

From:	Snyder, Nathaniel (b)(6) (FYDIBOHF23SPDI	
To:	(b)(6)	E GROUP CVE Working Group8d7"
Subject:	Active Shooter Webpage POC	
Date:	2013/01/30 11:20:14	
Type:	Note.EnterpriseVault.Shortcut	

All – thanks again for joining the call. As noted on the call I am reaching out to find out the POC for the DHS Active Shooter Webpage... I will keep you all posted.

Thanks,

-Nate

Nate Snyder

US Department of Homeland Security

Office of the Secretary

Liaison for Community Partnership &

Strategic Engagement

Counterterrorism Working Group

(b)(6)

Sender:	Snyder, Nathaniel (b)(6)	
Recipient:	(b)(6)	

	(b)(6)	=CVE Working Group8d7"
Sent Date:	2013/01/30 11:18:11	
Delivered Date:	2013/01/30 11:20:14	

From:	(b)(6)
To:	
CC:	
Subject:	[Added Coordination] S2BB - 01.17.13 - CVE Breakfast (Due 01.15.13, 1500)
Date:	2013/01/10 12:19:07
Type:	Note.EnterpriseVault.Shortcut

Please see below for additional coordination

From: (b)(6)

Sent: Thursday, January 10, 2013 12:15 PM

To: (b)(6)

(b)(6)

Cc:

(b)(6)

Subject: S2BB - 01.17.13 - CVE Breakfast (Due 01.15.13, 1500)

Per ESEC policy, briefing memos may not exceed two pages and must be submitted on time.

Materials not completed on time are subject to cancellation. Coordination should begin no less than 24 hours before the due date.

Lead component, please provide an SME-level contact for the materials in your final email submission to BriefingStaffA.

DEPUTY SECRETARY BRIEFING BOOK TASKING

Event Date

Thursday, January 17, 2013 (0800-0900)

Event Name

CVE Breakfast

Lead Component

CT Coordinator

Required Coordination

PLCY, I&A, OGC

Product

Briefing memo, biographies

Note

Sender:	(b)(6)	
Recipient:		

	(b)(6)
Sent Date:	2013/01/10 12:19:06
Delivered Date:	2013/01/10 12:19:07
Message Flags:	Unread

From:	(b)(6)
To:	
CC:	
Subject:	Additional Materials
Date:	2016/05/16 15:40:50
Priority:	Normal
Type:	Note

(b)(6)

Attached are supplemental materials for your reference (in addition to the master document). I have attached the materials and answers we received from the Mass General SMEs, as well as the lists from Laila that we have received this far.

Thanks,

(b)(6)		
Sender:	(b)(6)	
Recipient:		
Sent Date:	2016/05/16 15:40:43	
Delivered Date:	2016/05/16 15:40:50	
From:	(b)(6)	
To:		
CC:		
Subject:	RE: Need a Mass General Recommendation	
Date:	2016/05/10 19:35:26	
Type:	Note	

Hi (b)(6) et al

Thought I'd respond to all (and I apologize if that is not appropriate). We can put our heads together and add on if need be.

A few points to keep in mind:

(b)(5)

(b)(5)

SUMMARY: curricular material in inclusive and welcoming schools. Sounds easy. Actually would take thought. Developmentalists, neuroscience folks, curricular experts, psychiatrists and school administrators needs to get out of their silos and pool their knowledge to realize this goal

Hotlines

(b)(5)

SUMMARY: hot line and technology alternatives, mechanisms in place to study effectiveness, and active steps kids who are feeling conflicted can take

Celebrities

(b)(5)

SUMMARY: celebrity spokespersons part of a national media campaign

A Center for the Study of Radicalization

I think there needs to be clearing house of sorts to study what works and what doesn't. This could be grant based, or a single institute.

I want to think more about this, but is this what you're looking for?

(b)(6)

(b)(6)

From: (b)(6)
Sent: Tuesday, May 10, 2016 2:28 PM
To: (b)(6)
Cc:
Subject: RE: Need a Mass General Recommendation

(b)(6)

Thanks so very much for this, it is extremely helpful. I apologize to continue to burden you, but as a follow on, could you please provide us with language answering the questions below (in response to the info you sent us in the document):

- Considering the information/description given on the adolescent mind and radicalization, how would you propose that the government plug into this?
- What infrastructure could be put into place to address this? (i.e-a hotline along the lines of a suicide prevention line, a center focusing on radicalization and mental health issues, etc).

Thanks so much,

(b)(6)

From: (b)(6)
Sent: Sunday, May 08, 2016 12:49 PM
To: (b)(6)
Cc:
Subject: RE: Need a Mass General Recommendation

Wasn't sure to whom I ought to send this. There is a three page discussion and two references. I wrote in a somewhat informal style. Please let me know if you would like it to read more formally. thanks again.

(b)(6)

From: (b)(6)
Sent: Sunday, May 08, 2016 10:13 AM
To: (b)(6)
Subject: RE: Need a Mass General Recommendation

Hi (b)(6)

Just circling up on the get backs referenced below-we are beginning to pull the report together, so if it's possible for you to please provide the info requested, it would be extremely useful for us as we begin to craft recommendations. Thanks again,

(b)(6)

From: (b)(6)

Sent: Wednesday, April 20, 2016 5:13 PM

(b)(6)

Subject: RE: Need a Mass General Recommendation

(b)(6)

Sorry I had to jump off the call but glad it was productive. Ron from the forensic point of view and (b)(6) from the child and adolescent point of view have a lot to offer the discussion you are interested in.

We will connect up here and get back to you with some thoughts about the MGH get backs you've listed.

Best,

(b)(6)

From: (b)(6)

Sent: Wednesday, April 20, 2016 1:32 PM

To: (b)(6)

Cc:

Subject: RE: Need a Mass General Recommendation

(b)(6)

Thanks so much to you and everyone on Monday's call for your time and invaluable insight. As a follow up to the call, below are the list of requested due outs for you all, if you please have an opportunity to review these:

MGH get backs

- More information on the medical piece associated with the vulnerability of the adolescent mind.
 - If possible, a 1-2 pager on what is happening to and in the brain, specifically the frontal lobe, when attempts are made to undo and complicate binary thinking.
- A research paper from Amsterdam on resilience training that was referenced on the call.
- Information on the link between musical lyrics provoking violence.

Thanks again,

Lauren

From: (b)(6)
Sent: Wednesday, April 13, 2016 3:44 PM
To: (b)(6)
Cc: B., M.D.
Subject: Re: Need a Mass General Recommendation

Sounds like getting a start with an 11 am Monday call is the better part of (b)(6)

Best

(b)(6)

Sent from my iPhone

On Apr 13, 2016, at 3:11 PM, (b)(6) wrote:

Sorry I am tied up with meetings the whole day

(b)(6)

Sent from my iPad

On Apr 13, 2016, at 1:44 PM, (b)(6) wrote:

Hi (b)(6)

I'm booked from 11:30 to 1 on Monday 4/18.

(b)(6) is key so perhaps you can book the 11 am hour with him and (b)(6) and (b)(6) if they can make it and I can join the first 30 minutes.

Or happy to reschedule if need be.

Best

(b)(6)

Sent from my iPhone

On Apr 13, 2016, at 12:50 PM, (b)(6) wrote:

That actually works for me, although I have a 12:30 patient and would have to leave a bit early.

(b)(6)

(b)(6)

From: (b)(6)

Sent: Wednesday, April 13, 2016 12:48 PM

(b)(6)

Subject: RE: Need a Mass General Recommendation

(b)(6)

Would 11am-12:30pm on 4/18 work? Thanks,

(b)(6)

From: (b)(6)

(b)(6)

Sent: Tuesday, April 12, 2016 10:55 AM

(b)(6)

Subject: RE: Need a Mass General Recommendation

Dear (b)(6)

Unfortunately we have learned that (b)(6) who will be our point person/expert on this issue is unavailable on the 21st and 22nd.

Can we find another time at the end of the month?

Thank you,

(b)(6)

From: (b)(6)

Sent: Tuesday, April 12, 2016 10:31 AM

To: (b)(6)

Cc:

Subject: RE: Need a Mass General Recommendation

Good Morning,

Apologies for the delay in response! Would a teleconference on 4/21 work? We can do anytime between 10am-2pm that day.

Thanks,

(b)(6)

From: (b)(6)
Sent: Thursday, March 31, 2016 3:12 PM
To: Visconti, Jay

(b)(6)

Subject: RE: Need a Mass General Recommendation

Mr. Visconti, thank you!

(b)(6), please feel free to send over Mr. Visconti's availability for the weeks of April 18 and April 25 for a 90 min call at your earliest convenience.

Thank you. J.

From: Visconti, Jay (b)(6)
Sent: Thursday, March 31, 2016 3:09 PM
To: (b)(6)
Cc: (b)(6)

Subject: RE: Need a Mass General Recommendation

Hi James,
Looping in (b)(6) to help facilitate.

Thanks,

Jay Visconti
Assistant Chief
Homeland Security Advisory Council
Department of Homeland Security

(b)(6)

From: (b)(6)
Sent: Thursday, March 31, 2016 3:07 PM
To: Visconti, Jay (b)(6)

(b)(6)

Subject: RE: Need a Mass General Recommendation

Hello Mr. Visconti,

Would you mind offering your availability for the weeks of April 18 and April 25, 2016 for a 90 min meeting with (b)(6) and others here at MGH?

If you have a scheduler that may help expedite the process, please feel free to have him/her email me directly.

Once we have your availability, I will work with the team here to confirm a time for the call.

Thank you in advance, J.

From: (b)(6)

Sent: Monday, March 28, 2016 12:12 PM

To: 'Visconti, Jay'

Cc: Morgenthau, Sarah; (b)(6)

(b)(6)

Subject: RE: Need a Mass General Recommendation

Dear Mr Visconti,

I'll have (b)(6) find a mutually agreeable time for the 4 of us to be on a teleconference with your Council and we'll pass that on to you so that the teleconference can be arranged.

Best regards,

(b)(6)

From: Visconti, Jay (b)(6)

Sent: Monday, March 28, 2016 10:08 AM

To: (b)(6)

Cc: Morgenthau, Sarah; (b)(6)

(b)(6)

Subject: RE: Need a Mass General Recommendation

Sir,

It appears that a basic teleconference is going to be best; with so many parties in different locations and our

government systems not being too compatible outside of our network (for Skype etc...) it's probably best to use teleconference.

If you could provide some dates / times that work for your group we can reach out to the Subcommittee members to see what works for them.

Thanks,

Jay Visconti
Assistant Chief
Homeland Security Advisory Council
Department of Homeland Security
Office (b)(6)
Mobil (b)(6)

(b)(6)

Sent: Thursday, March 17, 2016 3:22 PM

To: Visconti, Jay <(b)(6)>

Cc: Morgenthau, (b)(6)

(b)(6)

Subject: Re: Need a Mass General Recommendation

Many thanks!

(b)(6)

Sent from my iPhone

On Mar 17, 2016, at 2:12 PM, Visconti, Jay

(b)(6) wrote:

Sir,

I'll get with Lauren and we'll come up with some options. I'm off tomorrow so we'll be discussing this early next week and we'll get back to the group.

In the meantime, are there dates that are better than others that would be better for your group?

Thanks,

Jay Visconti
Assistant Chief
Homeland Security Advisory Council
Department of Homeland Security
Office: (b)(6)
Mobile (b)(6)

From: Morgenthau, Sarah

Sent: Thursday, March 17, 2016 1:25 PM

(b)(6)

Subject: RE: Need a Mass General
Recommendation

I am adding Jay Visconti to help with the
videoconference question. (b)(6) Jay will reach out
to you directly to and go through the options. Also
took off (b)(6) to as not to flood her inbox.

(b)(6)

Sent: Wednesday, March 16, 2016 4:40 PM

(b)(6)

Subject: RE: Need a Mass General
Recommendation

Hi (b)(6)

I think we can try to find an agreeable time to get
everyone together although that's not always easy
around here!

(b)(6) who has the most experience with
these issues, is particularly interested in taking
part.

What kind of set up were you considering?
Do you use Skype or just a conference call?

Best,

(b)(6)

(b)(6)

Sent: Tuesday, March 15, 2016 10:23 AM

(b)(6)

Subject: RE: Need a Mass General
Recommendation

Dear (b)(6)

Thank you so much for your assistance with this.
Would it be feasible to arrange a video conference
with the panel referenced below? Thanks,

(b)(6)

(b)(6)

Sent: Monday, March 14, 2016 9:09 AM

(b)(6)

Subject: RE: Need a Mass General
Recommendation

Dear (b)(6)

Thank you for your note.
We'd be happy to discuss the panel idea .
We'll look forward to hearing from (b)(6)
about setting up a time to chat.

Best,

(b)(6)

From: (b)(6)

Sent: Sunday, March 13, 2016 7:47 PM

(b)(6)

(b)(6)

Subject: RE: Need a Mass General
Recommendation

If you make your way to Boston let me know.
Cambridge Police Commissione (b)(6)
is a friend and someone who works closely
with the mental health community on CVE
relate issues. My team and I authored one of
the Boston bombing afteraction reports that
focused on Cambridge outreach activities.

Sent from my Verizon Wireless 4G LTE smartphone

----- Original message -----

From: (b)(6)
Date: 3/13/2016 7:38 PM (GMT-05:00)
To: "Morgenthau, Sarah"

(b)(6)

Subject: Re: Need a Mass General
Recommendation

Dear (b)(6)

Thank you so much. We met at TEDxBoston a
couple of years ago and am grateful for you
help on this important component of CVE.

Dear (b)(6)

It is a pleasure to e-meet you. We are so
excited by your email and really appreciate
your help. The mental health component to this
issue of adolescent minds, radicalization and
belonging has not been incorporated into the
issue as fully as it needs to be and we would
really benefit from the expertise you and your
colleagues can bring. Thank you.

We look forward to talking very soon!

Kind Regards,

(b)(6)

Sent from space...

On Mar 13, 2016, at 6:14 PM, Morgenthau, Sarah (b)(6) wrote:

Thank you (b)(6) for making this introduction, and (b)(6) very nice to meet you. I am copying our co chairs

(b)(6)

who I know will want to chime in on exactly what would be helpful. The short answer though is that yes we would love your help in putting together a panel. (b)(6)

who is also copied here can help with scheduling on our side. Most of us are in Washington but I am sure we could either travel or set up a video conference. Does that sound workable?

Best, Sarah

(b)(6)

Sent: Friday, March 11, 2016 04:56 PM

(b)(6)

Subject: Re: Need a Mass General Recommendation

Thank you so much (b)(6) for getting back to me so fast. I am intruding you to Sarah who can help follow-up!

(b)(6)

(b)(6)

On Mar 11, 2016, at
5:47 PM, (b)(6)

(b)(6)

wrote:

Hi (b)(6)

Good to hear from you.
I met with (b)(6)

(b)(6) recently and
got an update on CGH
and heard about all the
wonderful things you
are accomplishing with
Seed Global Health.
You must be very busy
with everything and
congratulations on
getting your program to
such a solid place in
such a short time.

Thank you for thinking
of me with regard to
this important issue.
I think there are several
psychiatrists here who
are interested in this
vulnerability and its
ramifications and I'm
glad there are people
like (b)(6)
who are focusing

attention on this aspect of the problem.

I'd be happy to put together a team of us who could respond to her request:

(b)(6) (b)(6)
(b)(6)

He is interested in how the media is being used for good and ill with regard to mind, brain and behavior in young people.

(b)(6)
(b)(6)

believe he regularly consults with the FBI on risk assessment.

(b)(6)
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with the US State Department having directed 2 training programs in mental health for State Department staff as you probably know.

