

Role of Education in Prevention of Violent Extremism amongst Youth in Kenya

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Abstract: The twenty-first century has shown that global terrorism has taken various forms and expressions depending on the context. This means that currently a lot of attention centres on preventing violent extremism and radicalisation that lead to terrorism. Thus, effectively tackling violent extremism has encouraged various approaches that have resulted in broader shifts towards the prevention of terrorism by redirecting efforts to address an environment conducive to extremists spreading their ideologies and recruiting supporters. In Africa, education is one of the many ways used to leverage, and to both radicalise and to de-radicalise, young people. Recent times have proven that education has a role in the prevention of extremism by acting as a positive tool for building resilience against violent extremism, particularly when the quality of education incorporates appropriate pedagogies and teaches approaches that impart competencies in young people. This paper found that in the Kenyan context, both formal and informal education have a role based on the potential to confront underlying factors that encourage violent extremism, some of which include feelings of exclusion, the lack of recognition of equal rights, and/or prejudices towards diversity. This article concludes that high-quality education helps shape attitudes and behaviours that in turn erode violent ideologies. In this regard, promoting education for the prevention of violent extremism requires continuous efforts and nurturing from an early age of a combination of values that are core to building cohesive societies. The recommendation is that education is a tool to build learners' resilience to extremism and mitigate the drivers of these phenomena. It helps strengthen their commitment to non-violence and peace, in particular by addressing hateful narratives. At the county government level, it's important to make sure that education's role in preventing violent extremism is carried out in a way that works for the communities it affects and that policies and programs are in line with international standards that protect human rights and dignity.

Keywords: Education, Deterrence, Violent Extremism, Radicalization, Terrorism, Message.

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1.0 INTRODUCTION

The world today continues to grapple with the fact that as terrorism and violent extremism (VE) remain increasingly growing threats, there is growing global consensus on the fact that military operations and security measures alone are not sufficient to defeat terrorism. The landscape of terrorism and violent extremism is evolving, becoming more complex and sensitive due to the negative connotation associated with the terror activities.

Youth radicalisation in Kenya is a growing concern, and this, in turn, has posed a significant threat to the nation. The explanation behind such phenomena is the failure of governance, poverty, and low education attainment (Arthur, 2015). Education is a good thing that has happened to help fight this social disorder because it can not only help people understand extremists' views

better but also bring people together (Mahmoud, 2019).

There is literature that suggests that young people are drawn into extremist movements as a result of a search for identity, belonging, or meaning (Gómez, 2021). Hence, there is a need for strengthening those programs that support peace and tolerance so as to fight the tendency of Kenyan youth toward violent extremism (Bergdahl and Elisabet, 2018). Research has shown that including civics, human rights, and conflict resolution in the curriculum not only makes students more aware of the dangers of extremist ideas, but it also motivates them to make a positive difference in their communities (Jasminka, 2015, and Crowe, 2009).

In addition, the 2019 Kenya National Prevention Strategy

stresses education in combatting violent extremism as a national goal (Government of Kenya, 2019). This is consistent with national policy frameworks that embrace the global call for peace education as a tool to counter radicalisation initiatives (UNESCO, 2018). Given the facts, education serves not just as a tool of prevention by enabling youth to analyse extremist propaganda but also fosters a society of informed citizens that are able to promote peaceful integration.

In conclusion, this paper considers the complex intertwining elements of education and violent extremism among youth in the context of Kenya. This is achieved by examining the intersection of educational policy, community engagement, and youth resilience, which explains how specific educational interventions can advance the overall narrative of peace and security while ultimately combating violent extremism.

1.1 Background of the Study

Bruce (2013) opines that terrorism has drastically influenced the world, as shown by the far-reaching and prolonged effects of violent extremist acts. This is in spite of the fact that terrorism, as a term, has no universal definition. According to Maniszewka (2024), terrorism is generally a method of coercion that exploits or threatens the use of violent extremism in order to spread fear and thereby attain political, social, or ideological goals. According to Sacco (2023), the meaning of terrorism has undergone a transformation. Hence, the lack of a universally agreed-upon definition of terrorism has been debated for the longest time.

