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Curriculum PreViEx

Modular Training of Trainers Curriculum "On Prevention of Violent Extremism"

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ABBREVIATIONS

ALEI	Adult learning and education institution
KR	Kyrgyz Republic
ITO	International terrorist organization
MFL	Media and information literacy
VE	Violent extremism
CSE	Center for Strategic Research
CSO	Civil society organizations
UN	United Nations
RK	Republic of Kazakhstan
RT	Republic of Tajikistan
PC	Personal Computer
PVE	Prevention of violent extremism
PVE-E	Prevention of violent extremism through education
PCVE	Prevention and Countering Violent Extremism
MM	Mass media
ToT	Training of Trainers
UNODC	United Nations Office on Drugs and Crime
CA	Central Asia

**A. INTRODUCTION TO
Curriculum PreViEx TRAINING COURSE**

If we are going to get serious about prevention, and especially about conflict prevention, we need to get serious about engaging with and investing in young women and men.

UN Secretary General António Guterres on "Investing in Youth to Fight Terrorism", April 12, 2018

1. CONTEXT

Violent extremism, motivated by destructive ideas of a religious nature, is one of the most significant security problems of countries. Crisis phenomena in the economy, the social sphere, the socio-cultural consequences of conflicts, poor-quality education, typical for many countries of the world, provoke the growth of xenophobia and extremist views. Their intensive propaganda purposefully generates ideas that are fraught with inciting interfaith hatred and discord, capable of initiating violent extremist and terrorist actions. The use of social networks thus allows emissaries of international terrorist organizations to significantly expand their audience and transfer ongoing campaigning to a systemic basis.

The uncontrolled development of these processes is fraught with an increase in the number of people who share radical ideas, an escalation of violence in society. Neither radicalization nor violent extremism have a common cause - ideological, political, or religious - and cannot be combated by force alone.

The field of countering violent extremism and prevention is rapidly evolving and changing as knowledge accumulates through practice and research. At the present stage of the fight against extremist manifestations, a whole range of organizational, legal, preventive, educational measures, as well as the improvement of interaction between state bodies and public organizations, the consolidation of efforts between countries is required.

Since the adoption of the UN Global Counter-Terrorism Strategy (UNGCTS) and the Joint Action Plan for Central Asia (JAP) in 2011, all Central Asian countries have developed new strategies at the national level to counter terrorism and violent extremism, many with the support of international organizations. National Strategies and Action Plans developed by the Central Asian countries combine a comprehensive approach to combating terrorism and a civil society approach to PVE priorities¹.

Below are some of them:

1. **Development of international cooperation.** The Central Asian countries are actively cooperating with international organizations such as the UN, OSCE, the Islamic Conference and others to discuss experience and best practices in the fight against extremism.
2. **Establishment of specialized bodies.** Every country has specialized bodies such as Anti-Terrorism Centers, commissions, centers for the study of interreligious relations and others, which cover the analysis and monitoring of the religious sphere, the fight against violent extremism and terrorism.
3. **Strengthening the legislation.** All Central Asian countries work towards tightening legislation in the field of combating extremism: prohibiting the activities of extremist organizations, the distribution of extremist literature, etc.
4. **Preventive activities.** One of the important areas is the promotion of alternative lifestyles: initiatives are being taken to promote modern lifestyles and reject lifestyles imposed by violent extremist ideologies. Cultural events, competitions, concerts, exhibitions and festivals dedicated to strengthen tolerance and peacefulness in society are held on regular basis.
5. **Countering online radicalization.** In order to prevent the popularization of radical ideas through the Internet, the Central Asian countries are implementing measures aimed at combating online threats and taking measures aimed at countering violent extremism and radicalization.

Youth are at the scope of all Central Asian countries as they are the largest group directly affected by violent extremist propaganda. Youth under the age of 29 make up more than 50

¹"Ten Year Review of the Joint Plan of Action", UNOCT and UNRCCA Progress Report for 2011-2021

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percent of the population of Central Asia. Youth is both a factor of vulnerability and an age of opportunity². Therefore, activities on the prevention of extremism among young people is one of the key directions of the Joint Action Plan for the implementation of the UN Global Counter-Terrorism Strategy in Central Asia.

Young people are especially vulnerable if they are marginalized, frustrated and unemployed. Alarming indicators from the International Labor Organization highlight that despite significant progress in reducing youth unemployment rates among both women and men in the first half of 2022, “The youth unemployment rate in the region is forecasted to be nearly 20 percent in Central Asia, with rates significantly higher among young women”³.

Long-term community development initiatives that address the factors that push and pull youth to engage in violence can actually amplify the voice of youth, promote PVE and, in general, encourage greater youth participation in peaceful life. Naturally, not all young people are prone to radicalization and violence; Youth is both a factor of vulnerability and an opportunity to build resilience, technology and legal literacy and strengthen youth engagement in public life⁴. When youth resilience is high and authorities trust them, youth can become agents of change, participate in civil society activities and find other ways to lobby for their interests. Youth leaders are potentially the most influential actors in youth demographics. Their voices can be especially powerful in the fight against extremist propaganda. However, young people need to be given the opportunity to speak and make their voices heard. They need mobilization and communication skills to direct their energy, activity and innovative ideas in a constructive way and confidently express their civil views.

Curriculum PreViEx is an author’s modular program that offers dynamic opportunities primarily for young people and promotes important P/CVE programs in Central Asia. The need to develop such a program arose due to the fact that the Central Asian countries suffer from significant shortage of specialists with experience in effective work with the population in the prevention of extremism, shortage of high-quality educational programs for the training of such specialists, particularly trainings provided in the state languages. There is no comprehensive program that would help to eliminate this deficit, to gain experience in carrying out preventive measures to level the destructive influence of extremist ideas on the citizens of the region.

2. BRIEF DESCRIPTION OF THE Curriculum PreViEx PROGRAM

The proposed Curriculum PreViEx program for the training of trainers has a modular structure, which is built on a competency-based approach, focuses on the trainee and contains a description of modern methods, tools for the organization of topical trainings, specific recommendations for conducting trainings, the assessment of results as well as a large number of practical exercises. The program is intended for beginners and practicing trainers, motivated leaders of both state and non-state specialized organizations.

The program is built on the andragogical principles and approaches of the Global Program For Adult Learning and Education Curriculum globALE⁵, Curriculum interculturALE⁶, other programs and tools developed by the DVV International, the Institute for International Cooperation of the German Adult Education Association.

² UN General Assembly, Action Plan for the PVE, General Secretariat of the Council of the EU, Council of the European Union, Council of the European Union, Conclusions on European Union External Action against Terrorism (Brussels, June 19, 2017).

³ Report, wcms_853326.pdf (ilo.org)

⁴ UNGA, Plan of Action to PVE; and General Secretariat of the Council, Council of the EU, “Council Conclusions on EU external counter-terrorism operations” (Brussels, 19 June 2017).

⁵ Curriculum globALE (CG) - a core curriculum for training adult educators worldwide. It was developed by the German Institute for Adult Education, Leibniz-Center for Lifelong Learning (DIE) and DVV International, the Institute for International Cooperation of the German Adult Education Association. <https://www.dvv-international.de/en/ale-toolbox/teaching-and-training/curriculum-globale/applying-curriculum-globale>

⁶ Curriculum interculturALE – a tailor-made intercultural-didactical training course for instructors and volunteer learning guides who work with refugees in low-threshold language courses. Developed by DVV International, the Institute for International Cooperation of the German Association for Adult Education in cooperation with international experts, <https://www.dvv-international.de/en/ale-toolbox/teaching-and-training/curriculum-interculturale/download-center-curriculum-interculturale>

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The advantages of this learning model include

- Opportunity to take advantage of relevant knowledge, tools and skills;
- Availability of various sources of competence;
- Innovation and constructive feedback/constructive comments;
- Constructive group deliberation in strategic planning;
- Leadership for the sake of effective decision making in your team or community.

Open and constructive exchange of ideas during training improves mutual understanding among all participants in the process, increases the degree of innovation in solving complex problems and situations, communication and increases the success of implementing solutions.

The core modules provide recommendations related to subspecialties of expertise in the prevention of violent extremism. The elective modules cover the personal safety of the PVE trainer, including digital safety, and describe methods for generating alternative narratives.

This approach makes it possible to recruit groups with different levels of training skills. The program includes several cross-cutting themes: a gender-sensitive approach, humanistic values based on human rights. An important part of the course is the risk and needs assessment toolkit.

By the end of the course, participants gain the knowledge and skills, acquire the competencies necessary to develop, implement and monitor PVE activities.

The main objectives of the Curriculum PreViEx

- Strengthen the capacity of local experts and civil society organizations to create formats for constructive dialogue and training to overcome stereotypes, myths of extremist ideology;
- To develop the competencies necessary for a trainer to introduce new technologies, taking into account the real-life requirements;
- Encourage trainers to share ideas, connect with peers and turn them into agents of transformations;
- Support civil society networks and build capacity through the exchange of best practices, information and analysis on the prevention of extremism and terrorism among relevant actors at the national and regional levels;
- Cultivate responsible global citizenship, critical thinking, empathy, and the ability to act against violent extremism (UNESCO, 2016b).

Indicators for measuring planned learning outcomes have been developed to support the implementation of the program.

Since the contextual conditions and specific needs of the target groups differ significantly depending on the region, institution or field of activity, the modules containing recommendations on the content of the PVE training are advisory in nature. They can be modified to varying degrees according to specific application conditions. Thus, the curriculum is a model that can be taken as a basis for the development of individual trainings. At the same time, the acquired training competencies must meet the unified general standard.

Certificates of completion for individual modules, as well as for the entire course, can be issued once the competency standard has been reached. These competencies can be obtained both through the completion of the ToT course and due to the previous trainings.

Participants who already possess some of the competencies covered by the Curriculum PreViEx may be exempted from certain parts of the training due to the recognition of prior trainings completed.

The guarantee of quality education is provided by a practical exam after completing the course, as well as mentoring support for participants.

The training program was worked out by regional experts on P/CVE: Yulia Denisenko (Kyrgyz Republic), Sanjar Yuldashev (Republic of Uzbekistan), Irina Vigovskaya (Republic of Kazakhstan), Rustam Azizi (Republic of Tajikistan).

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The program is being tested in Uzbekistan by the DVV International Uzbekistan (versions are available in English, Uzbek and Russian), and in the future it will be finalized taking into account the identified needs.

3. HOW THE PROGRAM WAS DEVELOPED: SOURCES AND PRINCIPLES

Sources

The basis of the Curriculum PreViEx training program is:

- a) existing programs and tools for the training of trainers developed as part of the project activities of the DVV International, the Institute for International Cooperation of the German Adult Education Association;
- b) PVE curricula and documents from the Royal Joint Defense and Security Services Institute (RUSI), UNODC, and the Global Center for Cooperative Security;
- c) international professional standards for adult educators;
- e) recommendations of the project “Promoting the prevention of extremism in Uzbekistan in cooperation with the state and civil society through education, dialogue and increasing the resilience of vulnerable groups of the population to radicalization”, which was implemented in Uzbekistan by the DVV International country office and national partners;
- d) scientific-research “Identification of common problems faced by the project target groups and stakeholders”, conducted within the framework of the project “Promoting the prevention of extremism in Uzbekistan in cooperation with the state and civil society through education, dialogue and increasing the resilience of vulnerable groups of the population to radicalization”.

Curriculum PreViEx principles

This program follows a set of established principles in terms of context orientation:⁷

Building on evidence. The selected format is based on the latest objective research, consultations with local actors - 200 representatives of state bodies, local authorities, probation service, penitentiary institutions, business structures and the media of the Republic of Uzbekistan, who worked on the development of recommendations for capacity building under the PVE. The program contributes to the development of a knowledge base on the prevention of violent extremism.