(b)(6)
(b)(6)

Experience in Middle East and Africa with mental health programming and also interested in the role of

disconnection
challenges and in-
group/out-group
dynamics in the
development of faulty
decision-making.

I'm sure I can speak for
them that we'd be
happy to help in any
way we can.

Thanks again (b)(6)

Best

(b)(6)

(b)(6)

Sent: Thursday,
March 10, 2016 7:00

DM

(b)(6)

Subject: Fwd: Need a
Mass General
Recommendation

Dear

(b)(6)

I hope you are well. I
wanted to get your
thoughts on the
below? Do you all do
this? Ideas on who
does?

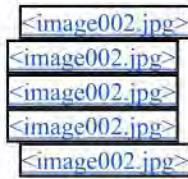
VBK

<image001.jpg>

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<image002.jpg>

<image002.jpg>



----- Forwarded
message -----

From: **Morgenthau,**

Sarah (b)(6)

(b)(6)

Date: Thu, Mar 10,
2016 at 2:15 PM

Subject: Need a Mass
General

Recommendation

To:

(b)(6)

On the DHS front, among other things, I am working with a group of policy makers on countering violent extremism. One of our focus areas is how to incorporate the education and mental health sectors into the countering violent extremism discussion. We were hoping to talk to someone at Mass General who is well versed in the architecture of the child/adolescent mind and has thoughts about it vis a vis gangs, cults, drugs etc. We are of course interested in what sort of adolescent brain may be more of a likely target for radicalization and what are the early indicators that this may happen. I have attached

our subcommittee roster and a document explaining who we are and what we are focusing on for background. In the meantime, I would be grateful for any recommendation you may have for someone who is spending some significant time thinking about these issues.

Sarah E. Morgenthau

Executive Director, Homeland Security Advisory Council

U.S. Department of Homeland Security

(b)(6) office)
(b)(6) (cell)

The information in this e-mail is intended only for the person to whom it is addressed. If you believe this e-mail was sent to you in error and the e-mail contains patient information, please contact the Partners Compliance HelpLine at <http://www.partners.org/compliance> . If the e-mail was sent to you in error but does not contain patient information, please contact the sender and properly dispose of the e-mail.

Sender:	(b)(6)	
Recipient:		

From: (b)(6)

Sent: Monday, March 28, 2016 12:12 PM

To: 'Visconti, Jay'

Cc: Morgenthau, Sarah; (b)(6)

(b)(6)

Subject: RE: Need a Mass General Recommendation

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Homeland Security Advisory Council
Department of Homeland Security
Office: (b)(6)
Mobile: (b)(6)

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(b)(6)

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(b)(6)

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(b)(6)

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(b)(6)

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(b)(6)

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VBK

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----- Forwarded
message -----

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Sarah <(b)(6)>

(b)(6)

Date: Thu, Mar 10,
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Recommendation

To:

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Executive Director, Homeland
Security Advisory Council

U.S. Department of Homeland
Security

(b)(6) office)
(cell)

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Sender:	(b)(6)
Recipient:	

	(b)(6)
Sent Date:	
Delivered Date:	
From:	
To:	
CC:	
Subject:	RE: Mass General Call w/ CVE Subcommittee *Reminder*
Date:	2016/04/26 09:55:46
Type:	Note

All:

In follow-up to our call, here are the articles I mentioned/promised.

(b)(6)

(b)(6)

(b)(6)

-----Original Appointment-----

From: Visconti, Jay (b)(6)

Sent: Monday, April 18, 2016 9:12 AM

(b)(6)

Subject: Mass General Call w/ CVE Subcommittee *Reminder*

When: Monday, April 18, 2016 11:00 AM-12:30 PM (UTC-05:00) Eastern Time (US & Canada).

Where: (US) 866-753-8983 PIN: 7335019# / (INT'L) 203-277-5310 PIN: 7335019#

****Reminder – Call today at 11:00am EDT****

Greetings,

Please see below for the information of the upcoming conference call between Mass General and the HSAC CVE Subcommittee.

Please forward this information as necessary.

Date / Time:

April 18, 2016: 11:00am – 12:30pm EDT

Dial-In Information:

(US) (b)(6)

Or

(INT'L) (b)(6)

Please email me or Lauren Wenger at (b)(6) should you have any issues on the day of your call.

Thanks,

Jay Visconti

Assistant Chief

Homeland Security Advisory Council

Department of Homeland Security

(b)(6)

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Sender:	(b)(6)
Recipient:	
Sent Date:	
Delivered Date:	
From:	
To:	
CC:	
Subject:	RE: Need a Mass General Recommendation
Date:	2016/05/08 12:49:31
Type:	Note

Wasn't sure to whom I ought to send this. There is a three page discussion and two references. I wrote in a somewhat informal style. Please let me know if you would like it to read more formally. thanks again.

(b)(6)

From: Wenger, Lauren (b)(6)
Sent: Sunday, May 08, 2016 10:13 AM

(b)(6)

Subject: RE: Need a Mass General Recommendation

Hi (b)(6)

Just circling up on the get backs referenced below-we are beginning to pull the report together, so if it's possible for you to please provide the info requested, it would be extremely useful for us as we begin to craft recommendations. Thanks again,

Lauren

From: (b)(6)
Sent: Wednesday, April 20, 2016 5:13 PM

(b)(6)

Subject: RE: Need a Mass General Recommendation

Hi (b)(6)

Sorry I had to jump off the call but glad it was productive. (b)(6) from the forensic point of view and (b)(6) from the child and adolescent point of view have a lot to offer the discussion you are interested in.

We will connect up here and get back to you with some thoughts about the MGH get backs you've listed.

Best,

(b)(6)

From: Wenger, Lauren

(b)(6)

Sent: Wednesday, April 13, 2016 1:32 PM

(b)(6)

Subject: RE: Need a Mass General Recommendation

(b)(6)

Thanks so much to you and everyone on Monday's call for your time and invaluable insight. As a follow up to the call, below are the list of requested due outs for you all, if you please have an opportunity to review these:

MGH get backs

- More information on the medical piece associated with the vulnerability of the adolescent mind.
 - If possible, a 1-2 pager on what is happening to and in the brain, specifically the frontal lobe, when attempts are made to undo and complicate binary thinking.
- A research paper from Amsterdam on resilience training that was referenced on the call.
- Information on the link between musical lyrics provoking violence.

Thanks again,

Lauren

From:

(b)(6)

Sent: Wednesday, April 13, 2016 3:44 PM

(b)(6)

Subject: Re: Need a Mass General Recommendation

Sounds like getting a start with an 11 am Monday call is the better part of valor Lauren.

Best

(b)(6)

Sent from my iPhone

On Apr 13, 2016, at 3:11 PM, (b)(6) wrote:

Sorry I am tied up with meetings the whole day

(b)(6)

Sent from my iPad

(b)(6)

Hi Lauren

I'm booked from 11:30 to 1 on Monday 4/18.

(b)(6) is key so perhaps you can book the 11 am hour with him and
and Gene if they can make it and I can join the first 30 minutes.

Or happy to reschedule if need be.

Best

(b)(6)

Sent from my iPhone

On Apr 13, 2016, at 12:50 PM,

(b)(6)

(b)(6)

wrote:

That actually works for me, although I have a 12:30 patient and
would have to leave a bit early.

(b)(6)

From: Wenger, Lauren (b)(6)

Sent: Wednesday, April 13, 2016 12:48 PM

(b)(6)

Subject: RE: Need a Mass General Recommendation

(b)(6)

Would 11am-12:30pm on 4/18 work? Thanks,

Lauren

(b)(6)

Subject: RE: Need a Mass General Recommendation

Dear Lauren,
Unfortunately we have learned that (b)(6) who will be
our point person/expert on this issue is unavailable on the 21st
and 22nd.
Can we find another time at the end of the month?

Thank you,

(b)(6)

From: Wenger, Lauren (b)(6)
Sent: Tuesday, April 12, 2016 10:51 AM
To: (b)(6)
Cc: (b)(6)
Subject: RE: Need a Mass General Recommendation

Good Morning,

Apologies for the delay in response! Would a teleconference on
4/21 work? We can do anytime between 10am-2pm that day.

Thanks,

Lauren

From: (b)(6)
Sent: Thursday, March 31, 2016 3:12 PM
To: Visconti, Jay
Cc: (b)(6)
Subject: RE: Need a Mass General Recommendation

N (b)(6) thank you!

Lauren, please feel free to send over (b)(6) availability for
the weeks of April 18 and April 25 for a 90 min call at your
earliest convenience.

Thank you. J.

From: (b)(6)
Sent: Thursday, March 31, 2016 3:09 PM

(b)(6)

Subject: RE: Need a Mass General Recommendation

Hi J, (b)(6)
Looping in Lauren Wenger to help facilitate.

Thanks,

Jay Visconti
Assistant Chief
Homeland Security Advisory Council
Department of Homeland Security

(b)(6)

From: (b)(6)
Sent: Thursday, March 31, 2016 3:07 PM

(b)(6)

Subject: RE: Need a Mass General Recommendation

—
Hello Mr. Visconti,

Would you mind offering your availability for the weeks of April 18 and April 25, 2016 for a 90 min meeting with (b)(6) and others here at MGH?

If you have a scheduler that may help expedite the process, please feel free to have him/her email me directly.

Once we have your availability, I will work with the team here to confirm a time for the call.

Thank you in advance, J.

From: (b)(6)
Sent: Monday, March 28, 2016 12:12 PM
To: 'Visconti, Jay'

(b)(6)

Subject: RE: Need a Mass General Recommendation

Dear Mr Visconti,
I'll have (b)(6) find a mutually agreeable time for the 4 of us to be on a teleconference with your Council and we'll pass that on to you so that the teleconference can be arranged.

Best regards,

(b)(6)

(b)(6)

(b)(6)

Harvard Medical School

From: Visconti, Jay (b)(6)

Sent: Monday, March 28, 2016 10:08 AM

(b)(6)

Subject: RE: Need a Mass General Recommendation

Sir,

It appears that a basic teleconference is going to be best; with so many parties in different locations and our government systems not being too compatible outside of our network (for Skype etc...) it's probably best to use teleconference.

If you could provide some dates / times that work for your group we can reach out to the Subcommittee members to see what works for them.

Thanks,

Jay Visconti
Assistant Chief
Homeland Security Advisory Council
Department of Homeland Security
Office: (b)(6)
Mobile: (b)(6)

From: (b)(6)

[\[mailto: \(b\)\(6\)\]](#)

Sent: Thursday, March 17, 2016 3:22 PM

To: Visconti, Jay (b)(6)

Cc: Morgenthau,
Wenger, Lauren <(b)(6)>

(b)(6)

(b)(6)

Subject: Re: Need a Mass General Recommendation

Many thanks!

(b)(6)

Sent from my iPhone

On Mar 17, 2016, at 2:12 PM, Visconti, Jay

(b)(6)

wrote:

Sir,

I'll get with (b)(6) and we'll come up with some options. I'm off tomorrow so we'll be discussing this early next week and we'll get back to the group.

In the meantime, are there dates that are better than others that would be better for your group?

Thanks,

▯

Jay Visconti
Assistant Chief
Homeland Security Advisory Council
Department of Homeland Security

(b)(6)

From: Morgenthau, Sarah

Sent: Thursday, March 17, 2016 1:25 PM

(b)(6)

Subject: RE: Need a Mass General Recommendation

I am adding Jay Visconti to help with the videoconference question. (b)(6) Jay will reach out

to you directly to and go through the options. Also took of (b)(6) so as not to flood her inbox.

From: (b)(6)

[mailto:

Sent: Wednesday, March 16, 2016 4:40 PM

(b)(6)

Subject: RE: Need a Mass General Recommendation

Hi Lauren,

I think we can try to find an agreeable time to get everyone together although that's not always easy around here!

(b)(6) who has the most experience with these issues, is particularly interested in taking part.

What kind of set up were you considering?

Do you use Skype or just a conference call?

Best,

(b)(6)

From: Wenger, Lauren

(b)(6)

Subject: RE: Need a Mass General Recommendation

Dear (b)(6)

Thank you so much for your assistance with this. Would it be feasible to arrange a video conference with the panel referenced below? Thanks,

Lauren

From: (b)(6)

[mailto:

Sent: Monday, March 14, 2016 9:09 AM

To: (b)(6)

(b)(6)

(b)(6)

Subject: RE: Need a Mass General Recommendation

Dear (b)(6)

Thank you for your note.

We'd be happy to discuss the panel idea .

We'll look forward to hearing from Lauren Wenger about setting up a time to chat.

Best,

(b)(6)

From: (b)(6)

Sent: Sunday, March 13, 2016 7:47 PM

(b)(6)

Subject: RE: Need a Mass General Recommendation

If you make your way to Boston let me know.

Cambridge Police Commissioner (b)(6)

is a friend and someone who works closely with the mental health community on CVE relate issues. My team and I authored one of the Boston bombing afteraction reports that focused on Cambridge outreach activities.

Sent from my Verizon Wireless 4G LTE smartphone

Original message

(b)(6)

Date: 3/13/2016 7:38 PM (GMT-05:00)

To: "Morgenthau, Sarah"

(b)(6)

(b)(6)

Subject: Re: Need a Mass General
Recommendation

Dear (b)(6)

Thank you so much. We met at (b)(6) a
couple of years ago and am grateful for you
help on this important component of CVE.

Dear (b)(6)

It is a pleasure to e-meet you. We are so
excited by your email and really appreciate
your help. The mental health component to this
issue of adolescent minds, radicalization and
belonging has not been incorporated into the
issue as fully as it needs to be and we would
really benefit from the expertise you and your
colleagues can bring. Thank you.

We look forward to talking very soon!

Kind Regards,

(b)(6)

Sent from space...

On Mar 13, 2016, at 6:14 PM, Morgenthau,
Sarah <(b)(6)> wrote:

Thank you (b)(6) for making this
introduction, and (b)(6) very nice to
meet you. I am copying our co chairs
(b)(6)

who I know will want to chime in on
exactly what would be helpful. The
short answer though is that yes we
would love your help in putting
together a panel. Lauren Wenger
who is also copied here can help with
scheduling on our side. Most of us
are in Washington but I am sure we

could either travel or set up a video conference. Does that sound workable?

Best, (b)(6)

(b)(6)

Subject: Re: Need a Mass General Recommendation

Thank you so much (b)(6) for getting back to me so fast. I am intruding you to (b)(6) who can help follow-up!

(b)(6)

(b)(6)

(b)(6)

(b)(6)

On Mar 11, 2016, at

(b)(6)

wrote:

H (b)(6)

Good to hear from you.

I met with (b)(6)

(b)(6)

recently and

got an update on CGH and heard about all the wonderful things you are accomplishing with Seed Global Health. You must be very busy with everything and congratulations on getting your program to such a solid place in such a short time.

Thank you for thinking of me with regard to this important issue. I think there are several psychiatrists here who are interested in this vulnerability and its ramifications and I'm glad there are people like Ms Morgenthau who are focusing attention on this aspect of the problem.

I'd be happy to put together a team of us who could respond to her request:

(b)(6)

(b)(6)

(b)(6)

He is interested in how the media is being used for good and ill with regard to mind, brain and behavior in young people.

(b)(6)

Psychiatry Program. I believe he regularly consults with the FBI on risk assessment.

(b)(6)

(b)(6)

with the US State Department having directed 2 training programs in mental health for State Department staff as you probably know.

(b)(6)

(b)(6)

Experience in Middle East and Africa with mental health programming and also interested in the role of disconnection challenges and in-group/out-group dynamics in the development of faulty decision-making.

I'm sure I can speak for them that we'd be happy to help in any way we can.

Thanks again (b)(6)

Best,

(b)(6)

From: K (b)(6)
B.,M.D.,M.Sc.