According to the United Nations (2024), the chaos of VE that is conducive to terrorism continues to pose a severe threat to peace and security and is a serious affront to humanity, as it affects people of all continents, cultures, ages, religions, and nationalities. In order to fully and effectively deal with the problems and threats that terrorism and violent extremism pose to countries, regions, and communities today, we should put more focus on prevention by enforcing structural changes, educating people, getting communities involved, and making them stronger (United Nations, 2015).

Nanfuka (2023) avers that there is a global shift towards the recognition that robust and quality education can play a critical role in preventing and countering extremism. It is emerging that education can be a very powerful tool to build learners' resilience to violent extremism and mitigate the drivers of this phenomenon. Education is a universally recognised fundamental human right (El-Said, 2015). In conflict situations, education is not only a right but also an important need for displaced children and youth.

According to Ramdeen (2017), education helps strengthen commitment to non-violence and peace, in particular by addressing hateful and violent narratives. This crucial work starts as early as possible, on the

benches of learning institutions. One important thing to know about the connection between preventing violent extremism (PVE) and education is what it could mean for principled humanitarian action and the right of everyone to an education (2023). El-Said (2015) postulates that priming education programs for a counter-violent extremism agenda can distort program priorities in favour of a political agenda rather than a needs- and rights-based agenda. Not only does this kind of programming violate the universal right to education, but it can also go against the principle of impartiality, which holds that humanitarian action must be based on needs alone.

Ramdeen (2017) states that the threat of terrorism and violent extremism that afflicts many countries in Africa is said to be fuelled by radicalisation activities and increasing violent extremist tendencies. Scholars have continuously worked on creating various understandings of terrorism. According to the United Nations Office of Counter-Terrorism (UNOCT), there has been a gradual understanding that a security-based response to violent extremism should be accompanied by deliberate focus on preventive efforts (United Nations, 2019).

The UN Development Program (UNDP) says that this way of thinking is reflected in the VE Action Plan. In this plan, the UN puts a lot of emphasis on the causes and context of terrorism, which are also known as the "push and pull factors of VE that lead to terrorism." According to Maniszewka (2024), education in the PVE demands the identification of early signs of radicalisation and the mitigation of individual and collective grievances, structural factors, and drivers that, in the worst case, may support or fuel violence in the Horn of Africa (HoA). Key actors need to be engaged through cross-sectoral efforts to prevent and counter the spread of radicalisation and recruitment in their local communities.

According to Mesok (2022), VE can be exhibited along a range of issues, including social, cultural, religious, and political and/or gender relations. This is why global, regional, national, and local efforts to fight terrorism need to take into account new tools being used to stop violent extremism (PVE), especially in Kenya (El-Said, 2015). The Republic of Kenya has demonstrated that education can provide youth with the critical thinking skills and knowledge necessary to resist extremist propaganda, promote tolerance and respect for diversity, and provide opportunities for employment and economic stability.

Sacco (2023) points out that a robust education can, among other things, encourage critical thinking, cultural awareness, situational awareness, respect and understanding, tolerance, and cultures of peace. These attributes help create an environment whereby young people are more likely to resist the 'pull factors' that can lead them to employ or support the use of violence to express their grievances (Maniszewka, 2024). Education on its own is not sufficient to prevent violence. Not all education inspires peaceful environments, and not all

education can be classified as Countering Violent Extremism (CVE) work. The right to education is critical, but simply promoting education is not enough to prevent terrorism.

1.2 Problem Statement

Today, the threat of terrorism and VE is growing around the world. This is especially true in Africa, where there are many Al-Qaeda and Islamic State (IS) affiliates, which continues to raise security concerns and calls for renewed and ongoing attention to PVE. There is an escalation of Al-Shabaab, for instance, in the last two decades where Africa has suffered far more terrorist attacks compared to other countries in the HoA region outside Somalia.

