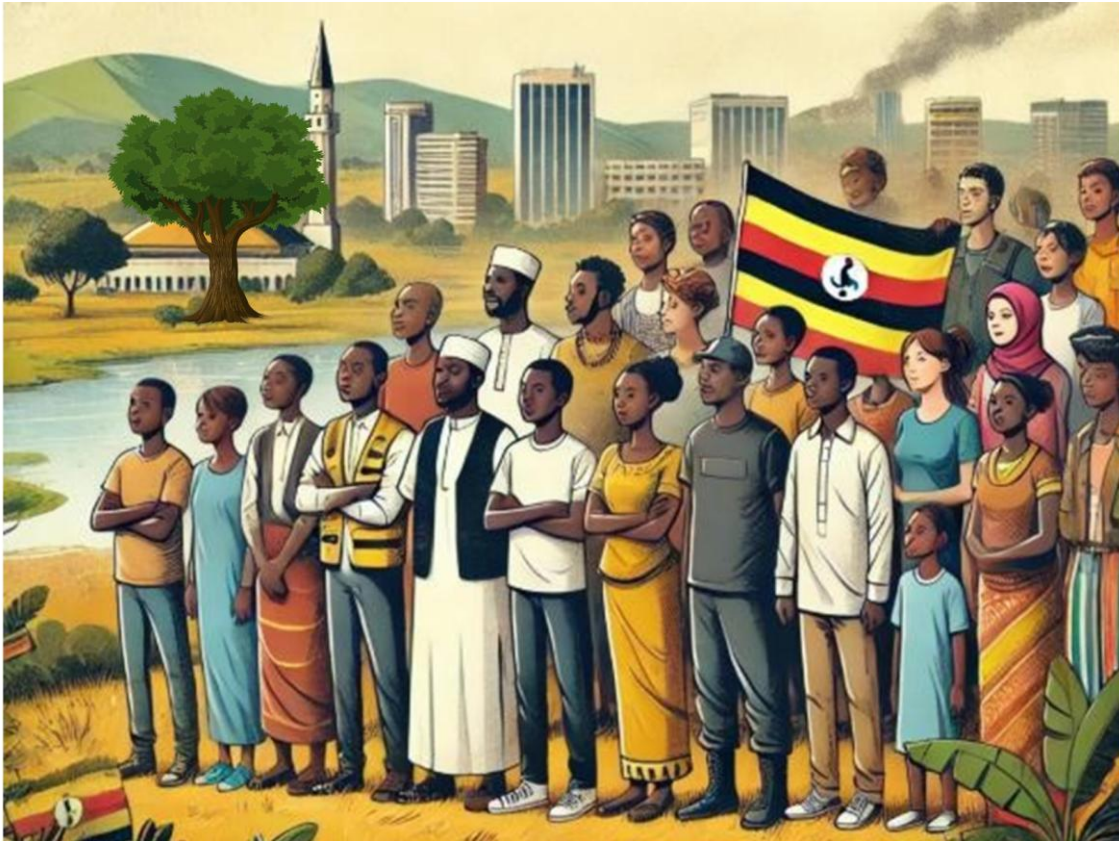


TRAINING MANUAL

PREVENTING AND COUNTERING VIOLENT EXTREMISM AMONG THE YOUTH IN UGANDA



United Nations
Office on Drugs and Crime



OCTOBER 2025

Copyright @ 2025 UYDEL

All rights reserved. No part of this manual may be reproduced, stored in a retrieval system or transmitted in any form or by any means including photocopying or other electronic or mechanical methods without the prior written permission from Uganda Youth Development Link. This training manual was developed with the support of the United Nations Office on Drugs and Crime (UNODC), and funded by the Embassy of the Netherlands, as part of the initiative titled “Strengthening Crime Prevention and Criminal Justice in Uganda.” It serves as a practical tool for enhancing knowledge and skills in the prevention and countering of violent extremism

ISBN: 978-9970-01-470-5

Foreword

Uganda stands at a pivotal point in its development journey, with over seventy percent of its population under the age of 30. This youthful demographic represents both an unparalleled opportunity and a significant challenge. To ensure this vast potential becomes an asset rather than a risk, it is imperative to address the vulnerabilities faced by young people, particularly their susceptibility to radicalization and Violent Extremism.

This Youth Training Manual on “*Preventing and Countering Violent Extremism among the Youth in Uganda*” is a timely response to the growing global, regional and national concerns surrounding Violent Extremism. It empowers Uganda’s youth with knowledge and skills to resist radical ideologies and become grassroots peacebuilders. By focusing on prevention, it enables young people to protect themselves while contributing to community resilience and Uganda’s Vision 2040.

Violent Extremism thrives on feelings of deprivation and marginalization, especially in regions like Eastern Africa, where economic challenges disproportionately affect young people. Extremist groups often exploit these vulnerabilities through indoctrination and mind control, targeting youth as both victims and perpetrators of violence. This manual acknowledges these realities and provides cost-effective, grassroots-oriented solutions to counter radicalization.

By training both youth and trainers, this initiative creates a ripple effect, ensuring that the tools and strategies shared here continue to reach communities long after the initial training sessions. This approach not only builds resilience among individuals but also strengthens Uganda’s collective capacity to prevent Violent Extremism.

The United Nations Office on Drugs and Crime (UNODC) is committed to supporting efforts that address the root causes of crime and Violent Extremism. This manual underscores our commitment to empowering Uganda’s youth as champions of peace, justice, and sustainable development. By investing in their skills and potential, we aim to foster a safer, more inclusive, and thriving society.

On behalf of UNODC, I thank UYDEL for developing this manual as part of our partnership under the Strengthening Crime Prevention and Criminal Justice in Uganda programme. I also extend our gratitude to the Government of the Netherlands for their generous financial support that made this initiative possible.

Ms. Sharon Lesa Nyambe – Head of Office, UNODC Uganda

Acknowledgement

On behalf of the management and staff of Uganda Youth Development Link (UYDEL), I would like to express my heartfelt appreciation to the consulting team led by Hajj Katende Abdu and colleagues Dr. Serunjogi Umaru and Dr. Kanakulya Dixon that developed this training manual on preventing and countering violent extremism among youths in Uganda.

The principles outlined in this manual resonate with global efforts to achieve Sustainable Development Goal 16, which calls for peace, justice, and strong institutions. It focuses on prevention by addressing the root causes of extremism, such as marginalization and economic exclusion, while fostering resilience through education, critical thinking, and intercultural dialogue. Through interactive sessions and hands-on learning, this manual engages youth in meaningful ways, encouraging them to become active participants in shaping their communities.

I wish to extend my sincere thanks to the stakeholders from government, civil society, academia and law enforcement that participated in the validation workshop and training of trainers' workshop that provided valuable feedback that contributed to the finalization of this manual.

I am also greatly indebted and grateful for technical and financial support from the United Nations Office on Drugs and Crime (UNODC) Uganda Country office that enabled the production of this training manual.

We wish our esteemed trainers and youths the best of luck when utilizing this manual.

Rogers Kasirye, PhD

Executive Director-UYDEL

TABLE OF CONTENTS

Foreword	iii
Acknowledgement	iv
Acronyms	vii
Definition Of Key Terms	1
1.0 General Introduction	1
2.0 Training Manual Designing Approach	3
3.0 Nature and Duration of the Training.....	10
4.0 Training Opening Session.....	14
4.1 Arrival and Registration	14
4.2 Prayer and Singing of Anthems	14
4.3 Welcome Remarks by the Host Organization.	14
4.4 Self-Introduction of the Training Workshop Facilitating Team.	15
4.5 Self-introduction of the Trainees.....	15
4.6 Setting the Ground Rules	15
4.7 Trainees’ Expectations and Concerns	16
4.8 Facilitators’ Expectations during the Training.....	16
4.9 Official Opening of the Training.....	16
5.0 Blue Module:	17
5.1: Understanding Key Concepts in the Area of Violent Extremism	17
5.2: Overview of Uganda’s History:	19
5.3: Global and Regional Trends in Violent Extremism.....	21
5.4 Why Violent Extremist Groups Take Keen Interest in Recruiting Youths?	23
6.0 Green Module	29
6.1 Recap of day 1	29
6.2 Pathways and Radicalization Process to Violent Extremism.....	29
6.3: Manifestations of Violent Extremism	35
6.4 Role Play Assignment	40
6.5: Understanding Recruitment Narratives into Violent Extremism	43
7.0 Red Module:.....	56
7.1 Recap of day 2.....	56
7.2 Drivers of Radicalization and Violent Extremism in Uganda.....	56
7.3. Factors that help Youths in Uganda to Build Resilience against Recruitment into VE Groups	63

7.4 Why Some Violent Extremist Youths Disengage	65
7.5 Interreligious and Intercultural Dialogue	67
7.6 Role Play Rehearsal	70
8.0 Purple Module.....	73
8.1 Recap of Day 3.....	73
8.2: Effects and Dangers of Violent Extremism	73
8.3: Evaluation of Interventions so far Undertaken to Counter Violent Extremism in Uganda.	78
8.4: Sport and Prevention of Violent Extremism	82
8.5 Role Plays.....	85
9.0 Grey Module	87
9.1 Recap of Day 4.....	87
9.2 Grassroots Peace Ambassadorship.....	87
9.3 Understanding Alternatives to Violence Program	91
9.4 Youth, Drug Abuse and Violent Extremism	93
9.5 Digital Technology and Violent Extremism	98
9.6 Recommendations for P/CVE among the Youth in Uganda.....	103
9.7 Closing Session	115
Appendix 1: Pre-Training Questionnaire:.....	118
Appendix 2: Evaluation Form.....	120
Sources.....	125

Acronyms

ADF	Allied Democratic Forces
AMISOM	The African Union Mission in Somalia
AVP	Alternative to Violence Programing
CSO	Civil Society Organization
CVE	Countering Violent Extremism
EAC	East African Community
P/CVET	Preventing and Countering Violent Extremism and Terrorism
P/CVE	Preventing and Countering Violent Extremism
UACE	Uganda Advanced Certificate of Education
UNEB	Uganda National Examination Board
UNODC	United Nations Office on Drugs and Crime
UYDEL	Uganda Youth Development Link
VE	Violent Extremism

Definition Of Key Terms

Alternative Narratives	Encompass a spectrum of voices, experiences, and viewpoints that diverge from dominant narratives prevalent in society.
Anti- Radicalization	Strategies or means used in the process by which people are prevented from believing, participating and supporting violent extremism or joining any such groups.
Counter Narratives	These are alternative or contrary stories that are employed to reverse the impact of narratives used by violent groups in order to de-radicalize recruits.
Counter radicalization	A package of tailor- made social, political, legal, educational, ideological and economic programs to deter decenters (probably radicalized citizens resorting to violent extremism).
Countering Violent Extremism	Involves a range of activities which aim to address the drivers of violent extremism (push and pull factors) and help individuals disengage from violent extremism.
Extremism	Activities (beliefs, attitudes, feelings, actions, strategies) of a character far removed from the mainstream or state of being extreme.
Early warning and early response mechanism	The approach to conflict prevention where systems are put in place to identify and analyze conflict trends and risks, leading to timely interventions to prevent violent outbreak.
Fundamentalism	Strict adherence to the fundamental principles of any set of beliefs.
Human Rights	These are rights inherent to all human beings regardless of race, sex, nationality, ethnicity, language, religion or any other status.
Identity	The sense of recognition of belonging to or similarity with a particular group.

Negative Peace	This is the use of violent or aggressive means to realize the outward conditions or indicators of tranquility such as absence of fighting.
Peace	This is the value, condition and state of inner and outward tranquility without war and conflict or violence.
Positive Peace	This is a view of peace as condition of sustainable tranquility built by investing in society's pillars that ensure individual, communal, environmental, and institutional wellbeing.
Preventing Violent Extremism	The adoption of systematic preventive measures that seek to address the root causes or factors of violent extremism.
Pull Factors	These are the individual motivations and processes which play a key role in transforming ideas and grievances into violent extremist action.
Push Factors	These are the negative, social, cultural and political features of one's societal environment that aid in "pushing" vulnerable individuals onto the path of violent extremism.
Radicalization to Violence	A process that entails the gradual adoption of extremist beliefs, attitudes, ideas and practices that end if completed in the practice of violence.
Recruitment Narratives	Nuanced stories and analysis employed by violent groups to radicalize and recruit new members on their side.
Terrorism	The intentional use of indiscriminate violence and other forms of intimidation to create fear and terror in the population as a means to achieve ideological, religious, or political aims.
Violent Extremism	Encouraging, condoning, justifying, or supporting the commission of violent acts to achieve ideological, political or religious goals.
Youth	The Uganda National Policy defines a youth as every person between the ages of 18 and 30 years

1.0 General Introduction

This document presents the design of a training manual for countering violent extremism among youth in Uganda. The overall design outcome is to create mindset change among and to produce youths who are less vulnerable to radicalization and recruitment into violent extremism and to transform them into effective agents of grassroots peacebuilding. The specific learning objective for the training manual is to equip the youths with knowledge and practical skills for effective prevention of radicalization to violence and violent extremism. It also seeks to equip trainers with skills to continue and contribute to the efforts of countering violent extremism (CVE).

Demographically, the East African region, and Uganda in particular has one of the highest youth populations in the whole world, who face great economic challenges. By 2012, the region had a population of 135.4 million (growing at an average of 2.6%) and over 54% of the population was below 33 years (EAC, 2012). Uganda's vision of middle-income status (Vision 2040) rests on empowered adolescents and youth (NDPII 2015:214) and therefore all efforts geared towards keeping the youth away from radicalization and extremism contributes to the country's realization of vision 2040. The large youth population is normally referred to as the 'Demographic Dividend' but the country has to find ways of ensuring that this dividend becomes an asset (Demographic Dividend Roadmap, 2018:22). This training manual seeks to contribute to turning the youth into a demographic asset rather than a risk.

Violent extremism is increasingly becoming a global concern because it is affecting many parts of the world (Romaniuk & Durner, 2018). Due to increasing attacks from violent extremist groups, states and non-state actors have awakened to counter violent extremism. Whereas there have been some efforts and policies put in place to counter violent extremism, there is still urgency to further deal with the problem at the grassroots level, especially among the youth. It is worth noting that countering extremism is very expensive and therefore the need to use more proactive and cost-effective ways to deal with it.

Generating suitable training materials for youth at the grassroots level is one of the cost-effective ways of dealing with extremism and radicalization to violence among young people. Extremist activities of radical groups such as the Islamist Allied Democratic Front (ADF), rely heavily on mind control which is aimed at radicalization. This approach of using training and mind shaping can be used to counter extremism. As regards the ADF in DR Congo and Uganda, their military campaigns have increasingly relied on indoctrination to attract youths to their ideologies (Romaniuka & Durner, 2018, p. 163).

The youth are especially vulnerable because current economic and social conditions make them suffer deprivations that make them easy targets for recruitment into extremism. Whereas there are some youths in Uganda who do not have a sense of deprivation and marginalization, it is important to note that relative deprivation can trigger collective action even for people who are not personally and directly affected by the economic and social conditions but who still perceive themselves to be victims (Kunst & Obaidi, 2020, pp. 55-56). Therefore, efforts aimed at countering violent extremism have to target the sense of deprivation among the youth in order to effectively address the phenomenon of radicalization and extremism among them.



Figure 1: Youth at crossroads facing challenges related to violent extremism

2.0 Training Manual Designing Approach

The training has been designed and planned in a simplified fashion with the following goals and objectives:

2.1 Expected Design Outcome

To overall design outcome is to produce youth who are less vulnerable to radicalization to violence and recruitment into violent extremism and effective agents of grassroots peacebuilding.

2.2 Learning Objective

The overall objective is to prevent violent extremism among the youth in Uganda by creating an enabling environment for mindset change, crime prevention and reduced vulnerability to radicalization to violence. These manual endeavors to contribute to the achievement of this objective.

2.2.1 Specific Learning Objectives

The specific learning objectives of this training manual include:

- a) To equip the youth with knowledge and practical skills for effective prevention of violent extremism and radicalization to violence.
- b) To equip trainers with skills to effectively train others in P/CVE efforts and to make them appreciate the need to take action in P/CVE in their communities.
- c) To enable the trainees, understand the methods employed to radicalize and to recruit youth into violent extremism.
- d) To make the youth aware of the conditions conducive to the spread of the phenomenon of violent extremism focusing especially on preventing and countering the Phenomenon.
- e) To help trainees identify and explain the challenges associated with countering radicalization that leads to violent extremism in their communities and how to mitigate them.
- f) To enable trainees, appreciate the value of respect for diversity, sustainable peace and community development.
- g) To enable trainees, acquire knowledge and understanding of local, national and global issues related to violent extremism.

- h) To develop the trainees' motivation and willingness to take action in P/CVE in their communities.

2.3 Learning outcomes

At the end of this training, the trainees will have:

- a) Understood the concepts of radicalization to violence, violent extremism, peace building, and youth engagement in community development.
- b) Acquired knowledge and skills on how to be effective agents of preventing and countering violent extremism in their communities.
- c) Become competent community peace ambassadors in their respective grassroots communities.
- d) Been equipped with skills in using Alternative Dispute Resolution to manage conflicts in their lives and among their peers.
- e) Have acquired ability to detect early any form of radicalization that leads to violent extremism in their communities and avoid them.
- f) Appreciated the value of respect for diversity, sustainable peace and community development.
- g) Acquired knowledge and understanding about local, national and global issues related to violent extremism.
- h) Developed motivation and willingness to take action in P/CVE in their communities.

2.4 Training Requirements and Youth Categories

The trainees are expected to be chosen from the community by the lead project implementation organization which will also determine the requirements to join the training program. Nonetheless, the training package is designed to cater for both the educated and uneducated youth (aged 18-30). Unless necessary, there will be minimal reading requirements during the training in order to make it accommodative to all categories of youth who are vulnerable to radicalization to violence and violent extremism.

The youth are to be alternatively categorized into training clusters depending on profiles of their demographic characteristics to improve on the chances of achieving a results-based and effective tailored training experience. We suggest three categories of youth who occupy the segment of the vulnerable youth in our communities. Since most of the vulnerabilities result

from economic conditions, particularly unemployment, we have used unemployment as the main categorizer. These categories include: i) employed/unemployed educated youth; ii) employed/ unemployed semi-educated youth; and iii) employed/unemployed uneducated youth. These three categories can be used to select who participates in the training and whether to simplify the training or not. The design has considered all these three categories of youth and the training is adaptable to all.



Figure 2: A diverse group of Ugandan youth seated in a peaceful outdoor training setting attentively listening young local trainer confidently teaching concepts of peacebuilding unity and community

2.5 Workshop Training Methods and Techniques

In this segment, the manual briefly explains the experiential and interactive training methods and techniques that are to be used during the 5-day training workshop with each having its unique contribution to the training process and learning experience: These will include:

Open interactive talks -These will be used to introduce and ease the trainees into the topic of discussion in a simple and approachable manner that ensures that the youth find it easy to grasp the basics of any topic. During these sessions, the youth will be encouraged to freely ask questions and be responded to immediately.

Simple guided text analysis -This involves introducing simple explanatory texts for youth audience that may have some basic reading and comprehension skills. This method is aimed at improving reading experience and understanding of selected topics in a given texts / document.

Lectures -This is the use the normal lecture method with structured and orderly presentation of information delivered by the facilitator. Its aim is to transfer of knowledge or introduce skills on the topic of discussion. An interactive way of giving a lecture, can be more effective in terms of gained knowledge from the participants.

Group Discussions -This involves the formation of discussions groups for purposes of engaged verbal exchange while overseen or led by the facilitator or the participants about a specific topic. Through talking, participants share facts, ideas and consider different points of view. Discussions are useful in both large and small groups.

Case Studies/Scenarios -The use of stories either fictional or true that contextualize and illustrate a problem by discussing what a character's options are or how these problems might be solved. This technique enables trainees' unique information in contextual setting and mental connection and processing.