Maximizing benefit without causing harm. The programme was originally designed to avoid violating human rights, aggravations disputes between communities and institutions, but was also results-oriented.

Adaptation to local conditions. There are no universal solutions to the problem of violent extremism. All actions for the development of the Program are based on a detailed and deep knowledge of local context and peculiarities.

Whole society approach. ToT activities can involve a wide range of actors beyond traditional law enforcement and security agencies, from civil society and government agencies to religious associations and leaders in local communities.

Adult learning program is guided by the principles of the Curriculum globALE program for Adult Learning and Education: Competence-Oriented, Action-Oriented, Participant-Oriented and Sustained Learning, which are listed below:

Competence Oriented. The curriculum offers an integrated approach to the development of coaching and expert competencies in the field of PVE, including cognitive and emotional aspects, as well as understanding the context with a focus on “results” and the opportunity for further improvement of the skills acquired.

Action-oriented. The program offers practical application of acquired knowledge, using scientific data and analysis. Participants will gain theoretical knowledge and apply it in

⁷ European Commission (CT MORSE), “Preventing and countering violent extremism: stories from EU’s work around the world”, 2021. Available at: https://pcvestories.ct-morse.eu/wp-content/uploads/2021/05/PCVE-stories-fromthe-EUs-work-around-the-globe_c.pdf

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practice, with feedback and support from mentors. They are expected to learn how to design and implement PVE trainings for adults, increasing their practical experience.

Participant-focused. The program allows for great flexibility in implementation, which can be used to adapt the content and methods to the conditions and needs of the participants. This applies both to the main modules of the program and to those parts of it that can be freely processed in accordance with local characteristics and the needs of the target group, taking into account their experience and existing knowledge.

Learning sustainability. The goal of this program is to increase the effective learning abilities of participants so they could benefit from learning outcomes and build the basis for further learning, to develop metacognition (the ability to analyze their own learning process) and to facilitate their self-organized learning process after ToT. Building of the learning capacity, while learning effectively, is necessary for an adult to continue the life-long learning. The importance of education in preventing violent extremism is underlined in the global education agenda - "Education 2030" or "the Sustainable Development Goals"⁸. In particular, Target 4.7 on Education for Sustainable Development and Global Citizenship Education is of particular relevance to PVE-E (Prevention of Violent Extremism through Education)⁹, as it aims to provide learners with knowledge, skills and competencies that can contribute to the formation of peace and non-violence culture.

Education is critical to countering violent extremism. The UNESCO publications and guidelines developed both for policy makers¹⁰, and educators¹¹, highlight direct and practical educational interventions that can be taken to address key aspects. A key approach to PVE-O is to enable students to develop transversal competencies that will enable them to contribute to building more peaceful societies.

Transversal Competences Contributing to Preventing Violent Extremism¹²

Cognitive	Socio-emotional	Behavioral
<ul style="list-style-type: none">• Critical thinking• Active listening• Media and information literacy• Joint problem solving	<ul style="list-style-type: none">• Sympathy and tolerance• Recognition of diversity• Self-analysis• Emotional regulation• Transparency	<ul style="list-style-type: none">• Self-confidence and confident refusal skills• Collaboration and teamwork• Conflict Management• Nonviolent resistance

For example, developing empathy and tolerance competencies will enable trainees to better understand and respect people around, while developing critical thinking skills and perseverance will make them more resilient and less vulnerable to indoctrination. The ability to objectively analyze information and use new technologies responsibly will allow you to better evaluate information to form your own views. These competencies will enable us to be more resilient where at-risk groups may be exposed to more challenging conditions.

Of particular interest in the information age is the role of media and information literacy (MIL), which is both a group of competencies and a separate competency. MIL allows listeners to critically evaluate, analyze, use and create media and information resources in a safe way.¹³

This is especially important with regard to the Internet and social media, which are increasingly being used for propaganda, recruitment and fundraising purposes.¹⁴ Regardless of the terminology used to describe them, all of these competencies are interdisciplinary competencies for sustainable development and have long been identified as critical to translating

⁸ UNESCO. 2018a. Prevention of Violent Extremism through Education: Sub-regional Capacity Building Work-shop.

⁹ UNESCO. 2018c. Preventing violent extremism through education: effectiveness and impact. Analytical note

¹⁰ UNESCO. 2017a. Prevention of violent extremism through education. Guidance for policymakers

¹¹ UNESCO. 2016b. Toolkit for Preventing Violent Extremism.

¹² UNESCO. 2018c. Preventing violent extremism through education: effectiveness and impact. Analytical note

¹³ UNESCO. 2016c. Media and information literacy: strengthening human rights, countering radicalization and extremism

¹⁴ UNESCO. 2017b. Youth and violent extremism in social media

concepts such as a culture of peace, global citizenship and PVE, teaching and learning practices as well as learning outcomes¹⁵.

4. Curriculum PreViEx OVERVIEW

The program is built on the principles of teaching global citizenship. Examples include such aspects as event-based learning, storytelling¹⁶, facilitation research technology, development of critical thinking, brainstorming, discussions, constructive questioning, etc.

The listed methods in Curriculum PreViEx are integrated into the process of teaching. Using them as teaching tools helps to achieve the best results both in terms of content competitiveness and in terms of building resilience and preventing violent extremism.

This program includes a variety of methods to ensure interactivity and reflectivity of learning process, in part

- self reflection sessions
- group research projects and presentations
- Interactive games and professional case studies based on multiyear practical experience of PVE experts
- facilitation sessions
- short informative reports/lectures
- presentations (video and PowerPoint)
- interactive offline training and trainings on special online platforms, etc.

The Curriculum PreViEx includes 126 class hours (including elective modules) and 83 hours of practical workload. Including

- one introductory module
- five thematic core modules
- three optional modules
- additional information material for the trainer

In terms of educational formats, Curriculum PreViEx includes

- face-to-face learning stages within each module
- individual self-study of participants within each module
- accompanying practical work with the provision of mentoring
- final assessment containing a practical part in the form of the development of the participant's self-training

Emphasis is placed on the application of what has been learned in real work situations and reflection, with the support of a trainer who provides guidance and mentoring during this process.

The distribution of hours for individual lessons and practical work is not strictly fixed. Participants can set their own priorities.

In addition, for participants with expertise in coaching and development of educational processes, there is an opportunity to count 32 hours of such experience as the total required amount of practical work equal to 32 hours.

The distribution of the class hours in the Curriculum PreViEx Program is as follows:

¹⁵ UNESCO. Policy Brief: Preventing Violent Extremism Through Education in Central Asia, Almaty, 2019

¹⁶ Myths, legends, fairy tales and stories, books, theatrical performances, public speaking. This is not a separate genre, but a technique.

Module	Main content	Hours
Module 0: Introductory session	Curriculum PreViEx Information Training Information Information about training organizers Information about the expectations of the participants Information about the online platforms required for the process Curriculum Expectations for Participants Relationship building	8 hours
Module 1: Trainer competencies in PVE	Understanding the Narrow Competences of the PVE Trainer Regionally Conditioned Context	6 class hours, 2 hours of practical and assessment works
Module 2: PVE training formats	Training formats (offline, online, combined) Training program Visualization Facilitation	from 50 hours of study hours (~6 days), 32 hours of practical and assessment works
Module 3: Analytical tools to understand the risks and needs of the audience	Practical research methods Classification of factors of violent extremism Causation Difficulties The role of ideology The role of religion The role of gender Factors of vulnerability and resilience	8 hours of study, 6 hours of practice and assessment
Module 4: Psychological aspects in training development	Basic principles of working with an adult audience Basic principles of a multicultural approach to training Language competence in the work of a trainer Accounting for religious differences Fundamentals of Intercultural Competence Work in a religious audience	16 hours of study, 6 hours of individual lessons and assessment
Module 5: Critical Thinking Techniques in CVE	Features of interpersonal interaction Psychological manipulation as a type of interpersonal interaction Manipulation in the social environment The danger of the influence of destructive organizations	16 teaching hours, 6 hours for individual lessons and assessment
Optional Module 1: Fundamentals of personal safety for a PVE trainer	Physical Security Digital Security Sensitivity to Conflict Situations	8 hours of study (~1 day), 3 hours of practice and assessment
Optional Module 2: Developing Relevant Content for PVE Training: Alternative Narratives for Preventing Violent Extremist Advocacy and Recruitment	Radical Ideological Narratives: Propaganda and Recruitment Tools Creation of counter-narratives and alternative (positive) narratives	8 hours of study, 16 hours of practice and assessment
Optional Module 3: The concept and forms of prevention of violent extremism. Legal basis for the prevention of extremism.	General understanding of the types and forms of PVE, as well as the legal framework for the prevention of extremism in general; Role as a trainer in the PVE system (process); Basic methods and methods for the prevention of violent extremism in various target groups; Skills in conducting general and victimological prevention together with law enforcement agencies in interactive forms.	6 hours of study (~1 day), 2 hours of practice and assessment

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Modules can also be considered as separate blocks. However, there are many thematic links as well as connecting factors that need to be identified and taken into account when implementing the curriculum.

To confirm that the required skills have been acquired, participants shall demonstrate

- ability to develop a specialized PVE training according to the needs and requirements of the target group;
- ability to conduct training sessions in accordance with the principles of group dynamics, the psychology of adult learning, etc.;
- knowledge of the peculiarities of working with any audience, including those involved in destructive religious groups
- sensitivity to the gender component and tolerance to the ideological views of the participants; knowledge of the peculiarities of the local mentality when interacting in a group;
- proficiency in professional terminology, including specific terms that can be used in the analysis of cases, documentary video/photo materials related to PVE;
- possessing the skills to analyze and monitor the situation in the religious field in general, and, in particular, the ability to identify risks, difficulties, problems and resource zones;
- efficiency in the development of alternative narratives, including in graphic and video formats;
- practical application of modern trends in the field of adult education, both in terms of learning format (facilitation, visualization) and content (critical thinking, global citizenship).

Thus, a unique competence - the PVE trainer - emerges in the field of adult education.

This program is designed to enable participated actors to master this competence and successfully apply it in practical activity.

The presence of these skills can be identified by the trainers responsible for the implementation of the training program, based on the study of the design of the training, the knowledge assessment results, as well as during the monitoring of the training session conducted by the participant.

5. Curriculum PreViEx IMPLEMENTATION GUIDELINES

Since the curriculum is competency-based, it is recommended to adhere to the presented organizational framework regarding the duration and scope of individual modules. A shorter duration is possible if participants already have a certain level of knowledge.

For the convenience of organizing the educational process, can be applied several different models including short-term intensive training course conducted whole day long and the long-term program broken into several short training blocks.

If necessary, it is acceptable to combine offline and online training formats, since the program involves the study of online tools in PVE trainings.

The most effective model seems to be one where “self-learning phases”, such as practical implementation and analysis of the learned material, alternate with learning phases.

It is recommended to start with modules 0 and 1 as they provide basic theoretical knowledge. The sequence of modules 2-5, representing a type of the PVE training content, may vary.

With regard to the technical conditions for the implementation of the curriculum, it is necessary to comply with some general requirements.

Classes can also be held with the classic arrangement of tables in the classroom. It is important to have free space approximately 3x3 for collective role plays.

Arrangement of tables around the perimeter or grouping them into separate islands contributes to a more relaxed atmosphere and helps to direct the attention of participants to the context of interpersonal interaction and group work during classes. Participants should feel comfortable in the classroom and have enough space for small group work and exercises.

