personal, individual causes

Individual (Self-Protection Chart)

Family (At-risk individuals are identified by members, religious authorities, social workers, peers etc.) to help prevent them from becoming extremists **members, religious authorities, social workers, peers etc.**

2

At the meso-level,

focused on how societies can respond with positive alternative voices to narratives and ideas espoused by violent extremists.

- CSOs
- Community
- Media
- Educational institutions
- Religious institutions
- Private sector

3

At the macro-level,

government actions to address structural drivers of violent extremism

unresolved political conflicts; The “collateral damage” to civilian lives and infrastructure caused by military responses to terrorism; human rights violations; ethnic, national, and religious discrimination; the political exclusion of minorities; socioeconomic marginalization; lack good governance.

Prevention is a major aspect of CVE, aiming to get at the root causes and factors that contribute to extremism and terrorism, by engaging with individuals, communities and others. 'It is not enough to counter violent extremism – we need to prevent it (UNESCO2).

MODULE - 4

16 PEACE AND JUSTICE STRONG INSTITUTIONS






MODULE - 4

INTERNATIONAL AND NATIONAL INSTRUMENTS ON CVE

LEARNING OBJECTIVES

After completing this module, trainees will be able to:

-  Understand the concept of UNSCR 1325
-  Understand the National and Provincial Acts/Laws related to P/CVE
-  Understand UNSCR1325 in the Islamic context

SESSION 1

SPHERES OF INFLUENCE OF MALE & FEMALE

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- Spheres of Influence of Male & Female
- Understand UNSCR1325
- Emphasizing Islamic religious texts promoting gender justice, participation of women in power structures and protecting women from GBV



3 hr & 20 mins



- White Board
- Board markers
- Multi-media
- Presentation
- Handouts
- Meta cards
- Flip chart
- Masking Tape



- Handout 09



EXERCISE 01



2 hr 10 minutes

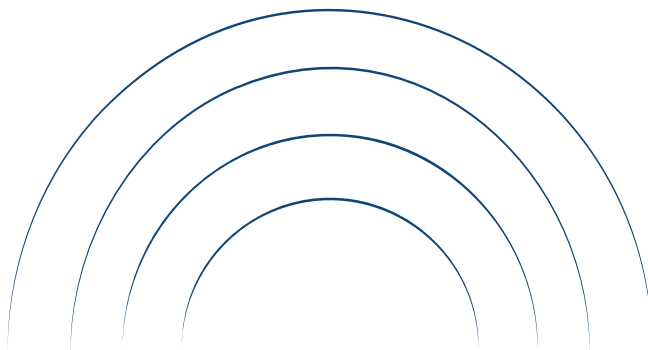
1. Ask participants to indicate where women influence their societies.
2. Ask participants to indicate where men influence their societies.

Spheres of influence can be:

- | | | |
|-----------------------|-----------------------|--------------------------------|
| ■ Our children | ■ local government | ■ Police |
| ■ Our spouses/partner | ■ National government | ■ Community Group |
| ■ The family | ■ The school | ■ International actors |
| ■ The marketplace | ■ My workplace | ■ International organizations. |

Have participants initially come up with their spheres. The smallest circle is the place where one has the most influence—outer circles indicate the places where one has the least influence.

CIRCLE DIG





Discussion Questions

1. Why do men and women have different spheres of influence?
2. What gender norms reinforce these spheres of influence?
3. How does such gender influence manifest itself?
4. Is there a difference between how men and women influence their respective spheres?
5. Are there other factors that make men or women have to influence in a particular sphere? Age, class, ethnicity ...?
6. Where would you like to have influence and why? How would you go about getting influence in that sphere?

WHAT is UNSCR 1325?

- UN Security Council Resolution (UNSCR) 1325 on Women, Peace and Security, adopted in October 2000, formally established the WPS agenda on the broader international scene. It was based on the premise “that peace is inextricably linked to equality between men and women.”
- The resolution specifically addresses how women and girls are differentially impacted by conflict and war and recognize the critical role that women can and already do play in peacebuilding efforts. UNSCR 1325 affirms that peace and security efforts are more sustainable when women are equal partners in the prevention of violent conflict, the delivery of **relief and recovery** efforts and in the forging of lasting peace.

THE FOUR PILLARS

- **Participation:** This pillar aims to ensure women’s equal participation and influence with men and the promotion of gender equality in peace and security decision-making processes at national, local and international levels. It includes the appointment of more women, including negotiators, mediators, peacekeepers, police and humanitarian personnel, as well as support for local women’s peace initiatives. The Framework recognises that improving partnerships with local and international women’s rights groups is key for effectively delivering on these commitments.
- **Protection:** The Protection pillar aims to strengthen efforts to protect women’s rights through better laws and policies; specifically, to secure the safety, well-being, economic security and dignity of all women. This includes an obligation for governments to include gender perspectives in all legal and institutional reforms to protect women’s rights.
- **Prevention:** The Prevention pillar calls for the inclusion of a gender perspective across all conflict prevention activities and for the strengthening of efforts to prevent all forms of violence against women in conflict.
- **Relief and recovery:** In any crisis setting, the Framework specifies that all efforts of relief and recovery must be performed through a ‘gendered lens’. This means that efforts should be based on a robust understanding of and effective response to women’s gender-specific needs.

WPS in the context of Pakistan

- There is historical indifference and resistance in Pakistan towards giving women a proactive space in shaping public policies, especially those related to civil defence and security, which remain male-dominated.
- Yet, women offer fresh perspectives for conflict prevention and resolution as we have experienced. They are critical resources for building peace and rebuilding their communities, particularly in areas affected by violent extremism.

Women have multiple roles to play in PVE and CVE as teachers, religious influential, elected representatives, community leaders, mothers, mentors, social activists and community organizers. Those roles are vital and should be properly supported through sustainable initiatives such as engaging with women who are already organized in their constituencies of influence and strengthening their support networks.

Participation: build the capacity of women and girls to effectively lead community peacebuilding and social cohesion process. They mediate and negotiate community conflicts, provide humanitarian assistance in emergencies like COVID and are part of community decision-making bodies. We train women and girls as mediators, negotiators and conciliators in communities affected by conflict.

Protection: empower women to help prevent violence against women and create awareness regarding women's rights under Islam and the Constitution of Pakistan; and support our local women leaders to prevent violence and build social cohesion.

Prevention: The nucleus of PVE is women and youth. We need to ensure the inclusion of a gender perspective across all our PVE activities and create a local-level mechanism to prevent all forms of violence against women.

Why Women?

Ask participants why women are important in building peace and social cohesion and if can they give an example.

After solicitation answers from them

Facilitator Concludes: Women can bring a new understanding of a conflict, and with it, insights into the causes and possible solutions. Women as survivors of conflict, witnesses to violence, mediators to ending persistent disputes, guardians of their social community mores and providers for their family when a conflict is raging, all have huge contributions towards breaking the vicious cycle of conflict.

Security Council Resolution – 1820

In June 2008 the Security Council debated and passed a new US-sponsored resolution on women, peace and security, SC Res. 1820, focused principally on sexual violence in armed conflict. In its preamble, it reaffirms the importance of ending impunity for all forms of violence against women and girl civilians both during and after armed conflicts, especially

sexual violence, and in so doing aims to bridge the gap between international humanitarian law and international human rights law. This link is reinforced by the recognition that the use of rape as a weapon of war and other sexual violence may continue beyond the cessation of armed conflict.

The framework of SC Res. 1820 strengthens the understanding of sexual violence in an armed conflict beyond the limited remit of existing gender-based provisions under the Geneva Conventions. For example, Clause 1 not only recognizes the systematic use of sexual violence against civilian populations but also pinpoints how it can 'significantly exacerbate situations of armed conflict' and stresses the importance of prevention. In this respect, Clause 3 sets out a range of measures to enhance the protection of civilians, with particular reference to women and girls.¹¹



EXERCISE 01



1 hr 10 minutes

- The facilitator divides participants into three groups
- Distribute Handout 09 and ask each group to go through one text/story in the Hand Out.
- Ask each group to read HO carefully

Facilitator Will:

- Ask Group 1 to identify one Islamic text that promotes gender equality. Examples of texts that promote gender equality can be found in the handout
- Ask Group II to identify one Islamic text that promotes the participation of women in power structures
- Ask Group III to identify one "Islamic text protecting women from GBV."

INFORMATION FOR TRAINER

UNSCR 1325 reflects Islamic teachings. The Quran contains numerous Surah that serves as an Islamic basis for gender justice, women's participation in leadership and decision-making forums, and prevention and protection of women from GBV. Many Hadiths also contribute to and promote gender justice. Participants can use these passages as advocacy tools for UNSCR 1325. Through the following exercise, the participants will be introduced to religious passages that either promote gender equality, women's participation or protection from GBV.



After announcing below mentioned activity allow discussion time with the participants. Facilitate the discussion so the participants stick to the topic, respect each other and let each other talk. Bear in mind that this kind of exercise can create a lot of discussions; you must be able to temper the participants.

¹¹ <https://international-review.icrc.org/sites/default/files/irrc-877-barrow.pdf>



HANDOUT 09

Quranic texts promoting gender equality, participation of women in power structures and protecting women from Gender Based Violence GBV

- Surah Al-Nisa verse 58(4:58): "Verily! Allah Commands that when you judge humankind, judge justice between them." (58)
- Surah Al-Hujurat verse 13 (49:13): "O Mankind! We have created you from male and female and you into nations and tribes, that you may know one another. Verily the most honourable of you with Allah is that pious. Verily Allah is All-knowing, All-Aware."
- Economic aspect: Islam decreed a right of which woman was deprived both before Islam and after it (even as late as this century), the right of independent ownership. According to Islamic Law, a woman's right to her money, real estate, or other properties is fully acknowledged. This right does not change whether she is single or married. She retains her full rights to buy, sell, mortgage or lease any or all her properties.
- "Unto men (of the family) belongs a share of that which Parents and near kindred leave, and unto women a share of that which parents and near kindred leave, whether it be a little or much - a determinate share." [Quran 4:7]
- Her share in most cases is one-half the man's share, with no implication that she is worth half a man! This variation in inheritance rights is only consistent with the variations in financial responsibilities of men and women according to Islamic Law. Man in Islam is fully responsible for the maintenance of his wife, his children, and in some cases of his needy relatives, especially the females.
- Any fair investigation of the teachings of Islam into the history of the Islamic civilization will surely find clear evidence of woman's equality with men in what we call today "political rights". This includes the right to election as well as the nomination to political offices. It also includes woman's right to participate in public affairs. Both in the Quran and Islamic history, we find examples of women who participated in serious discussions and argued even with the Prophet (peace and blessings be upon him) himself.
- During the Caliphate of 'Umar Ibn al-Khattab, a woman argued with him in the mosque, proved her point, and caused him to declare in the presence of people: "A woman is right and 'Umar is wrong."
- Hazrat 'Ā'isha was the wife of the Prophet Muhammad who had perhaps the most influence on the Muslim community after his death. She is one of the major narrators of hadith in the Sunni tradition. In many ways, she is among the most interesting (and controversial) figures in early Islam, especially in the implications of her actions for women's participation in scholarship, political life, and the public sphere.