Brainstorming -A free-flow exchange of ideas during which a given topic is discussed. It is a group problem-solving technique that involves the spontaneous contribution of ideas from all members of the group. This technique allows trainees to think critically about ideas and solutions, form connections and share ideas among themselves. When the brainstorming is completed, the group looks at the ideas together, to identify those most useful or to categorize them in some helpful way.

Discussion Points/questions -The selection and use of a key discussion point or issue as a point of departure to increase awareness of other related matters. This method uses relevant points/questions at the end of an activity for discussion and enables the facilitator to figure out what the trainees are learning and to help them build on the learning experience. It also allows any trainee to raise a concern or question.

Simulation exercises -This is also known as "role playing", during which trainees are allowed to imagine themselves occupying or acting out certain characters in order to gain experiential learning. This method also allows trainees to get feedback from fellow participants.

Cultural peace events -Use of cultural events such as cultural dances, songs, traditional African games, etc., to enable trainees understand peace messaging from a cultural perspective. Such

approaches are easily employed to pass on peace messages because they are culturally appropriate.

Videos -The use of videos in the training helps to tell the story in the most visually engaging way possible. Videos help to explain complex and sensitive topics efficiently through stories and enable the trainers to present to the trainees' messages that are not only informative but also memorable and engaging.

Energizers and warmups -These will involve quick ways to help participants feel refreshed and more comfortable to interact with peers and improve the learning environment. They will be done just before the start of a session, during the session, immediately before or after a tea break or lunch and or just before the end of the day's sessions.

Things to consider when using energizers

- Energizers should be used frequently during a training session, whenever trainees look sleepy, tired or bored to re-energize them; and make sure to explain the instructions clearly.
- Try to choose energizers that are appropriate for the local context and always be sensitive to factors such as culture, gender, physical ability and group dynamics of the trainees.
- Choose games and activities in which all trainees can participate taking into consideration the different abilities of the trainees.
- Use energizers that suit the time frame and the physical environment of the training; for example, space, weather conditions, e.t.c.
- Try not to use only competitive games and activities, but also include those that promote social cohesion, awareness and critical thinking.
- Try to keep the energizers enjoyable and as short as possible.
- Try as much as possible to use energizers that are relevant to the objectives and content of the training and that reinforce or complement the key messages and concepts.

2.6 Trainee Assessment

In terms of learner assessment, the training uses a combination of three types of assessment: i) diagnostic assessment, ii) formative assessment and iii) summative assessment. Diagnostic assessment is used to find out the trainees' preferences of training methods and the extent of their knowledge prior or at the commencement of the training. Formative assessment is used

to harvest feedback from the trainees during the process of the training. Summative assessment is used to measure the extent of learning that may have taken place by the end of a learning session. Below are the assessment tools and modes to be used during the training.

1. Administering a Simple Pre-training Questionnaire: A pre-training questionnaire will be administered to the trainees to obtain their baseline level of knowledge, attitudes and skills in the area of P/CVE. The facilitator should encourage the trainees to answer the questions from their own perspectives. (See Appendix 1 for the sample of the pre- training questionnaire).

2. Attendance of sessions: Attendance is important especially of presentations and discussions in groups: Attention is paid mainly to the organizational skills displayed in the group presentations, discussions in class and reading discussions. Reading discussions will be few but it is expected that in each discussion, the trainees will be able to identify key lessons or issues that emerge.

3. Group Role-play/Simulation exercise: This involves participatory group work and practical exercises by the trainees of given violent extremist cases within their communities or outside. The facilitator will make observations and assess their understanding of the lessons from these exercises.

4. End of training Evaluation: The training team will carry out an evaluation session at the end of the training using a questionnaire to determine the level of comprehension by the trainees and to get feedback from them concerning the training program. (See Appendix 2)

2.7 Certificate of Completion

The training is designed as a ‘Certificate in Preventing and countering Violent Extremism among the Youth in Uganda’. At the end of the training the trainees are expected to earn a certificate of attendance. Every trainee who fulfils the training requirements and evaluation criteria to the satisfaction of the training team will be awarded a certificate of completion.



Figure 3: Youth participant receiving a Certificate of completion in Preventing and countering Violent Extremism among the Youth in Uganda

2.8 Exit Strategy

At the end of the training, in many cases, the host/ training organization will/may exit out of the locality/community where the training has been conducted. There will therefore be need for a smooth and effective withdrawal to ensure that the benefits and goals of the training continue to be realized. The host/training organization will therefore need to involve, partner, train and empower local stakeholders (e.g. local governments; local CSOs and CBOs; religious and cultural leaders and institutions; and the trained Youth Peace Ambassadors) who will ensure that the goals and benefits of the training continue to be realized and sustained (e.g. through follow-up visits on trainees, post training surveys and impact assessment) and identifying alternative sources of support and partners.

2.9 Do No Harm

P/CVE interventions and initiatives can have negative impacts and consequences in the contexts in which they are being implemented. Throughout this training, the facilitators will help the trainees to identify the risks and challenges associated with P/CVE efforts and initiatives and thereafter provide them with knowledge and skills to mitigate the same. The facilitators will also provide the trainees with practical and operational frameworks for mitigating unintended consequences that may arise from P/CVE efforts and initiatives; while also actively seeking to promote peace and stability.

3.0 Nature and Duration of the Training

In this section, the Manual looks at the training description, activities and scheduling.

3.1 Training Description

This training seeks to achieve mindset change and to produce youths who are less vulnerable to radicalization and recruitment into violent extremism and transform them into effective agents of grassroots peacebuilding. The training topics and materials are designed for youth at the grassroots level aimed at entrenching cost-effective ways of dealing with violent extremism and radicalization among young people. The topics are theoretically based on a combination of three theories: i) Transformative peacebuilding, ii) African traditional peacebuilding and iii) Socio-ecological models of peacebuilding. The topics are arranged into five modules which are color coded; each module is made up a number of topics which have to be covered during the training. These include: ‘Blue Module’ , ‘Green Module’, ‘Red Module’, ‘Purple Module’ and ‘Grey Module’. Colored modules are designed to evoke interest among the youth; and for progressive learning from basic concepts to higher capacities of the trainee youth to be able to practically engage in prevention and countering of violent extremism in their local communities.

NOTE:

While using this Manual, the facilitators should endeavor to contextualize the training materials herein to make it fit the trainees’ local context.

3.2 Session/Activity

The course is designed to equip the youth trainees with knowledge and skills useful for prevention and countering violent extremism in their communities. The duration of the training will be 5 days of 8.5 hours each, which translates into 42.5 hours of attendance and participation in the training and activities. There shall be daily registration of attendance for the trainees in order to encourage maximum presence and participation. The facilitation team shall be required to register and evaluate the participants for the 5 days of training from the beginning to the end. The minimum requirement for earning the certificate shall be 80% attendance of the overall time.

3.3 Training Scheduling:

Below is a tabulated presentation of the schedule of the training as it will take place for the duration of the five days of the training. It also includes the suggested times for the sessions of the training.

Day:	Time:	Session / Activity:
	DAY ONE	
One	08:00- 10:30AM	Opening Session
	10:30 –11:00AM	Break Tea
	11:00-12:00PM	Understanding Key Concepts in the Area of Violent Extremism.
	12:00-01:00PM	Overview of Uganda’s History
	01:00-02:00PM	Lunch Break
	02:00-03:00PM	Global and Regional Trends in Violent Extremism.
	03:00-04:30PM	Why Violent Extremist Groups take keen interest in recruiting Youths.
	DAY TWO	
Two	08:00-08:30AM	Recap of Day One
	08:30-10:30AM	Pathways and Radicalization Process to Violent Extremism
	10:30-11:00AM	Break Tea
	11:00-12:30PM	Manifestations of Violent Extremism
	12:30-01:00PM	Role Play Assignment
	01:00-02:00PM	Lunch Break
	02:00-04:30PM	Understanding Recruitment Narratives into Violent Extremism
	DAY THREE	
Three	08:00-8:30AM	Recap of Day Two
	08:30-10:30AM	Drivers of Radicalization and Violent Extremism in Uganda.
	10:30-11:00AM	Break Tea
	11:00-12:00NOON	Drivers of Radicalization and Violent Extremism in Uganda (continuation)
	12:00-01:00PM	Factors that help Youth to Build Resilience against Recruitment into VE Groups.

	01:00-02:00PM	Lunch Break
	02:00-02:45PM	Why some Youths who join VE groups disengage from them.
	2:45 – 3:30PM	Interreligious and Intercultural Dialogue
	03:30-04:30PM	Role Play Rehearsal
	DAY FOUR	
Four	08:00-08:30AM	Recap of Day Three
	08:30-10:00AM	Effects of VE
	10:30-11:00AM	Tea Break
	11:00-12:00NOON	Evaluation of Interventions so far Undertaken to Counter V.E in Uganda.
	12:00 -1:00PM	Sport and Prevention of Violent Extremism
	01:00-02:00PM	Lunch Break
	02:00-04:30PM	Role Plays
	DAY FIVE	
Five	08:00-08:30AM	Recap of Day Four
	08:30 – 9:10AM	Video: How Young People join Violent Extremism groups and how to stop them.
	09:10-09:50AM	Understanding Alternatives to Violence Programmes.
	09:50 – 10:30PM	Youth, Drug Abuse and Violent Extremism
	10:30-11:00AM	Tea Break
	11:00 -12:00NOON	Technology and Violent Extremism
	12:00-01:00PM	Interventions to Prevent and Counter V.E among the youth in Uganda.
	01:00-02:00PM	Lunch Break
	02:00-04:30PM	Closing Session



Figure 4: A youth training workshop taking place in a community hall on prevention and countering violent extremism

4.0 Training Opening Session.

This session is designed to give the trainees a general introduction to the training and familiarizing and preparing them for effective learning. This session will include introduction of the host organization; the objectives, learning outcomes and techniques of the training; self - introduction of the facilitating team and trainees; setting the ground rules; expectations of the trainees and the facilitators; and the official opening of the training.

🌀 Objectives:

- a) To enable the trainers and the trainees know each other and create inter-personal connections within the learning group.
- b) To give trainees knowledge of the coverage of the training and its goals and objectives.
- c) To prepare the trainees with a positive attitude and realistic expectations about the training course.

🌀 Learning Outcomes:

At the end of this topic the trainees are expected to:

- a) Have acquired knowledge about each other, the host organization and facilitators.
- b) Know the content that is to be covered in the course of the training
- c) Have acquired a possible attitude and realistic expectations about the training course

4.1 Arrival and Registration

4.2 Prayer and Singing of Anthems

The workshop opens with a prayer and the singing of the National and East Africa Anthems. (The prayer should be interdenominational and as inclusive as possible)

4.3 Welcome Remarks by the Host Organization.

The host organization makes a brief welcome speech in which it welcomes the trainees and guests to the training workshop, gives brief information about the organizations, the objectives and learning outcomes of the training (refer to 2.2, 2.3.& 2.4) and any additional information about the training session including special arrangements and housekeeping issues (for example accommodation and meals).

4.4 Self-Introduction of the Training Workshop Facilitating Team.

Members of the training workshop facilitating team introduce themselves stating their names, occupation, work experience and role in the training. It would also be good for them to express their enthusiasm to work with the trainees. The training facilitating team should as much as possible be inclusive in terms of age, gender, religion and ethnicity.

The training workshop facilitators play several roles including:

- Transmitting knowledge and skills, answer questions (or promise to avail information later), and clarify issues.
- Striving to share values and ideas and leading sessions in such a way that encourages trainees to participate fully in acquiring the new knowledge and skills introduced in the training workshop.

4.5 Self-introduction of the Trainees.

The trainees introduce themselves stating their names, occupation and a brief background about themselves.

4.6 Setting the Ground Rules

It is important to set ground rules that allow the learning to flourish in a safe and respectful learning environment. The facilitators and trainees identify and agree upon a set of ground rules to be followed during the training workshop. Once these rules are agreed upon, a list of these rules is posted in the training room for the entire duration of the Training Workshop. This list may include (but not limited to) the following rules:

Regular attendance and keeping time	Having the right not to participate in an activity that makes you feel uncomfortable.
Respecting each other, even when you disagree.	Listening to what other people say without interrupting them.
Listening carefully in a non-judgmental manner, with an open mind.	Not using ‘put downs’ (i.e. snubbing or humiliating people on purpose).
Agreeing to participate actively	Having the right not to participate in an activity that makes you feel uncomfortable.

Respecting confidentiality (including respecting all trainees' privacy and confidentiality)	Being sensitive when making jokes or remarks related to religion, gender, ethnicity or personal characteristics.
Being on time	Critique or question comments, ideas or positions, not the person making them.
Stay on the topic and keep your comments as brief as possible.	Accepting positive feedback or criticism

4.7 Trainees' Expectations and Concerns

Trainees are given an opportunity to speak about their expectations for the training workshop and to state any concerns regarding the workshop that they would like to have addressed. Responses are recorded on a flip chart.

Assess which expectations that are likely to be met in the course of the training workshop and those which ones may go beyond its scope.

At the end of the training workshop, a review of these initial expectations should be part of the evaluation.

4.8 Facilitators' Expectations during the Training

A facilitator provides a brief explanation of the facilitators' team expectations for a successful workshop, being sure to incorporate the trainee's expectations. A facilitator takes the trainees through the whole training workshop program, explaining to them what will happen in the different sessions so that they are aware of what to expect.

The facilitators should explain to the trainees that this training will require everyone's involvement and sharing of experiences and knowledge. This is a good time to invoke the old saying: Tell me -----I forget, show me I remember, involve me I understand.

4.9 Official Opening of the Training

Any dignitary invited by the workshop organizers makes brief remarks and declares the training workshop officially open.

5.0 Blue Module:

This module looks at key concepts in the area of violent extremism; overview of Uganda's history; global and regional trends in violent extremism and why violent extremist groups take keen interest in recruiting youths to their groups.

5.1: Understanding Key Concepts in the Area of Violent Extremism



Figure 5: Group discussion to understand the key concepts in preventing and countering violent extremism

This session will explain the basic concepts in the area of violent extremism to be used in this training such as peace, radicalization and violent extremism.

🌀 Objectives:

The objectives of this session are:

- a) To enable trainees, define and understand the main concepts to be used or referred to in the course of the training.

- b) To provide the trainees with common understanding and shared conceptual framework about the key issues under discussion in the training.
- c) To enable the trainees to understand the difference between violent extremism and other forms of violent conflict that may exist in their communities.

Execution Strategy:

Tools / sources: Flip chart, Markers, Manila paper, note books, Pens, Computer for Internet connection, Cello tape, and projector.

Duration: 1 hour

Execution: Lecture method, discussions, open interactive talks and brain storming.

Learning Outcomes:

At the end of this session, the trainees are expected to:

- a) Have understood the main concepts to be used or referred to in the course of the training.
- b) Have acquired a common understanding and shared conceptual framework about key issues under discussion in the course.
- c) To have understood the difference between violent extremism and other forms of violent conflict that may exist in their communities.

Exercise 1:

The facilitator requests the trainees to brainstorm on what they understand by the terms extremism; violent extremism; radicalization to violence; terrorism; youth; fundamentalism; recruitment narratives; counter/alternative narratives; positive and negative peace; pull and push factors of violent extremism; and preventing and countering violent extremism.

Task 1

The facilitator requests the trainees to reflect on the different meanings given by different trainees and compare these meanings to those found in the definition of key terms section of this manual and seeks for an agreed meaning. The facilitator requests one of the trainees to volunteer to write down all the agreed meanings of terms on a manila paper which is then pinned at the back of the room and kept there throughout the training.

Facilitator's Notes:

Refer to Definition of Key Terms (pages v-vi)

- There are no universally agreed definitions of these key concepts.
- No one is born a violent extremist, but the circumstances in the life of an individual or those around him/her may lead one to becoming a violent extremist.
- Violent extremism is not limited to any political, ethnic, religious, geographical, educational or occupational background.
- No society is exempt from the impact of violent extremism.

5.2: Overview of Uganda's History:

This session is designed to give the trainees a general introduction to the history of Uganda including conflicts, religious disagreements and other social historical accounts that explain the origin of violent extremism in Uganda.

🌀 Objectives:

The objectives of this session are:

- a) To give trainees knowledge of the main historical developments that have shaped Uganda's current social, economic and political realities.
- b) To enable the trainees, understand the historical roots of disagreements, conflicts and violent extremism in Uganda.

🌀 Learning Outcomes:

At the end of this session, the trainees are expected to:

- a) Have acquired knowledge about the key historical milestones in Uganda's history that have shaped the country's current social, economic and political realities.

- b) To have understood the historical roots of disagreements, conflicts and violent extremism in Uganda.

Execution Strategy:

Tools / sources: Flip chart, Markers, Manila paper, note books, Pens, Computer for Internet connection, Cello tape, and projector.

Duration: 1 hour

Execution: Lecture method and discussions.

Facilitators notes:

- Pre- colonial Uganda
- The struggle for Independence
- Obote I Era
- Idi Amin Regime
- The struggles to topple Idi Amin
- Obote II Era
- The NRM Bush war
- The NRM Era conflicts; Lakwena, LRA (UNSC-listed; CFe.002), ADF, NALU Groups
- The Religious, ethnic and Political Conflicts in Uganda; and the feelings of marginalization and exclusion and their impact on the socio-political religious situation in Uganda
- The history and current trends of violent extremism in Uganda.
- Peace, security, development and social cohesion in Uganda.

5.3: Global and Regional Trends in Violent Extremism



Figure 6: The Devastating Face of Violent Extremism in an Urban African Community

🌀 **Description:**

This session discusses the international, continental and regional trends of violent extremism and its effects on global peace, security and development. This will enable the trainees to have a better context of the challenges posed by violent extremism.

🌀 **Objectives:**

The objectives of this session are:

- a) To enable trainees, understand the international, continental and regional dimensions of the challenge of violent extremism.

- b) To provide the trainees with the overall context within which violent extremism is taking place in East Africa, Africa and Globally.

Learning Outcomes:

At the end of this session, the trainees are expected to:

- a) Have acquired ability to competently discuss the global context within which violent extremism is taking place.
- b) Have understood the overall context within which violent extremism is taking place in East Africa, Africa and Globally.

Execution Strategy:

Tools / sources: Flip chart, Markers, Manila paper, note books, Pens, Computer for Internet connection, Cello tape, and projector.

Duration: 1 hour

Execution: Lecture method, open interactive talks and discussions.

Facilitator's Notes:

- The facilitator should outline the history and current trends of violent extremism in East Africa, Africa and Globally.
- The facilitator should give an overview of the regional (East Africa), continental (Africa) and international approaches to P/CVET (including challenges and success stories).
- The facilitator should brainstorm with the trainees on the effects of violent extremism on the regional, continental and global peace, security and development.

5.4 Why Violent Extremist Groups Take Keen Interest in Recruiting Youths?



Figure 7: Recruitment of youth into violent extremist groups

Description

This session examines the reasons why violent extremist groups take keen interest to recruit youths into their ranks.

Objectives:

The objectives of this session are:

- a) Understand the factors that make violent extremist groups have keen interest in recruiting youths to their groups.
- b) To use the knowledge acquired in (a) to devise ways of building resilience of youths against recruitment into violent extremist groups.

Learning Outcomes

At the end of this session, the trainees are expected to:

- a) Have understood why violent extremist groups have keen interest in recruiting youths to their groups.
- b) Have devised ways to build resilience of youths against recruitment into violent extremist groups.

Execution Strategy:

Tools / sources: Flip chart, Markers, Manila paper, note books, Pens, Cello tape, internet connection, computer and projector.

Duration: 1 hour

Execution: Lecture method, open interactive talks, discussions and video.

