



Transforming
Fragilities, Inc.

STRATEGIC INTEGRATION OF PEACEBUILDING AND CONFLICT TRANSFORMATION IN PREVENTING VIOLENT EXTREMISM

A TRAINING MODULE FOR SENIOR PEACE, SECURITY, AND GOVERNMENT ACTORS

This course provides participants with a plan to create and carry out Preventing and Transforming Violent Extremism (PTVE) programs rooted in Peacebuilding and Conflict Transformation (P/CT) principles to systematically diagnose and address the deep-seated structural and cultural root causes of extremism through integrated, high-efficacy methodologies.

Module Developer:
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www.transformingfragilities.org





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Preventing Violent Extremism**

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October 2025

Ahmed Harris R. Pangcoga

Transforming Fragilities, Inc.
Cotabato City
Philippines

www.transformingfragilities.org





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FOREWORD

The journey toward sustainable peace and security in highly volatile environments demands a strategy far more nuanced than conventional counterterrorism alone. We have long witnessed that while kinetic action may disrupt immediate threats, it rarely dismantles the deep-seated grievances—the structural and cultural violence—that fuel extremist narratives and ensure a continuous cycle of recruitment.

This reality formed the strategic impetus for the development of this module, **Strategic Integration of Peacebuilding and Conflict Transformation (PB-CT) in PCVE/PTVE**. It represents Transforming Fragilities, Inc.'s (TFI) commitment to equipping our nation's security, governance, and peace actors with the non-kinetic tools necessary to achieve genuine, long-term prevention.

This training module is a testament to the decades of on-the-ground expertise of our Executive Director, **Ahmed Harris R. Pangcoga**. Mr. Pangcoga has synthesized his extensive experience working alongside the security sector, local government units, and civil society organizations into a practical framework. He understands that for PTVE to succeed, it must be integrated into the core function of institutions, demanding that our police, military, and local executives become architects of systemic justice, not just managers of instability.

We entrust this module to you, the senior leaders and practitioners. May it serve as your blueprint for transforming vulnerability into resilience, ensuring that every operation, every policy, and every community engagement contributes not to short-term control, but to lasting peace and structural inclusion.



Judith Joy G. Libarnes
Managing Director
Transforming Fragilities, Inc.



PREFACE

To my colleagues in the security, peace, and governance sectors,

My career, spanning over two decades from field work to strategic consultancy, has afforded me a consistent, yet challenging, insight: our dedicated efforts in preventing violent extremism often treat the symptoms while inadvertently leaving the root disease untouched. We successfully disrupt recruitment cells (managing the conflict), but we often fail to dismantle the systemic injustices—the lack of economic opportunity, the policy exclusion, the unaddressed historical trauma—that make individuals vulnerable to the extremist message in the first place (transforming the conflict).

This training module is my direct response to that operational gap.

This is not a theoretical exercise. It is a four-day intensive program designed to provide you, the operational and strategic decision-makers, with the practical tools to **operationalize peacebuilding principles** within your existing PTVE mandates. We will break down the distinction between high-efficiency, low-efficacy approaches like simple awareness campaigns (SBCC) and the high-efficacy, strategic depth required by **integrated PB-CT methodologies** (Psychosocial Support, Policy Reform, and Conflict-Sensitive Livelihoods).

My objective is for you to leave this course not just with knowledge, but with a finalized, pitch-ready proposal for a transformative project. You will gain the capability to design interventions that are not only effective in preventing extremism but are also ethical, conflict-sensitive, and sustainable, shifting your institution's focus from crisis response to systemic transformation.

I look forward to our shared journey in elevating the capability and impact of PTVE across the region.



Ahmed Harris R. Pangcoga
Module Developer
Transforming Fragilities, Inc.

LIST OF ABBREVIATIONS

Abbreviation	Full Term
ADR	Alternative Dispute Resolution
AFP	Armed Forces of the Philippines
BARMM	Bangsamoro Autonomous Region in Muslim Mindanao
BADAC	Barangay Anti-Drug Abuse Council
BPA-CoRe	Bangsamoro Plan of Action on Community Resilience
CSO	Civil Society Organization
CT	Counter-Terrorism
DILG	Department of the Interior and Local Government
DNH	Do No Harm
DRR	Disaster Risk Reduction (or Disengagement, Rehabilitation, and Reintegration)
EWER	Early Warning – Early Response
FVE	Former Violent Extremist
IASC	Inter-Agency Standing Committee
ICG	International Crisis Group
IOM	International Organization for Migration
LGU	Local Government Unit
MILG	Ministry of Interior and Local Government (BARMM)
MSSD	Ministry of Social Services and Development (BARMM)
NAP-PCVE	National Action Plan on Preventing and Countering Violent Extremism
NAP-WPS	National Action Plan on Women, Peace, and Security
PB-CT	Peacebuilding and Conflict Transformation
PCVE	Preventing and Countering Violent Extremism
PNP	Philippine National Police
POCC	Provincial Peace and Order Council
PPRRAI	Prevention, Preparedness, Response, Recovery, Adaptation, Innovation (BPA-CoRe Framework)
PSS	Psychosocial Support
PTVE	Preventing and Transforming Violent Extremism
SBCC	Social and Behavioral Change Communication
ToC	Theory of Change
UNDP	United Nations Development Programme
USIP	United States Institute of Peace

GLOSSARY

Term	Definition
Adaptation	The continuous process of ensuring institutional resources (budgets, training, human capacity) are available and mechanisms for inter-agency collaboration are in place to sustain resilience efforts, as defined in the PPRRAI framework.
Cognitive Immunity	The mental resilience and ability of an individual (particularly youth) to critically analyze, question, and resist the emotional manipulation and ideological claims found in extremist propaganda. Built primarily through education and media literacy.
Conflict Management	A reactive, short-term approach that aims to contain, control, or reduce the manifest symptoms of conflict (e.g., establishing buffer zones, ceasefires). It does not address the underlying causes.
Conflict Transformation	A proactive, long-term approach that seeks to change the fundamental structures, relationships, and systems that created the conflict in the first place, viewing conflict as an opportunity for constructive, systemic change.
Cultural Violence	The third form of violence (per Galtung's typology). Elements of culture (e.g., religion, ideology, media, art) used to legitimize or justify Direct and Structural Violence, often by dehumanizing a target group.
Direct Violence	The most visible form of violence. Physical or verbal acts of harm carried out by an identifiable actor (e.g., terrorist attacks, arbitrary arrest, physical assault).
Do No Harm	The ethical and programmatic principle that mandates practitioners must analyze the local conflict dynamics (Dividers and Connectors) to ensure interventions do not inadvertently exacerbate conflict or create new grievances.
Driver	Intermediate factors that accelerate or sustain conflict, linking the root cause to the trigger (e.g., poor governance, proliferation of small arms, institutional corruption).
Efficacy	The measure of a program's effectiveness in achieving its long-term, transformative goal (e.g., eliminating a structural root cause). <i>Often contrasted with Efficiency.</i>
Efficiency	The measure of how quickly, cheaply, and widely an intervention can be implemented per beneficiary (e.g., mass SBCC campaigns are highly efficient).
Innovation	Encourages the continuous development of new, contextually appropriate solutions and practices to enhance resilience. This includes establishing data-driven monitoring systems, leveraging technology for dialogue platforms, and implementing new policies (like local IDP Laws) to address emerging vulnerabilities, as defined in the PPRRAI framework.
Institutionalization	The process of embedding P/CT approaches and PTVE principles into the permanent policy, budget, staffing, and operational mandates of an organization or government agency, ensuring sustainability beyond project cycles.
Peacebuilding	A proactive, long-term process designed to prevent the recurrence of violence by addressing the structural and cultural root causes of conflict

Preparedness	Involves planning, building capacity, and putting necessary systems in place to anticipate and respond quickly to imminent threats. This includes establishing Early Warning-Early Response (EWER) platforms and mobilizing cross-sectoral actors to de-escalate triggers, as defined in the PPRRAI framework.
Preventing and Countering Violent Extremism	an internationally recognized, multi-sectoral approach that encompasses proactive measures designed to address the drivers and symptoms of violent extremism.
Preventing and Transforming Violent Extremism	A strategic, long-term approach that elevates the goal of countering immediate threats (PCVE) to achieving sustainable peace by dismantling the fundamental drivers of conflict.
Prevention	Focuses on reducing vulnerabilities and minimizing the potential for risk exposure. In the context of P/TVE , this means working to eliminate the structural and cultural root causes (e.g., historical exclusion, land grievances) that fuel extremist narratives and recruitment, as defined in the PPRRAI framework.
Recovery	Focuses on measures to restore conditions to a functional state. In P/TVE , this involves restoring livelihoods disrupted by conflict, rebuilding inter-group trust and social cohesion, and supporting the resettlement and rehabilitation of affected civilians and former combatants, as defined in the PPRRAI framework.
Response	Encompasses the immediate actions taken during or directly after a crisis or event (such as a conflict surge or an attack). This includes rapid assessment, deployment of security, and providing immediate humanitarian assistance and psychosocial support (PSS) , as defined in the PPRRAI framework.
Rido	Clan Feud. A localized, cyclical conflict driven by retribution and honor, prevalent in certain areas of the Bangsamoro.
Root Cause	Deep, long-term, underlying structural or historical issues that create the preconditions for conflict and extremism (e.g., historical land dispossession, political exclusion). This is the primary target of Conflict Transformation.
Structural Violence	The second form of violence. Violence embedded in social, political, and economic structures and policies that prevent people from meeting basic needs or realizing their potential (e.g., discriminatory laws, systemic corruption).
Trauma-Informed	A programmatic approach that recognizes the widespread impact of trauma and designs all activities to prevent re-traumatization and prioritize safety, trust, and empowerment of participants.
Trigger	Immediate, short-term events that spark the actual violence (e.g., arbitrary arrest, hate speech). Requires Early Warning/Early Response (EWER) mechanisms.

COURSE OUTLINE

Course Title: Strategic Integration of Peacebuilding and Conflict Transformation in Preventing Violent Extremism.

A Note on Prerequisites: This module on **Strategic Integration of Peacebuilding and Conflict Transformation (PB-CT) in PCVE/PTVE** is designed for participants with a strong foundational understanding of the core concepts of conflict, peace, and security.

For the most coherent and comprehensive learning experience, we strongly recommend that you have previously completed an introductory course on peace and conflict fundamentals.

While this module provides a robust framework for **strategic application**, a prior understanding of topics such as the inherent nature of conflict, the difference between **Direct, Structural, and Cultural Violence**, the concept of **Negative and Positive Peace**, and the core tenets of **peacebuilding principles** will allow you to more effectively engage with the advanced analytical and design tools presented here. If you do not have this background, we encourage you to seek foundational training to ensure you are fully prepared for the nuanced content of this module.

Course Description: This four-day intensive course equips senior peace, security, and governance actors (PNP, AFP, LGU) with a strategic framework to design and implement **Preventing and Transforming Violent Extremism (PTVE)**¹ programs by moving beyond conventional security measures. Rooted in **Peacebuilding and Conflict Transformation (PB-CT) principles**, the curriculum teaches participants to systematically diagnose and address the deep-seated **structural and cultural root causes** of extremism, such as political exclusion and historical trauma, rather than just the symptoms. Through integrated, high-efficacy methodologies like conflict-sensitive Livelihoods, Psychosocial Support, Arts, and Policy Reform advocacy, the training focuses on building necessary **institutional capability** and establishing robust **inter-agency coordination** to ensure sustainable prevention and collective impact.

TIME	SESSION	ACTIVITY
Day 1: Foundations and Strategic Convergence		
Morning Session		
8:30 AM - 12:00 PM	Session 1: Setting the Stage and P/TVE Foundations	Activity 1: Opening Program
		Activity 2: Getting to Know You - "My PB-CT Quadrant"
		Activity 3: Building a Learning Community - "The P/CT Dilemma Exchange"
		Activity 4: Expectation Check & Group Covenant
		Activity 5: PCVE/PTVE: Principles, Gaps, & Capability Building
12:00 PM - 1:30 PM	Lunch Break	
Afternoon Session		
1:30 PM - 5:30 PM	Session 2: P/CT Diagnosis and Kick-Off	Activity 6: The Peacebuilding & Conflict Transformation Paradigm

¹ **Preventing and Transforming Violent Extremism (PTVE)** is a strategic, long-term approach that integrates the proactive measures of **Preventing and Countering Violent Extremism (PCVE)** with the systemic, non-violent change mandates of **Conflict Transformation**.

		Activity 7: The Strategic Nexus: PB-CT as an Approach to PCVE
		Activity 8: Principles of PB-CT-Informed PCVE Program Design
		Activity 9: Project Design Workshop (Phase 1: Defining the Challenge) & Day 1 Synthesis
End of Day 1 Session		
Day 2: Strategic Applications: Socio-Economic and Psychosocial Pathways		
Morning Session		
8:30 AM - 12:00 PM	Session 3: Economic and Psychosocial Applications	Activity 10: Day 1 Recap & Q&A
		Activity 11: Application: Economic Empowerment & Livelihoods
		Activity 12: Application: Psychosocial Support (PSS) & Trauma
12:00 PM - 1:30 PM	Lunch Break	
Afternoon Session		
1:30 PM - 5:30 PM	Session 4: Creative Applications and Integrated Design	Activity 13: Application: Arts, Culture, & Creative Expression
		Activity 14: Project Design Workshop (Phase 2: Strategy & Methodology Selection)
		Activity 15: Day 2 Synthesis: Efficacy Check
End of Day 2 Session		
Day 3: Thematic Integration: Education, Policy, and Institutionalization		
Morning Session		
8:30 AM - 12:00 PM	Session 5: Policy, Education, and Systemic Reform	Activity 16: Day 2 Recap & Check-in
		Activity 17: Application: Education Sector Engagement
		Activity 18: Application: Legal & Policy Reform
12:00 PM - 1:30 PM	Lunch Break	
Afternoon Session		
1:30 PM - 5:30 PM	Session 6: Institutionalization and Project Finalization	Activity 19: Institutional Capacity Building for PCVE
		Activity 20: Project Design Workshop (Phase 3: Finalizing & Packaging)
		Activity 21: Day 3 Synthesis & Preparation for Presentations
End of Day 3 Session and Training		
Day 3: Evaluation, Comparison, and Project Presentation		
Morning Session		
8:30 AM - 12:00 PM	Session 7: Efficacy Analysis and Project Presentations	Activity 22: Day 3 Recap & Final Project Check-in
		Activity 23: Comparing Applications: Efficacy & Efficiency
		Activity 24: Final Project Presentations (Grp A)
12:00 PM - 1:30 PM	Lunch Break	
Afternoon Session		
1:30 PM - 5:30 PM	Session 8: Presentations, Commitment, and Conclusion	Activity 25: Final Project Presentations (Grp B)
		Activity 26: Plenary Synthesis & Future Planning
		Activity 27: Course Evaluation & Closing
End of Day 4 Session and Training		



CHAPTER 1: FOUNDATIONS AND STRATEGIC CONVERGENCE

SESSION 1: SETTING THE STAGE AND PTVE FOUNDATIONS

This session establishes the foundational language and collaborative norms required for the course. Participants engage in introductory activities to share expertise and pinpoint the biggest institutional **hurdles** they face in P/TVE work. The session culminates in a formal introduction to the core concepts, **pillars**, and three levels of capability required for effective transformation.

ACTIVITY 1: OPENING PROGRAM²:

This session sets the tone and provides a foundational framework for the entire training. It is crucial for fostering an inclusive atmosphere and ensuring all participants feel acknowledged and prepared.

- **Opening Prayer:**
 - Request a representative from each identified faith group present to lead the opening prayer, one at a time.
 - Note to the facilitator: It is important to be culturally sensitive. Do not ask a female Muslim to lead the prayer if there are Muslim males present, as the former can only lead in the absence of the latter.
 - Thank the representatives for their prayers.
- **Playing the National Anthem:**
 - Ask the participants to remain standing after the prayer for the National Anthem.
 - You have the option to play a video clip of the National Anthem or ask for a volunteer to lead the group in singing.
 - If applicable to the context of the training, play other institutional hymns after the National Anthem.
- **Welcome Message from a Ranking Official:**
 - Allow the participants to sit comfortably.
 - Request a ranking official from your organization or a local elder to give a brief welcome address.
 - Introduce your guest properly to the participants.
 - Thank the guest immediately after their remarks.
- **Course Overview:**
 - Present the general description and objectives of the module to the participants.
 - Post the training schedule and lead the participants in a walkthrough of the planned activities.
 - Use this opportunity to compare the program with the participants' consolidated expectations to see if all expectations can be met by the lineup of activities.
 - For any expectations that fall outside the training design, explain why it is not

² Adapted from the Preliminaries Section of the Panagtagbo sa Kalinaw Manual



ACTIVITY 2: GETTING TO KNOW YOU - "MY PB-CT QUADRANT"

Objective: To help participants reflect on their motivations, professional roles, and strategic perspectives regarding the integration of peacebuilding into security operations, encouraging self-awareness and shared context.

Materials:

- A clean sheet of paper or metacard for each participant
- Markers/Pens
- "My PB-CT Quadrant" template (drawn on a whiteboard or projected for visual reference)

Procedure:

1. Explain the activity's purpose: to map the collective expertise and mindset on PB-CT integration.
2. Instruct each participant to draw a cross on their paper, creating four quadrants. They will write their name in the center. In each section, they write a single word or short phrase representing their personal response to the prompt:
 - **NORTH (Vision):** The **ultimate impact** of effective PTVE/PCVE (e.g., *Sustainable Peace, Zero Recruitment*).
 - **SOUTH (Challenge):** The **biggest hurdle** their institution faces in implementing PTVE/PCVE (e.g., *Siloing, Grievance, Policy Gaps*).
 - **EAST (Expertise):** One **unique skill or experience** they bring to the group (e.g., *Intelligence, Community Dialogue, Logistics*).
 - **WEST (Hope/Learning):** The **most critical PB-CT principle** they hope to master during this course (e.g., *Systemic Change, Inclusion, Structural Justice*).
3. Facilitate a quick round of introductions where each person briefly explains the most important point from their quadrant, focusing on the **Vision** and the **Challenge**.



HANDOUT 1: MY P/CT QUADRANT

Activity: Getting to Know You

Objective: To map individual strategic goals, professional contributions, institutional challenges, and core learning priorities for P/CT integration.

Instructions: Write your name in the center. Use the compass directions to focus your thoughts on your personal commitment to the course.

NORTH: The Vision (The Goal)

ULTIMATE IMPACT OF

SUCCESSFUL P/CTVE:

What is the ideal state of sustainable peace and security you are striving for?

WEST: The Learning (The Strategy)

P/CT PRINCIPLE I MUST MASTER:

*The most critical P/CT principle
I hope to master
(e.g., Structural Justice, DNH).
Drafting).*

EAST: The Contribution (The Asset)

UNIQUE SKILL I BRING TO THE GROUP:

*Your unique skill or experience
(e.g., Intelligence, Logistics, Policy*

SOUTH: The Challenge (The Hurdle)

BIGGEST INSTITUTIONAL HURDLE:

*What is the largest operational or
systemic barrier your agency faces in
implementing PTVET?*



ACTIVITY 3: BUILDING A LEARNING COMMUNITY - NAVIGATING OUR LEARNING JOURNEY TOGETHER³

Objective: To collaboratively identify the values and behaviors that will create a supportive and effective learning environment for all participants, using a shared metaphor.

Materials:

- A long sheet of blue “*cartolina*,” laid out on the floor or a large table to represent a “river”
- Sticky notes or small metacards in two different colors for each participant (e.g., One color for “what helps us flow,” and another color for “what blocks our path”)
- Whiteboard for the “Learning Agreement”
- A clean sheet of manila paper labeled “Our Learning Agreement”
- Markers

Procedure:

1. Introduce the activity: “Let’s imagine that our time together over the next few days is a journey down a river. For our journey to be smooth, productive, and safe, we need to understand two things: what helps our boat flow freely down the current, and what rocks or obstacles might get in our way and make the journey difficult.”
2. Each participant receives one each of the two small metacards of different colors.
 - On the first metacard (“Flow”), ask: “Please write one or two words describing something that helps you learn and participate fully in a group. What helps you stay engaged and feel comfortable?” (Examples: “Practical examples,” “Respectful listening,” “Humor,” “Openness”).
 - On the second metacard (“Rocks”), ask: “Please write one or two words describing something that blocks your learning or makes you hesitate to participate. What are the obstacles?” (Examples: “Judgment,” “People talking over each other,” “Long lectures,” “Fear of asking questions”).
3. Participants are invited to come forward and place their sticky notes on the blue “river” paper. The yellow “Flow” notes are placed in the middle of the river, representing the current. The grey “Rock” notes are placed along the sides, representing the obstacles we need to navigate around.
4. Gather the group around the river map and lead a discussion.
 - “Let’s look at our river. What do you notice about the things that help us flow? What are the common themes?”
 - “Now let’s look at the rocks. What are the biggest obstacles we need to be mindful of as a group?”
 - “How can the things in our ‘flow’ help us navigate the ‘rocks’?”
5. Share this Input.
 - “Our river map gives us a perfect picture of what we need for a successful journey. To ensure we all have a positive experience, we can transform this wisdom into a formal agreement. This is a common practice in peacebuilding and facilitation, often called a **Learning Agreement** or **Community Guidelines**.”

³ A Battle Within. (n.d.). *Conflict resolution training: Key skills, strategies & benefits*.

- "A Learning Agreement is not a set of rules imposed by the facilitator. It is a set of promises we make to each other about how we will interact, based on what the group itself has said it needs. It is our first act of conflict resolution—we are collaboratively solving the potential problem of how to work together effectively."
 - "The goal is to create a 'brave space'—a space where we feel safe enough to be honest, ask difficult questions, and respectfully disagree. This agreement will be our guide, helping us to turn potential conflict into productive problem-solving discussions throughout our time together."
6. Using the "River" map as the source material, guide the group in turning their ideas into a short list of positive, actionable guidelines.
 - Ask: "Looking at our 'rocks,' we see 'people talking over each other.' What positive guideline can we create to prevent this?" (e.g., "Listen to understand, not just to reply," or "One person speaks at a time").
 - "Looking at our 'flow,' we see 'openness' and 'respect.' How can we phrase that as a promise to each other?" (e.g., "Challenge ideas respectfully," or "All perspectives are valuable").
 - Continue this process, synthesizing the group's ideas into 5-7 clear guidelines.
 7. Write the final, co-created guidelines on the "Our Learning Agreement" chart.
 - Ask for the group's formal commitment: "Does this agreement capture what we need to work well together? Can we all commit to upholding these promises to each other for the next few days?"
 - After gaining verbal consent, invite participants to sign their names on the chart as a personal and public symbol of their commitment.
 8. Post the "Our Learning Agreement" in a place where everyone can see it. "This is now our guide. We can refer back to it at any time to help us stay on track. Thank you for building the foundation for our learning community."

