Preventing extremism in West and Central Africa

Lessons from Burkina Faso, Cameroon, Chad, Mali, Niger and Nigeria

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Efforts to prevent and counter violent extremism have emerged rapidly onto the global stage and attracted substantial financial investment. This study investigated selected projects to understand their objectives, target groups, activities, theories of change, evaluation approaches, challenges, lessons learned, and funding sources. Its broad intention is to add to the growing body of information about this field, how policy is being translated into practice and to support evidence-based approaches to addressing terrorism and violent extremism.

Key findings

▶ When designing interventions, external actors should move beyond a preventing and countering violent extremism (P/CVE) lens in their efforts to understand local security threats.

▶ Although many community projects work on development, justice and governance, they can only help address the structural drivers of violent extremism if effective projects can be expanded.

▶ Effective projects can only be identified through an evidence-based approach. However, evaluation was found to be one of the weakest aspects of the projects reviewed. This needs to be strengthened for results of these projects to contribute to knowledge on P/CVE. Projects need to be well designed, evaluated, documented and their results made publicly

available.

▶ The vast majority of projects focused on 'promoting tolerance and multiculturalism', and 'promoting cooperation'. These projects highlighted the need to tackle inter-group problems.

▶ Youth were the primary target group for projects. Vocational training, education as well as work relating to violent extremism was carried out. Women were recognised in many projects relating to vocational training but few projects were specifically driven by women.

▶ Radio emerged as an important means to promote education and dialogue, as was social media and the use of the arts, including music, theatre and visual media, such as cartoons.

Recommendations

▶ Preventing and countering violent extremism (P/CVE) should move beyond community-based projects to address the structural factors associated with violent extremism. Governments should highlight their achievements in addressing development, governance and justice issues in local areas and more broadly.

▶ Efforts should be made to build an evidence base on P/CVE by investing in project design, evaluation, documentation and knowledge sharing. This will also help establish the legitimacy of the field.

▶ Organisations working in this field should find more effective ways to measure progress and hold governments accountable for their obligations relating to governance, justice and development.

▶ Donors and implementing organisations should work with communities to understand threats

as experienced locally and the specific needs of project beneficiaries.

▶ Donors and practitioners should ensure that human rights violations, discrimination and stigmatisation do not occur in P/CVE initiatives. They should investigate reports of violations, establish codes of conduct and inform the public of actions taken against offenders.

▶ Implementers and donors should inform themselves about the lessons learned and techniques developed in other P/CVE interventions as well as in other violence prevention fields.

▶ Donors should directly support local organisations in project design, implementation, evaluation and documentation, and help address other needs including capacity building, sustainability and staff security.

Introduction

Efforts aimed at preventing and countering violent extremism (P/CVE) have emerged onto the global stage with unprecedented speed and attracted substantial financial investment. This is unsurprising – the idea that action can be taken to eliminate the potential for devastating violence before it is perpetrated brings great hope and inspiration.

While efforts to contain terrorist violence continue on other fronts – military, security, and criminal justice – P/CVE offers the potential to address factors directly associated with extremism and to energise action to address structural and development problems that contribute to the grievances associated with extremist actions.

The past few years have witnessed the rapid expansion of P/CVE initiatives. This has been enabled by significant financial investments from international donors combined with actions by local individuals and organisations to address the problems that affect them. High expectations have been created for P/CVE, notwithstanding its obvious complexities and on-going debates about the meaning of the concept, its range and scope, and its expected outcomes.

Global, regional and national policies offer substantive guidance on the content and actions that could be taken. However, a great deal depends on the translation of the theories and ideas associated with P/CVE into practical efforts, and how these actions are designed to achieve their intended results. This practical question was the focus of this study, which reviewed selected P/CVE projects in six countries in West and Central Africa.

The study is designed to present an understanding of how programme designers and implementers are giving meaning to the concept of preventing violent extremism (PVE), as described in the policies discussed below. It is intended to contribute to the growing body of information about P/CVE, and promote an effective evidence-based approach to addressing terrorism. Importantly, the study seeks to understand how programme activities have been designed to achieve results that relate to the prevention, or even reduction, of violent extremism, as described in PVE policy.

Many of the projects covered by the study are still active, and thus this report can offer only a snapshot of their current state. It is not within the scope of the report to analyse the results of the projects. Similarly, no commentary is offered on the projects' impact on specific dynamics relating to violent extremism. Rather, the report offers observations on the design, implementation and evaluation of interventions, and recommendations for promoting more evidence-based P/CVE policies and practices. It focuses on broad trends rather than the experiences of specific organisations or projects.

The report focuses on six countries in West Africa and the Sahel: Burkina Faso, Cameroon, Chad, Mali, Niger and Nigeria. A similar study is being conducted in four countries in East Africa and the Horn of Africa: Kenya, Somalia, Tanzania, and Uganda. Those findings will be reported separately.

The acronym P/CVE is used throughout this report to refer to interventions that might have features of both preventing and countering violent extremism (PVE and CVE). These terms are explained further in the terminology section below.

Translating policy into practice

Policy imperatives

In confronting the threat of terrorism, global policy has encouraged the use of a wide range of complementary actions to be implemented within the framework of international law. The language of prevention has been a constant in global policy for some time. The United Nations (UN) Global Counter-Terrorism Strategy recognised the existence of 'conditions conducive to the spread of terrorism,'[1] and addressing the root causes of terrorism continues to be emphasised by many member states.[2]

The UN Secretary General's Plan of Action of 2016 provided impetus to the growing focus on prevention, reasserting the call to member states 'to enhance efforts to counter this kind of violent extremism.'[3] The *Plan of Action* advanced a 'whole of society' approach, and states were encouraged to complement counter-terrorism strategies with proactive measures to deal with the range of factors associated with the growth of violent extremism.

The plan promoted efforts such as dialogue and conflict prevention; strengthening good governance, human rights and the rule of law; engaging communities; empowering youth; promoting gender equality and empowering women; facilitating education,

skill development and employment; and strategic communications, including the use of the Internet and social media.[4] It affirmed that both security and development actors were necessary contributors to solutions and that non-state actors should have a stake in these processes. National action plans on PVE were promoted as the means for achieving these goals.

The 2016 UNDP report *Preventing Violent Extremism Through Promoting Inclusive Development, Tolerance and Respect for Diversity* proposed a practical framework for its contribution to addressing violent extremism. It emphasised the complexity of PVE and the structural factors contributing to the problem:

> The root causes of violent extremism are complex, multifaceted and intertwined, and relate to the structural environment in which radicalization and possibly violent extremism can start to take hold. Violent extremism is the product of historical, political, economic and social circumstances, including the impact of regional and global power politics. Growing horizontal inequalities are one of the consistently cited drivers of violent extremism.[5]

P/CVE in practice

Given this policy guidance, many important questions have been raised about how P/CVE theory can be translated into practice. Which development efforts are most likely to help prevent violent extremism? Will a P/CVE agenda 'securitise' development efforts or compromise the delivery of essential services (such as health and education)? Will P/CVE focus resources on communities and individuals considered to be at risk of extremism, to the detriment of others equally in need of those resources? What risks might P/CVE pose to human rights, including profiling or stigmatising specific groups? It is very likely that the answers to these questions will become apparent as P/CVE initiatives are implemented in different contexts.

For much of its brief history, P/CVE has been characterised as a field in its own right, and terrorism-related violence has been presented as different from other forms of violence. There have been limited efforts by P/CVE specialists to engage with specialists from related fields such as criminal violence prevention, public health, and conflict prevention. These fields have established significant technical capacities including in project design, implementation and evaluation. They

may have much to teach P/CVE practitioners about comprehensive solutions to the multiple forms of violence that communities face. The design and evaluation of P/CVE activities will test some of the questions around how different forms of violence, and their relevant interventions, may relate to each other.

A source of concern for programming has been the difficulty in defining the central concepts of 'terrorism' and 'violent extremism.' The latter remains without an internationally agreed definition, which creates the significant risk of an expansive range of actions being brought into its purview, including the human rights enshrined in international law, such as freedom of 'thought, conscience and religion', the right to 'hold opinions,' and freedom of expression and association.[6]

Will a P/CVE agenda 'securitise' development efforts or compromise the delivery of essential services like health and education?

The UN Special Rapporteur on Human Rights and Counter-Terrorism noted in 2016 the risks to human rights associated with the use of undefined terms in this context, including the criminalisation of lawful actions and the manipulation of terms such as 'extremism' for use against political opponents, civil society organisations and journalists.[7] In these cases, it is only through reviewing the practices associated with P/CVE that these matters may be brought to light.

Another complexity comes from the assertion that P/CVE solutions emphasise localised programmes, driven by local actors.[8] How such initiatives will address structural factors such as development, governance and justice that may be associated with violent extremism in that locality remains to be seen. Can National Action Plans help to align localised goals with broader structural goals to achieve prevention objectives? The answer depends a great deal on whether practical implementation partnerships between governments, citizens and donors can yield the required results. Will civil society be engaged in policy development and monitoring or relegated to the role of local implementers? How this operates in practice will need to be assessed.

In this context, evidence from current and future P/CVE programming is essential. Current P/CVE initiatives are testing the many ideas about what will prevent violent extremism. It is therefore important for them to be based on local research and good practices from other fields, effectively evaluated and well documented, with the results made publicly available.[9] The resulting knowledge can be of value to P/CVE actors worldwide. Only through such processes can evidence-based practices be identified and scaled up or applied in other locations. Will donors, international organisations and practitioners be willing to do this?

> There have been limited efforts by P/CVE specialists to engage with specialists from criminal violence prevention, public health and conflict prevention fields

Another critical question is what new tools or approaches P/CVE can bring to the table. Much of what is proposed as P/CVE (particularly by the United Nations Development Programme) restates existing, in some cases long-standing, international policy objectives. To what extent can global politics encourage greater accountability by governments in meeting their existing commitments, particularly to address governance, justice and development issues. The practical implementation of P/CVE initiatives will have much to teach us about the future of this enterprise.

Methodology and limitations of the study

This study seeks to provide a description of the P/CVE initiatives that are being (or have been implemented) in the selected countries. It intends to build an understanding of how project designers and implementers are defining the meaning of P/CVE and its required practices, directly from interviews and additional information provided these practitioners. Importantly, the study seeks to understand how project activities have been designed to achieve their intended results relating to violent extremism. It was conducted between October 2017 and June 2018.

Questions addressed by the study included project objectives, design, target groups, activities, and evaluation; theories of change; challenges and lessons learned; and funding sources.

The projects selected for study are not a representative sample of P/CVE projects in their countries. The study relied on organisations self-selecting through processes explained in the methodology section below.

This paper does not name organisations or projects; rather, it focuses on broader trends. None of the organisations or individuals involved in this study opted to remain anonymous; all are listed in Appendix 1.

Terminology

Many of the terms used in this report are contested; the definitions used in this report are listed below.

Violent extremism is a 'willingness to use or support the use of violence to further particular beliefs, including those of a political, social or ideological nature and may include acts of terrorism.'[10]

Terrorism is the 'unlawful use of violence or threat of violence, often motivated by religious, political, or other ideological beliefs, to instil fear and coerce governments or societies in pursuit of goals that are usually political.'[11]

Radicalisation is the 'process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.'[12]

Counter-terrorism refers to military or police activities that are undertaken 'to neutralize terrorists [and extremists], their organizations, and networks in order to render them incapable of using violence to instil fear and coerce governments or societies to achieve their goals.'[13]

Preventing violent extremism (PVE) consists of 'systematic preventive measures which directly address the drivers of violent extremism. This includes confronting conditions conducive to terrorism while protecting human rights and the rule of law while countering terrorism.' Conditions conducive to terrorism include marginalisation, socio-economic deprivation, human rights abuses and corruption.[14]

Countering violent extremism (CVE) is 'an approach to mitigating or preventing potential terrorist activity that emphasizes the strength of local communities via engagement with a broad range of partners to gain a better understanding of the behaviours, tactics, and other indicators associated with terrorist activity.'[15]

A *theory of change* is a 'set of assumptions about the relationship between project activities and goals.'[16]

Geographical focus

The six countries with the most recent incidents of terrorism in West and Central Africa were selected for the study (Figure 1).

Methodology

To seek out relevant institutions and projects, a literature review and Internet search were conducted. A range of keywords were used to search as broadly as possible, because many organisations known to undertake P/CVE-related work do not use this term to describe their work. Search terms included PVE + country, CVE + country, counter-terrorism + country, human development + country, and peace building + country.

Searches were undertaken in English and French. Websites like Peace Direct[17] offered some information about the organisations active in the selected countries. In addition to country-specific projects, some projects active in two or more countries were reviewed; these are discussed below as regional projects.

Organisations were contacted by email and asked if their work included activities relating to preventing violent extremism, and if so, if they wished to participate in the study. Based on the responses, organisations were contacted to plan for interviews. It became apparent that some were implementing multiple projects of relevance. It was decided that data from as many of these projects would be collected, depending on the willingness of respondents, within the time available.

Semi-structured questionnaire-based interviews were conducted (see Appendix 2) and audio-recorded, unless requested otherwise by the respondent. Some respondents opted to provide their responses to the questionnaire in writing. Respondents were given the options of remaining anonymous and to decline to answer any of the questions posed. No incentives were offered for participation in the study.

The researchers used chain-referral sampling to obtain referrals to other organisations undertaking P/CVE work. Thirty-two organisations were able to refer us to one or more other organisations; but given the time limitations, not all the organisations identified could be interviewed.

Information was compiled into an Excel spreadsheet, quantified, and sorted into three categories: interview responses, written responses, and data retrieved online.