- Surah Al-Imran verse 228 (2:228): "And they (women) have rights similar to those (of men) over them, and men are a degree above them." (Such degree is Quiwama (maintenance and protection). This refers to that natural difference between the sexes which entitles the weaker sex to protection. It implies no superiority or advantage before the law. Yet, a man's role of leadership in his family does not mean the husband's dictatorship over his wife. Islam emphasizes the importance of taking counsel and mutual agreement in family decisions. The Quran gives us an example).
- Surah Al-Imran verse 233 (2:233): "If they (husband wife) desire to wean the child by mutual consent and (after) consultation, there is no blame on them." Over and above her basic rights as a wife comes the right which is emphasized by the Quran and is strongly recommended by the Prophet (peace and blessings be upon him); kind treatment and companionship.
- Prophet Muhammad (peace and blessings be upon him) said: "The best of you is the best to his family and I am the best among you to my family. The most perfect believers are the best in conduct and the best of you are those who are best to their wives." [Ibn-Hanbal, No. 7396]

SESSION 2

NATIONAL AND PROVINCIAL ACTS/LAWS

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- Understand the national and provincial laws related to P/CVE



45 Minutes



- White Board
- Board markers
- Multi-media
- Presentation
- Handouts
- Meta cards
- Flip chart
- Maskin Taps



Not Applicable

National Level Act / Policy Guidelines for CVE

The National Center for Countering Violent Extremism Act, 2017

Prevention of Electronic Crimes Act, 2016

Loud Speaker Act 2014 ¹²

National Counter Terrorism Authority Act, 2013 ¹³

To establish National Counter Terrorism Authority in Pakistan WHEREAS the menace of terrorism and extremism is becoming an existential threat to the state and needs to be responded to and addressed comprehensively.

The Investigation Fair Trail Act 2013

The Anti-Money Laundering Act, 2010 ¹⁴

To provide for prevention of money laundering, combating financing of terrorism and forfeiture of property derived from, or involved in, money laundering or financing of terrorism and for matters connected therewith or incidental.

This Ordinance may be called the Income Tax Ordinance, 2001.¹⁵

The Anti-Terrorism Act, 1997 ¹⁶

it is expedient to provide for the prevention of terrorism, sectarian violence and for speedy trial of heinous offences and for matters connected therewith and incidental thereto;

The control of narcotics substances act 1997 ¹⁷

The foreign Exchange Regulation Act, 1947 ¹⁸

An Act to regulate certain payments, dealings in foreign exchange and securities and the import and export of currency and bullion, WHEREAS it is expedient in the economic and financial interests of Pakistan to provide for the regulation of certain payments, dealings in foreign exchange and securities and the import and export of currency and bullion.

¹² Loud Speaker Act – NACTA – National Counter Terrorism Authority NACTA Pakistan

¹³ NACTA-Act.pdf

¹⁴ Anti-Money Laundering Act 2010 amended upto February 2016.pdf (nacta.gov.pk)

¹⁵ T-Ordinance Amended upto 30-06-2020.pdf (nacta.gov.pk)

¹⁶ Antiterrorism Laws in Pakistan – NACTA – National Counter Terrorism Authority NACTA Pakistan

¹⁷ Control of Narcotic Substances Act.pdf (nacta.gov.pk)

¹⁸ Foreign Exchange Regulation Act 1947.pdf (nacta.gov.pk)

This Ordinance may be called the Banking Companies Ordinance, 1962.

Policy Guidelines:

National Countering Terrorism Authority (NACTA) ¹⁹

To act as a focal national institution to unify state response to counter extremism and terrorism by combining the efforts of law enforcement and intelligence agencies and by formulating and implementing national counter terrorism counter extremism policies through exhaustive strategic planning; continuous research and innovation while upholding our core values of collaboration, excellence and attention to detail.

Revised National Action Plan- 2021-NACTA - National Counter Terrorism Authority NACTA Pakistan

Counter Terrorism; Pakistan 1267 Guidelines ²⁰

Guidelines on Actions to Be taken by Competent Authorities for Implementation of United Nations Security Council Resolution No.¹³⁷³

Counter Financing Terrorism

Safe Charities List

The Sindh Charity Act 2019

The Punjab Charities Act 2018

The KP Charities Act 2019

The Balochistan Charities Act 2019

General Observation about the Act:

The language of the act needs to be gender balanced

Clause	Identified Gap	Recommendation
5. Establishment of centres of excellence for Peace and Conflict Management	It is very generic	Centres should be established in women-specific universities as well e.g Fatima Jinnah Women University Rawalpindi, Benazir Bhutto Shaheed Women University Peshawar
7. Composition of the Board of Governors	Not clear	There should be equal opportunity for women and men for the position of Chairperson. It should be gender balanced
8. Meetings and Board of Governors (1)	Not clear	Equal opportunity should be given to women
9. Director General (3)	Not gender specific language	There should be equal opportunity for women

National Counter Extremism Policy Guidelines Pakistan

Clause	Identified Gap	Recommendation
C. NAP & Operation Zarb-e-Azb: CT & CE Complementarity for Peace Consolidation	No women engagement and representation in improving internal and external security in the mentioned measure under this clause	Women's representation, engagement, and participation must be ensured at every level for peace consolidation

National Action Plan 2014, For Countering Violent Extremism in Pakistan

General Observation:

There was no women's participation in the development of the National Action Plan. There is no women's specific platform, plan, or strategy which highlights the importance of women's role in countering violent extremism.

¹⁹ Vision and Mission Statement – NACTA – National Counter Terrorism Authority NACTA Pakistan

²⁰ PAKISTAN 1267 GUIDELINES – NACTA – National Counter Terrorism Authority NACTA Pakistan

Clause	Identified Gap	Recommendation
National Action Plan 2014	No women participate at any level. No women-specific platforms to address VE issues related to women	Needs to promote women's participation at every level
5th Point: Strict action against the literature, newspapers and magazines promoting hatred, extremism, sectarianism and intolerance.	Role of women missing in reducing the hatred of literature and messages	Women can play an important role in creating awareness in the communities at the grass root level. Needs to highlight the importance of women's role in the prevention of hate material.
9th Point: Taking effective steps against religious persecution.	The role of faith based women leaders is missing	Engage women, and faith-based leaders, for countering violent extremism

Provincial Level Act for CVE

The Khyber Pakhtunkhwa Centre of Excellence on CVE

ACT NO. XVIII of 2021

General Observation about the Act:

The language of the act needs to be gender balanced

Clause	Identified Gap	Recommendation
4. Board of Governors	Only 10% of women's representation	Minimum of 33% of women represented in the Board of Governors
4. Board of Governors (3) & (4)	Gender Blind – Gender Biased	There should be equal opportunity for women and men for the position of Chairperson. It should be gender balanced
4. Board of Governors (3) & (4)	Gender Blind – Gender Biased	There should be equal opportunity for women and men for the position of Chairperson. It should be gender balanced
5. Meetings and Board of Governors (3) & (5) 6. Power and Functions of the BoG (b)	Limited women's participation in the decision-making process of the centre and strategic direction	Increase women's participation in Governing body and decision-making process at the centre as well as in the development of strategies and policies related to CVE in the province
6. Power and Functions of the BoG (k)	No specific committees for women	Women-specific committees and sub-committees should be formed to involve women in the identification of effective approaches for promoting women's role in CVE and also to identify synergies and areas of collaboration at different levels.
7. Power and Functions of the Centre (b) & (c)	Gender-biased (no specific inclusion of women in the development of strategies and programs/ interventions for CVE)	Increase and promote women's and women-led organizations' participation in the preparation of the strategies and policies for CVE. There is a need to seek their input in the designing of the CVE programs at the provincial level.

		<ul style="list-style-type: none"> Develop women-oriented/specific action plans for CVE, because without the inclusion of women specifically from civil society and community the CVE initiatives or programs are likely to overlook many drivers of VE.
7. Power and Functions of the Centre (g), (i), (j) and (l)	The role, responsibilities, and importance of women are ignored in capacity building and networking process	Capacity of the women should be built around: <ul style="list-style-type: none"> EWER Critical Thinking P/CVE P/CVE Steps Leadership <ul style="list-style-type: none"> Formation of women networks to counter violent extremism at a community level Include faith-based women leaders and female madaris in the capacity-building process to support P/CVE activities in the province.

The Punjab Civilian Victims of Terrorism (Relief and Rehabilitation) Act 2016

Clause	Identified Gap	Recommendation
6. Health care of Civilian Victims	Women-specific healthcare centres	Healthcare and trauma healing centres should be established to provide healthcare support to women victims.
7. Rehabilitation of Victim	Women-specific Rehab units	Separate Rehabilitation for women victims should be established.
16. Training	Female-trained professional group	A group of female professionals should be trained to cater to the women victims of the terrorism

The Balochistan Civilian Victims of Terrorism (Relief and Elief and Rehabilitation) Act 2014

Clause	Identified Gap	Recommendation
7. Health care of Civilian Victims	Women-specific healthcare centres	Healthcare and trauma healing centres should be established to provide healthcare support to women victims.
8. Rehabilitation of Victim	Women-specific Rehab units	Separate Rehabilitation for women victims should be established.
20. Training of staff	Female-trained professional group	A group of female professionals should be trained to cater to the women victims of the terrorism

The Sindh Protection of Human Rights Act 2011

General Observation about the Act:

The language of the act needs to be gender balanced

Clause	Identified Gap	Recommendation
2. Commission Governing Structure	No specific women representation is mentioned	33% women representation must be ensured in the commission

RECOMMENDATIONS AND LESSONS LEARNED

The following recommendations are directly and referentially linked to the desk review.