The presence of Al-Shabaab in Somalia makes Kenya a high-risk country, and stubbornly, the threat of terrorism and violent extremism in the country is expected to rise, particularly in the Coast and Northeastern parts of the country, owing to the growing presence of Al-Shabaab militants in the two regions. In Nairobi County and some parts of Kenya, as the struggle against VE continues, measures to prevent extremism are vague and ambiguous, yet the question remains: What are the most effective measures against counter-youth VE?

Even though education is becoming more visible and involved in PVE efforts, this paper points out that there haven't been many in-depth studies that look at how it can work with state security actors to effectively stop and counter VE. It is worth noting that there are limited studies in Kenya that aim to understand why the threat of violent extremism (VE) continues to rise, despite the growing presence of intense PCVE campaigns in the country. So, this study will try to examine and critically evaluate the role of educational training in PVE in order to improve their ability to work with state security forces to achieve the goals of the Terrorism Prevention Act and the Kenya National Strategy to Prevent and Counter Violent Extremism.

1.3 OBJECTIVES OF THE STUDY

The objective of the study serves as a statement that communicated the overall goal of a research in a single sentence. The general objective is broad and refers to a goal that is to be achieved if most or all of the specific objectives have been achieved. The general objective the study is to examine role of education in prevention of violent extremism amongst youth in Africa through the case of Kenya. The specific objectives of the study will include to;

1.3.1 Examine the role of education in prevention of violent extremism amongst youth in Kenya.

1.3.2 Determine the challenges undermining role of education in prevention of violent extremism amongst youth in Kenya.

1.3.3 Establish and proffer the appropriate measures towards strengthening the role of education in prevention of violent extremism amongst youth in Kenya.

1.4 RESEARCH QUESTIONS

This section outlines the tasks or concerns that need to be complete owing to the fact research question address the problem through analysis and interpretation of data. The research question aims to bring specific issue or problem that this paper set out to address. Therefore, this study aimed to answer the following research questions;

1.4.1 What is the role of education in prevention of violent extremism amongst youth in Kenya?

1.4.2 What are the challenges undermining role of education in prevention of violent extremism amongst youth in Kenya?

1.4.3 What are the appropriate measures towards strengthening the role of education in prevention of violent extremism amongst youth in Kenya?

1.5 JUSTIFICATION OF THE STUDY

The justification of the study known as the study rationale gives a comprehensive search that typically reveals the gaps in previous studies that one aims to explore through research. This section acts as the purpose and the justification for undertaking the study. It demonstrated the main reasons as to why the researcher chooses to focus on the topic in question.

1.5.1 Academic Justification

The domestic security and military services serve at the forefront of Kenya's counterterrorism efforts against a capable enemy in Al Shabaab. So, the goal of this paper is to add to the body of new research on how to use education to fight violent extremism among young people in Africa, especially in Kenya. This will help to strengthen the security sector and other important players, and it should also help people learn more about and get better at using soft power to fight terrorism in Kenya, which will lead to stricter anti-terrorism policies.

1.5.2 Policy Justification

This study aims to strengthen the National Security Advisory Council and other key policymakers to develop stronger policies that will help to enhance a multi-agency

approach to counterterrorism. In addition, this study aims to be able to contribute to action-orientated strategies by the government and other key agencies, actors, and stakeholders in Kenya. The study aims to contribute to the body of knowledge to determine **the national** cohesion and national security nexus, particularly in Kenya, which will strengthen national development.

1.5.3 Sensitization Justification

The goal of this study is to make researchers more aware of educational approaches to counterterrorism in Africa that help people learn more about terrorism and PVE. Consequently, clear identification of the responsibilities, mandates, and roles of various academic communities, military, schools, parents, and multi-agency actors is necessary to enable monitoring by the stakeholders responsible for national cohesion and reconciliation.

