TRAINING: GENDER AND PREVENTING VIOLENT EXTREMISM IN ASIA

FACILITATOR NOTES

UN WOMEN

The views expressed in this publication are those of the author(s) and do not necessarily represent the views of UN Women, the United Nations or any of its affiliated organizations.

Authors: Simon Bronitt (lead), Sarah Teitt (lead), Michelle Dunn, David Duriesmith, Behnaz Zarrabi, Lauren Vogel, Luisa Ryan and Shannon Zimmerman
Production Coordination: Lesli Davis
Editing and additional text: Georgia Westaway
Design: Blossoming.it

TRAINING: GENDER AND PREVENTING VIOLENT EXTREMISM IN ASIA

FACILITATOR NOTES

INTRODUCTION

What is the purpose of this training material?

This training package on Gender and Preventing Violent Extremism is designed to increase the understanding of the critical role gender can play in understanding, addressing and preventing violent extremism (PVE). It is intended to support women's organisations and civil society in their ongoing work on PVE, and related fields of women, peace and security. The training package is designed for use in Indonesia and Bangladesh. Audiences for trainings may include local communities, civil society organisations, Government agencies, and others.

Learning outcomes

The training material is split into five sessions with learning outcomes, as follows:

1

Session One

Why Gender Matters in Preventing Violent Extremism

1. Understand what the PVE agenda is and why mainstreaming gender is important for effective PVE.

2. Understand and communicate how gender equality and women's empowerment are linked to PVE.

3. Identify measures that can be taken to mainstream gender into PVE policies and programs, as well as the challenges in integrating gender into PVE policy.

2

Session Two

Gender, Radicalization and Violent Extremism – Causes and Effects

1. Understand the major factors that facilitate violent extremism by individuals.

2. Understand the drivers of violent extremism through the examination of case studies.

3. Apply knowledge acquired to identify different drivers of violent extremism.

Session Three

Protection – Legal Frameworks, Human Rights & Preventing Violent Extremism

1. Recognise the tensions between human rights and security approaches and how these inform strategies related to gender and PVE programming.

2. Recognise the tensions between freedom of religion, national security and public safety.

3. Understand the gendered dynamics of the human rights of women offenders in detention.

Session Four

Women in Preventing Violent Extremism

1. Understand the many roles women play in relation to PVE, and their agency and influence within communities.

2. Understand how stereotyping women's roles impacts women's ability to undertake effective PVE work.

3. Interrogate the role of gender norms and identities that can be used to develop more successful PVE strategies.

Session Five

Restoring the Peace – Relief and Recovery

1. Understand how perpetrators, families and communities are impacted by violent extremism. Recognise the different roles actors and groups can play in facilitating the desistance and disengagement from violent extremism and work to promote rehabilitation and reintegration. Understand the role of women, using a gender perspective, in facilitating effective desistance and disengagement, reintegration and rehabilitation programs.

2. Identify best practice local, regional, and national strategies and accompanying support mechanisms and services that help to restore peace, rebuild communities, repair harm and provide redress.

3. Understand the importance of desistance, disengagement, rehabilitation and reintegration of perpetrators of violent extremism to restoring the peace.

HOW TO USE THE GENDER AND PVE TRAINING MATERIAL

The Facilitator Notes are for use by trainers/facilitators to raise awareness and strengthen the integration of gender into PVE strategies, policy and programming. The training material is designed to be easy to use for facilitators of varying experience with the topic. Whether a beginning or more seasoned trainer, it is important to read the entire training materials from start to finish to be sure the training is understood in full, to be able to anticipate questions as a facilitator, and also to update the Participant Workbooks prior to distribution as there are various places in the workbooks that require facilitator input.

The training material is divided into five sessions. Session 1 is intended to provide a foundational understanding of why gender matters in PVE. Session 2 provides an overview of gender, radicalization and violent extremism with a focus on participation. The remaining sessions provide deeper training around the pillars commonly identified with the Women, Peace and Security (WPS) Agenda: Protection (Session 3); Prevention (Session 4); and Relief and Recovery (Session 5).

