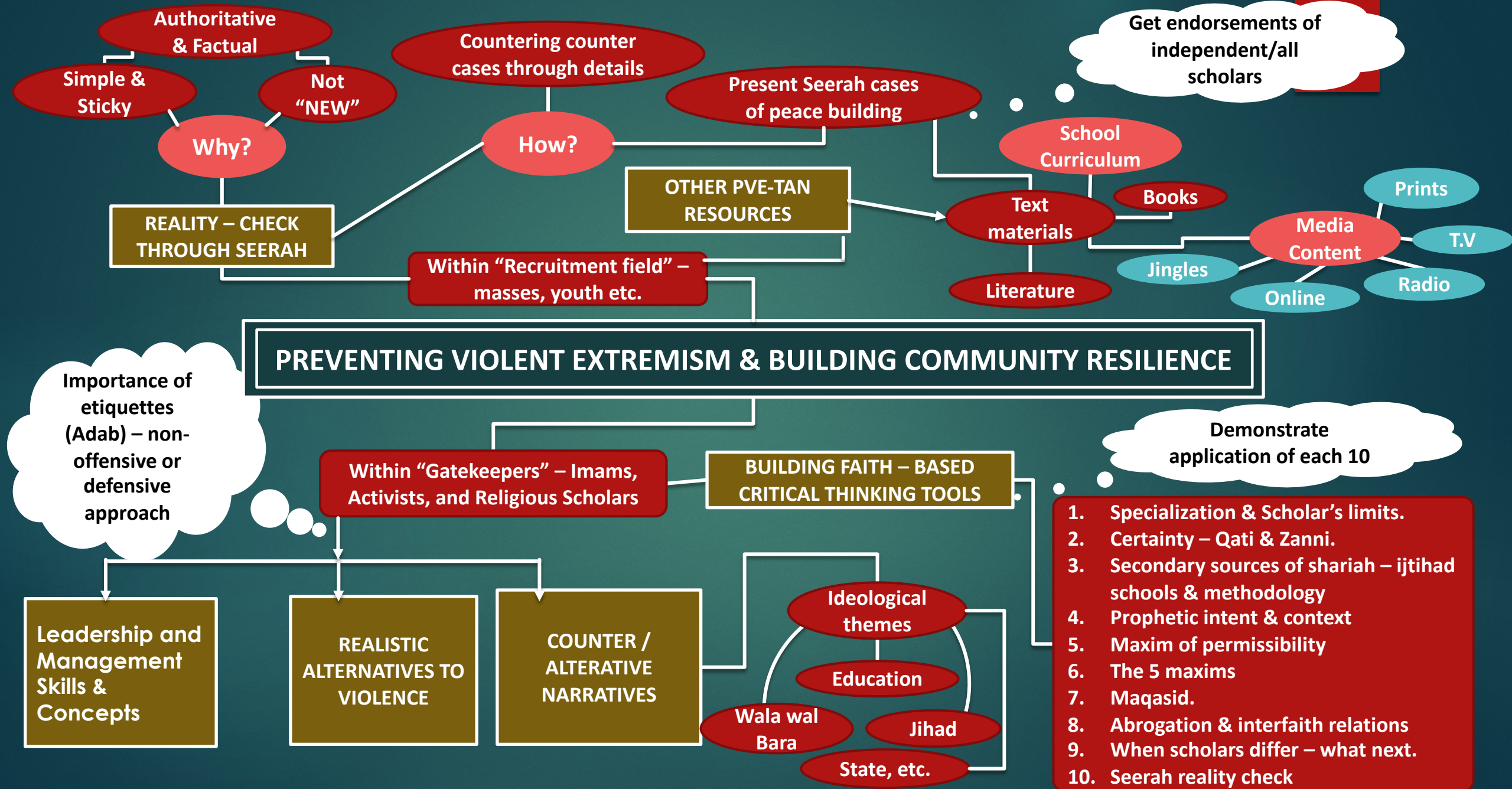




# **DIN HOLISTIC STRATEGY FOR PREVENTING VIOLENT EXTREMISM (PVE) & BUILDING RESILIENCE AGAINST VIOLENT EXTREMISM (BRAVE)**