Facilitators Notes:

Violent extremist groups take keen interest to recruit youths because:

VE programs and activities require long term engagement. Adolf Hitler once said: “Whoever has the youth, has the future.”	Youths admire and enjoy violence. They view violence as a source of pride, heroism and adventure.
Youth have time and energy	Youths don’t have much commitment and attachment to family and community.
Youths are a big population	Many youths have low levels of critical thinking and therefore easy to manipulate.
Youths harbor many grievances e.g. poverty, unemployment, security forces, brutality e.t.c.	Youths can easily engage in risky behavior.
	Youths are cheap, effective and obedient

Video 1: Preventing and Responding to Violent Extremism in Africa –A Development Approach.

<https://www.youtube.com/watch?v=EjmVNggpxBI>

Exercise 2

(Time: 4:00- 4:15 p.m.)

The facilitator invites the trainees to watch the above video and to note down key takeaways from it.

Task 2

(Time: 4:15 – 4:30 p.m.)

The facilitator requests trainees to share their takeaways from video 1

The facilitator should compare the list of takeaways from the video generated by the trainees with the facilitator's notes below.

Facilitators note on Video 1:

General Observations

- Violent extremism is a global challenge and every corner of the globe has been affected and today violent extremism and terrorism have become the new normal.
- There are a number of violent extremist groups in Africa for example the Al-Shabaab (UNSC-listed; SOe.001) which has perpetrated some of the worst acts of terrorism in the region.
- 70% of the population in Africa is composed of youths under 30 and have known only war their entire life.
- Young people are the most vulnerable to being recruited into armed groups.
- The fight against extremism is not just a military or a government program; it is more or less a communication struggle as well.
- Today, violent extremist groups have embraced sophisticated technology and communications strategies to send thousands of messages to the target audiences (mainly unsuspecting youths) to lure them to their groups and to justify their actions.
- With the advent of social media, messages of extremists are flowing rapidly through the streets and in the pockets of young people through their smart phones.
- Women and girls should not only be viewed just as victims or as spoils of war but are at times perpetrators.

- In the last 15 years, there is not a single terrorist organization or violent extremist group that has been defeated or vanquished; instead, we have seen many more coming up and this begs the question: “what have we been doing wrong in trying to address the phenomenon of violent extremism?”

Causes of Violent Extremism

Grievances	Marginalization
Ideology	Exclusion
Economic needs	Unemployment
Sustenance	Poverty
Survival	Marginalization

Recommendations

- Understanding the drivers that lead to a tipping point where this behavior becomes extreme is important in creating a development space.
- There is need to understand why people transit or move from being normal members of society to becoming extreme and engaging in extreme behavior.
- Need for social cohesion and inclusion
- Need to engage in community sensitization
- Need to empower women to play active roles in P/CVE for they are champions and agents for real change who wield a lot of influence in their families and communities.
- Need to empower Imams and madrassa teachers by building their capacity to support their young children and to tackle extremist ideology and narratives.
- Need to tackle poverty, unemployment and governance issues.
- There is need for organisations such as UNDP, UNODC; and governments to support and to work together with CSOs, communities and faith groups.
- Interventions on P/CVE should trickle down to the grassroots



Figure 8: Image showing an example of ideal peaceful African community

Further Readings

Adam-Troian, J., Tecmen, A., & Kaya, A. (2021). Youth extremism as a response to global threats? *European Psychologist*.

Ambrozik, C. (2019). Countering violent extremism globally. *Perspectives on Terrorism*, 13(5), 102-111.

Avis, W. (2019). Current trends in violent conflict.

Bak, M., Tarp, K. N., & Liang, C. S. (2019). Defining the Concept of ‘Violent Extremism.’. *Geneva paper*, 24, 19.

Haruna, A. I. (2022). The Rising Trends of Violent Extremism in West Africa: A Threat to Regional Security. *Uluslararası İlişkiler Çalışmaları Dergisi*, 2(2), 111-131.

Schils, N., & Verhage, A. (2017). Understanding how and why young people enter radical or violent extremist groups. *International Journal of Conflict and Violence (IJCV)*, 11, a473-a473.

6.0 Green Module

6.1 Recap of day 1

6.2 Pathways and Radicalization Process to Violent Extremism

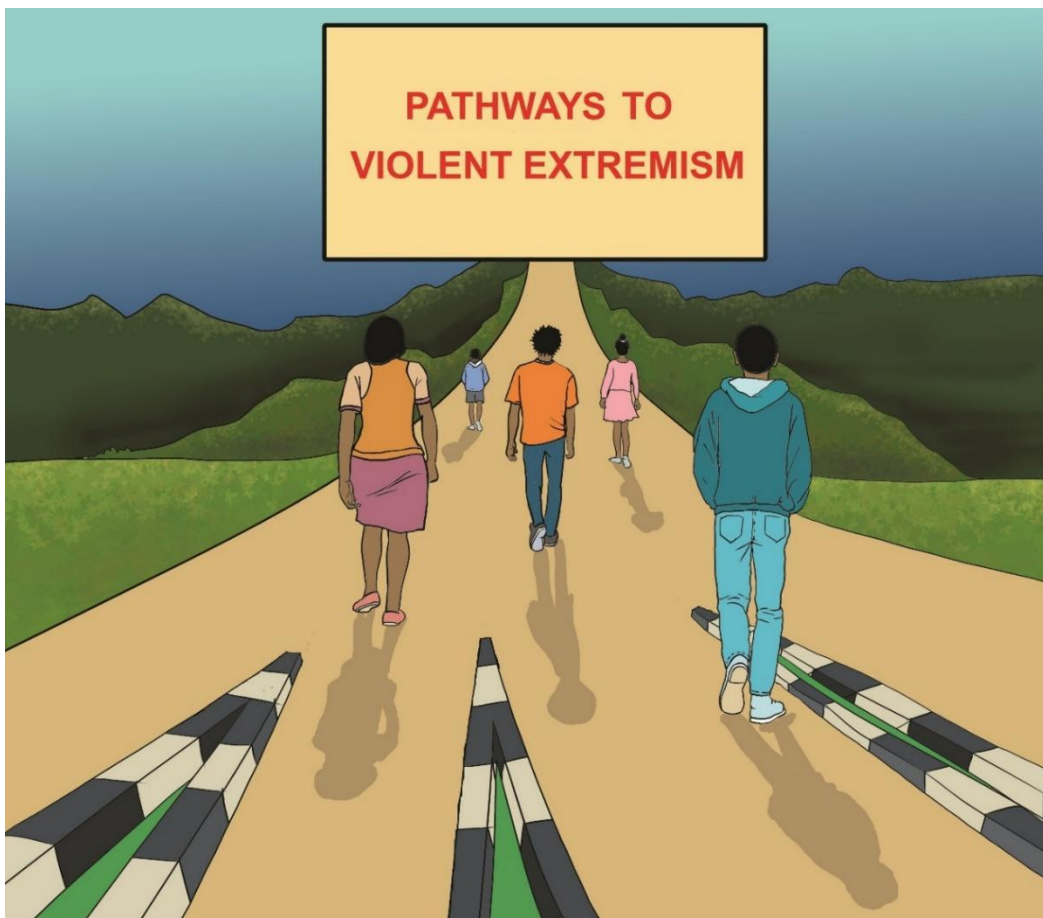


Figure 9: Image showing the different stages of radicalization

🌿 Description:

This session is intended to explain the processes of radicalization to violence and the different pathways individuals and groups go through to embrace violent extremism. It will clarify how individuals internalize and act to advance an extremist belief system.

🌀 Objectives:

The objectives of this session are:

- a) To build trainees' ability to detect early warning signs of radicalization and make informed decisions in response.
- b) To enhance trainees' critical thinking and personal safety skills in identifying and responding to suspicious offers or recruitment attempts.

🌀 Learning Outcomes:

At the end of this session, the trainees are expected to:

- a) Have understood the pathways that individuals go through to become radicalized to violence and to join violent extremist groups.
- b) Have acquired ability to explain the processes individuals go through to become radicalized.

Execution Strategy:

Tools / sources: Flip chart, Markers, Manila paper, note books, Pens, Cello tape, internet connection, computer and projector.

Duration: 1hr 15 minutes

Execution: Lecture method, open interactive talks, group discussion and brainstorming

The facilitator engages with the trainees about the pathways and the radicalization process to violent extremism.

Facilitators Notes:

a) Pathways

The journey into violent extremism is highly individualized with no single pathway and often taking different form.

The pathways to violent extremism include but not limited to:

- Places of worship
- Kinship
- Prisons

- Internet and Audio, Visual Tapes
- Manipulation mostly using incentives e.g. promise of employment, scholarship, startup capital or other benefits

*Wars are created by people too OLD to
fight for those too young to die.*

African Proverb

*Older men
declare war. But it is the youth
that must fight and die.*

Herbert Hoover

- Peer Influence
- Abduction
- Educational Institutions

*School is THE place where the ills of
tomorrow are planted into society.*

Unknown author

- Study circles and social networks
- Self-radicalization.
- Vigilante groups

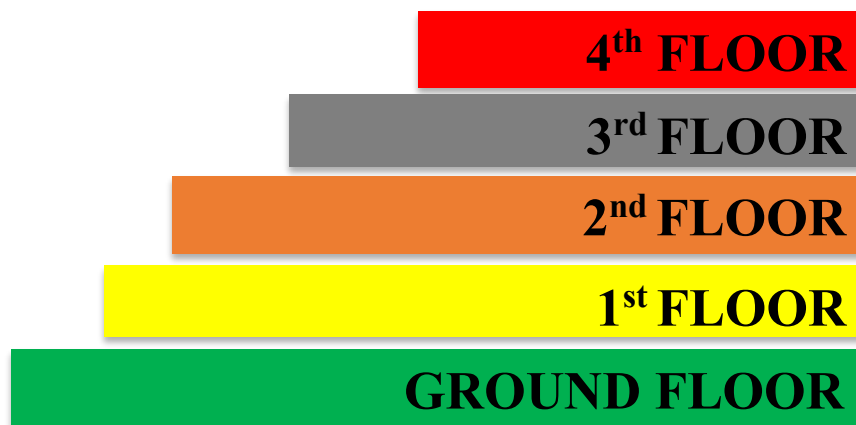
b) The Radicalization Process to Violent Extremism

Radicalization is a process of change from one level to another which entails the gradual adoption of extremist beliefs, ideas and practices that ends, if completed in the practice of violence.

Becoming radicalized, is a gradual process and one that requires progression through distinct stages and in most cases, it happens neither quickly nor easily.

The progressive upward movement in the process of radicalization often requires a 'spark' which can be ideological, economic, social, political or personal.

Illustration of the process of radicalization to Violent Extremism.



Ground Floor

This floor is heavily populated by individuals living ordinary lives. They may have had exposure to violent extremist narratives but did not pick any interest in them.

1st Floor

The inhabitants of this floor have progressed from the ground floor. These have been exposed to violent extremist narratives and may have started appreciating some of them but are not yet ready to commit acts of violence.

2nd Floor

The inhabitants of this floor have progressed from 1st floor. These have now started to seriously appreciate violent extremist narratives but still see many other avenues of handling their grievances and attaining their goals and detest violence.

3rd Floor

The inhabitants of this floor have progressed from the 2nd floor. These now wholly take violent extremist narratives seriously and, in many cases, get attached to an extremist group. At this stage, they develop serious violent extremist characteristics and develop a feeling that violence may be necessary and legitimate to achieve their goals. However, they may not yet be ready to engage in violence because of factors such as fear to commit murder of innocent lives or other repercussions, for example, imprisonment.

4th Floor

This is the topmost floor of the Staircase. Those who reach this floor are now ready to engage in violence and terrorist activities to further their violent extremist goals. These have now become very extreme and see no other option of furthering their objectives other than violence. They are now ready and very willing to support and/or to use violence and destruction to achieve their goals.

Exercise 3:

The facilitator requests the trainees to go through the text below and thoroughly grasp the content of the same.

Time: 09:45 – 10:00 a.m.

Zubair is 20 years old and a Senior 6 vacist waiting for UNEB to release the results of the UACE examinations. He would like to continue with his education but his parents are poor and cannot afford to pay his tuition at the university. One day a young man in his mid-30s called Yasser (not real name) approached him while at the mosque and inquired to know more about him. Zubair had seen the young man a few times at the mosque but they were not close. Zubair told Yasser about his desire to continue with his education and the challenge of tuition fees. Yasser assured Zubair that he is connected to some Civil Society organisations based in Kampala which could sponsor him to continue with his education and that he would in a few days' time meet with him again to plan for their travel to Kampala and introduce him to the CSOs.

Task3:

Time (10:00 - 10:30 a.m.)

The facilitator requests the trainees to form 2 groups. He requests each group to make use of the under listed guiding questions to brain storm and suggest what Zubair should do in preparation for his 2nd meeting with Yasser for his safety and good decision making (15 minutes).

What information should Zubair collect before the next meeting?

What questions should he ask Yasser?

Who should he consult before making a decision?

What are the potential risks of not verifying the offer?

What warning signs suggest the offer might be suspicious?

If Zubair is to undertake this journey, what else do you think is necessary?

Undertake a “Too Good to Be True” Checklist Activity.

Who is making the offer? Are they known and trustworthy?

Is there any written information? Can I verify it?

Have I discussed this with my parents/elders?

What are the risks?

Am I being rushed?

After the brainstorming session, the two groups reconverge into a plenary and share their suggestions. (15 minutes)

Points the facilitator should emphasize to the trainees/Lessons learnt.

- When considering whether to accept a “too good to be true” offer, give yourself time and the tools to check and discuss it with friends and family members to ensure that you make good decisions.
- Always be suspicious of someone who wants to rush you into making a decision and to hide information from others.
- Collect as much information as possible about organisations/individuals involved.
- Always weigh the consequences of the decisions you may make.

6.3: Manifestations of Violent Extremism

🌀 Description:

This session will expose to the trainees the different manifestations of violent extremism both globally and locally. It will discuss the characteristics associated with violent extremism among violent extremist youths in Uganda.

🌀 Objectives:

The objectives of this session are:

- a) To enable trainees, identify the various manifestations of violent extremism in their communities.
- b) To equip trainees with knowledge and skills of detecting early warning signs of violent extremism in their communities and thereafter, devise early response mechanisms.

🌀 Learning Outcomes:

At the end of this session, the trainees are expected to:

- a) Have acquired ability to identify the various manifestations of violent extremism in their communities.
- c) Have been equipped with knowledge and skills of detecting early warning signs of violent extremism in their communities and ability to respond to them early.

Execution Strategy:

Tools / sources: Flip chart, Markers, Manila paper, note books, Pens, Cello tape, internet connection, computer and projector.

Duration: 1 hour

Execution: Lecture method, open interactive talks, brainstorming, discussions and video.

Exercise 4

Time: 11:00 – 11:30 a.m. (30 minutes)

The facilitator splits the trainees into 2 groups (of fifteen each) and requests them to brainstorm on the signs that point to the fact that someone is being led down to the path of radicalization or is already radicalized into violent extremism and record their points on a flip chart.

Task 4:

Time: 11-30 – 12:00 Noon (30 minutes)

After the brainstorming sessions, each group chooses a volunteer who presents the group's points to the whole team of the trainees.

After the presentations from all the 2 groups, the facilitator presents the under listed signs to the trainees and requests them to compare them with the signs they came up with in their groups.

Facilitators Notes

Manifestations of violent extremism are signs or behavior that suggests that an individual has already been radicalized to VE or has started the process of radicalization.

There are various manifestations of violent extremism and these include:

- Social self-isolation and unwillingness to engage with people from other social groups
- Engaging in more intense rhetoric; becoming argumentative and unwilling to listen to other people's points of view.
- Embracing conspiracy theories
- Harboring feelings of persecution and attributing real or perceived grievances on the 'other' who are vilified and dehumanized.
- Drastically changing friendships, particularly severing old relationships and finding new friends.
- Becoming secretive
- Having deep sympathy or commitment to VE ideologies and groups
- Frequently visiting violent extremist websites and content online

- Having or actively seeking for skills/resources for committing violence
- Becoming obsessed with injustices that VE groups also frequently cite
- Experiencing a personal crisis or life trauma from which the individual does not fully recover
- Advocating for the use of violence and aggressive behavior as a means to achieve one's or the group's desired goals.
- Commitment to excessiveness and strictness
- Reading, watching and listening to violent content
- Admiration of violent extremist groups and their leaders
- Intolerance to questioning and criticism
- Showing or exhibiting excessive political, ideological or religious interests
- Adhering to an 'us' vs 'them' mentality, often with clear enemies.
- Donating money or other resources to violent extremist groups.
- Possessing or displaying imagery and symbols from known violent extremist groups or movements.
- Holding distorted view points
- Expressing willingness to die for violent extremist ideology
- Carrying out unusual surveillance or detailed reconnaissance of critical infrastructure.
- Unexplained interest to travel to places where violent extremist groups operate from.
- Unexplained desire to gather detailed knowledge on using or making weapons.
- Complete unwillingness to compromise with those who hold opposing views
- Unexplained acquisition of weapons or ingredients of making explosives.
- Unexpected or unexplained changes in regular behavior e.g. abandoning employment without notice, withdrawing or abandoning close friends, unexpected or unexplained selling or disposing of personal belongings.
- Devaluation of worldly life and placing much emphasis on the hereafter
- Promoting and disseminating violent extremist narratives.
- Strict obedience to commands of leaders
- Rejecting mainstream voices in favor of violent extremist ideologies.
- Dehumanizing or harassing or abusing people who do not share similar beliefs or opinions or practices or world view.

The Facilitator should emphasize that:

- This list of the manifestations of violent extremism is not exhaustive and that there could be other signs not listed here.
- Possessing one or several of these signs does not necessary mean that someone is on the path of radicalization or has been radicalized to violent extremism.

Video 2

Recognizing the Signs of Violent Extremism | Terry Oroszi | TEDxDayton

<https://www.youtube.com/watch?v=p8KeuxqwXEY>

Exercise 5

(Time: 12:00- 12:15 noon)

The facilitator invites the trainees to watch the above video and to note down key takeaways from it.

Task 5

(Time: 12:15 – 12:30 p.m.)

The facilitator requests trainees to share their takeaways from video 2

The facilitator should compare the list of takeaways from the video generated by the trainees with the facilitator's notes below.

Facilitator's notes

- Acts of terrorism are an emerging threat that is growing at an alarming rate
- Violent extremism is a global problem with community solutions.
- Looking at the demographics of violent extremists with a focus on gender, majority are males (93%). Females are the minority but they are just as deadly.
- Males and females go into terrorism for different reasons. Males want to be heroes, want to belong to a brotherhood, they like the camaraderie they have with like-minded individuals.
- Females go into violent extremism for passion for someone with terror-like ideologies or someone they love has been a victim of the pursued enemy.

- Majority of the violent extremists are between the ages of 20 and 50. However, there has been instances of those as young as 14-15 years old and as old as 88 years. The average age of violent extremists is 22.
- There is a difference between a domestic and an international terrorist. A domestic terrorist plans and trains to do an act of terrorism within borders while an international terrorist trains overseas with terrorist groups.
- Concerning relationships and home life, majority of the males are single.
- For females, some are married to terrorists, others terrorized with their husbands. Some have no idea that their husbands are involved in anything related to terrorism, some are engaged to a terrorist, while others divorced a terrorist or are widows of terrorists.
- If someone comes from a broken home lacking a father figure, they are more likely to be recruited because terror leaders much like gang leaders want to step in and be that father figure. They want to show that person that he/she is loved and valued and indebted so that he/she can risk his/her life or take the lives of others.
- Majority of violent extremists are from middle to high income families. This relates more to the international terrorists because the domestic terror groups want to recruit low-income couples offering them much needed supplies like money to pay bills and the result is to have some kind of allegiance with their recruits.
- Another characteristic of violent extremists is anger. Angry people tend to be violent or commit acts of violence against others, feel threatened, frustrated and powerless; and lack the ability to respond appropriately.

Recommendations:

- For the most susceptible, you can be their friend, their mentor, their big brother, their big sister, encourage them to join productive groups, help them with their resume so they can find gainful employment, and change their narrative to something positive.
- We must understand the pathways to violent extremism to be able to prevent it.