Profile of respondents

Data were gathered from 133 projects implemented by 67 organisations (Figures 2–4). Some projects that were discussed during the study have now been concluded.

Limitations of the study

Given the available resources, it was not possible to conduct face-to-face interviews. Data were gathered via Skype or telephone interviews, via written answers, and additional documentation and clarification was provided by organisations via email.

Figure 1: Incidents of terrorism per country, 2013–2016

	2013	2014	2015	2016	Total
Nigeria	345	713	637	531	2 226
Cameroon	3	67	82	54	206
Niger	4	5	41	24	73
Chad	0	1	27	5	33
Burkina Faso	1	0	6	10	17
Mali	58	680	120	98	344

Source: *Global terrorism database,* University of Maryland, www.start.umd.edu/gtd/.

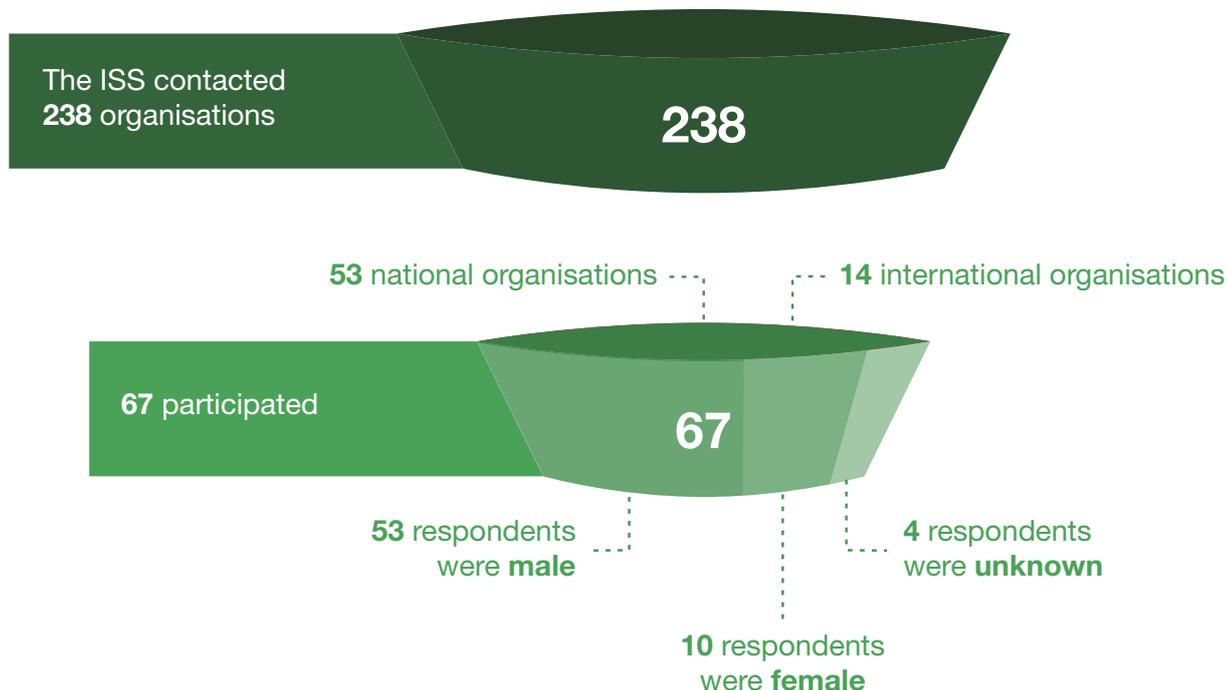**Figure 2: Participating organisations and respondents**

The ISS contacted **238** organisations

238

53 national organisations → → → → 14 international organisations

67 participated

67

53 respondents were **male**

4 respondents were **unknown**

10 respondents were **female**

Figure 3: Projects and organisations researched

	Projects found to be implemented by organisations	Projects discussed for the study	Number of organisations
Nigeria	80	71	31
Cameroon	10	10	6
Niger	17	15	8
Chad	16	15	8
Burkina Faso	6	6	4
Mali	4	4	4
Regional projects	12	12	6
TOTAL	**145**	**133**	**67**

Figure 4: Data collection methods

	Interview	Written answers	Web data
Nigeria	10	21	1
Cameroon	4	1	1
Niger	1	7	0
Chad	1	6	0
Burkina Faso	0	4	0
Mali	0	4	0
Regional projects	0	3	3
TOTAL	**16**	**46**	**5**

Given the methods used to select organisations, it is likely that many organisations without an Internet presence were not identified.

Relatively few organisations published evaluation results, although many shared this information when asked. Some indicated that they produced reports for their donors but were not allowed to share these publicly.

Many respondents indicated that their organisations avoided describing their projects with terms like PVE and CVE, preferring other terms including 'peacebuilding' and 'conflict prevention.' This limited the search for P/CVE projects.

As the data collection was carried out for a limited time (four months), it was not possible to interview all the organisations that came to the researchers' attention. For example, the researchers are aware of additional projects in Mali.

Given that the research was undertaken in English and French, translations had to be managed carefully to ensure that the same understanding was communicated in both languages, for example when translating 'violent extremism.'

For respondents who opted to provide a written response, there were sometimes limited opportunities to request follow-up information.

Findings

Projects as described by respondents

Respondents were asked to describe their projects based on the options shown in Figure 5. Most respondents chose more than one description.

The majority of the participating organisations described their projects as PVE and two other categories, usually CVE and peacebuilding. Nine projects were described solely as PVE; six solely as peacebuilding and one solely as CVE. A range of reasons were provided for this, including evading the attention of extremist groups. A respondent from Chad noted that their organisation would rather use the term 'peacebuilding' when describing their projects so that people would be less afraid to participate.
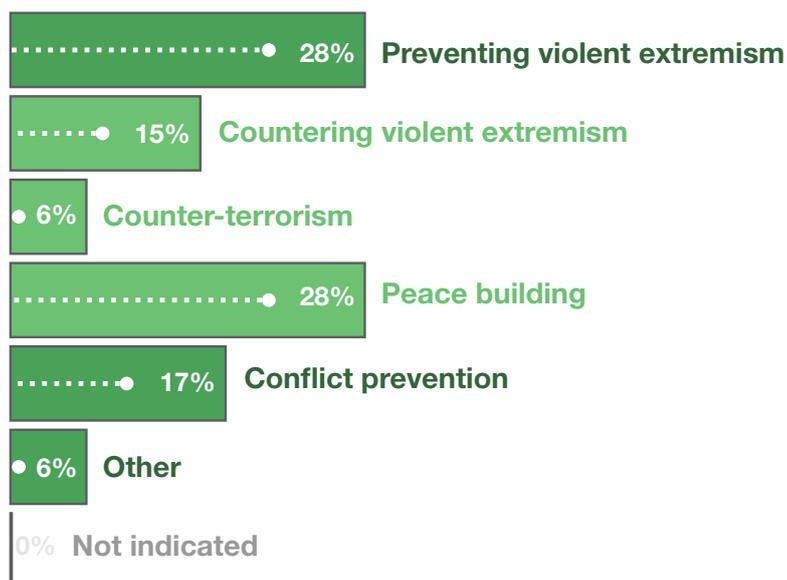
Democracy and human rights – two elements considered integral to P/CVE – were only mentioned in relation to two projects.

Objectives, target groups and activities

Respondents were asked to explain the objectives of their projects and the activities undertaken to achieve the objectives.

Most respondents indicated multiple objectives and activities; only four listed a single objective or activity

Figure 5: Projects as described by respondents

- 28% **Preventing violent extremism**
- 15% **Countering violent extremism**
- 6% **Counter-terrorism**
- 28% **Peace building**
- 17% **Conflict prevention**
- 6% **Other**
- 0% **Not indicated**

Under the option 'other', respondents used the following terms to describe their work:

3	Interfaith and dialogue sessions	1	Community engagements
3	Access to information and media literacy	1	Self-sustenance
1	Early warning signs	1	Promotion of peaceful coexistence
1	Reconciliation	1	Promotion and defense of human rights
1	Environmental education	1	Development
1	Economic empowerment of vulnerable groups	1	Democracy and good governance
1	Building relationships		

(Figure 6). The most frequently noted objective, mentioned by 43 respondents and in all of the countries covered by the study, was promoting multiculturalism and tolerance of religious, ethnic and other differences. Some respondents emphasised the difficulty of bridging religious divides. Others mentioned closely aligned objectives such as promoting peaceful coexistence and promoting a culture of peace.

The terms 'peaceful coexistence' and 'promoting tolerance and multiculturalism' were also used relating to conflicts between farmers and herders over access to natural resources. Activities to mitigate this conflict included developing grazing schedules. One respondent in Nigeria said that their objective is to increase the level of interaction and trust between the Fulani and other communities in the area.

The objective of awareness-raising was described as, for example, enlightening the youth on the need for peaceful

coexistence, patriotism, accountability, obedience to rule of law and good governance. A respondent from Nigeria described this objective as 'to deepen the understanding of communities on the nexus between peacebuilding and human rights through constructive engagement.'

Capacity building, the second most frequently noted objective, includes vocational training, education, training on early warning signs of extremist views, and training for women on deradicalisation programmes. These activities relate both directly to P/CVE and more generally to development objectives such as education and job training.

One project in Cameroon focused its capacity building on media projects. They supported radio programming production, management training and mentoring, on-site facility rehabilitation, staff capacity building and equipment support. A recent report on this project noted, 'By teaching local producers how to create radio

Figure 6: Project objectives and activities

43
Promoting tolerance and multiculturalism
- Radio programmes
- Cultural activities
- Meetings between different communities
- Interfaith dialogue

40
Capacity building
- Training
- Workshops

35
Awareness raising
- Radio programmes
- Cultural activities
- Peace clubs at school

24
Promoting cooperation
- Meetings between different communities
- Meetings between communities and CSOs
- Meetings between CSOs and government departments

16
Building resilience
- Training
- Workshops

12
Socio-economic empowerment
- Vocational training
- Humanitarian outreach

8
Rehabilitation and Reintegration
- Trauma counselling
- Counter-narratives
- Meetings with communities

7
Education
- Training
- Workshops
- School

7
Humanitarian and developmental aid
- Building of infrastructure like classrooms, radio towers, shelters

6
Counter-narratives
- Radio programmes
- Religious education
- Social media
- Interfaith dialogue

6
Research
- Field research

4
Psychosocial support
- Counselling

shows structured around community engagement and dialogue, it will improve access to quality and credible information'.[18]

A respondent in Niger noted the need to improve access to high-quality information, provided by professional and independent media, to strengthen accountability and dialogue at all levels. A respondent in Chad said that their objective was to strengthen the capacity of criminal justice agencies to address terrorism within the framework of human rights.

'Promoting cooperation' refers to strengthening relationships between civil society organisations (CSOs) and local government, as well as between CSOs and different communities. Respondents noted by promoting cooperation, especially between implementing organisations and government agencies, it was easier to advocate for certain policy changes. One respondent in Niger noted that their organisation promotes cooperation by supporting amnesty talks between combatants and the government. Another project, promoted by the government of Burkina Faso, was strengthening relations between civilians and the military, one of the goals of which was to strengthen intelligence-gathering.

The objective of education, aligned closely with awareness-raising and capacity-building, involved a range of activities including supporting schools as well as the transfer of knowledge to adults. A project in Chad aimed to train and educate religious leaders and educators, traditional leaders, youth organisations, women, political party leaders, civil society organisations, and the media on terrorism and its consequences and on ways to avoid recidivism. One regional project was developing a practical guide for citizens on how to collaborate with defence and security agencies and contribute to the prevention of violent extremism and the fight against terrorism.

Box 1: Creative educational tools

One project in Cameroon asked popular musicians to produce music with positive messages. Another organisation had booklets of cartoons printed in both French and Arabic. The cartoons featured realistic stories about three friends in the same community, the challenges they faced, the choices they made and how their choices influenced the rest of their lives. The cartoons, which promote education, were sent home with children so that their parents, literate or not, could receive the same message.

Respect for and protection of human rights was a consistent theme in most projects, yet was seldom stated as an objective. This was explained by indicating its integration across activities. A respondent noted: 'In reality the breach of civil and political rights, economic rights and socio-cultural rights lead to the breakdown of peace and order which lead to violent conflicts. It is time to set a conversation that human rights and peace are twins and co-travellers.'[19]

Similarly, governance and the rule of law did not emerge as specific objectives, but were noted by various respondents. A project in Chad focuses on activism relating to democracy, human rights and the rule of law. It undertakes awareness-raising, training, legal advice, and monitoring of detention facilities.

A representative of another organisation in Chad described the organisation's focus on promoting religious tolerance: 'Different political parties brainwash people to hate others of different religions. Since then [divisions] have appeared: on the one hand we speak of "northerners" considered as Muslims and on the other we speak of "southerners" considered as Christians.'[20]

Organisations with the objective of rehabilitation and reintegration focus mostly on former combatants and people who are rescued from captivity. A respondent from Cameroon said that their objective is to support the reintegration of people associated with Boko Haram, which includes former fighters, victims and even members of the vigilante groups in the Lake Chad Basin. Activities include preparing and supporting communities to receive these individuals when they return home.

A respondent in Niger emphasised the need to contribute to peacebuilding by reintegrating former Boko Haram combatants and former prisoners. Another project emphasised that ex-combatants could play an important role in prevention and reintegration, but that this is difficult to achieve given the stigma attached to them.