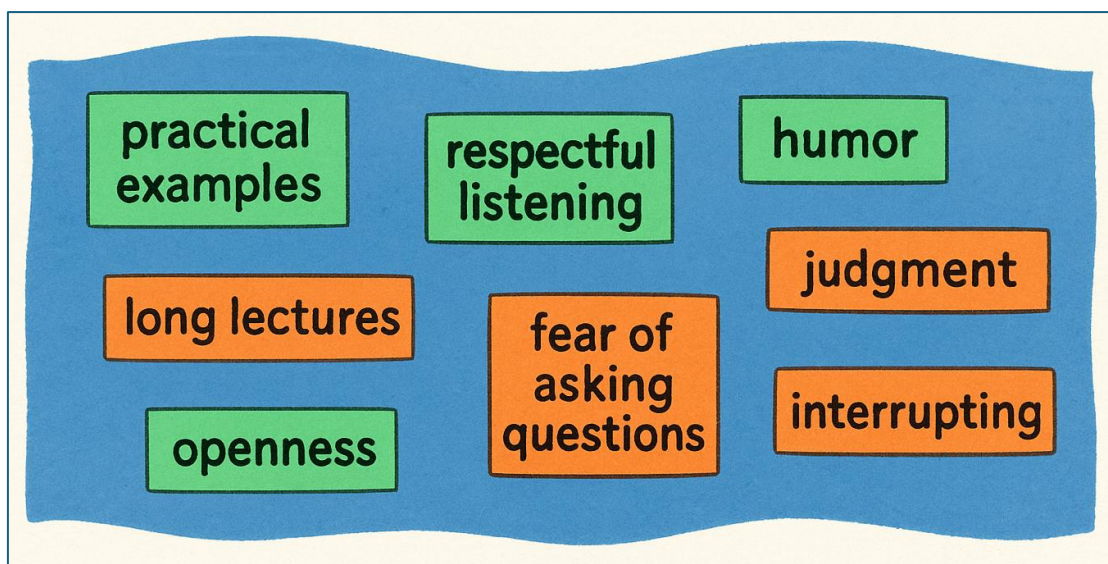


Figure 1. Example of Navigating Our Learning Journey Together.

ACTIVITY 4: EXPECTATIONS CHECK

Objective: To align the training's content and process with the participants' strategic needs and ensure transparency about the scope of the course (what will and will not be covered).

Materials:

- Large flip chart or whiteboard with the following four columns drawn out: **Content, Process, Facilitators, Co-participants.**
- Four different colors of Post-it notes (one color for each category).

Procedure:

1. Ask participants to form into small groups of 5-6, ideally mixing up the agency representations (PNP, AFP, LGU).
2. Provide each group with a set of the four colored Post-it notes. Each color represents a category for their expectations. Groups discuss and write down their expectations (one idea per Post-it) and place them on the wall under the correct column:
 - **Content (Color 1):** Specific PB-CT strategies or PCVE applications they want to learn.
 - **Process (Color 2):** Desired learning methods (e.g., case studies, simulation, policy analysis).
 - **Facilitators (Color 3):** Qualities/expertise expected from the trainers.
 - **Co-participants (Color 4):** How they hope their peers will engage (e.g., open sharing, professional collaboration).
3. The facilitator quickly clusters similar ideas. Then, the trainer leads a brief discussion to **"level off"** expectations. The trainer confirms which high-priority expectations will be met (e.g., "We will deep dive into **Economic Reintegration**") and clearly explains which are outside the scope of this particular module (e.g., "In-depth **Counter-Terrorism Law** is for a separate legal module").

The Expectation Check Template

(This template is designed to be drawn on a large manila paper, for a group activity.)

CONTENT	PROCESS	FACILITATORS	CO-PARTICIPANTS
<i>(What topics, skills, or knowledge do you hope to gain?)</i>	<i>(What kind of activities or methods do you expect?)</i>	<i>(What do you hope for from the facilitators?)</i>	<i>(What do you hope for from your peers in this training?)</i>
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-

Figure 2. Expectation Check Template.



ACTIVITY 5: PCVE/PTVE: PRINCIPLES, GAPS, AND CAPABILITY BUILDING

Objective: To review the core concepts and evolution of PCVE/PTVE and conduct an initial assessment of individual and institutional capability needs for multi-sectoral work.

Materials:

- PowerPoint Presentation outlining PCVE/PTVE definitions, pillars, and the three levels of capability (Individual, Programmatic, Institutional).
- Needs Assessment Matrix handout (Individual self-assessment tool).

Procedure:

1. Groups brainstorm and share: "What are the biggest capability gaps (knowledge, skills, resources) in our organizations regarding effective, sustainable PTVE?" Plenary sharing follows.
2. Trainer-Led presentation defining PCVE/PTVE, reviewing key foundational pillars, and detailing the three levels of capability building (Individual, Programmatic, Institutional).
3. Participants complete the Needs Assessment Matrix handout to identify personal and organizational growth areas.



LECTURETTE 1: PCVE/PTVE FOUNDATIONS AND CAPABILITY BUILDING

This section lays the necessary groundwork for our entire course. Before we can integrate peacebuilding, we need a common, clear understanding of what we're trying to prevent, how it's being prevented, and who needs to be equipped to do the job.

I. Defining PCVE/PTVE: A Shift in Focus

The terms **Preventing and Countering Violent Extremism (PCVE)** and **Preventing and Transforming Violent Extremism (PTVE)** are often used interchangeably, but there's a subtle, yet crucial, difference that informs our work in peacebuilding.

- **Preventing and Countering Violent Extremism (PCVE):** This is the more widely used international term, often associated with frameworks from the United Nations and partner organizations. PCVE encompasses proactive measures to address the underlying or **root causes** of violent extremism (VE), as well as reactive measures to stop ongoing recruitment (United Nations Development Programme [UNDP], 2017). PCVE focuses on building community resilience, providing alternatives to violence, and addressing socio-economic grievances (UNDP, 2017).
 - **Risk:** Can sometimes focus too much on the extremist **actor** rather than the underlying **conditions** that fuel recruitment.
- **Preventing and Transforming Violent Extremism (PTVE):** This term emphasizes a deeper, more systemic shift, aligning closely with the principles of conflict transformation. It suggests that merely "preventing" or "countering" is insufficient; rather, the conditions that breed extremism must be fundamentally **transformed** (Schmid, 2017).

Preventing and Transforming Violent Extremism (PTVE) is a strategic, long-term approach that integrates the proactive measures of **Preventing and Countering Violent Extremism (PCVE)** with the systemic, non-violent change mandates of **Conflict Transformation**. PTVE moves beyond simply disrupting extremist acts and neutralizing threats (management) to fundamentally address the **structural and cultural root causes** of fragility and grievance—such as political exclusion, historical injustice, and unaddressed collective trauma—that fuel radicalization. Its core objective is to dismantle the conditions that make individuals vulnerable to extremist narratives by demonstrating that the state and society can be **agents of justice and inclusion** through non-violent mechanisms, thereby building sustainable **community resilience** and restoring trust in legitimate institutions.

For security actors, adopting a PTVE mindset means viewing an operation not just as a mission to neutralize a threat, but as an opportunity to change the underlying relationship between the state and the community.

- **Opportunity:** This perspective aligns perfectly with **Peacebuilding and Conflict Transformation**, as it forces us to look at social justice, inclusion, and governance.

For this course, we will adopt the **PTVE** approach, emphasizing the systemic and transformative changes necessary to build **resilience** and address the grievances that extremist groups exploit. Our goal is to transform the environment so that violent extremism cannot take root.



II. The Core Pillars of P/TVE Strategy

Modern, effective P/TVE initiatives are not singular security operations; they are complex, multi-sectoral development and peace interventions.

Effective P/TVE is recognized as a complex, multi-sectoral challenge that cannot be solved solely by security measures. Global frameworks typically organize interventions around four complementary pillars, which demonstrate the need for integrated peacebuilding approaches (Global Counter-Terrorism Forum [GCTF], 2018):

1. **Security and Justice:** This pillar addresses immediate threats and ensures the rule of law. For security actors, this means operations must be conducted with **full adherence to human rights** and with a focus on procedural justice to avoid creating new grievances (UNDP, 2017). *This is the traditional domain of the AFP/PNP, but here, it must be performed with a PCVE lens.*
2. **Development and Socio-economic:** This addresses structural drivers such as poverty, lack of opportunity, marginalization, and weak governance. This includes implementing economic programs, promoting livelihood alternatives, and ensuring equitable resource distribution—all key areas of peacebuilding.
3. **Governance and Human Rights:** This focuses on strengthening the state's legitimacy by ensuring institutions are accountable, responsive, and inclusive. This involves policy reform, engaging local government units (LGUs), and upholding the rights of vulnerable populations.
4. **Countering Narratives and Communication:** This pillar involves strategically challenging extremist ideologies and promoting pluralistic, tolerant, and inclusive narratives. This includes media literacy and empowering credible, local voices (Schmid, 2017).

P/TVE initiatives typically operate across four recognized pillars:

1. **Addressing the Drivers (Prevention)** - This pillar is where our work—integrating peacebuilding and conflict transformation—is most vital. It focuses on the **push factors** (the grievances that drive people toward extremism) and **pull factors** (the ideological, social, or economic incentives offered by extremist groups) (Nanes and Lau, 2018).
 - **Focus:** Structural injustices, lack of economic opportunity, poor governance, and human rights violations.
 - **PB-CT Integration:** We use conflict transformation to address the drivers by promoting inclusive governance, mediation, dialogue, and addressing historic trauma.
2. **Building Resilience and Strengthening Institutions** - This pillar focuses on creating a robust social and institutional environment that is immune to the threats of extremism (African Centre for the Study and Research on Terrorism, 2024, April 29).
 - **Focus:** Strengthening local and national institutions (governments, security sector, education system) to be more responsive, fair, and accountable.

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- **Community Resilience:** Building the capacity of communities, families, and civil society to recognize and resist radicalizing influences and build cohesive identity.
3. **Countering Extremist Narratives (Cognitive/Ideological)** - This involves actively confronting the ideological and propaganda efforts of extremist groups (Dawson, K. et al, 2021).
- **Focus:** Developing credible, positive, and alternative narratives—often led by local voices, former members, and youth—to discredit extremist messaging.
 - **Digital Literacy:** Training communities and youth to be critical consumers of information and resilient to online radicalization efforts.
4. **Response, Reintegration, and Reconciliation** - This is the process of dealing with individuals and communities already affected by extremism (UNICRI, n.d.).
- **Focus:** Disengagement, Deradicalization, Rehabilitation, and Reintegration (DDRR) of former violent extremists (FVEs), and fostering reconciliation among affected communities.
 - **PB-CT Integration:** Applying trauma-informed psychosocial support and community-led dialogue to mend relationships and restore trust between returnees and their communities.

III. The Three Levels of Capability Building in P/TVE

For PTVE strategies to succeed, capability must be built strategically at multiple levels (European Union [EU], 2019). Failure to address all three levels results in programs that are often unsustainable and fail to move beyond short-term fixes. This course aims to equip you to influence all three:

1. **Individual Capability: The Practitioner's Toolkit** - This level focuses on the knowledge, skills, and mindset of the individual peace and security actor.
 - **Knowledge:** Understanding the difference between PCVE and counter-terrorism (CT), knowing the local drivers of violence, and recognizing the principles of conflict transformation.
 - **Skills:** Developing non-kinetic skills such as dialogue facilitation, trauma-informed communication, active listening, and basic conflict mapping.
 - **Mindset:** Shifting from a purely kinetic, threat-focused response to a preventative, relationship-focused mindset that prioritizes long-term community trust and resilience.
2. **Programmatic Capability: The Project - Designing for Impact** - This level focuses on the ability to design and implement multi-sectoral, integrated projects.
 - **Design:** Ability to translate the PCVE/PTVE theory into a coherent Theory of Change (ToC) that addresses structural drivers, not just symptoms.
 - **Integration:** Capacity to integrate security efforts with non-security initiatives, such as linking disarmament programs with economic reintegration or linking intelligence gathering with community dialogue mechanisms.
 - **Accountability:** Ensuring programs adhere to the Do No Harm principle, and that mechanisms for community feedback are in place.

3. Institutional Capability: The Systemic Enabler - This is the highest level, focusing on organizational and policy change to ensure sustainability and coordination.

- **Policy and Legal Frameworks:** Capacity to advocate for and implement internal policies that mandate PTVE as a core function, ensuring legal compliance (EU, 2019).
- **Resource Allocation:** Ability to dedicate specific, non-fluctuating budgets for non-kinetic PTVE activities (e.g., funding for local dialogues, women's groups, or youth programs).
- **Inter-Agency Coordination:** Establishing and maintaining effective, trusting mechanisms for cooperation between the AFP, PNP, LGUs, and Civil Society Organizations (CSOs) to achieve a unified approach (GCTF, 2018).

Synthesis: P/TVE is a long-term development and peace challenge, not a short-term security fix. By building our capabilities at the individual, programmatic, and institutional levels, and by grounding our actions in PB-CT, we move from merely reacting to violence to proactively **transforming the conditions** that breed it.

(The trainer would now transition to the Group Activity where participants use the Needs Assessment Matrix to identify gaps based on the three capability levels discussed.)

HANDOUT 2: NEEDS ASSESSMENT MATRIX: PB-CT INTEGRATION FOR PCVE/PTVE

Individual Self-Assessment Tool

Purpose: This tool helps you identify your current knowledge and skill gaps across three key levels of capability, ensuring the training directly addresses your professional development needs in integrating Peacebuilding (PB-CT) strategies into your PTVE/PCVE work.

Instructions: For each statement below, please rate your current ability or understanding using the scale provided. This assessment is strictly confidential.

Rating	Description
1 (Low)	I have little or no exposure to this concept/skill.
2 (Basic)	I understand the concept and can follow instructions, but I need guidance to apply it.
3 (Good)	I can apply this concept/skill independently within my role and achieve results.
4 (Expert)	I have mastered this area and can effectively mentor/train colleagues on it.

Level A: Individual Capability (Knowledge and Mindset)

Indicator Statement	Rating (1-4)	Area of Focus for Me
A1. I can clearly articulate the difference between conflict management and conflict transformation.		
A2. I can identify and distinguish between the direct, structural, and cultural drivers of violence in a given context.		
A3. I can apply the Do No Harm principle to security/peacebuilding activities to prevent unintended negative consequences.		
A4. I possess the soft skills (e.g., mediation, trauma-informed communication) necessary for effective community dialogue.		
A5. I understand how unaddressed trauma and grievance intersect with radicalization pathways.		

Level B: Programmatic Capability (Design and Application)

Indicator Statement	Rating (1-4)	Area of Focus for Me
B1. I can design a comprehensive Theory of Change (ToC) that uses PB-CT principles as its core logic.		
B2. I am skilled in integrating conflict-sensitive economic empowerment and livelihood programs into PTVE efforts.		
B3. I can strategically design educational interventions that build cognitive immunity and pluralistic citizenship in schools.		
B4. I know how to utilize Arts, Culture, and Media as non-verbal tools to challenge extremist narratives and build identity.		
B5. I can effectively choose and measure indicators for intermediate outcomes (changes in behavior/systems), not just simple outputs.		

Level C: Institutional Capability (Systemic and Advocacy)

Indicator Statement	Rating (1-4)	Area of Focus for Me
C1. I know the best practices for establishing and maintaining multi-agency coordination mechanisms for PTVE.		
C2. I can identify specific policies or legal frameworks that act as structural grievances and advocate for their reform using evidence.		
C3. I can identify the necessary resources and protocols to institutionalize PB-CT training within my own agency/organization.		
C4. I am confident in lobbying senior leadership to allocate dedicated, sustainable resources for PTVE initiatives.		
C5. I know how to advocate for a shift from short-term, reactive projects to long-term, systemic PB-CT strategies within my institution.		



SESSION 2: PB-CT DIAGNOSIS AND KICK-OFF

The focus of this session is on analytically distinguishing between conflict management and conflict **transformation**. Participants apply the **Typology of Violence** and the **Strategic Nexus** framework to diagnose the structural and cultural root causes of extremism in a local scenario. This foundational diagnosis informs the ethical **design principles** for P/CT projects and launches the multi-day capstone project.

ACTIVITY 6: THE PEACEBUILDING & CONFLICT TRANSFORMATION PARADIGM

Objective: To transfer fundamental knowledge on the core concepts, theories, and praxis of Peacebuilding and Conflict Transformation (PB-CT) and distinguish it from conventional security and conflict management approaches.

Materials:

- PowerPoint Presentation (PB-CT spectrum, root causes vs. triggers, typology of violence).
- PB-CT Concept Quiz handout (short scenarios for application).

Procedure:

1. Trainer-Led deep dive into PB-CT, covering the typology of violence (direct, structural, and cultural) and defining the difference between conflict **management** and conflict **transformation** (focus on addressing root causes).
2. Participants work through the **PB-CT Concept Quiz**, applying the new terms (e.g., identifying whether a situation describes cultural or structural violence) to real-world scenarios.
3. Review quiz answers and clarify any remaining conceptual confusion.

LECTURETTE 2: CONFLICT TRANSFORMATION: FROM MANAGEMENT TO ROOT CAUSES

The transition from conventional security and conflict management to a PTVE approach requires adopting the strategic lens of Peacebuilding and Conflict Transformation (PB-CT). This lens compels us to look beyond immediate symptoms and address the underlying drivers of conflict that fuel extremist recruitment.

The Conflict Spectrum: Roots, Drivers, and Triggers

To effectively prevent violent extremism, we must understand the life cycle of conflict and the differing roles of structural factors versus short-term events (Fisher et al., 2007).

Component	Definition	Role in Extremism
Root Causes (The Why)	Deep, long-term, underlying issues that create the preconditions for conflict or extremism. These are often structural, such as systemic political exclusion , historical land grievances , or economic marginalization .	They create the pool of vulnerability and the narrative of injustice that recruiters exploit. PB-CT must target these for sustainable change.
Drivers (The How)	Intermediate factors that sustain or intensify the conflict, acting as accelerators. Examples include weak rule of law, the proliferation of small arms, or state security overreach.	They bridge the gap between root causes and immediate violence, making violence a feasible or attractive option (United States Institute of Peace [USIP], 2020).
Triggers (The When)	Immediate, singular events that spark the actual violence or recruitment spike. These are the sparks that ignite the tinderbox of root causes. Examples include an arbitrary arrest, a hate speech broadcast, or a retaliatory act of violence.	Triggers are what traditional security focuses on; they require Early Warning/Early Response mechanisms but tackling them alone does not solve the fundamental problem.

For PTVE, the strategic goal is to neutralize the **root causes and drivers**, thereby making the system resilient enough to absorb the **triggers** without relapsing into violent extremism (Lederach, 2002).

The Typology of Violence: Direct, Structural, and Cultural

A core contribution of PB-CT theory is the expansion of the definition of violence beyond the physical act, a framework developed by peace scholar Johan Galtung (as cited in Lederach, 2002). Recognizing these types is crucial because most PCVE challenges are not immediate acts of violence but systemic injustices.

- A. Direct Violence (The Visible)** - This refers to **physical or verbal acts** of harm carried out by an identifiable actor.
- **Examples in PCVE:** Terrorist attacks, kinetic security operations, physical abuse, targeted harassment, or discriminatory hate speech.
 - **Security Response:** Immediate prevention, counter-terrorism operations, law enforcement, and providing victim support.



B. Structural Violence (The Invisible) - This refers to the violence embedded in **social, political, and economic structures** that prevent people from meeting their basic needs or realizing their full potential (Galtung, as cited in Church & Rogers, 2006). It is systemic injustice.

- **Examples in PCVE:** Unequal distribution of government resources, poor quality of public education, lack of legal protection for minorities, and policies that systematically exclude certain groups from power.
- **PTVE/PB-CT Response:** Policy reform, advocacy for justice and human rights, economic development programs focused on inclusion, and promoting good governance. This is where PCVE efforts must concentrate.

C. Cultural Violence (The Justification) - This refers to the elements of culture (religion, language, ideology, art, or science) that are used to **legitimize or justify** direct and structural violence (Lederach, 2002).

- **Examples in PCVE:** Ideological narratives that dehumanize a target group, religious interpretations that endorse exclusion or warfare, or media portrayals that stereotype and marginalize communities.
- **PTVE/PB-CT Response:** Counter-narrative development, peace education, media literacy, interfaith dialogue, and leveraging arts/culture for alternative identity construction.

The PTVE approach emphasizes that focusing only on **Direct Violence** (security response) is like treating a fever without curing the infection (Structural Violence), which is constantly justified by the culture (Cultural Violence).

Conflict Management vs. Conflict Transformation

Understanding the difference between these two approaches is the core conceptual shift required for this training. Security actors typically operate in the domain of management; PB-CT requires a shift toward transformation.

Conflict Management (Reactive & Short-Term) - This approach aims to **contain, control, or reduce the manifest symptoms** of conflict. It focuses on the present and aims for stability and de-escalation (Lederach, 2002).

- **Goal:** To maintain the peace, enforce agreements, and minimize outbreaks of violence.
- **Focus:** Behavior, deadlines, and immediate agreements (e.g., ceasefires).
- **Limitation in PTVE:** By not addressing root causes, management often leaves the underlying structural conditions—the source of grievances exploited by extremists—intact, leading to cyclical violence.

Conflict Transformation (Proactive & Long-Term) - This approach seeks to **change the fundamental structures, relationships, and systems** that created the conflict in the first place (Lederach, 2002). It is a paradigm shift that views conflict as an opportunity for constructive change, not just a threat to be eliminated (Church & Rogers, 2006).

- **Goal:** To build new, just, and sustainable social systems and relationships that eliminate the need for violence.
- **Focus:** Relationships, social justice, policy reform, and systemic change (Lederach, 2002).
- **Relevance to PTVE:** PTVE, by definition, requires transformation. It is about changing the conditions (e.g., marginalization, exclusion) that make individuals vulnerable to radicalization. This is the only path to long-term institutional capability building.

HANDOUT 3: PB-CT CONCEPT QUIZ FOR SECURITY ACTORS

Activity: PB-CT Concept Quiz **Objective:** To practice distinguishing between different types of violence, conflict drivers, and strategic responses to solidify foundational PB-CT knowledge.

Instructions: In your groups, read each scenario and question carefully. Choose the best answer and be prepared to justify your choice using the definitions provided in Lecturette 2.

Part 1: Identifying the Typology of Violence - For each scenario, identify the **primary type of violence** described: **A) Direct, B) Structural, or C) Cultural.**

Scenario	Primary Type of Violence
A local government ordinance requires proof of ownership for small-scale vending licenses, effectively excluding 90% of internally displaced persons (IDPs) from earning a legal livelihood.	
A terrorist group disseminates a video online that uses religious texts to declare all non-believers as legitimate targets for annihilation.	
A flashpoint incident occurs where a community member is seriously injured during an excessive-force arrest conducted by local police.	
In a remote, marginalized community, the infant mortality rate is three times the national average due to the absence of a functional health clinic.	
Political rhetoric consistently demonizes a particular ethno-linguistic minority, portraying them in media as inherently untrustworthy and violent.	

Part 2: Root Causes, Drivers, and Triggers - For each situation related to a recruitment surge, identify the primary factor at play: **A) Root Cause, B) Driver, or C) Trigger.**

Situation	Primary Factor
A youth in the community is suddenly offered a significant cash incentive by an extremist recruiter following the loss of his family's primary income source due to a policy change.	
A regional government fails for the tenth year in a row to implement an agrarian reform law, maintaining the historical landlessness of farmer families.	
An immediate spike in recruitment occurs immediately after a highly visible, internationally publicized military airstrike results in collateral damage and civilian deaths.	
The widespread availability of cheap, illicit firearms makes forming a vigilante group or joining an armed cell a low-cost, feasible option for marginalized individuals.	
Pervasive, low levels of corruption within the local justice system mean that poor community members have no faith that legal mechanisms will resolve their grievances.	