6.4 Role Play Assignment

Role Play Assignment Session Work Plan:

No	Activity	Duration
1	Facilitator makes Key notes on the role play activity.	10 minutes
2	Group's formation.	5 minutes
3	Brain storming by trainees on the themes of the role plays and assigning themselves roles.	10 minutes
4	Trainees sharing their role play themes with the facilitator.	5 minutes

Role play – is an ideal method for helping young people to engage in experiential learning and to grapple with the implication of real-life issues.

One of the advantages of role play is that it gives young people the opportunity to explore a variety of possible responses to problems and real-life situations.

Strategies that have been tested out by young people in role plays

🌀 Description:

This session aims at helping trainees to engage in experiential learning and to grapple with the implication of real-life issues in preventing and countering violent extremism in their communities.

🌀 Objectives:

The objectives of this session are:

- To help the trainees in their learning by providing real world scenarios and learning skills that can be used to prevent and to counter violent extremism in their communities.
- To provide the trainees with knowledge and ability required to approach or deal with violent extremism in their communities.
- To provide the trainees with an opportunity to explore a variety of possible responses to violent extremism challenges and real-life situations in their communities.

Learning Outcomes:

At the end of this session, the trainees are expected to:

- a) Have acquired real world skills that can be used to prevent and to counter violent extremism in their communities.
- b) Have acquired knowledge and ability required to approach or deal with violent extremism in their communities.
- c) Have had an opportunity to explore a variety of possible responses to violent extremism challenges and real-life situations in their communities.

Bridging Statement by the facilitator.

“Earlier you discussed Zubair’s situation (Exercise 3), an example of someone who may be at the beginning of a radicalization to violence pathway. Now you will build on that understanding by looking at how radicalization to violence actually happens in your communities, and how you as youths can prevent it. In this next exercise, you’ll develop a role play around those real-life situations and propose ways to respond.”

Exercise 6

The facilitator requests the trainees to form three groups of 10 trainees each. He takes the trainees through the description, objectives and learning outcomes of the role play session. He tasks each group to come up with a role play on any theme related to preventing and countering violent extremism among the youth in Uganda; for example: pathways to; manifestations of; recruitment narratives to; drivers of; effects of and interventions on radicalization and violent extremism. Others may include demobilization, rehabilitation and reintegration of violent extremists.

Task 6

The facilitator informs the trainees that they will act out the role plays on day 4 (2:00 – 4:30 p.m.) of the training and that they will have a rehearsal session on day 3 (3:30-4:30 p.m.). After acting out the role play, each group will be required to explain the message behind the role play.

Facilitators Notes

Role play is a form of experiential learning where characters take on assigned roles and act out those roles through a scripted play.

Role play is essential because:

- a) It prepares trainees for real life situations
- b) It indicates current skill levels
- c) It increases the trainees' insight into typical way of dealing with issues e.g. violent extremism.
- d) It helps to develop communication and language skills for the trainees.

Steps to take to conduct role-play

1. **Identify an issue**-Before the role play session, gather trainees and introduce a hypothetical issue that may encounter.
2. **Describe a specific scenario**-Choose a scenario for the trainees to act out. Describe it thoroughly, providing specific details to make the role play session as realistic as possible.
3. **Assign roles**-Once a scenario has been established, the group leader assigns roles to trainees for the various fictional characters involved in the scene.
4. **Have participants act out the scenario** –Ask trainees to act out the scenario and create different strategies for achieving the goals of the role play.
5. **Provide feedback**- It is important for each group to explain the message behind the role play.

Examples of Role Play Scenarios

1. **Community Outreach:** A group of youths organizes a community event to raise awareness about the dangers of violent extremism. They encounter resistance from community members who believe in divisive ideologies. The youth must engage in constructive dialogue, address misconceptions, and promote tolerance and understanding.
2. **Family Influence:** A teenager is influenced by a family member who holds violent extremist views. The family member tries to persuade the teenager to adopt similar

beliefs. The teenager must resist the pressure and seek help from a trusted adult or authority figure to counter the violent extremist influence within the family.

3. **Peer Pressure:** A group of friends is hanging out, and one friend starts expressing violent extremist views. The other friends must confront the peer pressure and challenge the extremist narratives, emphasizing the importance of critical thinking and standing up against violence.

LUNCH (Time: 1:00 – 2:00 p.m.)

6.5: Understanding Recruitment Narratives into Violent Extremism



Figure 10: Image showing mass awareness and sensitization of youth regarding Recruitment Narratives into Violent Extremism

Description:

This session examines the different narratives that are used by violent extremist recruiters to entice youth into joining radical and violent extremist groups and thereafter suggest counter/alternative narratives.

Objectives:

The objectives of this session are:

- a) To create awareness among trainees about the narratives used by violent extremist groups to attract youths to their groups.
- b) To develop effective counter/alternative narratives to weaken and to discredit the violent extremist narratives and propaganda.
- c) To limit the capacity of violent extremists to recruit and to manipulate youths into joining violent extremist groups.
- d) Strengthen the resilience of youth against radicalization to violent extremism by creating awareness among the trainees about the narratives used by violent extremists to inspire individuals to join their groups and causes.

Learning Outcomes:

At the end of this session, the trainees are expected to:

- a) Have gained awareness about narratives used by violent extremist groups to attract youths to their groups.
- b) Have developed effective counter/alternative narratives that can weaken and discredit the violent extremist narratives and propaganda.
- c) Have gained capacity to see through the manipulations of violent extremist groups.
- d) Have gained resilience against radicalization to violent extremism thorough their awareness of the narratives used by violent extremists to inspire individuals to join their groups and causes.

Execution Strategy:

Tools / sources: Flip chart, Markers, Manila paper, note books, Pens, Cello tape, internet connection, computer and projector.

Duration: 1 hour

Execution: Lecture method, open interactive talks, brainstorming and discussions

Lecture on Recruitment Narratives to Violent Extremism. (Time: 2:00 – 3:00 p.m.)

The facilitator delivers a lecture to the trainees on key issues related to recruitment narratives to violent extremism. These include introductory remarks; important stakeholders in identifying recruitment narratives and developing alternative/counter narratives; techniques used by violent extremists in their narratives to inspire and to radicalize their intended recruits; and what the violent extremists emphasize in their narratives.

Facilitators Introductory Notes:

- Recruitment narratives are very central in the radicalization process to violent extremism. They play an important role in shaping the beliefs, attitudes and actions of people which eventually lead them to extremism and violence.
- Understanding the drivers of radicalization to violent extremism is very important in developing counter/alternative narratives.
- Violent extremists have always sought to use compelling messages and narratives as a means of attracting followers to their cause.
- Recruitment narratives used by violent extremists comprise of compelling stories and arguments normally delivered by charismatic individuals designed to influence and attract those they want to recruit.
- Violent extremist recruiters tailor their recruitment narratives based on the individuals, their locations and local grievances. They normally use local grievances as initial motivators to which they adapt their messages.
- Violent extremists use a variety of channels to spread their recruitment narratives; these include places of worship, social groups, social media and pre-recorded sharable audio-visual tapes.

- Violent extremists effectively utilize powerful narratives while presenting and promoting their agendas. Narratives are used to inspire and to motivate individuals to appreciate extremist agendas and eventually become violent extremists.

*Ideologies are not defeated
with guns; they are defeated by better ideas –
a more attractive and compelling vision.*

President Barack Obama.

Important stakeholders in identifying violent extremist narratives and in developing counter/alternative narratives

- a) Religious leaders**
- b) Local community and Cultural leaders**
- c) Former Extremists**
- d) Family Members of those recruited and returnees.**
- e) Prison Officials**
- f) Members of Security Organizations**
- g) Youth and Women leaders**
- h) Members of the Civil Society Organizations**
- i) Government Officials**

Techniques used by violent extremists in their narratives to inspire and to radicalize their intended recruits.

- a) Bandwagon:** encouraging their targets to fit in with the crowd.
- b) Scapegoating:** blaming particular group/groups for all their problems.
- c) Offering a choice:** They convince their intended recruits that fighting and violence are the only rational choices available. Other choices/alternatives like dialogue, patience, negotiation are equivalent to betrayal.

- d) **Affirmation:** The violent extremists present half-truths, mis-truths and distortions as facts. They withhold some information; force their intended recruits to take whatever they present to them as facts; they do not allow them to question or think for themselves.
- e) **Transference:** Here the violent extremist recruiters use a technique of transferring feelings of one issue or area to another. For example, transferring the suffering of a community (e.g. religious community) outside Uganda and make Ugandans who share the same characteristics (e.g. religion) with that community feel as if they are the ones enduring this suffering.
- f) **Omission:** This involves leaving out facts that would otherwise radically change the meaning of the message. For example, blaming the under development of a particular area/ region in Uganda on the government of Uganda without pointing out how other factors could partly be responsible for that situation.

Violent extremist recruiters use a variety of recruitment narratives, but most of them emphasize the following:

- a) **Sense of Purpose:** In these narratives, the violent extremist recruiters point out the true sense of purpose for the struggle and what it aims to achieve.
- b) **Personal identity:** This kind of narrative calls upon the intended recruits to stand up and be ready to defend the group/identity or the right cause using all the available means including using violence and readiness to pay the highest price (e.g. loss of life to achieve martyrdom).
- c) **Victimization:** Here the violent extremist recruiters portray their identity/group as a victim of aggression, discrimination and exploitation and call upon their intended recruits to rise up and defend it.
- d) **Adventure:** Here senses of heroism, fame, prestige and adventure are created for those who join violent extremist groups and all these acts to attract many youths to such groups.
- e) **Exploitation of grievances:** Violent extremist recruiters exploit existing social, political and economic grievances to frame their narratives and attempt to present in these narratives solutions to complex challenges faced by individuals or communities.
- f) **Duty to avenge, protect or defend:** Many of the recruitment narratives used by violent extremist recruiters portray their identity/group (e.g. religion, ethnicity, political

inclination) as being under attack and the obligation to defend it by all means including the use of violence.

- g) Sense of Belonging.** Under this kind of narrative, the intended recruits are called upon to feel a sense of identity/group or right cause and to share the joy and sorrows of this identity/group or cause. Such narratives create a feeling of ‘an attack on one of us anywhere is an attack on all of us everywhere.’
- h) Reward:** Rewards (spiritual, economic, political) are promised to those who fulfil the obligation of defending a group/identity or a cause.

Identifying the narratives used by Violent Extremists in the radicalization to Violence Process and their Counter narratives. (Time: 3:00 – 4:00 p.m.)

Exercise 7

The facilitator requests the trainees to point out the recruitment narratives used by violent extremists in their communities to attract youths to their causes and to suggest their counter/positive narratives.

Task 7

The facilitator calls out one trainee to volunteer to write down on a flip chart the recruitment narratives and their counter/alternative narratives pointed out by the trainees. The facilitator then requests the trainees to compare their submissions with the following.

VE Recruitment Narratives		Counter/Alternative/Positive Narratives
1	Our Identity (e.g. religion, ethnicity, is under attack and we must defend it by all means including using violence.	● The current predicament from which the identity suffers from may not solely be attributed to the ‘other’. There is need for self-criticism (self-introspection). Some of the challenges the identity is facing may be self-inflicted and emanating from within. ● Scapegoating is not enough. Blaming the ‘other’ for all the problems and challenges experienced by the identity may provide the solution. ● True, the identity may have genuine grievances but violence may not be the best solution. There is need to impart communities with AVP skills. ● There is need to highlight the cost of violence (e.g. financial, human life, development, infrastructure, health) to all humanity and show that violence affects all. ● No community or culture or ideology advocates for terrorism or the killing or harming innocent people. ● There is no martyrdom or heroism that is attained by killing innocent people or dying in unjust wars whatever one’s grievances. What many extremists refer to as martyrdom is actually suicide. ● The identity of person should not in any way constitute a cause for violence against him/her. ● Need to advocate for the use of peaceful means to address conflicts, grievances and challenges.

		● Need to bring to light peaceful teachings in religions, traditional cultures and modern settings. ● We should not defend evil actions of wrong elements within our identities.
2	Exclusive truth claim/superiority of one identity over others	● Need to encourage peaceful co-existence among people of different identities. ● Encourage Inter-religious and intercultural dialogue. ● Need to guarantee freedom of religion and worship. ● Need to emphasize the oneness of humanity. ● Need to cultivate the culture of Ubuntu within our communities. ● Need to recognize that Uganda is a multi-religious and multi-ethnic community with many different political inclinations which must co-exist.
3	Marginalization, discrimination and mistreatment of our identity.	● There may be injustices against a particular identity but violence is not the best response. ● Need for self-criticism and self – interrogation. ● Need for peaceful engagement with others. ● Need to train different stakeholders in AVP. ● Avoidance of scapegoating. ● Need for mindset change among youths. ● Need to encourage proper response by security agencies. ● Need to encourage fair and equitable distribution of the national cake.

		● No one should be discriminated against on the basis of religion, gender, ethnicity or political inclination.
4	Promise of rewards, benefits and incentives for joining VE groups. (Spiritual rewards e.g. paradise, favors from God. Earthly rewards e.g. jobs, startup capital, scholarships, positions of power e.t.c)	● Need to encourage critical thinking ● Amplify voices of former extremists and use their testimonies to show the big gap between the dreams and fantasies of potential recruits and reality. ● Need to point out that extremists' recruiters normally promise a lot to their intended recruits but eventually deliver nothing. ● Avoidance of misuse of religious scriptures.
5	Demand for strict adherence to the commands of leaders. The leaders deny their members any chance of reasoning and questioning.	● Obedience to leaders does not confer blind or unquestioned obedience to them. ● There should be no obedience to a leader who requires people to do wrong or to commit violence. ● Leadership comes with the responsibility of guiding people to right conduct. ● Need to encourage critical thinking. People must be able to reflect and to question some of the commands and decisions of their leaders which they find suspect.
6	There is a lot of evil in the society and it is our duty to fight it. They point at evils such as corruption, poor governance, violation of human rights etc.	● Evil should be countered using proper and legitimate means and not with violence. ● Evil will always exist in society but we must exercise patience, tolerance and understanding. ● Judgement in some matters should be left to God and the legitimate authorities. ● We should try to change evil doers by persuasion and not by coercion.

Video 3: Why violent extremist Narratives Resonate. Christina Nemr

<https://www.youtube.com/watch?v=-6KniTPe6Y>

Exercise 8

(Time: 4:00 – 4:20 pm)

The facilitator invites the trainees to watch the above video and to note down key takeaways from it.

Task 8

(Time: 4:20 – 4:30 pm)

The facilitator requests trainees to share their takeaways from video 3

The facilitator should compare the list of takeaways from the video generated by the trainees with the facilitator's notes below and alert the trainees on the missing gaps.

Facilitators Notes

- There is no profile of someone who will join violent extremism.
- Structural and individual factors normally combine for one to join extremist groups.
- We cannot end terrorism, but we can reject evil, be patient and accommodative.
- The study of violent extremism is not a study of “us” vs “them”, it is a study about you and me, a study and understanding of the desires we all have for acceptance, belonging and self-worth.

Why youths join violent extremist groups.

- Search for identity
- The need to belong and self-worth
- Government repressions of certain groups.
- Human rights violations
- Group marginalization

- Un employment/ under employment
- Corruption
- Individual factors
- Peer pressure
- Search for adventure.
- Immigrant status.
- The blame games.

How extremism starts:

- Grievances, frustrations and discrimination
- Cognitive Closure
- Role of the media, exposure of the existence of violent extremism and their operations.

Way forward

- Resolution of grass root grievances/ conflicts by government
- Counter message initiatives.
- Appeal to personal values.
- Long term strategies that address structural grievances.



Figure 11: Youth playing sports as one of the strategies to stay away from violent extremism



Figure 12: Youth engaging in economic activities to stay away from radical groups and violent extremism

Further Readings

Doosje, B., & van Eerten, J. J. (2017). Counter-narratives against violent extremism. *De-radicalization': Scientific insights for policy*, 83-100.

Briggs, R., & Feve, S. (2013). Review of programs to counter narratives of violent extremism.

Edwards, C., & Gribbon, L. (2013). Pathways to violent extremism in the digital era. *The RUSI Journal*, 158(5), 40-47.

Jensen, M. A., Atwell Seate, A., & James, P. A. (2020). Radicalization to violence: A pathway approach to studying extremism. *Terrorism and Political Violence*, 32(5), 1067-1090.

DAY 3 (*Contact Hours: 8.5*)

7.0 Red Module:

7.1 Recap of day 2

7.2 Drivers of Radicalization and Violent Extremism in Uganda

🌀 Description:

Understanding the drivers of the phenomenon of violent extremism among the youths in Uganda is very important in addressing and mitigating the same. This session exposes the trainees to the drivers of radicalization that lead to violent extremism in Uganda.

🌀 Objectives:

The objectives of this session are:

- a) To provide trainees with an understanding of the main drivers of radicalization that lead to violent extremism among youths in Uganda and their local communities.
- b) To enable the trainees to easily identify the drivers of violent extremism among the youths in Uganda so as to be able to guard themselves against these drivers.

🌀 Learning Outcomes:

At the end of this session, the trainees are expected to:

- a) Have acquired an understanding of the main drivers of radicalization and violent extremism among youths in Uganda and their local communities.
- a) Have acquired ability to easily identify the drivers of violent extremism among the youths in Uganda and to guard themselves against the same.

Execution Strategy:

Tools / sources: Flip chart, Markers, Manila paper, note books, Pens, Cello tape, internet connection, computer and projector.

Duration: 1 hour

Execution: Lecture method, open interactive talks, brainstorming, discussions and video.

Lecture on the drivers of radicalization and violent extremism among the youth in Uganda. (Time: 8:30 – 9:15 a.m.)

The facilitator delivers to the trainees, introductory remarks about the drivers of radicalization that lead to violent extremism among the youths in Uganda. These include:

Facilitators notes:

- The drivers of violent extremism among the youths in Uganda are varied and result from religious, political, security and socio-economic factors.
- These drivers can be divided into push and pull factors but they can also be divided into structural, individual and community factors.
- Radicalization of youths to violent extremism does not follow a linear path and the conditions conducive to it vary from one individual to another.

Exercise 9 (Time: 9:15- 9:30 a.m.)

On top of the introductory lecture on the drivers of violent extremism among the youth in Uganda, the facilitator invites the trainees to watch the videos below as an opening to their discussions on the causes of violent extremism among the youth in Uganda.

Task 9

The facilitator requests the trainees to use the takeaways from the two videos as resource in their discussions in exercise 10 that follows.

Video 4: Explainer: What causes extremism?

<https://www.youtube.com/watch?v=uX-AOi8kp2U>

Video 5: What is Extremism? (The Respect Programme)

<https://www.youtube.com/watch?v=GGf0n2pMBEA>

Exercise 10

Time: (9:30 -10:30 a.m.)

The facilitator asks the trainees to divide themselves into 2 equal groups and tasks each group to brainstorm on the drivers of violent extremism among the youth in Uganda. Each group should have a secretary who notes down the points agreed upon.

TEA BREAK (10:30 – 11:00 a.m.)

Task 10 (11:00 – 12:00 Noon)

After the groups' brainstorming session, the two groups converge and each group chooses a trainee to present its points. The facilitator then aligns the points presented by the trainees with the facilitator's notes (below) and eventually come up with one list of the drivers of violent extremism among the youths in Uganda which is then pinned up on the wall at the back of the training room.

Facilitators Notes

The facilitator's list of the drivers of violent extremism among the youths in Uganda includes but not limited to the following:

Pull Factors



Figure 13: Pull factors to violent extremism

1. **Distorted Religious, Ethnic and Political Ideologies.** There are many youths in Uganda who acquire violent extremism traits basing on distorted religious, ethnic and political ideologies.
2. **Claim of Absolute/ Exclusive Truth and Superiority.** There are many youths in Uganda who harbor absolute/exclusive truth and superiority claims which breed

intolerance, inflexibility and a polarization of ‘us vs them’, a situation that fuels radicalization to violent extremism.