Counter-narratives are embedded in many awareness-raising programmes; for some projects, they are a specific objective. A respondent from Nigeria said that people are vulnerable to the manipulation of Islamic texts and practices and that the lack of counter-narrative efforts allows violent extremism to thrive. He noted that most people seem unaware of and underestimate the methods used by extremist groups.

'Without effectively countering the ideology of Boko Haram and its supporting arguments, the existence and persistence of grievances will continue to act as a motive for Boko Haram recruiters and ideologues to continue to propagate and sustain their ideology.'[21]

Research activities included assessments; these usually take place prior to projects being implemented. For example, a respondent in Chad, representing an

organisation that builds the capacity of judicial and legal institutions to fight terrorism, said that they conduct initial assessments of counter-terrorism capabilities and then develop plans with a task force.

Regarding psychosocial support, one respondent in Nigeria said that their organisation provides trauma counselling workshops for young people and internally displaced people. This is based on the view that healing will aid their ability to forgive and to understand the pathways to interfaith, intercultural and cross-ethnic cooperation. One organisation in Chad reported working to rehabilitate the victims of torture by providing them with medical, psychosocial and legal assistance.

Respondents also pointed to the views expressed by local CSOs and community-based organisations (CBOs) in northern Nigeria during peacebuilding consultations in 2016 organised by Peace Direct. One of main points raised was that violent extremism is not the only threat in the region, and that interventions should also address other causes of conflict and discontent across the country, most of which are also considered push factors for violent extremism.[22] Respondents expressed the need for more integrated and needs-based community programming.

Respondents were asked about the target group/s of their projects. The researcher supplied the respondents with a list of target groups, and invited them to share information about other target groups involved.

Fifty-nine respondents' projects listed more than one target group. Eight of the respondents indicated only one target group i.e. youth, communities, women or criminal justice actors (Figure 7).

The target group mentioned most frequently was youth. Respondents across all six countries emphasised the view that young people are vulnerable to manipulation and therefore to being abused by extremist groups. They noted the importance of positive messages but also of opportunities for learning and training. A project in Niger mobilises youth organisations to work on issues of violent extremism, nonviolence and responsible citizenship, and builds their capacity for this work.

Many projects also address the economic and related development pressures faced by youth by offering education and vocational training. These more structural concerns were mentioned by respondents from northern Nigeria who pointed to peacebuilding discussions held by Peace Direct in 2016. The significant economic challenges experienced by youth were viewed as a critical target for immediate action. The meeting report stated, 'Only through an ambitious strategy to support young people and provide fairer economic development can they be offered a better future – and their involvement in violence reduced'. Economic insecurity was the concern cited most frequently in communities surveyed for that report.[23]

Figure 7: Project target groups and related activities

Key for icons used on page 13:

Youth

Community

Men

Women

Religious leaders / educators

Children

CSOs

Other

Current members

Ex members

55

- Vocational training
- Education
- Promoting tolerance and multiculturalism
- Awareness raising on violent extremism
- Peace clubs and cultural activities
- Counter-narratives: deter youth from joining violent extremist groups

46

- Promoting tolerance and multiculturalism
- Building resilience
- Training on early warning signs
- Humanitarian aid
- Help rebuild homes and buildings
- Promoting tolerance
- Research
- Education in human rights

43

- Vocational training
- Platforms for discussion via social media to share knowledge
- Train female leaders to detect early warning signs
- Train women and teachers to counsel trauma
- Train women to aid in de-radicalisation

38

- Training and workshops
- Promote cooperation between religious leaders / educators
- Capacity building on counter-narratives

34

- Capacity building
- Workshops and training events on early warning signs
- Cooperation in compiling a training manual
- Train CSOs as de-radicalisation teams
- Capacity building to do research
- Training on the design and implementation of projects

33

- Vocational training
- Economic empowerment

26

- Education
- Sensitisation
- Promoting tolerance and multiculturalism
- Trauma counselling
- Behaviour change communication
- Awareness raising on violent extremism

20

- Promote cooperation between CSOs and government agencies
- Promoting tolerance between IDPs and host communities
- Education of IDP children
- Vocational training of IDPs
- Training for teachers on trauma counselling
- Training for teachers on early warning signs
- Training for teachers on counter-narratives
- Training for teachers on promoting tolerance

14

- Psychological support in prisons
- Counter-narratives
- Reintegration and rehabilitation
- Vocational training

10

- Counter-narratives

Twenty-six projects focused on children, emphasising increasing knowledge on violent extremism and promoting tolerance and multiculturalism.

Activities aimed at communities also feature prominently and primarily focus on promoting tolerance and multiculturalism. Projects also support communities affected by violence by providing humanitarian aid and helping to rebuild homes and local facilities.

Religious leaders and teachers were key target groups for a range of activities, focusing on their roles promoting counter-narratives in religious education and in promoting tolerance in communities as well as cooperation amongst religious leaders from different religions. A respondent in Chad noted the problem of the proliferation of unregulated Koranic schools, primarily in rural areas. One of their main efforts is to train Koranic teachers to be resilient to violent extremist ideologies and to promote peaceful religious coexistence. A respondent noted:

> For students, give them the notions of peace, tolerance, respect for others, the texts of the United Nations conventions on the rights of the child and the place of children in Islam. With the proliferation of Koranic schools in Chad, there is a need to raise … awareness of teachers and students in these schools in mutual respect, peace and peaceful coexistence.[24]

Box 2: Social media as a tool to achieve multiple objectives[25]

A digital project in Nigeria called for women across the country to set up Whatsapp groups and invite 100 women to join each group. The groups serve as platforms for women to discuss the threat of violent extremism and early warning signs of radicalisation and to support one another to improve their communities' resilience to the threat of violent extremism.

Projects aimed at women featured a range of capacity-building activities, especially vocational training. Other activities seek to strengthen women's capacity to support trauma victims and support deradicalisation. Social media platforms are used in a number of ways in the study projects.

A respondent from Nigeria argued for more involvement of former combatants:[26]

Former extremists have experience and knowledge that can be valuable in countering radicalization and de-legitimizing violent extremism. They can support those who are at risk of recruitment, counter extremist ideology and challenge those who are still involved to leave. There is already considerable attention paid to preventing individuals becoming radicalized or joining extremist groups and towards challenging the views and ideologies of these individuals, groups and movements. However, less is understood or known about the experiences of those who might want to leave extremist organisations or movements; the barriers individuals face and the support that could help them step out and stay out of violent extremism. There is a need for support services directed at those that are questioning the possibility of involvement in extremist groups, organisations or movements and those thinking about leaving such groups or movements. This is the target group that we will include deeply if we have the opportunity to further engage in this intervention.

Regional projects, which are often better resourced, often focus on multiple target groups and activities. Many work with government officials to strengthen both operations and policy. Some initiatives work to deter prison radicalisation. Respondents indicated that criminal justice actors are an important target group for CVE initiatives.

Communities, local CSOs and local governments are also targeted, including in efforts to increase the sustainability of projects after the implementers have left. A useful trend is planning for sustainability. Most objectives, such as awareness-raising, aim to equip vulnerable communities with enough knowledge and capacity to continue the project after the conclusion of its initial phase. By building capacity and raising awareness within these communities, the implementing organisations intend also to reduce the pressure on governments.

Details were also sought from respondents as to how they selected participants for their projects, and the methods used to attract them into the project's activities. Eleven respondents identified community and religious leaders as gatekeepers to their communities who are also able to help identify the most vulnerable groups. Many organisations had to approach community and

Figure 8: Project participants

50 282	Men	**100**	Journalists (38 men, 62 women)
21 808	Women	**72**	Security forces (58 men, 14 women)
9 550	Youth (9 120 men and 430 women)	**62**	Youth leaders (22 men, 40 women)
1 500	Vulnerable youth	**27**	Religious leaders
1 210	Youth (only 34 girls)	**22**	Religious organisations
656	Young people	**20**	Teachers (14 male, 6 female)
410	Children (119 male, 291 female)	**20**	Youth organisations (13 men, 7 women)
268	CSOs	**20**	Volunteers (15 men, 5 women)
218	Groups	**10**	Traditional leaders (8 men, 2 women)
200	Parents	**5**	Groups of women
100	Community 'gatekeepers'	**3**	More than 3 communities

traditional leaders to be introduced to their target groups. CSOs and national organisations with existing networks were also seen as valuable in this regard. Teachers are asked to identify children and youth for scholarships, trauma counselling and peace clubs.

Regional and international organisations saw consultations with government authorities as essential to seeking out vulnerable communities. In Cameroon, a local humanitarian organisation helped identify internally displaced people in need of support. To overcome transportation and access limitations, some organisations advertised their projects on social media platforms and radio programmes.

Respondents were also asked to indicate how many participants the project currently involves and the gender composition of these participants.

Only 50 respondents were able provide accurate information on this, Figure 8 is based on their answers. Twenty-seven respondents did not indicate the number of participants currently in their projects. This was explained in terms of the following three reasons. Firstly, because the project had already been concluded, or secondly, the project was at too early a stage and thirdly, because the number of participants was so high that it would be nearly impossible to make a correct estimate.

From the data provided in Figures 7 and 8 above it is clear that women and girls are considered important in project activities, although this was not possible to measure more accurately. Cameroon had the most projects (three) indicating working exclusively with

women and girls. One respondent from Nigeria said that conflict affects men and women in gender-specific ways and that their project employs a sensitive, gender-positive approach to ensure that women's needs are taken into consideration and that their distinctive strengths are maximised. Another respondent in Nigeria said that their projects target women who are traditional and religious leaders and have trained 500 female religious leaders to detect behaviour patterns in children that could be early warning signs of violent extremism.

Theories of change

Respondents were asked how they expected project objectives and activities to reduce violent extremism.

Figure 9 presents their responses in unedited form.

Despite the variety of the problems facing the six countries, two common understandings emerged of factors driving violent extremism and potential ways to mitigate them. Firstly, economic and social deprivation, which was believed to be best addressed through vocational training and humanitarian aid. Secondly, religious and ethnic conflict, which should be addressed by promoting multiculturalism tolerance.

Monitoring and evaluation

Respondents were asked how they measure the results of their projects. They were also asked whether their project has been evaluated and if so, how these evaluations were done. Respondents were also asked to share evaluation reports with the researchers where possible.

Figure 9: Theories of change

Activities	Target group	Results expected to be achieved
Building infrastructure	(Community)	Building radio towers will increase access to information and will increase broadcast range thereby increasing the number of listeners to CVE programmes.
	(Children)	Building classrooms will improve the learning environment and contribute to increased access to quality and credible information.
Humanitarian and developmental aid	(Community)	Communities will feel less deprived when they are provided with livelihood, water resources and health services
Vocational training	(Youth)	Young people will be able to generate an income and not be seduced by the financial incentives of joining violent extremist groups
Promoting tolerance and multiculturalism	(Community)	Will enhance peaceful coexistence in communities.
	(Youth)	Tendencies of violence will be reduced when people are taught tolerance and multiculturalism
	(IDP)	If vulnerable communities feel accepted they will not fall victim to radicalisation
	(Farmers and Herders)	Conflict and violence over grazing land will be reduced
Promoting cooperation	(CSOs)	Channels of communication between CSOs and government departments will be increased
Research	(CSOs)	By conducting research, it will provide evidence-based knowledge for organisations and to document conflict issues for policy makers
Reconciliation	(Community)	Feelings of injustice is a mobilising factor for violent extremism. Reconciliation meetings could provide avenues for grievances to be addressed
Socio-economic empowerment	(Women)	When women can take care of their families and support their children. Children who join violent extremist groups are usually street children.
	(Community)	By supporting communities socio-economically they will rather pursue employment and self-sustenance than join violent extremist groups
	(IDP)	If IDPs can generate an income it can alleviate the insecurity in the region
	(Youth)	Young people will feel less frustrated
General empowerment	(Youth)	They will spread the message and their knowledge and continue PVE work
	(Women)	Women are committed to fight and protect their rights at the political, economic and social levels.
	(Women)	Empower women on how to facilitate dialogue so they will less likely abused by extremists.