Part 3: Strategic Response (Management vs. Transformation) - For each objective, determine if it represents **A) Conflict Management** (short-term stability/control) or **B) Conflict Transformation** (long-term systemic change).

Objective	Strategic Response
The security sector's goal is to increase the local police presence and establish buffer zones to reduce clashes over the next 90 days.	
The goal is to establish a new, independent Civilian Review Board with the authority to investigate and recommend sanctions for police misconduct.	
The objective is to organize and facilitate a high-level summit between two rival governors to sign a peace accord and cease cross-border hostilities immediately.	
The objective is to revise the university curriculum across the region to mandate critical thinking and media literacy courses to combat online radicalization over the next five years.	
The goal is to successfully disarm and demobilize all combatants, provide them with a 1-year financial stipend, and secure an end-of-conflict political agreement.	



ACTIVITY 7: THE STRATEGIC NEXUS: PB-CT AS AN APPROACH TO PCVE

Objective: To explore the conceptual and practical overlap, demonstrating how PB-CT's focus on structural injustice and relationships provides a robust, systemic strategy for PCVE.

Materials:

- PowerPoint Presentation illustrating the convergence model (Nexus Model).
- **PCVE Root Cause Mapping Tool** template (large paper/whiteboards).

Procedure:

1. Presenting the "Strategic Nexus"—the argument that PB-CT's focus on fragility, relationship-building, and structural violence drivers is the optimal preventative strategy for extremism.
2. Groups use the **PCVE Root Cause Mapping Tool** to analyze a real or fictional extremist group, identifying the structural and relational drivers (grievances) that PB-CT principles are best suited to address.
3. Groups briefly share one key structural driver they identified and how PB-CT addresses it.



LECTURETTE 3: THE STRATEGIC NEXUS: PB-CT AS THE OPTIMAL PREVENTATIVE STRATEGY

Following our discussion on the typology of violence, it's clear that violent extremism (VE) is fueled primarily by structural and cultural factors, not just direct threats. Therefore, effective prevention (PCVE/PTVE) requires a comprehensive strategy that shifts away from short-term conflict management toward long-term transformation. This integration of Peacebuilding and Conflict Transformation (PB-CT) principles forms the **Strategic Nexus**.

The argument for PB-CT as the optimal preventative strategy rests on its unique focus on three key areas that kinetic or security-centric approaches often miss: fragility, structural violence, and relationships.

1. **Addressing Fragility: Building Resilience from the Ground Up** - Violent extremism does not arise in a vacuum; it exploits existing weaknesses within the state and society (United Nations Development Programme [UNDP], 2017). PB-CT provides the framework for diagnosing and treating this **fragility**.
 - **PCVE/PTVE as Fragility Management:** Fragility refers to the lack of social contract, the weak capacity of institutions to provide basic services, and the inability of the state to manage political conflict peacefully (Organisation for Economic Co-operation and Development [OECD], 2016). Extremist groups thrive where this vacuum exists, stepping in to offer governance, justice, or services the state cannot provide (Schmid, 2017).
 - **PB-CT's Focus:** PB-CT interventions—such as supporting local governance, improving transparent resource distribution, and mediating community conflicts—are fundamentally acts of **state and social resilience building**. By helping local institutions regain legitimacy and capacity, PB-CT directly undermines the extremist narrative that the state is either corrupt or absent (UNDP, 2017).
2. **Targeting Structural Violence: Neutralizing Root Causes** - The single most critical failure of security-only counterterrorism (CT) efforts is their tendency to ignore, or even exacerbate, the underlying structural grievances that lead individuals to seek extremist alternatives (International Crisis Group [ICG], 2017). PB-CT directly corrects this oversight by focusing on **structural violence drivers**.
 - **The Inefficacy of Symptom Management:** Security operations are highly efficient at addressing **Direct Violence** (symptoms) but are inefficient at addressing **Structural Violence** (the disease). As we discussed, structural drivers include historical land conflicts, political exclusion of minority groups, or systemic economic marginalization (Church & Rogers, 2006). These drivers create a profound sense of injustice.
 - **PB-CT's Systemic Approach:** PB-CT offers a solution by demanding a focus on **systemic change**. This involves policy advocacy to reform discriminatory laws, supporting mechanisms for transitional justice, and integrating marginalized groups into governance structures (Lederach, 2002). For a security actor, this means partnering with CSOs to resolve land disputes rather than merely managing the ensuing clash—addressing the root cause before it fuels a recruitment narrative.

3. **Relationship-Building: The Antidote to Extremist Recruitment** - Extremist recruitment is fundamentally a process of relationship-building that relies on a profound breakdown of trust between the community and the state. PB-CT offers the essential tools to rebuild this trust.

- **Extremism as a Relationship Failure:** Extremist groups often succeed because they offer potential recruits: 1) a sense of belonging, 2) dignity and purpose, and 3) protection and justice, often filling a void left by the formal security sector (United States Institute of Peace [USIP], 2020).
- **PB-CT's Core Competence:** PB-CT is, at its core, the practice of **transforming damaged relationships** (Lederach, 2002). This involves moving beyond mere tolerance to building mutual respect and interdependence across hostile divides (e.g., between the community and the military/police).
- **Practical Integration:** When security forces adopt a PB-CT lens, they prioritize **relationship-building**—through consistent community engagement, ethical conduct, and accountability—over short-term operational gains. This restores confidence in state institutions, thereby starving extremist groups of the trust deficit they rely upon for recruitment.

In summary, the **Strategic Nexus** argues that PB-CT is the optimal preventative strategy because it shifts the focus from managing the *outcome* of violence to **transforming the conditions** that breed it. It is the necessary bridge to turn military and police capabilities into long-term instruments of peace and state legitimacy.

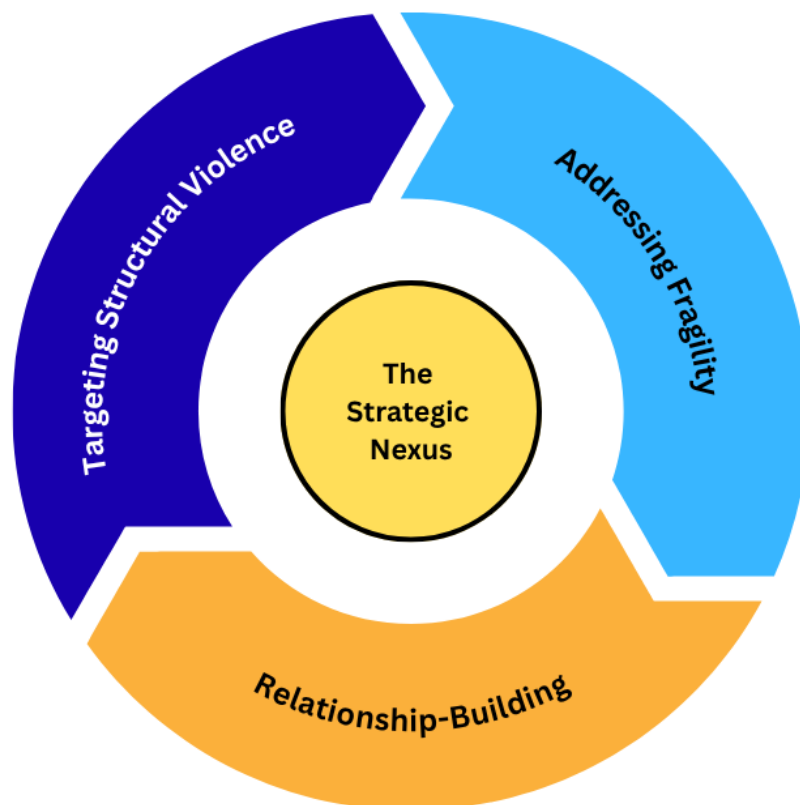


Figure 3. the PB-CT Strategic Nexus on PTVE.



HANDOUT 4: PCVE ROOT CAUSE MAPPING TOOL

Activity: Group Case Study using the Root Cause Mapping Tool

Objective: To systematically analyze a violent extremism scenario by distinguishing between the immediate symptoms (Triggers/Direct Violence) and the underlying conditions (Structural/Cultural Violence) that PB-CT is uniquely positioned to address.

Instructions: Your group will use the identified grievances on the Bangsamoro Plan of Action on Community Resilience (BPA-CoRe). Use this matrix to break down the situation. Identify at least two examples for each category, drawing on your collective experience.

Part 1: Scenario Analysis and Typology of Violence

Scenario: "The Tensions of Development and Displacement"

Context: The Municipality of Simuay is adjacent to a large, historically significant river basin (referencing the Mindanao River Basin mentioned in the BPA-CoRe). Following a major peace agreement, the regional government, in partnership with a national agency, initiates a large-scale infrastructure project—the construction of a major flood-control dike system and a new economic zone.

The Actors & Dynamics:

- **Affected Families:** Approximately 500 families (mostly informal settlers and marginalized clan members) are displaced by the project. They are offered meager compensation and relocated to an isolated, barren hillside area (a clear example of **Structural Violence**).
- **The Extremist Group (Abu Datu):** A small, local extremist faction, largely dormant until now, begins a sophisticated campaign targeting the displaced youth. Their narrative is simple: "The government promised you peace, but only delivered land theft and homelessness. They protect corporations, not your clans. **Join us, and we will restore your honor and your homes.**"
- **Local Security (AFP/PNP):** Security forces are deployed to the construction site to manage protests, ensure worker safety, and protect the national asset. Their presence is perceived by the displaced families as directly protecting the "corporate thieves" who stole their land.
- **The Trigger:** A 16-year-old youth, whose family home was demolished, posts a highly emotional, widely shared video online railing against the government. The local PNP, citing a new anti-terrorism circular (CT Law), arbitrarily arrests the youth leader for "inciting violence."

Analysis Focus - Your group must analyze this situation, identifying:

- **Direct Violence/Triggers:** The specific, single acts (e.g., the arrest).
- **Structural Violence/Root Causes:** The systemic policies that created the injustice (e.g., inadequate compensation policy, economic zone planning process).
- **Cultural Violence/Justification:** The extremist narrative used (e.g., appealing to "honor" and "betrayal").



Category	Description	Examples from the Scenario / Context	PB-CT Response (Initial Idea)
Direct Violence (The Symptoms)	Visible acts of harm, physical, psychological, or operational (e.g., attacks, excessive force, arbitrary arrests).	1.	Focus: Security/Law Enforcement (Short-term Control)
	2.		
Structural Violence (The Roots)	Systemic injustice embedded in policy or institutions (e.g., land disputes, political exclusion, economic marginalization).	1.	Focus: Justice/Reform (Transformation)
	2.		
Cultural Violence (The Justification)	Cultural norms or narratives (including extremist ideology) that legitimize and normalize the Structural/Direct Violence.	1.	Focus: Relationships/Identity (Transformation)
	2.		

When completing the 'Structural Violence (The Roots)' section of the matrix, focus your analysis on local BPA-CoRe drivers such as **Land Conflict, Historical Exclusion, or Unresolved Rido** rather than generic poverty.

Part 2: Dissecting Causes and Defining the PB-CT Intervention

In the second section, focus on the relationship between causes and the strategic entry points for a PB-CT-informed PCVE project.

Conflict Factor	Description / Definition	Potential Entry Point for PB-CT PCVE Intervention
Root Cause	The deep, underlying systemic issue (Structural Violence) that creates the narrative of grievance and vulnerability. <i>(Target: The System)</i>	Strategy: What long-term reform, policy change, or institutional capacity building is required to permanently eliminate this root cause?
	1. (Transfer from Structural Violence)	
	2. (Transfer from Structural Violence)	
Driver	Intermediate factors that accelerate or sustain the conflict (e.g., poor governance, proliferation of arms, lack of community trust in security). <i>(Target: The Institution)</i>	Strategy: What relationship-building, accountability, or transparency mechanism can neutralize this driver and reinforce state legitimacy?
	1. (Example)	
	2. (Example)	
Trigger	Immediate, short-term events that spark the violence (Direct Violence). <i>(Target: The Event)</i>	Strategy: What Early Warning/Early Response (EWER) protocol or community-level rapid mediation is needed to manage the immediate de-escalation?
	1. (Transfer from Direct Violence)	
	2. (Transfer from Direct Violence)	



ACTIVITY 8: PRINCIPLES OF PB-CT-INFORMED PCVE PROGRAM DESIGN

Objective: To introduce core design principles essential for PB-CT-integrated PCVE programs, focusing on local ownership, Do No Harm, and long-term sustainability.

Materials:

- PowerPoint Presentation covering design frameworks (resilience, sustainability, Do No Harm).
- **Project Design Template (Phase 1 handout)** (used for the 4-day capstone project).

Procedure:

1. Explaining PB-CT design principles and how they ensure PCVE programs do not inadvertently exacerbate local conflict dynamics or marginalize communities.
2. Groups form their project teams (to be maintained throughout the course). They define a specific PCVE challenge in a fictional context and establish initial PB-CT-informed objectives for their capstone project.
3. Trainer collects Phase 1 documents and provides initial feedback.

LECTURETTE 4: PB-CT DESIGN PRINCIPLES FOR ETHICAL AND SUSTAINABLE PCVE

After mapping the root causes of extremism, the critical next step is ensuring our interventions do not inadvertently replicate or deepen the very conflicts we seek to prevent. PB-CT principles act as the essential ethical and strategic guardrails for all PCVE programming, ensuring programs are locally legitimate and sustainable (Church & Rogers, 2006).

We will focus on three core design frameworks: **Do No Harm**, **Resilience**, and **Sustainability**.

The Do No Harm (DNH) Framework - The Do No Harm (DNH) principle is the non-negotiable ethical foundation of PB-CT-informed PCVE. It mandates that we must understand the context of violence and conflict dynamics so that our aid, activities, and resources do not unintentionally exacerbate conflict or create new grievances (Anderson, 1999).

- A. The Mechanics of DNH in PCVE** - DNH forces practitioners to analyze how their intervention interacts with the local context, specifically by looking at two factors: **Dividers** and **Connectors**.

Factor	Definition in PCVE	Risk of Ignoring (Exacerbation)
Dividers	Elements that separate people and fuel mistrust (e.g., historical grievances, discriminatory policies, unequal access to resources, security sector bias).	A new livelihood program that only benefits one ethnic or clan group creates new grievances and confirms the extremist narrative of injustice (ICG, 2017).
Connectors	Elements that link people across divides (e.g., shared markets, common language, youth leagues, trusted local leaders, joint community projects).	Ignoring existing connectors (like shared water systems) means the program fails to leverage local peace capacities, making the intervention artificial and unsustainable .

- B. DNH as a Safeguard** - By actively mapping Dividers and Connectors (as you did in Activity 7), we ensure that program activities are designed to **reinforce connectors** (e.g., requiring multi-ethnic participation in a training) and **mitigate dividers** (e.g., ensuring police-community dialogue is facilitated by a trusted, neutral CSO to address mistrust, rather than being led solely by the police).

Resilience and Local Ownership - A PB-CT approach views local people not as passive victims of extremism, but as **agents of change** and the primary source of resilience (UNDP, 2017). Resilience refers to the capacity of individuals, communities, and institutions to cope with, adapt to, and transform conflict and crisis.

A. Shifting from External Intervention to Local Capacity

- **PCVE's Weakness (External):** Many short-term PCVE programs are driven by donor priorities, focusing on activities (e.g., one-off training) that disappear when funding stops. This undermines **local ownership** and is often perceived as a foreign agenda.
- **PB-CT's Strength (Internal):** PB-CT prioritizes **local ownership**, meaning the people living in the conflict zone must be the primary drivers of the diagnosis, design, and implementation of the solution (Lederach, 2002). This means:

- Programs are developed in response to a locally defined need, not an externally imposed threat assessment.
- The intervention empowers local capacities (e.g., traditional justice systems, women's peace councils, existing youth groups) rather than bypassing them.

B. Institutionalization vs. Projectization - Resilience is built when the capacity to resist extremism is **institutionalized** within local structures (LGU, POCC, civil society), rather than being reliant on a specific, temporary **project** (Schirch, 2202).

Sustainability: The Long-Term View of Transformation - Sustainability is the ability of the positive effects of an intervention to continue after the external funding and technical assistance have ceased (OECD, 2010). For PCVE, sustainability is critical because extremist threats are often chronic, requiring continuous, context-specific resistance.

A. Linking PB-CT to Funding Models - Sustainable PCVE/PTVE is achieved when the program shifts its focus from resource-intensive, short-term security gains to **resource-light, long-term policy and relationship changes** (Anderson, 1199).

Component	PB-CT Sustainability Focus	Example in PCVE
Financial	Local Resource Mobilization (e.g., local government budgeting, community fundraising) and integration into recurring government budgets.	Advocacy to ensure that the Provincial Peace and Order Council (PPOC) budget allocates funds for youth livelihood and PSS centers, rather than relying solely on a donor grant.
Technical	Capacity Transfer —training local actors (teachers, police, youth) to become the trainers and facilitators themselves, eliminating dependence on external consultants.	Training local PNP personnel to conduct restorative justice dialogues, making the practice an institutional, rather than project-based, standard operating procedure.
Political	Policy Integration —ensuring the program's outcomes are written into local laws, ordinances, or institutional mandates (e.g., a formal policy on ethical social media use by the security sector).	Implementing a memorandum of agreement between the AFP and a local university to jointly conduct media literacy training, securing the commitment beyond the project lifespan.

By adhering to these PB-CT design principles, we ensure our PCVE programs address the structural roots of conflict (efficacy) while building local capacities that endure long after the external engagement ends (sustainability).

HANDOUT 5: PROJECT DESIGN TEMPLATE (PHASE 1: DEFINING THE PB-CT-PCVE CHALLENGE)

Activity: Project Design Workshop (Phase 1)

Objective: To define a specific, real-world PTVE/PCVE challenge and establish initial PB-CT-informed strategic objectives and a long-term goal that addresses structural and cultural violence.

Instructions: Your group will define a specific, high-risk operational context (real or composite) and use the principles of **Do No Harm (DNH)**, **Resilience**, and **Local Ownership** to frame the challenge.

Part 1: Defining the Context and Challenge (The "Problem Statement") - This section requires you to identify a specific, high-risk scenario that demands a PB-CT-informed PCVE response.

Section	Description	Group Response
Project Title	Create a concise, action-oriented title for your PB-CT-PCVE program.	
Target Location & Population	Name the specific region/municipality and the high-risk group (e.g., Out-of-school youth ages 15-25, Recently decommissioned combatants, IDP women leaders).	
Root Cause of Extremism	Identify the Structural or Cultural Violence driver that the extremist group exploits (e.g., Landlessness, Political Exclusion, Narratives of Historical Injustice). <i>(Use your finding from Activity 7)</i>	
Direct Violence / Triggers	What immediate event or act of direct violence is currently risking a surge in recruitment or conflict? (e.g., A recent military clash, Arrests, Policy implementation failure).	
The Core Problem Statement	Summarize the challenge in one sentence: "The vulnerability of [Target Population] to [Extremist Group/Ideology] is primarily driven by [Structural Root Cause] ."	

Part 2: Framing the PB-CT-Informed Solution (Goal and Objectives)

Your program's goal and objectives must be written to address the **Structural Root Cause**, not just the symptom, using transformative language.

2.1 Long-Term Goal (Impact Statement)

The ultimate, long-term change in the system or society that your project contributes to over **5-10 years** (focus on eliminating Structural/Cultural Violence).

Goal: To secure the full **[Structural Change, e.g., political inclusion]** of the **[Target Population]** in **[Location]**, thereby undermining the extremist narrative that the state is **[The problem, e.g., illegitimate/discriminatory]**.

2.2 Strategic Objectives (Outcomes)

These are the 2-3 specific, medium-term results (outcomes) your project will achieve over **1-3 years** to achieve the Goal. *These should be changes in **behavior, policy, or relationships**, not just activities.*

Objective	Focus (Choose one)	Rationale (Why this objective addresses the root cause)
Objective 1:	Relationship/Trust: (e.g., Between community and security sector)	
Objective 2:	Local Capacity/Resilience: (e.g., LGU/CSO technical ability)	
Objective 3:	Policy/Structural Reform: (e.g., New local ordinance or grievance mechanism)	

Part 3: Applying PB-CT Design Principles (The Safeguard)

Before proceeding with activities, you must confirm your design adheres to ethical PB-CT principles.

Principle Check	Question for your Project Design	Group Conclusion (Yes/No/Needs work)
Do No Harm (DNH)	What are the main Connectors (e.g., shared markets, trusted leaders) in your context, and how will your project reinforce them to bring people together?	
Local Ownership	Which specific local institution (LGU, CSO, or community group) will ultimately own and manage the intervention after the project funding ends?	
Resilience Focus	How does your objective ensure that vulnerability is reduced for the entire target population, rather than just empowering a select few leaders (which could create new local divides)?	

Facilitator Review Checkpoints (for Trainer Use)

- **DNH Check:** Is the target group defined in a way that avoids marginalizing or excluding a rival group?
- **Nexus Check:** Does the Objective clearly target the Root Cause rather than just the Trigger?
- **Design Check:** Are the objectives written as **Outcomes** (changes in behavior/policy), not just **Activities** (things we will do)?



ACTIVITY 9: DAY-1 SYNTHESIS AND REFLECTION

Objective: To facilitate individual reflection and consolidate the key theoretical takeaways from the day.

Materials:

- Individual reflection sheets.

Procedure:

1. Participants privately answer: "What is the most critical difference between a security-led approach and a PB-CT-led approach to PCVE, and why does it matter for my organization?"
2. Volunteers share their "One Key Insight" from the day. Trainer summarizes the strategic convergence of the two fields and introduces the applied methodologies coming on Day 2.



CHAPTER 2: STRATEGIC APPLICATIONS: SOCIO-ECONOMIC AND PSYCHOSOCIAL PATHWAYS

SESSION 3: ECONOMIC AND PSYCHOSOCIAL APPLICATIONS

This session dives into the high-efficacy applications of P/CT, beginning with a focus on **structural economic exclusion** and its link to vulnerability. Participants learn to design conflict-sensitive livelihood programs and then transition to analyzing the role of **unaddressed trauma** and rage in radicalization pathways. The session ensures practitioners can integrate both economic empowerment and essential **Psychosocial Support (PSS)** into their initial project plans.

ACTIVITY 10: DAY 1 RECAP AND Q&A

Objective: To review the PB-CT-PCVE Nexus and clarify any lingering conceptual questions before moving into applied methodologies.

Materials:

- Flip chart listing core PB-CT principles.

Procedure:

1. Trainer briefly recaps the structural violence concepts from Day 1.
2. Open floor for Q&A to ensure foundational concepts are solid before proceeding to practical applications.



ACTIVITY 11: APPLICATION: ECONOMIC EMPOWERMENT & LIVELIHOODS

Objective: To understand how sustainable livelihoods and economic empowerment mitigate push factors (poverty, marginalization) and build community resilience against recruitment.

Materials:

- PowerPoint Presentation with case studies on vocational training/micro-finance in high-risk areas.
- Economic Inclusion and Risk Checklist handout.

