P/CVE Programming Areas

There are a wide range of P/CVE programming areas, and many of these programming areas can be applied in different contexts (countries, regions, communities, etc.). However, when designing a P/CVE project, the selected activities should be directly informed by the specific program context. Below we have broken down potential P/CVE activities into general categories. Within each of these categories we offer illustrative examples of specific P/CVE activities that organizations can potentially adapt to address their own challenges. For each of the sample activities, we have included information about actual projects implemented by local organizations around the world.

In addition to the examples outlined below, we recommend a few more general resources on P/CVE programs:

- Impact Europe's CVE Database
- Radicalization Awareness Networks' Collection
- Office of Transition Initiatives CVE Toolkit (USAID)

Community-Based Approaches

A local systems-based approach that is tailored to address specific dynamics and drivers of violent extremism in a community that is exposed and/or vulnerable to violent extremism can be effective in preventing violent extremism, especially if sustained over time. Below is a list of possible community-based P/CVE activities.

ACTIVITY AREA	DESCRIPTION	PROJECT EXAMPLES
Civic Education	Frustration with government is often identified as a driver of violent extremism. There are many ways to address this issue, one of which is educating community members about their civic rights. Citizens can be unaware of their civic rights and what they are entitled to. In addition, they are often unaware of how to hold those in power accountable for their shortcomings. By providing community members with a basic civic education, citizens are given the skills and knowledge to become changemakers in their communities.	In 2016, the Union des Tunisiens Indépendants pour la Liberté (UTIL) launched the Arab Civic Education Network. As part of this initiative, UTIL developed a manual on the use of civic education to prevent and counter violent extremism. In 2019, the Mali branch of the West Africa Network for Peacebuilding (WANEP) visited UTIL in Tunis to learn about UTIL's Civic Education Manual. During this professional exchange, UTIL and WANEP discussed the use of civic education in preventing and countering violent extremism. UTIL then assisted WANEP in adapting the Civic Education Manual to the Malian context. The Kenya Tuna Uwezo project is a USAID-funded project implemented by Global Communities that also integrated civic education. Working with local partners, PeaceNet and Kituo Cha Sheria, the project enabled residents, especially young people, to air grievances and work toward common solutions.
Community Advocacy	In conjunction with civic education, teaching communities how to advocate for themselves is also a useful way to counter extremism. In many instances, individuals join extremist groups because they feel their governments do not provide essential services and citizens are powerless to make demands. When communities are taught how to properly and effectively advocate for their needs, the draw of extremist organizations can decrease.	In the VE-affected region of Diffa in Niger, USAID/OTI supported the development of a network of 12 community leaders to build resilience to violent extremist groups in the region affected by Boko Haram and ISIS-West Africa. The network, Nalewa Mada ("We Search for Peace"), includes now incorporates 30 villages with more than 300 youth, women, traditional, and religious leaders. In 2017, Neighborhoods Association IDMAJ conducted a three-day workshop in Casablanca, Morocco for 40 individuals from civil society associations, public sector organizations, and religious and educational institutions in underserved areas of Casablanca. The workshop objectives were to: (1) inform leaders from these institutions about violent extremist organizations and networks; (2) discuss radicalization prevention measures; and (3) provide a platform for greater collaboration to counter recruitment. Four months later, IDMAJ followed-up with a second workshop for CSO representatives to identify recruitment methods and responses to violent extremism in the Sidi Moumen neighborhood of Casablanca. With direction from IDMAJ, participants from the workshop created five community-level advocacy groups which continued to work regularly in Sidi Moumen to increase education and raise awareness about violent extremism.