**DA'WAH INSTITUTE**

# DIN HOLISTIC STRATEGIES FOR PVE-BRAVE





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## PREVENTING VIOLENT EXTREMISM & BUILDING COMMUNITY RESILIENCE

Importance of etiquettes (Adab) – non-offensive or defensive approach

**WITHIN RELIGIOUS “GATEKEEPERS” – Imams, Activists, and Religious Scholars**

**BUILDING FAITH – BASED CRITICAL THINKING TOOLS**

**Demonstrate application of each 10**

**COUNTER / ALTERNATIVE NARRATIVES**

**REALISTIC ALTERNATIVES TO VIOLENCE**

**Leadership and Management Skills & Concepts**

**Ideological Themes**

**Education ('Boko')**

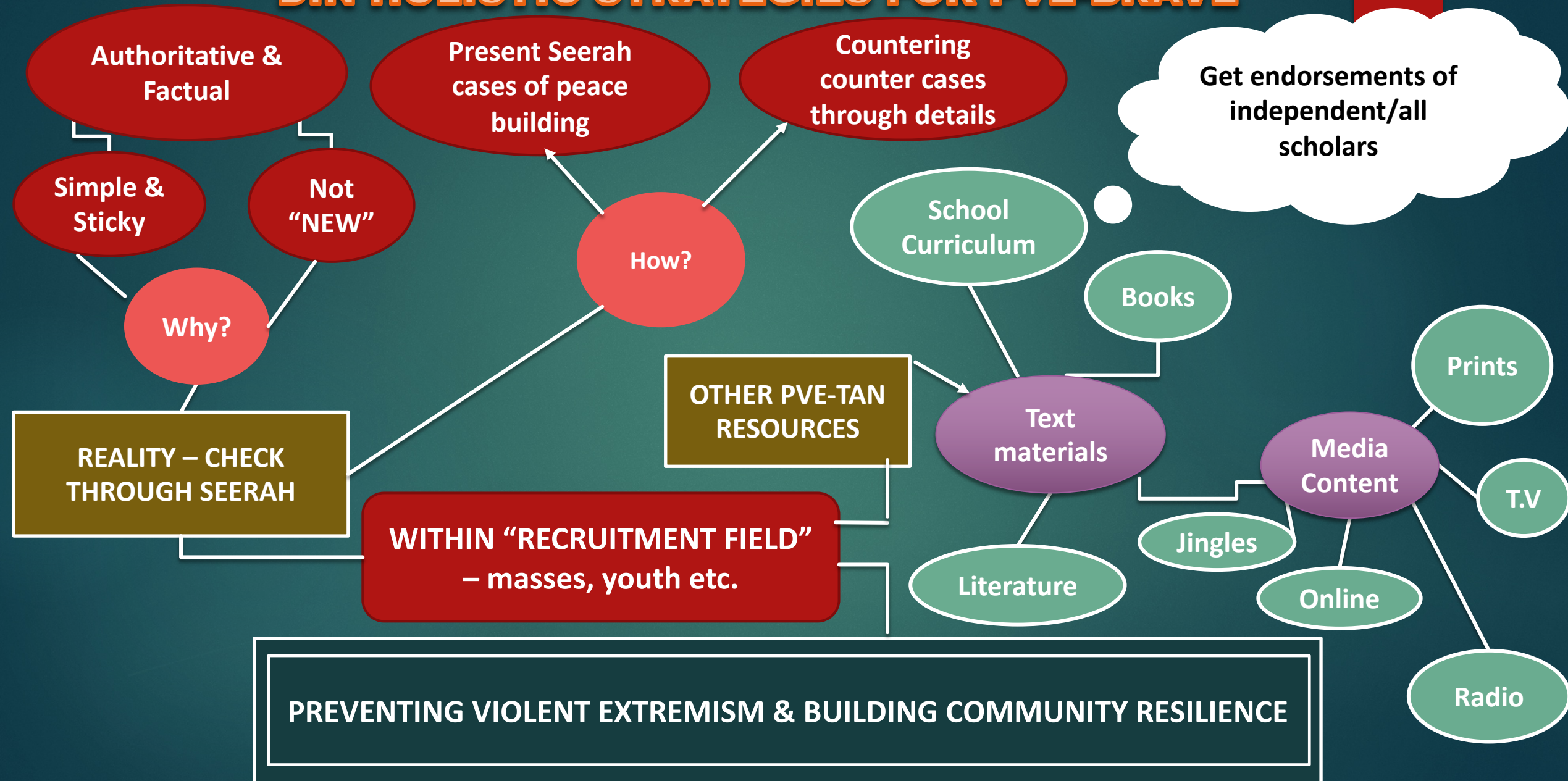
**Interfaith Relations (Al-Wala wa al Bara)**