Learning materials and activities can be targeted along a spectrum of audiences—from an introduction to basic concepts in communities, to more advanced technical learning for government officials and others with mandates for PVE implementation. Most activities are based on a total of 20 attendees, which is an easy number to divide into four small groups of 5 participants—but may be customized to include less or more participants.

The training material includes all the material required for the facilitator to conduct the training. There are various links to online references and sources which can be printed prior to training if internet access is not available during the training session. All sessions are supported by a set of PowerPoint slides, but the use of PowerPoint has been kept to a minimum, as this method of training may hinder interactive learning and exchange during trainings. Facilitators should familiarise themselves with the Participant Workbook and PowerPoint slides in conjunction with the Facilitator Notes.

Supplies and Equipment Needed

All participants should be provided with the Participant Workbook, customized to the group. These workbooks provide space for participants to record answers to activities and questions. It may also be helpful have available group work materials such as flip chart paper and markers to assist group work. Material helpful to have available at the training includes:

- **Projector, connected to laptop computer**
- **Coloured pens**
- **Post it notes**
- **Flip chart paper**
- **Whiteboard, marker and eraser**

Methodology and Assumptions

The training methodology used is tailored for adult learners. Practice, rather than theory, is stressed, with focus on practical application in the professional and personal lives of the participants attending the training. Participants come to training events with a variety of skills, experiences and perspectives. These should be drawn upon by the facilitator as a foundation to the learning outcomes of the sessions.

A key role of the facilitator is to encourage participants to build upon the training material to be able to translate and apply new skills to concrete actions in their communities and in their workplace.

This training material utilises the term 'preventing violent extremism' because, as will be elaborated in Session 1, it seeks to adopt a preventive approach to addressing not only the acts of terrorist or extremist violence, but the enabling factors and environments that are conducive to such violence.

The training material is based on some core assumptions:

· First, best practice recognises that the causes of terrorism and violent extremism are highly localised and context specific. In some settings, even use of the term 'violent extremism' can be controversial. The training material uses this terminology because it seeks to widen the focus beyond only avoiding terrorist attacks. Rather, the core aim is to help understand and address both the conditions and processes that make terrorist or extremist messaging take hold, and heighten the risk for an individual to become engaged in terrorist or violent extremist groups or activities. It is recognised, however, that in some contexts it may be more appropriate to use different language than PVE to capture this prevention agenda.

· Second, violent extremism is not exclusive to any region, ideology, political movement or religious belief. Violent extremism is a term that can refer to a broad range of groups that encourage violent acts of protest or extreme interpretations of religious ideologies that justify violence. While the examples in this session are particularly catered to the Indonesia and Bangladesh contexts, the problem of addressing violent extremism is not linked to any particular group, identity or culture. There are multiple and overlapping motivations for engaging in violent extremism.

· Third, the insights in this training material package are drawn from best practice PVE policy and research that demonstrate that the promotion and protection of women's human rights and the empowerment of women in PVE helps make communities and societies more resilient to violent extremism. It is recognised, however, that women's empowerment in PVE programming may need to be negotiated within the local context.

FACILITATOR SESSION NOTES

Below are specific guidance and notes for facilitators to assist in the delivery of the training material. These should be read in conjunction with the relevant session materials and tailored to the audience.

Each session is self-contained and presented in the Participant Workbook, which needs to be tailored to the audience. The notes below will assist the facilitator to customize the Participant Workbook. Each session is a combination of information, examples, links to reference documents, group activities with space to record answers to activities, and specific places at the end of each section within the session for participants to record their thoughts and make notes.

Accompanying the Participant Workbook is a suggested set of PowerPoint slides. These draw out the key themes in each of the sessions and also includes a suggested agenda for timing the sessions. These are suggestions only and will need to be customized to suit the audience - depending on the audience, some sessions may take longer or may be delivered in a shorter timeframe. The important thing is that the participants are comfortable with the material in each session prior to moving onto the next session.

Session 1: Why Gender Matters in PVE

Guidance for Facilitators:

1. **Local communities:** Understanding of the core problem of violent extremism are likely to be divergent. Because of the different understandings, it is important to draw out alternative definitions of what communities understand violent extremism and terrorism to mean. For example, in the context of Bangladesh, civil society representatives and women's organisations expressed that the term 'violent extremism' was highly contentious in the local context, but 'terrorism' and 'terrorist' were widely accepted as terms across government and civil society. The term 'extremist' and 'extremism' seems similarly controversial in Indonesia, where it can be understood as a means of discrediting legitimate religious-based grievances. These differences fundamentally matter. Similarly, understandings of gender are likely to differ, and it is important to draw out how communities understand gender and concepts of femininity and masculinity.