Local Systems-based Community Engagement	Community-led and local-systems based approaches have proven to be effective methods for engaging a wide range of stakeholders in local communities. Engaging a diverse range of stakeholders is often essential to understanding and preventing violent extremism. By implementing community-led activities, the capacity of local stakeholders is strengthened, their ability to address violent extremism is improved, and the overall resilience of the community to violent extremism increases.	In 2019, the Association Malienne Pour La Survie Au Sahel (AMSS) facilitated workshops on strengthening the resilience and local interdependencies of two communes (Rharous and Séréré) in the Timbuktu region of Mali. Workshop participants included young people, women, elected officials, journalists, traditional chiefs, religious leaders, prefects and CSO representatives. During each workshop, AMSS used a multi-stakeholder engagement methodology (SCALE+) to identify appropriate actions and practices to boost the VE resilience of these communities. AMSS then supported community members in implementing three community resilience activities, including: (1) a caravan that raised awareness among youth about violent extremism through a sports competition; (2) an information and awareness raising workshop for women on their role in preventing conflict and violent extremism in their community; and (3) a capacity building workshop to raise awareness about youth participation in P/CVE programs. Other resources and/or projects on local systems-based community engagement: • The Role of Civil Society in Preventing and Countering Violent Extremism and Radicalization that Lead to Terrorism (OSCE) • Safe Spaces: An Updated Toolkit for Empowering Communities and Addressing Ideological Violence (Muslim Public Affairs Council) • Ma3an, Tunisia (FHI 360) • Sanad for Peacebuilding, Iraq (USIP)
Community Policing	Physical security is sometimes an issue in communities where individuals are susceptible to violent extremism. In these instances, establishing a community policing program is an effective way to address insecurity. Community policing programs focus on building positive relationships between the police and the local community that are built on trust and respect.	A USAID participatory youth assessment conducted in 2015 in Tangier and Tetouan (Morocco) revealed that youth's sense of insecurity in their neighborhoods could be attributed to a lack of positive police presence. To bolster democratic participation, the Government of Morocco engaged in a series of reforms that prioritized direct engagement among police, local authorities, and citizens to better respond to their needs and improve the force's overall efficiency. USAID supports government's reform efforts through the Community Oriented Policing Activity (COPA) pilot project. Prior to the project, residents in target neighborhoods did not openly discuss their safety and security concerns. Through COPA, these same individuals have looked past their differences to learn new skills and contribute to improving the security in their communities. USAID is building the skills of the police and residents to help them work together on addressing safety issues. Other key resources and/or programs on community policing: • Preventing Terrorism and Countering Violent Extremism and Radicalization that Lead to Terrorism: A Community-Policing Approach (OSCE) • Community-Based Policing in Bangladesh (The Asia Foundation) • Community-Based Policing in Timor-Leste (The Asia Foundation)
Community Strategy to Prevent Violent Extremism	When taking a local systems-based approach to P/CVE, a common first step is to gather community members and create a community strategy. By including local voices, the challenges and the proposed solutions will be more relevant to the community. By starting with this community-led approach, the likelihood of local buy-in to P/CVE programming increases, which can lead to greater program impact.	The Kenya NiWajibu Wetu (NIWETU) activity, funded by USAID and implemented by DAI, strengthens the capacity of CSOs and community influencers to lead CVE initiatives. Since 2016, NIWETU has partnered with 39 local organizations to co-design context-specific CVE activities across Kenya. NIWETU also supports 52 CVE Champions for Change (C4Cs) across five counties in Kenya through training, mentorship, and continuous technical support. In 2016, Association Chifae implemented a two day training for 52 researchers, civil society activists, public authorities, police, and journalists to develop a strategy to prevent and curb radicalization leading to violent extremism in Tangier, Morocco. Given the gap in understanding of the drivers of violent extremism among stakeholders in Tangier, as well as the lack of a coherent response to the problem, the training reinforced the capacities of local actors to increase the impact and effectiveness of their VE prevention projects. Other key resources and/or programs on community stakeholder engagement: • Developing a Community-Led Approach to Countering Violent Extremism (The World Organization for Resource Development and Education)