- **Funding for P/CVE:** The funds spent on programming to further the gender-responsive P/CVE initiatives are limited, and far beyond what is spent on counter-terrorism efforts. It also does not reach the 15 percent minimum set by the UN Secretary General's Seven Point Action Plan on Responsive Peace.
- **Women as target groups for CVE and PVE:** CVE and PVE programming needs to include women as specific target groups. The programming should address the underlying issues of women's status and agency in Pakistan.
- **CVE programs for women:** Interventions directly targeting women should include internet safety and radicalization awareness training programs enabling them to identify and intervene if a family member is on the path of radicalization.
- **Gender and security:** Since men and women relate differently to security, conflict, terrorism and counterterrorism, women bring complementary perspectives to the discussion which should not be overlooked. Women are frequently victims of both terrorist attacks and counter-terrorism measures, and as such, they can point out when preventive practices are counterproductive and cause a backlash in their communities. This type of information can be decisive to avoid creating or sustaining conditions conducive to terrorism.
- **Women as counter-terrorism professionals:** In order to facilitate gender mainstreaming in counterterrorism and counter-radicalization strategies, women's presence among counter-terrorism professionals including in the military should be increased. These structures need to strengthen their efforts to recruit and retain women, including in operational roles, and to ensure that obstacles to their career advancement are removed.
- **Enabling environment for women:** Providing women with a market of ideas from which they can formulate and choose the narratives they believe in will lead to an atmosphere where different opinions and critical views can be expressed and alternative narratives put forward without any fear, challenging terrorist and violent extremist ideologies from different angles.
- **Capacity development to facilitate women's participation:** Specific training could be designed and delivered to facilitate women's participation in the public sphere and increase their interaction with public authorities. Although such activities may lift a barrier to women's engagement, there also needs to be a change in authorities' perception of women and willingness to cooperate with them. Such change is essential so that women can play an assertive role as first responders to VE in their communities. Governments would therefore benefit from a better understanding of communities' concerns and may strive to address these concerns rather than merely respond to their own terrorism prevention objectives with surveillance.
- **Recognition of women's role in PVE:** The government of Pakistan should recognize the role of women in preventing VE. Its transparent engagement with women on broader community safety issues and violent extremism will benefit the government more in addressing this issue in a holistic manner.

- **Partnering with women and their organizations:** The government of Pakistan should engage in a partnership with women experts and women's organizations working on VE and P/CVE, putting forward the idea of cooperation towards common goals, striving to address the communities' primary concerns (e.g., violent extremism, intolerance, discrimination, interfaith crisis, sectarianism, etc.).
- **Education for women:** Support civil society initiatives to educate women on inclusive PVE measures, cultural and religious narratives, women leadership role in PVE to enable them to formulate different normative messages challenging extremist narratives with greater confidence.
- **Gender-sensitive programs:** Gender-sensitive rehabilitation programs for women should be established and supported. Public-private partnerships should be encouraged to guarantee adequate protection and support to women in a sustainable manner.
- **Regional networking and exchanges:** In the current scenario, future programming should facilitate regional networking and exchanges among women and women's organizations engaged in countering VE in South Asia.
- **Women's participation in decision-making:** For long-term peace and security, Pakistan's government should prioritize and invest in women's empowerment at the heart of Pakistan's P/CVE efforts, as well as providing chances for women to engage in the security-related decision-making process.
- The government should encourage a community-led approach to P/CVE inside both the state and among people, and citizens should address the structural issues that contribute to violent extremism. Rebuilding confidence between the state and CSOs, particularly NGOs operating in this field, is critical for this.
- Finally, women at many different levels are active in building social cohesion, carrying out interfaith/intra-faith dialogue, P/CVE, and imparting peace education. The government of Pakistan should develop and promote a Women's Peace and Security (WPS) framework so that the implementation of the WPS agenda is carried out in ways appropriate to the Pakistani context.

MODULE - 5





MODULE - 5

UNDERSTANDING GENDER AND WOMEN AND GIRLS ENGAGEMENT IN CVE

LEARNING OBJECTIVES

After completing this module, trainees will be able to:

-  Understand the concept of Gender and its importance in the context of preventing and countering violent extremism.
-  Understand the role of women and girls can play in the prevention of violent extremism

SESSION 1

UNDERSTANDING THE TERM GENDER AND SEX

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- The terms sex and gender and its difference.
- Social and cultural expectations from girls/women and boys/men, and differences which are based on sex or gender



45 Minutes



- White Board
- Board markers
- Power Point
- Slides
- Meta cards
- Flip chart
- Masking Tape



- Handout 09



EXERCISE 01



45 minutes

- Divide the participants into two groups. Label the groups as WOMEN and MEN. (The first group will be called "WOMEN" and the other "MEN").
- Give a task to the group to write traits, adjectives, roles or characteristics as per instructions earlier shared in the plenary.
- Tell the groups that the one who writes more words will win the contest. Paste the cards on Board under their respective headings (WOMEN and MEN).
- Write the words GENDER and SEX on additional TWO CARDS and place them in between already placed WOMEN and MEN cards.
- Ask the participants to go over the list on the board or flip chart and mark traits, adjectives, roles or characteristics which apply to both and leave out those that do not apply to both.
- Gender a debate on those that are left out and have a consensus to place them under SEX or GENDER cards.
- Ask the participants to identify the common traits between women and men
- After identifying the common traits, switch the labels.
- Generate a debate and highlight the biological difference and raise the following questions:



Discussion Questions

What traits, adjectives or characteristics are common to women and men?

What are the differences between women and men?

What conclusions can you derive from this exercise?

Provide examples to the participants such as:

Men	Women
Physically Strong	Physically Weak
Grow Beards	Do not Grow Beards
Breadwinners	Economically Dependent

Plenary

The facilitator in a plenary will ask the following process questions:

- Are there men, who are weak physically?
- Are there women who are breadwinners?
- Are there economically dependent men?
- Are there women who are decision-makers?

Information for trainer

- The facilitator will declare the winner of the group with the most number words written in ten minutes.
- Interchange the labels of women and men.
- The facilitator will process the whole activity and generate debate on traits; characteristics and features by explaining the concept of gender, and sex and emphasising that the difference between women and men lies in their biological characteristics. The facilitator can use the reference of handout 1.
- Recognize that while nothing can be done about the biological differences between women and men, much can be done to transform the gender-based disparity in their social relations
- It may be useful to ask a few participants to translate the terms “sex” and “gender” into local languages. The facilitator and participants can agree to use these translated definitions while generating debate on gender.



Note for trainer

The increasingly prominent role of women in VE leads to an alarming need to actively involve and target them to comprehensively transform/counter violent extremism in the country. However, this requires a deeper understanding of how women, across various socio-economic groups and demographics, perceive VE; the factors that increase their vulnerability to VE influence; the role women can potentially play in facilitating or resisting violent groups (if any) and; the ways in which they can influence VE and CVE narratives within their families and communities. A thorough understanding of this, coupled with insights on the inter-gender power dynamics at the community level is crucial for designing potent, and impactful future interventions on CVE.

There are two roles of women in VE, **women who support and propagate extremism; and the**

women working to prevent it. It challenges the gender stereotype that women are inherently good peacemakers and emphasizes the political agency of women as change agents who are driving the effort to prevent violent extremism (PVE) at different levels within Pakistan as teachers, media representatives, community leaders, political and religious leaders, and civil society activists. It argues that in the absence of a National Action Plan (NAP) on Women Peace and Security (WPS) agenda is nevertheless being implemented by some NGOs in Pakistan in three ways: through empowering women economically; transforming social attitudes and the behavior of individuals and communities away from extremism towards tolerance; and by ensuring that sustainable and lasting security is achieved through peaceful means. The government of Pakistan currently does not conceptualize the role of women in efforts to prevent and counter violent extremism (P/CVE), and it equally ignores the role of civil society. This is mostly due to the fact that P/CVE is seen as the purview of the military, which employs force to combat violent extremism. The decline in acts of terrorism was unimaginable without the use of military force but an inclusive and consistent approach is required for preventing and countering violent extremism effectively.

In Pakistan, the invisibility of women – as victims, survivors, leaders, and peace-makers – is the fundamental obstacle to ameliorating the predicament of women affected by violent extremism.²²

WOMEN ENGAGEMENT FOR CVE IN PAKISTAN

There can be no effective prevention of violent extremism and radicalization without the involvement of women as educators, influencers, and positive agents of change in their families, communities, and broader society.²³

We tried to approach the mothers, the mothers of extremists, the mothers of the radicalized and vulnerable youth. We engage them in a dialogue, we tried to help build their critical thinking because without engaging women/mothers it was difficult to approach the vulnerable youth. We convinced the mothers, giving them knowledge of the Quran, and then they talked to their sons and use the Quranic verses in the context and ask them to leave the path of extremism. The mothers don't stop there. Because they do the same sort of teaching, preaching, and convincing other mothers in the communities. With the help of these mothers, we have sort of developed a whole group of aware and vigilant mothers in the communities who act as early warners as well. With help of these mothers' groups, we avert 13 incidents of VE in different areas.²⁴ "Mossarat Qadeem – P/CVE Expert" – She is the co-founder of PAIMAN Alumni Trust, an organization working in Preventing/countering violent extremism in Pakistan which has received international recognition and applauds for its innovative model of neutralizing extremism tendencies through community mobilization, active citizenship and community empowerment for building social cohesion and has prevented thousands of youth and women for becoming extremist.

The discourses and discussions of the international arena have not included the role of women in tackling the problems of violent extremism.