Sent: Thursday,
March 10, 2016 7:00
PM

(b)(6)

Subject: Fwd: Need a

Mass General
Recommendation

Dear

(b)(6)

I hope you are well. I
wanted to get your
thoughts on the
below? Do you all do
this? Ideas on who
does?

VBK

<image001.jpg>

[Donate](#) | [Amazon Smile](#)
| [Apply](#)

<image002.jpg>

<image002.jpg>

<image002.jpg>

<image002.jpg>

<image002.jpg>

<image002.jpg>

<image002.jpg>

----- Forwarded
message -----

From: **Morgenthau,**
Sarah

(b)(6)

(b)(6)

Date: Thu, Mar 10,
2016 at 2:15 PM
Subject: Need a Mass
General
Recommendation

To:

(b)(6)

(b)(6)

On the DHS front, among other things, I am working with a group of policy makers on countering violent extremism. One of our focus areas is how to incorporate the education and mental health sectors into the countering violent extremism discussion. We were hoping to talk to someone at Mass General who is well versed in the architecture of the child/adolescent mind and has thoughts about it vis a vis gangs, cults, drugs etc. We are of course interested in what sort of adolescent brain may be more of a likely target for radicalization and what are the early indicators that this may happen. I have attached our subcommittee roster and a document explaining who we are and what we are focusing on for background. In the meantime, I would be grateful for any recommendation you may have for someone who is spending some significant time thinking about these issues.

—
Sarah E. Morgenthau

Executive Director, Homeland
Security Advisory Council

U.S. Department of Homeland
Security

(b)(6)

(b)(6)

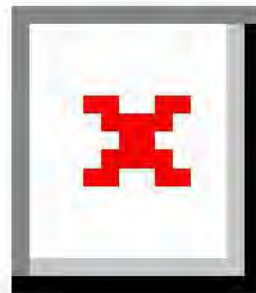
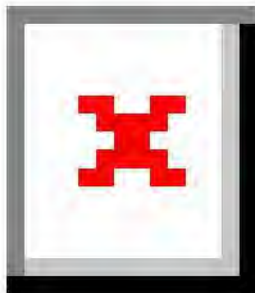
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Sender:	(b)(6)
Recipient:	
Sent Date:	2016/05/08 12:49:04
Delivered Date:	2016/05/08 12:49:31
From:	(b)(6)
SentVia:	
To:	
CC:	
Subject:	Re: Recommendations + list of websites
Date:	2016/05/12 15:56:44
Type:	Note

Sarah,

With regards to the first request, considering the lack of public information around the amount of users for each site. Instead, I'll be relying on the number of Facebook likes for each one. Below is the information, to make it as easy as possible.

1. • 1.
[Mozzified](#) - Muslim pop culture - *4,820 likes*
2. • 2.
[The Tempest](#) - Where diverse millennial women take media by storm - *34,305 likes*
3. • 3.
[Miss Muslim](#) - The (halal) Cosmo - *1,046 likes*
4. • 4.
[Ummah Wide](#) - Telling stories that transcend global Muslim boundaries - *22,608 likes*
5. • 5.
[Layali Webzine](#) - Digital lifestyle webzine for Muslim women - *2,523 likes*
6. • 6.
[Mvslim.com](#) - Inspire the next generation to aim for the extraordinary. - *62,456 likes*
7. • 7.
[AltMuslimah](#) - Commentary and stories on gender and Islam - *26,371 likes*
8. • 8.
[AltMuslim](#) - Global perspectives on Muslim life, politics and culture - *1,918 likes*
9. • 9.
[The Islamic Monthly](#) - Politics, culture, society - *108,645 likes*
10. • 10.
[Muslim Girl](#) - Muslim women talk back - *23,947 likes*



Will be sending over the second list within the day.

(b)(6)

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(b)(6)

(b)(6)

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[The Tempest in CNN Money](#)
[The Tempest in Cosmopolitan](#)
[The Tempest in Auburn Seminary](#)
[The Tempest on GVH Live](#)

On Thu, May 12, 2016 at 2:52 PM, Morgenthau, Sarah (b)(6) wrote:
Hi (b)(6), thanks for this. Can you send us the other two directives as soon as you are able.

Best, Sarah

From: (b)(6)
Sent: Saturday, May 07, 2016 10:42 PM
To: Wenger, Lauren; Morgenthau, Sarah
Subject: Recommendations + list of websites

Sarah and Lauren,

Please find below four preliminary recommendations for the committee, as well as the list of influential websites for Muslim millennials. It'll be faster for me to turn around edits and redirects now that I have things down on paper.

I will put time into fleshing out the two other directives from (b)(6) tomorrow and Monday.

[Preliminary committee recommendations](#)

[List of Muslim-consumed websites](#)

Looking forward to your thoughts and feedback.

Thanks,

(b)(6)

--

(b)(6)

(b)(6)

(b)(6)

(b)(6)

--

[The Tempest in CNN Money](#)
[The Tempest in Cosmopolitan](#)
[The Tempest on GVH Live](#)



Sender:	(b)(6)	
Recipient:		
Sent Date:	2016/05/12 15:55:45	
Delivered Date:	2016/05/12 15:56:44	

(b)(6)

HSAC CVE Subcommittee

May 7, 2016

List of Popular Muslim Millennial Platforms/Outlets

1. [Mozzified](#) - Muslim pop culture
2. [The Tempest](#) - Where diverse millennial women take media by storm
3. [Miss Muslim](#) - The (halal) Cosmo
4. [Ummah Wide](#) - Telling stories that transcend global Muslim boundaries
5. [Layali Webzine](#) - Digital lifestyle webzine for Muslim women
6. [Mvslim.com](#) - Inspire the next generation to aim for the extraordinary.
7. [AltMuslimah](#) - Commentary and stories on gender and Islam
8. [AltMuslim](#) - Global perspectives on Muslim life, politics and culture
9. [The Islamic Monthly](#) - Politics, culture, society
10. [Muslim Girl](#) - Muslim women talk back



Moral Disengagement and Building Resilience to Violent Extremism: An Education Intervention

Anne Aly, Elisabeth Taylor & Saul Karnovsky

To cite this article: Anne Aly, Elisabeth Taylor & Saul Karnovsky (2014) Moral Disengagement and Building Resilience to Violent Extremism: An Education Intervention, Studies in Conflict & Terrorism, 37:4, 369-385, DOI: [10.1080/1057610X.2014.879379](https://doi.org/10.1080/1057610X.2014.879379)

To link to this article: <http://dx.doi.org/10.1080/1057610X.2014.879379>



Accepted author version posted online: 10 Jan 2014.



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Research Note

Moral Disengagement and Building Resilience to Violent Extremism: An Education Intervention

ANNE ALY

Department of Social Sciences and International Studies
Faculty of Humanities
Curtin University
Perth, Australia

ELISABETH TAYLOR
SAUL KARNOVSKY

School of Education
Curtin University
Perth, Australia

This article reports on the development of an education intervention, the Beyond Bali Education Resource funded by the Australian Governments' Building Community Resilience Grants of the Federal Attorney General's Department, that applies a conceptual framework grounded in moral disengagement theory. Beyond Bali is a five module program for schools that is specifically designed to build social cognitive resilience to violent extremism by engaging self-sanctions and preparing students to challenge the influence of violent extremism that can lead to moral disengagement. The theory of moral disengagement has been applied to the study of radicalization to violent extremism to explain how individuals can cognitively reconstruct the moral value of violence and carry out inhumane acts. The mechanisms of moral disengagement through which individuals justify violence, dehumanize victims, disregard the harmful consequences of violence and absolve themselves of blame have been used in the construction of violent extremist narratives. However, they have not been applied to the development of intervention strategies that aim to counter the radicalizing influences of violent extremist narratives.

Education interventions have been developed as preventative programs targeting gang behavior, gun activity, and other forms of anti-social behavior among young people. To date, the application of education interventions in the prevention of violent extremism has not been fully developed, although it has had some consideration in the literature on building resilience to violent extremism. Education, particularly of young people, is recognized as

Received 5 June 2013; accepted 1 November 2013.

Address correspondence to Anne Aly, Department of Social Sciences and International Studies, Faculty of Humanities, Curtin University, Perth, Australia. E-mail: anne.aly@curtin.edu.au

an important and vital component of a comprehensive countering violent extremism approach particularly in the context of building cognitive capacity to resist violent extremist messages. Current evidence suggests that most efforts to develop education interventions for the prevention of violent extremism in schools tend to focus on promoting tolerance and understanding through citizenship education and the teaching of civic values. In Australia, some attempts to teach high school students about terrorism have met with community and public outrage, primarily due to the approach taken to discussing terrorism in the classroom context. In one example, a government high school in Western Australia came under attack for setting students an assignment to plan a terrorist attack in order to engage them in how beliefs and values influence behaviors.¹ The case drew national and international media attention and highlighted the ethical and methodological challenges to teaching about terrorism to support critical understandings of violence among adolescent learners. Beyond the classroom context, Weine and Ahmed, for example, identify opportunities for civic engagement and the provision of supervised after-school activities as strategies to diminish opportunities for violent extremism among Somali-American youth in Minneapolis.² Education programs also appear in de-radicalization strategies in the form of religious re-education.

This article reports on the development and implementation of Australia's first education intervention designed to educate adolescent learners about terrorism and build cognitive resilience to violent extremism. The Beyond Bali Education Program (Beyond Bali) is a five module program aimed at 15–16-year-olds that consist of five learning modules. Progressively, the modules build social cognitive resilience to violent extremism by preparing students to challenge the influence of violent extremism that can lead to moral disengagement. Beyond Bali is grounded in theories of moral disengagement and moral development that together offer a conceptual framework and pedagogic approach for the development of education intervention that can equip students with the capacity to engage their self sanctions and respond in positive ways to terroristic narratives that challenge their moral engagement. The program was piloted in 2012 and is currently being distributed to government and private schools throughout Australia.

The article is divided into four sections. The first examines current educational approaches to building resilience to violent extremism primarily through programs that integrate teaching civic values, democratic participation, and social harmony. This section attempts to build an argument for the application of a moral disengagement framework and moral education for informing education interventions to counter violent extremism. The second section explores the concepts of risk, vulnerability, and resilience in the context of education interventions to violent extremism. Overall, the literature in both areas covered in these sections is scant and underdeveloped. Much of the literature on vulnerability and resilience to violent extremism draws on other forms of violence such as gang activity and youth crime. Similarly, a review of the literature on teaching methods that help to build resilience to extremism yielded no empirical studies or case studies specific to violent extremism. In this context, the third section attempts to construct the conceptual framework for an education intervention to counter violent extremism. At the heart of this section is a call to examine how social-cognitive mechanisms of moral disengagement that have been used as organizing principles for understanding radicalization, can also be applied to preventative measures. While measures of moral disengagement processes have been used to predict acts of violence and support for violent extremism among young people, the same level of attention has not been given to examining how preventative interventions may enhance personal resilience to radicalizing influences through the activation of self-sanctioning mechanisms that can potentially psychologically immunize young people

against the social influences of moral disengagement. The final section presents the Beyond Bali education program and explains how moral disengagement theory and moral education pedagogical approaches form the basis for the theoretical constructs upon which the program was developed. This section begins with a discussion on the local context with a focus on Australian response to the Bali bombings in October 2002 that claimed 202 lives, including 88 Australians. This is followed by a description of the program highlighting how cognitive behavioral and knowledge-based modes of teaching and learning were integrated into the program to modulate moral disengagement mechanisms and reinforce self-regulatory mechanisms in the learners. The results of the initial pilot and evaluation of the program are also reported in this article, although it should be noted these results are not presented as a substantive evaluation of the program.

Educational Approaches to Building Resilience to Violent Extremism

Education plays a preeminent role in the socialization of young people and their moral development. Consequently, education features strongly in the counter-radicalization programs of some States. For the most part, education interventions focus on the teaching in schools of subjects that promote tolerance, understanding, and citizenship. The United Kingdom's Prevent Strategy has produced a variety of activities in schools in recognition of the fact that schools play a vital role in preparing young people to challenge violent extremist influences. These efforts have primarily focused on "developing a positive and inclusive ethos that championed democratic values and human rights."³ Compulsory school curricula in Austria, the Netherlands, Belgium, and Australia include citizenship education, civic values, and cultural diversity. These programs are valuable in their own right, but reflect some of the problems of the broader policy approach to preventing violent extremism and building resilience that assume that violent extremism can be prevented by developing democratic participation.

Policies and programs to counter terrorism and violent extremism place particular emphasis on youth at risk of committing violent crimes influenced by ideology. This has been most pronounced in the preventative components of national counterterrorism strategies that predominantly target youth perceived to be at risk of ideological influences that promote the use of violence. In Australia, for example, the Resilience strand of Australia's counterterrorism approach has largely focused on providing funding for programs that target Muslim youth. A large proportion of funding has been allocated to programs that aim to promote democratic participation of young Muslims; address issues of alienation and marginalization; foster young Muslim leaders; and enhance Muslim youth civic competencies.

While the popular assumption is that a lack of opportunity for democratic participation is a root cause of violent extremism because violence is seen to be a last resort tool of the politically oppressed, the literature is inconclusive. In relation to the lack of democratic participation of diaspora Muslim youth, the consensus in the literature is that there is no relationship between religion and participation. A study on the relationship between religiosity and civic participation among Muslim and Christian youth in the Netherlands found that, despite popular assumptions that Muslim youth are disassociated from democratic institutions both Muslim and Christian adolescents have more developed democratic competencies than their non-religious counterparts.⁴ These findings are echoed by Attar-Schwartz and Ben-Arieh whose study on political attitudes and knowledge among Palestinian and Jewish youth concluded that political involvement was higher among more religious youth, both Jewish and Arab.⁵ Similarly, research on the political participation of ethnic minority

youth in Belgium revealed that while they do have lower levels of political participation, participation was influenced not by citizenship status or religion but by gender, socioeconomic status, language attributes and group identity.⁶ These studies indicate that programs targeting Muslim youth political participation and democratic engagement are more likely to be effective if they also take into account the broader social and economic conditions of Muslims in the diaspora.

Programs that aim at preventing violent extremism are better placed focusing on the kinds and forms of political participation available to Muslim youth. In an environment where Muslims have been excluded from participation in the public sphere, Australian Muslims are turning to alternative modes of political participation and finding new ways of engaging in political debates about their citizenship rights.⁷ A similar phenomenon can be observed among young British Muslims who respond to perceived discrimination in political and media discourses in creative ways that offer alternatives to those conventional forms of mainstream politics.⁸ The arguments made by these authors lend some legitimacy to programs that provide Muslim youth with positive avenues for expressing political dissent but do not comprehensively explain the exclusive focus on Muslims or the contribution that such programs can make to aim of countering violent extremism.

A report on the United Kingdom's approach to preventing violent extremism by the Communities and Local Government Committee concluded that the single focus on Muslims has been counterproductive to the aims of Prevent and called for a refocus of Prevent to address a broader range of extremism across all communities and dependent on a more comprehensive and effective assessment of risk.⁹ Criticisms of Prevent also raise questions about the cost effectiveness of government-funded counterterrorism initiatives that target specific communities assumed to be vulnerable (namely Muslim), are premised on the marginalization hypothesis, give primacy to the role of religion focus narrowly on radicalization.¹⁰

Progressive iterations of Prevent have attempted to address some of the issues identified by evaluations and criticisms of the strategy. At the same time, however, countering violent extremism efforts continue to be driven by a single focus on individual and/or group vulnerability to extremist violence while grappling with or completely ignoring the broader psycho-social factors associated with the phenomenon.