Strengthening CVE Capacity of Local Leaders	Developing a community-based approach can include establishing partnerships with and building the capacity of local leaders, such as municipal officials, clergy, village elders or other well-established individuals within the community. These leaders typically possess varying levels of power and influence, whether it is official elected power or unofficial respected power. These leaders can be powerful allies in the community and can increase the impact of P/CVE activities.	In 2016, the U.S. Department of State awarded ICMA a grant to implement Building CVE Expertise for Municipal Authorities in the Western Balkans, a project designed to foster partnerships among government, civil society, and the private sector to increase community engagement and resilience against violent extremism. The project sought to network, train, and mobilize mayors and municipal leaders across the Western Balkans region to identify and address risk factors associated with violent extremism through engagement in the Strong Cities Network. The project team conducted an outreach tour that involved 85 meetings and engaged 58 local governments. They organized capacity-building workshops for 236 participants in four of the six countries and a final regional conference for municipalities of all six countries, attended by 107 participants from 28 local governments. Pre- and post-workshop polling indicated an increase in knowledge of CVE and confidence to contribute to national and international efforts to counter violent extremism.

Media and Communications

A local systems-based approach that is tailored to address specific dynamics and drivers of violent extremism in a community that is exposed and/or vulnerable to violent extremism can be effective in preventing violent extremism, especially if sustained over time. Below is a list of possible community-based P/CVE activities.

ACTIVITY AREA	DESCRIPTION	PROJECT EXAMPLES
Amplifying Moderate Voices	Many communications programs are aimed at building resilience among local communities to resist extremist influence. One way to do so is by amplifying moderate voices in areas at-risk of violent extremism.	The Somali Voices project in Kenya, implemented by Equal Access, focuses on Somali populations in Nairobi and Wajir and Garissa counties in the northeast of Kenya. The project supports the capacities of key local influencers including youth, elders, religious leaders, and women leaders to build community resilience to violent extremist messaging and design innovating messaging and community mobilization campaigns. Other examples: • Voices for Peace in West Africa
Alternative Narratives	Unlike directly countering violent extremist messaging, alternative narratives present a constructive alternative to radicalizing content. Many communications tools can be used to disseminate alternative narratives, and it is often most effective to use a combination of tools (e.g., TV, radio, Facebook, SMS), including those tools used by VEOs, to reach the intended audiences.	Salam Shabab is an award-winning peacebuilding reality TV show for youth in Iraq. Based on an educational curriculum, the television series brought Iraqi youth together to compete in four challenges (short film, sport, mental, theater). The winning team represented youth from different parts of the country, encouraging them to work together in order to win. By doing so, they modeled these behaviors for a youth television audience. The series aired on multiple television channels in Iraq from 2009-2013, engaged youth throughout the Middle East on social media and effectively built resilience among young people to confront conflict and violent extremism. Other examples: • Ourmindanow Alternative Messaging Hub in the Philippines • White Dove in Northern Nigeria and Lake Chad Basin • Hirka Nabadda in Somalia • One Village, A Thousand Voices in Afghanistan
Countering Violent Extremist Narratives	"Countering" VE messaging can be viewed as a catch-all term for any type of communications initiative that combats extremist content, including alternative messaging. However, counter-messaging most often refers to directly responding to and refuting existing narratives that promote radicalization.	The BRAVE project in Kenya mobilizes religious leaders and other community members to develop a counter-narrative framework to combat violent extremist messages. Working with Islamic, Christian and inter-faith leaders, the project provided training and toolkits to religious groups on how to counter radicalizing online narratives by referencing moderate interpretations of scripture. Other examples: • #NotAnotherBrother in Syria • Burka Avenger in Pakistan • Iman movie trailer in Sudan