Table Key: Youth · Children · Girls · Community · Religious leaders / educators · Media · Women · IDPs · CSOs · Farmers and Herders

Activities	Target group	Results expected to be achieved
Recreational, cultural and sports activities		Prevent them from being recruited into violent extremism
		Young people are most vulnerable to recruitment and they need to build their own identity to become resilient
		To create global citizens who are equipped at solving problems
		Moulding the minds of children and youths while they are impressionable
Build resilience		If children are reached with positive messages early then they will grow up as responsible and active citizens
		Girls will not be used as suicide bombers by Boko Haram
		To increase political and economic opportunities for marginalized youth
Raising awareness		The recruitment of young people will decrease
		They are informed and sensitized on the importance of peace and unity
		Raising awareness on gender and youth it will reduce injustices and marginalization
		Raising awareness on the consequences of violent extremism so that individuals will decide not to join violent extremist groups
		If communities are aware of their rights, they will ensure that human rights are respected in the community
		By understanding their environment, they will use it to their advantage
Counter-narratives		By exposing where religion is being manipulated to serve violence, communities will not fall for propaganda
		By spreading counter-narratives and increasing the number of people who can spread counter-narratives, communities will remain resilient against violent extremism
Psychosocial support		By offering counselling services it will result in fewer cases of conflict related to post traumatic stress disorder
Capacity building		Improved understanding of conflicts and how early warning protocol can improve response mechanisms
		Participants will learn, experience, initiate and implement projects on PVE
		Young people are most vulnerable to recruitment and they need to build their own identity to become resilient
		Women and men can act as whistle blowers in their communities Community members can help implement humanitarian relief activities
		Will leverage both traditional and new media to counter violent extremism and promote democracy, human rights and good governance

Figure 10: Number of organisations conducting evaluations

5 ●
Not indicated
(8%)

7 ●
Ongoing with
project*
(10%)

● 35
Evaluated
(52%)

20
Not evaluated
(30%)

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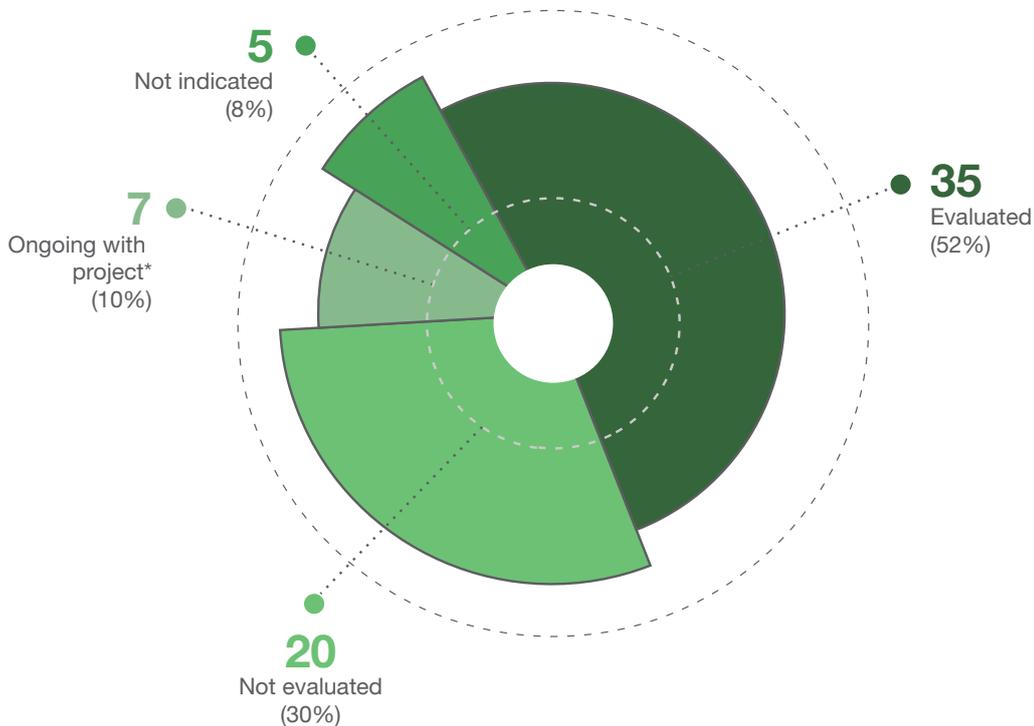
* Many projects were still ongoing and therefore have not been evaluated yet, however respondents indicated that the project will be evaluated once it has been concluded.

Figure 11: How projects are evaluated

17   5   5   8   Internally
Independently
Both
Not indicated
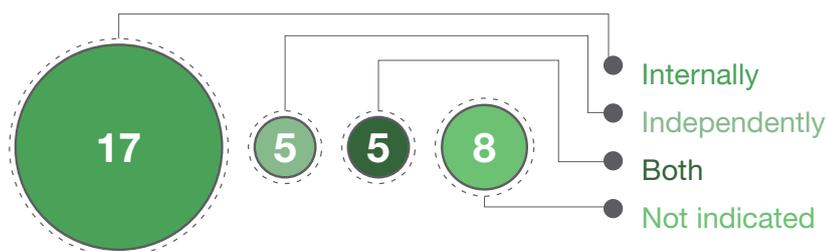
Of the 67 participating organisations, 35 indicated that they had conducted evaluations for their projects and another seven planned to do so; together, those groups make up 62% of the respondent organisations (42 organisations) (Figure 10). It is not clear from the data whether all the projects of each organisation would have been evaluated, or whether the same approach was used in each case.

Out of the 35 responding organisations having indicated that they conduct evaluations, seventeen (17) were done internally (Figure 11). Most organisations funded by

donors or intermediary institutions had agreements that required evaluations. The respondents who said that their projects had not been evaluated said that evaluation was too expensive and that other activities had higher priority. Two respondents said that conducting an evaluation internally was more cost-effective than contracting an independent evaluation.

Respondents were asked to share evaluation reports with the researchers where possible. Twelve (12) respondents, who were not restricted by their donors, were able to do so. Other organisations supplied

researchers with additional information about their projects. Some respondents who were restricted by their donors from sharing documentation were willing to share some findings verbally.

The evaluation reports reviewed for this study primarily offered information about project outputs, some listed as 'project achievements', e.g. the number of participants who attended meetings, trainings or workshops. The more detailed evaluation reports, primarily provided by international organisations, included some information about results.

Evaluation methods could be grouped into three categories: formal, informal or unplanned (Figure 12).

Respondents noted that it was difficult to evaluate the impact of projects with broad developmental goals – e.g. increasing access to education – in the short to medium term. In these cases, respondents noted using monitoring methods and output measures designed to assess immediate changes and progress towards results. Many organisations, in addition to established outcome indicators, assess their projects using output indicators such as the number of participants and the positive feedback they receive formally and informally.

A wide range of outcome and results-based indicators were mentioned by respondents, including reduction in violent incidents in the community, increase in cross-cultural relationships, increased feelings of inclusion, increased youth engagement in social activism, willingness to embrace and forgive repentant extremists, and the number of women who can financially support

their families. Output indicators included the number of participants in activities, positive feedback from participants, number of hours of related radio programmes broadcast per year, and improvements in skills.

Evaluation and the indicators used were viewed in a wide range of ways. For example, a respondent in Nigeria said that they evaluate the results of their project by the reduction in violence, measured through reports from the police on the number of incidents relating to violent extremism.

Participation, as an evaluation indicator, refers to the number of participants in project activities but also to participants' ethnic and religious diversity. One respondent's peace club started with 50 members in 2006 and currently has more than 8 000 members. He noted, 'The peace club's success is measured by the number of different tribes [and] different religions that are represented in the club and how many friendships have been formed.' Another respondent indicated that their project is measured by the active involvement of communities in the peacebuilding process (refer to Box 3, page 23).

Participation was also measured by respondents as how many people were reached. A project in Cameroon measured success by the number of cartoon booklets distributed to raise awareness of violent extremism. A representative of another project in Cameroon said that participation by local and other nongovernmental organisations in project activities would be a sign of success.

Figure 12: Monitoring and evaluation methods

26	Measurement of outcome indicators	**12**	Participation
21	Official M&E officer on staff	**11**	Not indicated
18	Follow-up sessions	**6**	Positive testimonies
12	Evaluation like questionnaires	**5**	Staying in touch

Formal: Projects were designed with clear M&E and their staff usually included an officer to change the plan.

Informal: An organisation might have compiled a list of outcome indicators for their own use. These organisations still recognised the need for evaluation and organised follow-up sessions or distributed evaluation forms after a training or workshop.

Unplanned: not yet planned to evaluate their projects or were still busy implementing the project. This refers to positive testimonies and participation.

Five organisations reported, unprompted, that 'staying in touch' with project participants was an evaluation method. Yet when asked separately whether projects intended to stay in touch with past and current project participants, 65 respondents said they had set up mechanisms to do so over the long term yet this was not linked to evaluation. Only two respondents, from Chad and Niger, said that their projects are not staying in touch with previous participants.

Project implementers were clearly aware of the need to understand the results of their interventions. Where training and awareness-raising are objectives, for example, implementers want to know whether they had made a difference. Thirty respondents revealed that they used more than one method used to evaluate their projects. For example, some projects obtained written feedback through questionnaires and surveys immediately after the activity, while others also obtained feedback through Whatsapp groups.

Funding

Respondents were asked for information relating to the funding of their project. These included: names of donors, amounts of funding provided, and the duration of the funding.

Respondents provided information about funding for 81 projects; 26 respondents declined to share funding amounts for their projects (Figures 13 and 14).

Of all the countries discussed in this report, the projects relating to Nigeria had the lowest amounts of funding, with one project in Nigeria reporting funds of US$32.

Thirty-eight projects received less than US$100 000, and 12 projects received less than US$10 000.
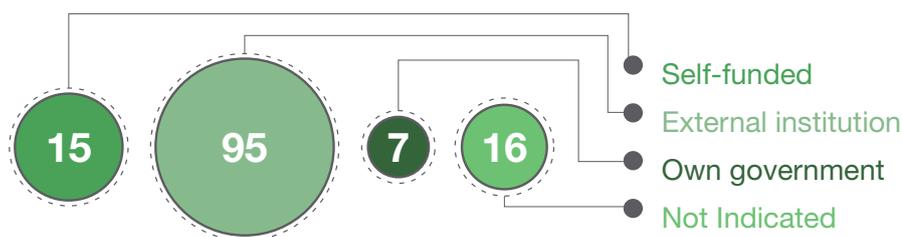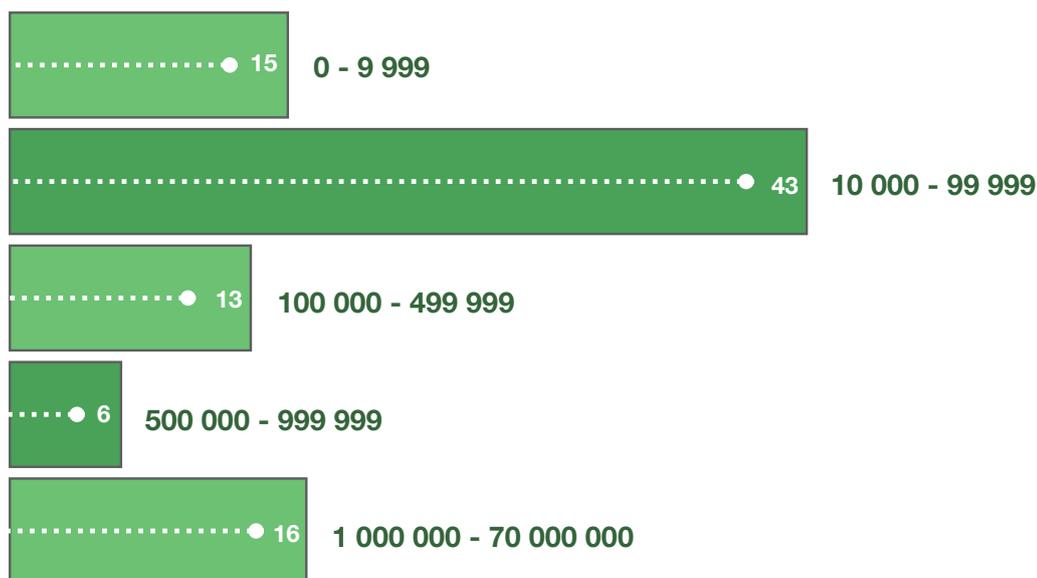
Figure 13: How projects are funded

- 15
- 95
- 7
- 16

Self-funded
External institution
Own government
Not Indicated

Figure 14: Funding amounts per project (US$)

- 15 — 0 - 9 999
- 43 — 10 000 - 99 999
- 13 — 100 000 - 499 999
- 6 — 500 000 - 999 999
- 16 — 1 000 000 - 70 000 000

* Some respondents from Nigeria, Burkina Faso and Chad indicated the funding amounts in Nigerian Naira or West African CFA franc. Organisations funded by European countries provided their amounts in Euro. The exchange rate of 9 July 2018 was used to convert those amounts into US dollars.

International organisations had the highest amounts of funding available, with fourteen projects exceeding one million US dollars of funding each. Five other projects were funded at amounts under US$500 000 each.

Sixty-four respondents were able to share who they understood to be the donor of their projects (Figure 15). Only three respondents did not do so. As will be noted from the Figure below, many of the 'donors' identified by respondents are intermediary or implementing organisations that are themselves funded by other sources. Fifteen projects described themselves as self-funded; this included organisations that had raised the money themselves (including from the public) or had individual donors.

Most respondents (relating to 67 projects) did not share information on the duration of project funding; the reasons for this were not explained. Most of those who did share this information (Figure 16) indicated that projects were funded for a year or less.

Figure 15: Donors

12	USAID/ OTI	4	UNDP
7	European Union	3	United Nations
7	US State Department	3	DFID
6	National Endowment for Democracy	2	World Bank
5	Creative Associates	2	France
5	UNICEF	2	Germany
4	Global Centre on Cooperative Security	2	Switzerland
4	Peace Direct	2	UNHCR
4	OXFAM		
4	Japan	42	Other

* Other organisations: there were 42 other donors mentioned. Country-specific donors will be discussed below.

Figure 16: Duration of project funding

3%   2%   8%   3% (18 months)   15%   15% (Less than 12 months)   54% (Not indicated)   (1 year)
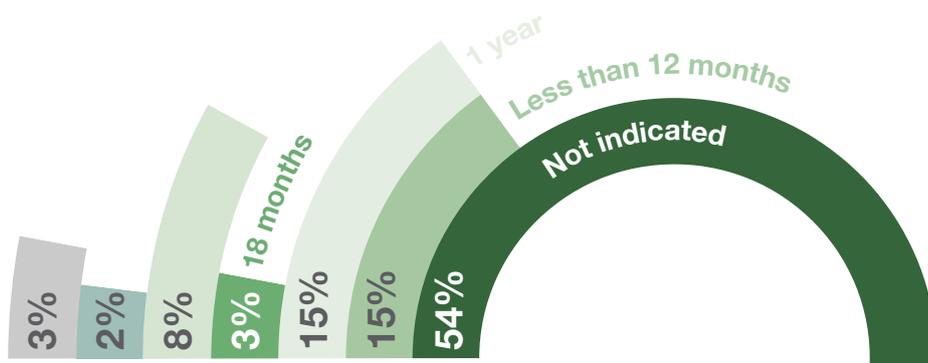
* The majority of respondents did not indicate how long their funding cycle was.