2. **Civil society organisations (CSOs):** When addressing CSOs, differentiate their core purpose and capabilities in relation to PVE and gender. For example, when working with women's organisations, emphasise how the agenda of PVE intersects with the WPS agenda in ways that do not securitise women. When addressing CSOs already working on PVE, it is more important to focus on why gender matters to PVE and how legal frameworks of around violent extremism create gender vulnerabilities.

3. **Government agencies:** When working with government agencies, less emphasis can be placed on the frameworks that exist nationally. Instead, emphasis should be placed on how the international framework of WPS applies to local policy on PVE. This will demand more reflection on how national legal frameworks affect people differently along gender lines.

Outline of Session:

Throughout the session various online links are provided to references and documents referred to in the text. Participants can be directed to these for further information. Session 1 provides information in the first half, and then uses a case study and discussion questions in the second half to consolidate learning. The session is structured as follows:

- What is meant by violent extremism?

- What is the 'preventing violent extremism' agenda?

- Why is gender so important to effective PVE?
  - Social constructs relating to masculinity and femininity

- How does gender analysis contribute to effective PVE?

- Integrating gender in PVE
  - Women, Peace and Security Agenda
  - Concerns with integrating gender and PVE
  - Challenges relating to South/Southeast Asia

- Women's human rights, non discrimination and PVE

- In class exercises (see Participant Workbook and below for details)
  - Individual exercise - Aitebaar
  - Group exercises
  - General discussion questions

- Key insights and takeaways (see Participant Workbook and below for details)

Group Exercise Notes:

Case study – Mapping the relationship between GBV and PVE

Gender-based violence (GBV) refers to violence that occurs as a result of gender norms, stereotypes and the unequal power relationships between men and women in society. GBV is often associated with the physical, psychological, sexual or economic suffering and harm specifically experienced by women and girls. However, men and boys also face gender-based violence. While the focus of GBV programs has been women and girls, boys, men and people in the LGBTI community can also be subject to of GBV.

This group learning exercise is designed to help participants explore how gender discrimination and gender inequality intersect with violent extremism.

The case study indicates where names are required to be entered. In this case study, two names need to be chosen. The {insert name 1} is woman and the wife and {insert name 2} is the man and the husband. Ask participant groups to choose and insert names.

Key Insights and Takeaways:

At the end of each session, participants should be encouraged to spend 5 to 10 minutes of personal time to review the session notes and complete the tasks in the Key Insights and Takeaways section.

Before moving on to the next session, it is recommended that a short break is taken.

Session 2: Gender, Radicalization and Violent Extremism – Causes and Effects

Guidance for Facilitators:

1. **Local communities:** When working with local communities emphasise that women can be victims of violent extremism, perpetrators of violent extremism, and prevent violent extremism. While working in a community setting it is important to remember the sensitivities that might exist around women as perpetrators of violence. Because of this it is important to listen to local stories and emphasise the complex pressures that push women into armed conflict or violent extremism.

2. **Civil society organisations:** When working with CSOs who focus on violent extremism it is important to emphasise the ways in which women have been excluded from responses to violent extremism. Emphasising the complex ways in which women intersect with violent extremism shows how PVE responses can better account for women's agency. When working with women's organisations it is important to demonstrate the ways in which policy has excluded women and not recognised their contributions. Women's organisations are likely to be less engaged with direct PVE policies, but it is important to emphasise how their existing competencies on women's empowerment and gender equality can be harnessed.

3. **Government agencies:** When working with government agencies, focus on exploring how existing PVE responses engage with women's agency. Considering the problematic record of marginalisation and stereotyping that have characterised government engagement with women and created negative unintended consequences for women's participation. This module needs to offer alternative narratives.