Social and Behavior Change Communications (SBCC)	SBCC is the strategic use of communications approaches to promote changes in knowledge, attitudes, norms, beliefs and behaviors. This can be applied to many thematic areas, including public health, education and P/CVE.	In Morocco, Association Chifae learned that educating, informing and raising awareness among parents and those involved in social education was not enough to mobilize communities and youth in the fight against VE. Chifae trained social and educational workers on social communication techniques and then implemented an awareness raising campaign on violent extremism among populations in Beni Makkada. Other examples: • The Team (Kenya, Tanzania, Indonesia)
Intercultural Dialogues	Facilitating intercultural dialogues is an effective way to build tolerance and trust between groups, which strengthens social cohesion and community resilience to VE. Dialogues can also serve as a place in which these groups can identify areas for cooperation within their communities. These types of dialogues are particularly important in communities were divisions between groups are exploited by violent extremist groups.	Through the Peace through Development Project, the Association pour la Dialogue entre les Jeunes des Diverses Religions (ADJR) in Chad conducted inter-faith dialogues to bring diverse youth together. Participants learned practical tools to assist in facilitating inter-faith dialogues in their communities. At the end of each dialogue, ADJR travelled to the regions to share the lessons learned with the wider community. Participants from each region also developed plans for disseminating alternative messages in their respective communities, including through radio shows, debates at schools, and theater. For example, youth participants visited several schools to discuss tolerance, peaceful co-existence, and violence in schools with students. Other examples: • Yemen Peacebuilding Project

Additional Resources on Media and Communications for P/CVE:

- The Counter Narratives Library (Hedayah Center)
- The Counter-Narrative Handbook (Institute for Strategic Dialogue)

Education

In December 2015, the UN Secretary-General released the Plan of Action to Prevent Violent Extremism, which called for a comprehensive approach to address the underlying conditions leading individuals to violent extremism. In the plan, the UN placed a strong emphasis on education, as education can be used in many ways to counter radicalization. Below are a few examples.

ACTIVITY AREA	DESCRIPTION	PROJECT EXAMPLES
Critical Thinking and Skill Building	The lack of critical thinking and relevant skills can make youth vulnerable to radicalization. Programs focused on building resilience to radicalization through education that foster critical thinking and other skills can help to prevent this vulnerability.	With roughly half of Mali's population under the age of 18 and youth unemployment over 15 percent, Malian youth have few opportunities for meaningful work. High levels of youth illiteracy and unemployment lead to migration and general disaffection. EDC helped rural youth in Mali build their skills through PAJE-Nièta (Projet d'Appui aux Jeunes Entrepreneurs), or the Mali Out-of-School Youth project. EDC worked with youth in rural areas to help them become better educated, more economically productive, and civically engaged.
Peace Education	In addition to incorporating P/CVE content into national education curricula, programs focused on peace education can also help combat radicalization. In communities where violent conflict is present, peace education can de-escalate tensions. Peace education programs typically focus on practical life skills such as negotiation, problem-solving, and active listening so that participants can then apply lessons to their everyday lives, including by confronting violent extremism.	Since 2014, USIP has worked closely with institutions in Afghanistan to promote Peace Education. USIP began working with public and private universities and the Afghan Ministry of Higher Education (MoHE) to develop a peace and conflict studies curriculum that can be taught by universities across the country. Additionally, USIP guided students and faculty at partner universities to create peace clubs which engage the students on issues and activities that promote unity and peaceful relations among different campus communities. In 2015, USIP partnered with Help the Afghan Children (HTAC), in close collaboration with Afghanistan's Ministry of Education, to develop a peace education curriculum for grades 7-12. HTAC has since trained 1,800 teachers from six teacher training colleges in Parwan, Kabul and Nangarhar provinces to teach peace education.

Partnering with Religious Education Institutions	In many communities, religious education is a core component of the education curriculum. In some instances, religious instruction is the primary or only source of education. In such communities, partnering with faith-based educational institutions can be an effective way to combat radicalization. In addition, through these partnerships, programs can counter common assumptions that violent extremism is faith-based while furthering the argument that religious institutions can be just as influential in preventing extremism.	Most disaffected youth in Chad attend Quranic schools rather than schools in the formal education sector. With support from the US Embassy in N'Djamena, the Salam Institute implemented the Infusing Civic Values And Interactive Pedagogy In Chadian Quranic Schools project which focused on bolstering centers of community life and resilience. The project engaged local opinion leaders such as Quranic schoolteachers who have the most influence over marginalized youth from the communities most susceptible to the social, economic, and political drivers of violent extremism. The Salam Institute provided training and follow-up technical assistance to over 200 Quranic schoolteachers in ten localities. Other resources and/or programs on partnering with religious education institutions: • Promoting Peace Education in Islamiya Schools (International Alert) • SCORE in Kenya