Partners in project implementation

Respondents were asked how community members contributed to the project, and how other organisations contributed to the implementation of the project. The question was asked to establish who was involved in the implementation of projects.

Almost every respondent indicated that they partnered with both community members and other organisations to implement their projects (Figures 17 and 18).

Respondents reported approaching community leaders and other community members for three reasons. First, community leaders (and other community members) can often provide access to the groups that project staff needed to reach. Second, they have detailed knowledge of the history and dynamics of the community and the needs of project target groups within the community. Third, their engagement was necessary to ensure the long-term sustainability of the interventions.

Figure 17: How community members contribute to project implementation

Total	Contribution	Description
27	Planning and execution	Data collection prior to the design of the project
		Stakeholder meetings to identify vulnerable target groups within the community
		Ensure the consistency of the project
		Ensure the sustainability of the project
27	Logistical and administrative support	Encourage participation
		Supply locations and facilities for meetings
		Interpreting and translation services for dialects
		Create an enabling environment
		Liaison between organisation and target groups
25	Participation	The community was the beneficiary or target group of the project
18	Expert capacity	Sharing of background knowledge and intelligence of the current situation

Figure 18: How other organisations contribute to project implementation

Total	Contribution	Description
58	Partnership	Signed a MoU with another organisation
		Provided capacity and/or resource persons
		Share ideas and knowledge
		Share lessons learned
		Sharing networks and contacts
		Help evaluate the project externally
16	Financial support	Donation of funds
		Donation of other financial aid, like scholarships
18	Logistical and administrative support	Provided transport for implementing organisation
		Provided security and protection
		Provided facilities and locations for meetings

A respondent from an international organisation working in Nigeria said that they had had more success because they collaborated with the government and thus had more support for their project.

Challenges to project implementation

Respondents were asked about the main challenges that they experienced during the implementation of their projects.

Respondents identified funding as the most significant problem for 28 of the projects reviewed for this study. Other problems related to logistics, management, and capacity and expertise (Figure 19).

Different circumstances within the countries posed different challenges for project implementation. For example, respondents in Chad, Niger and Burkina Faso indicated that labour laws gave employees on fixed-term contracts the right to take off two days of paid leave per week to search for new employment, beginning up to three months before the end of their contract. This reduced the time staff members had to implement activities and affected staff morale and scheduling.[28]

Some respondents said that donors did not understand the nature of their work. In an example from Chad, a donor (a Christian organisation) insisted on their logo being placed on a banner for an event.

> Respondents identified funding as the most significant problem for 28 of the projects reviewed for this study

The respondent indicated that this created suspicions amongst Muslim and other religious leaders that their organisation was only there to spy on the other communities and to try and convert them to Christianity. The respondent believed that the organisation lost some of its credibility as a result.

A challenge noted by two organisations in Cameroon was the need to get authorisation from the government for their work.

They noted that the government seems distrustful of projects run by young people, and as a result the process of authorisation has taken weeks. As part of the application process, the project had to submit a list of topics to be discussed during its workshops or meetings.

A relatively high number of projects identified security as a concern; this is worth noting for donors and implementation partners.

Lessons learned

The respondents were asked what they would change if they were given the opportunity to implement the project again.

Respondents' unedited responses are presented in Figure 20. Several offered multiple responses.

Thirty-eight respondents shared their thoughts on their project's limitations and what they would change if they had the chance to do it again.

When asked what they would do if they had more funding, two respondents said they would give small grants to communities and fund community initiatives, and one respondent said that they would build more homes. A respondent in Cameroon said that more funding would pay for language services: 'messages need to be translated into the local languages as they need to be more culturally driven.'

Figure 19: Challenges

Total	Challenges	Description
28	Funding	No funding available
		Insufficient funding
23	Logistics, transport and time	Insufficient locations to host meetings and workshops
		Transport difficulties or lack of proper road to rural communities
		Target group does not have opportunity to take time off work or school to attend workshops, trainings or meetings
25	Community perception and hostility	Perception towards another community or target group (usually if they are from a different ethnic group or religion)
		Community or target group does not see benefit from participating in project
		Hostility towards implementing organisation
		Hostility towards target group benefitting from project
17	Lack of support	Lack of support from community
		Lack of support from key government institutions
		Lack of support from other organisations
15	Insecurity	Continued attacks by violent extremist groups
		High crime rates and attacks within communities
11	Illiteracy and poverty	Community or target group only willing to participate due to perceived 'incentive'
		Community demanding money in turn for their participation or support
		Training manuals and other supporting material impractical when community members or target group cannot read
9	Lack of capacity	Organisation does not have the appropriate resource persons or experts for a specific activity
		Organisation does not have enough staff
6	Fear	Community or target group reluctant to participate out of fear for retaliation from violent extremist groups
4	Donor organisation	Donor organisation micro manages the implementing organisation
		Donor organisation does not understand the need for confidentiality and privacy
3	Language barriers	Dialects within communities
		No interpreter or translation services

Figure 20: Lessons learned

Total	Lessons learned	Description
31	**Design and implementation**	Compile training manuals
		Make projects more sustainable
		Design project for other countries surrounding Lake Chad
		To add the culture component which is a unifying and unifying element, capable of reinforcing prevention and helping the peaceful resolution of conflicts
		Design project in order to give small grants to communities
		Introduce the research-action component for peace
		We would have published handbooks with which we work, we would implement the project everywhere in Chad, we would get more specialists and we would like to make videos to show the dangers of joining violent extremism groups
		To change the approach of implementation that will be that of information-education-communication (IEC) through a strong awareness campaign on the prevention of extremism which consists in transmitting to the beneficiaries of the action new information and knowledge on the prevention of extremism from recidivism in order to prevent people who have left the ranks of violent extremism from returning to their ranks.
		The mechanism for targeting beneficiaries of Income Generating Activities (which targets the poorest and is unable to sustainably lead an income-generating activity)
		To include capacity building on gender and social inclusion to provide a common ground for men and women to mutually address the cultural barriers that inhibit women from taking up leadership roles in decision making and peace process
		Put more emphasis on youth employment and capacity building on non-violence, and citizenship
		Dividing target groups so that men, women and youth feel more comfortable sharing around their peers
		Strengthen human rights engagement through human rights education in a whole day
		To focus on the fight against the phenomenon of violent extremism and the fight against terrorism that plague all human rights promotion activities
		To facilitate setting-up of Early Warning Committees (EWC) at Local Government and community levels to comprise of traditional, religious, women, youth and community leaders
		Redesign project to fit into current reality in the region
		Redesign activities to allow for more dialogues and school interventions
		Include 'edutainment' as an activity
		Take into consideration the changes in government policies
		Redesign some activities to include awareness-raising and capacity building of government institutions to be better able to implement policies and programmes

Total	Lessons learned	Description
19	**Include other target groups**	Ex-combatants and defectors
		Vulnerable communities
		Government institutions
		Include particularly cross-border villages as project intervention areas
		Include more teachers
		Include the families of the victims of the terrorist attacks as target groups and initiate socio-economic integration actions for them
		Include host communities of IDPs so that they do not feel left out
		Involvement of a security agent from beginning to end
		Involve vulnerable parents in educational workshops and develop strategies for self-employment
		Include more at-risk groups like youth and women
		Victims and orphans of violent extremist groups
11	**Increase participation**	Communities
		Media and journalistic participation
		To sponsor more youths to learn trade and to become self-sustainable
		Ensure gender-based participation
		More female participation
10	**Improved planning**	Optimize logistics and administration
		Plan convenience time for the audience
		Organisation will recruit children for peace clubs themselves
		Produce a video version of the skits and organize screenings followed by debates in villages and localities most exposed, at risk and / or victims of terrorist attacks
		Build capacity and equip committees, local authorities, SDSs with phones and toll-free numbers to facilitate collaboration and exchange of information
		Get a specific FM broadcast frequency in Bamako, where we only have partner radios, so we can better compete with the United Nations radio station
		Plan the timeline better
		To add another line of action that will focus on strengthening the economic empowerment of young people. The objectives pursued under this axis would include expanding opportunities for the creation of income-generating activities for young people and women.
		Gather enough tools before going on the field and instill the interest of the target to better convey the message
		To implement the activities in rural areas and not only in cities
		Train youth and religious leaders with a proper training manual
		Proper project close-out plan and exit strategy for the project
		Allow for the training manuals to be translated into different local dialects
		Interpreting services

Total	Lessons learned	Description
8	Extend duration	To allow for more activities
		Radio programmes should be allowed more air time in order for topics to be thoroughly discussed
		To allow for formal evaluation
8	Implementing partners	Include more experts to conduct training
		Will have more consultations with the Department of Commerce
		Include musicians to grab the audience's attention
		Include government departments
6	Funding	Apply for more funding
		Apply for more funds to allow for the reconstruction of more homes
		The amounts allocated to municipalities for the construction and rehabilitation of infrastructure
		Apply for more than one source of funding

Summary of key findings per country

Findings are summarised below for projects in each country and for regional projects. The donors listed below are those whose names were provided by respondents.
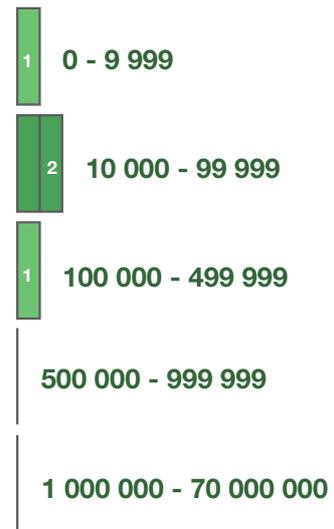
Burkina Faso

The study investigated six projects in Burkina Faso, implemented by four organisations.
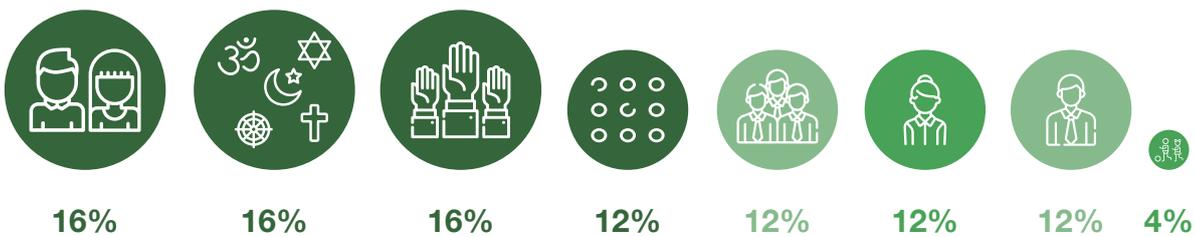
Figure 21: Projects in Burkina Faso

Figure 23: Funding amounts in Burkina Faso (US$)

1	0 - 9 999
2	10 000 - 99 999
1	100 000 - 499 999
	500 000 - 999 999
	1 000 000 - 70 000 000

* Numbers are in US Dollar

Figure 22: Target groups in Burkina Faso

| 16% | 16% | 16% | 12% | 12% | 12% | 12% | 4% |

* Other: security forces; administrative, political and customary authorities; services of the state; municipal councillors; and organisations led by handicapped persons.

Youth · Community · Men · Women · Religious leaders · Children · CSOs · Other · Current members · Ex members
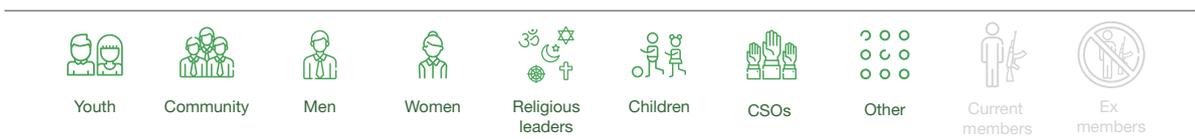
Figure 24: Donors in Burkina Faso

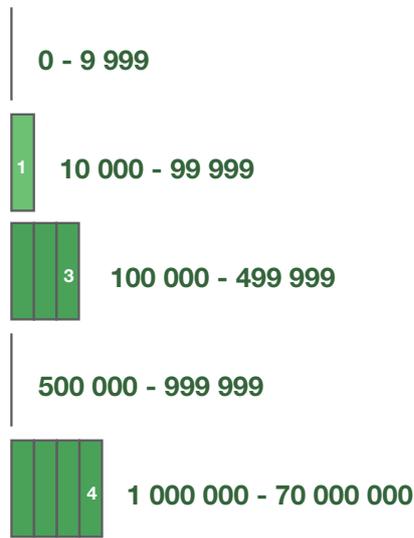| 1 | Burkinabé Ministries of Defence and Security | 1 | EdVenture Partners |
| 1 | UNESCO | 1 | Facebook |
| 1 | National Endowment for Democracy | 1 | Deutsche Welle Academy |

Cameroon

The study investigated 10 projects in Cameroon, implemented by six organisations.