Only recently have the Security Council, the Counter-Terrorism Committee (CTE), and the

²² FILE:///C:/USERS/DELL/DESKTOP/AF%20ASSIGNMENT/DESK%20REVIEW/QADEEM_ENGENDERING_EXTREMISM_WOMEN_PREVENTING_PUBLISHED.PDF

²³ FILE:///C:/USERS/DELL/DESKTOP/AF%20ASSIGNMENT/DESK%20REVIEW/QADEEM_ENGENDERING_EXTREMISM_WOMEN_PREVENTING_PUBLISHED.PDF

²⁴ [HTTPS://WWW.INCLUSIVESECURITY.ORG/2017/03/02/DERADICALIZING-EXTREMISTS-WITH-MOTHERS/](https://www.inclusivesecurity.org/2017/03/02/deradicalizing-extremists-with-mothers/)

Committee's Executive Directorate (CTED) acknowledged and given attention to the significant role played by women in preventing and assisting acts of terrorism and violent extremism. The WPS agenda was created long before the P/CVE agenda.²⁵

PAIMAN Alumni Trust, a national level organization working in Pakistan on PVE/CVE developed an integrated approach to empower women socially, economically and psychologically to work for preventing and countering violent extremism at multiple levels:

- Building their capacity in critical thinking, dialogue, community peacebuilding, early signs of extremism and also making them aware of their potential in influencing and guiding their children's lives, and in preventing them from engaging in extremist activities
- Providing them with livelihood skills, thereby raising their status and voice in their families and communities and reducing their vulnerability to violent extremism
- Building the capacity of school and Madrassa teachers, policewomen, women activists, political leaders of all faiths and women Parliamentarians to actively participate in the P/CVE, peace and security agendas of the country at multiple levels
- Advocated with Provincial Disaster Management Authorities and local administration for the inclusion of women in planning, implementation, and decision making in post-disaster and conflict situations as well in the local Peace Committees and with Home Department to include and train women police as first respondents in Police laying the foundation of WPS in the realm of P/CVE.

GENDER SENSITIVE APPROACH

Although it has been recognized how important it is to execute CVE/PVE programs with a gender-sensitive approach, including efforts that are women-focused, this is not always the case in practice. According to the 2017 UNESCO PVE Policy Guide, "Violent extremism is undeniably a gendered problem. Given the common differences between the experiences of men and women, all preventative initiatives should take a gender perspective into account when working with learners who are vulnerable. Addressing the gendered aspects of the factors that fuel violent extremism can be part of this. The advancement of gender parity and women's empowerment should go hand in hand."²⁷

At the intersection of the Women Peace and Security (WPS) Agenda, it is highlighted that Women's opinions on and support for violent extremist groups, as well as their role in deradicalization and prevention, should be acknowledged and constantly considered. Additionally, there is an urgent need for nations, international organizations, and development partners to provide enough funds to guarantee that gender is incorporated into national policies and programs related to P/CVE, including those that target women.²⁸

The existing material on gender-sensitive approach revealed that, without women's participation as educators, influencers, and agents of change in their families, communities, and the larger

²⁵ <https://www.un.org/sc/ctc/focus-areas/womens-role/>

²⁶ www.paimantrust.org

²⁷ International Alert/UNDP PVE Toolkit (2018), p. 51 regarding the importance of gender dynamics being embedded within vulnerability and resilience factors.

²⁸ https://www.youth4peace.info/system/files/2018-10/UNWOMEN_YPS.pdf

society, there can be no successful prevention of violent extremism and radicalization. There is a sizable body of research indicating that mothers are frequently able to spot the early indicators of radicalization in families, such as anger, anxiety, withdrawal, and making friends with a different crowd.²⁹

“Terrorism and VE are gendered phenomena because they are experienced differently by women and girls compared to men and boys, as victims, perpetrators, or those working to prevent or counter the threat”

It is also important to understand the multiple roles women play in preventing, countering, and supporting violent extremism, alongside their experiences as victims. To counter extremist tactics and avoid blind spots, it is imperative to integrate gender analysis into programs that seek to address the drivers of radicalization and develop gender-responsive and inclusive security and preventive policy frameworks. This includes promoting the participation of women to ensure that these programs are effective and sustainable and protect and promote women’s rights.

To make P/CVE policies more effective, it is essential that policymakers, practitioners and analysts connect their policies and analyses to the broader gender-responsive P/CVE and Women, Peace and Security (WPS) agenda, without hijacking that agenda. Neglecting the gendered nature of violent extremist movements hinders effective policy responses and has a tendency of casting women in stereotypical roles and restricting their actions to stereotypical roles as victims or the domestic level. An effective and progressive P/CVE policy needs to engage women (and men) at all levels of society – at the personal and family level; at the community level; at the national level; and at the international level. Only then will we be able to craft credible alternative narratives in which relationships between communities and people – men and women – are based on dignity and mutual respect, instead of intolerance and violence. In turn, the preventative policies will become a reality.

There is a real divide between the WPS community (the majority of whom are women activists) and the intelligence and security community (the majority of whom are men). These two communities do not mix, and often show disdain and distrust towards each other. For many academics and policymakers, security issues including terrorism and VE continue to be defined primarily in military terms and connected to the notion of the state.

Once women have the confidence, knowledge, and skills they can play a significant role in the prevention and countering of violent extremism at various levels.³⁰

29 <https://www.trtworld.com/opinion/the-mother-s-role-in-preventing-violent-extremism-15180>

30 engendering_extremism_women_preventing_violent_extremism

SESSION 2

DEVELOPING THE SELF FOR LEADERSHIP

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- Understand the role which women and girls can play for Prevention and Countering Violent Extremism



90 Minutes



- White Board
- Board markers
- Power Point
- Slides
- Meta cards
- Flip chart
- Masking Tape



- Handout 09

The facilitator briefly explains:

A leader

A leader influences and guides other people to accomplish/ achieve a goal using specific skills and attributes that facilitate leading others.

Leadership

As a process, leadership entails influencing others to achieve a given task or goal in a specific period. It involves one's capacity to influence, inspire, rally, direct, encourage, motivate, induce, move, mobilize, and activate others to pursue a common goal or purpose while maintaining commitment, momentum, confidence and courage (Myles Munroe, 1993).

The Importance of Women In Leadership

The facilitator continues and says: research studies revealed that women can be as competent as men in management, organizing, and strategizing and can be more competent in some areas, such as conflict handling. The reasons why women should have an equal share of leadership and decision-making is so that they:

- Actualize the principles of democracy and fairness
- Effectively systematically make use of the distinctive competence of women for the benefit of their community and the country
- Women should enjoy the same right as men in being considered for leadership positions

But women's ideas are often left unsaid or unheard, even when women are present during discussions and decision-making. In community settings, employee gatherings, or family encounters,

A leader

A leader influences and guides other people to accomplish/ achieve a goal using specific skills and attributes that facilitate leading others.

Leadership

As a process, leadership entails influencing others to achieve a given task or goal in a specific period. It involves one's capacity to influence, inspire, rally, direct, encourage, motivate, induce, move, mobilize, and activate others to pursue a common goal or purpose while maintaining commitment, momentum, confidence and courage (Myles Munroe, 1993).

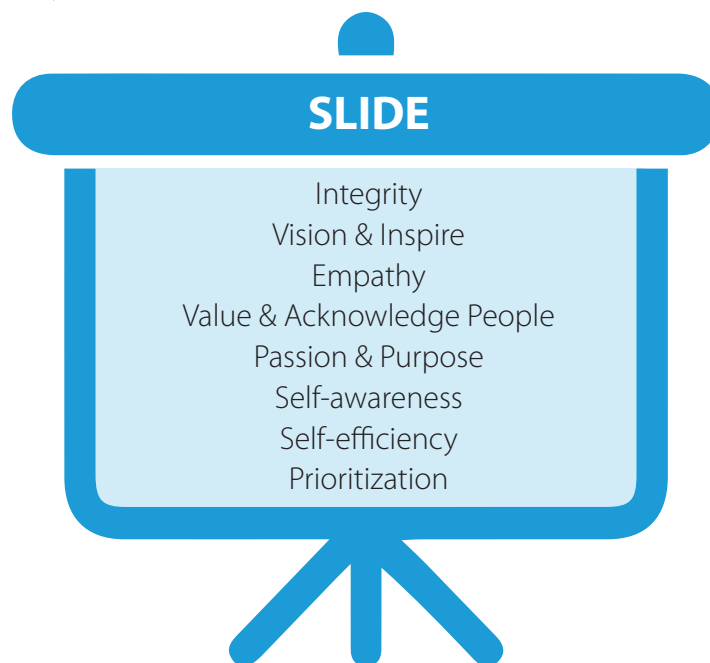


EXERCISE 01



90 Minutes

- Ask participants what traits or characteristics they want to see in their leaders...
- The facilitator then holds a brief discussion and rounded it up by displaying the slides with important leadership skills and attributes, and then moves on to the next part of the activity



- Role every woman A woman leader must fill. The facilitator shows the already prepared Meta cards with the following words and asks which word or words they think to befit them...

Coach, Facilitator, Strategist, Visionary, Change Agent, Effective Decision-maker, Influencer, Team player, Delegator, and Listener.

The facilitator asks participants what role and responsibility they see for their leader

INFORMATION FOR TRAINER

- The facilitator elucidates the following:
- Decision-making is a critical responsibility of a leader, especially in the face of problems or challenges. Nonetheless, to systematize the process of problem-solving and decision, some steps are:
 1. identifying the problem;
 2. generating possible courses of action;
 3. evaluating the identified courses of action;
 4. selecting the best action;
 5. implementing the decision; and
 6. evaluating the decision



SESSION 3

WOMEN BUILDING SOCIAL COHESION

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- Understand the role of women in building social cohesion



120 Minutes



- White Board
- Board markers
- Presentation
- Roleplay
- Meta cards
- Flip chart
- Maskin Taps



Not Applicable



EXERCISE 01



120 MINUTES

- The facilitator writes the word social cohesion on a board and asks participants to give one word for social cohesion.