**Jihad, Terrorism and Insurgency**

**Islamic State, Khilafa & Politics**

1. Specialization & Scholar's limits.
2. Certainty – Qati & Zanni.
3. Secondary sources of shariah – ijtihaad schools & methodology
4. Prophetic intent & context
5. Maxim of permissibility
6. The 5 maxims
7. Maqasid.
8. Abrogation & interfaith relations
9. When scholars differ – what next.
10. Seerah reality check

# DIN HOLISTIC STRATEGIES FOR PVE-BRAVE





## SURVEYS AND ANALYSIS

Identification of Extremist Arguments and Narratives

Classification into IDEOLOGICAL THEMES

## RESEARCH AND DEVELOPMENT OF PVE LEARNING RESOURCES

Alternative Narratives

Counter Offers (Civic Engagement, Social Reform & Alternatives to Violence)

**RELIGIOUS INTELLECTUALS (GATEKEEPERS):** Academics, Imams, Scholars, Religious Leaders And Youth Leaders & Community Influencers (YLCI)

Training (TTC/ToT)

Step-Down Trainings (SDT)

Literature

Audio Resources (MP3)

**"RECRUITMENT FIELD" (Students, Youth, Masses)**

Literature

Radio

Social Media

Website

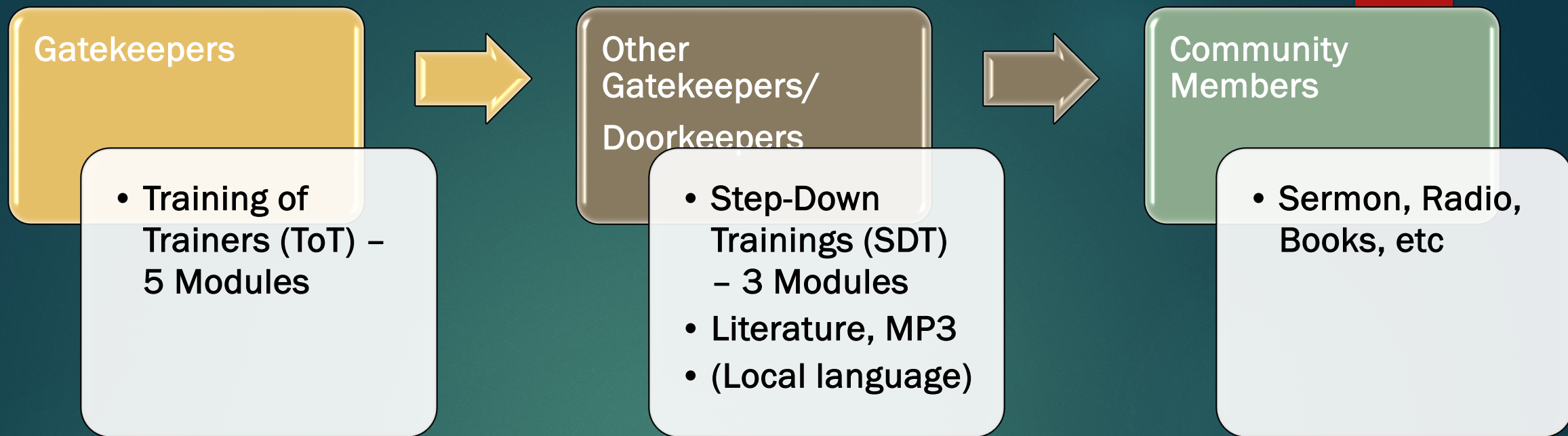
School Curriculum

Television

Libraries

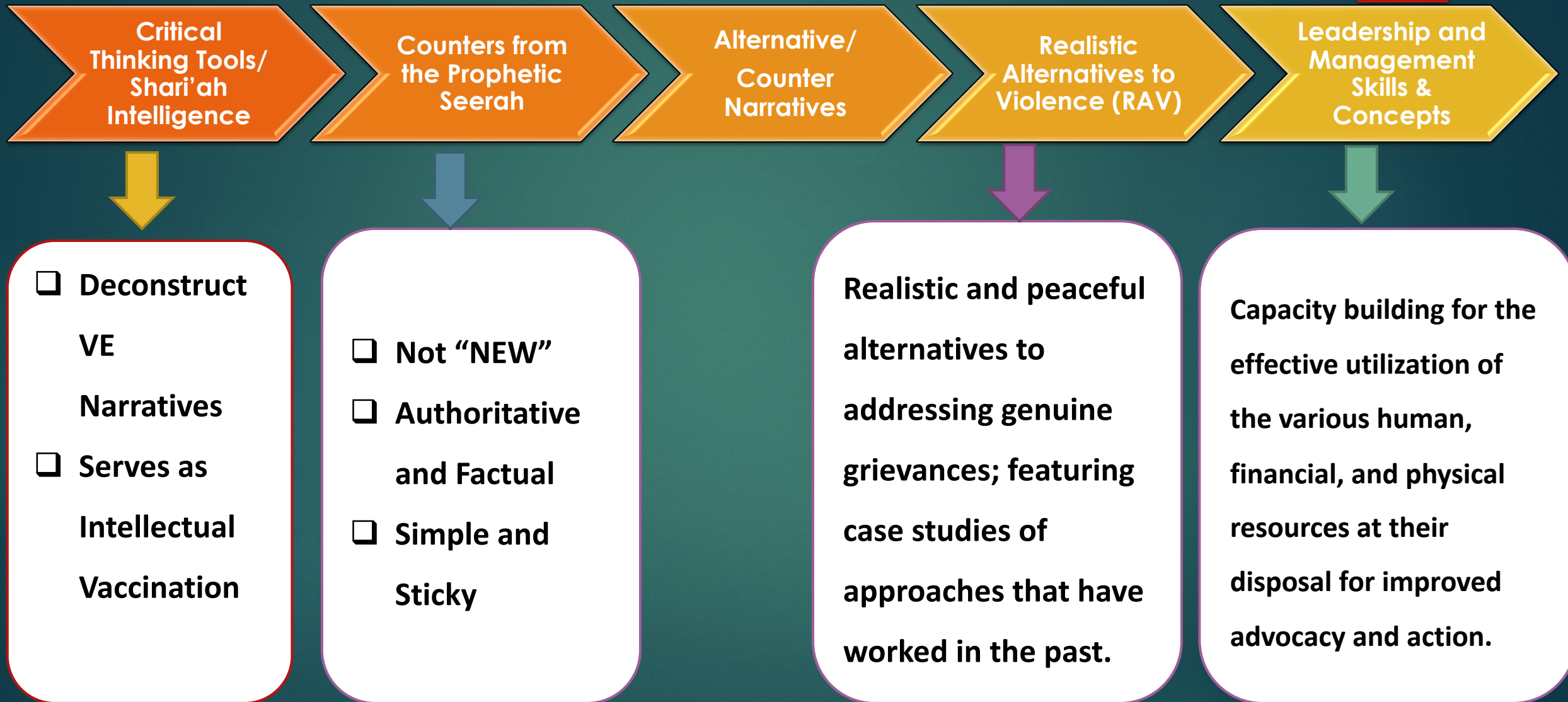
Sermons

**INDIVIDUALS AND COMMUNITIES RESILIENT AGAINST VIOLENT EXTREMISM**



- Helps the gatekeepers to pre-empt criticism from their peers who could see them as being “compromised” and therefore discredit what they are doing
- Helps them to be recognized within the community as the go-to person for such issues
- Helps them to get more community buy-in through the ‘recruitment’ of more intellectuals
- Helps the doorkeepers retain their dignity within the community





# OTHER RECOMMENDATIONS

## ▶ **Visibility**

- ▶ Intervention should be viewed as internal reform, not externally motivated. Hence, there should be zero to minimum visibility of international donor organization for maximum ownership by the community

## ▶ **Sensitivity in M&E**

- ▶ People should not feel they are being monitored or evaluated; so they do not feel instrumentalized.