Procedure:

1. Trainer-Led lecture on the direct link between economic exclusion and vulnerability to extremism. Focus on designing **conflict-sensitive livelihood programs** that target marginalized populations (e.g., reintegration, youth entrepreneurship).
2. Groups use the **Economic Inclusion and Risk Checklist** to analyze how an economic intervention could be integrated into their capstone project, ensuring it addresses specific structural grievances and doesn't favor one group over another.

LECTURETTE 5: APPLICATION: ECONOMIC EMPOWERMENT AND CONFLICT-SENSITIVE LIVELIHOODS

This session moves into the first major practical application of Peacebuilding principles in PCVE/PTVE: addressing economic marginalization. Economic grievances are a critical **structural root cause** that extremist groups worldwide exploit to recruit vulnerable individuals (United Nations Development Programme [UNDP], 2017).

1. The Nexus: Economic Exclusion and Vulnerability

Economic exclusion does not automatically cause extremism; rather, the *perception of injustice* and the lack of viable alternatives create a vulnerability that recruitment efforts exploit (Global Center on Cooperative Security [GCCS], 2016).

A. Exploitable Grievances

Extremist narratives thrive by providing simple explanations and solutions for complex economic failures. They promise belonging, status, and income, often recruiting based on four critical vulnerabilities:

1. **Youth Unemployment:** Young people with education but no job opportunities represent a highly mobilized and volatile population segment (World Bank, 2016). Extremism offers purpose, resources, and status.
2. **Landlessness and Resource Disputes:** Historical injustices related to land, fisheries, or resource access are powerful **structural grievances** in Mindanao. When legal channels fail, armed groups appear as the only credible alternative for justice.
3. **Reintegration Failure:** Former combatants or released FVEs who lack skills, capital, or social acceptance often face recidivism due to economic despair (International Organization for Migration [IOM], 2021).
4. **Perceived Corruption:** When government economic programs are perceived as corrupt or exclusionary, it severely erodes state legitimacy, validating the extremist claim that the state is discriminatory and should be overthrown.

B. The Strategic Shift

A PB-CT-informed approach views economic programming not just as poverty alleviation (*Output*), but as a means to restore dignity, rebuild inter-group relationships, and increase faith in the non-violent economy (*Outcome*) (GCCS, 2016).

2. Designing Conflict-Sensitive Livelihood Programs

To ensure our economic interventions do not become new **dividers** (violating the Do No Harm principle), we must integrate conflict analysis into the program design.

Design Principle	PB-CT Imperative for PCVE	Why it Matters for Security Actors
Equity & Non-Exclusion	Programs must be explicitly designed to include individuals from <i>all</i> affected groups (clans, faiths, ethno-linguistic groups) and be transparent about inclusion criteria.	Prevents the program from being weaponized by rival groups as "favoring" one faction, which fuels new narratives of injustice and potential violence (IOM, 2021).



Market Relevance	Skills training (vocational or entrepreneurship) must align with local market demand to ensure sustainability. Failure to generate income means failure to reduce long-term vulnerability.	Ensures the economic <i>impact</i> is sustained, providing a long-term, positive alternative to the extremist economic model (e.g., extortion, illicit trade).
Social Integration	Livelihood is paired with psychosocial support (PSS), mentorship, or peace dialogue sessions. The goal is to integrate the marginalized into the social fabric , not just the labor force.	For FVE reintegration, social acceptance is the key indicator of success. Livelihood becomes the <i>connector</i> around which trust is rebuilt between the individual and the community (IOM, 2021).
Local Ownership	Micro-finance/seed capital programs are channeled through existing, locally trusted cooperatives or CSOs, not solely through the central government or external NGOs.	Builds community resilience and trust in local institutions, increasing the legitimacy of the peaceful economy and reducing reliance on external aid.

CASE STUDIES: ECONOMIC PTVE IN THE PHILIPPINES

Livelihood programs targeting marginalized groups have been a cornerstone of peace and development work in the Philippines, particularly in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) and former conflict zones.

Case Study A: Economic Cohesion and Youth Empowerment

Section	Content
Context	The Challenge of Demographic Vulnerability Areas in Mindanao adjacent to historical conflict, such as the BARMM's Special Geographic Area (SGA) and conflict-affected municipalities, face a severe youth bulge coupled with high unemployment. This creates a large population of youth (ages 18-30) who are highly susceptible to recruitment. The extremist narrative that the "system has no future for you" is validated by the Structural Violence of limited economic access (World Bank, 2016).
Root Cause Addressed	Economic Marginalization and Relational Mistrust. The intervention targets the structural grievance of youth unemployment while simultaneously addressing the relational grievance of deep-seated mistrust between different clans or communities caused by years of <i>rido</i> or political competition.
The Intervention	Vocational Training for Shared Economic Futures Programs often partner with technical education providers (like TESDA) and local Civil Society Organizations (CSOs) to offer highly relevant vocational skills training (e.g., automotive repair, shielded metal arc welding, specialized IT/digital literacy) combined with entrepreneurial mentorship (UNDP, 2017). Key Feature: The intervention ensures that youth gain in-demand, marketable skills that offer a competitive, legal alternative to the illicit economies or recruitment networks exploited by extremist groups.
The P/CT Design Element	Mandating Multi-Clan & Multi-Faith Cohorts The core of the P/CT design is ensuring that the training and enterprise cohorts are deliberately multi-clan, multi-faith, or multi-ethnic (The Asia Foundation, 2020). • Selection Criteria: Recruitment actively targets youth from historically rival clans and religious groups within the same barangay or municipality. • Activity: Trainees are intentionally organized into multi-group teams for cooperative activities (e.g., they must co-own equipment, jointly bid on small repair contracts, or manage a shared production task). • Result: This forces rival youth to learn, work, and collaborate on a shared economic future. The shared need for profit and economic interdependence becomes the Connector that overrides the historical political and relational divides (IOM, 2021).
Measurement & Efficacy	Measuring Cohesion, Not Just Income The success of the program is measured not just by the Output (e.g., "Number of graduates employed" or "Total income generated"), but by the Outcome indicators of peacebuilding and resilience:

	• Relational Change: Measuring the percentage increase in cross-clan social contact and cooperation among graduates (e.g., through post-program social network analysis). • Sustainability: Measuring the percentage of youth-led businesses that have successfully secured a formal registration or partnered with a local, institutional body (like a cooperative or LGU) within one year. • Vulnerability Reduction: Measuring a reduction in self-reported feelings of political marginalization or hopelessness among youth participants.
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Case Study B: Economic Reintegration for Former Violent Extremists (FVEs)

Section	Content
Context	The Challenge of Stigma and Recidivism The target individuals are FVEs who have voluntarily surrendered or been released from custody (e.g., former members of ASG, Maute Group, or other pro-ISIS factions). The primary risk is high recidivism, driven by Structural Violence (lack of formal identification, poverty, and no legal income source) and Cultural Violence (deep-seated community fear, resentment, and social ostracism from victims' families). Without intervention, the FVE remains a vulnerable asset for re-recruitment (UNDP, 2020).
Root Cause Addressed	Isolation, Trauma, and Economic Futility. The intervention targets the psychological trauma and isolation that fueled radicalization and the structural driver of economic marginalization.
The Intervention	Multi-Faceted Government-Led Reintegration Packages Programs are typically coordinated by Provincial/Regional government bodies (often under the NAP-PCVE framework) and delivered through multi-agency partnerships (IOM, DILG, local CSOs). The package is multi-faceted and aims to restore dignity and function: • Socio-Economic Grant: Provision of seed capital/micro-finance (e.g., for a small community store, farming inputs, or vocational equipment) and often housing/shelter assistance. • Psychological Support: Mandatory psycho-social debriefing and basic counseling (Tier 3 PSS) to address combat trauma and ideological disengagement. • Capacity Building: Vocational skills training and financial literacy, often adapted for low-visibility home-based or community-based enterprise to limit initial exposure.
The P/CT Design Element	The Transactional Relationship and Do No Harm (DNH) This is the most critical element. The economic grant is not a handout; it is a P/CT investment in social acceptance, strictly governed by the DNH principle (IOM, 2021). • DNH Protocol (Stigma Mitigation): Highly visible assistance that singles out the FVE is strictly avoided. Economic projects are often low-profile and managed locally to reduce resentment from non-beneficiary victims. • The Transactional Link: The program ensures the FVE's economic activity provides a demonstrable benefit to the host community. For example, if the FVE starts a small shop or farming operation, they are encouraged to hire labor, source supplies, or sell products/services to the immediate community at a fair price. This



	relationship flips the narrative from "Threat/Taker" to "Neighbor/Contributor" in the eyes of the host community. • Acceptance Monitoring: The success of the economic aspect is secondary to the success of the community dialogue and PSS sessions, which are designed to mend relationships and restore trust.
Measurement & Efficacy	Measuring Acceptance and Zero Recidivism The ultimate effectiveness is measured by the sustained ability of the FVE to remain in the community without relapsing into violence. Key Outcome indicators include: • Relational Change: The FVE's self-reported feelings of social acceptance and integration (measured via regular surveys/KIIs) versus feelings of isolation. • Community Sentiment: Host community sentiment surveys to track the decrease in stigma and the increase in trust over time. • Recidivism: The long-term rate of FVEs who successfully maintain their non-violent life (zero-recidivism) as the ultimate proof of economic and social transformation.

The ultimate takeaway is that in PCVE, **economic development is a relationship-building tool**. The money and skills are the outputs; the trust, dignity, and collective resilience created by shared economic success are the transformative outcomes.

HANDOUT 6: ECONOMIC INCLUSION AND RISK CHECKLIST

Activity: Integrating Economic Empowerment into PCVE

Objective: To design a conflict-sensitive livelihood intervention for your capstone project by diagnosing and mitigating the risks of exclusion, favoritism, and structural replication (DNH Principle).

Instructions: Use this checklist to analyze the proposed livelihood/micro-finance component of your capstone project. Be honest about potential risks and commit to concrete mitigation strategies.

Part 1: Diagnosing the Structural Grievance and Target

Before launching an economic program, we must confirm it targets the *specific* root cause of vulnerability, not just generic poverty.

#	Diagnosis Question (Targeting the Root)	Project Response / Strategy	Justification (Why this targets the Root Cause)
Target Alignment	Which specific Structural Grievance (e.g., landlessness, political exclusion, institutional corruption) identified in Phase 1 does your economic intervention directly aim to undermine?		
Inclusion Mechanism	How will you ensure individuals from the highest-risk group (e.g., FVEs, youth from marginalized clans) are not just invited, but prioritized in a way that is transparent to all community members?		
Non-Violent Economy	How does your proposed economic activity (e.g., welding, farming, sari-sari store) offer a competitive, legitimate alternative to the illicit economy or extortion networks exploited by the extremist group?		

Part 2: Do No Harm (DNH) Risk Mitigation

This section ensures your economic intervention does not become a new **Divider** within the community.

#	DNH Risk	Potential Risk to Program	Mitigation Strategy (PB-CT Action)
Exclusion / Favoritism	Risk: Providing capital or training only to one clan, faith group, or political ally, leading non-beneficiaries to view the program as biased, fueling resentment and recruitment.	Mitigation: What <i>explicit criteria</i> will you use for beneficiary selection that ensures cross-clan/cross-faith participation?	
Market Distortion	Risk: Injecting too much capital into one small market (e.g., giving 50 people money to start the same poultry farm) which destroys the local market for existing, non-beneficiary businesses.	Mitigation: How will you conduct a market assessment to diversify skill sets and ensure the economic opportunity is sustainable and non-competitive with established, local businesses?	
Stigma and Acceptance	Risk: For FVE reintegration, providing highly visible aid that singles out the former extremist, generating fear, anger, and social ostracism from victims' families.	Mitigation: How will you link the FVE's economic activity to the host community's needs (e.g., requiring them to sell products/services to the community at a fair price) to build positive, transactional relationships?	

Part 3: Sustainability and Systemic Change

This section assesses whether the economic intervention builds long-term, institutional resilience.

#	Sustainability Focus	Project Response / Strategy	Outcome Indicator (The Change, not just the money)
Systemic Linkage	How will your project ensure that the livelihood skills or businesses are certified/supported by a local, sustainable institution (e.g., LGU, TESDA, local cooperative) and not just the external NGO?		The percentage of livelihood beneficiaries who successfully register their business with the local cooperative within 12 months.
PSS Integration	How will the economic component be paired with Psychosocial Support (PSS) , mentorship, or dialogue to address the underlying trauma, isolation, or rage that made the person vulnerable?		The percentage of FVE reintegration beneficiaries who report feeling "socially accepted" and "integrated" in their community (Measured via KIIs/FGDs).
Policy Advocacy	What is one local policy (e.g., a barangay ordinance, LGU budget allocation) you will advocate for to ensure this type of economic support continues <i>after</i> the project ends?		The number of local LGU officials trained on and committed to allocating funding for conflict-sensitive economic support.



ACTIVITY 12: APPLICATION: PSYCHOSOCIAL SUPPORT (PSS) AND TRAUMA

Objective: To learn the role of Psychosocial Support, trauma healing, and mental health in PCVE, addressing individual vulnerability and fostering social cohesion after violence.

Materials:

- PowerPoint Presentation (PSS models, effects of trauma on radicalization pathways).
- Trauma-Informed Programming Checklist.

Procedure:

1. Understanding the intersection of unaddressed trauma, grievance, and radicalization. Presentation of strategies for community-based PSS and healing methodologies (e.g., expressive therapies, group processing).
2. Groups discuss the ethical and logistical challenges of delivering PSS in high-conflict/PCVE settings (e.g., ensuring provider safety, minimizing stigma). Groups propose one PSS activity for their capstone project.



LECTURETTE 6: APPLICATION: PSYCHOSOCIAL SUPPORT, TRAUMA, AND RADICALIZATION

This session addresses a critical, often overlooked dimension of PCVE: the relationship between **unaddressed psychological trauma** and **vulnerability to radicalization**. For security and peace actors, understanding this nexus is key to moving from purely security-focused interventions to trauma-informed, preventative strategies.

1. The Nexus: Trauma, Grievance, and Radicalization

Trauma is a pervasive feature of conflict zones. When severe, repeated, or unaddressed, it creates psychological conditions that can make individuals highly susceptible to extremist narratives (United Nations Development Programme [UNDP], 2020).

A. The Psychological Pathway to Extremism

- **Isolation and Alienation:** Trauma often leads to emotional withdrawal, mistrust, and difficulty forming healthy relationships (International Organization for Migration [IOM], 2021). Extremist groups fill this vacuum by offering a powerful sense of **belonging, brotherhood, and collective identity**, appealing directly to the need for connection.
- **Unaddressed Rage and Grief:** When trauma is caused by political violence, state actors, or systemic injustice, the resulting rage is often directed outward. Extremist ideologies provide a compelling **simplification of history** and a **legitimate outlet for violence**, allowing the individual to channel their internal pain into an external, organized fight for vengeance or justice (UNDP, 2020).
- **Loss of Self-Efficacy:** Victims often feel helpless and stripped of control. Joining an extremist group can restore a sense of **power, status, and agency**, transforming a victim into a perceived hero or warrior (IOM, 2021).

B. The Role of Collective Trauma (Structural Grievances)

Individual trauma is compounded by **collective trauma**, where an entire community shares the experience of systemic abuse, displacement, or historical injustice (e.g., *Rido* or land conflicts). This collective wound validates the extremist narrative that the system itself is the enemy, making recruitment efforts highly effective (United States Institute of Peace [USIP], 2017).

2. PSS Models and Strategies in PCVE

Psychosocial Support (PSS) is any action that addresses the social, psychological, emotional, or spiritual needs of individuals and communities affected by conflict (Inter-Agency Standing Committee [IASC], 2007). In a PCVE context, PSS is a **conflict transformation** tool because it aims to heal the relational and psychological drivers of conflict, allowing individuals to process pain without resorting to violence.

A. The IASC Pyramid of PSS Intervention (A Framework for Action)

The IASC Pyramid provides a tiered approach, ensuring that support is provided at the appropriate level of need, from basic services to specialized care:

Tier	Intervention Type	Description & PB-CT Relevance
Tier 4: Specialized Services	Psychiatric care, clinical psychology, medication.	Relevance: For high-risk FVEs or individuals with severe trauma-related disorders that require clinical stabilization.
Tier 3: Non-Specialized, Focused	Trauma-focused group work, grief counseling, expressive arts therapy (e.g., painting, music).	Relevance: Safe, structured spaces for processing shared pain, rebuilding trust, and developing coping mechanisms within the community.
Tier 2: Community and Family Support	Family support groups, youth clubs, community centers, restoring social and cultural activities.	Relevance: Re-establishing Connectors and social bonds. Reducing isolation and restoring the community's capacity to care for its members.
Tier 1: Basic Services & Security	Meeting basic needs (food, water, shelter), security guarantees, livelihood support, basic psychoeducation.	Relevance: The foundation of stability. A person cannot begin to heal if they are hungry or feel unsafe. This links PSS directly to Economic Empowerment.

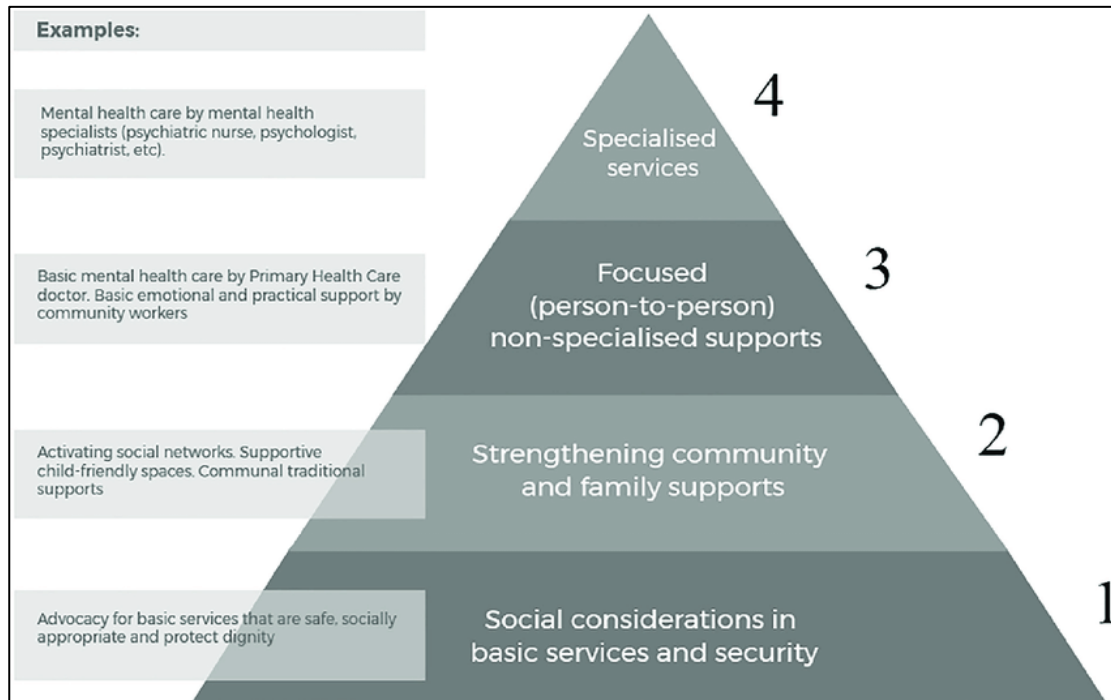


Figure 4. The IASC Pyramid of MHPSS Intervention. Source: ResearchGate.



B. Community-Based Healing Methodologies

The most effective PSS for PCVE is often delivered through community-based methodologies (USIP, 2017):

- **Group Processing and Dialogue:** Facilitated sessions that allow participants to share their narratives of loss and grievance in a safe, non-judgmental setting. This is crucial for transforming **collective victimhood** into **collective action** for peace.
- **Expressive Therapies:** Using non-verbal means (art, drama, music) to help individuals, particularly children and youth, communicate and process memories that are too difficult to put into words. This is effective in challenging the rigid narratives of extremism by appealing to emotion and creativity.
- **Psychoeducation:** Teaching basic concepts of stress, trauma responses, and healthy coping mechanisms. This demystifies the individual's pain, normalizing their feelings and making them feel less isolated.

3. Integrating PSS into Security and Reintegration

For security and peace actors, PSS is not the job of the police, but the job of the **system** they manage.

- **Trauma-Informed Security:** Security operations should be conducted with an understanding of existing community trauma (IOM, 2021). High-visibility, aggressive operations can re-traumatize communities, fueling resentment (Direct Violence) and reinforcing structural grievances.
- **Reintegration Mandate:** PSS is mandatory for FVE and former combatant reintegration. Without addressing the psychological factors that motivated involvement (Tier 4 and Tier 3), the likelihood of recidivism is high (UNDP, 2020).
- **Local PSS Capacity:** PCVE programs must invest in training and mentoring local professionals, traditional healers, and community leaders (Tier 2 facilitators) to own and sustain the healing processes long after the external funding ends. This ensures the PSS response is culturally sensitive and owned by the community.

HANDOUT 7: TRAUMA-INFORMED PROGRAMMING CHECKLIST

Activity: Applying a Trauma-Informed Lens to PCVE Design

Objective: To ensure that all components of the capstone project (not just PSS) adhere to trauma-informed care principles, thereby prioritizing safety, predictability, and empowerment for vulnerable participants.

Instructions: Use this checklist to review your overall project design (from Phases 1 and 2). For each principle, answer the questions to confirm your intervention avoids re-traumatization and builds resilience.

Part 1: Core Trauma-Informed Principles (SAMHSA, 2014)

Review your proposed activities (e.g., training, dialogue, micro-finance selection).

Principle	Assessment Question for Your Project	Check (Yes/No/NA)	Mitigation / Action Required
Safety (Physical & Emotional)	Have we identified all potential physical threats (e.g., location visibility, travel routes) and emotional threats (e.g., presence of known perpetrators/rivals) to participants during the activity?		
Trustworthiness & Transparency	Are we clear about the project's confidentiality limits (e.g., what information must be reported to security actors) and is this explained to participants <i>before</i> they join?		
Peer Support & Mutual Help	Does the design actively create opportunities for participants to connect, share experiences, and support one another (e.g., mandatory small group work, mentorship pairings)?		
Collaboration & Mutuality	Is the intervention designed <i>with</i> the beneficiaries (e.g., they helped select the training site or schedule) rather than simply <i>for</i> them (top-down delivery)?		
Empowerment, Voice, & Choice	Do participants have a choice regarding how they participate (e.g., anonymity options, opting out of specific activities, choice of language/venue)?		
Cultural, Historical, & Gender Sensitivity	Does the project design acknowledge and integrate traditional/religious healing practices or norms, rather than imposing external methods?		

Part 2: Specific High-Risk Contexts in PCVE

Focus on project components that carry the highest risk of re-traumatization.

Contextual Risk	Risk Diagnosis (What could go wrong?)	PB-CT-Informed Safeguard/Protocol
Service Delivery Site	Risk: The training/meeting venue is physically located near a highly visible military checkpoint or police station.	Safeguard: We will choose a location that is geographically neutral, such as a community-managed hall, and ensure low-profile transport to and from the site.
Group Composition	Risk: Combining participants who were perpetrators/affiliated with a violent group with participants who were victims/survivors in the same initial activity without proper separation and preparation.	Safeguard: How will we screen participants to ensure high-risk individuals are separated into preparatory "stabilization" groups before multi-stakeholder dialogue?
Data Collection	Risk: Asking participants during surveys or interviews to repeatedly recount painful details of violence or grievance without providing a referral pathway for support afterward.	Safeguard: We will train enumerators to recognize signs of distress, and every data collection tool will include an explicit, available referral list to local PSS providers.
Facilitator Training	Risk: Project staff or local partners (even security actors) are facilitating PSS-related discussions without formal training in conflict-sensitive moderation or basic psychological first aid (PFA).	Safeguard: All staff involved in direct interaction will complete a mandatory Psychological First Aid (PFA) course and participate in regular team debriefing sessions for their own well-being.