In light of the arguments leveled against preventative responses to terrorism, targeted educational interventions that build personal resilience by developing the self-regulatory function of young people may be effective in immunizing young people against the ideological influences of violent extremism. It is in this sense that the social cognitive theory of moral disengagement can contribute to the development of educational interventions for violent extremism.

Applications of the theory of moral disengagement and engagement to the study of terrorism and violent extremism are not new.¹¹ However, a moral disengagement framework for informing interventions to counter violent extremism has not been fully developed. Pels and de Ruyter theorize that moral education can prevent radicalization by countering signs of moral disengagement and reinforcing faithfulness to moral standards. Their analysis of theoretical and empirical studies about parental and education contexts in relation to radicalization found a need for educational practices and programs that target radicalization. Pels and de Ruyter conclude that "current practices in schooling often do not seem apt to diminish the susceptibility to radicalization in youngsters."¹²

A rapid evidence assessment of teaching methods that help to build resilience to extremism conducted a review of the literature in relation to preventative programs targeting gangs and gun activity and violent extremism among young people. As expected, the review

found no empirical studies or case studies on educational approaches to preventing violent extremism with the exception of Boucek's description of Saudi-Arabia's counterterrorism strategy, which includes an education program run by the Ministry of Education to raise awareness of the dangers of extremism and the negative impacts of terrorism and violent extremism.¹³

The review identified seven types of preventative initiatives:

- Cognitive behavioral initiatives—such as anger management, empathy, problem solving, moral reasoning, and mindfulness strategies;
- Mentoring and counselling approaches—primarily targeting young offenders;
- Knowledge-based initiatives—programs that aim to change attitudes and behaviors by educating young people about the consequences of gangs, guns, and knife crime and anti-racist education and awareness raising;
- Peer mediation and conflict resolution approaches—based on social cognitive theory to instruct students how to express anger without resorting to violence;
- Family based approaches—parent and carer training in child behavior management;
- Community-based approaches—such as outreach work and after-school programs;
- Opportunity provision—providing young people with educational and employment opportunities.¹⁴

Educational approaches tend to focus primarily on targeting youth identified as being at risk of gang involvement and crime. While such programs do not specifically address violent extremism, they do provide some good practice guidelines including taking an evidence based approach, working collaboratively and involving cooperation from school personnel.

Risk, Vulnerability, and Resilience

Resilience is a concept most commonly used in the fields of psychology and public health to refer to an individual's or community's capacity to achieve successful outcomes in the face of adversity. Studies on resilience define a particular risk or challenge and measure positive or successful adaptations to that challenge.¹⁵ Studies on child and adolescent resilience reveal certain characteristics or traits that make some adolescents immune to harsh or disadvantageous environmental influences. They also identify protective factors that enhance adolescents' capacity to deal with adverse experiences.¹⁶

Research into child and adolescent risk and resilience tends to focus primarily on risk factors for problems such as alcohol abuse, delinquency, and gang violence. There is little research available on adolescent risk and resilience in regard to violent extremism, although resilience is often cited as a central consideration in the development of countering violent extremism approaches. Several studies on adolescent risk and resilience confirm that adolescents are highly vulnerable to ideological influences. Adolescence is a period of intense psychosocial development characterized by a search for ontological security and consolidation of ideological identity. One study by Laor et al. evaluated symptoms, risk and protective factors of Israeli adolescents continuously exposed to terrorism and violence. The study found that perceived personal resilience was a significant protective factor against negative symptoms. Laor et al. conclude that early interventions to build personal resilience may help protect against the negative symptoms of exposure to terrorism and violence.¹⁷

One specific study by the National Consortium for the Study of Terrorism and Responses to Terrorism (START) on resilience to violent extremism among Somali Americans affirms that there is no single risk factor for involvement in violent extremism. Rather

multiple risk factors interact at the family, peer, community, global, state, and social levels. The combination of risk factors operate to create three levels of opportunity for involvement in violent extremism: “youth’s unaccountable times and unobserved spaces; the perceived social legitimacy of violent extremism and contact with recruiters or associates.”¹⁸ The study does not identify protective factors but calls for a focus on strengthening protective resources and reducing opportunities for involvement.

A rapid evidence assessment of vulnerability and resilience to Al Qaeda violent extremism and other types of violent activity (animal rights activism; cults; gangs; right-wing extremism and youth crime) prepared for the Office of Security and Counter-Terrorism concluded that the evidence on risk and resilience factors for violent extremism is lacking.¹⁹ Based on limited empirical evidence the report concludes that there is no specific risk or vulnerability profile for Al Qaeda-influenced violent extremism. It identifies social, psychological, and physical risk factors. Social risk factors include broad demographic characteristics—male, young to middle-aged, married, and possibly with children—there was no identifiable discrepancy between the education levels or socioeconomic status of Al Qaeda-influenced violent extremists and the broader community although there was some suggestion that they may be working at lower skill levels than their educational attainment.

Psychological risk factors were also difficult to identify with religion playing a far lesser role in vulnerability than political ideology or grievance. Physical risk factors include support and reinforcement from family and peers, interpersonal bonds, social settings, and spaces that provide opportunities for involvement and recruitment. Social and psychological risk factors identified in other, non-Al-Qaeda-influenced, forms of violent extremism included family stability, educational attainment, personality or psychiatric problems, drug and alcohol abuse, and previous criminal convictions.

As mentioned, the study found scant evidence on the resilience factors for Al Qaeda and other forms of violent extremism. Resilience factors identified by the study included educational attainment, awareness, and tolerance of other religious and ethnic groups and financial stability.²⁰

Moral Disengagement and Violent Extremism

In the social-cognitive theory of moral disengagement, moral agency is expressed both as a refrain from behaving inhumanely and in proactively behaving humanely. The theory of moral disengagement suggests that individuals engage in violence and aggression in violation of their own moral standards. These moral standards are adopted through the course of socialization and serve as guiding principles for moral conduct. Behaviors that conflict with an individual’s moral standards create high levels of discomfort and hence are avoided through self-sanctions. Conversely, behaviors consistent with moral values create high levels of self-worth and hence are activated through positive self-sanctions.²¹ When faced with situations and influences that contradict their moral standards of right and wrong, people can choose to behave morally by exerting self-influence.

Individuals who are otherwise socialized can commit acts of violence with no sense of self-censure and do so through a gradual process of disengagement. Moral disengagement is a psychological process through which self-regulatory mechanisms of internal control are disengaged or dismissed. Self-sanctions are disengaged through the mechanisms of moral disengagement: “reconstruing conduct as serving moral purposes, obscuring personal agency in detrimental activities, disregarding or misrepresenting the injurious consequences of one’s actions, and blaming and dehumanizing the victims.”²² Collectively,

the mechanisms of disengagement allow individuals to cognitively reconstruct the moral value of violence, putting aside self-sanctions, so that acts of violence can be committed. According to Bandura, violent extremism can be explained as such:

The conversion of socialized people into dedicated combatants is achieved not by altering their personality structures, aggressive drives, or moral standards. Rather, it is accomplished by cognitively restructuring the moral value of killing, so that it can be done free from self-censuring restraints.²³

The majority of research on moral disengagement in the field of terrorism studies examines extremist narratives in relation to the mechanisms of moral disengagement. A study by Hafez of the last will and testament video speeches made by Palestinian suicide bombers drew linkages between the content of these media products and mechanisms of moral disengagement. In Hafez's study Palestinian suicide bombers used moral justification and dehumanization to moralize their violence as serving an altruistic cause of freedom from an oppressive and dangerous threat.²⁴ Aly's analysis of the narratives employed on Islamist extremist websites acknowledges that biographical narratives of suicide bombers on such websites adhere to a strict format that portray the suicide bomber as a devout martyr motivated to self-sacrifice by absolute submission to faith and an intense desire to fulfill the greatest demonstration of piety possible. Extremist narratives also displace the responsibility for violence on the victims of terrorist acts claiming that atrocities perpetrated against Muslims by Western regimes are the primary cause for their retaliatory actions.²⁵ The claims made in extremist narratives empower individuals to absolve themselves of blame for inhumane acts and behaviors while religion provides a moral template for justifying acts of violence as a moral response to perceived injustice.

Considering the application of moral disengagement to radicalizing influences, it is pertinent to also examine if social-cognitive mechanisms of moral disengagement can also be applied to the development of preventative measures. In this respect, the literature is lacking with no studies examining how processes of moral disengagement may make individuals more vulnerable to violent extremist influences or, importantly, how preventative interventions may enhance personal resilience to radicalizing influences by activating self-sanctioning mechanisms.

Moral disengagement appears as a personal risk factor to engaging in violent extremism and methods of measuring moral disengagement processes have been used to predict acts of violence among young people and support for violent extremism.²⁶ Conversely, the process of moral disengagement may be adapted and moderated to reinforce self-regulatory systems that prevent individuals from being influenced by violent extremism. McAlister notes that education and persuasive peer modeling has been shown to psychologically immunize young people against the social influences that promote negative behaviors such as smoking and racism. He suggests that similar methods may be useful in developing young people's resistance to influences of moral disengagement.²⁷

In the next section of this article, the authors describe the Beyond Bali school-based education program for countering violent extremism. Beyond Bali uses a multi-modal approach combining cognitive behavioral and knowledge-based elements to modulate moral disengagement mechanisms (prevent) and reinforce self-regulatory mechanisms (resilience) to counter violent extremism.

Beyond Bali: An Education Resource for Teachers and Students to Build Resilience to Violent Extremism

The Bali Bombing in October 2002 was arguably the most devastating peacetime attack in the Australasian region. At approximately 11 p.m. a person-borne improvised explosive device (IED) was detonated inside the popular Paddy's Pub in central Kuta, Bali's bustling nightclub district. The first explosion sent patrons, confused and injured, into the streets and toward the shelter of the nearby Sari Club. Minutes later, a vehicle-borne IED was detonated from a van parked just outside the Sari Club, causing the total destruction of the club and its surrounds and most of the 202 casualties. The Bali Bombing was particularly significant for Australians, not only because 88 of the 202 dead were Australian but also because Australians have for decades dominated tourism in Bali, making up around 25 percent of overall tourist arrivals to the Island. In Australia, the bombings were framed as a direct attack on Australia and particularly on Australian values. The media and political discourse on the attacks emphasized the perception that Jemaah Islamiyah (who claimed responsibility for the attacks) targeted Kuta in protest to Bali's indulgence of Western decadence.²⁸

Occurring just one year and one day after the 11 September attacks on the United States, the Bali Bombings further consolidated an already developing discourse that constructed *Salafi-jihadist* terrorism as an assault on Western values of democracy, freedom, and liberty. Australia's response to 11 September, the Bali Bombings, and subsequent international *Salafi-jihadist* terrorist attacks was to reaffirm its commitment to the values of democracy that the attackers were seen to be targeting. As a consequence, the policy response in Australia reflects a focus on promoting civic engagement and democratic participation by groups that are seen to be at risk or vulnerable to the radicalizing forces of Al Qaeda-influenced ideology.²⁹ Education programs developed in response to the terrorist threat in Australia have largely targeted Muslim communities and consist primarily of leadership and mentoring programs, interfaith education, and programs that promote social values of respect, understanding, and tolerance. The range of programs developed and driven by the Australian policy response to terrorism reflect an understanding of vulnerability as an individual and collective phenomenon triggered by social isolation and resilience as the individual and collective engagement in democratic participation, social harmony, and interfaith tolerance. While some programs were school based, most were community based and targeted a specific ethnic (Arab, Somali, African, Lebanese) or religious group (Muslim).³⁰ As stated earlier in this article, this focus reflects some of the problematic issues with the broader policy approach to preventing violent extremism that has been articulated in scholarly analysis and evaluations of "soft" counterterrorism strategies. There is, however, some suggestion that awareness and tolerance of other religious and ethnic groups is a resilience factor to violent extremism, although the evidence supporting this assertion is scant.³¹

Among the range of interventions to counter violent extremism in Australia, there was no school-based program that (a) did not specifically target a singular religious or ethnic group; (b) focused exclusively on countering violent extremism; (c) could be integrated into the Australian school curriculum; and (d) constructed an understanding of individual resilience as the capacity to psychologically resist the moral disengagement mechanisms embedded in violent extremist narratives. In addition, attempts to integrate the teaching of terrorism in schools as a platform for developing students' awareness and capacity to critically analyze acts of violence had met with public resistance and ethical and methodological challenges. In this context, the Beyond Bali Education program was

conceived as a project that would translate theoretical models of moral disengagement and conceptual understandings of resilience to a practical program that could, potentially, provide evidence for the development of future programs in the countering violent extremism space.

The Beyond Bali Education Program was developed through collaboration between the Bali Peace Park Association Incorporated (BPPAI) and Curtin University, Western Australia. BPPAI is a non-profit organization formed by survivors, families, and friends of the 2002 and 2005 Bali bombings with the mission of creating a peace park on the Sari Club site of the 2002 Bali terrorist attacks in Kuta. Development of the resource was guided by an advisory body that consisted of the project leader, Anne Aly, a representative from the BPPAI, a Muslim youth representative, school teachers from two local schools and the project team, Elisabeth Taylor and Saul Karnovsky who developed the resource.

The project was born out of a research interest in citizen-driven responses to terrorism that explores the performative capacity of such initiatives to construct alternative and counternarratives to terrorism. As part of this, Anne Aly is currently the Chief Investigator on a three-year research project that explores how the Bali Peace Park initiative represents a form of citizen-driven performative resistance to terrorism through the construction of contested discourses that take place and are performed in and around the site of terrorist attacks.³²

Moral disengagement theory provided a conceptual framework for identifying elements in the program that could potentially counter the violent extremist narrative, thereby building resilience to the psychological influence of these narratives. Moral development theory offered a pedagogical approach to developing ethical discourse through the use of moral dilemma stories. Together, these two approaches, if implemented effectively, can be used to construct education interventions for violent extremism that target mechanisms of moral disengagement and facilitate the development of moral learning.

The use of dilemma stories in moral education can be traced back to Kohlberg who pioneered a cognitive-developmental theory of moral development.³³ Dilemma stories are often suggested as a pedagogical approach to developing ethical discourse and critical reflection in the classroom. According to Kohlberg's theory, dilemma stories are grounded in the concept of values clarification, through which students explore their own values and compare and discuss them with their peers.³⁴ This type of approach can result in transformative learning whereby individuals can critically assess their own beliefs and values and reconstruct their assumptions and perspective leading to the active construction of new values and moral learning.³⁵

The theoretical premises were:

1. Individuals who engage with a violent extremist narrative are more likely to become radicalized toward violent extremism as they adopt moral disengagement mechanisms and disengage their self-sanctions to:
 - Reconstruct violent extremism as morally just
 - Dehumanize victims
 - Obscure personal agency
 - Disregard the harmful or negative consequences of violent extremism
2. Education interventions can psychologically immunize young people against the social influences that promote violent extremism by engaging their self-sanctions to:
 - Construct violent extremism as morally unjust and inhumane
 - Empathize with victims of violent extremism

- Develop self-efficacy
 - Regard the harmful or negative effects of violent extremism
3. Educating students on the social impacts of the Bali bombings provides them with an opportunity to humanize the victims of violent extremism and assess the harmful impacts of violent extremism in ways that challenge violent extremism.
 4. Dilemma stories around the Bali bombings events facilitate moral learning by allowing students to explore and compare their own values and reconstruct their assumptions and perspective.
 5. The Bali Peace Park provides them with a concrete example of how societies can respond to violent extremism in positive and productive ways and encourages them to think about ways in which they can also resist extremism both individually and as a collective.