Figure 25: Projects in Cameroon

1 Blangoua
Makari 3
1 Kobro
Fotokol 1
1 Goulfey
Logone-Birni
Kolofata 1 2 Mora 2
Mozogo 1
Zamay 2
Maga
Maroua 3 1
Moulvoudaye
1

Yaoundé
1

Figure 27: Funding amounts in Cameroon (US$)

0 - 9 999

1 10 000 - 99 999

3 100 000 - 499 999

500 000 - 999 999

4 1 000 000 - 70 000 000

* Numbers are in US Dollar

Figure 28: Donors in Cameroon

4	US Department of State	1	UNICEF
3	Japan	1	SIDA
1	US Department Bureau of CVE	1	JICA
1	UNDP	1	UNTFHS
1	TRAC	1	USAID

Figure 26: Target groups in Cameroon

Youth	Community	Men	Women	Religious leaders	Children	CSOs	Other	Current members	Ex members
20%	15%	15%	10%	10%	10%	5%	5%	5%	5%

* Other: internally displaced persons
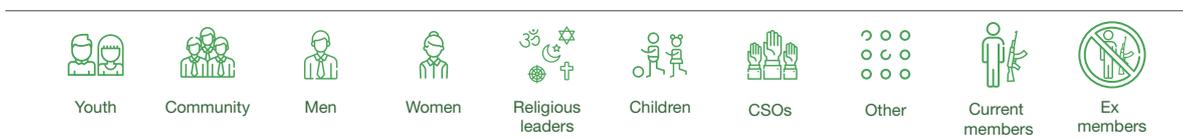
Chad

The study investigated 20 projects in Chad, implemented by seven organisations.
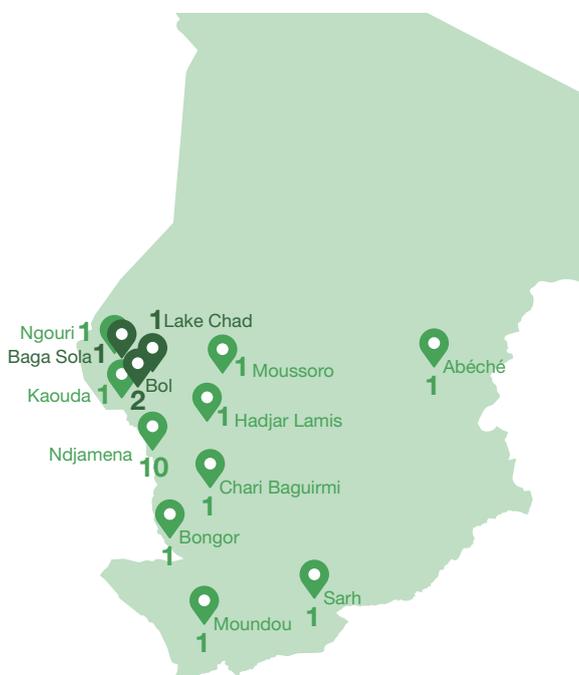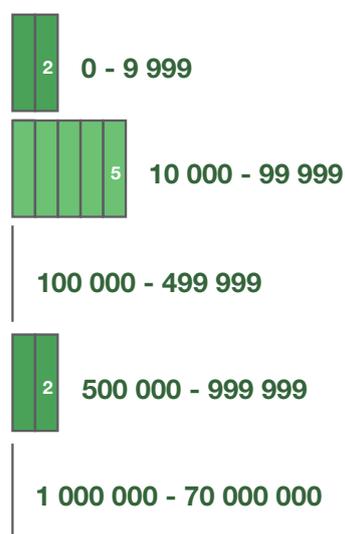
Figure 29: Projects in Chad

Ngouri **1**
Baga Sola **1**
1 Lake Chad
Kaouda **1**
Bol **2**
1 Moussoro
Abéché **1**
1 Hadjar Lamis
Ndjamena **10**
Chari Baguirmi **1**
Bongor **1**
Sarh
Moundou **1**
1

Figure 31: Funding amounts in Chad (US$)

2 0 - 9 999

5 10 000 - 99 999

100 000 - 499 999

2 500 000 - 999 999

1 000 000 - 70 000 000

* Numbers are in US Dollar

Figure 30: Target groups in Chad

19%	**16%**	**13%**	**12%**	**10%**	**9%**	**9%**	**3%**	**3%**	**3%**
Youth	Community	Men	Women	Religious leaders	Children	CSOs	Other	Current members	Ex members

* Other: security forces; members of parliament; community leaders; parents of students; teachers.
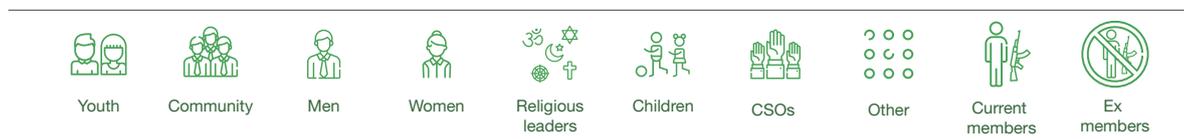
Figure 32: Donors in Chad

2	Global Centre on Cooperative Security	**1**	German Development Agency (GIZ)
2	CCFD	**1**	European Union
2	French Embassy in Chad	**1**	AFD
1	UNAO	**1**	Misereor
1	Japan	**1**	Bread for the World
1	UNDP	**1**	USAID/ PDEV

Mali

The study investigated four projects in Mali, implemented by four organisations.
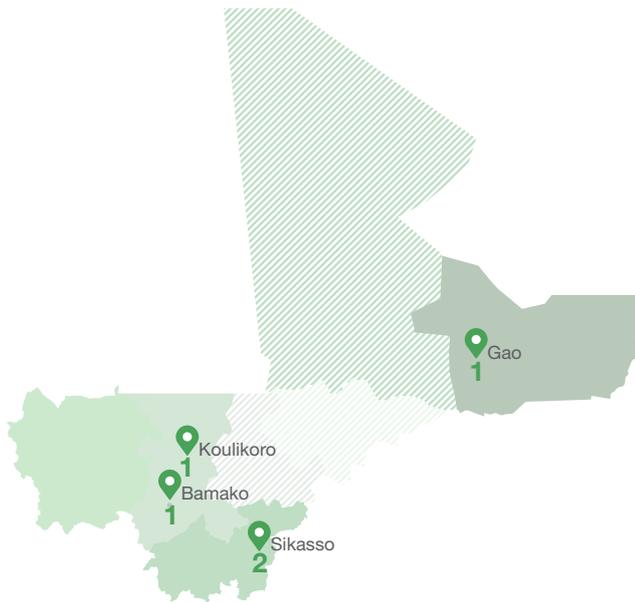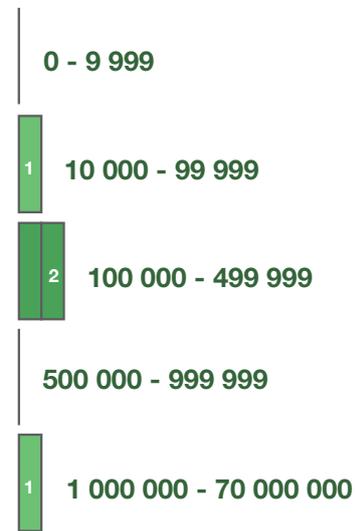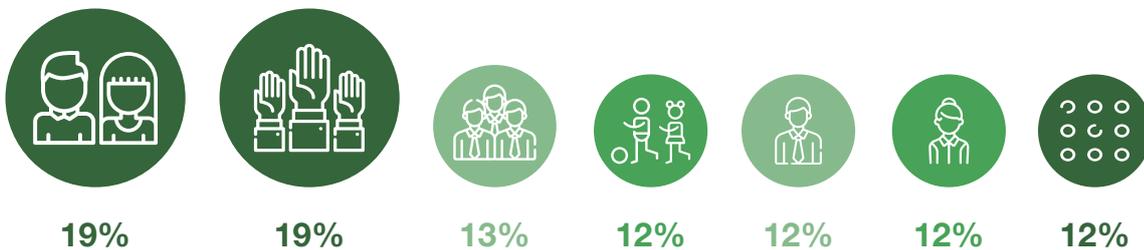
Figure 33: Projects in Mali

Gao
1

Koulikoro
1

Bamako
1

Sikasso
2

Figure 35: Funding amounts in Mali (US$)

0 - 9 999

1 10 000 - 99 999

2 100 000 - 499 999

500 000 - 999 999

1 1 000 000 - 70 000 000

* Numbers are in US Dollar

Figure 34: Target groups in Mali

19%   **19%**   **13%**   **12%**   **12%**   **12%**   **12%**

* Other: political parties; religious groups; professional associations.

Youth | Community | Men | Women | Religious leaders | Children | CSOs | Other | Current members | Ex members

Figure 36: Donors in Mali

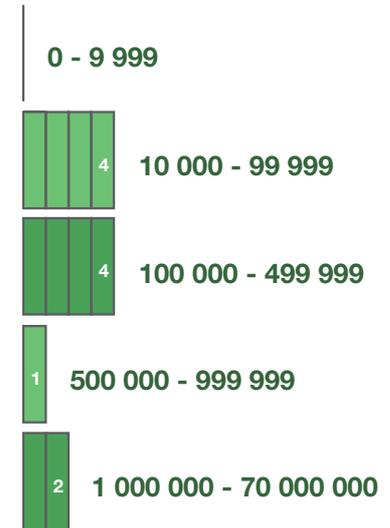| 1 | National Endowment for Democracy | 1 | EIRENE |
| 1 | Sweden | 1 | Mali Justice Project |
| 1 | Switzerland | 1 | USAID |

Niger

The study investigated 18 projects in Niger, implemented by eight organisations.

Figure 37: Projects in Niger

- **1** Dabaga
- **2** Tassara
- **3** Agadez
- Tillia **1**
- **1** Tchintabaraden
- **1** Abalak
- **1** Bani Bangou
- **4** Tahoua
- **1** Tillabéry
- **1** Kaou
- **1** Maradi
- **4** Zinder
- **7** Diffa

Figure 39: Funding amounts in Niger (US$)

- 0 - 9 999
- **4** 10 000 - 99 999
- **4** 100 000 - 499 999
- **1** 500 000 - 999 999
- **2** 1 000 000 - 70 000 000

* Numbers are in US Dollar

Figure 38: Target groups in Niger

Youth	Community	Men	Women	Religious leaders	Children	CSOs	Other	Current members	Ex members
19%	19%	13%	13%	13%	11%	10%	7%	3%	3%

* Other: locally elected officials; government

Figure 40: Donors in Niger

3	OXFAM	**1**	UN Women
2	UNHCR	**1**	LWR
1	European Union	**1**	UN
1	Nigerien government	**1**	Switzerland
1	IDDH	**1**	UK
1	UNDP	**1**	Conflict Pool
1	Foundation ROSA	**1**	GENOVICO

Nigeria

The study investigated 71 projects in Nigeria, implemented by 31 organisations.
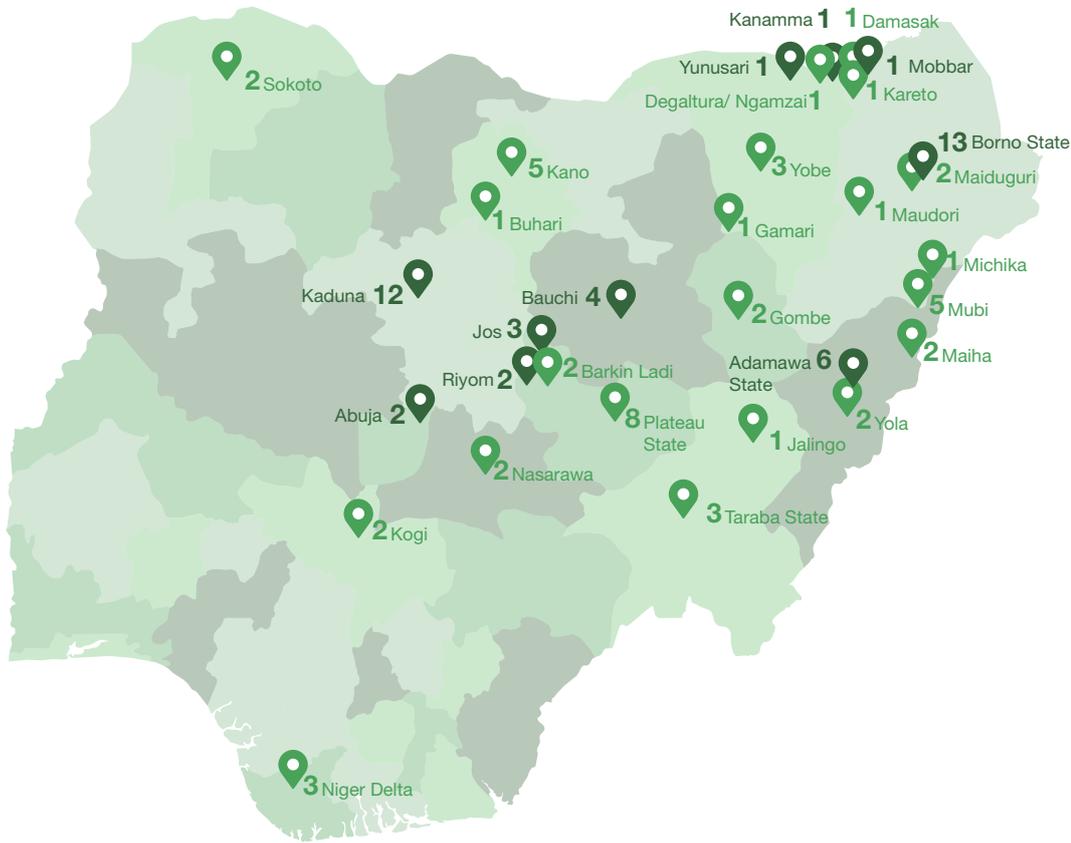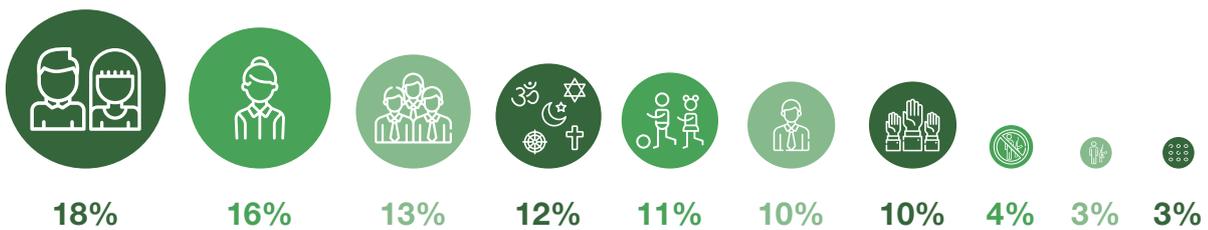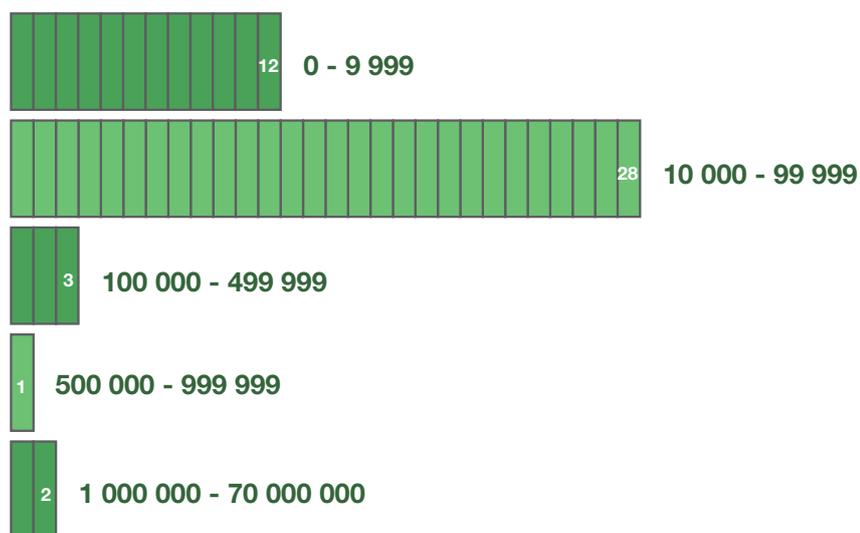
Figure 41: Projects in Nigeria