Part 3: Committing to Trauma-Informed Design

Summarize how the "Trauma-Informed Lens" strengthens your PCVE project:

1. **Our Project's Core PSS Safeguard:** The single most important protocol we will implement to ensure participant safety and well-being is:
2. **Impact on Resilience:** By implementing this safeguard, we ensure our project promotes resilience by transforming the feeling of **[Vulnerability/Grievance]** into a feeling of **[Empowerment/Control]**.



SESSION 4: CREATIVE APPLICATIONS AND INTEGRATED DESIGN

The session explores **Arts, Culture, and Media** as powerful tools for building inclusive identities and challenging extremist narratives on an emotional level. Groups engage in a hands-on activity to design a **counter-narrative strategy** and then move to a workshop to select, justify, and refine the integrated methodologies for their capstone project. The session concludes with an efficacy check, ensuring the designs are transformative, cohesive, and ready for institutional finalization.

ACTIVITY 13: APPLICATION: ARTS, CULTURE, AND CREATIVE EXPRESSION

Objective: To explore the use of Arts, Music, and Culture as powerful PB-CT tools to build inclusive identities, challenge extremist narratives through emotion, and facilitate non-violent expression.

Materials:

- Short video clips/images showcasing peace murals, community theatre, or music projects (Trainer must have these pre-loaded).
- Projector and screen.
- Handout 7: Counter-Narrative Design Worksheet (One per group).
- Flip charts and markers (or large paper).
- Radicalizing Narrative Cards (One per group, containing a fictional but realistic exclusion message).

Procedure:

1. The trainer presents the short video clips/images showcasing successful, locally-driven peace murals, community theatre, or music projects. The trainer highlights how these mediums bypass cognitive barriers and appeal directly to emotion and identity.
2. The trainer presents and distributes the Radicalizing Narrative Card to each group. The trainer explains that the goal is to develop a creative response that directly refutes this narrative using a local cultural medium.
3. Groups read their narrative and collaboratively complete the Counter-Narrative Design Worksheet. This involves:
 - Deconstruction: Identifying the core emotion and lie within the extremist message.
 - PB-CT Theme Selection: Choosing the appropriate PB-CT theme (e.g., shared history, inclusion, forgiveness) to counter the lie.
 - Medium Selection: Brainstorming and outlining the core concept for a chosen local cultural medium (e.g., a mural, a spoken word piece, a community skit) that effectively delivers the counter-narrative.
4. Lecturette (45 min): The trainer presents the Lecturette on the Theory of Change for Arts/Culture in PCVE, focusing on its ability to create emotional resonance and alternative identity narratives that cognitive messaging (like SBCC) often misses. The trainer references the examples seen in the stimulus material (Step 1) and the concepts developed by the groups (Step 3) to illustrate the theoretical points.



RADICALIZING NARRATIVES

Radicalizing Narrative Card 1: The Narrative of Economic Futility

Core Message: "They offer you vocational training and micro-loans? These are scraps! The state knows your family has farmed this land for generations, yet their big corporations and corrupt officials seize the territory and export the wealth. **Your dignity cannot be bought with small change.** True power comes from controlling the resources they steal. Reject their poverty wages and join the fight to claim what is rightfully yours."

Targeted Grievance: Economic Marginalization and Resource Theft (Structural Violence).

Radicalizing Narrative Card 2: The Narrative of Political Irrelevance

Core Message: "You marched, you voted, you participated in their peace process—and where did it get you? Your children are still hungry, and the official who stole the development funds walks free. Their 'peace' is just a sophisticated lie designed to pacify us while they maintain control. **The ballot box is useless; the court is broken.** When institutions fail, the only legitimate path to political change is the one that forces their hand."

Targeted Grievance: Political Exclusion and Failure of Institutional Justice (Structural Violence).

Radicalizing Narrative Card 3: The Narrative of Cultural Contamination

Core Message: "The outside world is poison. Look at your community: traditional values are eroding, and the youth are lost to foreign influences and corrupted morals. The leaders you follow tolerate this contamination, prioritizing integration over purity. **We are the purification fire.** We must separate ourselves from those who dilute our faith and establish a sanctuary where our sacred way of life is fully and uncompromisingly defended."

Targeted Grievance: Identity Threat, Loss of Cultural Purity, and Religious Intolerance (Cultural Violence).

Radicalizing Narrative Card 4: The Narrative of Vengeance and Unfinished War

Core Message: "Do you remember the night they came? The memory of your loved ones murdered, the injustice of your displacement—that wound is not healed by a government handout. It is an unpayable debt of blood. **Forgiveness is a word for the weak.** The peace process is a denial of your pain. We promise you purpose, status, and the sacred honor of striking back. Your grief is our weapon, and your vengeance is our victory."

Targeted Grievance: Unaddressed Trauma, Impunity, and the Cycle of Vengeance (Direct and Structural Violence fueling Relational Conflict).

Radicalizing Narrative Card 5: The Narrative of Youthful Hopelessness and Purpose

Core Message: "You are educated, talented, and ready to serve, but they treat you like children. You sit idle while the old guard holds the power and the jobs. The system offers you no future, only endless waiting and empty promises. **We offer you immediate, high-stakes purpose.** Don't wait for permission; the only meaningful way to seize your future and prove your worth is by joining the movement that actually values your strength."

Targeted Grievance: Youth Unemployment, Lack of Agency, and Generational Exclusion (Structural Violence).

HANDOUT 8: COUNTER-NARRATIVE DESIGN WORKSHEET

Activity: Designing an Art/Culture-Based Counter-Narrative

Objective: To design a culturally resonant response that challenges an extremist narrative by employing P/CT themes (inclusion, shared identity, systemic justice).

Instructions: Use the Radicalizing Narrative Card provided by the facilitator. Work as a group to analyze the narrative's emotional appeal and develop an integrated cultural response.

Part 1: Deconstruction (Identifying the Lie and the Emotion)

This section requires you to analyze *what* the extremist narrative is selling and *why* it works.

Section	Analysis	Group Response
Radicalizing Narrative Card:	<i>(Transfer the core message of exclusion here)</i>	
Target Emotion	What is the primary negative emotion (e.g., Rage, Isolation, Shame, Hopelessness) that the narrative seeks to exploit for recruitment?	
The Core Lie (The Grievance)	What is the single, simplified lie about the system (e.g., "The government is illegitimate," "Justice is only found through violence") that the narrative promotes?	
P/CT Theme Selection	Which P/CT theme will most directly refute the core lie and heal the target emotion? (Choose one or two: <i>Shared History, Systemic Justice, Forgiveness/Reconciliation, Economic Interdependence</i>).	

Part 2: The Creative Strategy (Selecting the Medium)

Design the specific cultural intervention, ensuring it adheres to the **Authenticity and Local Ownership** principles.

Section	Description	Group Response
Chosen Cultural Medium	What local medium will you use? (Choose one: Mural concept, Short Skit/Drama, Radio Jingle, Spoken Word/Poem, Traditional Dance/Ritual, or Local Social Media Content).	
Narrative Hook/Title	What is the catchy title or tagline that introduces the counter-narrative and emphasizes the P/CT theme?	
Core Message/Image	Describe the central visual, audio, or emotional element. <i>Focus on a symbol of unity or action that refutes the narrative of isolation.</i>	
Distribution Channel	Where will this be performed or placed to ensure maximum reach and cultural resonance (e.g., Local radio, Community festival, School forum, Traditional gathering)?	

Part 3: Justification and Ethical Check

Section	Question	Group Justification (Why this works)
Efficacy Justification	Why is this emotional/cultural medium more efficacious in challenging the core lie and healing the target emotion than a factual SBCC report or a police pamphlet would be?	
Do No Harm (DNH) Check	How do you ensure your piece avoids ridiculing the perpetrators (which could escalate conflict) and instead focuses only on promoting positive alternatives and inclusive identities ?	

LECTURETTE 7: THE STRATEGIC ROLE OF ARTS AND CULTURE IN PCVE

This session explores how cultural and artistic expression serves as a strategic **Conflict Transformation** tool, offering a powerful, non-violent means of countering the emotional appeal and rigid identities promoted by violent extremism (Lederach, 2017).

1. The Power of Arts and Culture in Identity Formation

Extremist groups are highly effective because they sell a **clear, compelling identity** and a simplified narrative of grievance (Chong et al., 2021). Arts and culture provide a mechanism to construct resilient, pluralistic counter-identities.

- **Emotional Resonance:** Logic and factual reports (cognitive messaging) often fail against the powerful **rage, shame, or sense of injustice** that fuels recruitment. Art and music bypass the intellect and engage the heart, allowing individuals to process pain and embrace complexity (Lederach, 2017). A shared song or a moving play can shift group sentiment far faster than a policy paper.
- **Reclaiming Narrative:** Cultural expression allows marginalized communities to **reclaim their narrative** from extremist interpretations. By using local languages, symbols, and traditional forms, PB-CT practitioners help communities assert an identity based on shared history, resilience, and coexistence, rather than on hatred and exclusion (UNDP, 2017).
- **Creating Safe Space for Dialogue:** Community theater, film projects, or collaborative murals create **neutral, creative spaces** where people can explore sensitive issues and challenge taboos indirectly (Chong et al., 2021). This allows for dialogue about grievances without the risk and confrontation associated with formal political negotiations.

2. The Theory of Change for Arts/Culture in PCVE

The theory linking creative expression to extremism prevention is that by healing psychological wounds and shifting negative group identities, vulnerability to recruitment decreases.

Level of Change	Mechanism	Examples of Artistic Intervention
Individual/ Psychological	Expression and Healing: Provides an outlet for trauma and rage, reducing the internal psychological pressure that drives individuals toward external violence (UNDP, 2017).	Spoken Word/Poetry: Allowing youth to express feelings of marginalization without violence. Expressive Arts Therapy: Non-verbal processing of complex emotions.
Relational/ Social	Building Connectors: Creates shared experiences and common ground among formerly divided groups (e.g., rival clans, security actors, civilians). It highlights shared humanity.	Collaborative Murals: Painting shared symbols in a neutral town square. Inter-faith Choir: Using music to create a unified identity that transcends religious lines.
Structural/ Cultural	Challenging Norms: Publicly critiques the cultural norms or political practices that legitimize structural violence, making the critique accessible to the masses.	Community Theatre: Staging a play that satirizes corruption or highlights the effects of discrimination. Peace Film/Vlog: Countering online extremist content with high-quality, local content promoting pluralism (Chong et al., 2021).



3. Design Principles for Conflict-Sensitive Cultural Interventions

For security and peace actors, it is critical to ensure cultural interventions adhere to the **Do No Harm (DNH)** principle and avoid being perceived as state propaganda.

1. **Authenticity and Local Ownership (DNH):** The project must use **locally credible artists and cultural leaders** to facilitate the creation. If the government or security sector is the primary voice, the message will be immediately rejected as state messaging, destroying its efficacy (Lederach, 2017).
2. **Focus on Shared Values:** The counter-narrative should emphasize the region's **shared cultural and religious values** (e.g., *Maratabat*, hospitality, shared spiritual lineage) rather than focusing on foreign or abstract concepts. This makes the message resilient and deeply owned.
3. **Low-Profile Support:** Funding and coordination should come from neutral bodies (e.g., local CSOs, academic partners) to protect the artists' credibility. The role of the security sector is to create the **safe space** and security assurances for the art to be produced and shared, not to dictate the content.



ACTIVITY 14: PROJECT DESIGN WORKSHOP (PHASE 2: STRATEGY AND METHODOLOGY SELECTION)

Objective: Participants select and justify the most effective mix of methodologies (economic, PSS, arts, and the foundational PB-CT approach) for their capstone project objectives and context.

Materials:

- Project Design Template (Phase 2 handout).
- Group flip charts for brainstorming.

Procedure:

1. Groups work intensely on their project design. They must detail their planned intervention activities, justifying their choice of *at least two* of the applied methodologies discussed on Day 2.
2. Trainer circulates to review the justification sections, challenging groups to ensure their chosen methods are truly integrated with PB-CT principles (e.g., is the livelihood program *conflict-sensitive*?).



HANDOUT 9: PROJECT DESIGN TEMPLATE (PHASE 2: STRATEGY AND METHODOLOGY SELECTION)

Activity: Project Design Workshop (Phase 2) **Objective:** To detail the planned intervention activities, justifying the choice of at least two applied PB-CT methodologies discussed on Day 2 (Economic, PSS, Arts/Culture) and ensuring the strategy is conflict-sensitive. **Instructions:** Use the Goal and Objectives established in Phase 1. Now, select your core methodologies and detail the specific activities and outputs that will achieve your desired **outcomes** (change in behavior/policy).

Part 1: Strategy Selection and PB-CT Justification

Referencing your project's **Root Cause** (Phase 1) and the material from Day 2, select and justify **at least two** integrated methodologies.

PB-CT Methodology (Select at least two)	How Does this Methodology Address the Structural Root Cause?	DNH Check: How is Conflict- Sensitivity ensured? (Refer to Handout 6 and 7)
Economic Empowerment / Livelihoods (Lecturette 5)	(e.g., Reduces economic marginalization, provides legal alternative to illicit income)	How will you ensure training/capital does not favor one clan or cause market distortion?
Psychosocial Support (PSS) / Trauma Healing (Lecturette 6)	(e.g., Heals rage and isolation, transforming individual grievance into non-violent coping)	How will you maintain strict confidentiality while operating within a security context (IOM, 2021)?
Arts, Culture, and Creative Expression (Lecturette 7)	(e.g., Challenges rigid cultural narratives, builds inclusive identity through shared experience)	How will you ensure the content is locally owned and not perceived as state propaganda (Lederach, 2017)?

Part 2: Logical Framework - Linking Strategy to Results

Detail the key **Outputs** and **Activities** that will operationalize your selected methodologies (from Part 1) to achieve your Phase 1 **Objectives** (Outcomes).

(Note: Please transfer your Phase 1 Objectives into the 'Outcome' boxes below)

Objective/ Result Level	Outcome (Phase 1 Result)	Key Output (Direct, Measurable Product)	Key Activities (The actions taken to produce the Output)
Objective 1 (Focus: Relationship/ Trust)		Example Output: 50 high-risk youth have completed the conflict-sensitive entrepreneurship training.	Example Activity: Conduct a 5-day vocational training focused on market demand, co-facilitated by a local security liaison.
Objective 2 (Focus: Local Capacity/ Resilience)		Example Output: 3 community-based PSS support groups established and meeting bi-weekly.	Example Activity: Train 10 local faith leaders in Psychological First Aid (PFA) and group facilitation skills (IASC, 2007).
Objective 3 (Focus: Policy/ Structural Reform)		Example Output: One municipal ordinance drafted and proposed to the local council addressing land grievance documentation.	Example Activity: Facilitate a multi-stakeholder dialogue between land owners, LGU officials, and marginalized farmers to co-draft the policy.

Part 3: Readiness Check for Next Steps

Section	Question	Group Conclusion
Synergy Check	Do your chosen activities from Part 2 work together to reinforce a single message of peace, or do they feel like isolated, disconnected projects?	
PB-CT Consistency	If an external extremist group reviewed this plan, would they be able to immediately dismiss it as a purely military/security initiative, or is the transformative focus clear?	
Next Phase	What are the two most critical data points/indicators you need to measure to prove your Outputs are achieved? (Preparing for Day 3)	



ACTIVITY 15: DAY-2 SYNTHESIS: EFFICACY CHECK

Objective: To review the diverse applications and prepare participants for the structural and institutional topics on Day 3.

Materials:

- Whiteboard.

Procedure:

1. Each group briefly shares the core methodology they chose for their project and offers a single, evidence-based reason why they believe it will be more **efficacious** than a simple awareness campaign in their specific context.



CHAPTER 3: THEMATIC INTEGRATION: EDUCATION, POLICY, AND INSTITUTIONALIZATION

SESSION 5: POLICY, EDUCATION, AND SYSTEMIC REFORM

This session addresses the necessary **systemic reforms** required to dismantle structural violence. Participants analyze case studies demonstrating how to build **cognitive immunity** through education reform and apply this knowledge to design school-based P/TVE initiatives. The session culminates in distinguishing between counter-terrorism law and **P/CT policy advocacy** as a powerful non-violent pathway for achieving justice and closing the grievance gap.

ACTIVITY 16: DAY-2 RECAP AND CHECK-IN

Objective: To review the progress on project design and address any challenges in integrating diverse methodologies into a coherent program.

Materials:

- Project Design Templates (Phase 2).

Procedure:

1. Brief discussion facilitated by the trainer, asking each group to name one hurdle they overcame in integrating PSS or Livelihoods into their design.



ACTIVITY 17: APPLICATION: EDUCATION SECTOR ENGAGEMENT

Objective: To understand how to transform the Education Sector to foster critical thinking, pluralistic citizenship, and resilience against extremist ideology (cognitive immunity).

Materials:

- PowerPoint Presentation (Curriculum reform case studies, examples of teaching critical media literacy).
- Education Sector PCVE Entry Points handout.

Procedure:

1. The trainer presents the Lecturette on **Transforming Education: Cognitive Immunity and Pluralistic Identity**, covering the shift from security monitoring, the role of structural violence in education, curriculum reform case studies, and the strategic importance of critical media literacy.
2. Groups use the **Education Sector PCVE Entry Points Handout** to design a focused, school-based initiative for their capstone project context. They must identify a specific educational vulnerability (e.g., biased history teaching) and propose integrated solutions for both **content** and **pedagogy**.
3. Two groups share their most innovative solution (e.g., a specific module or a new teaching methodology) and justify how it addresses a **Structural Grievance** (e.g., historical exclusion) within the school system.



LECTURETTE 8: TRANSFORMING EDUCATION: COGNITIVE IMMUNITY AND PLURALISTIC IDENTITY

1. The Paradigm Shift: From Monitoring Risk to Building Resilience

The conventional approach often views schools through a security lens: monitoring suspicious activity, controlling attendance, and ensuring physical safety. This **security-first** view overlooks the fact that the **education system itself** can be a source of structural violence that fuels extremism (UNESCO, 2017).

- **Structural Violence in Education:** Extremist narratives thrive when official curricula ignore the history of marginalized groups (creating **historical grievance**) or when schools are perceived as perpetuating discrimination (creating **political exclusion**). These gaps validate the extremist claim that the state is discriminatory.
- **The PB-CT Shift:** Peacebuilding (P/CT) demands that we intentionally design the curriculum and teaching methods (pedagogy) to dismantle these grievances, making the school a visible agent of inclusion and justice.

2. Building Cognitive Immunity: Critical Media Literacy

Extremist recruitment has largely shifted to the digital space, where highly polished propaganda exploits emotional vulnerability (rage, shame, hopelessness) (UNICEF, 2021). **Cognitive immunity** is the mental resilience to resist these narratives.

Countering the Narrative: We must move beyond simply providing "counter-messages." We must equip students with the skills to critique the source, intent, and emotional manipulation within the propaganda they consume. **Critical Media Literacy** serves as the firewall.

Case Study KNAledge and #DigiTalino (Lanao del Sur): The experience of the **Peace Promotion Fellows (PPF)** in Lanao del Sur, supported by EAI's **Tech Camp**, demonstrates the efficacy of P/CT-informed digital literacy:

- **The Problem:** Young people are digital natives but lack critical consumption skills, making them vulnerable to disinformation (often linked to the Marawi Siege).
- **The Intervention:** The youth organization KNAledge implemented #DigiTalino workshops for junior and senior high school leaders. This training focused on critical thinking, fact-checking, and analyzing the emotional triggers used in online extremist content.
- **P/CT Element:** The core message, "In Islam, telling the truth is one of the highest forms of faith," links the fight against disinformation directly to core religious values, transforming the security issue into a moral and cultural imperative (CS-LIFT Key Person Stories). This is vital for cultural legitimization.
- **The Outcome:** Youth leaders trained 102 students in 15 schools, building a self-sustaining ripple of truth-telling that increases the community's overall cognitive immunity.



3. PB-CT Pedagogy: Transforming the Classroom Relationship

The success of P/TVE in schools depends less on adding a new textbook and more on changing *how* teachers and students interact.

Case Study: The CS-LIFT Toolkit (BARMM and Region 12) - The Communities and Schools Leading in the Fight Against Terrorism (CS-LIFT) Project provides a concrete example of curriculum integration and pedagogical reform:

- **The Intervention:** A 12-session PVE-E toolkit was integrated into the existing **Grade 10 Values Education (Edukasyon sa Pagpapakatao)** subject in 21 secondary schools (EAI CS-LIFT Updates, 2023). This strategic integration ensures sustainability by embedding PVE into an official subject.
- **Contextual Relevance:** Teacher Edith Batugan (Marawi City) highlighted that the toolkit's lessons are "**grounded in the social realities of the community,**" making the concepts relatable and vital to students, often referencing the Marawi Siege. This ensures the curriculum addresses local trauma and grievance directly.
- **Healing Exclusion (Structural/Cultural Change):** A student from Sultan Sinanggayan Integrated School, Tuan Salik, shared that the lesson on **respecting identity and human dignity** fundamentally changed his negative prejudices against **Indigenous Peoples (IPs)**. He stated, "I learned the value of respecting each person regardless of belief, identity, gender, and status in life." This demonstrates the P/CT goal: transforming the **cultural violence** of prejudice into **pluralistic identity** through education.

4. PB-CT Pedagogy: Transforming the Classroom

The mere existence of "peace education" as a subject is insufficient if the way it is taught (the pedagogy) reinforces authoritarian, exclusionary, or structural violence.

Transforming the Teacher-Student Relationship - The PB-CT classroom is characterized by **inclusion, dialogue, and non-authoritarianism**.

- **The Teacher as Facilitator:** The teacher shifts from being the sole source of knowledge to a **facilitator of difficult dialogues**. This involves training teachers to manage disagreement, protect vulnerable narratives, and mediate conflicts that arise when discussing controversial history or identity (UNDP, 2019).
- **Curriculum Reform Case Study (Regional Relevance):** Many peace education reforms globally focus on **local history and inclusion**. Rather than teaching a single, state-approved history, the curriculum incorporates multiple, sometimes conflicting, narratives (e.g., the perspective of indigenous groups, the narratives of marginalized regions). This acknowledges the existence of historical grievance without validating violence (UNESCO, 2017).
- **Difficult Dialogues: Controversial issues** (like historical injustices, land conflicts, or cultural differences) must be addressed directly, not avoided. PB-CT provides the structured methodologies (e.g., circle processes, shared narrative mapping) to allow students to engage with these issues safely, teaching them that disagreement is



normal, and non-violent resolution is possible (United States Institute of Peace [USIP], 2017).