On the basis of these five theoretical assumptions and research on good practice in education interventions, each module of *Beyond Bali* used cognitive behavioral and knowledge-based approaches to build social resilience to violent extremism by:

- providing students with the skills and tools to critically analyze and challenge violent extremism, its causes, and consequences;
- raising awareness and education on the social impacts of violent extremism;
- encouraging students to think about how societies can resist the influence of violent extremism; and
- engaging students through activities and discussion about the Bali Peace Park as a response to violent extremism.

Module 1 of the program is designed to engage students in the context of *Beyond Bali*. While Bali is enjoyed as a favorite holiday destination for many Australians (particularly in Western Australia), popular understanding of Australia's connection to Bali is largely based only on the experiences of tourism. Developing students' knowledge and understanding of the cultural and historical connections between Australia and Bali is designed to engage their interest and contextualize the program.

Module 2 also takes a combined knowledge based and cognitive behavioral approach by educating students about the consequences of violent extremism and building empathy. Students learn about the devastating consequences of the Bali Bombings through eyewitness accounts of a Bali Bombing survivor. Approaching the subject matter in this way allows students to self-reflect on their moral values and reinforce those values that empathize with victims, construct violent extremism as morally unjust, and regard the harmful impacts of violent extremism. At this stage of the program, students have been presented with the problem. As they proceed through the program they will be required to use moral reasoning and problem solving in further consideration of violent extremism and its consequences.

Module 3 is based on ethical dilemma story pedagogy that promotes critical thinking and reflection as well as individual and collaborative decision making. Dilemma stories are typically based on ethical dilemma situations. Dilemma stories engage students in a moral dilemma situation in which choices have to be made at different stages of the story. Students are invited to identify with the character in the story that is faced with the dilemma and reflect on how the problem can be solved. They then exchange their own approaches and views with their peers in a whole-class discussion.³⁶ The focus is not so much on moral reasoning but rather on deep engagement with one's personal values and a confrontation with other people's values, which might be different from one's own. At this stage of

the program students are developing self-efficacy and exploring ways in which they can or would respond to violent extremism. Students verbalize and discuss their values and reinforce those values that self-sanction against violence.

Module 4 provides students with knowledge of peace parks as a positive response to violent extremism and conflict. Students are engaged in concrete examples of peaceful resolutions to violence and conflict and reflect on their own capacity to respond to adverse problems through positive activities such as peace activism.

The final module of *Beyond Bali* engages students in a creative exercise designed to activate their self-efficacy. Schools are encouraged to take a collaborative approach to building a peace park or garden, consulting with the school community and involving parents, staff, and local communities or partnering with other schools.

Description of the Program

The five modules of *Beyond Bali* guide students progressively through five stages of engagement, empathy, moral reasoning and mindfulness, problem solving, and creative resolution using the context of the Bali bombings and the Bali peace park. The program systematically works through a series of activities to engage students with the social impacts of the Bali terrorist attacks and guide them through peaceful alternatives to violence.

Each module in the program links to the Australian Curriculum and consists of a series of activities that meet the learning outcomes subscribed in the Australian Curriculum Framework. Teachers may elect to do all or some of the activities with their students as they work through the program (Table 1).

Program Evaluation

Beyond Bali was trialed in September and October 2012 with students at two metropolitan schools in the Perth region—one a public school and the other an Islamic community school. The public school incorporated the program into its curriculum with a group of students in the gifted and talented program (aged 15 and 16). The Islamic community school chose to trial some modules of *Beyond Bali* with year 9 students (average age 14).

The program was evaluated for its effectiveness as a teaching and learning tool for building resilience to violent extremism. This involved administering a short questionnaire for teachers and students involved in the trial program. The Project Team assessed whether the package is an effective education medium for promoting moral engagement with the social impacts of violent extremism and other effective measures such as usability of the package, interest in the activities, and usefulness against learning outcomes. The project team also held discussions with teachers and students to gain an insight into their experiences in using the *Beyond Bali* program.

Students who participated in the trial of *Beyond Bali* felt that the program was worthwhile and relevant because the content was closely connected to subjects they were already studying as part of their school curriculum. Successful school-based programs rely on school staff buy-in and engaging students in meaningful ways.³⁷ Aligning the program to the national school curriculum, rather than presenting it as a stand-alone program, ensured that both teachers and students would engage with its content.

Some students expressed that they felt the program was worthwhile because it covered religious extremism, the motives of the terrorists, and allowed them to explore their own values and develop skills to differentiate between extremists and the general Muslim population. Good practice in knowledge-based initiatives suggests that such initiatives,

Table 1
Beyond Bali program description

Phase	Description of activities	Approach
Module 1 The Australia–Bali connection: An introduction to our shared history	Module 1 begins with an in-depth study of the island of Bali—its geography, history, and culture. Background to Australia’s geographic and cultural connection with the island is interwoven throughout the activities in order to provide the necessary context for studying the Bali bombings. Students engage with a variety of material (pictorial, text, and video) in a collaborative manner to arrive at a comprehensive and holistic understanding of the content.	Cognitive behavioral and knowledge based
Module 2 Peace and conflict in Bali and the world: Understanding terrorism through our experiences with recent terrorist actions	Module 2 begins with an exploration of the events surrounding the bombings, which is facilitated through eyewitness accounts bringing a personal and relevant perspective to the events. It is essential here to convey an understanding of the sensitive and emotional nature of these events to all participants—with particular focus on the damage done to individuals, families, and communities. The significant and far reaching social and economic impacts to Australia and Bali of the terrorist actions are also presented in this module. The ideas of peace and conflict are then presented through examples, which participants are then encouraged to contextualize to their own experiences. The module then moves on to an exploration of the notion that terrorism aims to cause division and conflict. Module 2 will finally prompt students to discover the notion that when we engage with peace individuals and communities are able to build empathy for others. This empathy can then offer us resilience against the division and conflict that results from the actions of terrorist groups.	Knowledge based Cognitive Behavioral developing empathy
Module 3 These are moral dilemmas: Making “good” decisions	Module 3 presents a dilemma story which contains a series of moral dilemmas for participants to engage with. Each situation is designed to allow an individual to question or express their values in a safe, supportive, and intellectually healthy environment. Resulting from these enquires emphasis is then given over to fostering a democratic approach in formulating productive strategies for resolving conflicts and making good decisions. The Module’s impact is enhanced by using real life examples of survivors and their families.	Critical constructivist; content based; ethical dilemma story pedagogy; promotes critical thinking and critical reflection; individual and collaborative decision making

(Continued on next page)

Table 1
Beyond Bali program description (*Continued*)

Phase	Description of activities	Approach
Module 4 The Bali Peace Park in context	Module 4 presents several existing peace parks situated across the globe with focus on the special characteristics and functions of peace parks. The module commences with an introduction to the concept of peace parks followed up by a Web quest, which takes groups of students to various parts of the world and allows them to investigate the characteristics of “their” peace parks. Students not only enhance their knowledge of peace parks but also their IT and investigation skills.	Knowledge based Cognitive Behavioral
Module 5 Thoughts into action: Creating your own Peace Park	Module 5 allows for a revision on what has been learned so far as the activities rely on the extensive scaffolding that has occurred in the preceding modules. Participants will need to be guided by their particular school site requirements, resourcing, and time availabilities. Initially research should be conducted and it is recommended that a consulting process occur with the administration team. The focus for the module is an authentic learning experience whereby the learning of the previous modules can be applied in the design and creation of a school site peace space, garden, or model. In groups participants should look at the needs of the school community and plan out the project with all the necessary requirements given due consideration. This module allows for multiple connections to be made with other students and parents as well as community and school leaders.	Cognitive Behavioral

when used in preventing support for violent extremism, work best when they encourage participants to question and challenge their own thinking. Conventional approaches that passively involve participants in learning about other religions, cultures or societies were found to be ineffective because they do not allow for self-reflection.³⁸

Students pointed out that using the story of a Bali Bombing survivor in the program content was very powerful and allowed them to put a personal, more human face to the tragedy of terrorism. This finding indicates that the program had some success (although this success was not measured in quantitative terms) in engaging the participants’ self-sanctions to empathize with victims of violent extremism. De-humanizing of victims is one mechanism of moral disengagement as is disregard for the harmful consequences of violence. The approach of educating students about the negative impacts of violent extremism through the story of a Bali Bombing survivor may develop psychological resilience to violent extremism.

The most interesting aspects of the program according to the participants were the interactive lessons and group discussions that allowed reflection on their moral values in a safe and supportive environment. An evaluation of good design in education interventions found that effective interventions incorporated activities that were enjoyable and interesting. It is recommended that intervention programs accommodate youth's interests as well as their development needs.³⁹ Many of the activities in *Beyond Bali* were developed with an awareness of the need to engage the participants in activities that they would find exciting and interesting. This proved to be an effective approach for engaging the students in a subject matter that is sensitive and can be provocative. Students comment that they found the program interesting and effective because it provided them with a way to talk about, think about and explore violent extremism they could engage with.

The following excerpts are taken from student written feedback and comments on the *Beyond Bali* program. They demonstrate some of the perspectives of student participants in the program. These excerpts are by no means a measure of the success or otherwise of the program. They do, however, highlight ways in which the program impacted positively on the participants:

This course has begun to teach principles that are very relatable about tolerance, forgiveness and finding out other people's perspectives. It has really put it in a whole new light as it [Bali bombing] was something that happened to us not just as individuals but as Australian people and we all experienced it together.

This gave us an opportunity to discuss the motivations behind it [Bali Bombing] and in a way it is really important because it will give us, the next generation who are people who are going to in parliament and running the world the opportunity to what motivates them and what we can change, it's about finding solutions to these problems.

I knew there was a bombing and it was a bad thing that happened but just the way people talked about it I assumed that the people responsible were 100% fruit loop and it just a random act and was a tragedy but we should just move on, not that something could be learned from it.

It [Bali bombings] was really disconnected to us until we learned this module, not something we thought about and connected to everyday life.

It really made it less of a headline and more of an act of different perspectives, we may have physically heard of it but we did not know about the effects, how many Australians were effected and basically we did not know how it may of effected just people in our community, people we may know and it really just puts into perspective the community influence it can have.

As *Beyond Bali* has gained momentum, information about the program has extended beyond schools. *Beyond Bali* is currently being distributed to around 400 high schools across Australia and is available for download from the Bali Peace Park Association website. It will also be available for download from other organization and government websites. In addition to student feedback, *Beyond Bali* has also been recognized by terrorism victim and survivor groups who have been particularly encouraged by the programs use of a survivor's story to educate students on the events of the Bali Bombings. Victim's groups see this aspect of the program as a way to give a voice to victims of terrorism and humanize those lost to terrorist acts. This particular outcome of the project has significance for the ongoing research into victim initiated responses to terrorism that, often in opposition and

resistance to official discourses on terrorism and counter terrorism, act in ways that attempt to humanize victims (through commemoration and remembrance as well as initiatives such as the Bali Peace Park). The various attempts to humanize victims of terrorism, mostly by survivors and families, can be further explored for their capacity to develop and sustain effective counternarratives to violent extremism. Central to this analysis of victim driven responses is an understanding of how terroristic narratives integrate moral disengagement mechanisms that de-humanize victims and disregard the injurious consequences of violent action and conversely, how victim driven responses can counter these elements through their own narratives.

Conclusion

Preventative approaches in national counterterrorism strategies stress the importance of programs to counter violent extremism by building resilience to violent extremism. These approaches have come under criticism for the emergence of programs that assume that communities and individuals are particularly vulnerable to violent extremism by virtue of their religious or ideological beliefs. Prevent and resilience programs appear to be rarely based on sound theoretical understanding of risk and resilience and there is limited empirical evidence on risk and resilience factors for violent extremism. Within the literature that does exist, the theory of moral disengagement offers a conceptual approach to developing education-based prevention strategies.

Moral disengagement is a psychological process through which individuals that are normally socialized commit acts of violence in violation of their moral standards. The process involves mechanisms through which the individual moralizes violence as a just action, dehumanizes the victims of violence, obscure their personal agency, and disregard the harmful consequences of violent behaviors.

Moral disengagement theory has been applied to analyses of violent extremism and support for terrorism but has not been utilized as a theoretical framework for the development of education interventions for building resilience to violent extremism. The Beyond Bali Education Program is a five module program about the 2002 Bali Bombing, its impact, and the Bali Peace Park response that is designed to build psychological resilience to violent extremism. The program applied a theoretical framework based on Moral Disengagement and Moral Development to engage students in learning about the Bali bombings and exploring their own values and assumptions. The program is designed to activate students' self-regulatory mechanisms of moral agency and psychologically immunize them against the social influences that promote violent extremism. A qualitative evaluation of the program trial indicates that the program achieved some success in building resilience by engaging participants in constructing violent extremism as unjust and inhumane; creating empathy with victims of violent extremism; developing self-efficacy in resisting violent extremism influences and responding to influences in positive, productive ways and considering the devastating impacts of violent extremism.

Notes

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From:	(b)(6)	
To:		
Subject:	Adjusted language	
Date:	2015/11/06 16:13:00	
Type:	Note.EnterpriseVault.Shortcut	

- How can the Department work with education and mental health professionals on CVE efforts to help parents and schools better understand how youth are increasingly becoming radicalized?

Sender:	(b)(6)	
Recipient:		
Sent Date:	2015/11/06 16:13:41	
Delivered Date:	2015/11/06 16:13:00	

From:	(b)(6)
To:	
Subject:	after the CVE call
Date:	2016/03/17 10:28:00
Priority:	Normal
Type:	Note

Can we quickly chat before you head to FEMA this afternoon?

Erin Walls
 Director, Homeland Security Advisory Council
 U.S. Department of Homeland Security

(b)(6)

Sender:	(b)(6)
Recipient:	
Sent Date:	2016/03/17 10:28:06
Delivered Date:	2016/03/17 10:28:00

From:	(b)(6)
To:	(FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CVE Working Group8d7"
Subject:	AG Holder Urges International Effort to Confront Threat of Syrian Foreign Fighters
Date:	2014/07/08 10:40:50
Priority:	Normal
Type:	Note

Not sure if folks saw the speech that AG Holder gave today in Norway in which he outlines a multilateral law enforcement approach to CVE.

AG Holder Urges International Effort to Confront Threat of Syrian Foreign Fighters
<http://www.justice.gov/opa/pr/2014/July/14-ag-704.html>

Amy Schapiro
Department of Homeland Security
Office of Intelligence and Analysis
State and Local Program Office

(b)(6)

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Recipient:	"/O=DHS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CVE Working Group8d7"
Sent Date:	2014/07/08 10:40:48
Delivered Date:	2014/07/08 10:40:50

From:	(b)(6)	
To:	"CVE Working Group </O=DHS ORG/OU=FIRST ADMINISTRATIVE (b)(6)>	
Subject:	AGENDA: CVE Working Group Meeting Thursday 1PM	
Date:	2012/02/29 16:55:21	
Type:	Note.EnterpriseVault.Shortcut	

All – please see the attached agenda. Please let me know if you have any additions or questions.

Thanks,

-Nate

Nate Snyder

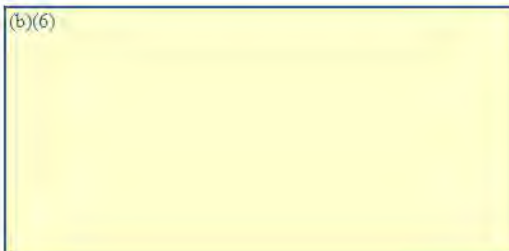
US Department of Homeland Security

Office of the Secretary

Special Advisor for Community Partnership &

Strategic Engagement

Counterterrorism Working Group



Sender:	(b)(6)
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COUNTERING VIOLENT EXTREMISM SUBCOMMITTEE DRAFT AGENDA

DHS HQ

3801 Nebraska Ave NW DC

Thursday, April 14th, 2016 – 9:00 a.m. to 4:00 p.m.

