

# MENTORSHIP PROGRAMS

Primary and Secondary Schools  
in the Kamukunji Constituency

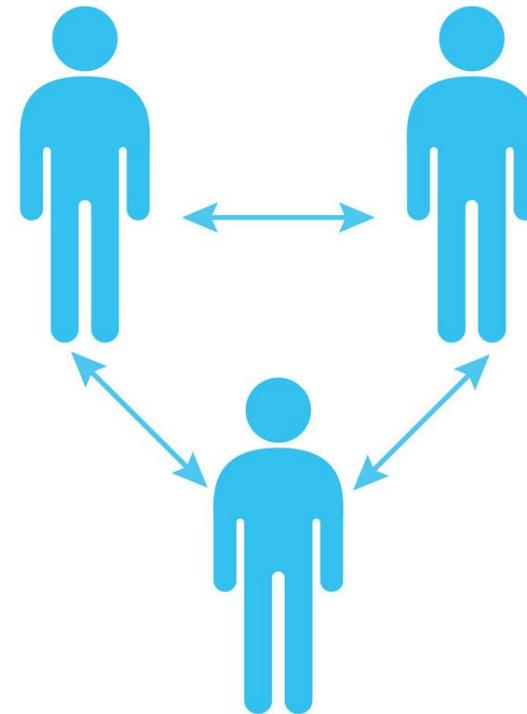
Prepared by  
Agents of Peace



# HOUSE RULES

- MOH GUIDELINES
- TEAM WORK
- ACTIVE PARTICIPATION
- TIME KEEPING
- RESPECT

## SOCIAL DISTANCE



# INTRODUCTIONS

## Activity one

Introduce yourselves and what you can be remembered for eg. Short, funny, tall.

Introduce your neighbor after reshuffling.

Go into 3 groups: 7 members in each group.



# VIDEO TO BE PLAYED

❖ Conflict Management



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The mentorship initiative is guided by four desired outcomes that are illustrated in the figure below.

*FIGURE 1*



# Definition of Peace

- Peace is the absence of physical and structural violence

- Johan Galtung

- Peace is not merely the absence of war but the presence of justice, of law, of order – in short, of government

- Albert Einstein





# What is Violent Extremism?



**“encouraging, condoning, justifying, or supporting the commission of a violent act to achieve political, ideological, religious, social, or economic goals”**

*- (United States' Federal Bureau of Investigation)*

**Basically, it is committing a violent act in order to reach a specific goal that is extremist in nature**



# Extremism vs Terrorism

Extremism	Terrorism
Groups of supporters, motivated by their idealism, and not necessarily violent.	Groups of supporters with violent behavior and a desire to cause bodily harm for their cause.
Supported by rallies, leaflets and propaganda from sources that are able to contribute to their cause.	Supported by arms and ammunition from like minded groups wishing to cause bodily harm.
Can be motivated by a variety of issues from animal activism, to feminism or ethic and religious commitments.	More likely to be politically motivated resulting in disagreements with ruling parties and military intervention
Tolerated by society unless the extremists resort to violent behavior.	Not tolerated by society and not accepted due to the violent nature of terrorism



# Causes and Effects of Violent Extremism and Radicalization



	<b>Push Factors</b>	<b>Pull Factors</b>
<b>USAID Development Response</b>	<ul style="list-style-type: none"> <li>• Social marginalisation / fragmentation</li> <li>• Poorly governed / ungoverned areas</li> <li>• Government repression / violations</li> <li>• Endemic corruption and elite impunity</li> <li>• Cultural threat perceptions</li> </ul>	<ul style="list-style-type: none"> <li>• Access to material resources</li> <li>• Social status and respect from peers</li> <li>• Belonging</li> <li>• Adventure</li> <li>• Self-esteem / personal empowerment</li> <li>• Prospect of glory or fame</li> <li>• Social networks</li> <li>• Radical institutions / venues</li> <li>• Extremist involvement in economics</li> </ul>
<b>KTI Eastleigh</b>	<ul style="list-style-type: none"> <li>• Police harassment and corruption</li> <li>• Very high youth unemployment</li> <li>• Idleness</li> <li>• Marginalisation</li> <li>• Racial and cultural profiling</li> <li>• Lack of social amenities</li> <li>• Youth estrangements and frustrations</li> </ul>	<ul style="list-style-type: none"> <li>• Radicalised religious environment</li> <li>• Misinterpretation of religious teachings</li> <li>• Personal appeal of radical preachers</li> <li>• Concept of global Muslim community</li> <li>• Influence of cyber preachers / sheikhs</li> </ul>
<b>KTI Coast</b>	<ul style="list-style-type: none"> <li>• Poverty / unemployment</li> <li>• Marginalisation</li> <li>• Unattended historical injustices</li> <li>• Police harassment / cultural profiling</li> </ul>	<ul style="list-style-type: none"> <li>• 'Misinterpretations' of jihad teachings</li> <li>• Radicalised religious environment</li> <li>• Appeal by charismatic preachers</li> <li>• Hero worship of extremist individuals</li> <li>• Lack of effective mosque structure</li> </ul>