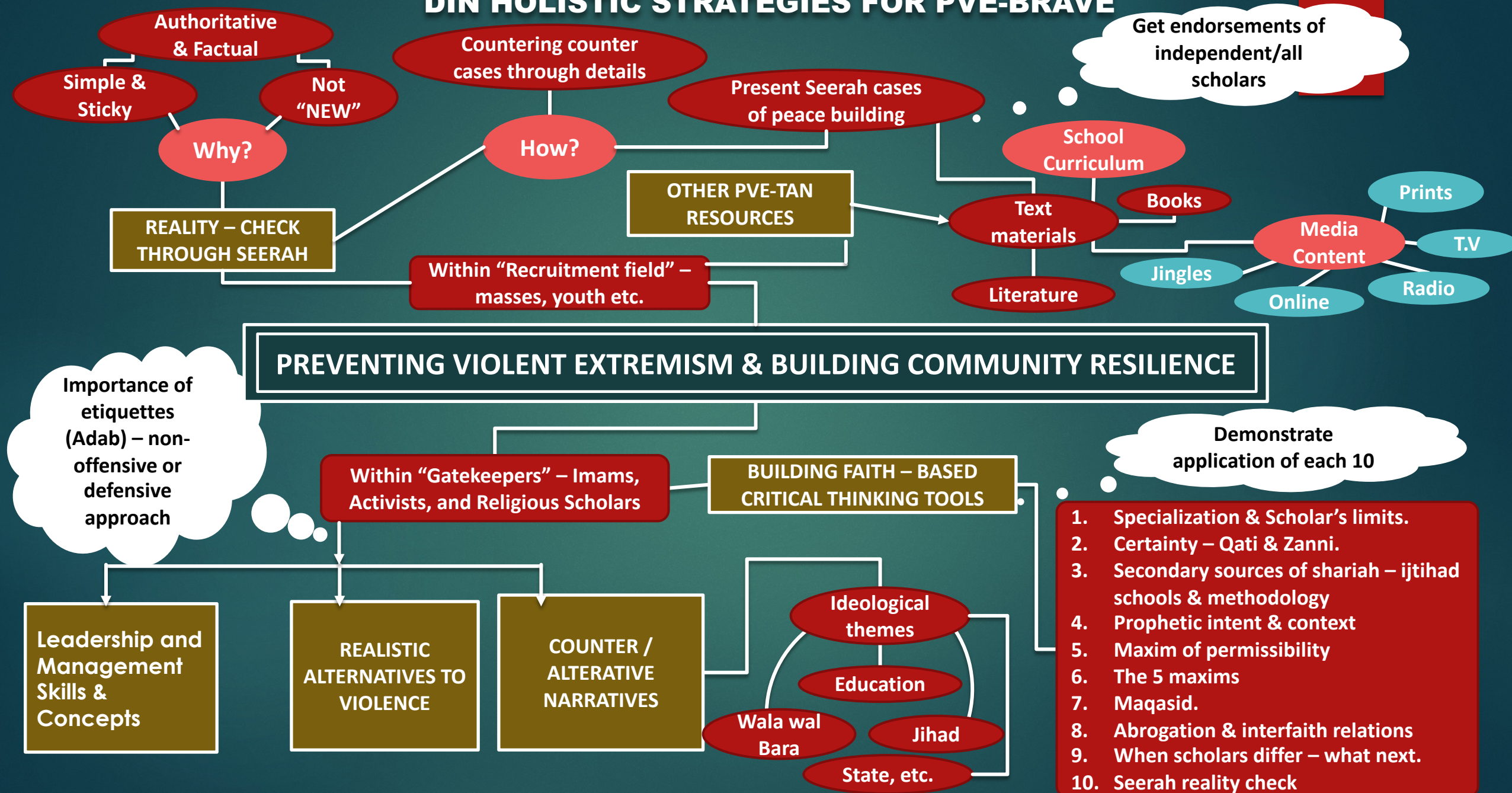


# OTHER RECOMMENDATIONS

## ▶ Pedagogy

- ▶ An array of pedagogical tools is utilized, such as panel presentation, lecture, group discussion, reading assignments, audio materials, texts, workbook, drills, film show, excursion, edutainment & games, etc.
- ▶ **Sharpening the Saw** (Actors/Facilitators/Implementers).
- ▶ **Do No Harm** (DNH) Principle.

# DIN HOLISTIC STRATEGIES FOR PVE-BRAVE







► For enquires, collaboration, or suggestions, please reach out to:

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