Regarding the didactic means, the presence of a demonstration board and a flip chart;

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markers and felt-tip pens, a computer with a video projector is mandatory, in part, taking into account the generally accepted requirements for literacy in the field of information and communication technologies. In the case of working in an online format, it is necessary for both trainers and participants to have computers, microphones, since application of a phone (even if it supports the necessary applications) may pose some technical problems.

A motivating and engaging learning environment must be provided to increase learning effectiveness and to attract and retain participants. This includes “tangible” factors such as the condition of facilities and equipment, heating/cooling, illumination, etc., as well as “intangible” factors such as available, friendly and responsive staff, and available online learning tools¹⁷.

Participants. There are no eligibility requirements for participants. However, since within the framework of the curriculum, special importance is attached to practical work and analysis, participants must apply the acquired competencies in real situations. It is desirable that the participants have experience in teaching and working in the field of PVE. In any case, it is necessary that they have the opportunity to be engaged in such activity while participating in the program.

Trainers, teachers. The requirements for persons (teachers, trainers, etc.) who apply the curriculum in planning and teaching activities are not formally defined. However, extensive knowledge of adult education and personal experience in PVE are among the minimum requirements. In some cases, related subject matter specialists (e.g. psychology or linguistics) without experience in adult education may be invited, but they must be in the same team with experienced teachers to ensure the quality of the program.

Training hosts. The practical implementation of the Curriculum PreViEx program does not necessarily envisage the existence of relevant professional experience in the prevention of violent extremism. It can, for example, be implemented through public-private partnerships, when a common goal brings together representatives of CSOs and government agencies.

The joint implementation of the program by several organizations will improve the quality of training as well as facilitate networking and exchange of experience in the field of PVE.

6. QUALITY ASSURANCE AND MONITORING

Following evaluation criteria is used for the continuous programm improvement¹⁸

Relevance – To what extent does the Curriculum PreViEx program contribute to meeting the needs of the society in the given country or region?

Efficiency - The results of the program should clearly describe the expected changes in the target group. To what extent were the goals achieved? Did the participants acquire the competencies they were supposed to master?

Effectiveness – What low-cost measures can be taken to meet the needs of participants? What other better ways could be used to support partners in developing PVE train-the-trainer programs? What difficulties can be faced during the implementation of the program?

Impact – Was the learning content appropriate and delivered in a professional manner? Was participation encouraged?

Sustainability - How is Curriculum PreViEx being used by partners after funding is completed? Are the links established between adult educators still actively used one year after the end of the project?

To understand the success of the program, it is important to think ahead how the outcome is measured. The criteria for evaluating the results can be the opinions of the participants

¹⁷ Curriculum interculturALE – a tailor-made intercultural-didactical training course for instructors and volunteer learning guides who work with refugees in low-threshold language courses. Developed by DVV International, the Institute for International Cooperation of the German Association for Adult Education in cooperation with international experts, <https://www.dvv-international.de/en/ale-toolbox/teaching-and-training/curriculum-interculturale/download-center-curriculum-interculturale>

¹⁸ Curriculum globALE (CG) — a cross-cultural, output-orientated core curriculum for training adult educators worldwide. It was developed jointly by the German Institute for Adult Education, Leibniz-Center for Lifelong Learning (DIE) and DVV International, the Institute for International Cooperation of the German Adult Education Association. <https://www.dvv-international.de/en/ale-toolbox/teaching-and-training/curriculum-globale/applying-curriculum-globale>

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teachers or other responsible individuals who can document achievements. Consideration should be given to the time frame where the expected results should reflect. If the parameters are not defined from the very beginning, the program may be considered a failure due to the fact that the verification of the results will take place before they can actually be received¹⁹.

The main methodological problem in implementing PVE interventions is the issue of relevance: to what extent has the intervention achieved the desired impact? Demonstrating success is especially difficult when the intervention aims to achieve changes in behavior, attitudes or psychology, especially to prevent VE. Such changes result from a combination of factors, so they are difficult to study and measure. In complex conflict settings, it will be difficult to determine whether specific delayed results are the result of a specific PVE activity, or whether they are due to external variables²⁰. Where immediate results cannot be seen, evaluation should focus on establishing input.

7. CROSS-CUTTING ISSUES

Curriculum PreViEx and human rights-based approach

Human rights are a fundamental principle in every field, including in relation to PVE. Within the framework of this topic, human rights can be violated when applying ineffective and inadequate measures to prevent violent extremism, which involve direct opposition to a certain group of the population or may restrict the rights and freedoms of citizens.

Among the fundamental rights that must be respected in the field of combating extremism are:

1. The right to freedom of thought, conscience and religion is the right to freedom of choice of one's beliefs, without coercive influence from the state or society.
2. The right to freedom of expression is the right to freely express one's beliefs and opinions.

Accordingly, a human rights-based approach to PVE includes the following possible elements:

1. Respect for human rights and freedoms means that any action to combat violent extremism must be consistent with human rights standards and must not restrict or violate the rights and freedoms of citizens.
2. When developing anti-extremist measures, it is recommended to take into account all groups of the population.
3. Any action related to the prevention of violent extremism should be considered and adopted with the participation of all interested parties, including civil organizations.

To increase the resilience of communities and their ability to resist violent extremism, it is necessary to move away from the "strict security" approach. A focus on human rights accomplishes this goal by encouraging resilience in affected communities where people feel they can freely express their opinions and participate fully in political life and public affairs²¹.

Conflict Sensitivity

A conflict-sensitive approach in the prevention of violent extremism is an approach that is based on the assumption that violent extremism can be caused by conflicts in places where it is found. It consists of improving the effectiveness of PVE interventions and restoring trust in conflict societies.

This approach takes into account the following factors:

¹⁹ RAND toolkit for countering violent extremism p. 26 <https://www.rand.org/pubs/tools/TL243.html>

²⁰ United States Institute of Peace. Relevance: monitoring and evaluating the impact of C/PVE programs. Washington Draft Working Paper, 2017 (USIP, 'Measuring Up: Monitoring and Evaluating the Impact of P/CVE Programs. Washington: Draft Working Paper', 2017).

²¹ Respect for human rights plays a key role in preventing and countering violent extremism, available here: <https://www.ohchr.org/ru/stories/2016/04/respecting-human-rights-key-prevent-and-counter-violent-extremism>

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1. Taking into account the socio-economic reflections and cultural aspects of the conflict: it is important to understand how social, individual and cultural factors can influence the conflict, which is based on the reflection of violent extremist ideas. Cultural differences and local contexts must be taken into account when developing PVE training.

2. Preventive measures should be associated with reducing tension in society, increasing the level of mutual understanding and dialogue. This approach is supported by international institutions and civil society, which ensures high sustainability.

3. Consideration of the views and inclusion of all affected parties: it is important to take into account the views of all parties, including civil society organizations, the local population, authorities and other involved groups. This helps build trust and public support for efforts to counter the spread of extremism. The local population can be involved in the evaluation of programs, projects and trainings, which can help increase their effectiveness and legitimacy.

4. Consideration of the possibility of unintended consequences: the likelihood of possible negative consequences of PVE measures, such as discrimination or restrictions on freedom of expression and assembly. It is important to ensure that measures aimed to combat violent extremism do not restrict the rights and freedoms of citizens.

Gender sensitive approach

The Seventh Review of the UN Global Counter-Terrorism Strategy (A/79/291) calls for “incorporation of a gender analysis of the radicalization drivers of women and men towards terrorism into their respective programs, consider, where appropriate, the specific impact of counter-terrorism strategies on women and women’s organizations, and seek broader consultation with them upon development of strategies to counter terrorism and prevent violent extremism that contributes to terrorism”.

The principle of gender equality and the prohibition of gender discrimination are fundamental principles of international human rights law. Ensuring gender equality is provided for in the Resolution No. 638 of the OSCE Parliamentary Assembly, and OSCE participating States have committed to making gender equality an integral part of their policies²².

Women play a vital role in the development of PVE measures, as well as in their implementation, monitoring and evaluation. Their participation is essential to ensuring that their voices, experiences and perspectives have been fully considered during the development of PVE measures as critical stakeholders who understand their context, the specific needs of their communities, and provide valuable input needed to create sustainable solutions for Gender-responsive PVE²³.

It is important to note that a gender-sensitive approach should be part of a broader strategy to prevent extremism, which also includes aspects such as ensuring human rights, social justice, developing intercultural dialogue, etc.

The use of a gender-sensitive approach against the spread of extremism is an important step towards more serious and equitable prevention measures, considering the differences between men and women and ensures a high degree of effectiveness of measures to detect extremism among various population groups.

In order for a gender-sensitive approach to be successfully implemented in the prevention of extremism, the involvement and participation of women in all aspects of the process is essential. This means that women must be involved in all processes, from strategy development to implementation and evaluation.

A gender-sensitive approach also draws attention to the women, who may be more vulnerable to extremist propaganda and recruitment. These may be factors such as social and economic exclusion, gender discrimination, etc.

²² <https://www.osce.org/pc/14713?download=true>

²³ Entity UN Women, Handbook for UN Women, Women, Peace and Security: content overview 2012

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Finally, a gender-sensitive approach to preventing extremism must be long-term and sustainable. This means that activities to prevent violent extremism must be integrated into a broader strategy for the development of society, as well as reforms within the justice and judiciary systems. Only such an approach can be effective and promote implementation of measures to prevent extremism in the future.

Thus, a gender-sensitive approach makes it possible to create a more effective and equitable prevention system.

A gender-based approach to adult education helps to reinforce gender equality and key elements of bridging gender gaps in their learning practice. Training should increase gender competence, sensitivity to other cultures, openness to differences and the ability to work in a gender sensitive manner. Participation, inclusion and equality, empowerment of women and other vulnerable groups - these principles are at the heart of the adult educator profile.

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13. UN Survey Resolution on Identification of Extraordinary Crime and Extremism: <https://www.un.org>

B. MODULE DESCRIPTION

MODULE DESCRIPTION

MODULE 0: INTRODUCTION. INTRODUCTORY SESSION

Objectives

- Introduction to the Curriculum PreViEx program: goals, relevance, principles of construction, practical details.
- Disclosing the participants' personal (professional) experience in the field of PVE, their needs and expectations regarding the learning process to ensure proper adaptation of the Curriculum PreViEx to local conditions.
- Providing conditions for meeting participants, organizers and leading trainers, building group dynamics processes to create a constructive learning environment.
- Creation of conditions for the motivation of changes associated with the degree of internal readiness of participants for a new format of work and motivation for interaction processes, changing the vision of processes related to PVE.
- Determining the training order and rules during the process. In case of application of combined format of activity - online and offline - a separate session is required to introduce the online platforms that participants might use.

Format

It is advisable to conduct the introductory module in the format of a face-to-face meeting, since only face-to-face communication among participants, organizers and trainers allows to build resource relationships in the group and set up active communication. This module is important for the proper organization of activity to help each participant to clearly understand the goals of the program, its capabilities and compare this with their expectations and experience. This module indicates the formats of work, the schedule of classes, sets the rules for the group work.

As an alternative, it is recommended to use the online format of work through following platforms:



ZOOM — is a wireless communication service to hold video conferences, webinars, group chats. The platform allows you to communicate via video and/or audio tools. This platform can be installed on a computer, tablet or smartphone.



padlet

PADLET - a popular learning platform for quizzes, development of tests and educational games. You can upload documents, presentations, video files to the board. Participants can upload their work so that they are visible for everyone. The board has no limits. The number of participants is also limitless.