(b)(5)

From:	(b)(6)
To:	(FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CVE Working Group8d7"
Subject:	Agenda
Date:	2013/02/27 09:56:22
Type:	Note.EnterpriseVault.Shortcut

All - sorry have bee having massive email issues so sending you this agenda on bberry.

Dial in information is also attached; it is the same as last week.

Thanks,

-Nate

Nate Snyder
US Dept of Homeland Security

(b)(6)

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Recipient:	(FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CVE Working Group8d7"
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HSAC CVE Subcommittee

Time Table April 14– June 2, 2016

- **Tuesday, April 14:** CVE Subcommittee In-Person Meeting
- **Tuesday, May 10:** Focus area leads submit draft report and recommendations to HSAC
- **Thursday, May 12:** HSAC returns combined report recommendations to each focus area lead for review
- **Monday, May 16:** Focus area leads submit additional feedback to HSAC, including edits, new concerns, etc.
- **Wednesday, May 18:** DRAFT Report submitted for fact checking to DHS/OCP
 - DHS/OCP to check for accuracy and flags on unintended consequences
- **Monday, May 23:** DHS/OCP Deadline to provide feedback to focus area leads
 - HSAC Staff will send marked up report to focus area leads to address DHS/OCP comments
- **Wednesday, May 26:** Focus area leads edits on DHS/OCP feedback due
 - HSAC Staff will format both sections into a ‘Final’ DRAFT report
- **Thursday, May 26:** ‘Final’ DRAFT sent back to focus area leads with all edits/changes for approval to release to HSAC Members
- **Friday, May 27:** Focus area leads provide approval on ‘final’ report
- **Monday, May 30:** Report sent to HSAC and Public
- **Thursday, June 2 – 10am:** HSAC In Person Meeting –Subcommittee Chairs and Vice Chairs will brief the Secretary

April							May							June						
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ASPEN INSTITUTE HOMELAND SECURITY GROUP WINTER MEETING
February 11, 2016
Talking Points

- Recognize Jane Harman and Michael Chertoff, the Aspen Institute Homeland Security Group AIHSG) Co-Chairs.
- Recognize Clark Ervin, the AIHSG Executive Director.
- Acknowledge the AIHSG Members and thank them for their ongoing support to the Department. (Note: Since you last saw them in July, the AIHSG Members have helped you and the Department on a number of key issues to include: VWP, refugee screening, CISA, visa overstay, NTAS, and REAL ID)
- Remind the AIHSG Members that you will continue to rely on them and that you value their opinions.
- Inform the AIHSG Members how they can help between now and the next Meeting in July in Aspen.
- Introduce the three topics for presentation and discussion: Texas v. United States, the leading role the Department is taking in the USG effort to counter violent extremism, and the Department's plans for implementing the new cybersecurity legislation to strengthen our cyber and infrastructure protection mission.

Texas v. United States (Lucas Guttentag)

- The Supreme Court will review a decision by the Fifth Circuit invalidating the Secretary's Guidance providing for deferred action for parents of U.S. citizens and legal residents ("DAPA") in a case brought by Texas and other states or governors.
- The issues before the Supreme Court are whether: (1) the states have "standing" to file suit; (2) the DAPA Guidance complies with the Administrative Procedure Act; (3) the Secretary acted within his authority under the immigration laws; and (4) the Guidance violates the Take Care Clause of Constitution (requiring that the President "take Care that the Laws be faithfully executed").
- The case will be argued in April, and a decision is expected by the end of June.

Countering Violent Extremism (George Selim)

- On September 28, 2015, you announced the creation of a consolidated program to support community-based efforts to counter violent extremism. This program resides within the Office for Community Partnerships (OCP).
- OCP's mission is to engage local communities, including non-governmental organizations and faith-based organizations, and to build partnerships between these groups and the public and private sector, technology firms, and other stakeholders.
- The ultimate goal is to make OCP the prime convener of leadership, innovation, and support for local partners, peers, and various sectors in countering violent extremism.

- On January 8, 2016, the White House announced a new permanent interagency task force on CVE that will be housed at the Department, but jointly led by DHS and DOJ. FBI, NCTC and other departments and agencies, will provide additional staffing.

Implementation of Cybersecurity Legislation (Suzanne Spaulding)

- Title I of the new legislation, the Cybersecurity Information Sharing Act (CISA), provides protections, including liability protections, to companies that share cyber threat indicators and defensive measures with one another and with the government for cybersecurity purposes.
 - Title II builds on last year's National Cybersecurity and Communications Integration Center (NCCIC) authorization by adding additional clarifications and new authorities. Title II also authorizes the Department's existing capabilities to detect and prevent cybersecurity intrusions in federal and, civilian networks.
 - An update on the status of procedures and guidelines under CISA is due on February 16, 2016, as well as an update on the status of the Department's automated indicator sharing capability.
 - Mention that the Department has been working with Congress to strengthen the cyber and infrastructure protection mission by elevating the role of the NCCIC, bringing greater unity of effort across the organization, and transitioning the National Protection and Programs Directorate to become a new component called Cyber and Infrastructure Protection.
-
- At the conclusion of the discussion, you will provide closing remarks, followed by Jane Harman, Michael Chertoff and Clark Ervin.



Aspen Institute Homeland Security Group Winter Meeting
Woodrow Wilson International Center for Scholars
Washington, DC
February 11, 2016 | 11 AM – 1 PM

In Attendance: (b)(6)

(b)(6)

Opening Remarks

(b)(6)

Thank you all for being here and your continued support. We have developed some very good ideas from discussions with this Group – some of which have been developed into policy and were reflected in my public remarks. For today’s discussion, we will have presentations on three key topics: immigration, CVE efforts in the Office of Community Partnerships, and new cybersecurity legislation.

Presentation & Group Discussion: Texas v. United States

The Supreme Court has agreed to review the lower court ruling that prohibited the implementation of Deferred Action for Parents of Americans (DAPA). As we know, there are approximately eleven-million undocumented persons in the country, only a fraction of which – an estimated four million – would receive deferred action as part of the program. They can obtain work authorization for three years, and a temporary reprieve from removal, which is revocable at any time. The legal challenge posed by Texas and multiple other governors poses four legal questions: 1. Whether Texas and other states have sustained injury by virtue of DAPA, 2. Whether the guidance issued by the Secretary violates statutory authority given by Congress to prioritize enforcement and grant deferred action to eligible persons, 3. Whether the method by which DAPA was announced violates procedural requirements, 4. Whether the guidance violates the “Take Care” clause of the Constitution. We anticipate a decision by the end of June, and we foresee five possible conclusions: 1. The Court finds Texas has no standing, 2. The Court determines that it is appropriate for Texas to bring suit, but its claims are not meritorious, 3. The Court finds procedural flaws and will require additional procedures, 4. The Court finds that some aspect exceeds authority and must be changed, 5. The entire program is unlawful and the Fifth Circuit Court is correct.

Do the additional questions added to the case by the Supreme Court foreshadow an unfavorable finding for the administration?

I don't think so. The Supreme Court wants before it all the claims that the plaintiff states have raised regardless of whether they have been addressed. It comes down to the question of whether the laws passed by Congress authorize the program.

The decision will fall in the middle of the election season. If the Court finds in favor, then we will go forward and implement the program. If not, then it leaves us in an interesting spot because the notice and comment period is laborious and will likely outlive the life of this administration.

Is there anything about this case that has a presidential impact on DHS authorities, even outside of immigration?

The elephant in the room is the Deferred Action for Childhood Arrivals (DACA) of 2012. No-one has challenged the program, but an unfavorable ruling on DAPA could challenge the legal underpinning of DACA.

On DACA, it goes to the basis of Texas' claims. The state claims that a person who is granted deferred action will be eligible for a driver's license, which costs the state \$132 per issue. That is Texas' decision – they are not required to issue licenses, and their funding scheme can be changed. Ultimately, the idea is to change the relationship between states and the federal government.

Let's assume that there is no standing or the case is dismissed. This program is easily reversible, right?

Yes, and some candidates have pledged to do so. In my mind, it will be difficult to reverse the program once it has momentum, so the Republicans might leave it in place once it is in motion.

Why didn't Texas argue that the obligation to provide education creates a mandate that is impacted by the program?

All of the children in these families are US citizens, so they would be going to school regardless of DAPA consideration.

Presentation and Group Discussion: Countering Violent Extremism

I want to do three things in this presentation: 1. Capture the nature and scope of radicalization in the homeland, 2. Discuss DHS actions, 3. Describe how we are organized across domestic agencies. As the Secretary mentioned, we have created the Office for Community Partnerships to act as a hub within DHS that will lead the government's CVE efforts. We currently have open investigations in all fifty states, so we conducted a deep dive into forty-two cases to capture important data. The median age of these forty-two cases is twenty-two, with the bulk of cases falling into the eighteen to twenty-two age range. In this post-teen, pre-college age range, peers and immediate social circles are important. A key change from the post 9/11 decade is that

radicalization and recruitment has moved online and evolved into a dispersed collection of likeminded individuals talking to each other. In our 42 cases, the overwhelming majority had contact with a friend, family member, or associate who shared similar values. They may not have met in person – communication was often through Skype, Twitter, or messaging apps. Getting into the ISIL social media presence, there are over 43,000 active ISIL Twitter accounts, and just under 12,000 have been associated with ISIL-aligned groups. There are three distinct themes used in their messaging: 1. Bravado, 2. Appeals to romance and lifestyle, 3. Service to the Caliphate, or “YODO (You Only Die Once).” We will be a lean and mean HQ office focused on creating and enabling partnerships outside of government to combat this threat. We focus on three key targets: 1. Stakeholders, 2. Local officials, 3. Civil society. We will utilize prizes, challenges, and competitions to build solutions to counter the narrative. We will measure our success through market impact and whether federally sponsored programs inspire action outside of government.

(b)(6)

To what extent is encryption hampering your efforts?

It’s demonstrably harder to track crime and terrorist activity because of encryption. The administration’s stated position is that we do not believe a change in law is necessary at this time, though I do not know if this is a sustainable solution. A change of law that would be good is the existing law that applies to telecoms be applied to Apple and encrypted apps so that they have to preserve the ability to decrypt and trace communications when subpoenaed.

One distinction about your question is that it focuses more on detection and disruption, whereas we are in the business of prevention. For the prevention space, this isn’t as core of an interest as “open space” like Twitter.

There is a debate within Congress and the administration about whether our CVE efforts should be explicitly focused on Muslim communities. My view is that we should target Muslim communities because ISIL is targeting them, too.

Political correctness is hampering our efforts. A lot of ISIL’s message is based on a careful threading of the Qur’an. To pretend that it isn’t won’t help our efforts.

Do you see any measurable impact of nativistic, anti-Muslim sentiment in the dialogue of our presidential process?

I think Trump is a recruitment tool for ISIL. He made his comments near my second trip to the ADAMS Center, and someone asked if I would respond to his remarks. It goes against our security interests to allow his ideas to gain traction. I denounced what he said, and I’m glad others did, too.

In my assessment, Trump’s words were the worst expression of anti-Arab, anti-Muslim sentiment since 9/11. He is now featured prominently in ISIL propaganda.

Presentation and Group Discussion: Implementing New Cybersecurity Legislation

(b)(6)

If you want liability protection, you share information with the NCCIC. We do this to connect the dots so that technical indicators can be sent out to all of our networks at the same speed with which our adversaries move. We will send strict guidelines to the private sector so that they understand how to sign up and share information, and we also have guidelines in place for the federal agencies that outline privacy obligations. We have demonstrated our capabilities and increased demand for services. This has helped transform the NPPD into a cyberinfrastructure protection agency that will engage in operational activity across the country. The Secretary wants to elevate the NCCIC so that it has an Assistant Secretary reporting directly to the Secretary. We also want to create a new entity that bring a holistic union of effort across cyber and physical nodes.

How do you motivate different sectors? Vulnerabilities from a threat standpoint can be different from sector to sector.

We are sensitive to sector specifics to make sure we are enlisting people in those offices who have relations that bring technical and risk management skills to bear.

One of the peculiarities of the statute is that you need to make individual determination of indicators in an automated fashion, which implies generalization. How do you expect to resolve that tension?

The first way is through structured language. Like a W-2, we have over 230 “boxes,” two of which are open fields. Those present the biggest challenge. Those boxes will go through filters, and suspicious indicators will be popped out. Ultimately, our role won’t change. We will focus on response and mitigation.

Closing Remarks

We are debuting an international iteration of ASF, ASF: Global, and we will feature a strong lineup of speakers at our first event in April. We hope that you all, including the Secretary, will be able to come. We also plan to put on a cyber security conference with Harvard in the fall.

The Secretary ended his remarks by mentioning our poisonous political atmosphere – a threat to the homeland. For years, The Aspen Institute has existed to bring people together to figure out where we agree. This political season is one of the biggest threats to security and our way of American life that I have seen, and I think it is up to us to come forward and talk about how our comments can be recruitment tools, how we need to find common ground on divisive issues, and how we need Congress and the administration to work together on important issues.

I agree completely. Thank you all for being here. As always, I appreciate and value your time and insight. Thank you all very much.

From:	(b)(6)
To:	
Subject:	Ali Soufan - Terrorists cross borders with ease. It's vital that intelligence does too - The Guardian - March 24, 2016
Date:	2016/03/24 09:58:35
Priority:	Normal
Type:	Note

All,

For your reference, please see the article below written by HSAC CVE Subcommittee member Ali Soufan. Thanks,

(b)(6)

Terrorists cross borders with ease. It's vital that intelligence does too

Thursday 24 March 2016

The Guardian

Ali Soufan

As the movements of the Paris attacker Salah Abdeslam make clear, EU authorities need to share information and pool resources to prevent atrocities.

Europe is no stranger to jihadi terrorism. Belgium, the victim of [yesterday's coordinated bombings](#), endured attacks by Algerian extremists during that country's civil war of the 1980s and 1990s. But the threat from the so-called Islamic State, its foreign fighters and the individuals it radicalizes, has fundamentally changed the picture.

It is too early to say with certainty what measures, if any, might have prevented these horrific attacks; but it has been clear for some time that European governments urgently need to give their intelligence and law enforcement agencies better tools to deal with the threat as it exists today.

First, EU member states must agree on workable rules for sharing intelligence on their own nationals. It is troubling that the cell that carried out these atrocities appears to be the same one that assaulted Paris in November. Its leader, [Salah Abdeslam](#), was able to travel from Belgium to attack Paris, and then return to his hometown of Brussels – and indeed, his own neighbourhood of Molenbeek.

This was possible because Europe's borders are for the most part entirely open. There is nothing intrinsically wrong with open borders. But the United States has the FBI and other agencies at the federal level to keep tabs on individuals who may pose a threat. By contrast, European privacy laws too often inhibit authorities from sharing key information; as in the case of [Mehdi Nemmouche](#), currently awaiting trial for the murder of four people at the Jewish Museum in Brussels two years ago. Because Nemmouche is a French national, French authorities were hampered in sharing information about him with their Belgian counterparts. In other words, terrorists can cross borders more easily than information can. That is simply not sustainable in the face of a global threat. Privacy, civil liberties, and open frontiers can coexist with public safety – but only if the authorities are free to cooperate.

Second, European counter-terrorism authorities must configure a plan for pooling resources. Some 5,000 European nationals have made the trip to Syria and Iraq, of whom around 470 have come from Belgium (for comparison, only about 250 have come from the US). Approximately 30% of the European fighters have already returned. It is next to impossible for a small nation such as Belgium to monitor all its citizens who have returned from battlegrounds in Iraq and Syria – as well as those who may be sympathetic to the narratives of violent extremism.