5. Strategic PCVE Entry Points

The education sector offers the longest-term, most systemic entry point for P/TVE. Your institutions (PNP, AFP, LGU) must coordinate with the Department of Education (DepEd) and the Ministry of Basic, Higher, and Technical Education to support these efforts:

- **Systemic Integration:** Integrating PB-CT and media literacy themes across multiple subjects (History, English, Values Education, Civics), rather than just creating a standalone PVE course.
- **Mandate Contextualization:** Advocate for policies that require schools to use culturally sensitive, trauma-informed curricula like CS-LIFT that address local grievances (e.g., historical exclusion or the impact of *rido*).
- **Teacher Training Mandate:** Push for mandatory, continuous training for all teachers on **Trauma-Informed Pedagogy** and **Conflict-Sensitive History Teaching**, positioning the teacher as a **facilitator of difficult dialogues** rather than just a lecturer.
- **Community-School Linkages:** Support programs like the **Listening and Discussion Action Groups (LDAGs)** used by EAI. These groups (composed of parents, leaders, and teachers) listen to radio dramas and discuss VE-related issues, empowering parents like Bainot Peuto to strengthen family communication and act as a grassroots defense against recruitment.
- **Co-Curricular Activities:** Supporting student-led activities (e.g., youth parliament, media clubs) that apply critical thinking skills to real-world community issues, transforming students from passive recipients of education into active builders of peace (UNICEF, 2021).

HANDOUT 10: EDUCATION SECTOR PCVE ENTRY POINTS

Activity: Designing a School-Based PCVE Initiative **Objective:** To design a specific, multi-layered initiative that integrates PB-CT principles into both the teaching **content** (what is taught) and the **pedagogy** (how it is taught), focusing on the transformation of the teacher-student relationship. **Instructions:** Based on your capstone project's Root Cause, design an initiative that transforms an existing school practice from a **source of structural violence** into a **connector for peace and pluralism**.

Part 1: Diagnosing the Educational Structural Grievance

#	Diagnosis Question	Project Context Response	Rationale
Primary Grievance	What is the specific Structural Grievance currently perpetuated by the school system in your project area?		
Target Group	Which group is most vulnerable to extremist recruitment because of this grievance?		
Negative Outcome	What negative outcome does this grievance produce?		

* Structural Grievance (e.g., historical exclusion, biased policy, discrimination)

* Target group (e.g., specific ethnic minority students, students returning from displacement, marginalized youth)

* Negative outcome (e.g., low trust in authority, belief in simplified narratives, inability to handle disagreement)

Part 2: Designing the PB-CT Intervention

Design a single, coordinated initiative focusing on both content and relationship-building.

Entry Point A: Content & Cognitive Immunity (The "What" is Taught)

#	Intervention Focus	Proposed Module/Activity (Specific to PB-CT)	Justification (APA Citation Required)
Media Literacy	How will you build cognitive immunity against online propaganda?	Proposed Activity: Develop a 3-week module for high school students on "Deconstructing Digital Manipulation," focusing on verifying image sources and analyzing the emotional triggers used in extremist social media (UNICEF, 2021).	
Pluralistic History	How will you address the historical grievance and promote a pluralistic identity?	Proposed Activity: Create a "Shared History Dialogue Kit" for teachers that incorporates first-person narratives from formerly excluded groups, challenging the single, dominant state narrative (UNESCO, 2017).	

Entry Point B: Pedagogy & Relationship (The "How" it is Taught)

#	Intervention Focus	Proposed System Change (Focus on Teacher-Student Relationship)	PB-CT Rationale
Teacher Training	How will you transform teachers into facilitators of peace and equip them to handle difficult topics?	Proposed System Change: Mandate a 5-day certification course for teachers focused on Trauma-Informed Pedagogy and conflict-sensitive classroom management (USIP, 2017).	This transforms the classroom from an authoritarian space into a safe space for dialogue, reducing the potential for re-traumatization and rage.
Student Agency	How will you build student voice and choice to counter the feeling of political powerlessness?	Proposed System Change: Establish a student-led "Conflict Resolution Council" that is empowered to mediate disputes and propose minor policy changes to the school administration.	This builds local ownership and teaches future citizens that non-violent institutional mechanisms <i>can</i> work (UNDP, 2019).

Part 3: DNH and Institutionalization Check

#	Checkpoint	Project Safeguard / Institutional Linkage
DNH Check	How will you ensure your curriculum modules are reviewed by local religious or cultural leaders before implementation to avoid inadvertently offending or alienating a key segment of the community?	
Institutional Linkage	Which specific government body (e.g., DEPED Regional Office, BARMM Ministry of Education) will be responsible for officially adopting and sustaining your initiative's modules (making it a permanent part of the system)?	
Final Outcome	This initiative aims to reduce the structural grievance, thereby changing the student outcome from [Negative Outcome from 3] to [Positive Outcome, e.g., Increased critical reasoning skills] .	



ACTIVITY 18: APPLICATION: LEGAL AND POLICY REFORM

Objective: To analyze the role of legal and policy frameworks in addressing the structural drivers of extremism, particularly concerning human rights, justice, and governance.

Materials:

- PowerPoint Presentation (Policy advocacy examples, distinction between CT law and PTVE policy).
- Policy Advocacy Strategy worksheet.

Procedure:

1. Addressing grievances through justice and policy. Focus on how PB-CT advocates for systemic, non-violent change through legal pathways, reducing the need for violence as a response to injustice.
2. Groups identify one existing law/policy in their context (or fictional context) that is a source of **structural grievance** and propose a PB-CT approach for advocating its reform.

LECTURETTE 9: APPLICATION: POLICY REFORM AND SYSTEMIC JUSTICE IN PCVE

1. The Justice Imperative: Policy as a PB-CT Strategy

Violent extremism does not arise in a vacuum; it is often the direct result of prolonged **Structural Violence**—systemic injustices embedded in policies, laws, and governance practices (Lederach, 2017). The extremist narrative successfully recruits by arguing that the state is illegitimate and incapable of delivering justice.

- **PB-CT's Core Argument:** Peacebuilding shifts the response from purely policing the symptoms (violence) to **addressing the cause** (injustice). Policy and legal reform become the non-violent pathways to correct historical and structural exclusion, thereby dismantling the core narrative of grievance that fuels radicalization (United States Institute of Peace [USIP], 2021).
- **Systemic Change:** Policy advocacy moves beyond project-level intervention (e.g., training 50 youth) to **institutional change** (e.g., making youth participation mandatory in 50 LGUs). This creates sustainable, long-term impact that outlasts any single funding cycle (UNDP, 2019).
- **The Goal:** To demonstrate to vulnerable communities that the state **possesses the will and the mechanism** to achieve systemic change non-violently, thereby reducing the perceived need for violent opposition.

2. Distinguishing PTVE Policy from Counter-Terrorism (CT) Law

For security and peace actors, it is critical to understand the different objectives of legal and policy tools in this space. Confusing the two can severely undermine PTVE efforts.

Feature	Counter-Terrorism (CT) Law	PTVE/PCVE Policy (Peacebuilding Lens)
Primary Goal	Disruption and Prosecution. Focuses on responding to imminent threats, prosecuting individuals, and protecting infrastructure (Council on Foreign Relations, 2022).	Prevention and Inclusion. Focuses on addressing root causes, mitigating future risk, and ensuring social cohesion and justice (UN, 2016).
Tool Type	Criminal law, surveillance mandates, military directives, and intelligence collection powers.	Local ordinances, land reform laws, anti-discrimination policies, institutional mechanisms (e.g., Ombudsman, Civilian Review Boards).
Risk of DNH	High. Can easily be perceived as repressive, leading to human rights violations, arbitrary arrests, and the further marginalization of specific identity groups, thus validating the extremist narrative.	Low (if conflict-sensitive). Aims to remove grievances; risks are related to non-delivery or perception of tokenism rather than outright harm.



The Tension: When CT law is perceived to be the only instrument of justice (e.g., relying solely on police raids for arrests), it can intensify the structural grievance, making PTV programs in the community counter-productive (Lederach, 2017). Policy reform offers a constructive alternative.

3. Policy Advocacy: PB-CT Pathways for Systemic Reform

PB-CT advocacy focuses on building alliances and providing evidence to compel institutions to implement reforms that close the justice gap.

A. Policy Advocacy Case Study: Addressing Land Grievances - One of the most significant structural grievances fueling violence in the Philippines is the unresolved issue of **land tenure and ownership**. Extremist groups successfully recruit by positioning themselves as the only authority capable of restoring ancestral lands or providing justice against corporate encroachment.

- **The PB-CT Approach:** Instead of viewing landlessness as a military security issue, it is framed as a **Structural Violence** issue. PTV programs then engage in policy advocacy, focusing on:
 - **Evidence Generation:** Using participatory research (FGDs/KIIs) to document the historical basis of land claims and the human cost of displacement.
 - **Institutional Partnership:** Working with relevant government agencies (e.g., agrarian reform, land management) to streamline titling or establish impartial, local-level grievance resolution mechanisms.
 - **Local Legislation:** Advocating for the passage of local ordinances that protect the land rights of marginalized communities or regulate resource use transparency (UNDP, 2019).
- **The PB-CT Success:** When a local government unit (LGU) successfully implements a policy that resolves a long-standing land dispute, it is a powerful demonstration that the state can be an **agent of justice**, directly undermining the extremist claim to authority.

B. Policy Advocacy Case Study: Anti-Discrimination and Inclusion - In communities where youth are excluded from decision-making or women face institutional barriers to participation (generating grievances of **political exclusion**), policy reform can create immediate inclusion.

- **The PB-CT Approach:** Advocacy focuses on mandatory representation and non-discrimination.
 - **Youth Participation:** Advocating for policies that mandate youth representation in Barangay and Municipal Development Councils, giving them a formal, institutional voice on resource allocation and security planning (USIP, 2021).
 - **Gender Inclusion:** Leveraging existing mandates, such as the Women, Peace, and Security (WPS) framework, to push for local ordinances that allocate specific budgets and responsibilities to women's organizations in local peace mechanisms.



4. Policy Reform and Non-Violent Systemic Change

Policy and legal pathways transform the conflict by demonstrating that **non-violent activism is effective**. When marginalized individuals see their grievances addressed by institutional reform, it validates the political system and delegitimizes the extremist's call for violence.

The PB-CT role is not just to suggest policy, but to **mediate the policy process**—building consensus among stakeholders (security, civilians, policy-makers) and ensuring the resulting law is truly **equitable and transformative**.



SESSION 6: INSTITUTIONALIZATION AND PROJECT FINALIZATION

The core theme of this session is achieving long-term sustainability by embedding P/CT principles into institutional structures. Participants learn best practices for inter-agency coordination, resource mobilization, and using the BPA-CoRe to formalize collaborative planning. The final workshop phase requires groups to finalize their complete logic model, sustainability plan, and pitch strategy for the Day 4 presentation.

ACTIVITY 19: INSTITUTIONAL CAPACITY BUILDING FOR PCVE

Objective: To focus on the institutional level of capability building: developing internal systems, multi-agency coordination, and sustainable structures for long-term PTVE programming.

Materials:

- PowerPoint Presentation (Institutionalization models, multi-stakeholder mapping).
- Inter-Agency Coordination Assessment tool.

Procedure:

1. Plenary sharing on: "How can we shift our organization from *doing* isolated PCVE projects to *becoming* a PCVE-focused institution?"
2. Best practices in institutionalizing PTVE: staff training protocols, internal M&E systems, sustainable resource mobilization, and establishing inter-agency coordination mechanisms to avoid duplication and maximize collective impact.



LECTURETTE 10: INSTITUTIONALIZING PTVE: BUILDING SUSTAINABLE CAPABILITY

The central challenge for security and peace actors is sustainability. A project ends, but violent extremism does not. **Institutionalization** is the process of embedding PTVE approaches and PB-CT principles into the regular policy, budget, staff, and inter-agency structures of an organization (UNDP, 2018). It is the shift from temporary funding to permanent systemic change.

1. The Necessity of Institutionalization

Without embedding PTVE into institutional structures, efforts become fragmented, donor-dependent, and easily reversed.

- **Avoiding Fragmentation and Duplication:** In multi-actor environments (AFP, PNP, LGUs, CSOs), multiple agencies often target the same high-risk youth or community with disconnected projects. Institutionalization, through coordinated frameworks, prevents redundant efforts and ensures scarce resources are used efficiently (UN, 2021).
- **Building Political Will and Ownership:** When a PTVE approach is formally adopted as a mandate or policy (e.g., in a Provincial Peace and Order Council resolution), it secures local, non-donor-dependent political support, which is essential for long-term viability (OECD, 2018).
- **Creating a Learning Organization:** Institutionalization provides the framework for capturing lessons learned, transforming failure into institutional knowledge, and continuously adapting strategies based on evidence, rather than relying on intuition or personal experience.

2. Institutionalization Models: The Three Pillars

PTVE capability must be developed across three simultaneous pillars to ensure true sustainability (UN, 2021).

A. Internal Structural Integration (The Policy Pillar) - This pillar focuses on embedding PB-CT principles into the organization's rules, culture, and core functions.

- **Mandating Staff Training Protocols:** PTVE and PB-CT principles cannot be optional. Institutions must mandate continuous, formalized training that moves beyond basic awareness to advanced skills in **trauma-informed practice, difficult dialogue facilitation, and conflict-sensitive design**. This ensures new hires immediately internalize the PB-CT lens (UN, 2021).
- **Integrating PTVE into M&E Systems:** Internal monitoring and evaluation (M&E) systems must be adapted to track **PB-CT-specific indicators**—not just activities. This means **measuring changes** in social cohesion, community trust in the state, and the reduction of structural grievances – not just recording deliveries – which requires specialized PB-CT-MEAL training for M&E officers (OECD, 2018).
- **Sustainable Resource Mobilization:** Organizations must budget for PTVE as a **core mandate**, not an add-on. This involves advocating for dedicated lines of funding from local government budgets (e.g., Peace and Order Council funds) or diversifying funding sources to lessen dependence on single international donors.



B. Inter-Agency Coordination (The Horizontal Pillar) - This is the necessity of building robust mechanisms for actors to coordinate their plans, share information, and harmonize messaging.

- **Establishing Coordination Mechanisms:** Formalizing multi-stakeholder platforms (Inter-Agency Working Groups, Technical Working Groups) that meet regularly with clear terms of reference (ToRs) (UN, 2021). These platforms should be **inclusive**, bringing together security, CSOs, education, health, and local governance.
- **Joint Planning and Mapping:** Requiring agencies to conduct **joint situational analysis and mapping** (using tools like the PCVE Root Cause Mapping Tool) to identify gaps, overlapping efforts, and shared resources. This directly addresses the problem of duplication.
- **Harmonized Messaging:** Ensuring that the counter-narrative and peace messaging used by the military, police, and CSOs are **consistent and non-contradictory**. For example, a youth program's message of inclusion should not be immediately undermined by an aggressive security operation in the same community (Council on Foreign Relations, 2022).

C. Community and Civil Society Engagement (The Downward Pillar) - This ensures the institutional framework remains locally relevant and accountable.

- **Formalizing Local Ownership:** Instituting policies that require the co-design and co-management of PTVE programs with local civil society organizations (CSOs) or community-based peace structures. This guarantees that interventions are responsive to the actual root causes experienced on the ground (Lederach, 2017).
- **Accountability Mechanisms:** Establishing formal, accessible, and protected **feedback and grievance mechanisms** managed jointly by CSOs and LGUs. This institutionalizes downward accountability, demonstrating that the system is responsive and trustworthy (UNDP, 2018).

3. Multi-Stakeholder Mapping: The Key Coordination Tool

To institutionalize coordination, organizations use multi-stakeholder mapping to visualize the operational landscape and identify strategic partnership gaps.

- **Mapping Purpose:** To identify who is doing what, where, and, most importantly, **why**. This helps clarify roles and reveal if a structural grievance (e.g., land conflict) is being addressed by relevant policy actors, or only by security and development actors (UN, 2021).
- **Gaps vs. Overlaps:** Mapping highlights two critical issues:
 - **Overlaps (Duplication):** Multiple agencies running the same youth livelihood program in the same barangay, wasting resources.
 - **Gaps (Neglected Grievances):** No institution addressing the critical policy or legal reform needed to eliminate the root cause of the conflict.
- **Strategic Action:** The map forces agencies to shift from operating in silos to focusing their institutional capability where it is most needed, moving the entire response from fragmented projects to a unified, systemic approach.

HANDOUT 11: INTER-AGENCY COORDINATION ASSESSMENT TOOL

Activity: Assessing PTVE Institutionalization and Coordination

Objective: To critically evaluate the current state of inter-agency coordination (between security, government, and civil society) in your capstone project's context, identifying silos, duplications, and gaps that inhibit a unified PB-CT approach.

Instructions: In your group, score the current coordination status (Score 1-5) and provide evidence. Then, propose a **PB-CT-informed intervention** to institutionalize stronger collaboration.

Part 1: Coordination Assessment Matrix (Current Reality)

Assess the inter-agency collaboration needed for effective PTVE in your target context.

Coordination Area	Assessment Question	Score (1-5)	Evidence / Justification
Clarity of Mandate	Do all key agencies (e.g., AFP, PNP, LGU, CSOs) have a clear, written, and understood mandate regarding PTVE (Prevention) , distinct from CT (Response) ?		
Joint Planning	How often do representatives from all sectors (Security, CSOs, Education, Health) meet specifically to conduct joint situational analysis and co-design PTVE strategies?		
Information Sharing	Are there formal, trusted, and protected mechanisms for CSOs and community leaders to share non-kinetic, early warning information with security actors without fear of being implicated or compromised?		
Resource Harmonization	Is there a system in place to prevent agencies and CSOs from running duplicative projects ?		
Policy Coherence	Are CT Law enforcement actions (Security) consistently and formally reviewed to ensure they do not undermine the trust-building objectives of PTVE programs (PB-CT)? (Council on Foreign Relations, 2022).		
Accountability	Is there a multi-sectoral mechanism where the community (via CSOs) can formally provide feedback and grievances on the behavior and responsiveness of security and government actors?		

1 = Very Poor (Total Silo)

5 = Excellent (Fully Integrated)



Part 2: Institutionalization Intervention Proposal

Based on your lowest score(s) in Part 1, design a concrete, institutional solution that improves coordination and maximizes collective PTVE impact.

Section	Proposal Detail	Rationale (Justifying the Institutional Fix)
The Problem Area	Which specific area scored lowest (e.g., Joint Planning, Information Sharing)?	
Target Institution	Which institution (LGU Office, Peace Council, or Security Agency) must formally adopt this solution to ensure sustainability?	
PB-CT-Informed Intervention	Propose a structural solution that utilizes PB-CT principles: (e.g., Creating a formal " Joint PTVE Technical Working Group (TWG) " with a dedicated secretariat).	
Structural Change Justification	Explain how this intervention shifts the institution from running isolated projects to implementing a unified, systemic approach (UNDP, 2018).	
Success Indicator	What is one measurable indicator that will prove this new coordination mechanism is effective and not just a ceremonial meeting? (e.g., <i>Percentage of PTVE projects jointly planned and budgeted by at least three partner agencies</i>).	



ACTIVITY 20: PROJECT DESIGN WORKSHOP (PHASE 3: FINALIZING AND PACKAGING)

Objective: Participants finalize the complete logic model, resource requirements, and pitch strategy for their comprehensive PB-CT-informed PCVE program.

Materials:

- Full Project Design Template handout (Final Checklist).
- Presentation Guide/Rubric.

Procedure:

1. Groups work to complete the final sections of their proposal, ensuring the logic is sound and the PB-CT integration is clearly articulated. They also prepare a brief, compelling 5-minute pitch of their project.
2. Groups conduct a quick self-assessment and then a peer review against the presentation rubric to ensure they are ready for Day 4.

HANDOUT 12: PROJECT DESIGN TEMPLATE (PHASE 3: FINALIZING AND PACKAGING)

Activity: Project Design Workshop (Phase 3)

Objective: To finalize the complete PB-CT-informed PCVE program design, confirming logical coherence, resource allocation, and institutional sustainability, and preparing the material for the final presentation.

Instructions: Use this document as a final checklist. Transfer the core logic from **Phase 1 (Objectives)** and **Phase 2 (Activities)** into the final structure below. Then, complete the crucial sections on **Indicators, Budget, and Institutionalization**.

Part 1: Project Blueprint and Core Logic (Transfer Data from Phase 1 & 2)

Section	Description	Group Response
Project Title	(Transfer from Phase 1)	
Context & Target Group	(Transfer from Phase 1)	
Root Cause of Extremism	The specific Structural/Cultural Grievance being addressed (e.g., landlessness, historical exclusion).	
Long-Term Goal (Impact)	The ultimate change in the system over 5-10 years.	

Part 2: Logical Framework (The PCVE-PB-CT Nexus)

Complete the remaining columns of your Logical Framework, focusing on measurable indicators, the necessary budget, and external risks.

Objective/ Result Level	Outcome/ Output Statement	Key Indicator (Measurable Sign of Change)	Means of Verification (MOV)
Objective 1 (Outcome: Relational/Trust)			
Objective 2 (Outcome: Local Capacity)			
Objective 3 (Outcome: Policy/Structural)			
Key Output (e.g., Training completed)			

Part 3: Institutional Sustainability and Resource Allocation

This section addresses the crucial questions of funding, staffing, and long-term institutional embedding (Lecturette 10).

Section	Question	Group Response
Budget Estimate	What is the total estimated budget required for the 3-year duration ? <i>Estimate a percentage dedicated to PSS/Arts/Culture, distinct from Livelihoods.</i>	
Resource Mobilization	How will you leverage non-donor resources (e.g., LGU allocation, AFP/PNP resources, community contribution) to cover 20% of the cost?	
Staffing Protocol	What is the minimum formal training (e.g., PFA certification, PB-CT facilitation) required for your core project staff to ensure the intervention is delivered in a Trauma-Informed manner (Handout 7)?	
Institutional Adoption	Which specific local institution (LGU Office, Peace Council, Education Ministry) will formally adopt and sustain the policy/capacity developed by the project after the funding ends?	
PB-CT Risk / Assumption	What is the single biggest external assumption (political stability, funding continuity, freedom of movement) that, if it fails, will completely undermine your project's logic?	

Part 4: Final Presentation Packaging Checklist (Day 4 Pitch Prep)

The final presentation must be structured to maximize impact and clearly articulate the strategic necessity of integrating PB-CT into PCVE.

Checklist Item	Status (Done / Need work)	Rationale / Where to find the info
The Problem Statement		Clear, high-stakes description of the challenge (Phase 1).
Strategic Nexus (WHY PB-CT?)		One compelling sentence explaining why PB-CT (not CT law or SBCC) is the optimal strategy for the identified Root Cause (Lecturette 1.4).
Integrated Methodologies		Clear justification of the <i>at least two</i> applied methodologies (e.g., Livelihoods & PSS) and how they reinforce each other (Phase 2).
DNH Safeguards		Explicitly state the two most important DNH safeguards (e.g., Confidentiality Protocol, Market Assessment) to demonstrate ethical design.
The Ask / Institutionalization		Clear statement of the commitment required from the audience (e.g., "We need LGU X to budget Y amount for policy adoption").

HANDOUT 13: FINAL PROJECT PRESENTATION GUIDE AND RUBRIC

Activity: Presentation Preparation (Self-Assessment and Peer Review)

Objective: To structure the capstone project presentation into a compelling, strategic pitch that clearly articulates the integration of PB-CT principles and institutional sustainability, ensuring readiness for Day 4.

Instructions: Use the **15-minute presentation time** efficiently. Focus only on the strategic choices listed below. **Do not** spend time on introductions or background history. Your peers will score you (1-5) on the rubric below.