After their responses the facilitator explains:

- Social cohesion can be described as the “glue” that bonds society together, essential for achieving peace, democracy and development. This “glue” is made up of four key components: **1) Social Relationships, 2) Connectedness, 3) Orientation towards the common good and 4) Equality.**
- These components require good governance and respect for human rights. In countries where social cohesion is weak, conflicts are usually more frequent, more profound, more violent, and more destructive. However, just because a society is socially cohesive, it does not mean it won't have conflict. Conflict will still occur in these societies but it is more likely to be effectively managed. A society that is more inclusive, equal and united will more readily employ conflict management mechanisms to protect these values and is therefore more resistant to division.
- Social cohesion is not simply an ideal, but rather an attainable objective requiring the active and constant commitment of all levels of society which supports the process of building a peaceful society and nation.

Social Relationships

- Level of social and political participation
- Levels of trust in others and in government institutions
- Levels of acceptance of diversity (tolerance of other groups)

Connectedness

- Feeling of belonging to a place
- Feeling of belonging to a group (gender, ethnic, religious, linguistic,
- Shared identity across places and groups (shared values, shared ways of life, beliefs.

Orientation towards the Common Good

- Acting in the best interests of our society
- Feeling solidarity
- Cooperating with and supporting our fellow citizens
- Respecting the rules of communal

Equality

- How well resources and opportunities are distributed (jobs, wealth, social services, justice)
- How included minority groups and individuals feel (ethnic, religious, handicapped, transgender, women) in the overall society.

**EXERCISE 01****30 MINUTES**

Early warning systems are linked to response instruments. Early response refers to “any initiative that occurs as soon as the threat of potential violent conflict is identified and that aims to manage, resolve, or prevent that violent conflict,” by using preventive instruments and mechanisms

Early Warning Indicators in Individuals:

- Aggressive
- Sad
- Leave friends
- Makes new friends
- Emotional outburst
- Physical appearance transformed

Early Warning Indicators in the Community:

- Appearance of new faces
- Hate speech
- Extremist Propaganda
- Violence
- Intolerance level enhanced
- Women mobilization restricted
- Shops closed

Early response is at the community level. The community deals it with itself, becomes vigilant and prevents the individual to become extremists and prevent incidents of violent extremism.

Ask Participants whether they noticed such indicators at the family or community level. After soliciting their responses:

ROLEPLAY

- Select 5 volunteers from among the participants.
- Each one of them will go over the role-play and understand their dialogues for 10 minutes.
- They will act out their role-play. After the role-play, the trainer will ask questions.

**Discussion Questions**

- What indicators of violent extremism do you find in the role-play?
- What steps did the mother take to prevent her son from becoming a part of the extremist group?

Aliya was sitting and doing her homework. Her brother aamir enters the house. He is wearing a cap and there is a scarf on his shoulders. He is in a foul mood and looks at Samina angrily. He walked up to her, snatched the books from her hand, throws them on the ground, and says, 'Why do you need to study? From tomorrow you will not go to school. Your place is the house. You will stay home and learn the house chores. The house is the right place.

Aliya gets scared and withdraws into a corner. At the same time, the mother enters the house. She is wearing a Burqa and is carrying a basket full of groceries.

She takes off her burqa, hands over the grocery to her daughter, and sits down on the Charpoy. She picks up the Pankha (A hand fan), starts fanning herself, and says, "I am so tired today".

Aamir looks at his mother with disdain and says, "Where have you been wandering, you are always roaming around, don't you have anything better to do? You should stay home, women should not go out. If you want anything from outside send Fahim (younger brother) or tell me.

In the meanwhile, Aliya put on the TV and started watching a show. Aamir scolded her for doing so and put the TV off and said, 'Watching TV is a sin. TV is a devil and leads people astray from their faiths. No one will watch TV anymore in this house."

The mother tried to change the subject and said, "Why did you come home late last night, where were you? You stay out the whole day and now you have started coming home late too."

This angered aamir and he picks up an object, throws it on the ground, and shouted at his mother, "Who are you to question me? Suddenly the phone rings and aamir takes out an expensive mobile from his pocket and started talking to someone.

The mother asks him, "Where did you get such an expensive phone from I have been noticing lately that you have a lot of money. I just give you 30 rupees per day. Who were you talking to on the phone? Whom are you socializing with these days?

aamir replied rudely, "It's none of your business". I will do what I want to and I am not answerable to you."

The mother is worried about this behaviour and feels that there is something wrong because her son was never so rude. His attitude and behaviour had changed.

The mother, Naseem had attended training and as such could see early warning signs of extremism.

She decided to be more vigilant and started to pursue her son's whereabouts. She met with his friends and asked them if he was spending time with them. Aamir's friends replied that he did not spend much time with them he had made friends with the newcomers in the community. This was very alarming and she decided to talk to him.

When aamir came home that night, naseem talked to him and reasoned with him. She told him that there is no place for extremism or extremist behaviour in Islam. Jihad is the task of the state. If you want to do jihad, do it with the pen, with your inner self, and do jihad to spread the message of brotherhood.

Paris continued to talk to her son for several days and was eventually successful in bringing back her son to normal life. Her son has cut off all ties with his newly found friends and does not misbehave with his mother or his sister.

Paris is today one of the communities members and she talks to women in her community from time to time about signs of early warning so that other mothers can also prevent their sons from joining extremist groups and outfits.

INFORMATION FOR TRAINER



- Women can play an important role in preventing violent extremism as mothers, teachers, police, activists, media representatives and policymakers. The trainers should give some examples from, School Madrassa Teachers trained in Inclusive peace to impart it to students in school and madrassas, and trained policewomen as first respondents in case of an incident of VE. Grass root activist work collectively to avert incidents of violent extremism by informing the relevant authorities etc.
- Police and community work to-gather then it is an excellent response to PVE at the individual ad community level.



EXERCISE 03



60 MINUTES

What is Mediation?

The Trainer will

- Ask the participants how they understand the word mediation.
- Write all the answers on the flip chart and link them with the definition of mediation

Mediation

Sometimes people want to resolve a conflict on their own but have trouble so they ask someone, who is not involved in the conflict, to help. The person called to help is called a mediator. The role of the mediator is not to decide who is right or wrong but to help the people who are involved in the conflict come to a decision themselves.

Characteristic of Mediator

The trainer will:

- Draw a circle on a flip chart and ask for Mediator characteristics.
- Write all the answers on an already drawn circle.

Explain characteristics in detail with the help of all answers

A mediator

- Is neutral (does not take sides)
- Treats both sides with respect.
- Is focused on process, not substance
- (Helps others solve their conflict, does not solve it himself)

Steps of Mediation

The trainer will:

- Divide the participants into four groups
- Hang four charts on the wall with the heading “steps of mediation”
- Handover already prepared meta cards to the participants,
- Further, guide them to give it a proper sequence on a ladder.
- Then after this whole process, the participants will place the meta card in the proper sequence and the trainer will explain if there is any wrong display of meta cards on the ladder.

Steps of Mediation

- Setting the stage
- Getting the story
- Defining issues and interests
- Creating options
- Shaping a settlement
- Implementation

ROLE PLAY

Trainer will

- Select the six characters from the participants
- Nominate the members of the community i.e.: Shia, Sunni, Police, Molvi, Talib and Wadera in each group (each group has above mentioned six community segments)
- Select the two mediators
- The trainer will ask the Mediator to find out the way to resolve the conflicts within these community segments and present it.
- The group will play a role to show what steps a mediator should have to follow while mediating a process.

MODULE - 6





MODULE - 6

UNDERSTANDING YOUTH ENGAGEMENT IN P/CVE

LEARNING OBJECTIVES

After completing this module, trainees will be able to:

-  Understand the benefits of engaging youth in countering violent extremism programming
-  Identify the various levels of youth participation in a given project as well as potential actions to increase their engagement in P/CVE activities

SESSION 1

UNDERSTANDING THE IMPORTANCE OF YOUTH'S ROLE IN P/CVE

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- Understand the importance of the youth's role in P/CVE



90 Minutes



- White Board
- Board markers
- Presentation
- Meta cards
- Flip chart
- Masking Tape



Not Applicable



EXERCISE 01



15 minutes

- Open a discussion with participants by asking the question, who are youth?
- Solicit answers from the participants and write them on a flip chart.
- Establish a unanimously acceptable age bracket of youth.
- Tell them that according to United Nations—without prejudice to any other definitions made by Member States—'youth' are persons between the ages of 14 and 24 years. However, normally you can expand beyond the age of 24 and go up to 35-40. An age when people have the energy and enthusiasm to act to grow personally as well as to have the will to bring about a change in societal norms.



EXERCISE 02



30 minutes

- Divide participants into groups of 4 or 5.
- Display 8 to 10 images of violent extremism, suicide bombers, people killed in incidents of violent extremism etc.
- Display a slide with questions and ask the participants to respond to the questions.
 - Normally what age group are the suicide bombers?
 - Referring to the pictures and from personal experience or observation state who (age group) engages in violent activities the most?
 - Why do you think that in violent activities, the highest level of engagement is of youth?
 - Whom do you think extremist leaders tend to primarily engage youth when they initiate a violent movement?

- Why?
- Why is it easier to radicalize and recruit youth?
- Do you know anyone around you who might be referred to as a radical?
- Name a few renowned youth revolutionary leaders. (Could be political. Religious or ideological)
- It is easy to radicalize and recruit older and mature people for violent extremism?
Why
- Give the participants 15 minutes for this activity
- Ask each group to present their responses.
 - Discuss with participants the emotional aspect and vulnerability of the youth caused by their circumstances. (Refer back to the previous module and discuss poverty, lack of opportunities, no education, no skill etc.)
 - Tell them that young people are targeted both by recruitment and radicalization to violent extremist organizations and in terrorist attacks. They recognize the prevention of violent extremism as a priority and many have already acted to reduce the impact of violent extremism, promote tolerance and value pluralism, and build resilience in their local communities and societies.

SESSION 2

WHY IS IT IMPORTANT TO ENGAGE YOUTH IN P/CVE?

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- Understand the importance of youth engagement in P/CVE process/programs.