Wordwall

WORDWALL - is a multifunctional tool for creating both interactive and printed materials. Most of the templates are available in both interactive and printed versions. The service has a Russian version. It will appear automatically in the browser. Interactive exercises are played on any device with Internet access: on a computer, tablet, phone or interactive whiteboard. Printed versions can be printed and used as self-study activities.



Jamboard

JAMBOARD.GOOGLE.COM - multifunctional interactive whiteboard for brainstorming, meetings or conferences. Jamboard allows you to quickly capture ideas, notes and decisions. Can be applied through computers and smartphones.

Free versions of these platforms are enough for participants to work, it is advisable for organizers to purchase paid versions in order to be able not to limit the training by time frames and resources.

If you select the online format for the introductory module, you must:

- conduct an introductory session with participants to familiarize them with the operation of online platforms;
- prepare survey forms (e.g. program expectations), handouts, workbook and make them freely available via links or email;
- create a chat of participants in any convenient messenger, so that in case of failures

MODULE DESCRIPTION

or technical problems associated with the operation of the Internet, it could be used to inform the organizers;

- provide support in the form of a technical moderator, since the trainer should not be distracted during the module and stop the process;
- maintain the “on camera” rule to ensure the quality of contact between the trainer, organizers and participants, as well as to monitor the involvement of participants in the process.

Content

The introductory module includes the following content²⁴:

Curriculum PreViEx Information

- basic information about the Curriculum PreViEx program, its philosophy and principles
- purpose of the curriculum
- learning objectives and acquired competencies
- general introduction to individual modules
- cross cutting issues

Training Information

- learning structure
- learning formats
- foreseen training activities and methods
- ways and channels of communication
- schedule
- venues for the classes
- information about the forms of knowledge assessment

Information about the training host

- trainers personal information: professional education and experience in PVE and adult education
- contact details of trainers
- contact information for administrative and support staff

Information about participants' expectations

- participants personal information: professional education and PVE experience
- requests and expectations of participants

Building relationships

- getting to know each other
- exchange of contact details, creation of a chat in the messenger for further communication among participants and coaches

Follow-up: Considering expectations and needs to adapt learning to the local context.

Adaptation may include:

- The choice of subject matter for thematic modules can be tailored focusing on the needs expressed by participants. For example, exercises, discussions, and case studies can be tailored to the participants' expectations.

Expectations formulated by participants can be used to determine subjects for study.

A third way to tailor training can be presented as a following principle:

- participants who already have a significant level of the competencies acquired during the Curriculum PreViEx training program can skip related classes of the training or involved as co-trainers. However, this requires the appropriate procedures for recognizing results. prior learning

²⁴ Using the approach of the Curriculum globALE (CG) template — a core curriculum for training adult educators worldwide. It was developed jointly by the German Institute for Adult Education, Leibniz-Center for Lifelong Learning (DIE) and DVV International, the Institute for International Cooperation of the German Adult Education Association. <https://www.dvv-international.de/en/ale-toolbox/teaching-and-training/curriculum-globale/applying-curriculum-globale>

MODULE DESCRIPTION

MODULE 1: PVE TRAINER COMPETENCIES

Competencies

Specialists trained under the Curriculum PreViEx program are able to work with an adult audience, understand the peculiarities of working in the context of PVE, and are able to determine their own professional role in this context.

Specialists trained under the Curriculum PreViEx program

- are aware that the practice of delivering training on preventing violent extremism requires a narrow range of expertise;
- are able to clearly formulate their goals and objectives in the field of PVE, determine the zone and boundaries of training opportunities;
- are able to define their role as a trainer in this context;
- sensitive to the gender component and tolerant of the ideological views of the participants and the peculiarities of the local mentality when interacting in a group.

Interaction with other modules

The main goal of this module is to understand the unique competencies of the PVE trainer in the field of adult education, general and highly specialized aspects of the work.

This module provides the basis for interconnection with all the other modules, as each of them covers the competencies of the PVE trainer in wider depth and detail.

Issues such as the role of the PVE trainer, his/her professional position and values, representing a separate topic of this module, should be revisited throughout the program.

Topics

- **The PVE Concept: What Does It Include?**

- activities of international, regional and national organizations in the field of PVE
- relevance of PVE activities

- **Specifications of working with a regionally determined context**

- analysis of the political, economic, social, religious situation
- analysis of the needs of the audience, including gender, legal, cultural component
- conflict-sensitive approach

- **Specifications of working with content**

- skills to develop narratives against extremist content
- current trends in adult education, both in terms of learning format (facilitation, visualization) and content (critical thinking, global citizenship)
- understanding of key professional terms:
 - + definitions related to the scope of preventing violent extremism and countering terrorism
 - + definitions characterizing the processes of recruitment and psychological control of members of extremist organizations
 - + professional slang, terms that are used by the ideologues of violent extremism in propaganda

- **Adult Education**

- How do adults learn?
- Learning ability at different ages

- **Specifications of working with target groups**

- by group identity:
 - + secular audience
 - + religious audience (following the recommendations of officially registered religious organizations)
 - + ethnic groups
 - + marginal groups
 - + radicalized (sympathetic to the ideas of violent extremism)
 - + persons serving sentences, as well as those under probation control

MODULE DESCRIPTION

- by professional composition
- by age categories
- **Formation of an active position and personal motivation of the PVE trainer**
- PVE trainer as a professional competence
 - + vision of the PVE trainer role in terms of the Curriculum PreViEx program
 - + professional growth in the field of PVE - beginning of the professional activities and career opportunities
 - + personal competence: principles of working time planning, self-management, self-promotion

List of Recommended Resources for PVE Trainers



The UNESCO Digital Library provides access to publications, documents and other materials, including on global citizenship as a tool to prevent violent extremism



UNODC Central Asian Network on Countering and Preventing Violent Extremism



Live online platform aimed at promoting religious freedom and interfaith dialogue
belief.cabar.asia



CVE Database Search provides detailed information on a range of counter violent extremism measures. Its goal is to inspire practitioners to create well-designed and assessable interventions.

Implementation Notes

The practice of applying initiatives to prevent violent extremism is closely related to the characteristics of the context, including factors of the geographical location of the country, the political, economic and social situation, cultural, religious and gender component. This module should be tied to this context even to a greater extent than other modules, as it determines the actual vectors for the development of narrow competencies of a PVE trainer.

It is strongly recommended to consider participants' previous experience as a starting point and build the content of the module around a specific real-life situation that is specific to PVE in their country/region. The topics above provide the basis for the issues that can and should be covered in this module. However, they can be interleaved and changed in volume according to the needs of the audience.

Trainers and participants are encouraged to select the topics that are of greatest interest to them and consider them in more detail. For example, a certain country might be interested in the topic of participation of civil organizations in the prevention of radicalization and VE in the institutions of the penitentiary system, while this direction will be the exclusive area of interest of state departments for another country.

Thus, the module helps participants to prioritize the acquisition of certain skills required in PVE and provide an opportunity to become familiar with other competencies to expand professional opportunities.

The order of the topics in this module is not mandatory in terms of implementation. Methodologically, it may be useful to start with the concept and various facets of preventing violent extremism. In a metaphorical sense, the experience of the participants can be represented as facets. It does not have to be directly related to PVE (although it is welcomed). Any action aimed at education, law, preservation of peace, etc. globally has an indirect impact on success in PVE.

MODULE DESCRIPTION

Practical application and reflection

The module should give an understanding of the need to acquire narrow competencies and skills to work in the field of PVE. The focus is on the local context where the needs of the audience and the experience of the participants are logically built. Accordingly, it has to build the logic of further education.

Since this is partly determined by the knowledge participants already have, suitable tools include the methods of presentation, self-study and group work using facilitation techniques.

Visiting relevant government or civil society organizations can be a useful addition, especially if the goal is to strengthen the relationship with a particular institution. A “live library” can give dynamics to the module, for example, representatives of different cultural, age, professional groups can be invited to the training so that participants can identify the needs of different types of audience while communicating with them.

A special task is to establish a positive working atmosphere between the participants. Such relationships can be generated through small group works or through the use of creative methods, as well as through individual analytical tasks. Online resources can be used as interactive tasks. For example, interactive presentation software such as “Mentimeter” is used for group discussion. In addition to instantly visualizing all opinions, the program gives participants the opportunity to understand the importance and acknowledge the different points of view.

For each of the participants, the centerpiece of this module is the opportunity to analyze their own context of work as a PVE trainer.

Recommended hours

- 6 study hours (~1 day)
- 2 hours of practical training and evaluation

MODULE DESCRIPTION

MODULE 2: PVE TRAINING FORMATS

Competencies

Specialists trained under the Curriculum PreViEx program understand the features and differences of conducting offline, online and combined trainings and can apply online services in practice to achieve results in the context of PVE. Specialists have the knowledge to develop the educational process plan, in order to conduct interactive, focused online and offline classes.

Specialists trained under the Curriculum PreViEx program

- can develop the training design, taking into account the format of the training (online, offline);
- can test the online platform, online service for conducting classes;
- use online services to analyze the needs of the audience and to monitor the effectiveness of the training;
- have the skills to develop theoretical and practical blocks of PVE training;
- use various methods of facilitation;
- use visualization methods of theoretical and practical blocks;
- create visual graphic templates for individual and group work and creative demonstration materials for religious audiences.

Interaction with other modules

This module is closely related to all modules and as it is a focused, integrative approach to training, it helps trainers to build a systematic step-by-step approach based on the characteristics of adult learning, delivery formats, psychological aspects of conducting PVE training. The online technologies, visualization, facilitation in the process of teaching an adult audience can be used by the PVE trainer basing on the individual competencies (Module 1), as well as the goals and objectives of the training.

Topics

- **Conducting offline trainings**
 - offline coaching rules
 - roles and positions of the coach
 - necessary equipment
 - combining online and offline formats in the course of the training
 - peculiarities of group dynamics in offline learning
 - constructive feedback methods:
 - + participants' motivation
 - features of conducting practical blocks in an offline format:
 - + the role of presentation and visualization
 - + features of creating training design in offline format;
 - + the importance of visual content
- **Conducting online trainings**
 - online coaching rules
 - advantages and disadvantages of online learning
 - online services for the trainers
 - online services for training analysis
 - features of group dynamics in online learning
 - methods of "trainer - participants" communication in the process of online learning:
 - + features of creating an online training design
 - features of conducting practical blocks in an online format:
 - + online facilitation methods
 - + conducting online focus groups
 - + online visual content
 - synchronous and asynchronous online learning
- **Training design based on the selected format**
 - algorithm for designing PVE trainings:
 - + accounting for the needs of secular and religious audiences

MODULE DESCRIPTION

- balance of theoretical and practical blocks in the development of training design
- training methods selection:
 - + lecture
 - + brainstorming
 - + games
 - + discussion
 - + case method
 - + work in small groups
 - + seminar
- facilitation methods and tools
- detailing the time frame of the training
- the role and detailing of practical blocks
- peculiarities of using demonstration videos on PVE
- testing questions in training design:
 - + group progress assessment tools
 - + rules for motivating feedback from the trainer and group members
- understanding of key professional terms
- **Visualization**
- the importance of using visual content:
 - + visualization features in a religious audience
 - + use of cultural and ethnic elements
 - + gender balance
- basic principles of visualization in the course of training
- flip chart as a presentation tool:
 - + structuring information on a flip chart
 - + algorithms for posting information on a flip chart
- combination of training, facilitation and visualization methods:
 - + structured feedback from trainer and participants
 - + collection of information during and after business games, exercises, etc.
- visualization as a tool of group dynamics
- creation of templates for group work
- creation and structuring of presentations and handouts for individual and team work
- creation of survey sheets to record personal progress in improving competencies by a training participant

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MODULE DESCRIPTION

Implementation Notes

PVE training involves working with complex content, psychological experiences of participants, especially if there are acquaintances or relatives in their lives who have fallen under the influence of destructive organizations. Another feature is the so-called “delayed result”, when it is difficult to guarantee a person’s resistance to violent extremist propaganda and recruitment. The competencies proposed in this Module will help to achieve the effect of a delayed result.