Additional Resources on Education and P/CVE:

- Emerging Practices in Design, Monitoring and Evaluation for Education for Peacebuilding Programs (Search for Common Ground)
- National Capacity-Building Workshop on Preventing Violent Extremism Through Education in Uganda (Hedayah)
- Youth Led Guide on Prevention of Violent Extremism Through Education (UNESCO)
- Preventing Violent Extremism through Education: A Guide for Policy-Makers (UNESCO)
- A Teacher's Guide on the Prevention of Violent Extremism (UNESCO)
- Preventing Violent Extremism: An Introduction to Education and Preventing Violent Extremism (Inter-agency Network for Education in Emergencies)

Engaging Influencers

When working to prevent or counter violent extremism, involving individuals who have influence can be an effective approach. Influencers can be family members, community members, peers, or even well-known individuals. Influencers can often help change the attitudes or decision-making of those considering a path of violent extremism. There are many ways to engage influencers. Below are a few examples.

ACTIVITY AREA	DESCRIPTION	PROJECT EXAMPLES
Engaging Family Members	Family members are often helpful to engage when dealing with violent extremism. Such engagement can involve educating parents about the causes of violent extremism among youth and teaching parents to recognize the signs of radicalization and how to communicate with their children. Another option is setting up community resources for family members, such as a hotline or a support group where they can voice their concerns if they know someone who is becoming radicalized.	Women without Borders (WwB) introduced the notion of Mothers Preventing Violent Extremism (MPVE) through its SAVE network of projects in 2008. WwB developed and designed the pioneering MotherSchools: Parenting for Peace model. This bottom-up prevention approach positions concerned and affected mothers as the first line of defense in at-risk communities. The curriculum strengthens the women's individual capacity, capability, and emotional literacy, and heightens their awareness of radical influences. WwB has adapted the program and has engaged over two thousand mothers in twelve countries across Western and Eastern Europe; Central, South, and Southeast Asia; the Middle East; and Sub-Saharan Africa. MotherSchools also upgrades existing social services and local capacity by providing civil society stakeholders in at-risk regions with the essential structures, tools, and skills to counteract extremist ideologies. Other examples: • Families Against Terrorism and Extremism (global)
Engaging Religious Actors	Individuals can be drawn to violent extremist movements for a myriad of reasons. One common reason is the search for spiritual purity, discipline or a desire to be part of something greater. Religious leaders are typically well-respected members of the community and often have a high level of influence over their followers. As a result, religious leaders are effective partners in initiatives to either prevent or transform violent extremism.	The Sadaqa Project worked with the Ministry of Islamic Affairs (MoIA) to promote peace and tolerance in Mauritania by strengthening key capacities required for countering violent extremism. This pilot activity partnered with MoIA to develop a strategy and approaches to support communities whose youth are at the highest risk of VEO recruitment. The project provided the MoIA with skills in facilitating public forums, conflict mediation, engaging youth, identifying violent extremism risk factors, and media and communications. The project then supported the MoIA in applying these skills to counter violent extremism with different stakeholders. As a result, the MoIA expanded its geographic reach and improved its ability to work effectively with local religious leaders and community leaders to promote peace and tolerance. Other resources and/or programs on engaging religious actors: • Engaging Religion and Religious Actors in Countering Violent Extremism (USIP) • Interfaith Mediation Centre (Nigeria)

Gender-focused P/CVE Activities

Although P/CVE projects often emphasize the role of men, women can also be active participants in violent extremism. They can be recruiters, sympathizers, and combatants, but they can also be very effective as peacebuilders and leaders in conflict prevention. P/CVE activities must differentiate between the needs and priorities of young women and men to create opportunities that leverage their strengths and contributions. To curb the draw of violent extremism among women, various gender-specific activities are possible. Below are some examples:

ACTIVITY AREA	DESCRIPTION	PROJECT EXAMPLES
Engage Women and Girls as Influencers	Women are critical actors in local P/CVE efforts as they are knowledgeable and credible voices in their local communities and within their own families. Therefore, women are often best positioned to identify signs of radicalization and discourage VE in their families and communities. They can also be effective in raising the awareness of, and building capacity among, other local women – thus serving a force-multiplier effect in communities where radicalization and recruitment are likely to occur.	The Countering Extremism in Kawar Maila project aims to create innovative local solutions for countering extremism in in northeast Nigeria, which has suffered from high levels of recruitment by Boko Haram. The project works to support women's leadership in promoting rights, peace and human security and hopes to increase women's leadership, providing a platform for learning between local civil society groups, NGOs and government partners, as well as between grassroots activists in Nigeria and in neighboring countries. Other examples: • Empowered Women, Peaceful Communities (UN Women) • STRIVE (Royal United Services Institute)
Promote Human Rights and Equality of Women and Girls	Promoting and protecting the human rights of women and girls is an integral part of preventing violent extremism. Human rights abuses against women and girls are often prominent in communities with high levels of recruitment by violent extremist organizations. By working to prevent future abuses, women can be less vulnerable to violent extremism. By empowering female members of a community, it increases their ability to undertake P/CVE activities and become positive influencers in their communities.	In 2016, Search for Common Ground worked with Rabita Mohammadia of Ulemas to implement the Women's Caravan for Peace project, which featured dialogues led by civil society and members of disadvantaged populations in the north of Morocco, including the cities of Nador, Al Hoceima, Tétouan, and Tangier. The activities promoted tolerance, freedom of thought, non-violent conflict resolution, and women's rights. The initiative recognized that in order to counter the destructive nature of violent extremist messaging, it is necessary to adopt a preventive approach that targets the underlying causes of radicalization. Other examples: • MotherSchools: Parenting for Peace (Women Without Borders)
Economic Empowerment for Women and Girls	One of the drivers of violent extremism is poverty. Some successful approaches to building community resilience to violent extremism, particularly among women, is through economic empowerment. When women can increase their voice within the community through increased economic opportunities (e.g., micro-loans), they can push back on groups that seek to radicalize their community members.	In response to the terrorist attacks in Bangladesh in 2005, the government not only updated its CT/CVE strategy to include a security response, but also included an economic empowerment component for women. This included micro-lending for women, increasing primary for girls and garment factory jobs for women. Through education and more economic opportunities, women and girls have alternative options to supporting and participating in violent extremist organizations. Other examples: • Sisters Without Borders (Women in International Security) • Let's Live in Peace (Paiman Alumni Trust)

Additional Resources on Female Empowerment:

- A Gendered Approach to Countering Violent Extremism: Lessons Learned from Women In Peacebuilding And Conflict Prevention Applied Successfully In Bangladesh And Morocco (Brookings)
- Gender and Contextual Perspective in Countering Violent Extremism (CVE): Examining Inclusion of Women and Contextual Factors in Online Approaches to CVE
- Good Practices on Women and Countering Violent Extremism (GCTF)
- Women and Extremism: The Association of Women and Girls with Jihadi Groups And Implications For Programming (DFID)
- Women and Violent Radicalization in Jordan (UN WOMEN)
- Understanding the Role of Gender in Preventing and Countering Violent Extremism and Radicalization that Lead to Terrorism (OSCE)
- Enhancing Women's Role in Preventing and Countering Violent Extremism (Women Without Borders)

Policy and Research

In addition to conducting face-to-face P/CVE activities in local communities, organizations can also provide P/CVE research and policy guidance. Below are a few examples of such activities.

