

# VE Drivers Assessment Worksheet 1

## Worksheet 1 a

The Lines of Inquiry below will help you identify the VE drivers relevant to your environment. The second worksheet can be used to answer the questions below. This worksheet is adapted from USAID's Guide to the Drivers of Violent Extremism. Push and pull factors may vary according to the individual, so it is important to consider how push and pull factors affect different groups of people, while also looking for the patterns of drivers most common within these groups. Understanding these nuances is important, as they will inform how you design your projects.

### LINE OF INQUIRY 1: Enabling Environment.

Builds understanding of the conflict context in which an intervention may take place. For the purposes of an assessment, it is not necessary to produce a comprehensive understanding of all structural factors that contribute to VE, but it is important to identify the elements of the context that relate to the environment within which your project will operate. It is also important to recognize those structural factors that may contribute to an enabling environment for VE, but your project may not seek to change. This will ultimately help inform risks and assumptions during your design.

- Where do VEOs tend to operate? This could include poorly governed or ungoverned areas where VEOs find safe haven, conduct training and stage attacks, and areas experiencing VEO recruitment activity. These areas could be isolated, low population density regions in difficult terrain, or crowded, peri-urban areas.
- What are the structural factors that may incubate and contribute to violent extremism in these contexts? While you will want to focus on your specific context, it may be important to understand issues at the national, sub-national and local level, and how they relate to one another. These could include repression, corruption, unemployment, inequality, discrimination, a history of hostility between identity groups, external state interventions in the affairs of other nations, etc.
- Of the aforementioned factors, which are the most acute for the context within which your program will operate? How and why?
- Do these factors differ between men, women, girls and boys? Do these factors differ among ethnic or religious groups? How and Why? These may connect to the push factors explored below.

### LINE OF INQUIRY 2: Push factors.

Critical to understanding the radicalization process and what motivates a person to join a VEO or be inspired to participate in violent extremism.

- Are there **socioeconomic factors** in your context that influence a person to join a VEO or participate in VE? For example, do you see any patterns of social exclusion and marginality, societal discrimination, frustrated expectations or relative deprivation that may contribute to radicalization or influence a person to join a VEO?
- Are there **political factors** in your context that influence a person to join a VEO or participate in VE? Do these factors contribute to radicalization in your context, how and why?
  - Is there a denial of political rights and civil liberties, harsh government repression or gross violation of human rights? Does your government have legitimacy or have these institutions been discredited where people may turn to VE instead of political channels to instigate change? Similarly, are there cases of corruption and impunity for well-connected elites?
  - Are there legitimate mechanisms to adjudicate disputes and provide justice?
  - Is there intimidation or coercion by VEOs that may force people to join their cause where government cannot provide protection for their citizens?
  - Is there foreign occupation or political and/or military encroachment that may act as a unifying element or increase sympathies for VE? Are there perceptions that the international system is fundamentally unfair and hostile to their ethnoreligious group?
- Are there **cultural factors** in your context that influence a person to join a VEO or participate in VE? For example, are there narratives or feelings that one's religion or ethnic group is under siege? Do people perceive broader cultural threats to traditions, customs, values and sense of collective, or individual honor and dignity?

- Do socioeconomic, political and cultural factors differ between men, women, girls and boys? Do these factors differ among ethnic or religious groups? How and Why?

**LINE OF INQUIRY 3: Pull Factors.**

Critical to understanding the radicalization process and how people join a VEO or participate in violent extremism.

- In your community, are radical mentors present? This could include religious leaders and individuals from social networks with VE associations, among others. How are they recruiting people (e.g. what narratives are used in your context to recruit people, are there different narratives targeted different populations of people)? Have recruitment dynamics changed over time?
- Do people in your community access radical online communities? What platforms do they use to communicate with radical influencers and recruiters?
- What are people seeking to obtain from participating in VEOs or participating in violent extremism? For example, are they seeking a sense of purpose (generated through acting in accordance with perceived ideological tenets), adventure, belonging, acceptance, status, material enticements, fear of repercussions by VE entities, expected rewards in the afterlife, etc.
- Do VEOs or individuals participating in violent extremism provide an outlet for already violent people seeking to justify their violent behavior?
- Do these factors differ between men, women, girls and boys? Do these factors differ among ethnic and religious groups? How and Why?

This worksheet accompanies the previous one and can be used to answer the questions above.

Factor Analysis		How do these differ between men, women, girls and boys, or ethnic and religious groups?
Enabling Environment		
Push Factors		
Pull Factors		