Part 1: Presentation Flow (The 15-Minute Pitch Structure)

Time	Slide/Section Focus	Key Content to Cover
0:00 - 0:02	1. The Problem and Goal	(2 min) State the Project Title, Target Population, and the single Root Cause of Structural Violence being addressed (Phase 1). State the Long-Term Goal (Impact).
0:02 - 0:05	2. The Strategic Nexus (The WHY)	(3 min) Why is a purely security/CT approach failing this context? Explicitly articulate why PB-CT is the optimal strategy for this specific Root Cause (Lecturette 1.4).
0:05 - 0:08	3. Integrated Strategy	(3 min) Showcase the core 2-3 Integrated Methodologies (e.g., Economic Livelihoods <i>paired with</i> PSS). Briefly list the Key Outcomes/Objectives.
0:08 - 0:10	4. Ethical Safeguards	(2 min) Detail the DNH safeguards (e.g., Confidentiality protocol, anti-bias selection criteria) and how the design is Trauma-Informed (Handout 2.3).
0:10 - 0:13	5. Sustainability & Budget	(3 min) Present the Institutional Adoption Plan (who takes over the policy?) and the one Key Indicator for Objective 3 (Structural Change).
0:13 - 0:15	6. The Call to Action	(2 min) What specific commitment (e.g., policy support, inter-agency TWG creation, budget allocation) are you asking for from the security/peace actors in the audience?

Part 2: Evaluation Rubric (Peer/Self-Assessment)

Evaluate the project pitch based on its clarity, strategic depth, and alignment with PB-CT principles.

Criteria (Focus Area)	Self- Assessment Score (1-5)	Peer Review Score (1-5)	Justification / Improvement Note
1. Root Cause Identification			Was the Structural/Cultural Root Cause clearly distinguished from the Direct Violence/Trigger?
2. PB-CT Nexus Argument			Was the argument for <i>why</i> Peacebuilding is necessary here (vs. a security-only response) compelling and evidence-based?
3. Integration of Methodologies			Were at least two methodologies (Economic, PSS, Arts, Education) successfully integrated and justified as reinforcing each other?
4. Ethical (DNH) Design			Were the DNH principles and Trauma-Informed safeguards clearly articulated and sufficient for the context?
5. Institutionalization			Was the plan for long-term adoption (policy or budget allocation) clear and realistic? (Lecturette 3.4).
6. Presentation Clarity			Was the pitch concise, professional, and delivered within the strict 15-minute limit ?
Total Score (Max 30)			

1 = Poor (Failed to address)

5 = Excellent (Crystal clear)

Key Takeaway for Day 4

The most strategic point to emphasize in your presentation is the shift from "What We Will Do" (activities) to "What Change We Will Make" (outcomes). Use the language of Structural Justice and Resilience.



ACTIVITY 21: DAY-3 RECAP AND FINAL PROJECT CHECK-IN

Objective: To address last-minute questions and ensure groups are fully ready for the final project presentations.

Materials:

- Final project design documents.

Procedure:

1. Final logistical guidance and motivational check for the groups presenting.



CHAPTER 4: EVALUATION, COMPARISON OF APPLICATIONS, AND PROJECT PRESENTATION

SESSION 7: EFFICACY ANALYSIS AND PROJECT PRESENTATIONS

This session begins with a critical comparative analysis of P/TVE approaches, determining the strategic trade-offs between the efficiency of SBCC and the efficacy of integrated P/CT strategies. Groups apply this knowledge to justify their project methodologies before the first round of capstone presentations begins. The goal is to defend a project's transformative value against resource constraints and short-term security demands.

ACTIVITY 22: COMPARING APPLICATIONS: EFFICACY AND EFFICIENCY

Objective: To compare and contrast various PCVE applications (SBCC, Economic, PSS, Arts, Education, Policy) in terms of their efficacy (effectiveness) and efficiency (resource use).

Materials:

- Comparison Matrix handout (columns for Approach, Objective, Efficacy, Efficiency).
- PowerPoint Presentation summarizing the strengths and weaknesses of each approach, including the **SBCC Approach** (Social and Behavioral Change Communication).

Procedure:

1. Detailed analysis of **SBCC** vs. integrated PB-CT strategies. Trainer discusses why SBCC is highly efficient for awareness but often lacks efficacy in achieving long-term behavioral/structural change without PB-CT integration.
2. Groups use the **Comparison Matrix** to analyze and debate the relative strengths and weaknesses of different applications when faced with a specific challenge (e.g., using PSS vs. using Legal Reform to address the same grievance). They must justify their choice based on resource constraints and desired impact.

LECTURETTE 11: SBCC VS. INTEGRATED PB-CT STRATEGIES: EFFICACY AND EFFICIENCY

As security and peace actors, we must move beyond simply asking, "Does this project work?" to asking, "**Is this the most effective and most efficient strategy for the problem at hand?**" This session compares Social and Behavioral Change Communication (SBCC)—a common tool in PTVE—with the high-depth, integrated PB-CT methodologies we have designed this week.

1. Defining the Approaches

A. Social and Behavioral Change Communication (SBCC) P/CT SBCC is a planned process that uses communication to facilitate changes in knowledge, attitudes, beliefs, and behaviors in a target population (USAID, 2021).

- **Core Objective:** Primarily focused on **awareness, counter-messaging, and normalization of positive behaviors** (e.g., promoting reporting mechanisms, sharing messages of tolerance).
- **Tactics:** Mass media campaigns (radio, TV, social media), community-based information sessions, posters, and simple messaging to provide alternatives to violence.

B. Integrated PB-CT Strategies (Economic, PSS, Arts, Policy) - This approach integrates multiple PB-CT principles to address the deep-seated root causes of conflict and extremism (Lederach, 2017).

- **Core Objective:** Primarily focused on **systemic and relational change** (e.g., healing trauma, transforming exclusionary policy, securing economic justice).
- **Tactics:** Customized interventions like conflict-sensitive livelihood design, trauma healing circles, curriculum reform, and multi-stakeholder policy advocacy.

2. The Efficacy vs. Efficiency Trade-Off

Efficacy and efficiency are the two core metrics for evaluating program success, and they rarely align perfectly in PTVE work.

Metric	Definition	Importance for PCVE/PTVE
Efficacy (Effectiveness)	Does the intervention achieve its long-term, transformative goal (e.g., reducing the structural root cause)? (OECD, 2018).	Highest Priority: If a project is highly efficient but doesn't address the root cause, it fails to prevent future violence.
Efficiency (Cost/Resources)	How quickly, cheaply, and widely can the intervention be implemented per beneficiary? (OECD, 2018).	Secondary Priority: Important for scalability and speed, but must not compromise the depth of change needed.

Analysis: SBCC (High Efficiency, Lower Efficacy) - SBCC is exceptionally efficient but often lacks the depth needed for long-term PTVE goals because it focuses on the **cognitive** and **relational symptoms** rather than the structural disease.

Strengths (High Efficiency)	Weaknesses (Lower Efficacy)
Speed and Reach: Can disseminate messages to thousands of people simultaneously using existing media platforms (USAID, 2021).	Ignores Structural Drivers: Cannot fix landlessness, political exclusion, or corruption. Messages of "peace" are rejected if the system is unjust.
Low Cost: Requires comparatively fewer resources (staff, time, budget) than providing long-term vocational training or policy advocacy.	Fails Against Deep Trauma: Simple messages cannot compete with the rage and hopelessness fueled by unaddressed trauma (Lecturette 2.3).
Normalizes Alternatives: Effective for simple behavioral shifts (e.g., promoting hygiene, using a hotline).	"Air Drop" Mentality: Often lacks local ownership; once the campaign budget runs out, the behavioral change reverts (Lederach, 2017).

Analysis: Integrated PB-CT Strategies (Lower Efficiency, Higher Efficacy) - Integrated PB-CT approaches (Economic, PSS, Policy Reform) are resource-intensive but offer the best **efficacy** because they directly challenge the systems that create vulnerability.

Strengths (High Efficacy)	Weaknesses (Lower Efficiency)
Transforms Root Causes: Directly alters the conditions that extremists exploit (e.g., new policy addresses land grievance, PSS heals trauma).	High Cost per Beneficiary: Requires intensive, face-to-face facilitation (PSS) or significant capital (Livelihoods).
Builds Resilience: Creates permanent, institutional capacity (e.g., trained local teachers, formal LGU policy) that sustains peace long after the project ends (UNDP, 2018).	Slow Results: Policy and structural reforms can take years, requiring sustained political commitment that is difficult to secure.
Addresses Complexity: Allows for the synergistic combination of methods (e.g., combining Economic support with PSS) to address both the physical and psychological needs of the vulnerable (IASC, 2007).	Requires Specialized Expertise: Cannot be delivered by generalists; requires certified trauma counselors, policy experts, and DNH-trained facilitators.

3. Strategic Conclusion: The Nexus of Necessity

SBCC is necessary but insufficient. SBCC is a vital tool for the **speed and reach** required to counter rapid online messaging (e.g., during a conflict trigger). However, it is only a temporary stabilizing mechanism. To achieve true, sustainable prevention, security and peace actors must commit to the **lower efficiency but higher efficacy of integrated PB-CT strategies** that address the deep-seated **Structural and Cultural Violence** (Lederach, 2017).

Rule of Thumb: Use **SBCC** to quickly reach the many and normalize non-violence; use **Integrated PB-CT** (Policy, PSS, Economic) to achieve deep, systemic change for the few who are most vulnerable. **The most effective PTVE programs use both in a deliberate, synchronized manner.**

HANDOUT 12: PTVE APPLICATIONS: EFFICACY AND EFFICIENCY COMPARISON MATRIX

Activity: Comparative Efficacy Analysis

Objective: To compare the strategic trade-offs among five distinct PTVE applications, determining when a low-cost, high-reach approach (SBCC) is sufficient versus when a higher-cost, high-depth approach (PB-CT Integration) is necessary for achieving sustainable change.

Instructions: In your group, complete the matrix by analyzing the strengths and weaknesses of each approach, particularly in the context of addressing the deep-seated **Structural Grievances** that fuel extremism.

Part 1: Comparative Analysis Matrix

Approach (PTVE Application)	Core Objective (What does it aim to change?)	Efficacy (High/Medium/ Low) <i>(Effectiveness in achieving long- term systemic change)</i>	Efficiency (High/Medium/ Low) <i>(Cost /resource intensity per beneficiary)</i>	Trade-Offs / Best Use Case (Justification)
Social & Behavioral Change Communicatio n (SBCC) (Lecturette 11)	To shift knowledge, attitudes, and awareness on a mass scale (USAID, 2021).			Trade-Off:
Economic Empowerment / Livelihoods (Lecturette 5)	To eliminate economic marginalizatio n and structural drivers of grievance by providing legal, non-violent economic alternatives.			Trade-Off:
Psychosocial Support (PSS) / Trauma Healing (Lecturette 6)	To heal rage, isolation, and trauma to reduce individual psychological vulnerability to extremist recruitment (IASC, 2007).			Trade-Off:
Arts, Culture, and Creative Expression (Lecturette 7)	To challenge cultural/identi ty narratives and promote pluralism through			Trade-Off:



	emotional, community-driven dialogue.			
Policy and Legal Reform Advocacy (Lecturette 9)	To directly dismantle the Structural Violence that generates grievance (e.g., policy change, legal justice).			Trade-Off:

Part 2: Strategic Application and Justification

Answer the following questions based on your matrix analysis to prepare for the plenary debate.

#	Discussion Question	Group Consensus / Justification
The SBCC Threshold	When is SBCC (Approach 1) sufficient on its own for a PTVE objective (i.e., when is High Efficiency worth the lower Efficacy score)?	
The Optimal Combination	If your budget allowed for only two integrated approaches , which two would you combine (excluding SBCC) to achieve the highest possible Efficacy in addressing a Structural Root Cause?	Combination:
Justification for Efficacy	Why does this combination (from Q2) achieve a higher long-term impact than any other single approach (e.g., why is PSS <i>plus</i> Policy Reform more transformative than just PSS alone)?	
The Inter-Agency Implication	Which approach (1-5) requires the most intense, formalized Inter-Agency Coordination (Security, LGU, CSO) to succeed, and why? (Lecturette 3.4)	



ACTIVITY 23 & 24: FINAL PROJECT PRESENTATIONS (GROUP A & B)

Objective: Groups present their comprehensive PB-CT-informed PCVE program design and receive constructive, peer-driven feedback.

Materials:

- Projector
- Timer
- Evaluation rubric for participants.

Procedure:

1. Groups present their final design (15 minutes presentation, 10 minutes Q&A). The audience provides feedback based on the clarity of the PB-CT integration and the project's coherence.



SESSION 8: FUTURE PLANNING, COMMITMENT, AND CONCLUSIONS

The final session hosts the remainder of the capstone project presentations, where groups receive peer-driven feedback on the viability and coherence of their P/CT proposals. Participants then shift focus to institutional transfer, documenting specific, actionable steps for advocating for P/TVE integration within their home agencies. The module concludes with a formal closing and course evaluation, finalizing the commitment to systemic change.

ACTIVITY 25: PLENARY SYNTHESIS AND FUTURE PLANNING

Objective: To facilitate a collective discussion on next steps for transferring learning to participants' home institutions and committing to institutional advocacy.

Materials:

- **Commitment Form** handout (detailing 3 action steps).

Procedure:

1. Guided discussion: "Based on the last four days, how will you advocate for PB-CT-integrated PCVE in your organization next week?" Participants complete a **Commitment Form** detailing 3 realistic action steps for institutionalizing PB-CT principles upon return.

HANDOUT 13: PB-CT-PCVE INSTITUTIONAL COMMITMENT FORM

Activity: Course Synthesis and Future Planning

Objective: To transition individual learning into actionable, institutional change by documenting specific, measurable steps for integrating PB-CT principles into existing PCVE/PTVE mandates.

Instructions: Please fill this form out individually. These commitments are your personal pledge for action upon returning to your post. We encourage you to share your key commitment during the closing session.

Personal and Professional Details

Information	Response
Name:	
Agency/Institution:	
Role/Designation:	

Part 1: Key Learning and Urgency

1. The "Aha!" Moment What is the single most important concept, principle, or piece of evidence you learned over the past four days that you feel is most crucial for your institution's future PTVE strategy?

My most significant learning is:

--

2. The Strategic Nexus Based on the **Efficacy vs. Efficiency** discussion (Lecturette 4.2), what is the one specific, long-term **Structural Root Cause** (e.g., landlessness, youth exclusion, trauma) that your agency must prioritize in its PTVE plans?

Root Cause to prioritize:

--



Part 2: Actionable Commitment (The Three Steps)

Commit to three specific, measurable, and achievable action steps you will undertake within the next **90 days** to institutionalize a PB-CT approach in your work. Focus on **Policy, Training, or Coordination**.

#	Commitment Focus	Specific, Measurable Action Step (What, By When, To Whom)	PB-CT Principle Applied (e.g., DNH, PSS, Policy Reform)
Commitment 1:	Policy/Advocacy (e.g., policy review, policy drafting)		
Commitment 2:	Internal Capacity (e.g., training, staffing, M&E)		
Commitment 3:	Inter-Agency (e.g., coordination, resource sharing)		

I commit to taking these actions to advance a PB-CT-informed PCVE strategy within my organization.

Signature:

Date:



ACTIVITY 26: COURSE EVALUATION AND CLOSING

Objective: To officially conclude the training, reinforce core concepts, and gather final feedback.

Materials:

- Course Evaluation Forms.
- Certificates of Completion.

Procedure:

1. Volunteers share their most significant **Commitment Form** item.
2. Final remarks, distribution of certificates, and ceremonial closing.



HANDOUT 14: PB-CT-PCVE STRATEGIC COURSE EVALUATION

Course Title: Strategic Integration of Peacebuilding and Conflict Transformation (PB-CT) in PTVE

Objective: Your honest feedback is critical for improving the design and ensuring the content is relevant to the high-stakes operational environment of Philippine peace and security actors.

Please rate the following items using the scale provided.

Rating Scale:

1 = Poor (Did not meet expectations)

2 = Fair

3 = Good (Met expectations)

4 = Very Good

5 = Excellent (Exceeded expectations)

Part 1: Strategic Relevance and Content

This section evaluates the overall design and intellectual rigor of the course content.

#	Statement	Rating (1-5)
1. Strategic Nexus	The course clearly justified <i>why</i> integrating PB-CT (addressing root causes) is necessary for effective PTVE, rather than relying solely on security measures.	
2. Capability Building	The content effectively addressed the three levels of capability (Individual, Programmatic, Institutional) relevant to my agency's needs.	
3. Structural Violence	The distinction between Direct, Structural, and Cultural Violence was clear and applicable to analyzing extremism drivers.	
4. Methodology Utility	The applied methodologies (Economic Livelihoods, PSS/Trauma Healing, Arts/Culture) provided practical alternatives to conventional SBCC.	
5. Policy and Institutionalization	The session on Policy Reform and Inter-Agency Coordination provided actionable guidance for systemic change.	
6. Overall Content Value	The knowledge gained will directly influence my strategic decisions or program design back at my institution.	

Part 2: Methodology and Facilitation

This section evaluates the training delivery, materials, and environment.

#	Statement	Rating (1-5)
7. Facilitator Expertise	The facilitator demonstrated deep expertise and credibility in both PB-CT theory and the operational context of PCVE/PTVE.	
8. Activity Design	The group activities (e.g., Root Cause Mapping, Project Design Phases) effectively translated complex theory into practical application.	
9. Material Quality	The handouts and lecturettes (including case studies and citations) were professional, relevant, and easy to follow.	
10. Learning Environment	The training successfully created a safe, confidential, and professional space for cross-sectoral dialogue (PNP, AFP, LGU, etc.).	

Part 3: Open-Ended Feedback and Recommendations

11. What was the Single Most Valuable Session or Activity for your professional role?

(Please specify the Activity/Lecturette Number)

12. What specific topic or area should be given MORE time and depth in future iterations of this course?

13. Do you recommend this course to your colleagues? Why or why not?

14. General Comments or Suggestions:

Thank you for your valuable time and contribution to this evaluation. Your commitment to transformative PCVE is appreciated.



APPENDICES

- **Equal Access International Philippines CS-LIFT Project Overview**
- **EAI CS-LIFT Project Curriculum Development Component Updates**
- **EAI CS-LIFT Project Participatory Media & Technology Component Overview**
- **EAI CS-LIFT Project Participatory Media & Technology Component Updates**
- **EAI Youth Empowerment Component Overview**
- **CS-LIFT Project Youth Empowerment Component Updates**
- **CS-LIFT Project Proposed Ways-Forward**

(As references for Chapter 3 discussions)





Communities and Schools Leading in the Fight against Terrorism (CS-LIFT) Project

The Communities and Schools Leading in the Fight against Terrorism (CS-LIFT) Project focuses on Preventing Violent Extremism through Education (PVE-E), using an integrated social and behavioral change-informed approach that taps into the basic education system and local governance structures.

CS-LIFT puts an emphasis on reaching youth populations in the southern Philippines specifically focused on the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) and Region 12. This multi-pronged and scalable P/CVE messaging process builds resilience to terrorist and VE influence and narratives, and draws on best practices tested and adapted by EAI in Mindanao, Nigeria, Kenya, and Afghanistan.

More specifically, the CS-LIFT Project in the Philippines overarching goal within its counter-terrorism mission is to build the capacity of youth networks, schools, religious leaders, and the media to reduce the appeal of terrorist recruitment and radicalization efforts. CS-LIFT will achieve this goal by facilitating and amplifying credible and influential voices across trusted online and offline platforms, countering the spread of terrorist ideology and activities. EAI Philippines started the CS-LIFT Project implementation on the fourth quarter of 2020.

CS-LIFT IN NUMBERS (December 2020 - October 2022)



Objective 1. Strengthen the capacity of youth workers, youth religious leaders, and at-risk youth to become positive influencers in their community, dissuading peers from supporting terrorist organizations.

1 Stakeholder Mapping Workshop conducted

37 Tech Camp- trained youth leaders (in 2 Tech Camps conducted)

14 Listening, Discussion and Action Groups (LDAG) created in BARMM and Region 12

408 individuals reached through the Kabataang Payapa Network (Youth Peace Network) Tech Camp re-echo sessions

62 radio shows (OURmindaNOW radio program) aired across BARMM (Lanao del Sur, Sulu, Basilan, Maguindanao, Cotabato, Zamboanga) and Region 12 (South Cotabato, Sultan Kudarat, Sarangani)

8 social media campaigns created

+100 CS-LIFT-related social media contents

128 LDAG members composed of parents, community and religious leaders, and teachers currently engaged



Objective 2. Utilize education-based, behavior change approach to enhance the capacity of school aged youth to think critically about terrorist narratives and reduce early-aged recruitment and radicalization

2 Collaborative Design Workshops conducted

9 members of the Content Advisory Group engaged

4 Content Advisory Group meetings and consultations done

12-session teacher toolkit (P/CVE Curriculum) with audio component, integrated in Grade 10 Values Education subject by CS-LIFT pilot schools

49 teachers trained in facilitation of P/CVE curriculum sessions

21 schools engaged in P/CVE curriculum pilot-testing (Phase 1 & 2)

830 Grade 10 students directly exposed to the 12-session P/CVE curriculum (Phase 1 & 2)



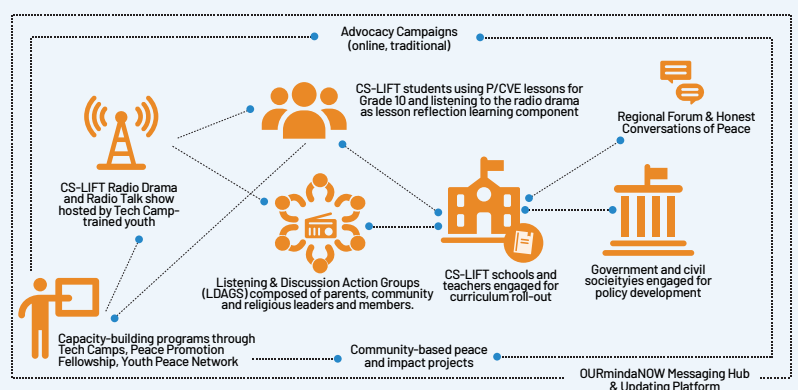
Objective 3. Utilize government-civil society engagement to counter the spread of terrorist ideology, recruitment, and radicalization

2 government institutions engaged as partners in P/CVE curriculum development and roll-out: Department of Education - Region 12 and BARMM's Ministry of Basic, Technical and Higher Education (MBHTE)

5 P/CVE/Preventing Violent Extremism through Education (PVE-E) Regional Fora/Meetings conducted

1 Honest Conversations of Peace (Forum) on PVE-E conducted

Reinforcing Interventions through SBCC in CS-LIFT



CS-LIFT Curriculum Development Updates



21

secondary schools from
BARM & Region 12 partnered

49

teachers trained on
Preventing Violent Extremism
through Education (PVE-E)



1,094

Grade 10 Students using the
CS-LIFT learning modules

13,128

CS-LIFT learning modules
printed and distributed

Marawi City secondary school teacher shares positive response to the CS-LIFT toolkit

Edith Batugan, a teacher at RPMD National Science High School in Marawi City, shares a significant observation on the increased appreciation her students have developed towards Values Education (Edukasyon sa Pagpapakatao) as a subject. She attributes this positive change after her school was chosen as one of the 21 secondary high schools to participate in the integration of the 12-learning session toolkit to the Values Education for Grade 10, developed by EAI Philippines through the Communities and Schools Leading in the Fight against Terrorism (CS-LIFT) project.