Figure 42: Target groups in Nigeria

18%   **16%**   **13%**   **12%**   **11%**   **10%**   **10%**   **4%**   **3%**   **3%**

* Other: community leaders; security forces; government; victims of Boko Haram

| Youth | Community | Men | Women | Religious leaders | Children | CSOs | Other | Current members | Ex members |

Figure 43: Funding amounts in Nigeria (US$)

12	0 - 9 999
28	10 000 - 99 999
3	100 000 - 499 999
1	500 000 - 999 999
2	1 000 000 - 70 000 000

* Numbers are in US Dollar

Figure 44: Donors in Nigeria

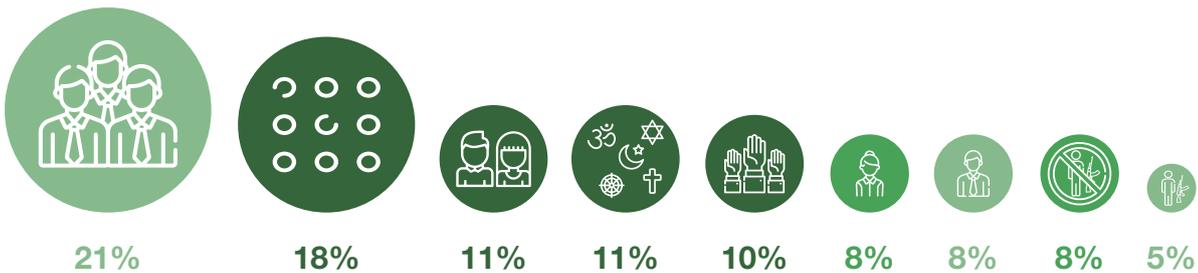|			
6	Creative Associates	**1**	Macedonia Trust
4	Peace Direct	**1**	Friends of Nigeria
4	European Union	**1**	Peace Tech
3	UNICEF	**1**	British Council
3	USAID/ OTI	**1**	World Faith
3	Nexus Fund	**1**	OXFAM
3	DFID	**1**	Pharos Observatory
2	Small Arms Survey	**1**	ECOWAS
2	Nigeria Stability and Reconciliation Project	**1**	Search for Common Ground
2	National Endowment for Democracy	**1**	Action on Armed Violence through Women Education Programme
2	Global Centre on Cooperative Security	**1**	UNODC
2	NERI	**1**	Women Environmental Programme
1	Philantropi	**1**	TYPA
1	Peace Journalism Network	**1**	Danjuma Foundation
1	Adventure Partners	**1**	General Board of Global Ministries
1	International Women Peace Group	**1**	WANEP
1	World Bank	**1**	INTERCEP
1	European Commission	**1**	Holy Rosary Sisters
1	Tony Blair Institute for Global Change	**1**	DEAR Africa
1	Sisters of Ireland	**1**	Nigeria Regional Transition Initiative
1	American University of Nigeria	**1**	World Bank
1	Mennonite Central Committee	**1**	RURCON

Regional projects

The study investigated 12 projects that spanned multiple countries Three of the implementing organisations, implementing six projects were interviewed for the study and three organisations, implementing another six projects, posted information online about their project design, outcomes and evaluations.

**Figure 45: Projects implemented regionally**

Mali
3

Niger
8

Chad
7

Burkina Faso
5

Nigeria
2

Cameroon
5

Figure 46: Regional projects' target groups

Youth	Community	Men	Women	Religious leaders	CSOs	Other	Current members	Ex members
21%	18%	11%	11%	10%	8%	8%	8%	5%

* Other: government; traditional leaders; regional bodies such as ECOWAS and Sahel 5; criminal justice actors; security forces

Figure 47: Funding for regional projects (US$)

	Range
	0 - 9 999
2	10 000 - 99 999
	100 000 - 499 999
2	500 000 - 999 999
7	1 000 000 - 70 000 000
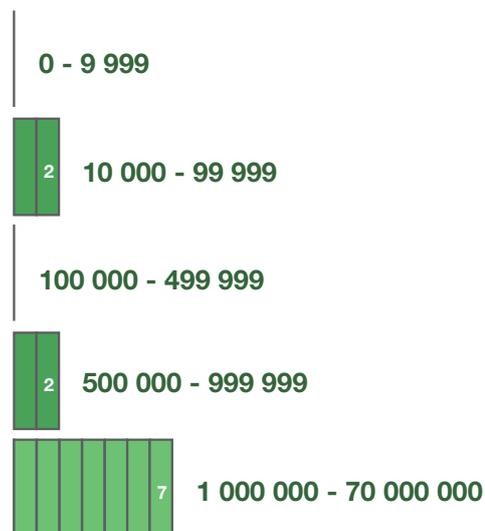
✱ Numbers are in US Dollar

Figure 48: Donors of regional projects

3	USAID	1	Government of Canada
2	US State Department	1	Government of Denmark
2	PBSO and PBF (UN)	1	National Endowment for Democracy
2	European Union	1	UNICEF
1	Federal Republic of Germany Foreign Office	1	UNDP

Observations

Defining threats and designing appropriate responses

Local organisations participating in this study noted differences in the ways in which 'threat' is defined by local communities and external actors. Many pointed to the many types of public violence taking place in the community, and the inadequacy of PVE activities to comprehensively address the risks and threats faced by community members. As examples, Nigerian respondents pointed to the Fulani herdsmen–farmers conflict and the insecurity in the Niger Delta. Criminal violence may also play a significant role in some communities.

This disconnect requires far greater attention in the design of projects, particularly those concerned only with violent extremism. Local priorities may be significantly different, including addressing structural issues such economics, justice, and education. Thus, it is essential that local consultations and other research

be carried out before projects are designed. While all projects cannot respond to all needs, project design can include activities that advocate for actions by others, including governments, to address other needs.

Addressing structural factors associated with violent extremism

Poverty, inequality, lack of economic opportunities, weak governments and governance, corruption, criminal violence, weak law enforcement and the abuse of human rights are amongst the problems citizens must grapple with every day. Many of these have been linked directly to violent extremism,[29] and the challenge that faces governments, development actors and donors is how to prioritise support for entire populations versus for groups that are believed to be at especially high risk for violent extremism.

This study found many efforts to deal with structural issues in small-scale projects – often relating to education and employment and sometimes to human rights and the rule of law – as well as efforts to work

with governments and local officials. However, even the most effective of these efforts are unlikely to address the main structural issues associated with violent extremism unless they are expanded to a far larger scale.

Project design, implementation and evaluation

The data from this limited sample of projects reflect a significant range of efforts from local actors, supported by a wide range of primarily external donors and implementers. The extent to which local research informed project design was not possible to assess during this study. Local organisations reported that projects were designed based on existing knowledge, as well as research, on local dynamics and needs and target groups. For example, a respondent in Chad said that their work to build the capacity of judicial and legal institutions to fight terrorism begins with an assessment of existing capabilities.

Twenty-eight respondents said that 'funding difficulties' were one of the challenges they experience during the implementation of the project. Another important issue raised here was insecurity in the areas in which projects were being undertaken. Continued attacks by extremist groups not only caused upheaval and danger to the local communities, but also prevented the organisations from doing their work, including immediate humanitarian responses. One respondent asked for support from security forces to offer protection to carry out their functions.

Projects all offered clear 'theories of change' (see Figure 10) in terms of how their activities were expected to achieve their objectives. This notwithstanding, the weakest aspect noted in this study is that of monitoring and evaluation. This is discussed further below.

Project objectives, activities and target groups

Objectives

Among the most frequently mentioned project objectives were promoting tolerance and multiculturalism, cited for 43 projects; promoting cooperation was cited for another 24. Inter-group relations are clearly a high priority.

Raising awareness was an objective for 35 projects, which sought to educate community members, youth, children, religious leaders and educators on themes relating to religion, tolerance, inter-group relations, and understanding violent extremism.

Building resilience was an objective for 16 projects; this approach is notable for its focus on resilience rather than risk.

Activities

Radio has dramatically increased the reach of activities to promote education and dialogue; 11 respondents reported using this medium. The great advantage is that while programming can be transmitted, listeners can also phone in to raise questions and engage in debate.[30] Radio broadcasts have been used to promote peace and encourage current members of extremist groups to defect. Radio makes it possible to reach vast numbers of people at a low cost.[31]

Social media platforms are useful where cell-phone penetration is high amongst target audiences. Use of this option by extremist groups is well known, but its value for P/CVE efforts is less understood. Projects have been designed to use social media platforms such as Whatsapp and Facebook to achieve a wide range of P/CVE objectives. Beyond educational messaging, Whatsapp groups can encourage dialogue and debate, create support for victims, and enable the sharing of personal experiences.

Some projects used the arts, including music, theatre and visual media. Local musicians are being engaged in P/CVE messaging, and visual arts reaching a diverse range of audiences.

Most project activities bring people together for direct interactions to achieve objectives such as capacity building and psycho-social support. This requires not only skilled staffing but also infrastructure such as meeting venues and transport. These should all be essential considerations for project design, implementation and funding.

Target groups

Unsurprisingly, youth were the most frequent focus of the projects reviewed in this study. Africa has a young population; people between the ages of 14 and 25 make up 60% of Africa's population, and their number is expected to double to 2.5 billion in 2050.[32] These young people have great potential to build a prosperous and peaceful future for Africa, but to do so they will need education, skills training and job opportunities.

Many of the projects reviewed here view youth from a risk-based perspective, noting their vulnerability to

extremist messaging and to the economic benefits that extremist groups can offer. However, it is worth considering the wide range of opportunities offered by young people in terms of resilience building, and in their roles in communities as family members, friends, parents and participants in cultural activities. The capacities they offer are expansive and warrant far more consideration in programming.

This study made few distinctions between the roles of young men and women or between youth and children. However, it seems clear that much more needs to be achieved for children and young people, and that much of this needs to be achieved through widespread structural improvements.

Women are significantly recognised in the projects reviewed for this study. Most projects include women as beneficiaries. There is much more to learn about the initiatives involving women, especially those that are designed and driven by women, such as the '100 Women' Whatsapp groups discussed above.

Many projects emphasised vocational training for women. A respondent from Nigeria asked, 'How can women support themselves during violence? They need to become breadwinners when their husbands die and they need to educate their children. If they cannot offer these things to their families they become even more traumatised.'[33]

Project implementers

Local CSO or CBO actors have important knowledge that external organisations may lack, including about the community's history, local dynamics, informal relationships, networks and cultural norms. However, they may not have all the skills needed to design, implement and evaluate a project.

Many projects investigated during this study partnered with local communities and with other organisations to achieve their objectives, especially where specialised skills were required. However, where external organisations and implementers were involved, the roles of community members (other than the project's direct beneficiaries) were sometimes limited to consultations and the providing access required.

There are also some indications that external organisations with a development specialisation may take more cognisance of these issues than other kinds

of P/CVE implementers. This warrants further research and evaluation.

Describing projects

The PVE projects reviewed for this study were all community-based projects run by a mix of local organisations, international organisations and donors. Searches did not produce evidence of explicitly P/CVE-focused government projects. While development-related government activities might not be referred to as PVE, it would be useful, in future research, to investigate how government projects that focus on development, governance and justice matters, in areas where the threat of violence is high, are able to have an impact on this problem.