ACTIVITY AREA	DESCRIPTION	PROJECT EXAMPLES
National (and state/county level) P/CVE Strategies	In recent years, many countries have worked on designing national P/CVE strategies to help mitigate violent extremism. Strategies are generally unique to each country, but many address similar issues that contribute to and/or help prevent violent extremism. Some countries, such as Kenya, have also developed county-level P/CVE strategies to provide a narrower focus on local threats.	Several countries have developed P/CVE strategies or have incorporated a strategy into their National Action Plan. For links to each of these country strategies, please see Annex 1 of Hedayah's Guidelines and Good Practices: Developing National P/CVE Strategies and Action Plans. In Kenya, the NIWETU program is grounded in Kenya's National Strategy to Counter Violent Extremism and has been working at the county-level to establish P/CVE action plans in at-risk counties such as Kwale and Mombasa. A key resource on national P/CVE strategies: • National CVE Strategies (Hedayah)
P/CVE Assessment	A VE assessment is a common research method for understanding the drivers of extremism in a specific context. Conducting an initial assessment prior to implementing activities can reveal important local VE dynamics. This information can then directly feed into the design and implementation of other P/CVE activities.	In 2016, the Association Malienne Pour La Survie Au Sahel (AMSS) conducted a diagnostic study to identify the push factors for violent extremism (VE) in Mali. The study included short surveys, focus groups and key informant interviews. The study occurred in five different communities–Tombouctou, Goundam, Diré, Niafunké and Rharous –all of which are in the larger Tombouctou region. Following research in each area, AMSS facilitated a forum with local stakeholders to share, disseminate, discuss and validate the results. Participants included local government officials, CSO leaders, and community members. Other examples: • Community Resilience to Violent Extremism in Kenya (USIP) • Drivers of Radicalization and Violent Extremism in Kosovo (ICSVE) • How Vulnerable is Jordan to Violent Extremism? (IRI)

Rehabilitation and Reintegration

The rehabilitation and reintegration (R&R) of radicalized individuals into society is a high priority for many governments around the world. R&R is increasingly a priority for local communities which have been affected by the return of foreign fighters. Below are examples of activities designed for the rehabilitation and reintegration of individuals.

ACTIVITY AREA	DESCRIPTION	PROJECT EXAMPLES
Counseling, Trauma Healing, and Trauma-informed Support	Returning foreign fighters, as well as their family members, can often experience physical and/or emotional trauma. In these cases, general counseling services as well as specialized trauma support can help them process the events of the past and positively reintegrate into society.	The Kumekucha program, implemented by the Green String Network in Kenya, is a community-led social cohesion program. Kumekucha is a practical, hands-on approach which introduces the key concepts of trauma, including the effects of trauma, coping mechanisms, forgiveness, healing, reconciliation, resiliency, and dealing with the past. The organization incorporates cultural stories and artwork from Kenyans which provides very realistic context for understanding trauma and healing. Other resources and/or programs on counseling and trauma support: • How to Rehabilitate and Reintegration Violent Extremists: Addressing Trauma and Reducing Stigma (USIP) • Youth, Trauma and Radicalization (Futures without Violence) • Trauma as precursor to Violent Extremism (START)

Youth Engagement and Empowerment

P/CVE activities targeting youth can look very different depending on the context. Since violent extremist groups often attempt to recruit disenfranchised youth and incite them to commit acts of violence, many P/CVE programs address drivers related to youth disengagement and lack of belonging in their communities. Yet successful interventions often engage young people directly in P/CVE programming. By empowering youth and making them agents of change within their own communities, their vulnerability to extremism can decrease. Below are a few examples of youth-led P/CVE activities.