The ability to combine online and offline learning formats opens up great interactive opportunities for the trainer. The trainer can use a facilitation approach to explore the expertise and needs of the audience. Visualization in the training is a graphical illustration of data for a faster and more holistic understanding of the information provided.

The module contains theoretical and practical parts. In the theoretical part, it is also necessary to demonstrate trainer’s real-life examples, use cases, analyze successful and unsuccessful scenarios with the group and create an algorithm for high-quality work.

Online services must be used taking into account the skills of the group members, giving motivating, positive feedback, assisting in the development of online services.

Creating a relaxed and trusting atmosphere where participants can share experiences, discuss achievements and mistakes will help participants learn to better understand each other and solve problems together, create a more effective team where each participant will feel important and valued. In addition, such an atmosphere will allow to boldly go for experiments and innovations in the work. It is important to follow the progress of the group in understanding the peculiarities of online services, offline methods.

Practical application and reflection

The module focuses on practical methods and tools that can be used in practice. Given that all methods are well integrated with each other, several approaches can be used. The trainer must be able to choose and use the proposed methods in the course of training.

When conducting online trainings, participants should be invited to test the capacities of online services in advance, and the trainer should prepare instructions for the application of platforms or create visual training instructions in videoclip format. When offering participants to try to combine online and offline formats in practice directly at the training, it is important to collect the opinions of participants, regularly refine their understanding of the processes. It is desirable to create a database on the platforms and tools that participants plan to use in their practical work in the future.

During the training process, the trainer, together with the participants, can develop templates that they can use in their online and offline activities.

It is important to use feedback techniques for the reflection of the participants in the learning process, to create a comfortable learning environment.

It is necessary to sum up the results for each topic of this Module, providing timely answers for questions arising, recommendations, use the group potential.

Since various methods are used in adult education, it is important that all methods are interconnected, complement and deepen the learning process, taking into account both psychological and physiological characteristics (for example: the age of group members), the status of adult participants.

The coach needs to monitor group dynamics, level of energy or fatigue of the participants. Since the practice blocks can be quite energy intensive for the participants of the training.

The topics described in this Module can be considered separately, based on the needs and experience of the audience.

Recommended hours

- from 50 teaching hours (~6 days)
- 32 hours of individual lessons and assessments
- Practical application and exercises:
variable (from 30 to 60 hours), as needed

MODULE DESCRIPTION

MODULE 3: ANALYTICAL TOOLS TO EXPLORE RISK AND AUDIENCE NEEDS

Competencies

Specialists trained under the Curriculum PreViEx program have the skills to analyze and monitor the situation in the religious, political, economic field as a whole, are able to identify PVE risks, difficulties, problems and resource zones.

Specialists trained under the Curriculum PreViEx program

- have the skills to analyze and monitor the situation as a whole, to identify PVE risks, difficulties, problems and resource zones;
- have the skill to develop a training program that will be as close as possible to participation and will be filled with relevant content;
- are familiar with the basic methods of practical research work;
- can identify factors of violent extremism in relation to and context of a particular locality;
- are able to identify correlations between violent extremism and potential push factors at the structural, group and individual levels;
- have an understanding of the political and economic aspirations of the ITO;
- understand the role of specific factors in PVE, such as gender, the role of religion and ideology.

Interaction with other modules

The module describes the narrow competencies of a PVE trainer related to data analysis (Module 1). Understanding local features in politics, interfaith relations, culture, national mentality determines the content of the training and the general vector of the PVE activity (Module 2).

Particular attention in the presented models of analysis is given to the distribution of gender roles in society. Consideration of this factor is important when considering the psychological aspects of the training (Module 4). In synthesis with such methods of work as facilitation and visualization (Module 2), this module will be the most appropriate tool in cases where the training needs to build a roadmap for PVE or identify the needs of the audience.

Topics

• Practical research methods

- interview
- quantitative surveys
- surveillance:
 - + analysis of promotional materials,
 - + monitoring of rehabilitation processes
- analysis of open information sources
- scientific literature analysis

• Factors for violent extremism

- driving factors
- deterrent factors
- individual resilience and vulnerability factors
- social factors of resilience and vulnerability
- structural factors of resilience and vulnerability

• Models for Identifying Factors of Violent Extremism

- push-pull model of radicalization factors:²⁵
 - + “push factors” (“pushing”)
 - + social and private inequalities
 - + discrimination
 - + insulation
 - + lack of opportunities
 - + «pull-factors» («attracting»)
 - + strong ideological commitment

²⁵ “Development Responses to Violent Extremism and Insurgency: practical implementation of the Principles” USAID Policy, USAID, September 2011. www.pdf.usaid.gov/pdf_docs/Pdacs400.pdf

MODULE DESCRIPTION

- + reassessment of values
- + group dynamics
- + search for adventure
- + desire for power and control
- model James Khalil and Martin Zeuthen (2016):²⁶
 - + structural motivators
 - + repression
 - + corruption
 - + unemployment
 - + inequality (including gender inequality)
 - + discrimination
 - + hostility between groups of different identities
 - + external state intervention in the affairs of other countries
- individual incentives:
 - + sense of purpose (generated by acting in accordance with perceived ideological principles)
 - + adventure
 - + belonging to a group
 - + status, material temptations
 - + fear of consequences from subjects of violent extremism
 - + expected afterlife rewards
- contributing factors:
 - + the presence of “radical” mentors (including religious figures, social media personalities, etc.)
 - + access to “radical” online communities and social networks with associations of violent extremism
 - + access to weapons or other relevant items
 - + relative lack of state influence
 - + lack of family support
- group dynamics:
 - + pressure from peers
 - + values and norms of groups that promote and encourage recruitment, radicalization and support for violent extremism.
- **Difficulties in causation**
- **Role of Ideology**
 - the difference between ideology and opinion
 - conceptual power²⁷ in the PVE context
 - ideological rationale for the goals of the ITO
- **The role of religion**
 - exploitation of religion by violent extremist and terrorist groups
 - religion as a deterrent in the context of PVE
- **The role of identity in ITO**²⁸
 - politicization of group identity
 - group values (ideology, ethnicity, land, language, religion, etc.)
 - inability to solve the problem by non-violent means;
 - moral indignation at the actions taken by the legal authorities, religious, cultural institutions;

²⁶ The model is recommended for use by experts from the Royal Joint Defense Research Institute (RUSI), UK, and is also used in the ongoing EU program “Strengthening Resilience to Violent Extremism” (STRIVE II) in Kenya.

²⁷ The term “conceptual power” is understood as the power of a group capable of shaping the concept of social life, making it a real tool for managing the masses, and also adjusting it as necessary in the process.

²⁸ Identity - a sense of belonging to a common group based on common interests, coverage, cultural and social characteristics.

MODULE DESCRIPTION

- escalation or intensification of the conflict between outgroup and ingroup²⁹

- **The role of gender**

- gender identity in ITO

- gender roles in ITO

- exploitation of women participating in the activities of extremist and terrorist groups through a system of individual motivators

List of Recommended Resources for PVE Trainers



UNODC University Module Series on “Counter Terrorism”: Module 2: Conditions Conducive to the Spread of Terrorism



prevention.kg

Media - a platform that collects news, analytics, research in the field of PVE



stopterror.uz

Website dedicated to prevention and counteraction to extremism and terrorism



ctc-rk.kz

Website of the “Counter-Terrorism Committee” Information and Promotion Expert Center



civicus.group

The resource contains news, analytical articles, academic research and teaching aids.

Implementation Notes

It should be remembered that there are no simple explanations why some people take the path of violence, while others do not, being in equal conditions. Several factors can lead to radicalization that affect a particular person in a particular situation. For example, one of the factors pushing for radicalization is the presence of a number of mental disorders. The most striking example of this is histrionic personality disorder³⁰, which cause a tendency to violence and a lack of empathy. Some people may be vulnerable to recruitment due to communication or family pressure, or coercion. Therefore, it is important to analyze context-related factors in order to develop a model for preventing VE.

Underlying gendered social expectations also influence how people engage in violent extremist activities. Besides, the influence and experience of most violent extremism factors differ for men and women. Individual paths to extremism are inherently linked to gender-based radicalization strategies used by violent extremist organizations and individuals' motivations for joining these organizations often differ for men and women³¹.

²⁹ An ingroup is a group to which an individual feels a direct belonging and identifies it as “mine”, “ours” (for example, “my family”, “my class”, “my company”, etc.). An outgroup is a group where the given individual does not belong and therefore evaluates it as “alien”, not native (other families, another religious group, another ethnic group, etc.). Each ingroup individual has his own outgroup rating scale: from indifferent to aggressively hostile.

³⁰ The term “personality disorder” replaced the obsolete term “[constitutional] psychopathy” used before the official transition to the ICD-10 in 1997.

³¹ Elizabeth Pearson and Emily Winterbotham. “Women, Gender and ISIS Radicalization”, Journal RUSI 162: 3, 60-72, 2017

MODULE DESCRIPTION

Through stereotypes in society, these women are perceived as simple “followers” of their husbands into the world of violent extremism, and less often as active supporters or recruiters³².

More categories can be distinguished with a more detailed study of the motivation and role of women involved in VE:

- social and financial dependence on the group, when a woman is completely dependent on the group financially, as well as her social ties are limited by the group control;
- the desire to create/preserve a family when a woman falls into a violent extremist group not on motivated consent with ideology, but by following a man, obeying his decisions;
- psychological personality traits, such as altruism in cases where a woman joins violent extremists, wanting to help children in conflict zones;
- destructive family relations, when the goal in itself for a woman is not to follow a violent ideology, but the opportunity to hide from domestic violence;
- striving for leadership, power, when a woman clearly understands and shares the goals of violent extremist organizations, moreover, takes an active part in disseminating their ideas and recruiting, leading the women’s team within the group.

All possible factors, therefore, must be considered together. However, even when considering individual motives, they cannot fully explain the emergence of group actions of extremism. It also requires the social, cultural, historical and private contexts with the VE groups participation. In addition, it is important to pay attention both to vulnerability and resilience factors.

When planning PVE activities, it is necessary to identify the priority factors that will be addressed during the training/workshop. To highlight these priorities, it is important to consider the identified factors for compatibility with the goals of the event, own competence, the needs of the audience.

Practical application and reflection

The module enables the trainer to acquire the expertise to work in the field of PVE. An important condition for this is the participation in the training of PVE qualified experts.

This module can be both an orientation and a consultation session. It will help participants practically assess their knowledge and skills, learning needs and options for further development. Thus, classes may be related to career and personal orientation³³.

To make the training practically oriented, the tools include presentation methods, case analysis and group work using facilitation techniques.

Recommended hours

- 8 hours of study (~1 day)
- 6 hours of practical training and evaluation

³² Women and violent extremism in Europe and Central Asia. Brief conclusions and recommendations © UN Women. June 2017

³³ Curriculum globALE (CG) — a core curriculum for training adult educators worldwide. It was developed jointly by the German Institute for Adult Education, Leibniz-Center for Lifelong Learning (DIE) and DVV International, the Institute for International Cooperation of the German Adult Education Association. <https://www.dvv-international.de/en/ale-toolbox/teaching-and-training/curriculum-globale/applying-curriculum-globale>

MODULE DESCRIPTION

MODULE 4: PSYCHOLOGICAL ASPECTS IN PVE TRAINING

Competencies

Specialists trained under the Curriculum PreViE program possess intercultural skills reflected in such constructs as intercultural empathy, cultural sensitivity, intercultural relations management, tolerance for intercultural uncertainty. They are familiar with the motivational, psychological and social characteristics of adult learning and take them into account during the planning and teaching processes.