1.1.6 THEORETICAL FRAMEWORK

The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework of research is the foundation that constructs your ideas. It uses a pre-established theory. Researchers outline different theories, propose links between ideas, and draw informed conclusions to create them. The theoretical framework introduces and describes the theory, which explains why the research problem under study exists.

1.6.1 The Social Capital Theory

The Social Capital (SC) theory was chosen to examine the role of education in the prevention of VE amongst youth in Kenya. The concept of social capital existed ever since small communities formed and humans interacted with the expectation of reciprocation and trust (Tonra & Christiansen, 2014). Social capital is defined as those resources inherent in social relations that facilitate collective action (Mesok, 2022). Social capital resources include trust, norms, and networks of association representing any group that gathers for a common purpose.

Tsounis and Xanthopoulou (2024) say that SC can be seen in things like the economic well-being (or lack thereof) of most people in a society, which has a clear and direct effect on its safety. The world is replete with examples of exclusive, exploitative economies, nay, states that are locked in a never-ending cycle of violence, both high- and low-intensity conflicts. Since teachers and parents don't put a lot of value on education in preventing VE, it needs to be made clear that the skills and values

that come from educational approaches are important parts of education that make a student a useful and productive citizen of the country and the world.

The education that is used to fight VE helps bring people together by creating communities of interpretation and shared values, reducing differences in wealth and income, and making people feel like they are working on the same projects, facing the same problems, and being a part of the same community. Social capital can be seen in terms of five dimensions: first, networks—lateral associations that vary in density and size and occur among both individuals and groups; second, reciprocity—expectation in short- or long-term kindness; third, trust—willingness to take initiatives (or risks) in a social context based on the assumption that others will respond as expected; fourth, social norms—the unwritten shared values that direct behaviour and interaction; and fifth, personal and collective efficacy—the active and willing engagement of citizens within a participatory community. These five dimensions show up in different ways and affect how people in a group, organisation, community, society, or just a network interact with each other. They can be studied from different angles.

Social capital can be defined as the sum of resources embedded within, available through, and derived from the network of relationships possessed by an individual. Tsounis & Xanthopoulou (2024) distinguish three schools of thought on social capital: the first views it alongside other forms of capital, economic, cultural, and symbolic, to explain social stratification, highlighting the benefits of network membership; the second merges sociological and economic perspectives, emphasising the functions and outcomes of social capital for individuals, groups, organisations, and institutions; the third focuses on societal features such as trust, norms, and networks that enhance societal efficiency. The VE erodes social cohesion while CVE is meant to reduce or eliminate violent extremism and thereby increase social cohesion and national stability. Further, this paper explores developments in social capital theory, demonstrates specific applications, and suggests areas for future research.

1.7 RESEARCH METHODOLOGY

The research methodology details a researcher's approach to the research to ensure reliable, valid results that address their aims and objectives. Research methods are the strategies, processes, or techniques employed in the collection or analysis of data in order to uncover new information or create a better understanding of a topic. It encompasses what data they are going to collect and where from, as well as how it is being collected and analysed.

1.7.1 Research Design

"Research design" refers to the overall strategy that you use to integrate the different components of the study in a coherent and logical way, thereby ensuring that you effectively add favourable research to the problem. The study employed case studies as a research design. The case studies are done in the subject's real-world context, which gives researchers a favourable view of what they are really like. Case studies provide rich raw material for advancing theoretical ideas. The study will use both qualitative and quantitative data.

1.7.2 Study Site

A research site is a place where people conduct research. Hence, this research study will be undertaken in the Republic of Kenya, targeting various experts on matters of security in Nairobi County. The research will be mostly looking at Kenya, which has been most affected by terrorist activities mainly linked to terror and extremist militants. Al-Shabaab continued to pose the primary terrorism threat in Kenya. Additionally, sporadic terrorist attacks in Kenya continued, primarily along the Kenyan-Somali border.