Outline of Session:

Throughout the session various online links are provided to references and documents referred to in the text. Participants can be directed to these for further information. This session is case study-based and allows participants to gain understanding of the material covered, firstly through reflections, and then group work. The session is structured as follows:

- How can we understand extremist behaviour?
  - Individual exercise - reflection

- Case study exercises (see Participant Workbook and below)

- Group exercises - drivers of violent extremism (see Participant Workbook and below)

Case Studies One to Four

The Participant Workbook contains the case studies. Each case study indicates where the names of women and men are required to be entered, as well as the location (either Bangladesh or Indonesia).

For each example, do a guided reading with the participants on the first exercise to show them how to recognise different drivers and how they influence individuals that turn towards violent extremism. Make sure you emphasise with participants that the existence of these drivers does not cause or increase the likelihood of violent extremism in *every case*.

Group Exercises

The Session 2 group learning exercise is designed to help participants recognise and understand how the different drivers can influence and shape actions of individuals who turn to violent extremism. Direct the participants to read each example and in the space provided, record the discussions of their group around which drivers to extremism exist.

Key Insights and Takeaways:

At the end of each session, participants should be encouraged to spend 5 to 10 minutes of personal time to review the session notes and complete the tasks in the Key Insights and Takeaways section.

Before moving on to the next session, it is recommended that a short break is taken.

Session Three: Protection – Legal Frameworks, Human Rights & Preventing Violent Extremism

Guidance for Facilitators:

1. **Local communities:** In addressing local communities it is important to emphasise how they can access and utilise other agencies (CSOs, Government agencies, UN agencies). This also entails placing realistic accounts of how norms of protection can be appealed to without overstating the likelihood of adequate provision of support services which may not be there. It is also important to emphasise the productive role that communities can play in protecting vulnerable members from the impacts of violent extremism and enhance understanding of government CVE-PVE activities.

2. **Civil society organisations:** When addressing CSOs, differentiate their core purpose and capabilities in relation to protection. For example, when working with women's organisations, emphasise how work on protection of women intersects with the agenda of PVE. When addressing CSOs already working on PVE, it is more important to focus on how legal frameworks of around violent extremism create gender vulnerabilities.

3. **Government agencies:** When working with government agencies less emphasis can be placed on the frameworks that exist nationally. Instead, emphasis should be placed on how the international framework of WPS applies to local policy on CVE. This will demand more reflection on how national legal frameworks affect people differently along gender lines.

Outline of Session:

Throughout the session various online links are provided to references and documents referred to in the text. Participants can be directed to these for further information. The session provides a mix of information and exercises to consolidate learning. The session is structured as follows:

- What do we mean by protection?

- The gap between 'law in books' and 'law in action'
  - Reflection for participants in relation to their community
  - Talk through the diagram showing how laws interact at domestic and international level and refer to Appendix One in the Participant Workbook at the end of section 3 that outlines the timeline of laws in Indonesia and Bangladesh.

- Protection of freedoms
  - Security versus liberty considerations
  - Case of Shabina Begum

- Group Activity
  - Split into two groups (or more depending on numbers)
  - Questions are provided to assist groups to think about the concepts of security versus liberty
  - An additional activity is also provided, if needed

- Violent extremism and women as active participants
  - This is quite confronting as it deals with women as perpetrators and understanding their needs during detention. Sensitivity will be required.
  - Group exercises with guiding questions.

Key Insights and Takeaways:

At the end of each session, participants should be encouraged to spend 5 to 10 minutes of personal time to review the session notes and complete the tasks in the Key Insights and Takeaways section.

Before moving on to the next session, it is recommended that a short break is taken.

Session Four: Women in Preventing Violent Extremism

Guidance for Facilitators:

1. **Local communities:** When working with local communities emphasise the positive role that women can play in preventing violent extremism. While working in a community setting it is important to remember the sensitivities that might exist around women as perpetrators of violence. Because of this it is important to listen to local stories and emphasise the complex pressures that push women into violent acts conflict. In different communities, understandings of the core problem of violent extremism are likely to be divergent and therefore, different solutions for prevention are required. For example, in the context of Bangladesh, groups expressed that the idea of violent extremism was not locally appropriate and that instead the perceived problem was a more restrictive understanding of terrorism. These differences fundamentally matter.