# Terrorism's Impact on Society



- The primary impact of terrorism on society are:
  - Increased fear and heightened security
  - Erosion of civil liberties
  - Economic consequences
  - Health consequences
  - Political consequences





These are examples of what vulnerability might look like – not an exhaustive list





# PLAN of ACTION to PREVENT VIOLENT EXTREMISM

## ADDRESSING

Drivers of Violent Extremism

Conditions Conducive & Structural Context
Lack of Socio-Economic Opportunities
Marginalization & Discrimination
Poor Governance, Violation of Human Rights & Rule of Law
Unresolved Conflict
Radicalization in Prisons
Processes of Radicalization
Individual Backgrounds & Motivations
Collective Grievances and Victimization
Distortion & Misuse of Beliefs, Political Ideologies & Ethnic and Cultural Differences
Leadership & Social Networks

## SETTING

The Policy Framework

Global Framework
United Nations Charter Universal Declaration of Human Rights Global Counter-Terrorism Strategy General Assembly Resolutions Security Council Resolutions
National PVE Plans of Action
National Ownership
All-of-Government
All-of-Society
Regional PVE Plans of Action

## TAKING ACTION

7 Priority Areas

Dialogue & Conflict Prevention
Strengthening Good Governance, Human Rights and the Rule of Law
Engaging Communities
Empowering Youth
Gender Equality and Empowering Women
Education, Skill Development and Employment Facilitation
Strategic Communications, the Internet and Social Media

Coherent UN support

All-of-UN



01

There is no dichotomy between security interests and child rights. The two objectives of preserving public safety and child rights are complementary.



02

Child recruitment by terrorist and violent extremist groups is a serious form of violence against children.



03

Children recruited and exploited by terrorist and violent extremist groups should be considered and treated primarily as victims of crime.



04

Prevention of child involvement by terrorist and violent extremist groups should be a priority for State and non-State actors.



05

The best interests of the child must always be the primary consideration in any determination concerning the treatment of a child recruited and exploited by terrorist and violent extremist groups.



06

The key objective of any action taken in relation to a child associated with terrorist and violent extremist groups should be to promote his or her rehabilitation and reintegration into society.



07

No child recruitment process can be regarded as truly voluntary, owing to the forms of coercion and influence used by these groups and the inherent power imbalance that arises in these circumstances.



08

When children are alleged as, accused of, or recognized as having infringed the penal law, they are entitled to all rights established by international law in relation to juvenile justice.



09

Any initiative aimed to prevent and respond to violence against children by terrorist and violent extremist groups must adopt child and gender-sensitive approaches.



10

Child recruitment is not only a crime problem, but first and foremost it is a developmental issue. It is a very complex phenomenon which requires concerted and multidisciplinary efforts.





is Different from Counterterrorism

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## Countering violent extremism

## Counterterrorism

Community engagement and counseling  
to prevent radicalization to violence



Collecting evidence and  
making arrests before an  
event has occurred



Source: GAO analysis of information from the White House, the Federal Bureau of Investigation (FBI), and the Department of Homeland Security (DHS); FBI (adapted photographs); Art Explosion (clip art). | GAO-17-300

## CANDIDATE CVE RESPONSES

### Key identified *structural motivators* in *Location X*

State repression	Advocacy for institutional reform, training of state actors, community awareness-raising of rights, state-community forums, etc.
Limited economic opportunities	Education and vocational training, careers guidance, financial literacy schemes, credit schemes, etc.
Historical tensions between identity groups	Inter-community forums and events, interfaith dialogues, support for moderate religious leaders, civic and peace education, etc.

### Key identified *individual incentives* in *Location X*

Status	Mentoring of individuals, education and vocational training, careers guidance, financial literacy schemes, credit schemes, etc.
Material incentives	Education and vocational training, careers guidance, financial literacy schemes, credit schemes, etc.
Revenge	Messaging initiatives, support for moderate religious leaders, civic and peace education, psychosocial support, etc.

### Key identified *enabling factors* in *Location X*

“Radical” mentors	Individual mentoring, support for moderate religious leaders, etc.
Online “radical” forums	Online messaging initiatives, etc.