3. **Quest for the Imposition of One’s Religion or Culture or Political views** on others not by persuasion but by coercion.
4. **Unquestioned Authority** of some political, ethnic and religious leaders leading to blind obedience and limiting critical thinking.
5. **Manipulation using promise of Spiritual, Political, Economic and Material Benefits.** Many youths in Uganda today have been lured to violent extremism through manipulation using promises of spiritual, political, economic and material benefits.
6. **Abuse of Freedom of Speech and Freedom of Religion** resulting into hate speech, intolerance, prejudice and inciting violence against others.
7. **Peer Influence:** VE groups use peer influence to entice new members to their groups because they find it easy to recruit individuals with whom they have had a relationship.
8. **Disintegration of the Traditional African Society.** New forces sweeping through Africa such as globalization, modernism, urbanization and the cash economy have forced many changes on the Ugandan traditional society and exposed it to vices such as violent extremism.
9. **Sense of Adventure:** Many youths see joining extremist groups as a form of adventure which brings with it emotions of fame, hope, excitement, and heroism.
10. **Internet Exposure:** creates an enabling environment for the growth and spread of V.E.
11. **Foreign Influence:** This includes intrusion/ introduction of extreme religious, political and socio-cultural ideologies from outside the country, influence of and manipulation by CSOs (both local and foreign) and other international bodies and actors.
12. **Utopian Vision** – Some youths are influenced to join extremist groups by a vision of a utopian society (for example, a vision of a creation of a secure, fair and just society free of poverty, injustice and discrimination).
13. **Sense of Identity/ belonging and Acceptance:** Joining a violent extremist group gives some youths a sense of belonging and acceptance especially for those who feel marginalized and discriminated.

Push Factors



Figure 14: Push factors to violent extremism

1. **Social Economic Grievances:** These including acute poverty, high levels of unemployment, government failure to provide basic social services, feelings of marginalization and exclusion.

2. **Poor Parenting:** This has created a vacuum in the lives of many youths in Uganda today which violent extremist groups have taken advantage of to lure many youths to their groups.
3. **Youth Bulge:** Uganda has a young (78% of the population below the age of 30) and rapidly growing population (3.7% growth rate).
4. **Low Levels of Critical Thinking.** The low levels of critical thinking rampant among many youth in Uganda today has increased their vulnerability to violent extremism.
5. **Uganda Government Foreign Policies**
These have angered some communities fueling violent extremist tendencies among them. For example, the deployment of Uganda troops in Somalia on Peace keeping Missions as part of AMISOM.
6. **Weak Governance:** Especially in remote/hard to reach areas. Weak governance is also manifested in a weak criminal justice system, porous borders and ineffective security.
7. **Wide Spread Access to Illegal Weapons:** Resulting from past and present political instability, civil wars and armed conflicts; and poor management and control of weapons.
8. **Poor Intelligence Gathering:** Resulting from poor facilitation, training and proper coordination among the different intelligence organizations.
9. **Unmet Expectations:** These have caused a lot of frustrations and a sense of hopelessness among many youths making them susceptible to recruitment into VE groups.
10. **Drug Abuse:** Some youths in Uganda resort to drug and substance abuse in order to escape from the social, economic and political challenges faced by many youths in Uganda today which has increased their vulnerability to violent extremism.
11. **An Opportunity to Resolve Injustice:** Some youths join extremist groups out of a desire to resolve real or perceived injustices.
12. **Complexity of lives of Youths:** Many youths fail to manage competing demands and pressures from different sources (for example, pressure to succeed, pressure to fit in, pressure from community expectations) which eventually makes them vulnerable to radicalization and extremism.
13. **Political, Ethnic and Religious Vigilantism.** Some political, ethnic and religious groups take advantage of idle unemployed youths to create vigilant groups that are violent, abusive and aggressive and to radicalize youths to violent extremism.

- 14. Heterogeneous Nature of some religions** that results in the absence of a single authoritative body or source of doctrinal interpretations.
- 15. The Feeling that One's Identity** (e.g. religion or ethnicity or political lining) **is under attack.**
- 16. Poor Government Response and Violations of Human Rights.** Some government agencies have responded to violent extremism poorly and committed many human rights violations causing anger among Ugandans (especially among the youths) and increasing their vulnerability to violent extremism.
- 17. Lack of Sense of Empowerment and Purpose:** Many youths do not feel empowered and lack a sense of purpose in life a situation that makes them vulnerable to radicalization to violent extremism.
- 18. Feelings of Emptiness, Frustrations, Confusion and Hopelessness in life among the youth.** In Uganda today, youths are grappling with social, political and economic challenges resulting into feelings of anger, confusion and frustration; and a sense of hopelessness and emptiness in life all of which make them vulnerable to violent extremism.

Young people drive change, but they are not in the driver's seat.

Ban ki- moon. United Nations Secretary General

7.3. Factors that help Youths in Uganda to Build Resilience against Recruitment into VE Groups

🌀 Description

This session examines the factors that help some youths in Uganda to resist being recruited into violent extremist groups much as they share the same grievances or similar feelings or situations with those recruited into such groups.

🌀 Objectives

The objectives of this session are:

- a) To examine the factors that help some youths in Uganda to build resilience against radicalization and violent extremism.

- b) To draw lessons from youths who have strong resilience to the phenomena of radicalization and violent extremism which can be used in the efforts to prevent the same.

Learning Outcomes

At the end of this session, the trainees are expected to:

- a) Have identified the factors that help some youths in Uganda to build resilience against radicalization and violent extremism.
- b) Have drawn lessons from youths who have strong resilience to the phenomena of radicalization and violent extremism which can be used in the efforts to prevent the same.

Execution Strategy:

Tools / sources: Flip chart, Markers, Manila paper, note books, Pens and Cello tape

Duration: 1 hour

Execution: Lecture method, open interactive talks, brainstorming and discussions

Exercise 11

The facilitator requests the trainees to identify the factors that help some youths in Uganda to resist being recruited into violent extremist groups much as they share the same grievances or similar feelings or situations with those recruited into such groups.

Task 11

The facilitator requests one of the trainees to write down on Manila paper all the factors identified in exercise 11 and thereafter pin them at the back of the training room.

🌀 Facilitators Notes

The factors that help some youths in Uganda to resist being recruited into violent extremist groups much as they share the same grievances or similar feelings with those recruited into such groups may include but not limited to:

- a) Having been exposed to counter/positive narratives
- b) Stronger and better ties with family, friends and community
- c) Seeing the existence of non-violent outlets for expressing and resolving their grievances
- d) Ability to live in a pluralistic but cohesive society.
- e) *Feelings of resignation and hopelessness. Some individuals feel that the situation is beyond repair and nothing can be done to change it.*
- f) *Fear of causing violence or being harmed/killed or imprisoned.*
- g) *Educational, religious, political, economic and cultural programs and interventions.*

LUNCH (Time: 1:00 -2:00 p.m.)

7.4 Why Some Violent Extremist Youths Disengage



Figure 15: Image of young person walking away from a violent extremist group

Description

This session examines the reasons why some youths who join violent extremist groups disengage from them. Understanding why some youths who join violent extremist groups eventually decide to disengage from them is as important as understanding why they joined them in the first place.

Objectives

The objectives of this session are:

- a) To make the trainees aware of the factors that influence some youths to disengage from violent extremist groups.
- b) To make the trainees aware of the challenges and risks associated with belonging to violent extremist groups.

Learning outcomes:

At the end of this session, the trainees are expected to:

- a) Have developed a better understanding of the factors that influence individuals to disengage from violent extremist groups.
- b) Have become aware of the challenges and risks associated with belonging to violent extremist groups.

Exercise 12

The facilitator requests the trainees to identify the factors that influence some youths to disengage from violent extremist groups.

Task 12

The facilitator requests one of the trainees to write down on Manila paper all the factors identified in exercise 12 and thereafter pin them at the back of the training room.

🌀 Facilitators Notes:

The factors that help some youths in Uganda to disengage from violent extremist groups may include but not limited to:

- Exposure to gruesome violence
- Unfulfilled promises
- Changes in VE group leadership and infighting.
- Mental and physical burnout
- Disillusionment with group ideology/causes
- Government Amnesty opportunity
- Loss of status within the group
- Exposure to counter/alternative narratives
- Seeing non-violent outlets for expressing and resolving grievances
- Other exit opportunities e.g. Job/education
- Shame and regret
- Unmet expectations
- Seeing a change in the conditions/ grievances that attracted them to VE.
- Positive support from and ties with family, friends, community, partner.
- Breaking ties with VE friends/group

7.5 Interreligious and Intercultural Dialogue

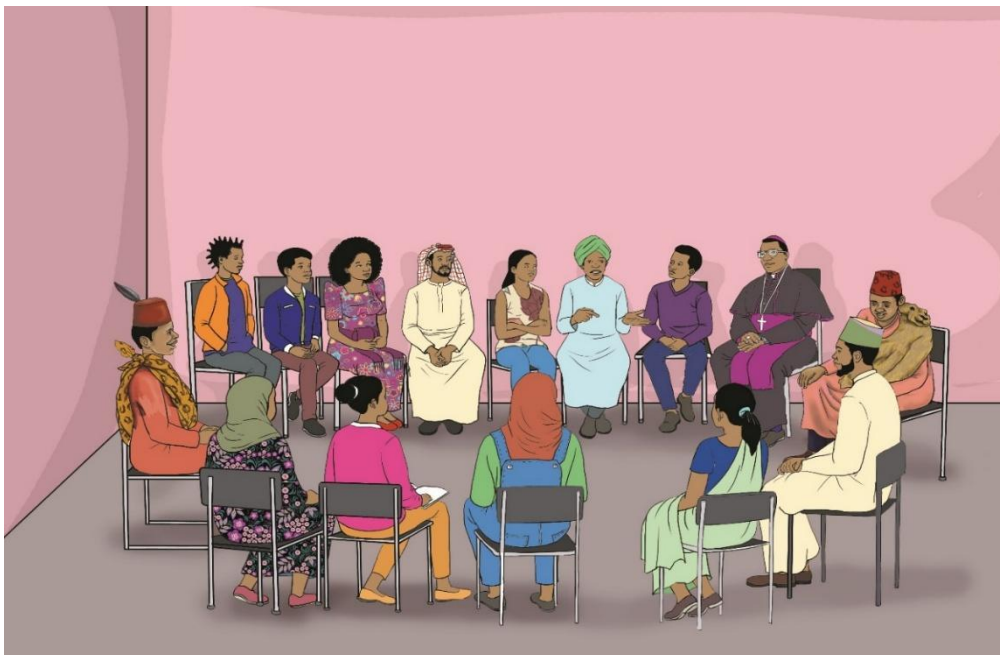


Figure 16: image showing ongoing interreligious and intercultural dialogue

🌀 **Description:**

The role of religion and culture as potential drivers for violent extremism are significant but these are also important resources in preventing and countering the same. Many violent extremist groups use religious and cultural justifications as grounds for their violent actions while also many P/CVE stakeholders use religious and cultural resources in their efforts to prevent and counter violent extremism. This session discusses the roles of interreligious and intercultural dialogue as resources in preventing and countering violent extremism.

🌀 **Objectives:**

The objectives of this session are:

- a) To make the trainees aware of the roles of interfaith and intercultural dialogue as resources for P/CVE initiatives.
- a) To equip the trainees with interreligious and intercultural dialogue knowledge and skills that can enable them become effective agents of P/CVE in their communities.

🌀 **Learning Outcomes:**

At the end of this topic, the trainees are expected to:

- a) Have become aware of the roles of interreligious and intercultural dialogue as resources for P/CVE.
- b) Have been equipped with interreligious and intercultural dialogue knowledge and skills that can enable them to become effective agents of P/CVE in their communities.

Execution strategy:

Tools: Flip chart, Markers, Manila paper, note books, Pens and Cello tape.

Duration: 45 Minutes

Execution: Open Interactive discussion.

The facilitator engages the trainees in open interactive discussion on the role of interreligious and intercultural dialogue in P/CVE.

Facilitators Notes:

What Interreligious Dialogue is:

Interreligious Dialogue refers to cooperative, constructive and positive interaction between people of different religious traditions at both the individual and institutional levels.

Interreligious Dialogue is also an encounter between people who live by different faith traditions in an atmosphere of mutual trust and acceptance.

What Intercultural Dialogue is:

It is an open and respectful exchange of views between individuals, organisations and groups belonging to different cultures that leads to a deeper understanding of the others' global perception.

Relevance of interreligious and intercultural dialogue in P/CVE.

- Interreligious and intercultural dialogue helps to instill shared values and to foster love, tolerance, inclusive and social cohesion which are important in building resilience against radicalization and violent extremism.
- Interreligious and intercultural dialogue helps to remove fears, prejudices and suspicions among people of different religions and cultures and instead promote trust, love and tolerance which are important in P/CVE.
- Interreligious and intercultural dialogue helps people of different religions and cultures to accept their differences and appreciate their commonalities which are important in building resilience against violent extremism.
- Violent extremists promote an “us vs them” mentality while interreligious and intercultural dialogue helps to cultivate a culture of tolerance to diversity.
- Violent extremism promotes fear of the other while interreligious and intercultural dialogue enables people to see plurality not as a threat but as a blessing.
- Interreligious and intercultural dialogue encourages people to be mutual engaged without denying or belittling the “otherness” of the other.
- Interreligious and intercultural dialogue helps to address religious and cultural distortions used by violent extremists to entice people to their groups and causes.

- Interreligious and intercultural dialogue increases participants' understanding of the beliefs, cultures and practices of others which leads to more peaceful co-existence in our pluralistic world.
- Interreligious and intercultural dialogue leads to a deeper understanding of one's own religion, culture and those of others.
- Interreligious and intercultural dialogue helps participants to appreciate their differences and learn to live with them.
- Interreligious and intercultural dialogue helps participants to counter mis-use and abuse of religions and cultures common in violent extremist groups and to recover the authentic teachings, practices and values of the different religions and cultures.
- Interreligious and intercultural dialogue enables participants to explore together solutions to all kind of shared challenges including violent extremism.
- Interreligious and intercultural dialogue leads to solidarity among people, all recognizing that despite their religious, political and cultural differences, they all belong to one human family.

7.6 Role Play Rehearsal

Trainees rehearse their role plays in their groups with guidance from the facilitators. The facilitators must ensure that the trainees have identified a relevant issue and have assigned themselves roles; and the role play achieves the intended goals.



Figure 17: Image showing a village being displaced due to violent extremism

Further Readings

Ahmed-Hameed, A. (2015). Interfaith Dialogue: Preventing Extremism and Interreligious Conflict in Northern Nigeria. *International Journal of Humanities and Social Science Invention*, 4(11), 82-89.

Allan, H., Glazzard, A., Jespersen, S. T., & Sneha Reddy Winterbotham, E. (2015). Drivers of violent extremism: Hypotheses and literature review.

Cochrane, B., & Smith, D. (2021). The Push and Pull: Women and Violent Extremism. *San Francisco, California: Academia Letters*, 10.

Cragin, K., Bradley, M. A., Robinson, E., & Steinberg, P. S. (2015). What factors cause youth to reject violent extremism. *Results of an Exploratory Analysis in the West Bank*. Santa Monica, CA: RAND Corporation. Available online at: https://www.rand.org/pubs/research_reports/RR1118.html.

https://home-affairs.ec.europa.eu/document/download/63770ad9-8c0b-44c4-a568-254bb22a8009_en?filename=ran_root_causes_of_violent_extremism_ranstopr_meines_july_2024.pdf&prefLang=de
<https://www.unodc.org/e4j/en/terrorism/module-2/key-issues/drivers-of-violent-extremism.html>

Ghosh, R., & Chan, W. A. (2018). The role of religious education in countering religious extremism in diverse and interconnected societies. *Religion and education: Comparative and international perspectives*, 335-350.

Huda, F. (2017). Role of Interfaith Dialogue in Checking Religious Extremism. *Philosophy and Progress*, 93-108.

Olojo, A., Sigsworth, R., & Kaduyu, N. M. (2020). Preventing violent extremism in Uganda: The role of resilience and dialogue. *ISS East Africa Report*, 2020(34), 1-12.

8.0 Purple Module

8.1 Recap of Day 3

8.2: Effects and Dangers of Violent Extremism



Figure 18: Image showing negative effects of violent extremism

🌀 Description:

This session examines the social, political, economic, security and ideological effects of violent extremism to youth, communities and the country at large.

🌀 Objectives

The objectives of this session:

- a) To make the trainees aware of the social, political, economic, ideological and security effects of violent extremism to themselves as youth, to their communities and the country at large.
- a) To build the resilience of trainees against violent extremism by warning them about the dangers arising from it.

🌀 Learning Outcomes

At the end of the session, the trainees are expected to:

- a) Have become aware of the social, political, economic, ideological and security effects of violent extremism to themselves as youths, to their communities and the country at large.
- b) Have built resilience against violent extremism as a result of having been warned about its dangers.

Execution Strategy:

Tools / sources: Flip chart, Markers, Manila paper, note books, Pens, Cello tape, internet connection, computer and projector.

Duration: 1 hour

Execution: Open interactive discussions.

The facilitator engages the trainees in open interactive discussions on the effects and dangers of violent extremism.

Facilitators notes:

The effects and dangers of violent extremism to youths, individuals, communities and the country at large include the following:

1. Threat to peace and security: VE poses serious threats to peace and security to youths, individuals, communities and the country at large resulting into death; injury; imprisonment; displacement of people; and destruction of property and infrastructure.

2. Violent extremism leads to acts of terrorism and incites hatred, divisions and intolerance.
3. Over securitization of daily life: Causing trauma, fears, anxiety, inconvenience, anger, uncertainty and a sense of vulnerability to the population.
4. Violation of Human Rights: VE groups often provoke government into overreaction and to violate human rights knowing well that the government's repressive responses will help them to justify their violence and galvanize support and recruitment for their groups.
5. Distortions of teachings, ideologies and practices of religions, political groupings and ethnicities leading to divisions, prejudice, intolerance, hate speech and violence.
6. Polarization of the community: Causing xenophobia, intolerance and undermining social, political and religious trust and harmony.
7. Stigmatization of communities: VE forces communities to live in constant fear, stress and trauma.
8. Violent young generation: VE has nurtured a generation that considers violence as the normal way of life and who find happiness and joy in community violence.
9. Breakdown of families and community cohesion.
10. Effects on Trade, Commerce and sustainable development: VE leads to market uncertainty, closure and failure of many business enterprises, scaring away local and foreign investors and increasing the cost of doing business all of which result into increased poverty, unemployment, crime, disillusionment and frustrations among youths. VE also undermines sustainable development of the country.
11. Effects on the Tourism Sector: VE scares away tourists greatly affecting the inflow of foreign currency, incomes and employment opportunities for many Ugandans especially the youths.
12. Increased Government expenditure on security: VE has forced government to divert its meager resources away from productive activities e.g. provision of good quality education and medical care towards funding increased protective security and P/CVE measures and activities.
13. Threat to human rights: VE impacts on the citizen's enjoyment of many human rights.

14. Violent extremism results in the population's mistrust of the government's ability to provide them with security leading to a state of anarchy.
15. Violent extremism leads to increased anxiety, depression, despair, fear, sense of vulnerability and insecurity within the population.

Exercise 14

Joseph Olinga (not real names) 24 years old, ran away from his family 4 years ago because of an abusive step-mother. He found home on the streets of Gulu City and was eventually recruited by a violent extremist group. A few weeks back, he was arrested with several group members while planning to carry out violent extremist acts.

Task 14 (Time: 9:30 – 10:00 a.m.)

The facilitator tasks the trainees to suggest advice they would give to the police on how to deal with Olinga.

Video 6: A Way Out from Violent Extremism | Robert Örell | TEDxVilnius

<https://www.youtube.com/watch?v=CNlgKsb1QbA>

Exercise 15 (Time: 10:00 – 10:20 a.m.)