1.7.3 Target Population

The study's target populations will encompass experts from diverse subject matter fields, including government ministries, government agencies, foreign affairs agencies, civil societies, and other cohesion, development, and national security experts in Africa. The study therefore employed purposive sampling specifically to pick out the respondents. **The data** correspondents included both primary and secondary data. The secondary data sources were collected through books, journals, articles, and periodicals. This will help to capture what has already been done on the national cohesion and national security nexus from a global, regional, national, and local perspective; this information will assist in creating a better understanding of the subject matter. The primary data source collection was collected through interviews. The primary data will be collected using an interview guide; the interview guide was used with the target population that will include key stakeholders in education and national security issues.

1.7.4 Data Collection

The collected data was then sorted and analysed using document analysis and content analysis techniques, based on the emerging issues under study. Document analysis is a form of qualitative research in

which documents are interpreted by the study to give voice to education in the prevention of VE amongst youth in Kenya. Content analysis is a qualitative analytical method for identifying, analysing, and reporting patterns (themes) in data. It organises and describes the main datasets in detail. The results were presented in narrative form to allow a reader to assess whether or not the interpretation is supported by the data.

1.7.5 Ethical Consideration

It is important to note that this research will intentionally adhere to the appropriate research procedures, and all sources of information will be fully acknowledged as far as possible. In addition, before the questionnaire is administered, consent will be sought. In seeking to understand the possible limitations of the study, it is important to note that this research may face the limitation of finding vast subject matter experts, owing to the sensitive and technical nature of the research study. This will be mitigated by focusing on the key departments dealing with the research area.

1.8 RESULTS FINDINGS

The results findings section of this paper represents the core findings of a study derived from the methods applied to gather and analyze information. It presents these findings in a logical sequence without bias or interpretation from the author, setting up the reader for later interpretation and evaluation in the discussion section. A major purpose of the results section is to break down the data into sentences that show its significance to the research questions.

1.8.1 Choice of Educational in Preventing Extremism

Education is a powerful tool to build learners' resilience to violent extremism and mitigate the drivers of these phenomena. This paper found that education is important in the fight against violent extremism, mainly because no one is born a violent extremist; they are made and fuelled, and disarming the process of radicalisation must begin with dialogue and respect for human rights and the rule of law.

Terrorism and violent extremism are threats to peace and tolerance. It is a constant menace to security, human rights, and sustainable development. No country or region in the world today is immune from its devastating impacts. Because no one is born a violent extremist, but they are made and fuelled. Education is a powerful tool to build learners' resilience to violent extremism. It helps strengthen their commitment to non-

violence and peace, in particular by addressing hateful and violent narratives. This crucial work starts as early as possible, on the benches of schools. This paper thus recognises the important role of education in PVE and has compiled a catalogue of resources on education and PVE, which aims to make resources on PVE and education readily available to practitioners. Through looking at reasons and case studies, this paper found that terrorists find and prioritise the radicalisation and recruitment of students into violent extremist groups. It also looked at how they craft and change their stories to answer the existential questions that young people pose.

1.8.2 Role of Education in PVE amongst Youth in Kenya

In the context of Kenya's shift towards 'softer' alternatives in counterterrorism efforts, policymakers and practitioners have pointed to the role of education systems and educators in building the resilience of young people to violent extremism. This essay looked at how well educational approaches work at stopping or opposing violent extremism (P/CVE) and the evidence for the ideas that these approaches are based on.

This paper notes that VE is a dynamic process where individuals come to accept terrorist violence as a possible, perhaps even legitimate, course of action. It is in this environment that the possibility of education taking the lead role in P/CVE is presented. A lot of attention is paid to the many ways that education can help, like in engineering: making it easier for students to talk to each other as a way to fight prejudice; improving skills like critical thinking; teaching values like empathy; and teaching students more about how nonviolence (rather than violent radicalisation) can be used to solve problems and address grievances. The role of education, complemented with that of other facilitators, such as former terrorists, social influencers, and victims of terrorism, is also evaluated in P/CVE efforts.