*The classification of drivers into structural motivators, individual incentives and enabling factors is discussed in greater detail in the wider RUSI paper from which this article is drawn.*



# Key dimensions of effective responses to violent extremism



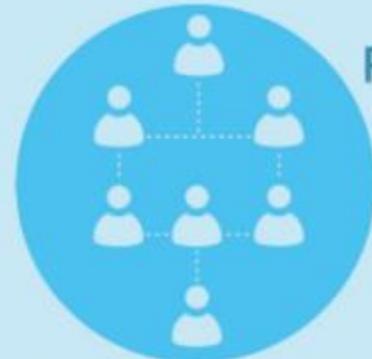
INCLUSION



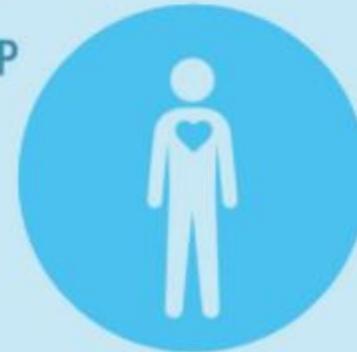
RESILIENCE



PARTNERSHIP



PROCEDURES



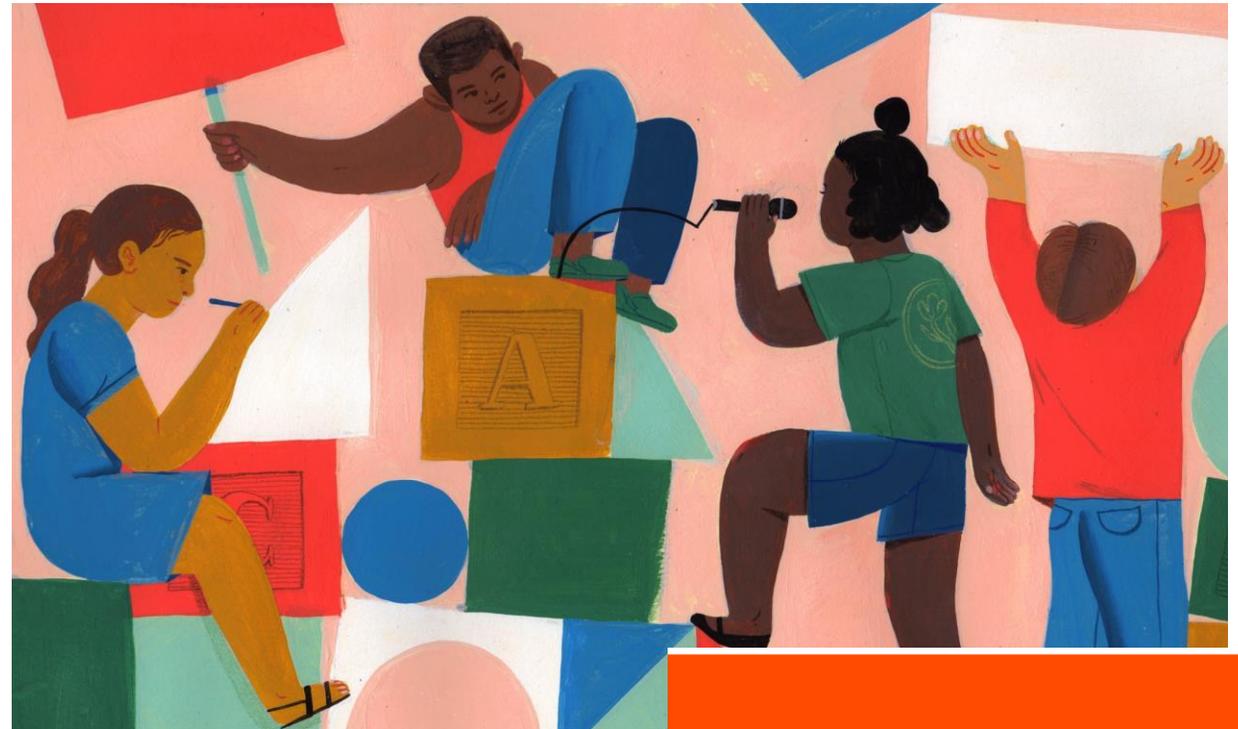
SAFETY & WELL-BEING



# GAMES /ICE BREAKERS

Heads up

Multiple of 7



# ACTIVITY 4

The idea of this exercise is to provide space for the participants to identify any terror violence in the community, what channel/medium they got to know about it and how their experiences was.



# ROLE OF SOCIETAL MORAL PARENTS.

Who are the societal parents?

- Parents/Guardians.
- Secular teachers.
- Non secular teachers.

igious leaders.



# ACTIVITY 5

- Students to join their existing groups of four and ask them to come up with a name that is in line with topic of discussion.
  - Discuss and reflect on the expectations they have of their moral parents.
  - How does the moral parent create peace in their society? Be specific and provide clear examples.



# PEACE AMBASSADORS IN THEIR RESPECTIVE INSTITUTIONS.

- Recruit 5 members
- Expectations on how Ambassadors of Peace should act.



# END OF PRESENTATION



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