The facilitator invites the trainees to watch the above video and to note down key takeaways from it.

Task 15

(Time: 10:20 – 10:30 a.m.)

The facilitator requests trainees to share their takeaways from video 3

The facilitator should compare the list of takeaways from the video generated by the trainees with the facilitator's notes below and alert the trainees on the missing gaps.

🌀 Facilitators notes

- The search for identity and belonging can make the journey to violent extremism very easy.
- Violent extremist groups claim to represent the truth that is sacred and validates the use of violence.
- Preventing people from joining violent extremist groups requires understanding the mindset of violent extremism, what people go through and how they think and reason.
- Violent extremist groups use different strategies to spot young people they target for radicalization. They for example target people in difficult situations in life and promise to help them get meaning in life.
- Those who join violent extremist groups get isolated, disconnected from their social environment, from themselves; from their families and society; and from reality.
- In violent extremist groups, there is a black and white thinking, a clear distinction between ‘us’ and ‘them’; we are right, they are wrong; we are pure, they are impure; we are superior and there is too much distance between ‘us’ and ‘them’.
- Helping people to leave violent extremist groups requires looking at social, psychological, legal, emotional and financial perspectives. It also requires confidentiality, safety, non-judgmental and non-confrontational attitude.
- Formers are very important in helping others to leave. They know the processes involved in leaving and can use their wisdom and experience to help others to leave.
- Successful reintegration of people who have been involved in violent extremism requires motivating them to leave. It also requires an open, motivated and willing society that can allow people back.
- Society needs to allow former extremists to have another chance. It is possible to make a change; it is possible to leave violent extremism.

8.3: Evaluation of Interventions so far Undertaken to Counter Violent Extremism in Uganda.

🌀 Description:

This session is intended to enable the trainees understand and evaluate the different interventions that have been used by different actors such as government, CSOs, religious leaders etc., to counter violent extremism. It will examine the strength and weaknesses of these interventions.

🌀 Objectives:

The objectives of this session are:

- a) To analyze the efforts so far undertaken by both state and non-state actors in preventing and countering violent extremism among the youths in Uganda.
- b) To evaluate the effectiveness of these interventions so far undertaken to prevent and to counter violent extremism among the youth in Uganda and suggest improvements where necessary.

🌀 Learning Outcomes:

At the end of this session, the trainees are expected to:

- a) Have become aware of the efforts so far undertaken by both state and non-state actors in preventing and countering violent extremism among the youth in Uganda.
- b) Have evaluated the effectiveness of interventions so far undertaken to prevent and to counter violent extremism among the youth in Uganda and suggested improvements where necessary.

Execution strategy:

Tools: Flip chart, Markers, Manila paper, note books, Pens and Cello tape.

Duration: 1hr

Execution: Brain storming, discussions, lecture method and open interactive talks.

Exercise 16:

The facilitator brainstorms with the trainees on the efforts they are aware of that have been undertaken by several stake holders to prevent and counter violent extremism among the youths in Uganda. The trainees should point out the strength and weaknesses of those efforts and make suggestions on how those efforts should be strengthened.

Task 16: Evaluation of Interventions work plan

Activity	Details	Duration
Framing & Introduction	- Facilitator gives a brief summary of PCVE efforts and interventions undertaken by different stakeholders. (e.g. government, CSOs, religious and cultural leaders and institutions, development partners, media, community initiatives) - Trainees are asked to recall one PCVE activity or initiative from their own organization/community. - Write down key words on post-it notes or cards.	10 min
Group Sharing	- Break into small groups 5 trainees each. - Trainees share experiences and select 1–2 notable cases per group (either successful or challenging).	25 min
Plenary Sharing	- One or two representatives from each group briefly present the selected case(s). - Facilitator summarizes key points on a whiteboard or flip chart.	15 min
Facilitator Wrap-up	- Highlight similarities and differences across cases. - Connect identified success factors and gaps to existing strategies or policy frameworks.	10 min

Facilitators Notes

There are several efforts that have been undertaken by several key stakeholders to prevent and to counter radicalization and violent extremism among the youth in Uganda. These efforts include (but not limited to) the following:

1. **Anti-Terrorism Act (2002)** and amended in 2015, 2016 and 2017. The Act criminalizes perpetration, planning and participation in any terrorist activities. It provides for punishment of persons who plan, instigate, support, finance or execute acts of terrorism.

2. **Amnesty Act (2000).** In 2000, the government of Uganda enacted this Act to provide for amnesty to any Ugandan who may at any time since 26th January 1986 engaged or was engaging in war or armed rebellion against the Government of Uganda. The Act provides for rehabilitation and reintegration support.

3. **Establishment of the Directorate of Religious Affairs**

In 2015, the Government of Uganda established a Directorate of Religious Affairs under the ministry of Ethics and Integrity to co-ordinate all faith-based institutions and their activities.

4. **National Strategy for Preventing and Countering Violent Extremism and Terrorism**

In 2022, the Government of Uganda developed the above strategy that aims at preventing and countering violent extremism in the country. The strategy spells out interventions which are intended to foster ideologies that reject violence, terror and coercion as a pathway to change, and advocates for the development of non-coercive approaches designed to address the drivers of VE in order to neutralize the efforts by extremists to radicalize and recruit followers. It also spells out the roles and functions of key state and non-state actors in P/CVE in the country.

5. **Patriotism Clubs**

In 2009, the government set in motion a new strategic national program to implant norms & values of patriotism in students and youths in all secondary schools. The strategy is intended to foster new generations of Ugandans with better positive attitudes

to their country, to themselves and to work. It aims at encouraging students and teachers to become a new generation of learned citizens, dedicated to service to the country among other objectives.

6. Government Poverty Alleviation Programs

With poverty being one of the core enablers of radicalization and violent extremism among the youth in Uganda, the Government of the Republic of Uganda has designed and implemented several poverty alleviation programs aimed at economically empowering Ugandans especially the youth. These programs include Entandikwa (seed capital), Bonna Bagaggawale (prosperity for all), Operation Wealth Creation, Presidential initiative on skilling the girl/boy child project, Emyooga and National Agricultural Advisory Services (NAADS).

7. Government Programs aimed at increasing Access to Education

Illiteracy, ignorance and lack of critical thinking are some of the factors that make youths vulnerable to radicalization and violent extremism. Education is key in building resilience against radicalization and violent extremism. The government of the Republic of Uganda has made efforts to increase access to affordable and quality education especially to youths through programs such as Universal Primary Education (UPE) introduced in 1997, Universal Secondary Education (USE) introduced in 2007 and the Youth Skilling Program.

8.4: Sport and Prevention of Violent Extremism



Figure 19: Youth playing football

Description:

The 2030 Agenda for Sustainable Development and the United Nations Security Council Resolution 2419 (2018) on Youth, Peace and Security recognize the growing contribution of sport to the realization of development and peace, in the promotion of tolerance and respect as well as the empowerment of youth. This session presents how sport can be applied to prevent and counter violent extremism among the youth in Uganda.

🌀 Objectives:

- a) To equip trainees with knowledge and skills on how to use sports to counter and prevent violent extremism.
- b) To promote sport and its values as a tool to build resilience to violent extremism, among the youth.

🌀 Learning Outcomes:

At the end of this session, it is expected that:

- a) The trainees will have been equipped with knowledge and skills on how to use sports to counter and prevent violent extremism.
- b) Sport and its values will have been promoted as a tool to build resilience to violent extremism, among the youth in Uganda.

Execution strategy:

Tools: Flip chart, Markers, Manila paper, note books, Pens, Cello tape and sport equipment.

Duration: 1 hour

Execution: Discussion and practical sports sessions.

The facilitator engages the trainees in open discussions and practical sports sessions on the role of sports in P/CVE.

🌀 Facilitators Notes:

- Sport is universally recognized as a way to promote diversity; respect; tolerance and other values that support positive relations between people regardless of faith, political inclination, age, gender, race or culture.
- Sport strengthens good governance; human rights; and the rule of law which are important in P/CVE.
- Sport supports the development of self-esteem; confidence; critical thinking skills; and other qualities that enhance an individual's overall mental and emotional well-being.

- Sport is a natural channel for engaging marginalized individuals or groups, creating a forum for social interaction, developing peer relationships, enhancing a sense of belonging to a larger community, and promoting a set of shared values that allows individuals to work together.
- Sport improves people's physical health and memory and helps them to regain self-control, cope better with challenges, and release stress and to prevent or reduce depression and anxiety; conditions which may drive some people to violent extremism.
- Sport can serve as an effective platform to address the ideologies and root causes of violent extremism and to disrupt radicalization processes and recruitment of young people by extremist groups.
- Sport is a powerful tool in P/CVE. It strengthens understanding tolerance, respect, perseverance, resilience, solidarity and equality and helps to reduce stereotype's and connects people through a common experience or goal.
- Sport has the capacity to support youth at risk of radicalization to VE because it is structured around norms, behaviors and rules.

Task 17

The facilitator requests the trainees to form 2 groups and requests each group to carry out a sport (indoor or outdoor) preferably one that is popular in the community.

Exercise 17

After carrying out the sport, each group presents its views on how the sport activity it has carried out, can contribute to building resilience against violent extremism among the youth in the community.

LUNCH (Time: 1:00 -2:00 p.m.)

8.5 Role Plays

The trainees act out their role plays in their groups; explaining the message behind their role plays.

Role Plays Session Work Plan

No	Activity	Duration
1	Remarks by the Facilitator	10 minutes
2	Group 1 Role Play Acting	30 minutes
3	Group 1 gives Message behind its Role Play	10 minutes
4	Group 2 Role Play Acting	30 minutes
5	Group 2 gives Message behind its Role Play	10 minutes
6	Group 3 Role Play Acting	30 minutes
7	Group 3 gives Message behind its Role Play	10 minutes
8	Plenary Discussion about the Role Plays	20 minutes

Further Readings

Asif, U., & Gadais, T. (2025). Sport for Preventing Violent Extremism: A Systematic Scoping Review.

BELL, L. N. The Impact of Extremism on the Youth: An Analysis of the BAY Regions of Nigeria.

Collison-Randall, H., Sambili-Gicheha, L., Al-Khalifa, H., & Spaaij, R. (2023). Preventing violent extremism-Sport-based learnings from Kenya and Uganda. In *Handbook of Sport and International Development* (pp. 358-373). Edward Elgar Publishing.

Fayyaz, D. S. (2020). Impact of violent extremism on Pakistani youth. *South Asian Studies*, 34(2).

Global Programme on Security of Major Sporting Events, and Promotion of Sport and Its Values as a Tool to Prevent Violent Extremism An initiative of the United Nations Office of Counter-Terrorism (UNOCT) in association with the United Nations Interregional Crime and Justice Research Institute (UNICRI), the United Nations Alliance of Civilizations (UNAOC) and the International Centre for Sport Security (ICSS)

<https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2021/05/UN-Global-Sports-Programme.pdf>

Guide for Policymakers for the use of Sport for the Prevention of Violent Extremism. United Nations Interregional Crime and Justice Research Institute (UNICRI) July 2023.

<https://unicri.org/sites/default/files/2023-08/EN%20Guide%20for%20Policymakers%20for%20the%20Use%20of%20Sport%20for%20the%20Prevention%20of%20Violent%20Extremism.pdf>

Mayer, M. J., Horgan, J., Herrenkohl, T. I., & Osher, D. (2024). Violent extremism in the US: Causes and consequences for youth, families, schools, and communities. *Journal of School Psychology, 106*, 101345.

Moyano, M., Lobato, R. M., Blaya-Burgo, M., Arnal, N., Cuadrado, E., Mateu, D., ... & Trujillo, H. M. (2022). Preventing violent extremism in youth through sports: An intervention from the 3N model. *Psychology of Sport and Exercise, 63*, 102283.

Preventing Violent Extremism through Sport: A Technical Guide.

https://www.unodc.org/documents/dohadeclaration/Sports/PVE/PVE_TechnicalGuide_EN.pdf

DAY 5 (Contact Hours: 8.5)

9.0 Grey Module

9.1 Recap of Day 4

9.2 Grassroots Peace Ambassadorship



Figure 20: Youth commissioned as peace ambassadors

🌀 Description:

This section seeks to transform the trainees into effective grassroots peace ambassadors who can effectively promote peace among their fellow youths and within their communities. At the end of this training, all trainees will be commissioned and delegated to act as Peace Ambassadors in their local communities.

🌀 Objectives:

The objectives of this session are:

- a) To raise up effective grassroots peace ambassadors for their local communities and beyond capable of preventing and countering radicalization and violent extremism.
- b) To enhance the capability of trainees to take action against violent extremism in their communities and beyond.
- c) To foster cooperation between the youth and other key stakeholders working in the area of P/CVE.
- d) To create and support a network of youths trained in P/CVE who can promote peace and harmony in their communities and beyond.

🌀 Learning Outcomes:

At the end of this topic, the trainees are expected to:

- a) Have become effective grassroots peace ambassadors capable of preventing and countering radicalization and violent extremism in their local communities and beyond.
- b) Have had their capacity to take action against violent extremism in their communities and beyond enhanced.
- c) Have developed cooperation between them and other key stakeholders working in the area of P/CVE.
- d) Have become part of a network of youths trained in P/CVE who can promote peace and harmony in their communities and beyond.

Execution strategy:

Tools: Flip chart, Markers, Manila paper, note books, Pens, Cello tape and sport equipment.

Duration: 40 minutes

Execution: Discussion, brainstorming and experiential learning.

The facilitator discusses and shares experience with the trainees about the role and characteristics of a Youth Peace Ambassador.

Facilitators Notes:**Who is a Youth Peace Ambassador?**

A young person passionate about empowering others to create a safe and more inclusive environment in his/her community and beyond.

Characteristics of a Youth Peace Ambassador

A good peace ambassador should:

- Have ability to inspire and motivate other youths.
- Be ready to take initiatives and to volunteer.
- Possess positive attitude
- Have the ability to make informed decisions.
- Possess a high level of critical thinking
- Have good and effective leadership, communication and advocacy skills.
- Have ability to engage with a diverse group of people (of different ages, gender, ethnicity, political and religious backgrounds).
- Be an active listener.
- Be knowledgeable about his/her community challenges and dynamics.
- Be well versed with P/CVE dynamics of his/her community and beyond.

Roles of a Youth Peace Ambassador

- To promote mutual understanding and leadership skills among youths and prepare them to make a difference in their communities.
- Promote youth participation in P/CVE
- Act as a positive agent of change
- Act as a good role model to fellow youths
- Empower other youths to create safer and more inclusive communities.
- To create a cohesive and supportive peer network of individuals working in the area of P/CVE throughout the country.
- To give visibility to local youth-led P/CVE initiatives.
- To warn fellow youths against the dangers of VE and to identify and speak up about challenges facing youths.

Resources that must be looked at in this session include:

- UNSCR 2250 (2015) on Youth, Peace and Security that acknowledges the important role youth can play in the prevention and resolution of conflicts and as a key aspect of the sustainability, inclusiveness and success of peacekeeping and peacebuilding efforts. It also sets the framework for engagement with youth around 5 pillars: Participation, Protection, Prevention, Partnership and Disengagement.
- UNSCR 2535 (2020) which established relevant steps for the implementation of the Youth Peace and Security (YPS) agenda.
- UNSCR 2553 (2020) which recognized the link between security, sector reform and Youth, Peace and Security.
- Second Report of the Secretary General on Youth and Peace (2020) which recommends that the youth must be allowed to become strategic partners at all stages of peacemaking and peacebuilding efforts.

N.B:

At the end of the training, all trainees should be commissioned and delegated to act as Peace Ambassadors in their local communities.

9.3 Understanding Alternatives to Violence Program



Figure 21: Dialogue to map out Alternatives to Violence Program

🌀 Description:

This session seeks to impart trainees with the necessary knowledge and skills that can enable them to deal with conflict in non-violent ways and to encourage them to develop their natural abilities to resolve conflicts without resorting to violence. This session will also examine ways trainees can respond to situations where injustice, prejudice, anger, frustration and mistrust can lead to violence.

🌀 Objectives:

The objectives of this session are:

- a) To impart trainees with knowledge and skills that can enable them to deal with potentially violent situations in non-violent ways.
- b) To empower trainees to develop a non-violent culture and to lead non-violent lives through affirmation, respect for all, building and enhancing of community cooperation and trust.

- c) To enhance awareness of trainees about non-violent alternatives to dealing with conflicts in communities.

🌀 Learning Outcomes:

At the end of this session, the trainees are expected to:

- a) Have acquired knowledge and skills that can enable them to deal with potentially violent situations in non-violent ways.
- b) Have been empowered to develop a non-violent culture and to lead non-violent lives through affirmation, respect for all, building and enhancing of community cooperation and trust.
- c) Gained awareness about non-violent alternatives to dealing with conflicts in communities.

Execution strategy:

Tools: Flip chart, Markers, Manila paper, note books, Pens and Cello tape.

Duration: 40 minutes

Execution: Brain storming, discussions, lecture method and open interactive talks.

Lecture on Alternatives to Violence Training.

🌀 Facilitators Notes:

- a) A.V.P is based on the belief that everyone has inside himself/herself the creative power to find non-violent ways of reacting to conflict situations.
- b) A.V.P helps to develop primary conflict management skills using personal experience, problem-solving techniques and experimental exercises.
- c) Alternative to violence dispute resolution mechanisms mostly employed include:
 - Conciliation
 - Negotiation
 - Mediation
 - Arbitration
 - Litigation.

d) The central pillars of A.V.P include:

- Affirmation
- Communication
- Cooperation
- Community Building
- Creative Conflict Resolution
- Ubuntu Philosophy

9.4 Youth, Drug Abuse and Violent Extremism



Figure 22: Youth engaging in drug abuse

🌀 Description:

This session deals with drug and substance abuse as a gateway to violent extremism. It discusses the dangers and vulnerability that the youth who abuse drugs and substance face as regards radicalization and violent extremism. The session sensitively explores the challenges of drug and substance addiction and the risk involved with such habits. It also explores the

latent danger that drug pushers present to youth and how they potentially use it to lure youth into criminal and violent activities.

🌀 Objectives:

The objectives of this session are:

- a) To empower trainees with knowledge of the nexus between drug and substance abuse and violent extremism.
- b) To enlighten trainees about the dangers of drug and substance abuse to youths; their personal, family and community life and how to guard themselves against the vice.

🌀 Learning Outcomes:

At the end of this topic the trainees are expected to:

- a) Have gained knowledge about the nexus between drug and substance abuse and violent extremism.
- b) Have been enlightened about the dangers of drug and substance abuse to youths; their personal, family and community life and how to guard themselves against the vice.

Execution strategy:

Tools: Flip chart, Markers, Manila paper, note books, Pens and Cello tape.

Duration: 40 minutes

Execution: Brain storming, discussions and open interactive talks.

The facilitator brainstorms with the trainees about what constitutes drug and substance abuse, the nexus between drug and substance abuse and radicalization to violent extremism, the consequences of drug and substance abuse to youths and how this vice should be mitigated.

🌀 Facilitator's Notes:

What is Drug and Substance Abuse?

The use of illegal drugs or the use of prescription or over-the-counter drugs for purposes other than those for which they are meant to be used or in excessive amounts.

Most common drugs and substance used by youths in Uganda include: Marijuana, tobacco, khat, heroin, cocaine, inhalants, and methamphetamines.

Reasons why Youths use drugs and substance

- Violent extremists use drugs to among other things, strengthen the body, suppress stress, and impair judgement or to recover more quickly from injuries and thus increase the likely hood of engaging in risky behavior and to reduce inhibitions against violence.
- To fit in; Youths may do drugs and substance because they want to be accepted by friends or peers who are doing drugs.
- To feel good: Druga and substance abuse produce feelings of pleasure.
- To feel better: Some youths who suffer from stress, anxiety and depression may use drugs and substance to get relief.
- To experiment: youths often want to try new experiences especially ones they think are thrilling or daring.
- To gain more strength: Some youths use drugs to gain more strength and courage.