45 Minutes



- White Board
- Board markers
- Power Point
- Slides
- Meta cards
- Flip chart
- Masking Tape



Handouts 10



EXERCISE 01



15 MINUTES

- Ask participants, 'When you were young (perhaps 18-21 years old), what was a time when you truly felt valued, listened to, or mattered to someone?'
- Give an example by sharing a personal experience. After giving participants a minute to think, ask them to share their experiences in an open discussion.
- Explain that these experiences were important because they made us feel valued and significant. Explain that violent extremist groups can sometimes capitalize on these experiences and offer opportunities to youth which give them a sense of being important and value
- According to Kofi Annan, "Young people should be at the forefront of global change and innovation."
- He believed that young people, when empowered, can be key agents for development and peace. He warned that if they are left on society's margins, all of us will be impoverished. Young people are the game-changers and the agents of peace, the partners of today and leaders of tomorrow.



EXERCISE 02



30 MINUTES

- Ask participants to work in pairs and write down 3 -4 points about why youth should be engaged in P/CVE and peacebuilding activities.
- Give the participants 10 minutes for this activity.
- Ask the participants to share their views.
- Write the responses on a flip chart.
- Share other ideas too which have not been voiced.



HANDOUT 10

Why is it important to engage youth in P/CVE?

Some reasons could be:

- 1 in 4 young people live in settings affected by armed conflict or organized violence.
- The overwhelming majority of those who join violent extremist groups are youth. While this only represents a small proportion of young people across the country, it fuels the stereotype of young people as a threat to security.
- When young people are perceived as valuable resources that can inform many of the decisions that impact them, an improvement in the quality of the decisions that are made can be seen.
- The generation of new digital citizens is aged 18-29.
- Young people can be powerful agents for peace online and provide alternative narratives to the dividing content propagated by violent extremists on social media.

SESSION 3

HOW CAN YOUTH BE ENGAGED IN P/CVE?

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- Identify the steps for youth involvement in P/CVE



30 Minutes



- White Board
- Board markers
- Power Point
- Slides
- Meta cards
- Flip chart
- Masking Tape



Not Applicable



EXERCISE 01



30 MINUTES

- Brainstorm with participants as to how youth can be engaged in P/CVE activities.
- Write down their responses on a flip chart.
- Explain that youth constitutes a very powerful component of society and can be very effective in responding to violent extremism.
- Share 1 or 2 examples of youth agents of peace and how they helped in building social cohesion in their communities.

The positioning of youth in society has a bearing on their leadership potential and their possible role in peacebuilding. Without recognizing youths as political actors, their trajectories in peacebuilding would likely be ignored, wasted and at best, under-utilized. However, to engage youth in countering violent extremism it is first important to prepare them for their roles.

Some methods for preparing the youth are:

- Training Youth Community Leaders in Conflict Prevention.
- Encouraging the formation of Youth-led Organizations
- Youth Civic Engagement
- Employability, Entrepreneurship & Life Skills Program
- Focus on Mental Health

INFORMATION FOR TRAINER

Training Youth Community Leaders in Conflict Prevention

Enhancing youth's conflict mitigation skills as well as pride for their community and culture is a good way of increasing social cohesion and addressing issues of community conflict and well-being.



Encouraging the formation of Youth-led Organizations

Providing technical support and capacity building to youth-led organizations creates authentic young leaders that are prepared to encourage peacebuilding, counteract conflict and advocate for youth-oriented projects. In Pakistan, some such organizations are the Pakistan Youth Alliance, Youth Parliament of Pakistan, JDC Welfare Organization, National Youth Organization, Boys Scouts of Pakistan, Pakistan Youth Organization, Youth Association for Development etc.

Youth Civic Engagement

Creating opportunities for youth to develop a sense of purpose and meaning through civic engagement increases their sense of self-efficacy, which leads to resilience.

The question arises, why Is Youth Civic Engagement Important?

Our communities and our democracy become more just and equitable when all people—individually and collectively—get involved and take action. One reason to focus on youth civic engagement is that such participation is a habit like any other: starting early can form a habit of civic engagement that will last a lifetime. When all young people develop healthy civic habits, skills and commitment, our democracy will prosper. We believe this will happen when more and more diverse young people have access to opportunities that build their skills and knowledge, and that empowers them to effect change, decision-making becomes more representative and communities benefit.

Civic participation is important because it teaches us how to live and work together, appreciating different opinions, values and beliefs in a tolerant manner. Civic engagement activities could be either political or apolitical.

- Examples of civic engagement could be
- Community service
- membership in community associations
- voting
- Volunteering for social work.
- census participation
- becoming educated about your country
- being informed about local and national news
- joining or supporting a political party
- taking part in a public demonstration
- movement building

Employability, Entrepreneurship & Life Skills Program

Structured programs that teach vocational and soft skills to ensure that youth have the self-awareness and aptitudes to seek meaningful employment, in combination with job placement, are critical elements for PVE/CVE programming. Many youths who are uneducated and unskilled lack a purpose in life. These youth are easy targets for radicalization and recruitment. However, if they are taught a skill and can be employed, it helps in reducing their chance of being radicalized.

Focus on Mental Health

Supporting at-risk youth to be conscious of their biases and decision-making processes, as well as to learn impulse control through cognitive behavioural therapy, is a very helpful technique to decrease impulsivity and decision-making difficulties among troubled youth.

SESSION 4

LEVELS OF YOUTH PARTICIPATION

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- Identify the level for youth participation



45 Minutes



- White Board
- Board markers
- Power Point
- Slides
- Meta cards
- Flip chart
- Masking Tape



Not Applicable



EXERCISE 01



45 MINUTES

- Engage participants in a brainstorming session.
- Write 'How can youth be engaged for CVE?' on a flip chart.
- Solicit answers from participants.
- Write their answers below the question.
- Discuss that youth can be engaged at different levels i.e.
 - ✓ Policy Level
 - ✓ Practitioner level
 - ✓ Grass-root level

Divide participants into 6 groups of 4 participants.

Ask 2 groups to discuss and write down

- ✓ Policy level engagement of youth.
- ✓ Practitioner-level engagement of youth.
- ✓ Grassroots level engagement of youth.
- Ask each group to share their category's potential engagement.
- Supplement with more examples and close the topic with why youth engagement and participation are necessary.

INFORMATION FOR TRAINER

Policy level - To overcome the multifarious challenges that the country is faced with, an educated, well-informed and politically aware youth can prove to be a national treasure. Young people in the country need to be educated about their role in establishing accountability and a transparent governance system and be engaged in policy and law formulation so that the youth's being prioritized and their energies and talents channelled in a way that is productive, sustainable and all-inclusive, leading to social cohesion, economic prosperity as well as incubating peaceful



communities. Similarly, when policy and action plans for countering violent extremism are developed, it can be very helpful to include youth and allow them to contribute their perspective and solutions which are non-violent and result in socially cohesive communities.

Practitioner level - They can initiate activities which bring diverse communities together. Youth can act as agents of peace by resolving community conflicts, organizing friendly sports events, by educating peers on the necessity of valuing diversity and being tolerant towards others' beliefs, views, ideas, faiths, ideologies etc. Youth could act as mediators, community mobilisers, humanitarian workers and peace brokers. They can build alliances and expand their network. Above all, they can use technology to mitigate the effects of extremism. They can constructively participate in politics as well as engage in the cultural dialogue process.

Grassroots level - At the grassroots level, they can engage in social work and work for the betterment of their community. At this level, the youth can be very instrumental in preventing any such circumstances which can mature to result in violent extremism in communities.

SESSION 5

BARRIERS THAT MIGHT HINDER YOUTH ENGAGEMENT IN CVE

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- Identify the barriers that might hinder in their engagement in P/CVE



15 Minutes



- White Board
- Board markers
- Power Point
- Slides
- Meta cards
- Flip chart
- Masking Tape



Not Applicable



EXERCISE 01



15 MINUTES

- Divide participants into groups of 4 – 5.
- Ask them to discuss potential barriers for youth to participate in CVE actively.
- Give them 10 minutes for discussion.
- Ask each group to present what they came up with.
- Discuss that unemployment, secularism or having a different religious expression than older generations, or political apathy are the main barriers that youth faces while trying to engage in efforts to counter violent extremism.
- Lead a brief discussion on local customs and traditions that might shape youth engagement, and perceptions of youth, and create barriers to participation on an equal level with adults and community leaders.

Some barriers could be;

- Community readiness for new approaches
- Age and experience
- Intangible results
- Gender
- Government involvement
- Spoilers
- Diversity
- Lack of resources
- Security, coverage, and effectiveness

How Government can Engage Local Community for CVE activities: Experience from the Past

A group of seven youths trained under the 'Youth Engagement' intervention, identified the need for manhole covers in there are of Chakra Goth, Karachi. The initial attempts to approach Union Council's office and the Water and Sewerage Board could not bear fruits. The group started their networking efforts with UC Chairperson and WSB with the support of two members of national and provincial assemblies. The efforts were successful, and WSB finally provided 16 manhole covers. The success of the effort should not measure the terms of output (16 manholes). The lesson of the story is that constant networking efforts and support from the parliamentarian can be used for service deli the very at the cal level. The same group continued in their efforts in the areas and was d finally successfully able to establish an Aagahi (awareness) centre inside the UC office. This Aagahi centre is since then being used for community meetings and discussions. The positive collaboration between the local government and the community and the environment of trust this generates pushes back against the ability of VE groups to infiltrate and exploit isolated communities towards their cause.

Best Practices of Engagement with the Community

Partnerships with local faith-based organizations including religious leaders will draw madrassas students into the implementation the of Local Action Plan for CVE activities.

Existing peacebuilding structures: religious leaders engaged

There are 30 faith leaders from diverse religious and sectarian backgrounds who have been trained under the project on CVE who now act as a bulwark against VE and help mobilize communities on promoting interfaith dialogue and harmony and to establish sustained intercommunal contact and demonstrate inter-communal harmony to the public at large. These members work with community peace leaders and conduct different activities in their areas. These have organized Social Action Projects (SAPs) in the targeted areas, where they conveyed messages of inter-communal peace and harmony to a wider audience through the implementation of peace initiatives to raise awareness in the communities about prevailing state laws regarding hate speech, extremism, and sectarian violence as well as to warn them to guard against being part of any extremist element.