To deal with the problem systematically, intelligence agencies need to construct a threat matrix for each individual foreign fighter, indicating not only why they went to the conflict zones but, still more importantly, why they returned. Those whom intelligence agencies assess as having returned for sinister reasons clearly pose more of a risk than those who returned out of disgust with Isis and its practices. Gathering and analysing the necessary intelligence is a massive undertaking, which a small country like Belgium cannot be expected to undertake alone, especially when the threat extends across the continent.

Third, the authorities must renew their commitment to human, as well as technical, sources of intelligence. Electronic tracking and big data have their place, but they do not obviate the need for living eyes and ears on the ground.

After [Paris](#), Abdeslam was able to return to an apartment block where he managed to avoid arrest for four months. Family and community networks often protect and insulate terror cells, but they can also provide a focal point for investigators. Small cells operate with a degree of autonomy that makes them harder to detect and disrupt; however, one reliable informant could have led police to Abdeslam much sooner. We must not lose sight of that in our rush to embrace advanced technology.

Finally, governments must tackle areas that are hotbeds of terrorism. A striking number of the Belgians fighting in the Middle East originate in Molenbeek, where Abdeslam grew up and was apprehended. Similar districts exist in many other European cities; Saint Denis in Paris is another troubling example. Instead of ignoring these communities, as they have done for too many years, governments need to engage with them and help integrate them into their surrounding societies.

In the aftermath of last year's [Paris attacks](#), EU security ministers gathered in Brussels to discuss how to address the threat. No doubt they will meet again soon. This time, they should be prepared to make the necessary decisions to keep their citizens safe.

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Recipient:	
Sent Date:	2016/03/24 09:58:34
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From:	(b)(6)	
SentVia:		
To:		
Subject:	Ali's Presentation Time - HSAC CVE Subcommittee in-person meeting - Friday, February, 19th	
Date:	2016/02/18 08:52:10	
Start Date:	2016/02/19 14:00:00	
End Date:	2016/02/19 14:45:00	
Priority:	Normal	
Type:	Appointment	
Location:	1-866-753-8983 PIN:7335019#	

+ Agenda

Ali,

This is your calendar invite for your specific speaking time tomorrow. Agenda item and dial information below. Thank you, Mike

CALL IN INFORMATION

Telephone #: (b)(6)
Conference P

2:00 p.m. **Updates from Subcommittee Focus Area Leads**

Ali Soufan (Communications/Messaging)

(b)(6) es (Funding and Resourcing)
 ngaging with Tech and Social Media Companies)
 erg (Incorporating the Education and Mental Health Sectors)
 Pop Culture/Millennials)

2:45 p.m. **BREAK**

<< Attachments:

[HSAC CVE Subcommittee In Person Meeting Agenda Feb_19_16 FINAL.pdf](#) (210.5KB)

>>

Sender: (b)(6)

Recipient:	(b)(6)	
Sent Date:	2016/02/18 13:42:09	
Delivered Date:	2016/02/18 08:52:10	

From:	(b)(6)
To:	"/O=DHS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CVE Working Group8d7"
CC:	(b)(6)
Subject:	ANNOUNCEMENT: *NEW* Department OCP CVE Rotational Opportunities
Date:	2016/02/22 12:18:31
Due Date:	2016/02/21 19:00:00
Priority:	Normal
Type:	Note

CVE Working Group,

ANNOUNCEMENT: OCP has posted four new rotational opportunities under the Homeland Security Rotation Program –

SEC-OCP-CVETF Program Analyst-Digital Strategies & Communications (GS-13-15)

SEC-OCP-CVETF Program Analyst- Community Outreach, Engagement and Training (GS-13-15)

SEC-OCP-CVETF Program Analyst- Research and Analysis (GS-13-15)
SEC-OCP-CVETF Staff Officer-Chief of Staff (GS-15)

The opportunities are internal and Department-wide for individuals with an interest in CVE to work on this complex and unique mission priority. As well, OCP notes that the assignments will be an opportunity to work directly with the new CVE Task Force [\[https://www.dhs.gov/news/2016/01/08/countering-violent-extremism-task-force\]](https://www.dhs.gov/news/2016/01/08/countering-violent-extremism-task-force), which will include interaction with multiple Federal departments and agencies on CVE matters. The three new Program Analyst rotations are multiple opportunity announcements and we hope to make selections at multiple grade levels. Please see the below link -

<http://dhsconnect.dhs.gov/org/comp/mgmt/dhshr/emp/Pages/RotationalAssignments.aspx> -- OCP is under "Organization: HQ-Office of the Secretary"

As a reminder, OCP continues to advertise the following -
Administrative Specialist (GS-9-12)
Program Analyst (GS-13-15)

Candidates should follow the application guidelines provided on the website.

Please share widely within the Department. If you have any questions, feel free to reach out to me.

(b)(6)
Sr. Analyst (Strategic)
Office of the Secretary
DHS Office for Community Partnerships

(b)(6)

Sender:	(b)(6)
Recipient:	"/O=DHS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=CVE (b)(6)

(b)(6)

Sent Date:	2016/02/22 12:18:28
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Delivered Date:	2016/02/22 12:18:31
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Homeland Security Rotation Program Opportunity Form

Please provide the following details of the Rotational Assignment (RA) Opportunity.

Detailed RA Description:	<p>The Office for Community Partnerships (OCP) leads and manages the Department's countering violent extremism (CVE) program including oversight of and partnering with Components supporting CVE efforts, coordinating with the interagency, state, local, territorial and tribal partners regarding CVE, and developing Departmental CVE plans and initiatives, including those to support community-based efforts to counter violent extremism.</p>	
	<p>The efforts of OCP will be leveraged by the new Countering Violent Extremism Interagency Task Force, which is in charge of organizing federal CVE efforts. The CVE Interagency Task Force will be hosted and led by DHS. It will consist of staffing from across the agencies and departments supporting national CVE efforts. The task force will be administratively housed at DHS. The CVE Task Force will (1) address synchronizing and integrating whole-of-government CVE programs and activities; (2) leverage new CVE efforts, for example those of the DHS Office for Community Partnerships; (3) conduct ongoing strategic planning; and (4) assess and evaluate national CVE programs and activities.</p>	
	<p>The incumbent would serve as a Program Analyst (Community Outreach, Engagement and Training) within OCP and perform crossover duties with staff of the Countering Violent Extremism Interagency Task Force.</p>	
Component Name: The Office for Community Partnerships		
Position Title: Program Analyst		
Location:	Nebraska Avenue Complex 3801 Nebraska Ave NW Washington, DC	Duration: Six (6) Months to One (1) Year
GS Equivalent Level: GS 13/14/15		
Description of Responsibilities: Provide specialized expertise and technical guidance in the area of community outreach, engagement and training on CVE matters. Lead complex studies and define problems involved, formulate overall concepts, evaluating findings and recommending solutions on how best to coordinate technical assistance to CVE practitioners. Synchronize Federal Government outreach to and engagement with CVE stakeholders for ongoing and future CVE engagement and establish feedback mechanisms for CVE findings, thus cultivating CVE programming that incorporates sound technically-based results and engagement feedback. Uniquely, the incumbent would explore and develop engagement tools, training instructional guidance, outreach approaches, assessment		

techniques, and databases needed to institutionalize and do robust, unconstrained strategic studies on behalf of OCP and the CVE Task Force. Establish program/organization processes, operating procedures, and program frameworks, and provide management, including evaluation techniques to ensure the effective administration and oversight of OCP and CVE Task Force CVE engagement and technical assistance programs, initiatives, and engagements. The incumbent will have contact with interagency, international, and other DHS areas and help assign and track work. Other duties as assigned.

Qualifications Required:

- Ability to gather information, compile data, and prepare reports using Microsoft Office.
- Monitor CVE planning and implementation; ensure compliance with programmatic, regulatory, ethical (e.g., conflict of interest) policy and direction; and provide periodic assessments of adherence to regulatory or contractual requirements.
- Serve as a conduit between the CVE Task Force and OCP to identify long term strategic initiatives; organize interdisciplinary strategic studies and collect quantitative and qualitative data to examine trends and needs; and promote related activities that will address the CVE national strategy and DHS CVE goals.
- Ensure all assigned projects stay on schedule, on budget and on task.
- Contribute to the development of new policies to guide DHS CVE efforts with the interagency and external partners.
- Support interagency and CVE work teams in the development of community outreach, engagement and training policy positions, organize meetings and coordinate among internal and external stakeholders.
- Participate in cross-department matrix teams to develop cross-functional views on policy matters, and specifically study methodologies.
- Represent the Office in intra and interagency meetings.
- Prepare OCP and CVE Task Force leadership for participation in governance dialogues, briefings, and discussion.
- Assist in the development of executive level talking points.
- Write position and policy papers; draft executive memorandums
- Deliver high-quality strategy and policy products, supported by comprehensive research and citations regarding formal community outreach, engagements and high-quality training assistance.
- Experience in training government, law enforcement, and non-government, highly desired.
- Experience in community outreach and public engagement, preferred.
- Ability to communicate effectively in writing and orally.
- Ability to organize/print meeting material.
- Familiarity with the formal correspondence and communication processes.
- Ability to work in a fast paced environment with constantly shifting priorities
- Experience reviewing legal texts preferred but not required
- Ability to professionally and tactfully interact with a various DHS components, offices, and personnel at varying levels of seniority.
- Familiarity with international politics and or the DHS CVE mission preferred but not required
- Familiarity with customer service procedures and experience within the relevant communities and in dealing with the general public.

Clearance Required* (Y/N): ☐ Yes ☒ No

- If yes, what level of security clearance? Secret level would be helpful, but not required

Resume Requested (Y/N): ☒ Yes ☐ No

Point of Contact	
Name:	(b)(6)
E-mail:	

Please scan and submit completed form, via e-mail, to rotations@hq.dhs.gov. Please direct questions to (b)(6), Rotations Program Manager, (b)(6).



Homeland Security Rotation Program Opportunity Form

Please provide the following details of the Rotational Assignment (RA) Opportunity.

Detailed RA Description:

The Office for Community Partnerships (OCP) leads and manages the Department's countering violent extremism (CVE) program including oversight of and partnering with Components supporting CVE efforts, coordinating with the interagency, state, local, territorial and tribal partners regarding CVE, and developing Departmental CVE plans and initiatives, including those to support community-based efforts to counter violent extremism.

The efforts of OCP will be leveraged by the new Countering Violent Extremism Interagency Task Force, which is in charge of organizing federal CVE efforts. The CVE Interagency Task Force will be hosted and led by DHS. It will consist of staffing from across the agencies and departments supporting national CVE efforts. The task force will be administratively housed at DHS. The CVE Task Force will (1) address synchronizing and integrating whole-of-government CVE programs and activities; (2) leverage new CVE efforts, for example those of the DHS Office for Community Partnerships; (3) conduct ongoing strategic planning; and (4) assess and evaluate national CVE programs and activities.

The incumbent would serve as a Program Analyst (Digital Strategies and Communications) within OCP and perform crossover duties with staff of the Countering Violent Extremism Interagency Task Force.

Component Name: The Office for Community Partnerships

Position Title: Program Analyst

Location: Nebraska Avenue Complex
3801 Nebraska Ave NW
Washington, DC

Duration: Six (6) Months to One (1) Year

GS Equivalent Level: GS 13/14/15

Description of Responsibilities:

Provide specialized expertise and technical guidance in the area of communications, via digital means and otherwise, on CVE matters to promote, establish, and implement branding, and messaging activities across multi-agency CVE programs. Lead complex studies and define problems involved, formulate overall concepts, evaluating findings and recommending solutions on how best to coordinate communication approaches with and for CVE practitioners. Manage CVE communications, including media inquiries, and leverage digital technologies to engage, empower, and connect CVE stakeholders for ongoing and future CVE communications and establish feedback mechanisms for CVE findings, thus cultivating CVE programming that incorporates sound technically-based results and effectiveness feedback. Uniquely, the incumbent would explore and develop

communication tools, digital approaches, assessment techniques, and databases needed to institutionalize and do robust, unconstrained strategic studies on behalf of OCP and the CVE Task Force. Establish program/organization processes, operating procedures, and program frameworks, and provide management, including evaluation techniques to ensure the effective administration and oversight of OCP and CVE Task Force CVE communication and digital programs, initiatives, and engagements. The incumbent will have contact with interagency, international, and other DHS areas and help assign and track work. Other duties as assigned.

Qualifications Required:

- Provides strategic counsel to management and develops messaging and internal presentations for updates, key initiatives, and special projects.
- Ability to gather information, compile data, and prepare reports using Microsoft Office.
- Monitor CVE planning and implementation; ensure compliance with programmatic, regulatory, ethical (e.g., conflict of interest) policy and direction; and provide periodic assessments of adherence to regulatory or contractual requirements.
- Serve as a conduit between the CVE Task Force and OCP to identify long term strategic initiatives; organize interdisciplinary strategic studies and collect quantitative and qualitative data to examine trends and needs; and promote related activities that will address the CVE national strategy and DHS CVE goals.
- Ensure all assigned projects stay on schedule, on budget and on task.
- Contribute to the development of new policies to guide DHS CVE efforts with the interagency and external partners.
- Support interagency and CVE work teams in the development of communication and digital communication policy positions, organize meetings and coordinate among internal and external stakeholders.
- Experienced social media professional and technical specialist in the live and broadcast productions
- Plans, designs, develops, tests, implements, and manages the Internet, Intranet, and Extranet activities, including systems/applications development and technical management of web sites. Interfaces with all CVE areas of interest to collect files, data, publications, and current information, in an electronic format, to consolidate, organize and create interactive web pages with necessary hypertext links to produce accessible "on line" information.
- Manages Internet server operations and databases through continuous maintenance and updates of information as dictated by CVE strategy and policy.
- Assists staff offices and units with technical advice and information for efficient data transmission via digital formats. Ensures all material presented is in compliance with copyright requirements and that Web design is in compliance with Americans with Disabilities Act for accessibility. Works with the Data Base Manager and Department Public Affairs Office to develop interactive databases for applications on the web.
- Participate in cross-department matrix teams to develop cross-functional views on policy matters, and specifically study methodologies.
- Represent the Office in intra and interagency meetings.
- Prepare OCP and CVE Task Force leadership for participation in governance dialogues, briefings, and discussion.
- Assist in the development of executive level talking points.
- Write position and policy papers; draft executive memorandums
- Deliver high-quality strategy and policy products, supported by comprehensive research and citations regarding formal and high quality communications.
- Ability to communicate effectively in writing and orally.
- Ability to organize/print meeting material.

- Familiarity with the formal correspondence processes.
- Ability to work in a fast paced environment with constantly shifting priorities
- Experience reviewing legal texts preferred but not required
- Ability to professionally and tactfully interact with a various DHS components, offices, and personnel at varying levels of seniority.
- Familiarity with international politics and or the DHS CVE mission preferred but not required
- Familiarity with customer service procedures and experience within the relevant communities and in dealing with the general public.

Clearance Required* (Y/N): ☐ Yes ☒ No

- If yes, what level of security clearance? Secret level would be helpful, but not required

Resume Requested (Y/N): ☒ Yes ☐ No

Point of Contact

Name: (b)(6)

E-mail:

Please scan and submit completed form, via e-mail, to rotations@hq.dhs.gov. Please direct questions to (b)(6) Rotations Program Manager, at (b)(6)



Homeland Security Rotation Program Opportunity Form

Please provide the following details of the Rotational Assignment (RA) Opportunity.