Specialists trained under the Curriculum PreViEx program

- aware of the basic principles of a multicultural approach to training;
- have language competence in the work of a trainer;
- are able to conduct training taking into account religious and cultural differences;
- have the skills to work in a Muslim audience;
- familiar with psychological models and their implications for the learning process;
- take into account andragogical principles during the process, both in planning and in the process of direct interaction to achieve sustainable learning success.

Interaction with other modules

Cultural differences are a subjective, complex and complicated phenomenon. When working on PVE, particular attention should be paid to the most important cultural differences between the trainer and the participants, as well as the appropriateness of certain teaching methods applied in the classroom. For example, in a Muslim environment, it would be inappropriate to conduct warm-ups involving touching or create mini-groups consisting of people of different sexes who are not relatives. On the other hand, with the right approach, any cultural environment can become a resource for a coach. This module focuses on the emphasis of learning in an intercultural classroom, which is very important for achieving results³⁴.

Thus, it describes in detail one of the core competencies of a PVE trainer (Module 1), inextricably linked to studying the needs of the audience (Module 3), developing relevant content and counter-narratives for PVE training (Optional module). At the same time, it is an important basis for the application of various teaching methods for adults (Module 2). Also, the intercultural competence model includes critical thinking (Module 5), which is important for communicative competence in general.

Topics

- **Basic principles of working with an adult audience**³⁵
 - the ethics of adult education
 - adult education and lifelong learning
 - the role of the socio-historical context
 - cultural conditioning of education and adult learning
- **Barriers to effective intercultural communication (by L.M. Barna)**³⁶
 - assumption of similarities
 - language differences
 - erroneous non-verbal interpretations
 - prejudices and stereotypes
 - willingness to evaluate
 - increased anxiety or tension
 - conflict
- **Multicultural approach in PVE training**
 - culturally - universal and culturally - specific approaches in communication

³⁴ The intercultural communication term in this context refers to the exchange of knowledge, ideas, thoughts concepts and emotions among people from different cultures and religions.

³⁵ Curriculum globALE (CG) — a core curriculum for training adult educators worldwide. It was developed jointly by the German Institute for Adult Education, Leibniz-Center for Lifelong Learning (DIE) and DVV International, the Institute for International Cooperation of the German Adult Education Association. <https://www.dvv-international.de/en/ale-toolbox/teaching-and-training/curriculum-globale/applying-curriculum-globale>

³⁶ Barna, L.M. (1997). Stumbling blocks in intercultural communication. In S. A. Ricks (Ed.), Handbook of Intercultural Communication (pp. 187-202). Malden, MA: Blackwell.

MODULE DESCRIPTION

- effective work with an audience from different cultural groups
- selection of methods and setting goals based on the values and experience of the participants:
 - + power distance³⁷
 - + differences between collectivist and individualist cultures
 - + masculinity - femininity
 - + avoiding uncertainty in training
- cultural filters
- **Personality triad (Sue, 2001)**
- individual level:
 - + genetics
 - + personal experience
- cultural standard:
 - + age
 - + place of residence and birth
 - + religion
 - + ethnicity, nationality
 - + socioeconomic status
 - + professional status
 - + gender
 - + sexual orientation
- universal human standards (universal human culture):
 - + biological and physical similarities
 - + common human experience
- **What is culture?**
- explicit culture:³⁸
 - + symbols (what is important and what is not)
 - + heroes as images of the "Truth"
 - + rituals (how right and wrong)
- implicit culture:³⁹
 - + values (beliefs, norms, rules)
- **Language competence in PVE, its formation and manifestation**
 - + terminology related to the cultural and ethnic component
 - + professional terminology in PNE
 - + psychological terminology in PNE
 - + specific terminology (language as a symbol of violent extremism)
- **Model of Intercultural Competence**
- personal (individual) features/characteristics:
 - + intercultural stability/resilience
 - + cross-cultural flexibility
 - + cross-cultural openness
- attitudes and features of the worldview associated with intercultural communication. Adequate attitude to intercultural communication. Motivational factor of the ICC
 - + intercultural interest
 - + lack of ethnocentrism
- intercultural skills and abilities:
 - + cultural sensibility
 - + cross-cultural empathy
 - + management of intercultural interaction
 - + tolerance for uncertainty

³⁷ Power distance – the extent to which it is accepted in society that power is distributed unevenly.

³⁸ Elements of culture, fully realized by members of society and identified in the process of direct observation through a survey.

³⁹ Elements of culture, taken for granted, but not realized by the members of the community, difficult for direct observation and verbal expression

MODULE DESCRIPTION

+ critical thinking

• Peculiarities of working with Muslim audience

- what do the religious participants want?
- functions of religion in the psychological aspect
- taboo in training with a Muslim audience
- taking into account religious needs in training planning:
 - + timing
 - + religious prescriptions of Islam (food, prayer rooms, a place to perform ablution before prayer)
- useful linguistic constructs for establishing trust relationships
- “healthy” and “neurotic” types of religiosity
- religious coping⁴⁰: key aspects

The following factors are of paramount importance in terms of acquiring relevant competencies

- connection with the cultural environment of the teacher
- classification of the received information according to the specific context of the activity
- adding or omitting less relevant information if necessary

List of recommended literature



Bennett, M. & Bennett J. (2004). Developing intercultural sensitivity: An integrative approach to global and domestic diversity. In D. Landis, J. Bennett, M. Bennett (Eds) The handbook of intercultural training, Third Edition. Thousand Oaks, CA: Sage



Bartel-Radic A., Giannelloni J.L. A Renewed Perspective on the Measurement of Cross-Cultural Competence: An Approach Through Personality Traits and Cross-Cultural Knowledge // European Management Journal. 2017. Vol. 35. No. 5.



Syerina Syahrin, Nurul Akmal, Sarah Spromberg, John Depriest. Promoting Intercultural Competence in Preservice Teacher Education through Virtual Exchange, 2022



Journal of Muslim Mental Health. Asma Jana-Masri (University of Wisconsin-Milwaukee, Milwaukee, Wisconsin, USA) & Paul E. Priester (Cardinal Stritch University, Milwaukee, Wisconsin, USA). The Development and Validation of a Qur'an-Based Instrument to Assess Islamic Religiosity: The Religiosity of Islam Scale. Published online: 22 Oct 2007.



Badri M. Theory and practice of Islamic psychology / ed. O.S. Pavlova, V.S. Polosina. M.: ANO SPC “Al Vasatiya - moderation”, 2018.

Implementation Notes

The ability of the individual to function effectively when communicating with representatives of different cultures and in different cultural environments⁴¹, which is called intercultural competence, is not an innate human characteristic. This is an integrative characteristic, consisting of various factors and subject to directed formation and development, as well as evaluation.

⁴⁰ Religious coping - turning to religion when experiencing life difficulties, seeking social support in a group of co-religionists, an adaptive option in the cognitive sphere (involves forms of thinking aimed at assessing difficulties in comparison with other life events).

⁴¹ Whaley, A.L. & Davis, K.E. Cultural Competence and Evidence-Based Practice in Mental Health Services: A Complementary Perspective.

MODULE DESCRIPTION

There are more than 30 models of intercultural competence and more than 300 constructs relevant to this problem⁴². This module contains models that are clearly correlated with the development and delivery of PVE training.

Cultural dimensions are built on the assumption that every culture has fundamental themes to which a certain attitude is formed. For example, “power distance” is related to the building of relationship among participants and the trainer (is their status the same?) and the distribution of responsibility (is the leadership acceptable?).

In terms of the learning process, this can manifest itself as follows:

- in countries with low power distance, participants and trainer communicate as equals
- in countries with a high power distance, a teacher is not allowed to object publicly, he is not subject to criticism.

The ability to prioritize personal or intra-group interests influences the perception of information by the audience. In the first case, the motive of the participants is individual success, personal prosperity, in the second - the public benefit, while the participants tend to agree with the generally accepted opinion.

The mentioned factors, as well as the avoidance of uncertainties, masculinity and femininity, intercultural attitudes (peculiarities of worldview, assessment of life phenomena through the prism of traditions and values of one’s ethnic or religious group) are important not only from the standpoint of choosing didactic methods. Intercultural competence is required for PVE trainer to understand the processes of radicalization, recruitment and indoctrination of neophytes, since mentality has a huge impact on the perception of narratives that are used by international terrorist organizations.

In designing PVE training, particular attention should be paid to the individual characteristics of the group through appropriate didactic preparation. This is especially true for Muslim audiences. Along with the use of communication methods such as visual presentations and interactive learning, it is also intended to provide participants with the opportunity to gain their own experience through role-playing games and simulations that do not contradict their cultural and religious positions.

Specialists who have completed training under the Curriculum PreViEx program should be able to analyze the special qualities of participants they are working with, to motivate them to continue self-learning.

Practical application and reflection

The theoretical part of this module requires the trainer to take an interactive approach. Each theoretical block must be supported by practical tasks, test methods for assessing intercultural competence, video and photo materials that clearly demonstrate the cultural differences of different ethnic and religious groups.

The activities used by the trainer should be topic orientated. For example, an exercise where participants look for similar characteristics of each other.

During the discussions, the barriers to effective intercultural communication in the educational process can be analyzed, and the appropriate type of education can be proposed and considered. Participants can focus on their own local context and discuss selected topics from this perspective.

For the consideration of language competence, it is necessary to provide a glossary of terms as an application, since this is a rather voluminous theoretical block of information, and part of it must be left for independent work so as not to overload the training.

Particular attention should be paid to cultural stereotypes related to the personal appearance of believers, as they are a frequent cause of conflict situations at PVE trainings. In such situations, the coach should act as a mediator, directing the conflict in a peaceful direction.

⁴² Gritsenko, V. V., Pavlova, O. S., Tkachenko, N. V., Usubian, Sh. A., Khukhlaev, O. E., & Shorohova, V. A. (2020). Analysis of foreign empirical models of intercultural competence and methods for its evaluation. *Sovremennaya Zarubezhnaya Psihologiya [Journal of Modern Foreign Psychology]*

MODULE DESCRIPTION

Religious leaders involved in the training as speakers can speak from the first person about the activities of their organizations in the PVE context.



For example, the project “Kazakhstan for Peace” - a youth movement against extremism, which brought together volunteers from all regions of the republic was initiated in Kazakhstan. One of the objectives of the project was the development of intercultural competence among young trainers working on the “peer to peer” principle. Field meetings were organized with leaders of religious associations: The Spiritual Administration of Muslims of Kazakhstan, Russian Orthodox Church, Catholic, Jewish and Lutheran communities. A tour of places of worship and the activities of religious associations in the context of the PVE was conducted by representatives of the clergy. This approach contributed to the practical development of tolerance and religious dialogue.



Volunteers of the “Kazakhstan for Peace” movement and the US Embassy, which supported the project, celebrated the Thanksgiving holiday with children with oncological diseases at the Center for Maternity and Childhood in Astana, and shared with them holiday foods at the event held under the motto: “If you want to win evil, do good!” On the one hand, such an action is an example of intercultural interaction, on the other hand, it is one of the most successful counter-narratives in the PVE framework. It did not explicitly call for avoiding violent extremist appeals, but there was an alternative that is clearly in a better position. This action was widely covered in the republican media, the volunteers received a boost of enthusiasm and continued charitable actions in the regions.