MODULE - 7



MODULE - 7

EDUCATION ROLE IN PREVENTING AND COUNTERING VIOLENT EXTREMISM

LEARNING OBJECTIVES

After completing this module, trainees will be able to:

-  identify how education can help to tackle the drivers of violent extremism and build resilience to its appeal

SESSION 1

ROLE OF EDUCATION IN P/CVE

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- Understand the role of education in P/CVE



30 Minutes



- White Board
- Board Markers
- Power Point
- Slide
- Meta Card
- Flip Chart
- Masking Tape



Not Applicable



EXERCISE 01



30 minutes

The most powerful tool that has been accepted as a means of promoting peace is education.

- Brainstorm with participants.
- Write the question (How does education help in developing a person?) on a flip chart.
- Ask participants to respond and write their answers below the question.
- Discuss how education develops the faculties of humans.
- Show the participants a slide with the following points and explain how they help shape the way a person perceives the world and builds relationships

SLIDE

1. Education Boosts Confidence & Hope
2. Education Promotes Independent Thinking
3. Education Inspires Problem-Solving Skills
4. Education Builds Communication Skills
5. Education Opens Doors
6. Education Reduces Poverty
7. Education Increases Political Involvement
8. Education Reduces Support of Terrorism & Militancy
9. Education Builds Empathy & Tolerance
10. Education Cultivates Respect

INFORMATION FOR TRAINER



Explain to participants that Education cannot prevent an individual from committing a violent act in the name of a violent extremist ideology but the provision of relevant education of good quality can help create the conditions that make it difficult for violent extremist ideologies and acts to proliferate. More specifically, education policies can ensure that places of learning do not become a breeding ground for violent extremism. They can also ensure that educational contents and teaching/learning approaches develop learners' resilience to violent extremism. The role of education is, therefore, not to intercept violent extremists or identify individuals who may potentially become violent extremists, but to create the conditions that build the defences, within learners, against violent extremism and strengthen their commitment to non-violence and peace.

Education alone can have only a limited impact on the prevention of violent extremism if it reinforces exclusionary world views and tolerates violence in any form. For effective impact, education policies and practices must, directly and indirectly, address the specific drivers of violent extremism.

While education is central to peace-building it is important to note that it has two facets. There is evidence to the view that when equitably available, of good quality, relevant and conflict-sensitive, education can help promote peace and provide safe environments. On the other hand, when its delivery is characterized by exclusion and inequity, it can exacerbate conflict. It is for this reason that deliberate effort needs to be made to put in place the necessary policies and strategies to maximize the positive effects of education on peace.

- Divide participants into groups of 4-5.
- Ask them to discuss in their groups 'What actions in education should be taken to build resilience to VE?'
- Give the participants 10 minutes to respond to this question.
- Ask participants to share their answers.
- Write them on a flip chart and during the discussion if more actions come up, add them to the list.
- Explain how these actions can build resilience to VE. Also discuss different activities that can be introduced in educational institutions to build tolerant behaviours, acceptance and accommodation of others and value diversity.

However, there are some challenges and risks in implementing countering violent extremism projects or policies in formal and informal educational spaces.

- Ask participants what could be the risks and challenges.
- Explain that some of these risks and challenges could be
 - Lack of capacity in the ministries of education to translate the policies and commitments into actions and form desirable partnerships at the national and school level.
 - Inadequate investment in education to match the demands of the 21st century.
 - Teachers' lack of capacity to deliver education using transformative pedagogy.
 - Inadequate, poorly paid and unmotivated teaching force.

SESSION 2

ROLE OF EDUCATION IN P/CVE

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- Highlight the action that are required to build resilience to VE



30 Minutes



- White Board
- Board Markers
- Power Point
- Slide
- Meta Card
- Flip Chart
- Masking Tape



- Handout 12



EXERCISE 01



30 minutes

The trainer will

- Divide participants into groups of 4-5.
- Ask them to discuss in their groups 'What actions in education should be taken to build resilience to VE?'
- Give the participants 10 minutes to respond to this question.
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HANDOUT 11

Policies for inclusion and diversity – One of the pull factors of violent extremism is the sense of belonging felt by those joining a violent extremist group. For these individuals, membership is perceived as a means to overcome feelings of exclusion or injustice. With this understanding, education systems need to implement and enforce inclusive educational policies that allow all girls and boys to feel safe, empowered and confident that they are equal members of the learning community. Hence one of the key interventions in promoting peace through education is the development of conflict-sensitive education policies and plans. This entails conducting conflict analysis on education systems, structures and delivery to identify the drivers of conflict and violence, and the dynamics therein leading to the development of concrete and realistic interventions that leverage the capacity for peace through education.

There should be a paradigm shift towards programs that encourage the maximum realization of an individual's potential and optimal development of human capital.

Safe and supportive school environments – Educational Institutes should be

- Schools as places of socialization
- Schools should have zero tolerance to violence policy
- There should be a supportive environment for students who are vulnerable because they are at risk of being discriminated against or marginalized.

Stakeholder cooperation - Effective work towards the prevention of violent extremism is rarely possible without mutual understanding, cooperation and trust between education institutions and the different sectors of the community that play an educational role. The stakeholders in this respect could be

- Families
- Young people
- Religious leaders
- Community influential
- Teachers
- Law enforcement (Police)
- Digital media
- Former violent extremists in communities

Inclusive Curriculum

- Introduction of dedicated content through stand-alone subjects (focusing for example on well-being, school life, world religions, global citizenship, etc.)
- Cross-curricular approaches promoting interdisciplinary studies and project-based learning
- Mainstreaming content and topics throughout the curriculum, notably in key carrier subjects such as history, civics and citizenship education; philosophy; social studies

Teacher Training

The success of prevention efforts hinges upon teachers' capacity to understand and manage their

own biases. This can be done through targeted and adapted capacity-building activities, including peer-to-peer exchanges, with school staff and educators operating out of the formal education system. Some activities could be;

- Pre- and in-service training on violent extremism, its causes, drivers and manifestations; pedagogical approaches to prevention; teachers' role in prevention
- Psychosocial support for teachers impacted by violent extremism

Interventions in Educational Institutions

School-based approaches are particularly effective to reach out to learners and provide holistic responses to concerns of rising violent extremism. Schools, as microcosms of society, can provide opportunities for students to apply critical thinking and civic education lessons in real-life settings.

Some activities could be:

School assemblies addressing the issue of violent extremism; open discussions on contentious issues

- Development of anti-bullying policies and codes of conduct through participatory processes involving students, teachers, school personnel and families
- Student welfare and well-being services (including guidance and counselling services)
- Youth-driven projects that support intercultural dialogue and inclusive school climates
- Invitation of guest speakers to discuss issues with students and parents: law enforcement officers, former violent extremists, media/internet professionals, etc.
- Arts and sports education programmes.

Some activities youth can engage in informally are:

- They can join hands with community leaders from all religious and non-religious groups, and all concerned stakeholders (social and health workers, law enforcement agents, business communities, etc.) and hold coordination meetings at the municipal level
- Be part of education campaigns, cultural events and public information events to discourage hate speech and violent extremism.

MODULE - 8





MODULE - 8

ROLE OF MEDIA IN P/VCE

LEARNING OBJECTIVES

After completing this module, trainees will be able to:

-  Understand how narrative is built, and change perceptions of individual
-  Role of social media and traditional media in spreading the narratives

SESSION 1

WHAT ARE NARRATIVES AND HOW THEY ARE RELEVANT TO VE

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- Understand the concept of narrative



90 Minutes



- White Board
- Board Markers
- Power Point
- Slide
- Meta Card
- Flip Chart
- Masking Tape



Not Applicable



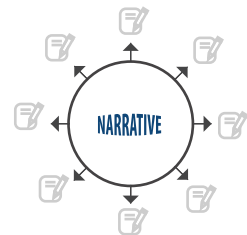
EXERCISE 01



15 minutes

The trainer will

- Draw a circle on the flip chart
- Brainstorm with the participants and write their answers around the circle
- Tell the participants what narrative means



EXERCISE 02



30 minutes

The trainer will

- Divide the participants into groups of 2
- Assign a topic to each group from the following topics
- When you reflect on your own life, how have your political, religious, or ethical views changed? Why did they change?
- How do violent extremists use narratives?
- Give 15 minutes to participants to discuss and write their ideas on a flip chart to present.
- Invite one participant from each group to present their ideas
- Highlight answers about how violent extremists use narratives to further their own goals as well as answers about how to counter them.

INFORMATION FOR TRAINER

Explain to participants that extremist narratives that use violence are polarising and threaten social cohesion. They use victimhood to win people over, reframe the problems their potential supporters face by giving them a purpose, and place blame for those problems. By dehumanizing their opponents and defending violence against them, they make recruitment appeals and violent acts. In addition to intimidating opponents, denying their crimes, and promising rewards for participation, violent extremist narratives.



**EXERCISE 01****45 minutes**

The trainer will

- Distribute meta cards to the participants
- Ask participants to list examples of how traditional and social media can
- lead to divisions and “negative” narratives that may increase the risk of radicalization
- promote social cohesion and reduce divisions

SOME EXAMPLES ARE GIVEN**PROMOTING “NEGATIVE” NARRATIVES**

- Broadcasting violent extremist propaganda without challenging their claims of fact
- Emphasizing problems, conflicts, and divisions without also covering solutions or examples of cooperation
- Providing platforms where “fake news” or conspiracy theories that are meant to cause misinformation and division can spread

PROMOTING POSITIVE NARRATIVES

- Highlighting stories of people working together to resolve problems or protecting one another
- Challenging the validity of violent extremist statements

MODULE - 9





MODULE - 9

LEVERAGING NEW MEDIA AND TECHNOLOGY IN P/VCE

LEARNING OBJECTIVES

After completing this module, trainees will be able to:

-  Understand how VE groups use technology to promote their narrative
-  Learn how to engage people through social media and technology

SESSION 1

HOW VE GROUPS USE ONLINE APPLICATIONS TO PROMOTE THEIR NARRATIVES

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- Know the importance of media and technology in VE



45 Minutes



- White Board
- Board Markers
- Power Point
- Slide
- Meta Card
- Flip Chart
- Masking Tape



Not Applicable



EXERCISE 01



15 minutes

The trainer will

- Distribute meta cards to the participants
- Divide them into groups (two persons/group)
- Give them ten minutes and ask them to discuss with their group member "how technology powerfully helps you to connect with someone or something."
- Each group will present their discussions
- Write down the important aspect on the chart paper
- Try to use these aspects throughout the session



EXERCISE 02



30 minutes

The trainer will ask a question of the participants:

How have violent extremist groups utilized technology in Pakistan?