The definitions of education are quite numerous. However, formal education is understood as social networks with both formal and informal relations between different actors, such as individuals, groups, organisations, and even corporations. Education helps them survive, recover, and regain a sense of stability. Moreover, youth play a key role in rebuilding their communities and societies. In the end, this paper discovered that preventing and fighting violent extremism has become an important part of many national strategies for fighting terrorism. This is because violent extremism can lead to radicalisation and extremism. A critical analysis is provided on the challenges facing the education sector should it decide to step up and play the role in PVE among youth in Kenya.

Education systems offer an existing environment where tools that can be useful in preventing violent extremism are taught, such as thinking, digital literacy,

and civic values. However, asking teachers to assess or report on security concerns among their students, such as signs of radicalisation or violent extremism, can sometimes be counterproductive or even destructive by breaking teachers' bonds of trust with students or causing other potential harms. While education systems are often designed to teach values to students, it is important to consider the best ways to ensure the safeguarding of teachers and students so that they can discuss complex ideas of historical, social, political, and ideological dimensions.

1.8.3 Challenges Undermining Role of Education in PVE amongst Youth in Kenya

Some of the problems that were talked about are: the lack of studies on how well educational interventions work in P/CVE; the fact that these interventions can't always deal with the causes of radicalisation; the chance that they will turn off some students; and the fact that teachers and schools might not be willing, able, or trained to play such an important role.

According to the UN (2015), the United States has helped improve Kenya's military and domestic security by supporting the growth of the Kenya Defence Forces (KDF) rangers, the National Intelligence Service (NIS), Kenya's domestic and foreign intelligence service, the General Service Unit (GSU), a paramilitary reserve unit whose main job is to deal with civil unrest, and the Anti-Terror Police Unit (ATPU), a special police unit whose job is to fight terrorism.

Education helps them survive, recover, and regain a sense of stability, and children and youth play a key role in rebuilding their communities and societies. It is important to recognise, use, and enhance the strengths and assets of youth through an intentionally positive and prosocial approach. Doing so will enable them to be agents of positive change in their communities. The current evidence suggests that historical and civic education can promote an appreciation for political, religious, and cultural diversity and reduce racist sentiments. Inclusive curricula covering multiple perspectives on historical, religious, or other content can promote the understanding of a shared common identity. This also includes teaching students about uncomfortable and regrettable parts of history and contemporary VE events in Kenya.

1.8.4 Measures Strengthening Role of Education in PVE amongst Youth in Kenya

The finding in this paper shows that evaluations of existing PVE interventions in the education sector that are directed at the far-right indicate that the factors for success in these interventions are similar to those aimed

at other forms of extremism. Generally approaches that involve engaging young people in dialogue, even if it is controversial, rather than aiming to instill the 'right' values from above to transform the entire population of students into 'desirable, liberal democratic' young people have a higher chance for success. For example, Mesok, (2022) argue that education can be a powerful tool for promoting peace and mitigating the risk of conflicts, further emphasizing the significance of educational systems in fostering a more stable and harmonious environment. Equally, the style of facilitation and the ability of educators to listen to and understand students' perspectives is essential in avoiding a scenario in which students simply 'switch off' when confronted with opinions that are different from their own.

1.9 DISCUSSION

The discussion reviews the findings and puts them into the context of the overall research. It brings together all the sections that came before it and allows a reader to see the connections between each part of the research paper. The discussion section is one of the final parts of a this paper, in which an author describes, analyzes, and interprets their findings. They explain the significance of those results and tie everything back to the research questions.