> Terms such as 'peacebuilding' and 'conflict prevention' were used by 45% of organisations in this study

Terms such as 'peacebuilding' and 'conflict prevention' were used by 45% of the organisations that participated in this study. This suggests that greater exchange between these fields and P/CVE would be helpful.

Project funding and duration

Fewer than half the projects assessed here (46%) revealed the duration of their funding. Most of those who did give this information indicated funding duration of one year (15% of all respondents) or less than one year (15%). This raises the question of how much effect an organisation can have in such short time frames. However, this study did not assess project impacts.

When discussing funding, respondents focused on what they were able to achieve with the funds allocated to their projects. However, when asked about lessons learned, they revealed that additional funding would have helped. One respondent in Nigeria said, 'The reconstruction of 6 of over 250 homes was too small to make significant impact. To repeat this work, we will mobilise more funds so that more people benefit from it and are in a better frame of mind to participate in other healing activities.'

Further research on funding would be valuable to understand how funding of international organisations and implementers compares to that of local CSOs and CBOs.

Monitoring and evaluation

As noted earlier, this is the weakest aspect of the projects reviewed. Figure 10 above indicates that of the 67 respondents who participated, 35 had indicated that their projects have been evaluated, with a further seven respondents planning evaluations. Of the 35 responses noted above, 17 reported conducting their evaluations internally. While the documents provided by international organisations indicated significant attention to this issue, this was given limited attention by CSOs and community-based actors.

As noted in the introductory sections of this report, the need to take steps towards understanding the results of these project activities and building evidence from actual practice cannot be over-emphasised in terms of its value for current and future P/CVE efforts. Notwithstanding the many strong theories embedded in P/CVE projects, these projects are testing these concepts and their results are therefore vital to consider as these practices and investments continue.

It is therefore reiterated that it is necessary for projects to be well-designed based on local research, that their actions are documented, that their outputs and results are evaluated, and that their results are made publicly available.[34] Such measures may enable the P/CVE community to establish a body of knowledge that can be used in future policy-making and programmes. This includes identifying successful smaller projects and finding the means to expand rapidly.

It is therefore necessary to invest well in all of these processes; and for implementors and donors to accept their overall value. This is particularly so given the infancy of P/CVE as a social enterprise.

Relationships between P/CVE projects and other counter-terrorism measures

Relatively few explicit attempts were noted to align P/CVE projects with other counter-terrorism measures. In many cases, separation between security-based and social interventions might be necessary, especially if past interactions have led to local mistrust of security agencies.

A government-funded project in Burkina Faso is working to build better relationships between civilians and the military. While this project seems to be driven by government intelligence objectives, its operations across the country could improve cooperation and trust between local communities and the military in ways that could benefit other counter-terrorism and P/CVE efforts.

Several projects, especially larger regional ones, do work with and through criminal justice agencies. One such project is developing a practical guide for citizens on how to collaborate with defence and security agencies and contribute to PVE and the fight against terrorism. Local CSO initiatives also reported efforts to promote better relationships between communities and criminal justice agencies and other local government authorities. A respondent in Chad, for example, indicated that the project's objective was to strengthen the capacity of criminal justice agencies to address terrorism with the framework of human rights. Clearly, such contributions are critical to P/CVE efforts and should be encouraged.

Where cooperation with security and justice agencies is possible, P/CVE activities may be of great value on a number of fronts. Most immediately, community interventions could help vulnerable groups – for example, children arrested on terrorism-related charges and victims of terrorism. Establishing cooperative relationships to achieve this would add value to broader P/CVE efforts.

> It is clear that there is great enthusiasm for the funding and implementation of P/CVE initiatives

The promotion of democracy, human rights and the rule of law are embedded in many P/CVE efforts. For example, an organisation in Chad focuses on activism relating to democracy, human rights and the rule of law. It undertakes awareness-raising and training, provides legal advice and monitors places of detention. Attention to these issues, as well as actions such as those noted above, are core to reaching P/CVE's objectives. These issues should also be a focus of project evaluations, regardless of the direct objectives of these projects.

Recommendations

Given the range of projects reviewed in this study, it is clear that there is great enthusiasm for the funding and implementation of P/CVE initiatives, notwithstanding the different ways in which projects label their work. The following recommendations are offered based on these findings:

- P/CVE should move beyond community-based projects. Efforts should be made to address the structural factors that create grievances and are known to be associated with violent extremism, as well as other hardships suffered by citizens. Governments should highlight their efforts and achievements in addressing development, governance and justice matters, in local areas and more broadly.

- Global P/CVE actors should build a P/CVE evidence base. This requires investment in the design, evaluation and documentation of P/CVE projects and the sharing of knowledge emerging from this field. These measures will also help establish PVE as a legitimate field of endeavour.

P/CVE and counter-terrorism institutions should find more effective ways to measure progress

- P/CVE and counter-terrorism institutions should find more effective ways to measure progress (e.g. reliable project evaluations and longitudinal reviews), and hold governments accountable for their obligations relating to governance, justice and development.

- Donors and implementing organisations should work with communities to understand threats as experienced locally and the specific needs of project beneficiaries. Projects should look beyond the lens of PVE and design more comprehensive initiatives to address local violence prevention.

- Donors and practitioners should ensure that human rights violations, discrimination and stigmatisation do not take place in counter-terrorism and P/CVE initiatives. They should begin by investigating reports of human rights violations and bringing suspected offenders to justice, establishing codes of conduct, and informing the public of actions taken against offenders.

- P/CVE implementers and donors should inform themselves about the lessons learned and techniques developed in other P/CVE interventions as well as in other violence prevention fields and use this knowledge to strengthen project design and impact. This should include both substantive lessons and operational lessons (e.g. using radio to extend reach and reduce costs). This could include organising regular local forums to discuss key issues such as lessons learned.

- Donors should directly support local organisations in project design, implementation, evaluation and documentation, and help address other needs such as capacity building, sustainability and staff security.

Conclusion

This study reviewed selected P/CVE initiatives in six countries in West and Central Africa. Much has been learned from this limited sample, including the key priorities of implementers and their difficulties, needs and lessons learned.

There is much to learn from existing and new P/CVE projects, but many opportunities for this are being lost due to the limited attention to evaluation, documentation and sharing of project results. This severely limits the ability of P/CVE designers and implementers to learn from each other and to establish the credibility and legitimacy of the P/CVE enterprise.

Appendix 1: Participating organisations

The Institute for Security Studies is indebted to the following organisations and their staff for their generous participation in this research project.

Attah Sisters Helping Hand Foundation (ASHH), Nigeria

Association des Jeunes Juristes et Sympathisants de Sikasso (AJJSS), Mali

Association burkinabé d'Action Communautaire (ABAC-ONG), Burkina Faso

Assocation Tchadienne pour la Promotion et la défense des droits de l'Homme (ATPDH), Chad

Association Rayons de Soleil, Cameroon

Association pour l'Enseignement Coranique et la Protection des Enfants Mouhadjirine (AECPEM), Chad

Association Jeunesse pour la Paix et la Non-Violence (AJPNV), Chad

Alternative Espaces Citoyens (AEC), Niger

Association pour le Dialogue entre les Jeunes de diverses Religions (ADJR), Chad

Amicale Université Populaire, Chad

Collectif des Organisations de Défense des Droits de l'Homme et de la Démocratie (CODDHD), Niger

Care Fronting Nigeria, Nigeria

Club de Madrid, Nigeria

Children and Young People Living for Peace, Nigeria

Christian Foundation for Social Justice and Equity (CFSJE), Nigeria

Conflict Resolution Trainers Network (CROTINN), Nigeria

Centre for Environment, Human Rights and Development (CEHRD), Nigeria

Centre for the Advocacy of Justice and Rights (CAJR), Nigeria

Centre for Environmental Education and Development, Nigeria

Centre for Peace, Education and Community Development, Nigeria

Club UNESCO de l'Université Abdou Moumouni (CUAM), Niger

Cadre Africain de Coopération Civilo-Militaire (CCCM), Burkina Faso

CRADHE, Chad

Community Policing Partners for Justice, Security & Democratic Reform, Nigeria

Development Initiative of West Africa (DIWA), Nigeria

Development, Education and Advocacy Resources for Africa (DEAR Africa), Nigeria

Djamah-Afrik, Chad

Emergency Preparedness and Response Team (JDPC), Nigeria

EducommunicAfrik, Burkina Faso

Fantsuam Foundation, Nigeria

Federation Burkinabé des Associations, Centres et Clubs UNESCO (FBACU), Burkina Faso

Fondation Hirondelle, Niger and Mali

Hope for the Needy Association (HOFNA), Cameroon

IDP Goods, Cameroon

Inganta Rayuwa Peace Network, Nigeria

Interfaith Council of Muslim and Christian Women's Associations, Nigeria

Islamic Counselling Initiatives of Nigeria (ICIN), Nigeria

International centre for Peace, Charities and Human Development (INTERCEP), Nigeria

International Republican Institute (IRI), Niger, Mali and regional

Kingsfaith development and Youth Empowerment Initiative, Nigeria

Leadership Initiative for Transformation and Empowerment (LITE-Africa), Nigeria

Media Women for Peace, Cameroon

Mouvement des Jeunes pour le Développement et l'Education Citoyenne (MOJEDEC), Niger

North East Youth Initiative for Development, Nigeria

New Era Educational and Charitable Support Foundation, Nigeria

Neem Foundation, Nigeria

ONG Jeunesse-Enfance-Migration-Développement (JMED), Niger

ONG Adkoul, Niger

Organisation pour la Reflexion, la Formation et l'Education à la Démocratie et au Développement (ORFED), Mali

Peace Empowerment Foundation, Nigeria

Peace Initiative Network (PIN), Nigeria

Women Against Violent Extremism (WAVE), Nigeria

Tabara Youth Transformation Initiative (TYTI), Nigeria

Taimako Community Development Initiative, Nigeria

United Nations Development Programme (UNDP), Cameroon, Chad and regional

United States Agency for International Development (USAID), Cameroon and regional

Reseau Panafricain pour la Paix, la Democratie et le Developpment (REPPADD), regional

United Nations Office for Drugs and Crime's Terrorism Prevention Branch (UNODC), regional

United Nations Peacebuilding Support Office (PBSO), Niger and regional

Women and Girl Child Rescue and Development Initiative, Nigeria

Youths for Peace Building and Development in Africa (YOUPEDA), Nigeria

Youth Initiative Against Violence and Human Rights Abuse (YIAVHA), Nigeria

Youth Progressive Association in Taraba (TYPA), Nigeria

Appendix 2: Questionnaire

Respondent's information

Name: _____

Name of the organisation: _____

Title: _____

What functions do you serve in relation to the projects under discussion: _____

Section 1 – Understanding the Implementing Organisation

1.1 Information about the project:

Name of the project	Geographical location	Country	Donor	Funding • Amount • Over what period of time

1.2 Information about other projects relating to violent extremism:

Name of the project	Geographical location	Country	Donor	Funding • Amount • Over what period of time

1.3 Is your organisation:

☐ Non-governmental

☐ Government institution

1.4 Is your organisation registered?

☐ Non-profit

☐ For profit

Section 2 - Understanding the Intervention

2.1 How do you describe the general work your organisation does?

_____

_____

2.2 How do you generally describe your project under to people? What kind of project is it

	Yes	No
Preventing Violent Extremism		
Counter-Terrorism		
Countering Violent Extremism		
Peace building		
Conflict prevention		
Other		

2.3 What are the objectives of your project?

_____

_____

2.4 What activities do you undertake as part of the project?

_____

_____

2.5 Why did you decide on this set of activities?

_____

_____

2.6 What results do you expect to achieve from these activities?

_____

_____

2.7 How will your activities reduce the risks associated with violent extremism?

_____

_____

2.8 How do community members contribute to the project?

_____

_____

2.9 How do other organisations contribute to the project?

_____

_____

2.10 How do you expect that this specific set of activities will create the stated results?

_____

_____

2.11 How do you measure the results of the project?

_____

_____

2.12 Has the project been evaluated? _____

If yes, was the evaluation done internally or independently? _____

If yes, would you be able to send us any documentation related to the evaluation? _____

If no, can you share some general findings with us?

_____

_____

2.13 (If no evaluation has been done): What do you expect the project to achieve?

_____

_____

2.14 What main challenges have you experienced during the implementation of this project?

_____

_____

2.15 If you were to implement the project again, what would you change?

_____

_____

Section 3 – Understanding the Target Group

We want to understand the target group of this project

3.1 Who is the target group? (or multiple)

	What is the gender profile	What is the age range
Children (please specify the age range)		
Youth (please specify the age range)		
Women		
Men		
Community (please specify)		
Ex-members (did not necessarily participated in combat)/ defectors		
Religious leaders		
Current members of violent extremist groups (please specify)		
Civil Society Organisations/ Non-governmental Organisations (please specify)		
Other		

3.2 Why did your project choose the target group/ groups?

_____

_____

3.3 How did you get them involved in the project?

_____

_____

3.4 Why did this/these target group(s) take priority over other groups in the community?

_____

_____

3.5 How long has the project been running? Is this the first project that you are doing or do you have groups who have completed the project?

_____

_____

3.6 How many people are currently participating in the project?

Groups	Males	Females

3.7 Do you keep in touch/intend to keep in touch with participants/past participants?

_____

_____

3.8 Do you know of any other organisations in the region we can contact regarding our research?

Name of organisation:_____

Title of project: _____

Contact details: _____

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