ACTIVITY AREA	DESCRIPTION	PROJECT EXAMPLES
General Youth Empowerment	One way to empower youth is to provide them with the training, knowledge and skills to be changemakers in their own communities. Youth who feel powerless and unable to affect change can lead to disenfranchisement and marginalization, which can lead to radicalization. However, through targeted activities, youth can be equipped with the skills to feel like valuable and influential members of their communities.	The Prevention of Violent Extremism through Youth Empowerment in Jordan, Libya, Morocco and Tunisia program implemented by UNESCO adopts an inclusive, multi-sectoral approach. The objective is to create an environment where young women and men are empowered, heard and engaged as change-makers in their communities to prevent violent extremism by: (1) equipping youth with values, attitudes, knowledge and skills; (2) promoting exchange, communication and cooperation beyond social, cultural and linguistic boundaries; (3) supporting youth civic engagement; (4) encouraging participation in peacebuilding; and (5) promoting human rights and intercultural understanding. Other projects on youth empowerment: • Yes Youth Can (Mercy Corps-Kenya) • Engaging Youth to Counter Violent Extremism in Nigeria (IREX)
Engage Unemployed or Under-Employed Youth	In many communities, the issue of skills mismatch is a growing problem when it comes to youth unemployment. In these instances, youth do not possess the practical skills necessary to obtain meaningful employment. This inability to get a job can lead to disenfranchisement within society and can make youth vulnerable to radicalization. By providing youth with practical skills that help them obtain employment, vulnerability to radicalization can be decreased.	In the Philippines, EDC's Mindanao Youth for Development (MYDev) program offers life skills and workforce development training to young people at risk of recruitment by violent groups. The project has shown that having marketable work skills is very important to young people. Through the program, youth are introduced to a network of peers, trainers, and community leaders who want to make a positive difference. They learn what they can reasonably expect from the government and what they must do for themselves, which keeps them from feeling isolated and excluded. Based on local military reports, extremist groups have halted recruitment in some cities where MYDev is offering services. Other examples: • DRC Integrated Youth Development Activity (EDC)

Mentorship or Positive Role Models	Mentorship or positive role model programs are effective ways to prevent VE. By creating a network of individuals who are prepared to prevent radicalization within their communities, these leaders are trained as positive role models for youth who are vulnerable to radicalization. Positive role models can be traditional mentors, but they can also be peers and fellow youth. Role models can also include former extremists who want to engage with those vulnerable to radicalization and share their own personal experiences.	Strengthening Resilience against Violent Extremism in the Horn of Africa (STRIVE) is contributing to increasing peace, stability and inclusive economic opportunities for youth and marginalized areas of Kenya by undertaking research and activities to reduce radicalization and recruitment. Youth mentoring is one of the key components in the program which offers peer-to-peer support to youth at risk of recruitment by VEOs. The program cooperates with local communities in reducing violent extremism by increasing their knowledge about the various reasons behind engagement in violent and/or extremist groups. The target groups of the program are youth from less privileged communities in Kenya who are engaged as mentors and mentees, followed by local stakeholders. A key resource on Youth Mentorship: • Lessons Learned from P/CVE Youth Mentorship (RUSI)
Sports and Arts	Engaging youth in sport and art activities are common examples of P/CVE programming. Sports, arts, and other cultural activities can develop trust among vulnerable youth and offer practical perspectives on social or political issues through related dialogues. These activities can also help provide youth with a greater sense of purpose and positive connection to their community.	In January 2017, Search for Common Ground launched Strengthening Youth Resilience and Engagement Through Comic Books, a pilot project to build the resilience of Tunisian youth to violent extremism. The project focused on equipping young people with the skills to create comics as credible alternatives to messages encouraging violence. The project elevated the voices of Tunisian youth who had few outlets for discussing sensitive issues such as radicalization. Many suggested adapting the comic book into a short, animated series or digitizing its content for social media. The project produced 4,500 copies of a comic book entitled Youmiyyat Daly (The Days in the Life of Daly). Other examples: • Sports and Security (United Nations)
Storytelling	Engaging youth through storytelling sessions can create positive, safe spaces for youth to express themselves, build communication skills, and develop social bonds and empathy – all key soft skills for violence prevention. Through storytelling, young people can vocalize their thoughts and feelings about topics such as violence and extremism	In countries such as Jordan and Indonesia, Search for Common Ground implements programs where young people are equipped with skills to produce short films about their lives, their conflicts, and their aspirations. By telling their stories and using their films in public screenings and facilitating discussions, young people can feel relevant and powerful in their communities. Through storytelling, youth can bridge dividing lines, engage local authorities and facilitate dialogue and collaborative problem-solving.