Detailed RA Description:

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The efforts of OCP will be leveraged by the new Countering Violent Extremism Interagency Task Force, which is in charge of organizing federal CVE efforts. The CVE Interagency Task Force will be hosted and led by DHS. It will consist of staffing from across the agencies and departments supporting national CVE efforts. The task force will be administratively housed at DHS. The CVE Task Force will (1) address synchronizing and integrating whole-of-government CVE programs and activities; (2) leverage new CVE efforts, for example those of the DHS Office for Community Partnerships; (3) conduct ongoing strategic planning; and (4) assess and evaluate national CVE programs and activities.

The incumbent would serve as a Program Analyst (Research and Analysis) within OCP and perform crossover duties with staff of the Countering Violent Extremism Interagency Task Force.

Component Name: The Office for Community Partnerships

Position Title: Program Analyst

Location: Nebraska Avenue Complex
3801 Nebraska Ave NW
Washington, DC

Duration: Six (6) Months to One (1) Year

GS Equivalent Level: GS 13/14/15

Description of Responsibilities:

Provide specialized expertise and technical guidance in the area of research and analysis. Lead complex studies and define problems involved, formulate overall concepts, evaluating findings and recommending solutions. Coordinate federal support for ongoing and future CVE research and establish feedback mechanisms for CVE findings, thus cultivating CVE programming that incorporates sound results. Uniquely, the incumbent would explore and develop analytic tools, methodologies, assessment techniques, and databases needed to institutionalize and do robust, unconstrained strategic studies on behalf of OCP and the CVE Task Force. Establish program/organization processes, operating procedures, and program frameworks, and provide management, including evaluation techniques to ensure the effective administration and oversight of

OCP and CVE Task Force CVE research programs, initiatives, and engagements. The incumbent will have contact with interagency, international, and other DHS areas and help assign and track work. Other duties as assigned.

Qualifications Required:

- Ability to gather information, compile data, and prepare reports using Microsoft Office.
- Monitor CVE planning and implementation; ensure compliance with programmatic, regulatory, ethical (e.g., conflict of interest) policy and direction; and provide periodic assessments of adherence to regulatory or contractual requirements.
- Serve as a conduit between the CVE Task Force and OCP to identify long term strategic initiatives; organize interdisciplinary strategic studies and collect quantitative and qualitative data to examine trends and needs; and promote related activities that will address the CVE national strategy and DHS CVE goals.
- Ensure all assigned projects stay on schedule, on budget and on task.
- Contribute to the development of new policies to guide DHS CVE efforts with the interagency and external partners.
- Support interagency and CVE work teams in the development of research policy positions, organize meetings and coordinate among internal and external stakeholders.
- Participate in cross-department matrix teams to develop cross-functional views on policy matters, and specifically study methodologies.
- Represent the Office in intra and interagency meetings.
- Prepare OCP and CVE Task Force leadership for participation in governance dialogues, briefings, and discussion.
- Assist in the development of executive level talking points.
- Write position and policy papers; draft executive memorandums
- Deliver high-quality strategy and policy products, supported by comprehensive research and citations
- Ability to communicate effectively in writing and orally.
- Ability to organize/print meeting material.
- Familiarity with the formal correspondence and communication processes.
- Ability to work in a fast paced environment with constantly shifting priorities
- Experience reviewing legal texts preferred but not required
- Ability to professionally and tactfully interact with a various DHS components, offices, and personnel at varying levels of seniority.
- Familiarity with international politics and or the DHS CVE mission preferred but not required
- Familiarity with customer service procedures and experience within the research communities and in dealing with the general public.

Clearance Required* (Y/N): ☐ Yes ☒ No

- If yes, what level of security clearance? Secret level would be helpful, but not required

Resume Requested (Y/N): ☒ Yes ☐ No

Point of Contact

Name:	(b)(6)	
E-mail:		

Please scan and submit completed form, via e-mail, to rotations@hq.dhs.gov. Please direct questions to (b)(6) Rotations Program Manager, a (b)(6)



Homeland Security Rotation Program Opportunity Form

Please provide the following details of the Rotational Assignment (RA) Opportunity.

Detailed RA Description:	<p>The Office for Community Partnerships (OCP) leads and manages the Department's countering violent extremism (CVE) program including oversight of and partnering with Components supporting CVE efforts, coordinating with the interagency, state, local, territorial and tribal partners regarding CVE, and developing Departmental CVE plans and initiatives, including those to support community-based efforts to counter violent extremism.</p>	
	<p>The efforts of OCP will be leveraged by the new Countering Violent Extremism Interagency Task Force, which is in charge of organizing federal CVE efforts. The CVE Interagency Task Force will be hosted and led by DHS. It will consist of staffing from across the agencies and departments supporting national CVE efforts. The task force will be administratively housed at DHS. The CVE Task Force will (1) address synchronizing and integrating whole-of-government CVE programs and activities; (2) leverage new CVE efforts, for example those of the DHS Office for Community Partnerships; (3) conduct ongoing strategic planning; and (4) assess and evaluate national CVE programs and activities.</p>	
	<p>The incumbent would serve as a Staff Officer within OCP and performs crossover Chief of Staff duties for the Countering Violent Extremism Interagency Task Force.</p>	
Component Name: The Office for Community Partnerships		
Position Title: Staff Officer-Chief of Staff		
Location:	Nebraska Avenue Complex 3801 Nebraska Ave NW Washington, DC	Duration: Six (6) Months to One (1) Year
GS Equivalent Level: GS 15		
Description of Responsibilities: <p>Serves as a member of senior management responsible for the planning and directing organization operations – financial, administrative, strategic planning and business. Involved in and oversees staff workflow and manages complex programs and associated personnel in a dynamic organizational environment where workload priorities constantly evolve in response to shifting operational and administrative requirements. Provides authoritative guidance, and acts as a point of contact in between staff and the senior management officials. Key advisor to OCP and CVE Task Force leadership and management officials on broad projects and programs having a national impact. Liaise and maintains effective working relationships with other DHS and interagency Chiefs of Staffs, and heads of organizational elements to address issues that span the multiple CVE lines of efforts.</p>		

Requires extensive interpretations of many different and unrelated program processes and methods, such as interpretation of legislative intent and varied federal policies and regulations. Establishes program/organization processes, operating procedures, and program frameworks; defines staff effort, and provides management, including evaluation techniques to ensure the effective administration and oversight of OCP and CVE Task Force CVE programs and initiatives. The incumbent will assign and track work, and have contact with interagency, international, and other DHS areas. Other duties as assigned.

Qualifications Required:

- Superior organizational, managerial, and leadership skills, including ability to effectively manage the professional development of staff employees.
- Expert knowledge of the DHS or federal budgetary process, personnel regulations, contract regulations, and resource allocation policies and procedures.
- Superior strategic and tactical planning, critical thinking, and analytical skills in order to propose innovative solutions and implement change with resourcefulness and creativity.
- Superior ability to coordinate, network, and communicate across DHS and U.S. Government agencies.
- Superior oral and written communication skills, including the ability to clearly convey complex information to audiences of all levels.
- Superior ability to work effectively with teams, build and sustain professional relationships, exert influence effectively at all levels across the CVE lines of efforts.
- Expert knowledge and experience with resource planning, budget forecasting, and execution.
- Superior ability to set priorities, organize and schedule the organizational staff work load.
- Superior ability to establish, monitor and evaluate long-term strategic planning and direction setting.
- Possess leadership skills and training consistent with organizational direction to develop and value a workforce representing a wide spectrum of diverse backgrounds.
- Successful completion of the Agency's Level II Contracting Officer Certification Program or equivalent standards is desired, not required.
- Works independently with broad lateral guidance by senior management.
- Ability to make final determinations on work products.
- Represent the Office in intra and interagency meetings.
- Prepare OCP and CVE Task Force leadership for participation in governance dialogues, briefings, and discussion.
- Assist in the development of executive level talking points.
- Write position and policy papers; draft executive memorandums
- Deliver high-quality strategy and policy final products, supported by comprehensive research and citations
- Ability to communicate effectively in writing and orally.
- Ability to professionally and tactfully interact with a various DHS components, offices, and personnel at varying levels of seniority.
- Familiarity with the DHS CVE mission preferred but not required
- Familiarity with customer service procedures and experience in dealing with the general public.

Clearance Required* (Y/N): ☐ Yes ☒ No

- If yes, what level of security clearance? Secret level would be helpful, but not required

Resume Requested (Y/N): ☒ Yes ☐ No

Point of Contact	
Name:	(b)(6)
E-mail:	

Please scan and submit completed form, via e-mail, to rotations@hq.dhs.gov. Please direct questions to (b)(6), Rotations Program Manager, at (b)(6)

From:	(b)(6)	
To:		
Subject:	Another Story about the CVE Summit	
Date:	2015/02/17 14:31:23	
Priority:	Normal	
Type:	Note	

<http://news.yahoo.com/obama-s--crusades--controversy-highlights-war-on-terrorism-s-rhetorical-minefield-172358986.html>

we have a long way to go.....

Jannah Scott, Th.D., Deputy Director
 Presidential Appointee
 DHS Center for Faith-based & Neighborhood Partnerships
 A Center of the White House Office of Faith-based & Neighborhood Partnerships
 Washington, DC 20472

(b)(6)

Join us on Social Media!

FEMA <https://twitter.com/fema>

YouTube: <https://www.youtube.com/user/FEMA>

Instagram: <http://instagram.com/fema/>

LinkedIn: <http://www.linkedin.com/company/fema>

Facebook

- • * FEMA <https://www.facebook.com/FEMA>
- • * Ready <https://www.facebook.com/readygov>

Sender:	(b)(6)	
Recipient:		
Sent Date:	2015/02/17 14:31:24	
Delivered Date:	2015/02/17 14:31:23	

From:	(b)(6)	
To:		
CC:		
Subject:	AP Article on WH CVE Event	
Date:	2012/01/18 09:50:00	
Type:	Note.EnterpriseVault.Shortcut	

In case you haven't seen it already, AP article this morning on WH CVE event. Good luck today!

Police chiefs going to WH to discuss terror fight

By EILEEN SULLIVAN, Associated Press – 5 hours ago

WASHINGTON (AP) — The Obama administration is providing senior state and local police officials with its analysis of homegrown terrorism incidents, including common signs law enforcement can use to identify violent extremists.

The warning signs identified for police include someone joining a group advocating violence, receiving support from a network that plans attacks or seeking out charismatic leaders who encourage violence. The analysis was conducted by the Homeland Security Department, the FBI and the National Counterterrorism Center. An overview of the findings was shared with The Associated Press.

The conference Wednesday at the White House marks the first time this unclassified analysis will be presented to 46 senior federal, state and local law enforcement

Sender:	(b)(6)	
Recipient:		
Sent Date:	2012/01/18 09:50:23	
Delivered Date:	2012/01/18 09:50:00	

From:	(b)(6)	
To:		
Subject:	April 14 CVE in-person - (b)(6)	
Date:	2016/03/16 08:39:39	
Priority:	Normal	
Type:	Note	

(b)(6)

I know you are tracking the members participation for the April 14 in-person CVE meeting.

(b)(6) sent an email back to the HSAC email address that he will be out of the country for the April 14 meeting. He said he may be able to call in.

Best,

(b)(6)

Sender:	(b)(6)	
Recipient:		
Sent Date:	2016/03/16 08:39:38	
Delivered Date:	2016/03/16 08:39:39	

From:	(b)(6)	
To:		
Subject:	are you back?	
Date:	2011/11/21 10:39:00	
Type:	Note.EnterpriseVault.Shortcut	

Have a CVE question for you.

(b)(6)
Office of the Deputy Secretary
U.S. Department of Homeland Security

(b)(6)

Sender:	(b)(6)	
Recipient:		
Sent Date:	2011/11/21 10:39:57	
Delivered Date:	2011/11/21 10:39:00	

From:	(b)(6)	
To:		
CC:		
Subject:	Article of interest(?) for CVE WG	
Date:	2015/11/12 08:48:51	
Type:	Note.EnterpriseVault.Shortcut	

Full article attached

Boston's Counter-Extremism Program Looks To Lessons Learned In Europe. The AP
http://www.philly.com/philly/wires/ap/news/20151111_ap_6869bb2ac5c74bcdae7ff7beba4d88ea.html (11/11, Marcelo) reports from Boston that organizers of a federal pilot program "designed to root out homegrown extremists are looking to lessons learned in Europe, where government programs to confront radicalization have been in place for years but continue to generate debate." According to the AP, "Boston's version of the Countering Violent Extremism program brought in experts Tuesday to discuss efforts in the United Kingdom and Germany that have brought youths and others vulnerable to extremist ideology into family counseling before they could take violent action in their community or join the Islamic State or other militant groups waging jihad in the Middle East and elsewhere," but "Muslim activists attending the event at Suffolk University Law School questioned the science behind

Sender:	(b)(6)
Recipient:	
Sent Date:	2015/11/12 08:48:49
Delivered Date:	2015/11/12 08:48:51

From:	(b)(6)	
To:		
Subject:	articles and remarks	
Date:	2013/04/15 11:34:00	
Type:	Note.EnterpriseVault.Shortcut	

Georgetown CVE: <http://www.cfr.org/uk/community-partnerships-counter-violent-extremism/p24593> (can you turn this into a PDF)

Black Hat: <http://www.dhs.gov/news/2010/07/29/remarks-deputy-secretary-jane-holl-lute-black-hat-conference> (can you turn this into a PDF)

Videos:

- 1) Black Hat: <http://www.youtube.com/watch?v=5omqnELpPCI> (this is video 1/5. Can you get all 5?)
- 2) Georgetown CVE: <http://www.cfr.org/uk/community-partnerships-counter-violent-extremism/p24566>
- 3) Blouin Leadership Summit: <http://www.youtube.com/watch?v=-AEZsObNwME>
- 4) PDF: www.youtube.com/watch?v=8VVqPYU8egQ
- 5) Nanjing: <http://www.youtube.com/watch?v=wpcsPxNu1nw>

(b)(6)

Office of the Deputy Secretary
U.S. Department of Homeland Security
Office: (b)(6)

Mobile (b)(6)

Sender:	(b)(6)
----------------	--------

	(b)(6)	
Recipient:		
Sent Date:	2013/04/15 11:35:03	
Delivered Date:	2013/04/15 11:34:00	

Secretary Johnson's DHS status report to include 'hot topics' for the summer, recent China trip, foundation for new mission statement, transition planning (what should we tell the next DHS Secretary? Russ or S1 on transition?)

Convention planning (recommend taking off)

TSA wait times (what have we done to address this)

Adm Neffenger

HR and transition planning U/S Deyo

Real ID (S1 in status report? Or someone from Policy)

Progress on cybersecurity

U/S Spaulding

Immigration/Southwest Border ?

Zika A/S and Chief Medical Officer, Kathryn Brinsfield

New efforts/enhancements to refugee vetting and screening
Jennifer Higgins?)

U/S Taylor (or

Border statistics (b)(6) (who from policy?)

CVE

George Selim

Refugee status update Jennifer Higgins

Page 1 of 2

Withheld pursuant to exemption

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of the Freedom of Information and Privacy Act

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Subject:	Aspen CVE TPs and Background hsac edits	
Date:	2016/04/11 10:51:00	
Priority:	Normal	
Type:	Note	

Sender:	(b)(6)	
Recipient:		
Sent Date:	2016/04/11 10:51:50	
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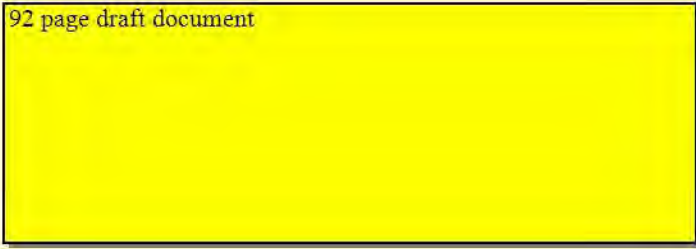
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