2. **Civil society organisations:** When delivering the prevention module to CSOs explore the importance of diversifying the notion of prevention beyond conventional PVE activities. Different CSOs may have had difficult experiences with government prevention agencies. Where this has been the case, training on advocacy has to be cognisant of how to engage in prevention activities without becoming co-opted or militarised. When working with CSOs who focus on violent extremism, it is important to emphasise the ways in which women have been excluded from PVE responses. Emphasising the complex ways in which women contribute to violent extremism demonstrates how PVE and CVE responses can better account for women's agency in violent extremist networks. When working with women's organisations it is important to demonstrate the ways in which policy has excluded women and underplayed their contributions. Women's organisations are likely to be less engaged with direct PVE and CVE policy, but emphasise how their existing competencies on women's empowerment and gender equality can be utilised.

3. **Government agencies:** Working with government agencies is likely to require a significant shift in understanding of what prevention entails. By highlighting the role of gender in recruitment, it may be possible to expand the scope of what prevention means as well as explore how existing responses engage with women's agency in violent extremism. Considering the lack of women's participation and stereotyping that have characterised government engagement with women, this session needs to offer alternative narratives.

Outline of Session:

Throughout the session various online links are provided to references and documents referred to in the text. Participants can be directed to these for further information. The session provides a mix of information and exercises to consolidate learning. The session is structured as follows:

- Gender and prevention
  - Early-warning signs of violent extremism

- Group exercise
  - Case study – early warning signs and questions (see Participant Workbook for instructions and questions)
  - Reflection – early warning signs

- How can women prevent violent extremism?
  - What measures can help support women in PVE?

- Group exercise
  - Promoting gender equality and women's empowerment – reflection
  - Preventing violent extremism – case study, question questions and reflection

- Complexities and challenges to empowering women in PVE
  - Group exercise - applied learning – what can you/your organisation do to prevent violent extremism?

Key Insights and Takeaways:

At the end of each session, participants should be encouraged to spend 5 to 10 minutes of personal time to review the session notes and complete the tasks in the Key Insights and Takeaways section.

Before moving on to the next session, it is recommended that a short break is taken.

Session Five: Restoring the Peace – Relief and Recovery

Guidance for Facilitators:

1. **Local communities:** Relief and recovery, more than other pillar, varies greatly between locations. In sites with large refugee and displaced populations, the relief and recovery approach requires a combination of conventional responses, together with disengagement activities. In sites like where there has not been large-scale conflict or other disruption, the relief and recovery pillar should focus more on disengagement rehabilitation and reintegration of radicalised families and individuals.

2. **Civil society organisations:** It is important to consider the remit and capabilities of CSOs in conducting relief and recovery work. Work to disengage former violent extremists is extremely sensitive and requires particular skill sets. Structuring the delivery around the particular skills of the CSOs will ensure that the best agents are providing support for community needs.

3. **Government agencies:** As with local communities, governments are in different positions in relation to relief and recovery activities. For destination countries where foreign fighters travel to undertake actions, this requires an approach which incorporates complex transnational dynamics. For countries that have large numbers of foreign fighters traveling to partake in violent extremist activity, such as Indonesia, the approach needs to emphasise the gendered needs of returnees. For both Indonesia and Bangladesh, the disengagement and rehabilitation of increasing number of 'homegrown' violent extremists will require shifting policy and legal responses.

Outline of Session:

Throughout the session various online links are provided to references and documents referred to in the text. Participants can be directed to these for further information. The session provides a mix of information and exercises to consolidate learning. The session is structured as follows:

- Desisting and Disengaging
  - Drivers of desistance/disengagement
  - Poverty eradication for CVE

- Group exercise – desistence and disengagement - discussion questions

- The ripple effect of VE

- Group exercise – mapping the effects of VE

- Restoring the peace
  - What is relief, recovery, rehabilitation, restorative justice, reintegration, status degradation and stigmatisation, and trauma

- Group discussion – criminal justice – guiding questions

- Gender dimensions of relief and recovery

- Group exercises – relief and recovery - guiding questions

Key Insights and Takeaways:

At the end of each session, participants should be encouraged to spend 5 to 10 minutes of personal time to review the session notes and complete the tasks in the Key Insights and Takeaways section.