Such public initiatives are an opportunity for people to use the knowledge and ideas they have gained in the practice, actively participating in the formation of their environment, which, in turn, can encourage more people for self-education and consultations with ALEI. Joint activity with others promotes inner liberation, generates new ideas, helps people acquire new skills and abilities. Community initiatives can be seen as expanding opportunities for learning and development⁴³.

Recommended hours

- 16 study hours (~2 days)
- 6 hours of individual lessons and assessments

⁴³ Curriculum interculturALE – a tailor-made intercultural-didactical training course for instructors and volunteer learning guides who work with refugees in low-threshold language courses. Developed by DVV International, the Institute for International Cooperation of the German Association for Adult Education in cooperation with international experts, <https://www.dvv-international.de/en/ale-toolbox/teaching-and-training/curriculum-interculturale/download-center-curriculum-interculturale>

MODULE DESCRIPTION

MODULE 5: METHODS FOR DEVELOPING CRITICAL THINKING IN PVE

Competencies

Specialists trained under the Curriculum PreViE program know the principles of developing critical thinking skills⁴⁴ and develop this skill, make independent informed decisions in complex situations of interpersonal and social interaction in the context of PVE. They are familiar with the manipulative techniques used in destructive groups and take them into account when planning training sessions.

Specialists trained under the Curriculum PreViEx program

- familiar with the conditions for the development of reflective and critical thinking;
- have the skills of assertive behavior⁴⁵ and upholding their own independent position;
- know common means, techniques, methods used for psychological manipulation;
- able to track psychologically dangerous situations and apply techniques for critical perception of information;
- formed the skill of behavioral counteraction and neutralization of manipulative actions in the social environment (media, destructive groups, etc.);
- familiarized with the basics of psychological security to prevent external mind control;
- motivated for self-actualization and self-development in the field of PVE;
- consider the need to develop critical thinking skills in their work with adults, both when planning and delivering training, to achieve sustainable success in PVE.

Interaction with other modules

Critical thinking is a doubt about whether we own the truth, a doubt about our own intellectual abilities. In terms of all knowledge and skills, even the most prominent scientist will be in a very modest position. And if a person has such a doubt, that person is on the right track.

When working in the field of PVE, developing critical thinking is one of the most powerful tools that can be used to destroy violent extremist narratives. A person with critical thinking will easily distinguish the recruiter's manipulations and check the information in order to draw individual conclusions.

The basis of modern PVE methods, research activities (Module 3) and trainings aimed at teaching the skills to counter PVE both in private and in public space (Module 5) is also among the skills of critical thinking. Through critical thinking skills, people can overcome stereotypes that work against them (Module 6). For example, in cases where the parents of a teenager infected with VE ideas do not seek help in order not to be ashamed among relatives. In another case, the wife, following stereotypes, cannot contradict to her husband, who has joined the ITO, and follows him to the zone of terrorist activity with the children.

Critical thinking is a core competency for a PVE trainer. Its capabilities are not limited to this Module, so you should constantly expand your knowledge and skills in this area, thereby improving PVE methods.

Topics

- **Features of interpersonal interaction**
 - importance of communication in personal life:
 - + drawing up a personal communication map
 - types of interaction:
 - + types of communication
 - + simulation of situations of everyday interaction
 - + self-diagnosis and analysis of prevailing interaction strategies
 - automatic and deliberate behavior:
 - + the concept of "social stereotype"
 - + analysis of the positive and negative role of stereotyped thinking, response

⁴⁴ Critical thinking in this context is interpreted as the desire to analyze everything, evaluate everything, not take everything on faith; the ability to correctly, objectively assess own actions, the ability to identify and determine own mistakes, to critically examine the proposals and judgments of other people.

⁴⁵ The ability to self-regulate one's behavior, to maintain personal boundaries and not violate others', to take responsibility for one's life. The purpose of assertive communication is not to change others, but to be responsible for your feelings and reactions.

MODULE DESCRIPTION

- + irrational beliefs
- assertive behavior:
 - + stereotypical behavior factors
 - + game acquisition of the experience of abandoning established behavioral patterns
 - + formation of a model of conscious, responsible behavior
- **Psychological manipulation as a type of interpersonal interaction**
- constructive and destructive types of impact:
 - + disclosure of the concept of “psychological influence”
 - + differences in constructive, aggressive, manipulative types of influence
 - + development of reflection and situation analysis skills
- psychological manipulation - when it occurs:
 - + game creation of a space of mutual influences, highlighting the role of the “can-want-do” mechanism to highlight own position and self-affirmation
 - + the relationship of personal goals and the strategies used to achieve them
 - + collective analysis of the psychological microclimate of the group
 - + game diagnostics of emotional coloring of various types of communication
 - + coverage of the role of emotions in the express analysis of the situation
 - + developing skills to understand and manage own emotions
- anti-manipulative methods:
 - + skills to neutralize the applied psychological manipulation
- **Manipulation in social environment**
- individual vulnerability and means of preventing the threat of manipulation:
 - + manipulation mechanisms
 - + uncritical thinking as a factor of vulnerability to manipulation
 - + translation of irrational attitudes of thinking into the mainstream of critical thinking
- group pressure psychology:
 - + influence of collective opinion on individual perception
 - + the concept of conformism and nonconformism
 - + self-diagnosis of the level of social desirability
- critical thinking as a way to counter group pressure
 - + updating the concept of critical thinking
 - + development of skills in formulating critical questions
- strengthening personal position:
 - + awareness of the key points of individual life plans
 - + mechanisms for the formation of adequate self-esteem
- prevention of non-critical perception of information:
 - + developing critical thinking through puzzle solving
 - + a scheme for working with information using critical thinking
 - + informing about the means of information pressure
- **The danger of the influence of destructive organizations**
- principles of pressure in a radical group:
 - + types of group management, the role of the group leader
 - + conditions for controlling thinking in destructive groups
 - + stages of gaining control over consciousness
 - + psychological disinhibition, bringing to a state of psychological amorphousness and a chaotic state of consciousness
 - + change
 - + preservation of new stereotypes
 - + mind control in destructive groups
 - + behavior control
 - + information control
 - + control of thinking (thoughts)
 - + control of emotions (feelings)

MODULE DESCRIPTION

- psychological safety in interaction with destructive groups
- trainings that form immunity to violent extremist ideologies.

The following factors are of paramount importance in terms of acquiring relevant competencies:

- continuous development of critical thinking skills
practical application in personal life and in the course of adult education



«Roots»
Educational site of the expert in the development of critical thinking
Evgeny Volkov



Ontocriticism⁴⁶ : from basics to mastery. Blog-training for a practicing ontocritic.
A textbook on critical thinking and its practical application, which is being
written online in a training format



FactCheck.KZ



FactCheck KG



FactCheck.TJ

Teams of professional fact-checkers in Kazakhstan, Kyrgyzstan and Tajikistan who investigate socially significant news in their country, expose fakes and carry out verification.

Implementation Notes

The best prevention of psychological dependence, manipulation, mind control, through which violent extremist groups manage to attract and keep thousands of people on their side, is the development of critical thinking and reflection, the formation of assertive behavior skills.

The listed qualities do not develop purposefully in the existing education system, but are the result of the activity and personal experience of an individual. This is an acquired skill. The main task of the PVE trainer is, firstly, to develop individual skills, and, secondly, to transfer it to the training participants.

Practical application and reflection

Conducting this Module requires the trainer to have a specially selected package of information materials on current topics. The training can be delivered as a whole or in blocks, depending on the needs of the audience and is suitable for almost any audience.

The method of presenting information throughout the program is interactive. Most of the introduced concepts, ideas, topics are worked out in the form of psychological games and exercises, disputes, debates, role modeling, etc., which allows participants both to get acquainted theoretically with this or that concept, and to link it with their own personal experience, to work out useful training skills.

Psychological experiments can be cited as evidence of the vulnerability of the human psyche, for example, Stanley Milgram's experiment became a striking example of the influence of authority on decisions made by a person⁴⁷. The influence of systemic factors can be clearly seen in Philip Zimbardo's "prison experiment"⁴⁸.

Each topic in this module can be adapted for preventive and rehabilitative activity.

⁴⁶ Ontocriticism is the basis of social literacy and social professionalism, building social reality on the basis of critical thinking

⁴⁷ Stanley Milgram Experiment (1963). Kopets L. V. Classical experiments in psychology — K., 2010. https://psyfactor.org/lib/experiment_milgrama.htm

⁴⁸ The Lucifer Effect. Why do good people turn into villains. F. Zimbardo, 2007.

MODULE DESCRIPTION

For example, in a personal communication map, participants include people from their environment. The difference between people from different circles is the degree of emotional closeness (the farther - the greater the emotional distance) and the degree of mutual influence exerted on each other.

Between the contacts and the participant "contact of masks", primitive, business, spiritual, manipulative, secular types of communication are determined.

This very training became a big revelation for women convicted of extremist activities in the colony of Petropavlovsk (Kazakhstan), who were taught critical thinking as part of the piloting of the rehabilitation program. Indeed, under the "spiritual" communication, despite the definitions provided, they understood only talk about religion. When, after completing the task, it turned out that these conversations did not carry any spirituality (trust, openness), individuals had to face the truth and replace spirituality with "contact of masks"⁴⁹. Each of the participants realized that they had become a victim of the substitution of concepts: real spirituality for its imitation.

The module requires the trainer to use a large amount of visualization materials, a minimum number of theoretical lectures and the use of a large number of practical exercises in a playful way.

Recommended hours

- 32 study hours (~4 days)
- 6 hours of individual lessons and assessments

⁴⁹ Formal communication, when there is no desire to understand and take into account the personality traits of the interlocutor

MODULE DESCRIPTION

OPTIONAL MODULE 1: PVE TRAINER PERSONAL SAFETY BASICS

Competencies

Specialists trained under the Curriculum PreViEx program have a set of skills, knowledge and expertise that give the PVE trainer a feeling of psychological, physical and digital security.

Specialists trained under the Curriculum PreViEx program

- know and follow personal safety rules during offline pve trainings
- are aware of the potential risks of working in the field of PVE
- know about technical ways to protect personal data on PCs and gadgets
- follow the rules of personal safety in social networks
- know about the basic digital rights of citizens and the mechanisms for responding to misconduct on the internet
- able to use mediation techniques⁵⁰ in case of a conflict among the training participants, including on national and religious grounds.

Interaction with other modules

The optional module provides an opportunity for participants to: expand their competency profile by acquiring knowledge and skills in the field of personal security (Module 1); apply risk analysis (Module 3) in relation to the own safety of the coach and the participants of the event; be sensitive to the psychological state of the participants and their cultural environment (Module 4). When developing training content and using counternarratives (optional modules), it is also necessary to take into account the fact of publicity and the risks that accompany it.

Topics

- **Physical Security**
 - cooperation with law enforcement agencies
 - communication distance
 - security measures
- **Digital Security**
 - technical means of data protection
 - + software
 - + privacy and data protection
 - personal safety in social networks and media space
 - + concept of digital rights
 - + protection of personal data
 - + self-censorship on social networks and blogs
 - + Aspects of coverage of PVE events
 - + conditions for safe cooperation with the media
 - digital violence forms
 - + Internet bullying⁵¹
 - + disinformation
 - + distribution of personal data for the purpose of incitement to violence
- **Sensitivity to conflict situations**
 - interaction with vulnerable persons
 - the consequences of going beyond the competence
 - mediation work with “provocateurs” in the training
 - ethical rules for working with risk groups, religious groups
 - risks in the disclosure of personal data
 - + trainer information
 - + participant data
 - + data in cases and practical examples

⁵⁰ Mediation is a negotiation with the participation of a third, neutral party, which is only interested in the fact that the parties resolve their dispute (conflict) in the most beneficial way for the conflicting parties.