Points to note:

- The connection between substance abuse and VE cannot be isolated. Drug and substance abuse is one of many factors that create vulnerability for radicalization and promote violent attitude and acts.
- Drug and substance abuse has historically been linked to violent behavior and has been widely reported in violent extremist context.
- Many people who commit V.E acts have a history of drug and substance abuse, these consume drugs and substance abuse to help them enhance performance and to deal with nervousness and fear.
- Many V.E make reference to drug and substance abuse before or during their radicalization.
- V.E groups target youths suffering from drug and substance abuse for recruitment.

- VE groups use drugs to create vulnerability in their target groups and facilitate recruitment. Such abuse lowers the shred hold for violence, makes people more aggressive, paranoid and violent. Substance abuse triggers violent behavior.
- Drug and substance abusers tend to be in a vulnerable state and are therefore potentially more susceptible to joining violent extremist groups.
- Drug and substance abuse may be a coping strategy to help individuals deal with trauma or it may be a prevalent part of the criminal subcultures from which many violent extremists are recruited.
- The social stigmatization of addicts makes such individuals easy targets for recruitment by extremist groups. In a situation of exclusion and lack of belonging, identifying with or joining a V.E group may be an attractive alternative.
- Also, joining an extremist group (especially one that is based on religious ideology) may help an individual to quit drugs and to attain redemption of his/her sins.
- To a person struggling with addiction, problems, extremist narratives may seem attractive because they explain individual failures as the result of hostile groups.
- V.E groups also use drugs and substance abuse to finance their operations.

Consequences of drug and substance abuse. Nexus between V.E and drug and substance abuse.

- Effects of drug and substance abuse partly overlap with the vulnerabilities to radicalization that leads to violence.
- Drug and substance abuse reinforces vulnerability to radicalization that leads to violence thereby keeping the individuals within the V.E group.
- Drug and substance abuse leads to problems such as brain alterations, withdrawal symptoms and relapse.
- Drug and substance abuse causes and compounds distress, confusion, societal isolation and anxiety, deplete people's sense of purpose and meaning in life. These conditions may generate a sense of injustice, anger, fear, threat and helplessness which many people may feel they are unable to overcome. These lead to feelings of distress, grievances and loss of meaning, identity and belonging; and an amplified need to escape or restore control and redeem oneself; factors that can heighten an individual's vulnerability to VE.

- Drug and substance abuse sustains vulnerability to radicalization that leads to violence and lowers behavioral and mental thresholds for community violent acts.
- In some cases, drug and substance abuse may be a cause of radicalization or a consequence of it or both. Belonging to an extremist group is very stressful and psychologically straining and is accompanied by toxic stress and a big probability for trauma that increases the risk of substance and drug abuse.
- Drug and substance abuse strengthens the perpetrator's mentally and physically, suppressing emotions and stimulating the body for action e.g. by increasing concentration, physical strength, reaction speed and resistance to pain.
- Drug and substance abuse can have a negative impact on an individual's cognitive abilities which can make that individual more susceptible to manipulation and less able to critically assess the radical content he/she encounters.

Recommendations.

- There is need to provide specialized psycho-social support to youths suffering from drug and substance abuse addiction.
- There is need to warn youths about the dangers of drug and substance abuse and to show its connection to violent extremism.
- There is need for effective multi-agency cooperation between several practitioners to deal with the challenge of drug and substance abuse among youths in Uganda.
- There is need to address factors that drive youths to drug and substance abuse e.g. poverty, unemployment, isolation, trauma, neglect, marginalization, frustration, broken or abusive families etc.
- P/CVE stakeholders should consider drug and substance abuse in a holistic context alongside other pathways and existing vulnerabilities.
- Families need to play major roles in protecting youths from drug and substance abuse and radicalization to violent extremism.
- Educate the youths about the Narcotics and psychotropic substances (control) Act, 2025 which grants 3 years minimum sentence for the users/abusers and life imprisonment for traffickers.

9.5 Digital Technology and Violent Extremism

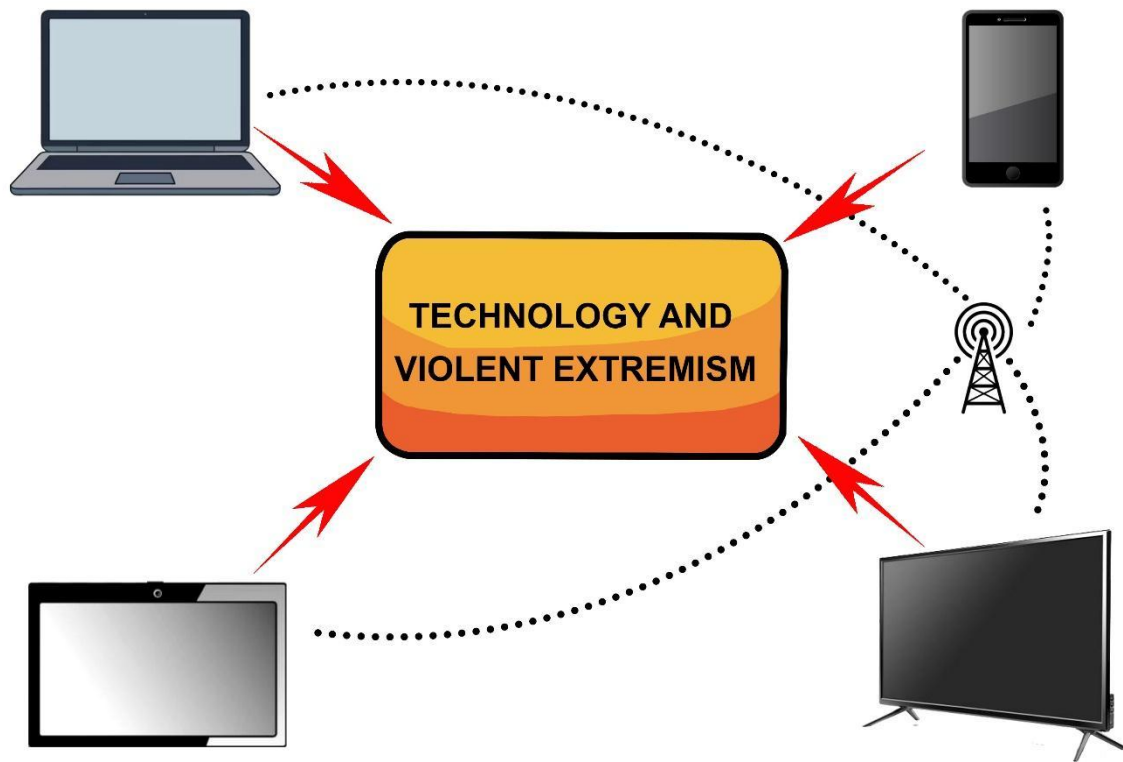


Figure 23: Image illustrating relationship between technology and violent extremism

🌀 Description:

The widespread integration of digital technologies including the internet and social media platforms (SMPs) has ushered in an era of unparalleled connectivity and information dissemination. While these advancements have transformed various aspects of modern life, they have simultaneously given rise to evolving cyber threats that now extend to the realm of terrorism and violent extremism. As a result, these technological developments have inadvertently fostered an environment conducive to the spread, recruitment, funding, planning and orchestration of violent extremist activities including terrorism. This convergence of technology and violent extremist ideologies presents novel challenges and opportunities for states, security experts and the broader society at large. This session discusses how violent

extremists exploit technologies such as the internet and social media platforms to promote their ideologies and agendas.

🌀 Objectives:

The objectives of this session are:

- a) To enable trainees to understand how technology is adapted by different groups to promote violent extremism.
- b) To enlighten trainees on how to avoid being manipulated through technologies for recruitment into violent extremism.
- c) To equip the trainees with basic skills and methods of using various technologies to prevent radicalization that leads to violence and counter violent extremism.
- d) To enable the trainees, identify the different technological platforms that violent extremist groups use to promote their agenda.

🌀 Learning Outcomes:

At the end of this session, the trainees are expected to:

- a) To have understood how technology is adapted by different groups to promote violent extremism.
- b) To have been enlightened on how to avoid being manipulated through technologies for recruitment into violent extremism.
- c) To have been equipped with basic skills and methods of using various technologies to prevent radicalization that leads to violence and counter violent extremism.
- d) To have acquired ability to identify the different technological platforms that violent extremist groups use to promote their agenda.

Execution strategy:

Tools: Flip chart, Markers, Manila paper, note books, Pens and Cello tape.

Duration: 1 hour

Execution: Brain storming, discussions, lecture method and open interactive talks.

The facilitator brainstorms and engages the trainees in open interactive discussions about the nexus between technology and violent extremism.

🌀 **Facilitator's Notes:**

Social media platforms commonly used in Uganda:

Facebook	Instagram
Snapchat	TikTok
LinkedIn	WeChat
WhatsApp	YouTube
Messenger	Twitter
Imo	

Search engines commonly used in Uganda.

Google	Yahoo
---------------	--------------

Points to Note:

- Violent extremists have become more adept at exploiting social media platforms to recruit new members, rally ideological support and disseminate materials that mobilize followers to violence, including by amplifying attacks, by sharing manifestos and live streaming their horrific extreme violence.
- The pervasive use of digital technology particularly social media, has played a key role in the radicalization and mobilization of violent extremist actors.
- Digital technology has facilitated VE groups' ability to radicalize and recruit individuals who are receptive to V.E messaging.
- V.E groups use social media to normalize V.E perspectives and to popularize new and historic extremist sensitivities.
- The internet and social media enable radicalization to occur even in the absence of direct physical touch.
- Some of the physical obstacles that prevent particular groups of people from engaging in V.E have been removed by the internet and social media.

Violent extremists use video and cyberspace in order to:

- Inject ideological or religious rhetoric into political debates
- Mold existing imagery from mainstream media to suit their purposes
- Generate emotive responses from their target audiences to develop and/or amplify a belief-driven sense of purpose
- Protect and control channels of communication
- Operate diffuse networks
- Build an “army of believers”
- Recruit operatives, especially young people, to commit violence
- Provide operational intelligence and information
- Intimidate their enemies
- Raise funds.

Recommendations

- Undertake further examination of the behaviours by VE actors in the online world.
- Identify minimum viable capabilities to maintain vigilance around evolving online VE, including consideration of policy and technology infrastructure.
- Review existing analytical approaches to better understand violent extremist operational cycle.
- Encourage collaboration between disparate groups across the national security landscape to improve situational awareness. The interplay and overlaps between terrorism, extremism, foreign interference, and misinformation and disinformation should be investigated.
- Distinguish sharply between strategies for fighting web-based aspects of terrorist operations and those used to counter violent extremism
- Legitimize grievances against violent extremists - build trust and popularize youth initiatives
- Provide early warning and policy analysis on responses to the growth or emergence of violent extremism
- Promote the use of videos and the exploitation of web-based media to counter violent extremism.

- The government and other P/CVE stakeholders need to adopt, adapt and use the latest digital technologies to reach and engage vulnerable audiences online.
- There is need to focus on how emerging technologies such as drones and AI are being used to broaden the reach of hateful ideology and to increase the lethality of extremist violence.
- There is need to increase digital literacy among the youth and help them for example to better understand synthetic content such as “deep fakes” online.
- There is need for continuous research about the use of digital technologies in violent extremism to keep in touch with the ever-changing VE landscape.
- Promote the activities of those who speak out against extremism - discourage avoidable practices that popularize violence
- Exploit consumer interest in media portrayal of violence to generate interest in non-violent approaches to conflict resolution.
- Suppress web use directly supporting terrorist activities, but not other expressions of extremist thought.
- There is need to use digital technology to disseminate positive messages.
- There is need to invest in monitoring and analyzing V.E actors’ online activity and building close relations with internet platforms and providers to obtain information on and counter those actors’ exploitation of the online environment.

9.6 Recommendations for P/CVE among the Youth in Uganda

🌀 Description:

Youth vulnerability to violent extremism in Uganda poses a big challenge to peace, security and development of the country and therefore efforts must be made to address this challenge. This session seeks to make recommendations on what needs to be done to prevent and counter radicalization and violent extremism among the youth in Uganda.

Execution strategy:

Tools: Flip chart, Markers, Manila paper, note books, Pens and Cello tape.

Duration: 1 hour

Execution: Brain storming, discussions, lecture method and open interactive talks.

🌀 Objectives:

The objectives of this session are:

- a) To identify key stakeholders required to prevent and counter violent extremism among the youth in Uganda.
- b) To suggest interventions that must be undertaken to prevent and counter violent extremism among the youth in Uganda.

🌀 Learning Outcomes:

At the end of this session, the trainees are expected to:

- a) Have identified the key stakeholders required to prevent and counter violent extremism among the youth in Uganda.
- b) Have suggested interventions that must be undertaken to prevent and counter violent extremism among the youth in Uganda.

Activity	Details	Time
Framing & Introduction	- Facilitator gives a brief introduction about the need for PCVE among the youth in Uganda. - Facilitator requests trainees to use the knowledge acquired throughout the training and their personal field experiences to reflect on what needs to be done to prevent and counter violent extremism among the youth in Uganda.	10 minutes
Group Sharing	- Break into 3 groups of 10 trainees each. - Trainees brainstorm on the different stakeholders required in PCVE among the youth in Uganda and their roles.	20 minutes
Plenary Sharing	One or two representatives from each group briefly present their suggestions of their group.	20 minutes
Facilitator Wrap-up	Facilitator summarizes on a whiteboard or flip chart, key recommendations from all the groups and highlights other recommendations from the facilitators' notes that have not been captured by the trainees.	10 minutes

Recommendations Session Work Plan

☼ Facilitator's Notes:

Preventing and countering violent extremism among the youth in Uganda is a multi-faceted challenge that requires several interventions and the involvement of and coordination among different stakeholders and actors all playing their roles. These include the following:

Government of Uganda

In order to prevent and to counter the phenomenon of violent extremism among the youth in Uganda, the government of Uganda has to do the following.

- It has to put in place a mechanism to check on the activities of religious, political and cultural institutions without infringing on their rights and freedoms.
- It should always respond appropriately to violent extremism threats. It should balance hard power with soft power

- It should ensure that its responses to violent extremism are appropriate, legal, non-discriminatory and subject to due process.
- It must ensure that its institutions respect and promote the observance of human rights.
- It must recognize, appreciate and support the roles played by other stake holders in P/CVE including the civil society and religious and cultural leaders and also strengthen collaboration with them.
- It should address the conditions that make violent extremism conducive including social, political, psychological, economic and historical factors.
- It should allocate sufficient resources to P/CVE efforts.
- It should promote good governance by building strong institutions; guaranteeing rule of law; human rights; democratic governance; access to justice for all; accountability and freedom of worship and assembly.
- It should in collaboration with other relevant stakeholders put in place rehabilitation, reintegration, resettlement and psycho-social support programs meant to deracialize, rehabilitate, reintegrate and resettle back into main stream society those who abandon violent extremism.
- It should endeavor to put in place policies, strategies and programs that support the country's socio-economic development especially through job creation and poverty alleviation.

Role of Education.

Education is very crucial in preventing and countering violent extremism among the youths in Uganda. It helps to instill values, skills and tools necessary for the overall growth of an individual. The following efforts should be implemented in the education sector in efforts to prevent and counter violent extremism among the youths in Uganda.

- The government in collaboration with other stakeholders should endeavour to provide relevant and quality education. (Refer to SDGs 4)
- It should carry out a review of the Uganda Education curriculum to make it relevant and appropriate to the needs of today, with the ability to increase the trainees' appreciation of divergent and multiple perspectives and critical thinking skills.
- The academia together with other stakeholders need to continuously engage in research to keep in touch with the ever-changing nature of violent extremism landscape.

- Education institutions should make sure they are not turned into breeding grounds for violent extremism.

Interventions on Youths

Youth are both perpetrators and victims of the phenomenon of violent extremism and key stakeholders in preventing and countering the same. The following interventions on youths are

- Empowering youths socially and economically.
- Youths should be involved in all program activities of P/CVE. There is also need to fully operationalize UNSCR 2250.

Young people are frequently "othered" in discussions about conflict. This is a dangerous practice as youths can play a very positive role aiding peace building in societies (facing conflict or recovering from conflict).

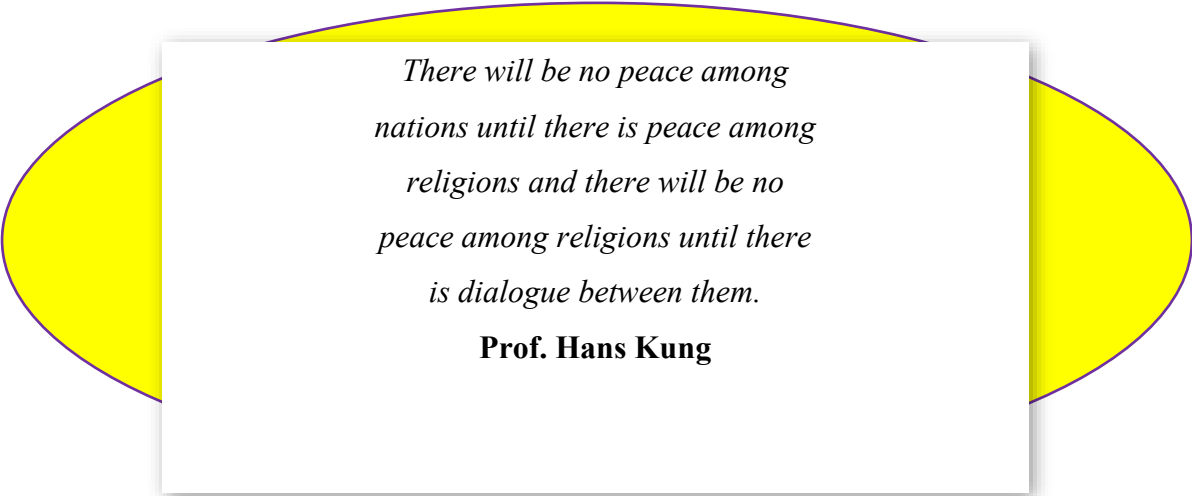
Prof. Alpaslam Ozerdem

- The youth bulge should be looked at as a demographic dividend. The country should take advantage of the large youth population and turn it into a productive force.
- Conditions should be created that give youths hope and a promise for a better future.
- Youths should hold intergenerational dialogue with elders.

Community and Social Cohesion Interventions.

Interventions that promote community and social cohesion are very useful in P/CVE. These include:

- There is need to promote interfaith and intercultural dialogue among the youths of different religions and cultures to remove fears, prejudice, intolerance and suspicion among them, to instill among them shared values, love, tolerance, inclusiveness and sense of social cohesion (Refer to SDG16).



*There will be no peace among
nations until there is peace among
religions and there will be no
peace among religions until there
is dialogue between them.*

Prof. Hans Kung

- Religious leaders need to point out to their followers' religious texts that encourage dialogue, love, tolerance and peaceful co-existence.

Hearing that Jesus had silenced the Sadducees, the Pharisees got together. One of them, an expert in the law, tested him with this question: "Teacher, which is the greatest commandment in the Law?" Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it, Love your neighbour as yourself. "All the law and the Prophets hang on these two commandments"

Bible, Matthew 22:34-40

O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise each other). Verily the most honored of you in the sight of Allah is (he who is) the most righteous of you...

Qur'an, 49:13

- No community should be stigmatized. VE should not be blamed on a particular community because of the violent behavior of a few of its members. Every community has errant members.
- There is need to exercise freedoms of speech responsibly.
- There is need to instill among youths the positive African traditional values that have for generations promoted unity, solidarity, social cohesion and peaceful co-existence among people.

So, if Africa has to put the 'falling apart' together, her original values must be re-visited.