1.9.1 Effectively Address Local Drivers of Violent Extremism

The findings in this paper suggests that education interventions can play a role in P/CVE in certain contexts if they effectively address local drivers of VE and are designed and delivered in a way that resonates with students. While many of the factors that drive individuals to VE, including economic circumstances and broader political and societal conditions, cannot be directly addressed through educational activities, interventions in this area can contribute to increasing the resilience of students to VE. This can be done through the promotion of critical thinking skills, the teaching of civic values, historical awareness and human rights, or through the exposure of students to different perspectives on the same issue.

1.9.2 Violent Extremism is Context Related

The relationship between education and VE is context-dependent and multi-faceted and the success of P/CVE education interventions is highly dependent on local factors. Education interventions can only address a limited range of concerns related to VE, but as the example of recent issues regarding far-right extremism shows, carefully designed education interventions can

play a role in making young people more resilient to radicalization and recruitment efforts. While perpetuating the image of extremists as uneducated and presenting education initiatives as a panacea to VE is unhelpful, education can play a limited but important role in the effort to counter the threat from extremist violence.

1.9.3 Education Promoting Tolerance

It is worth noting that the vital role of education in promoting peace and countering terrorism, emphasizing the importance of understanding the complex relationship between education and terrorism. Education nurtures critical thinking, empathy, and tolerance, which reduces extremist ideologies' appeal and fosters unity among diverse communities. The connection between education and terrorism is multifaceted; while inadequate access to quality education can fuel terrorist recruitment, comprehensive educational policies can encourage social harmony and discourage extremism.

1.9.4 The Pedagogical Approaches

This paper highlights pedagogical approaches integrating peace education, promoting intercultural dialogue, and creating inclusive learning environments, which contribute to a more peaceful society equipped to address terrorism and ensure global stability. Investing in education for peace has far-reaching implications, leading to safer communities, long-term economic growth, and social development, while helping countries meet international obligations, such as the United Nations Sustainable Development Goal 4.

In discussion, education is a powerful force for positive change, and leveraging its potential is essential for creating a more peaceful and harmonious global society. This paper points to a correlation between low levels of education and the likelihood of individuals participating in terrorist activities. In particular, a lack of access to quality education has been linked to feelings of marginalization and socio-economic disenfranchisement, which in turn can lead individuals to seek affiliation with extremist groups. Therefore, addressing educational disparities and promoting inclusive educational systems can play a crucial role in countering the root causes of terrorism.

1.10 CONCLUSIONS

This section of the conclusion summarizes parts of the paper. A discussion, however, is a much more thorough and rigorous examination of the results. It requires the author to interpret those results by looking at how or why they are the way they are. The discussion section is the space where the author acknowledges the limits of the research and identifies gaps for future research. Finally, this section investigates the

implications of the research based on the findings and results, and it draws conclusions from those implications.

1.10.1 The Programme Interventions

This paper concludes that whilst radicalization studies have emphasized the assumption that a lack of education leads to radicalization, many programme interventions are based on an understanding that education systems can play a central role in the reduction of VE. Young people are thought to be the group that is most vulnerable and susceptible to extremist narratives while also being more action-oriented and less risk-averse than adults.

Ultimately, education is a powerful force for positive change, and it is our collective responsibility to harness its potential to create a more peaceful and harmonious global society. As individuals in these age groups tend to spend the majority of their time in the education system, education interventions are often considered to be an easy access point for interventions. The education-focused P/CVE interventions are not without their critics, and the assumptions that underpin them do not always hold true. For example, despite the well-intentioned ambitions of safeguarding young people, the focus on youth vulnerability in practice often leads to the monitoring and policing of extreme thoughts and attitudes young people may have, even if those young people are not at risk of embracing violence as a means of achieving their goals.