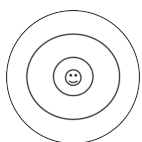
⁵¹ Bullying is a manifestation of constant aggression directed at the same person.

MODULE DESCRIPTION

Implementation Notes

Professionals who work in the field of countering, preventing violent extremism and terrorism may be exposed to certain risks and should learn to maintain personal safety.

Terrorist groups use “pinpoint” terror against politicians, experts, lawyers, public and religious figures, journalists and bloggers.



One example is the November 2015 ITO members attack in Bishkek on a well-known theologian and expert in the field of Islam, Kadyr Malikov, who survived having received several stab wounds⁵².

The reason for the attack was his speech criticizing the banned international terrorist group ISIS.

In Tajikistan, more than 70 journalists who openly talk about the current political situation died during the civil war.

In 2009, in Uzbekistan, a group of individuals led by Shavkat Makhmudov committed several assassination attempts on the lives of representatives of the Islamic clergy and shot dead a high-ranking officer of the Ministry of Internal Affairs who was involved in the investigation.⁵³

To avoid such situations, it is important to strictly observe personal security measures, especially when working with risk groups. This category includes, for example, persons serving sentences in institutions of the penitentiary system and under probation control. In addition, there is a possibility that there may be adherents of violent extremist ideologies among the participants of the training. The publicity of PVE events and their wide coverage in the media and social networks also carries risks for the trainer, as it attracts the attention of members of extremist and terrorist groups. To avoid the risks associated with publicity, it is necessary to adhere to certain algorithms of actions. For example, a prerequisite for an interview should be a preliminary agreement on the text.

In order to implement the “do no harm” approach and ensure safety, trainers and PVE experts should be provided with the results of a comprehensive assessment of the potential risks they are exposed.

With the development of technology, digital security has become one of the main factors in ensuring personal security measures.⁵⁴ For example, it is not advisable for a PVE trainer to make public their contact details, geolocation, information about their loved ones, including publishing photos of family members, talking about places where they work, study or of their leisure.

Practical application and reflection

For each of the participants, the central element of this module is the ability to analyze their own vulnerabilities in a security context. The material is presented in an interactive format. It is appropriate to apply the methods of presentation, case studies, group work.

An example of the vulnerability of social networks is the Belgian experiment. On one of the streets of Brussels, an alleged tent of a “soothsayer” was set up, who gave out personal information about people that IT specialists had collected on social networks as a revelation. The purpose of the experiment was to show users that fraudsters can use their data for their own benefits.

To consolidate skills, participants can be invited to analyze their own accounts in social networks, analyze the vulnerability of technical means (computers, phones, etc.).

Recommended hours

- 8 hours of study (~1 day)
- 3 hours of practical training and evaluation.

⁵² <https://rus.azattyk.org/a/27397481.html>

⁵³ <https://regnum.ru/news/polit/1393247.html>

⁵⁴ Digital security is the practice of protecting digital information, devices, and resources. This includes personal data, accounts, files, photos, and even money.

MODULE DESCRIPTION

OPTIONAL MODULE 2: DEVELOPING RELEVANT CONTENT FOR PVE TRAINING: ALTERNATIVE NARRATIVES TO PREVENT VIOLENT EXTREMIST ADVOCACY AND RECRUITING⁵⁵

Competences

Specialists trained on this module understand the features of the destructive influence of radical narratives and ways of forming alternative and counter-narratives. They are able to define their own professional role in this context.

Specialists trained under the Curriculum PreViEx program

- have a general understanding of the narrative concept of propaganda of radical ideology, as well as methods of counteracting it;
- are able to define their role as a trainer in this context;
- possess the basic skill of developing alternative and counter-narratives in accordance with the needs and requirements of the target group;
- have the skills to develop narratives against extremist content, including in graphic and video formats.

Interaction with other modules

The main goal of this module is to understand the processes of creating and promoting narratives as opposed to violent extremist propaganda. This process requires an understanding of the manipulative psychological techniques that are used in recruitment (Module 5), taking into account the specifics of the cultural, national, gender and religious contexts (Module 3), as well as the needs of target groups (Module 4). Thus, the creation of an effective strategy for the formation of alternative narratives and counter-narratives is closely related to the narrow expert skills of the PVE trainer. The skill of developing counternarratives is not mandatory, but with the help of such a skill, the PVE trainer can expand their expert competence.

Topics

- **Radical ideological narratives: propaganda and recruitment tools**
 - the concept of narrative:
 - + cultural narratives⁵⁶
 - + strategic narratives⁵⁷
 - messages distributed by radical organizations:
 - + facts manipulation
 - + substitution of the conceptual apparatus
 - + gender approach in extremist propaganda
 - + symbols of VE
 - + emotional images and metaphors
 - + calls for violent action
 - means and instruments of propaganda of extremist groups
- **Narratives in informational counteraction to the ideological attitudes of terrorism and extremism**
 - goals and objectives of developing counternarratives
 - recommendations for the development and promotion of counter-narratives in the field of combating terrorism
 - elements of the formation of radical narratives in the Central Asian countries:
 - + material format
 - + text
 - + graphic material
 - + comics
 - + video footage
 - + audio material

⁵⁵ Narratives - are a set of ideas, facts, concepts and experiences that reflect how a person or group of people perceive their place in the world around them.

⁵⁶ Cultural narratives represent cultural identity and are based on tradition.

⁵⁷ Strategic narratives represent group identity, are based on ideology.

MODULE DESCRIPTION

- + stage creativity
- + social initiative
- principles for creating counternarratives:
 - + gender content
 - + cultural component in the content
 - + design
 - + alternative (positive) content
 - + humor and satire
 - + emotions
 - + content quality
- audience
- means of delivery and methods of exposure
- partners and involved actors
- expected results and sustainability
- **Strategic communications in creating and promoting counter and alternative narratives**
- social interaction and communication in PVE:
 - + conceptual tasks of media strategies
 - + creation and promotion of alternative narratives among population groups vulnerable to radicalization
 - + strengthening the system of cooperation among local and global stakeholders
 - + increasing the level of media literacy and critical thinking among the target audience
 - + strengthening the group identity of the target audience based on humanitarian values
 - + peace building
 - + development of global citizenship principles
 - + promotion of social and cultural values
 - + development of family values and strengthening of intra-family ties.
 - + organization of strategic communications in the field of anti-extremist counter-propaganda

Implementation Notes

Counteracting the spread of radical content and the involvement of a significant number of young people in the ranks of violent extremist and terrorist organizations, the spread and popularity of radical ideas is a difficult task that requires a systematic and delicate approach on the part of government institutions, local government, public organizations and the media.

Creating narratives in connection with PVE will reduce the appeal of radical appeals and creates immunity to recruitment. This effect is made possible by following the rules that make alternative content attractive and memorable.

However, it is important to remember that the causes and factors contributing to radicalization are numerous and varied. Along with fighting ideology, proving its inconsistency, it is necessary to look for and create alternative ways that could functionally replace what a person is looking for in the ideology of violence, as well as strengthen trusting, tolerant relations in society.

Credible, grassroots voices remain the most effective way to counter extremist narratives. Therefore, young people should also be involved in the creation of counter-narratives⁵⁸, and especially alternative narratives⁵⁹.

⁵⁸ Counter-narratives are messages that counteract extremist narratives by exposing their fallacy and arguably opposing other points of view to them. Counter-narratives are based on facts, research, scientific knowledge.

⁵⁹ Alternative narratives are a broader approach that includes both counter-narratives and other strategies aimed at facilitating the process of de-radicalization and suppressing violent extremism. Alternative narratives are built on positive messages that can promote development, create opportunities for education, development and participation in useful social activities.

MODULE DESCRIPTION

Practical application and reflection

The main teaching methods of this Module are presentation, group work, practical exercises on content visualization. The trainer needs to use examples of narratives from the ITO side and discuss possible options for countering. It is advisable to analyze the unsuccessful cases of companies on PVE in order to show the negative impact of undeveloped content on the result.

Recommended hours

- 6 hours of study (~1 day)
- 2 hours of practical training and evaluation

MODULE DESCRIPTION

OPTIONAL MODULE 3: CONCEPT AND FORMS OF PREVENTION OF VIOLENT EXTREMISM. LEGAL BASES FOR PREVENTION OF EXTREMISM

Competencies

Specialists trained in the module understand the features of the process of countering extremism, clearly distinguish preventive activities from other stages of countering VE (detection, suppression, etc.), understand the legal issues of VE prevention, and are able to determine their own professional role at the PVE stage.

Specialists trained under the Curriculum PreViEx program

- have a general understanding of the types and forms of PVE, as well as the legal framework for
- the prevention of extremism in general;
- are able to define their role as a trainer in the PVE system (process);
- master the basic methods and ways of preventing violent extremism in various target groups;
- have the skills to conduct general and victimological prevention together with law enforcement agencies in interactive forms.

Interaction with other modules

The main goal of this module is to understand the essence of the prevention of violent extremism, its difference from other stages and phases of countering violent extremism. This process requires an understanding of the different formats of PVE training (Module 2), manipulative psychological techniques that are used in recruitment (Module 5), consideration of the specific cultural, national, gender and religious contexts (Module 3), as well as alternative narratives for preventing violent extremist propaganda and recruitment (Optional module).

Topics

- **Violent extremism prevention system**
 - the concept of prevention
 - terminological analysis of some definitions
 - basic provisions of the Law of the Republic “On the Prevention of Offenses”
- **Forms and methods of prevention of violent extremism**
 - concept and methods of general prevention
 - concept and methods of private prevention
 - concept and methods of special prevention
 - the concept and methods of victimological prevention
- **Legal framework for the prevention of violent extremism**
 - international conventions
 - national regulations
 - dispositions and sanctions of the Criminal Code of the Republic of Uzbekistan

Implementation Notes

Extremism extends both to the sphere of public consciousness, public psychology, morality, ideology, and to relations between social groups (social extremism), ethnic groups (ethnic or national extremism), public associations, political parties, states (political extremism), confessions (religious extremism).

Prevention of violent extremism includes the preparation and implementation by the state and its authorized bodies of a complex system of political, socio-economic, informational, educational, organizational, legal, special and other measures aimed at preventing, detecting, suppressing extremist activity, minimizing its consequences, establishing and elimination of the causes and conditions contributing to it.

Prevention of violent extremism is not only the task of the state, but also the task of representatives of civil society. This work depends on the clear position of political parties, non-governmental non-profit organizations, public and religious associations, and citizens. But, unfortunately, in many difficult and crisis situations and consequences, we are witnessing the final scenarios of the criminal behavior of “extremists”.

MODULE DESCRIPTION

This suggests that any country needs an established system for the prevention of violent extremism. In turn, in our country, the prevention of extremist manifestations should be considered as a tool for uniting the efforts of the citizens of Uzbekistan in strengthening the economic and political potential of the country.

Practical application and reflection

The main teaching methods of this Module are presentation, work in small groups, work with checklists, energizers, interviews, practical exercises. The trainer needs to use examples from the experience of law enforcement agencies on the use of narratives by the ITO and discuss possible countermeasures. It is advisable to analyze the unsuccessful cases of companies on PVE in order to show the negative impact of undeveloped content on the result.

Recommended hours

- 6 study hours (~1 day)
- 2 hours of practical training and evaluation

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