Bob-Manuel

- There is need to instill the culture of Ubuntu among the youths. This will help to instill among the youths' human values of justice, equality, togetherness, caring, respect, love, sharing, integrity among others.
- Local community leaders: Violent extremist normally tailor their recruitment narratives basing them on local grievances. These leaders (e.g. L. Cs, cultural leaders) understand the local grievances very well and are well suited to suggest best responses. They are good at grassroots mobilization, enforcing 'neighbor watch' and in disseminating peace and anti-radicalization messages to the communities.
- Sports: Sports can be effective in P/CVE for it provides spaces for informal socialization and promotes a culture of respect for others, team work, tolerance, mutual understanding and social cohesion all of which are important in P/CVE. There is need to integrate sports activities into youth P/CVE programs.
- Developing a culture of global citizenship among the youths: This helps to nurture a sense of belonging, solidarity, collective identity and responsibility.
- Mindset change: There is need for mindset change among the youths. They must develop a culture of hard work and stop lamenting, scapegoating and expecting easy quick benefits.

*Since wars begin in the minds of men (and women), it is
in the minds of men (and women) that the defenses for
peace must be constructed.*

Preamble of UNESCO

- Promotion of Community Policing Approaches based on the principle that community participation in P/CVE is very vital since security agencies cannot be everywhere, all the time.
- There is also need to cultivate trust and cooperation between communities and government security agencies.
- Music and Drama: These can be used as community engagement tools and vital in building bridges of love, tolerance, social cohesion and instilling a sense of community among youths.

Communication and Media Interventions.

Communication and media interventions are very crucial in P/CVE. These include:

- Use of media (both print and electronic) to amplify moderate voices.
- Use of Community Influencers:
There is need to offer community influencers access at public functions e.g. burials, weddings, L.C. meetings and prayer places to promote cultures of tolerance and co-existence and to dissuade youths from joining VE groups.
- Development of strategic communication plans.
- There is need to use the internet to provide youths with information necessary to build resilience against radicalization and violent extremism.
- The UCC should in collaboration with internet service providers put in place a mechanism that monitors and closes down (if necessary) websites that facilitate and promote radicalization and violent extremism.
- Government and other P/CVE stakeholders need to appeal to media houses (e.g. radio, television stations and community radios) to support P/CVE efforts by

allocating free airtime on their stations to different P/CVE stakeholders to educate the youths on P/CVE issues.

Gender Based Interventions:

- Amplify the role of women in P/CVE:
- Operationalization of all legal, constitutional and other frameworks that support women/girls' involvement in Peace, Security, development and P/CVE. (For example: Article 33 of the constitution of Uganda and UNSCR 1325)
- Building the capacity of women and girls in P/CVE.

Law and Security Enforcement Interventions.

- Regular training of law enforcement officers on proper methods of P/CVE including its manifestations, early warning signs, modes of recruitment, pathways and narratives used in the radicalization and recruitment process.
- Security agencies in their P/CVE efforts and undertakings need to use appropriate responses and to respect the rule of law and human rights.
- Law and security agencies need to win the 'hearts and minds' of communities especially the youth and to establish close communication with the communities.
- Quick and fair disposal of cases by the judiciary

The Role of Civil Society

- Civil society is very important in building community resilience against radicalization and violent extremism. They are close to the people, understand the language, cultures and challenges of the different communities. They can easily identify youths at-risk of radicalization, they can easily facilitate social inclusion and help in addressing political, social and economic grievances.
- Should create awareness in communities about P/CVE.
- Should initiate programs and activities aimed at addressing literacy challenges, poverty, discrimination, injustice and religious, ethnic and political tensions.
- Should undertake de-radicalization, rehabilitation and re-integration programs and also provide emotional and psychological support to individuals and families involved in violent extremism.

Role of Family:

To build resilience and to prevent and counter violent extremism among the youths in Uganda, families should:

- Warn their members especially youths against the dangers of violent extremism including death, injury, imprisonment, rejection by the community and psychological illness among others.
- Cultivate the cultures of peace, non-violence, tolerance, respect for diversity and peaceful co-existence among youths.
- Endeavour to identify early signs of possibly radicalization and change of social networks among youths.
- Keep keen interest in who their children are associating with and the social media sites they visit.
- Should spare time for their children and show them love, affection and appreciation.
- Cultivate among the youths a sense of hope and positive attitude to life.

Role of Religious Leaders and Institutions.

They have major roles to play in P/CVE which include:

- Violent extremism is partly driven by the literal interpretation of some texts of Holy Scriptures. There is therefore need for religious scholars to a contextualized reading and application of the Holy Scriptures.
- Religious leaders should take advantage of their unique positions to promote unity, respect for diversity, peace and non-violence.
- Religious institutions should institute some form of control and monitoring on religious leaders and worship under their control. They should also bring to book errant religious leaders who promote hate speech, intolerance and violent extremism.
- There is need for religious institutions to hold regular refresher courses for religious leaders to educate them about the ever-changing landscape of violent extremism.
- There is need to review the curriculum of religious spiritual formation institutions to align it with the current time, and to increase on the skill-set offered by these institutions and to encourage critical thinking among its trainees in these institutions.
- There is need for religious institutions to amplify moderate voices who promote interpretations of the scriptures and who encourage respect for diversity and peaceful co-existence.

- Religious institutions in collaboration with other stakeholders need to identify the narratives used in the radicalization process and thereafter develop effective counter/alternative/ positive narratives.
- There is need for religious leaders to emphasize the principle of moderation in all aspects of life.
- Religious leaders need to emphasize the culture of positive engagement among adherents of different religions.
- Religious leaders need to educate people in the true meaning of concepts such as Jihad and martyrdom.
- There is need for religious institutions to translate into local languages major scriptures of their religions written in foreign languages to enable their followers to read and internalize the teachings of those scriptures.
- Religious institutions need to impart religious leaders with good communication skills to enable them match the oratory skills of violent extremism recruiters.
- Efforts should be made to empower religious leaders economically and to equip them with knowledge and skills that can make them self-sufficient.

Adoption of the Whole of Society Approach.

- There is need to adopt a whole of society approach that necessitates the cooperation and coordination between relevant government institutions, (whole of government) and non-government institutions and actors.

Further Readings

Abah, D., & Amoah, S. K. (2019). The Role and Challenges of Civil Society in Countering Violent Extremism in West Africa. *Legon Journal of International Affairs and Diplomacy*, 10(1), 55-83.

Aly, A., Balbi, A. M., & Jacques, C. (2015). Rethinking countering violent extremism: Implementing the role of civil society. *Journal of Policing, Intelligence and Counter Terrorism*, 10(1), 3-13.

Avis, W. R. (2016). Online/social media as a pathway towards violent extremism in East Africa. *Governance, Social Development, Humanitarian, Conflict, Research Helpdesk Report*, 1373.

Disarming Youth Combatants: Mitigating Youth Radicalization and Violent Extremism.

Edwards, C., & Gribbon, L. (2013). Pathways to violent extremism in the digital era. *The RUSI Journal*, 158(5), 40-47.

Holmer, G. The Role of Civil Society in Preventing and Countering Violent Extremism and Radicalization that Lead to Terrorism.

<https://digitalcommons.usf.edu/cgi/viewcontent.cgi?article=1141&context=jss>

[https://home-affairs.ec.europa.eu/system/files/2021-](https://home-affairs.ec.europa.eu/system/files/2021-11/ran_substance_use_and_violent_extremism_112021_en_0.pdf)

[11/ran_substance_use_and_violent_extremism_112021_en_0.pdf](https://home-affairs.ec.europa.eu/system/files/2021-11/ran_substance_use_and_violent_extremism_112021_en_0.pdf)

Koehler, D. (2021). Violent extremism, mental health and substance abuse among adolescents: Towards a trauma psychological perspective on violent radicalization and deradicalization. In *Violent Extremism* (pp. 103-120). Routledge.

Kofi Annan Foundation and Uganda Muslim Youth Development Forum (2024). Tackling Violent Extremism in Uganda: Lessons Learnt from a Community Resilience Approach

Lotta Carlson, RAN Expert Pool Member (2021). Substance use and violent extremism.

Montasari, R. (2024). The impact of technology on radicalisation to violent extremism and terrorism in the contemporary security landscape. In *Cyberspace, cyberterrorism and the international security in the fourth industrial revolution: Threats, assessment and responses* (pp. 109-133). Cham: Springer International Publishing.

Pacholska, D., & Wojciechowski, T. (2023). Substance abuse and the radicalisation process. *Terrorism—studies, analyses, prevention*, 2023(3), 439-473.

Pauwels, A. (2022). *Managing a whole-of-society approach to preventing and countering violent extremism: Insights from the Flemish case*. Brussels: Flemish Peace Institute. Retrieved from <https://vlaamsvredesinstituut.eu>

Prislan, K., Borovec, K., & Cajner Mraović, I. (2020). The role of civil society and communities in countering violent extremism and radicalisation. *Policija i sigurnost*, 29(3/2020.), 223-245.

Van Zyl, I. (2019). Preventing violent extremism in East Africa Lessons from Kenya, Somalia, Tanzania and Uganda. *ISS East Africa Report*, 2019(26), 1-34.

LUNCH (1:00 -2:00 p.m.)

9.7 Closing Session

Closing Session Work plan

No	Activity	Duration
1.	Wrap up session	30 minutes
2.	Way Forward	30 minutes
3.	Administering the Final Evaluation Survey	20 minutes
4.	Speech from Trainees' representative	10 minutes
5.	Speech from Host organization	10 minutes
6.	Speech from the Chief Guest	20 minutes
7.	Award of certificates	30 minutes



Figure 24 Sports as a tool to prevent crime and violent extremism



Figure 25: Youth uniting to promote peace

Appendix 1: Pre-Training Questionnaire:

Please fill these questions to the best of your ability. There are no right or wrong answers:

1. Name (Optional)
2. Age
3. Gender
4. Level of Education
5. Organization (optional)
6. Role in Organization
7. How did you find out about this training?
.....
8. Have you ever undertaken any training in P/CVE? Yes..... No
If yes, elaborate
9. How long have you worked in the area of P/CVE?
.....
10. What is your role in P/CVE?
.....
11. What do you understand by the terms?
 - a) Radicalization
 - b) Violent Extremism
 - c) Terrorism
11. How would you rate the risk of Violent Extremism in your area?
 - a) Non-existent b) Very low C) Low
 - d) Fair e) High f) Very high
12. Which individuals are mostly at risk of radicalization in your area and why?
.....
.....
16. How does violent extremism manifest itself in your area?
.....
.....
17. What are the major pathways into violent extremism in your area?
.....
.....

18. What are the main drivers of violent extremism in your area?

.....
.....

19. What PCVE initiatives have been undertaken in your area or by your organization and how effective have they been?

.....
.....

20. What challenges and opportunities have you encountered in P/CVE in your area?

.....
.....

21. Suggest measures that must be undertaken to prevent and to counter violent extremism in your area.

.....
.....

N.B: The facilitators are at liberty to modify this questionnaire as they may wish.

Appendix 2: Evaluation Form

Dear Trainee

In order to assist us to develop and improve upon our future trainings, it is very important for us to receive feedback from you. We therefore request you to spare a moment and complete this Evaluation.

Names (Optional).....

Organization (Optional)

Position (Optional)

Age

Telephone Number (Optional)

E-mail Address (Optional).....

District of Origin.....

District where you expect to work after training.....

Please Tick in the boxes according to your level of satisfaction

0-Not at all

1-Do not know

2-To some extent

3-To a fair extent

4-To a great extent

1. The overall objective of this training is to contribute towards efforts of preventing violent extremism among the youth in Uganda by creating mindset change and reducing crime and vulnerability to radicalization and recruitment into violent extremism.

To what extent has this training met this objective?

--	--	--	--	--

2. How relevant was this training to your future aspirations?

0	1	2	3	4
---	---	---	---	---

3. How relevant is this training to the people of your community and to Uganda in general?

0	1	2	3	4
---	---	---	---	---

4. To what extent has this training added to your knowledge and skills about P/CVE?

0	1	2	3	4
---	---	---	---	---

5. To what extent do you think this training will enable you to cause behavioral and attitudinal change in your community?

0	1	2	3	4
---	---	---	---	---

6. How would you rate the inclusiveness of this training?

0	1	2	3	4
---	---	---	---	---

7. How satisfied have you been with the content of this training?

0	1	2	3	4
---	---	---	---	---

8. Did the facilitators meet your expectations (interns of delivery, clarity, knowledge, organization)?

0	1	2	3	4
---	---	---	---	---

9. Did the discussions satisfy you?

0	1	2	3	4
---	---	---	---	---

10. To what extent did the documentaries shown during the training add to the knowledge and skills you have acquired during the training?

0	1	2	3	4
---	---	---	---	---

11. How would you rate the time allocated to the sessions throughout this training for addressing your personal questions and concerns?

0	1	2	3	4
---	---	---	---	---

12. To what extent have you been satisfied with the order and schedule of activities during the training?

0	1	2	3	4
---	---	---	---	---

13. Have satisfied have you been with interactions among the trainees?

0	1	2	3	4
---	---	---	---	---

14. How would you rate your satisfaction with the meals and time allocated to tea and lunch breaks?

0	1	2	3	4
---	---	---	---	---

15. How has the training venue met your expectations?

0	1	2	3	4
---	---	---	---	---

Overall Impressions of this Training

1. Has this training helped you to improve on your knowledge and skills about P/CVE among youths in Uganda? If yes, how?

.....

2. Were your general expectations of this training met? If yes, how? If no, why?

.....

3. Is there a theme that you think would have been very important for this training but was not covered? If yes, what is it?

.....

4. How likely are you to put in practice what you have learnt during this training?

.....

5. What did you enjoy most during this training and why?

.....

6. What did you enjoy the least about this training and why?

.....
.....

7. Any specific skills you would have wished to learn more about?

.....
.....

8. In your own assessment, how well do you think this training has been designed and implemented?

.....
.....

9. What actions do you envisage to undertake in the next six months because of the knowledge and skills acquired during this training?

.....
.....

10. Do you have any other comments or feedback that you think would help to improve upon future trainings?

.....
.....

N.B:

The facilitators are encouraged to conduct this final evaluation through an online survey (where possible) as this approach makes data collection and feedback analysis much easier. However, where this is not possible (for some reasons), the facilitators may use evaluation forms.

Sources

1. Adele Jinadu L, (2007). *Explaining and Managing Ethnic Conflict in Africa: Towards A Cultural Theory of Democracy*, Nordic Africa Institute Uppsala.
2. Anders Breidlid, (2010), *A Concise History of South Sudan*, Fountain Publishers
3. Bakuluki Paul, (2011), *Negotiating Retributive and Restorative Justice in Conflict Transformation Efforts: A Case of Northern Uganda*, LIT Verlag Münster
4. Benedict XVI, (2011). "Religious Freedom, the Path to Peace." Message for the Celebration of the World Day of Peace, January 1. Accessed November 1, 2012. http://www.vatican.va/holy_father/benedict_xvi/messages/peace/documents/hf_ben-xvi_mes_20101208_xliv-world-day-peace_en.html
5. Benson Deng, et. al, (2006), *They Poured Fire Upon Us from the Sky: The True Story of Three Lost Boys from Sudan*, Public Affairs
6. Bhatia Micheal, (2003). *War and Intervention: Issues for Contemporary Peace Operations*, West Hartford, CT, United States, Kumarian Press
7. Boulle Laurence (1996). *Mediation: Principles, Process, Practice*. Sydney: Butterworths.
8. Brass, P. R, (1991). *Ethnicity and Nationalist. Theory and Comparison*. Sage publication. London.
9. Breddon Ishikawa, (2016). *Appellate Mediation a Guidebook for Attorneys and Mediators*, Paperback 366 pages.
10. Brun Catherine, (2001). "Re-territorializing the Relationships between People and Place in Refugee Studies", *Journal of Human Geography*, Vol 83, Issue 1, Pages 15-25.

11. Charles L Howard, (2010). *The Organizational Ombudsman: Origins, Roles and operations*, A Legal Guide ABA.
12. Charles Philippe D and Jean- Francois G, (2005-2007). "Natural Resource: A Source of Conflict, International Journal", Vol. 62, No 1, *Natural Resources and Conflict* (Winter), Pp. -17.
13. Christopher R. Ramstein, (2009). *Alternative dispute Resolution Mechanism: A practical Approach*, Zurich/Switzerland.
14. Clark Phil, (2010), *The Gacaca Courts, Post-Genocide Justice and Reconciliation in Rwanda: Justice Without Lawyers*, Cambridge University Press
15. Daniel Philpott, (2013). "Religious Freedom and Peace Building: May I Introduce You Two?", *The Review of Faith & International Affairs*, 11:1, 31-37, DOI: 10.1080/15570274.2012.760977.
16. Dhirendra K Vaipeyi, (2013). *Climate Change, Sustainable Development and Human Security. A Comparative Analysis*.
17. Douglas H. Johnson, (2016), *South Sudan: A New History for a New Nation*, Ohio University Press
18. Emmy Godwin, (2005). *Ethnic Conflict Management in Africa: A Comparative Case Study of Nigeria and South Africa. Beyond intractability*. University of Colorado Boulder Co.
19. Erin Mcandless and Tony Karbo, (2011). *Peace, Conflict, and Development in Africa: A Reader, Education for Peace African Programme*, University for Peace, Switzerland.
20. Fisher Simon, Jawed Ludin, and Steve Williams, (2000). "Understanding Conflict" and "Tools for Conflict Analysis," chapters 1 and 2 in *Working with Conflict: Skills and Strategies for Action*. New York: Zed Books.

21. Gavriel Solomon and Edward Cairns, (c 2010). *Hand Book on Peace Education*, New York: Psychology Press, XI, 344p.
22. Girma Kebedde, (1997), "Sudan: The North-South Conflict in Historical Perspective", *Contributions in Black Studies*, Vol. 15 (1997); Art. 3 (pp. 15-45)
23. Google Maps "Conflict History", <https://www.conflicthistory.com/>
24. Harry T Edward, (1986). *Alternative dispute Mechanism: Panacea or Anathema?* Harvard Law Review Association, Vol.99. No.3, pp. 668-684.
25. Homer A. Jack, (ed). (1968). *World Religions and World Peace: The International Inter-Religious Symposium on Peace* (Boston: Beacon Press. 1968).
26. James Copnall, (2014), *A Poisonous Thorn in our Hearts: Sudan and South Sudan's Bitter and Incomplete Divorce*, Hurst & Co.
27. Joseph de Rivera, (2008). *Hand book on Building Cultures of Peace, Peace Psychology book series*, New York, London springer.
28. Kelman HC, (1998). *Social-psychological Contributions to Peace making and Peace building in the Middle East*. *Applied Psychology: An International Review*. 1998; 47(1)
29. Levinger Mathew, (2013). *Conflict Analysis: Understanding Causes, Unlocking Solution*, United States Institute Of Peace, Academy Guides, Washington DC US Institute of Peace.
30. M. Craven, (2010). 'States and recognition in international law', in M. Evans (ed.), *International Law*, 3rd ed., Oxford: OUP, 203
31. M. Shaw, (2008). *International Law*, 6th ed., Cambridge: CUP, Chapters 1 and 2

32. Mahammed Ayoob, (1995). *The Third World Security Predicament: State Making, Regional Conflict and the International System Emerging Global Issues*, Boulder: L Rienner, XVI, 216pp.
33. Mbabazi Christine M., (2010), “The Acholi worldview: Why rituals are important for the reintegration of formerly recruited girls in northern Uganda”, in Bård Mæland, ed., (2010), *Culture, Religion and Reintegration of Child Soldiers in Northern Uganda*, Peter Lang
34. YoshitaroFuwa, HidemiYashida and RicFusamac, (ed). (2001). *Evolving Concept of Peace Building: Natural Resource Management and Conflict Prevention*, Tokyo, Japan: Foundation for Advanced Studies on International Development (FASID), 171 p.



In Partnership with:



United Nations
Office on Drugs and Crime