- Ask them to write their answers on the meta cards
- Each participant will share his/her experience/views

INFORMATION FOR TRAINER

The use of websites and social media platforms to disseminate propaganda, foster animosity between groups, terrorise their target communities, and garner support and recruits are some possible responses.



Explain how violent extremist groups' actions can occasionally trigger a "policy panic," in which governments and other institutions take drastic measures that can make the situation worse, such as severely restricting or criminalising particular tools. Explain that this module will focus on how practitioners can use these tools to prevent and counter violent extremism, even though it is necessary to remove violent extremist content from online spaces and stop violent extremists from using them.

**EXERCISE 03****10 minutes**

The trainer will:

- Show the documentary “FITNA” to the participants
- Explain how VE groups use online tools to promote radicalization and their narratives

SESSION 2

HOW MEDIA AND TECHNOLOGY CAN BE USED TO CVE

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- Understand the role of media in CVE



30 Minutes



- Video Clip
- Power Point
- Slide
- Meta Card
- Flip Chart
- Masking Tape



Not Applicable



EXERCISE 01



30 minutes

The trainer will

- Divide the participants into groups of 2
- Assign a topic to each group from the following topics
- How you can use electronic media for CVE?
- How you can use social media for CVE?
- Give 15 minutes to participants to discuss and write their ideas on a flip chart to present.
- Invite one participant from each group to present their ideas
- Highlight answers about how media and technology can be used to counter violent extremism in Pakistan.

MODULE - 10



MODULE - 10

ACTION PLANNING

LEARNING OBJECTIVES

After completing this module, trainees will be able to:



Develop the action plans for advocacy on Acts and Laws related to CVE

SESSION 1

ACTION PLAN DEVELOPMENT

KEY TAKEAWAY

AT THE END OF THIS SESSION, THE PARTICIPANTS WILL BE ABLE TO:

- Develop their action plans against recommendation of CVE related Acts/laws



30 Minutes



- Video Clip
- Power Point
- Slide
- Meta Card
- Flip Chart
- Masking Tape



Not Applicable

Governments can develop a Local Action Plan (LAP) in their provincial districts to Counter Violent Extremism. Any such plan should be developed with the active participation of local CSOs, Local Government Offices, Women Leaders, Youth and Activists. Before developing the LAP, four overarching principles or pillars of the UN for developing the CVE/PVE plan should be kept in mind.

Pillar 1	Pillar 2	Pillar 3	Pillar 4
Address the conditions conducive to violent extremism	Take measures to prevent and counter violent extremism	Measures to develop the capacity to prevent violent extremism	Measure to ensure respect for human rights and rule of law

This provides an excellent template for designing a CVE action plan. In this section, we will adopt this action plan for CVE activities at the local level and will see how government officials can take a lead in developing and implementing this act at the plan action level. It will involve active support from local civil society, local leaders and especially youth-based organizations and of course the district administration. Government departments and institutions should develop good working relations with all these groups.

Group Activity

The trainer will explain the main postulates of the Local Action Plan to the participants. Any good suggestion from the participants should be welcome and adopted. The ground realities keep on changing with the change in geography and there cannot be a one-plan-fits-all.

After the plan is discussed on the plate, the inner will divide the participants into groups. Try to accommodate geographically contiguous constituencies to groups because the socioeconomic situation will be similar to this constituency. Ask groups to develop area-specific LAP. Time 45 min for group expands and rise, and 30 minutes for presentations.

How can you make your LAP successful through a leadership role?

You should be the vanguard of all P/CVE efforts in your area. CVE activities are usually undertaken by governments, CSOs, and youth organizations, but these activities cannot be done in isolation. All these stakeholders should get together to build an effective alliance and display a powerful show. And while doing so, you must be the binding force for all these stakeholders. You should organise yourself, learn time management techniques and spend more time in your constituency. Staying aloof from people and visiting them after long intervals will not help your plan to be successful. After all, it is your plan more than anybody else.

Women in Leadership in Government; Affirmative steps

- The public sector training institutions (e.g., NIPA, PIPS) should mainstream the topics of leadership skills and gender sensitization in the courses they offer for women/men leaders.
- Gender sensitization of the staff of government departments at all levels is recommended. It can be done by organizing gender sensitization sessions.
- In the departments where women employees are serving in a reasonable number, the establishment day centre may be of great support to them.
- Gender stereotyping, in general, or humour should be discouraged and be considered a matter of human rights violation.
- Due action and efforts are needed to improve basic office facilities and establishment of an engender-friendly nature & environment in government departments.
- Enforcement of the sexual harassment Act at the workplace and awareness raising of all the staff on the implication the of Act.

PRE – TEST

(Training Manual for Women Peace Architects)

Note: This is an assessment to gauge the knowledge and experience of the participants before attending the training. These personal details will remain confidential.

DATE: _____

GENDER:	DISTRICT:
AGE:	CITY:
SEX:	PROVINCE:

GENERAL INSTRUCTIONS:

- The time allocated for this test is 10 minutes
- Answering all the questions is mandatory
- Provided information shall be kept confidential

Q1: WHAT IS YOUR UNDERSTANDING OF THE TERM “EXTREMISM”? (Tick all that apply)

1.	To convince others of your opinion	
2.	To impose your opinion on others	
3.	Negative feelings about others	
4.	All of the above	

Q2: IN YOUR OPINION WHAT ARE THE CAUSES OF EXTREMISM? (Tick all that apply)

1.	Injustices	
2.	Economic situation	
3.	Lack of education	
4.	To gain power	
5.	Any other (please specify)	

Q3: WHAT KIND OF PEOPLE HAVE MORE TENDENCY TO GET INVOLVED IN EXTREMISM?

(Tick all that apply)

1.	Educated	
2.	Uneducated	
3.	Religious minded people	
4.	Secular minded people	
5.	All of the above	

Q4: DO YOU THINK VIOLENT EXTREMISM IS PRESENT IN YOUR SOCIETY?

1.	Yes	
2.	No (If no, skip next question)	

Q5: IN WHICH SHAPE DOES VIOLENT EXTREMISM EXIST IN YOUR SOCIETY?

(TICK ALL THAT APPLY)

1.	Radicalization of people	
2.	Suicidal attacks	
3.	Intolerant attitudes	
4.	Any other (please specify)	

Q6: HOW CAN WOMEN CONTRIBUTE IN COMBATING VIOLENT EXTREMISM?

(TICK ALL THAT APPLY)

1.	Through dissemination of peace messages	
2.	Establishing early warning early response system	
3.	Involving the community in peacebuilding processes	
4.	All of the above	

Q 7: HOW GOVERNMENT CAN ADDRESS VIOLENT EXTREMISM? (TICK ALL THAT APPLY)

1.	Policy making against violent extremism	
2.	Engaging women into positive activities	
3.	Provide more opportunities for economic development	
4.	Through peace education	
5.	None of the above	

Q8: WHICH TYPE OF MEDIA CAN PLAY A SIGNIFICANT ROLE IN ADDRESSING VIOLENT EXTREMISM? (TICK ALL THAT APPLY)

1.	Television	
2.	Newspaper	
3.	Radio	
4.	Internet	
5.	Social network/media	
6.	Any other (please specify)	

Q9: WHAT ROLE CAN WOMEN PLAY AS A LEADER? (TICK ALL THAT APPLY)

1.	Can counter violent extremism	
2.	Effectively participate in policy making	
3.	Can better engage communities for P/CVE	
4.	All of the above	

Q10: WHAT ARE THE DIGITAL MEDIA TOOLS? (TICK ALL THAT APPLY)

1.	Newspaper	
2.	Television	
3.	Mobile Apps	
4.	All of the above	

POST – TEST

(Training Manual for Women Peace Architects)

Note: This is an assessment to gauge the knowledge and experience of the participants before attending the training. These personal details will remain confidential.

DATE: _____

GENDER:	DISTRICT:
AGE:	CITY:
SEX:	PROVINCE:

GENERAL INSTRUCTION:

- The time allocated for this test is 10 minutes
- Answering all the questions is mandatory
- Provided information shall be kept confidential

Q1: WHAT IS YOUR UNDERSTANDING OF THE TERM “EXTREMISM”? (Tick all that apply)

1.	To convince others of your opinion	
2.	To impose your opinion on others	
3.	Negative feelings about others	
4.	All of the above	

Q2: IN YOUR OPINION WHAT ARE THE CAUSES OF EXTREMISM? (Tick all that apply)

1.	Injustices	
2.	Economic situation	
3.	Lack of education	
4.	To gain power	
5.	Any other (please specify)	

Q3: WHAT KIND OF PEOPLE HAVE MORE TENDENCY TO GET INVOLVED IN EXTREMISM?

(Tick all that apply)

1.	Educated	
2.	Uneducated	
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Q4: DO YOU THINK VIOLENT EXTREMISM IS PRESENT IN YOUR SOCIETY?

1.	Yes	
2.	No (If no, skip next question)	

Q5: IN WHICH SHAPE DOES VIOLENT EXTREMISM EXIST IN YOUR SOCIETY?

(TICK ALL THAT APPLY)

1.	Radicalization of people	
2.	Suicidal attacks	
3.	Intolerant attitudes	
4.	Any other (please specify)	

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1.	Through dissemination of peace messages	
2.	Establishing early warning early response system	
3.	Involving the community in peacebuilding processes	
4.	All of the above	

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1.	Policy making against violent extremism	
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1.	Newspaper	
2.	Television	
3.	Mobile Apps	
4.	All of the above	

Q11. TO WHAT EXTENT DO YOU AGREE WITH THE STATEMENT: "I FOUND THE TVE GUIDE AND TRAINING CONTENT USEFUL"? (PLEASE SELECT ONLY ONE ANSWER)

1.	Strongly Disagree	
2.	Disagree	
3.	Neutral	
4.	Agree	
5.	Strongly Agree	



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