"The lessons in the toolkit inspire students to be role models in the community, encouraging them to not just absorb the knowledge but also apply these to real-life situations. The lessons can guide them on how to handle adverse situations, like how one should respond when presented with information related to violent extremism and terrorism," Edith said.

As a Values Education teacher for 16 years, Edith highlighted the uniqueness of the content in the CS-LIFT Toolkit which are

grounded in the social realities of the community, providing a relatable context for her students. Her students can better understand the gravity of these lessons, citing the Marawi Siege as an evident example. The way the lessons in the toolkit are designed effectively addresses the students' need to grasp and engage with the issues affecting their community.

Edith expressed her thanks for including RPMD National Science High School as one of the pilot schools in the CS-LIFT project.

"I particularly like the emphasis on violent extremism and terrorism in the CS-LIFT toolkit. Since most of our students come from underprivileged families, they are more vulnerable to recruitment efforts, especially when financial incentives are involved," she added.

For Edith, she hopes that the program could be extended to more schools. Additionally, she suggests that a similar toolkit for Grade 7, 8, 11 and 12 would be beneficial in further capacitating these students to be resilient and effective individuals in the community.

CS-LIFT Curriculum Development Updates



21

secondary schools from
BARM & Region 12 partnered

49

teachers trained on
Preventing Violent Extremism
through Education (PVE-E)



1,094

Grade 10 Students using the
CS-LIFT learning modules

13,128

CS-LIFT learning modules
printed and distributed

Breaking down intercultural barriers: How the CS-LIFT toolkit lessons changed a student's views on IPs

For Tuan Salik, a Grade 10 student from Sultan Sinanggayon Integrated School in Sultan Kudarat province, respecting and accepting a person's identity is one of the most significant experiences he achieved after completing the 12-session CS-LIFT toolkit developed by EAI Philippines, through the Communities and Schools Leading in the Fight against Terrorism (CS-LIFT) Project.

Tuan shared that prior to the CS-LIFT toolkit, he used to hold negative assumptions against the Indigenous Peoples (IPs). However, this changed when he learned about respecting one's identity and valuing human dignity in one of their Values Education classes where the CS-LIFT toolkit is integrated.

"I used to look down on the IPs because I see them as poor- the kind of people who cannot achieve great things in life. I have a lot of schoolmates who are IPs, and when I came across this specific lesson on respecting a person's identity, I thought of them. I learned the value of respecting each person

regardless of belief, identity, gender, and status in life," an emotional Tuan shared.

With many of his classmates coming from the IP community, Tuan now makes a conscious effort to connect with them. As a result, he learned to appreciate their culture and their unique way of life.

"Because of these prejudices against them (IP), they exhibit shyness or aloofness stemming from the fear of being harmed. That's why I'm taking the initiative to be the first one to approach them. Now they are more open, and I also learned a lot from them," Tuan said while speaking about his two IP classmates he has gotten closer with.

As a student achiever, Tuan recognizes the significance of teaching these values to young people like him. He believes that promoting respect and understanding amidst differences is an essential step towards creating a more inclusive and peaceful society.



Communities and Schools Leading in the Fight against Terrorism (CS-LIFT) Project

Using participatory media and technology to amplify messages of peace and debunk VE narratives

Page | 114 **IN NUMBERS** (December 2020 - March 2022)

The “Communities and Schools Leading in the Fight against Terrorism” (CS-LIFT), is an integrated social and behavioral change (SBC)- informed intervention to disrupt VE influence and propaganda in Philippines with a specific emphasis on youth populations in the southern Philippines.

More specifically, the CS-LIFT Project in the Philippines overarching goal within its counter-terrorism mission is to build the capacity of youth networks, schools, religious leaders, and the media to reduce the appeal of terrorist recruitment and radicalization efforts. EAI-Philippines uses participatory media and technology through online and traditional campaign programs to amplify messages of peace and debunk violent extremism narratives and terrorism ideologies.

PARTICIPATORY MEDIA PROGRAM INTERVENTIONS

Radio Program: co-designed radio magazine shows (OURmindaNOW) in six episodes aired in seven radio stations, and covering 10 provinces in BARMM and Region 12 (Phase 1). The magazine show is divided into four segments: Peace News Alert, Talkshow, VoxPop (listeners feedbacks), and Question of the Day. The radio program is a continuing platform of engagement among Tech Camp-trained youth who serve as co-producers and program hosts. For Phase 2, a 12-part radio drama will be aired in areas where CS-LIFT schools are located.

Listening and Discussion Action Groups (LDAG): a participatory media intervention that aims to promote social behavior change through radio programs. The LDAG is composed of community members and organized by a community reporter/facilitator, who listen regularly to the radio program. The LDAG meets regularly (once or every other week) to discuss issues highlighted in the radio episode aired. The LDAG aims to foster community participation and empowerment among members in the community. (for Phase 2 implementation)

Social Media Campaigns: co-created online campaigns ideated and designed by Tech Camp-trained youth with emphasis on messages of peace and inclusivity, youth and community participation in peacebuilding efforts, and debunking local VE narratives and fake news circulating online and within the community.

6 episodes aired through the OURmindaNOW radio program in **seven radio stations** across BARMM (Lanao del Sur, Sulu, Basilan, Maguindanao, Cotabato, Zamboanga) and Region 12 (South Cotabato)

15 radio hosts engaged in seven radio stations (composed of Tech Camp-trained youth, media practitioners and messaging hub members)

121 total number of Peace News Alerts reported

126 total number of recorded VoxPops (listeners’ feedbacks) received

188 total number of responses received via SMS, Facebook livestream comments (‘Question of the Day’ segment)

8 social media campaigns created

86 CS-LIFT- related social media contents



“The OURmindaNOW Radio Program helped me understand my role and the people of Basilan in the peace process. I have learned that peace and security is a shared vision, not just the duty of the police or army, but the duty of all members in the community.”

– SHERWINA ASAN, Basilan

“I’ve been a regular listener of the OURmindaNOW Radio Program, from the first to the last episode. Through the different episodes, I was able to understand how each sector (youth, family, education, religion, government, community) has different roles in preventing violent extremism and promoting peace in the community. I have realized that it is important to take part in the peace process.

– Male listener from Cotabato City

“Aside from the technical skills I acquired from hosting the OURmindaNOW Radio Program, the discussion that transpired from each of the episodes we aired, is something I would always remember. One lesson I am leaving from my experience in hosting the radio program is how peace is everyone’s responsibility regardless of what sector we represent.

– HANA YUSOPH, OURmindaNOW Radio Program Host for Marawi City and Lanao





CS-LIFT Participatory Media & Technology Updates

14

communities in BARMM &
Region 12 reached and partnered

227

community members (parents,
community and religious
leaders, youth) engaged in the
LDAG



12

episodes of radio
drama produced for the
OURmindaNOW radio program
aired on 5 radio stations

336

combined LDAG hours spent in
14 communities

Empowering Communities through Participatory Media: A Parent's LDAG Experience

Bainot Peuto, a mother of four from Shariff Aguak, Maguindanao, recently completed the Listening and Discussion Action Group (LDAG) sessions through EAI Philippines' Communities and Schools Leading in the Fight against Terrorism (CS-LIFT) project. She commits to strengthening her relationship with her children and fostering good values at home after being part of the LDAG.

The LDAG together is a participatory media and technology intervention that brings together community members to discuss issues in the community through radio dramas. Bainot actively participated in the LDAG sessions and found the platform a safe space to share her stories.

"We are 10 in the LDAG, and we meet twice a month with our community facilitator to listen to a radio drama and discuss each other's insights and learnings after. We can relate our personal stories with those of the radio dramas we have been listening to, such as those that involved violent extremism (VE) and terrorism," Bainot said.

Through the sessions, Bainot realized the important role of

parents in guiding their children and the significance of time and communication, especially since children, like hers, can be easily influenced by VE narratives if not guided by parents.

"Before, I used to say 'I'm busy' as an excuse whenever my children request my presence at an important activity. I understand that being there for my children is crucial. Now, I'm making more efforts to strengthen my relationship with them," Bainot said.

The LDAG sessions served as a valuable tool for community members and parents like her to learn and prepare for potential challenges, promoting a safer and more resilient community. "Now, we are equipped with the knowledge of the potential consequences and actions to take, which makes us more confident and better prepared," Bainot added.

Overall, Bainot's participation in the LDAG sessions empowered her to become a more attentive parent, and to take a more active role in her community's fight against terrorism and advocate for peace.



EMPOWERING THE YOUTH AS PEACE INFLUENCERS IN THE PHILIPPINES

Creating impact in over 15 countries, Equal Access International (EAI) is a trusted partner and implementer with over 20 years' experience piloting and scaling interventions in governance, positive youth development, and civic engagement in Nepal, Cambodia, Laos, the Philippines, Somalia, Afghanistan, Burkina Faso, Cameroon, Chad, Mali, Niger, Nigeria, and Pakistan.

As a communication for social change organization, EAI uses proven participatory media and outreach tools to support communities around the world in driving sustainable and transformative change in critical areas including gender, peacebuilding & transforming extremism, public policy, education, and health. Our hybrid Social Behavioral Change Communication (SBCC) and norms shifting approach integrates mass media, locally produced content, and campaigns with interpersonal communication, life skills education and organized diffusion tactics to transform norms and behaviors for lasting change.

Across all of our impact areas and methodologies, EAI focuses on engaging and mobilizing youth, women and other marginalized groups.

EAI in the Philippines

Our work in the Philippines started in 2018 with the establishment of the **OURmindaNOW Messaging Hub** that aims to empower and convey the strength of community members forwarding peaceful solutions.

The program design builds bridges between diverse stakeholders and is inclusive of all members of society by recognizing their innate agency and using a positive asset-based approach strengthening the leadership and capacity of emerging peace ambassadors. Our approach is built upon two decades of experience, original research, and a growing evidence base on the power of combining social norms, social and behavior change communication, and movement-building approaches to transform harmful norms that perpetuate structural and social inequalities. Youth participation is mainstreamed across this work as it is key to inspiring sustainable and continued civic action.

Programmatic Interventions for the Youth

Tech Camp

178 young leaders from Mindanao, Philippines have built critical leadership, media, and digital skills through our week-long empowerment-based Tech Camp approach. Utilizing a localized, participatory and experiential learning curriculum, the OURmindaNOW Tech Camps are part incubator, part skill-building, and part media for social change trainings that have proven to be one of EAI's most dynamic and successful youth-focused activities. Tech Camp alumni continue to use online and offline platforms to influence peers, change narratives, and champion current issues that are important to them.

Advanced Youth Leadership Training Program

Providing a platform to deepen Tech Camp graduates capacities to facilitate change in their communities, the Advanced Youth Leadership Training Program is divided to three streams: Stream 1 on Empowerment and Community Organizing; Stream 2 on Media and Digital Technology; and Stream 3 on Public Policy and Leadership. Each stream has three courses, with each course running for 3-5 days in one month. These training initiatives will be supported with continuing learning programs.

Peace Promotion Fellowship

The Peace Promotion Fellowship (PPF) is at the center of EAI's youth empowerment approach. Peace Fellows are young and dynamic leaders from vulnerable communities who are passionate and committed to promoting positive social change. The PPF supports fellows in creating innovative and sustainable peace solutions to address challenges faced by

their communities. Peace Fellows undergo a six-month intensive program that includes capacity building, mentoring, and project implementation support. After the fellowship, EAI continues to engage Fellows through ongoing mentoring, learning opportunities, community outreach, and project management support. Since 2019, EAI Philippines has mobilized 23 Peace Fellows across two cohorts. Overall, 14 peace campaigns have been successfully implemented through the PPF.

Hackathons

Leveraging the power of technology to solve community challenges, Hackathons enable young people to stimulate innovation and to converge novel ideas to build future solutions. Hackathons connect young innovators to leading technology and development practitioners for learning, sharing of ideas and future collaboration. The Hack4Youth: Virtual Hackathon in 2021 developed 10 initiatives covering issues on sustainable agriculture, e-commerce, access to mental health services, social enterprise development, responsible waste disposal, and educational technology.

Kabataang Payapa Network/Youth Peace Network (KPN)

A peer-to-peer youth movement led by Tech Camp graduates. The network is composed of active young people from conflict-affected areas in Mindanao. The KPN provides a safe space for young people to support each other against extremist recruitment. Part of the KPN is the Learning x Change session, a re-echo activity organized by Tech Camp graduates to reach young vulnerable individuals in their communities.

Page | 111

SUPPORTING CHANGE MAKERS IN THE PHILIPPINES

In Bukidnon province, the 'BukidKnown' peace project turned non-profit organization champions co-existence and social cohesion through peace tourism that highlights meaningful travel in the form of rights education, community immersion and empowering cultural communities. BukidKnown partners with young local indigenous artists and entrepreneurs in promoting local arts and culture. Young people participating in the activities learned to appreciate the diversity of the inhabitants of Mindanao and to ways on how to protect the environment.



"PPF transformed me from an ordinary person to an active citizen with vision and action in creating positive change. From being shy with insecurities during the Tech Camp, I have discovered more about myself as I journeyed together with my partner indigenous community in doing BukidKnown. Advocacy is doing work with a heart!"

- Delilah Luzon, Peace Promotion Fellow

In Zamboanga City, iYouDahan promotes awareness of mental health through positive messages and meaningful inspirational stories among young orphans and internally displaced persons brought by sporadic conflict in neighboring areas. Young orphans and IDPs are provided psychosocial, educational, spiritual and relational support as they reintegrate into society. The project provides life-skills and livelihood training for adolescent youth.

"EAI has been my greatest support system. They have provided me with a sense of family throughout my advocacy journey with the grassroots community. This family we have formed with our community allowed me to foster collective healing which bridged transformational change and hope within me and others."

- Jaime Salva, Tech Camp Alumnus



In Maguindanao province, Project ComMUnity uses community dialogues and interpersonal communication to improve collaboration and policies of local officials in a barangay situated along the Ligawasan Marsh. Community members were engaged in participatory consultations that allowed them to share solutions on pressing issues. Local officials worked together in drafting the Barangay Peace and Order Plan, inclusive policy that promotes the protection of individuals with highlight on women and youth.



"EAI allowed me to bring out the confidence that was with me all along. This is a one-of-a-kind opportunity that I have never thought of experiencing - from spearheading a project to leading a team. I became brave enough to speak for the community I am serving, and what makes the whole ride worthwhile was the cooperation of the community and their positive response."

- Reen Hashim, Peace Promotion Fellow



CS-LIFT Youth Empowerment Updates

37

Tech Camp-trained youth leaders

18

Peace Promotion Fellows (PPF) implementing peace projects in BARMM & Region 12



1,221

individuals directly engaged through the Youth Peace Network's LearningxChange/Tech Camp re-echo sessions and PPF activities

34

organizations and institutions engaged and partnered through the PPF

Enhancing Digital Skills to Fight Disinformation in Lanao del Sur

Experiencing discrimination, displacement and loss from the Marawi Siege, young leaders Moner Ramos-Datu, Najeb Hadji Ali, and Amaliah Sultanbatao from Lanao del Sur province, worked together to fight against disinformation. Through their social media campaign, 'KNAledge', created during EAI Philippines Tech Camp in 2022 and their Peace Promotion Fellowship (PPF) project, #DigiTalino, more youth in Lanao are now equipped with critical and digital thinking skills to address disinformation in their communities.

"After participating in one of the #DigiTalino workshops, I became more conscious about the way I consume information seen or read on social media, without fact-checking it first. I am more aware of how disinformation is common on social media platforms," shared 18-year-old Abdul Raffy Gato.

Using the Tech Camp as a springboard in launching KNAledge, a social media campaign focused on fact-checking news and information in Lanao communities, the team achieved and continues to build a strong online presence and engagement with a total of 112.3K Facebook page reach, to date. Following the success of their campaign, KNAledge was soon recognized and accredited as a youth organization in Lanao del Sur province.

Maximizing their reach through the PPF, KNAledge implemented

#DigiTalino – a campaign for junior and senior high school leaders to become key movers in the fight against information disorder in their localities. They trained and equipped 14 core volunteers with digital literacy skills and reached an additional 102 students from 15 schools all over Marawi City, and the municipalities of Marantao and Balindong.

As digital natives, the team highlighted their mission to let the younger generation understand the transformative power of social media. More than enhancing their capacities, they support the students in doing school-based learning sessions to continue the ripple of truth-telling in schools and communities.

"In Islam, telling the truth is one of the highest forms of faith. It is a form of jihad. When we instill the value of truth in young people, we remind them of their faith. So, we really wanted to work with these young people to not just become empowered leaders but also leaders that are truth-tellers," shared Amaliah.

These young leaders aim to bring the power of truth and critical thinking in the hard-to-reach areas of Lanao Province to continue building a cohort of informed young leaders equipped with tools to amplify the right narrative.

PROPOSED WAYS FORWARD FOR CS-LIFT PROJECT

In the recent coordination meetings with counterparts from the Ministry of Basic, Higher and Technical Education (MBHTE) of the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) and the Region 12 office of the Department of Education (DepEd), several common key points have surfaced and were highlighted. These are:

1. Introducing the CS-LIFT Toolkit into the curriculum of Grade 10 students through the Values Education subject, with a focus on countering terrorism ideology and PCVE, is a landmark initiative that has never been done before in the Philippines.
2. The Toolkit and its proposed curriculum is fully relevant to communities and schools that are exposed or vulnerable to violent extremism influences and terrorist activities.
3. The CS-LIFT toolkit and curriculum have the strong potential to be mainstreamed. MBHTE has committed to mainstream this in the whole of the BARMM, while Department of Education Region 12 has committed to lobby this with their national office for mainstreaming nationwide.
4. The interventions made through Phase I and Phase II of the CS-LIFT project are deeply appreciated by both government partners and the teachers who were engaged, however, they believe that, prior to mainstreaming, a more

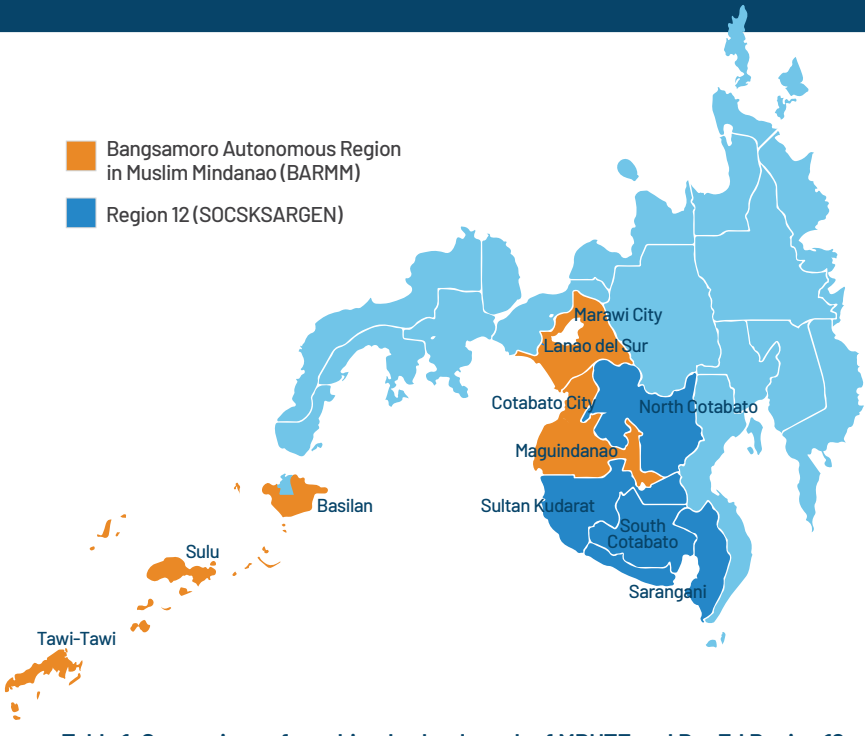


Table 1. Comparison of combined school reach of MBHTE and DepEd Region 12 and the current school reach of the CS-LIFT Project:

	Region 12	BARMM	Total
No. of Junior & Senior High Schools	608	378	986
No. of Junior & Senior High Schools in VE-affected areas	257	98	355
No. of Junior High Schools engaged in CS-LIFT Phase 1 & 2	7	14	21

% CS-LIFT School Coverage vs. Total No. of Junior & Senior High Schools	Region 12	BARMM	Combined
	1.15%	3.70%	2.13%

Table 2. Total number of school division, district, junior and senior high schools by region

Region	No. of School Division	No. of School District	No. of Junior High Schools ¹	No. of Senior High Schools ²
Region 12	8	136	608	384
BARMM	10	117	324	215

¹Schools offering K to 12, Junior and Senior High, Elementary and Junior High, purely Junior High
²Schools offering K to 12, Junior and Senior High, purely Senior High



substantive scale-up of the CS-LIFT project is needed in order to build representative evidence sufficient enough to justify the lobby and advocacy work with policy and decision makers for mainstreaming in both the BARMM and the whole Philippines.

5. Any planned scale-up and/or expansion can either be: 1) area-based (rolling out the Grade 10 CS-LIFT curriculum to more VE-vulnerable secondary schools), 2) content-based (developing a curriculum for senior high school students taking the Humanities and Social Sciences [HESS] Strand), or 3) a combination of both area-based and content-based approaches.



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ABOUT THE MODULE DEVELOPER



Ahmed Harris R. Pangcoga is an international development professional with over 23 years of experience in program management, research, and capacity development, with a focus on peacebuilding and conflict transformation. He served as Country Director for Equal Access International (EAI) in the Philippines from March 2021 to March 2025, a role that followed his tenure as MERL Manager from January 2019 to February 2021. His six years with EAI were crucial to his professional journey in preventing and transforming violent extremism (PVE/PVEE). In his leadership roles at EAI, he was at the forefront of designing and implementing PVE projects.

Prior to his work with EAI, Pangcoga was a frontline peacebuilder with organizations like the Consortium of Bangsamoro Civil Society, Inc. (CBCS) from June 2007 to December 2010. His early training in peacebuilding was provided by Catholic Relief Services and the Multi-Donor ACT for Peace Programme, and he furthered his skills through the Mindanao Peacebuilding Institute (MPI). A hallmark of his peace work is the development of training modules and manuals tailored for diverse audiences, including local government units, teachers, civil society organizations, and youth leaders. He is the principal developer of materials like the "*Panagtagbo sa Kalinaw ug Panag-uli II: A Culture of Peace Training Manual for Mindanao Communities*" for Catholic Relief Services. In recent years, he has been a technical resource for developing and delivering capacity-building workshops for local governments, security sectors, and civil society partners, notably in the first and second phases of significant projects such as the ProPEACE Programme of the ProPEACE Consortium funded by GCERF in Region XII. At EAI, he co-designed the youth-focused **Tech Camp**, one of the first capability-building activities to combine peacebuilding and a culture of peace with PVE.

This unique blend of direct leadership at EAI, extensive field experience as a peacebuilder, and expertise as a module writer and trainer, culminated in the creation of his training module, "Strategic Integration of Peacebuilding and Conflict Transformation in Preventing Violent Extremism."