1.10.2 The Educational Systems are Crucial for Fostering Social Cohesion

This paper points-out addressing educational disparities and promoting inclusive educational systems are crucial for fostering social cohesion, peace and PVE. Studies have shown that gender equality in education can play a vital role in mitigating the risk of conflict and terrorism. By ensuring equitable access to education for all, regardless of their gender, ethnicity, or socio-economic background, societies can promote tolerance, understanding, and social cohesion, ultimately contributing to a more peaceful Kenya, to a correlation between low levels of education and the likelihood of individuals participating in terrorist activities. In particular, a lack of access to quality education has been linked to feelings of marginalization and socio-economic disenfranchisement, which in turn can lead individuals to seek affiliation with extremist groups. Therefore, addressing educational disparities and promoting inclusive educational systems can play a crucial role in countering the root causes of terrorism.

The relationship between education and terrorism is complex, as education can both foster and mitigate terrorist activities. A lack of education or inadequate

access to quality education can create opportunities for terrorist organizations to recruit disenfranchised individuals. On the other hand, education can serve as a powerful tool to counter terrorism by promoting critical thinking, tolerance, and social cohesion. By implementing comprehensive and inclusive educational policies that cater to the needs of diverse populations, we can create an environment that fosters social harmony and discourages the spread of extremist ideologies.

1.10.3 Education Mitigates Terrorist Activities

Education plays a significant role in preventing violence and radicalization. Understanding the relationship between education and terrorism is a critical aspect of promoting peace and countering terrorism. Research has shown that there is a complex and multifaceted connection between the two, with education playing a dual role in both fostering and mitigating terrorist activities. On one hand, the lack of education or inadequate access to quality education can create a breeding ground for radical ideologies and provide opportunities for terrorist organizations to recruit disenfranchised individual.

On the other hand, education can serve as a powerful tool to counter terrorism by promoting critical thinking, tolerance, and social cohesion. A well-rounded educational system that encourages a deep understanding of cultural, religious, and ethnic diversity can help reduce the appeal of dangerous and violent extremist ideologies and foster a sense of unity among different communities. Education can provide individuals with the skills and opportunities to lead a productive and fulfilling life, decreasing their vulnerability to radicalization. To harness the role of education in PVE, it is essential to implement comprehensive and inclusive educational policies that cater to the needs of diverse populations.

1.10.4 Educators to Create a Safe Environment

Educators must also focus on creating inclusive and safe learning environments that provide equal opportunities for all students, regardless of their background. By addressing issues of marginalization and discrimination within educational institutions, this research article can reduce the likelihood of individuals feeling alienated and seeking solace in extremist ideologies. Ultimately, employing these pedagogical approaches in education can help create a more peaceful and harmonious society, better equipped to address the threat of terrorism and promote global stability

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terrorist activities. A lack of education or inadequate access to quality education can create opportunities for terrorist organizations to recruit disenfranchised individuals. On the other hand, education can serve as a powerful tool to counter terrorism by promoting critical thinking, tolerance, and social cohesion. By implementing comprehensive and inclusive educational policies that cater to the needs of diverse populations, we can create an environment that fosters social harmony and discourages the spread of extremist ideologies.

1.11 RECOMMENDATIONS

The purpose of recommendations in research is to provide practical and actionable suggestions based on the study's findings, guiding future actions, policies, or interventions in a specific field or context. Recommendations are often included with a report's conclusion, although they serve different purposes. Whereas a conclusion offers you the opportunity to summarize or review your report's main ideas, recommendations suggest actions to be taken in response to the findings of an article.

1.11.1 Effectively Utilize Education

This paper recommends that to effectively utilize education as a means to promote peace and prevent or counter terrorism, it is crucial to adopt pedagogical approaches that foster critical thinking, empathy, and tolerance among students. One such approach is the integration of peace education into the curriculum, which focuses on teaching students about the causes of conflict and violence, as well as providing them with the tools to resolve disputes nonviolently. This approach can help create a generation of individuals who are more inclined towards peaceful.

1.11.2 The Appeal for Extremism

This article recommends that in addition to contributing to global peace and stability, investing in education for peace can also have significant economic benefits. Countries, such as Kenya with high-quality education systems and a strong culture of peace are more likely to enjoy long-term economic growth and social development. By providing individuals with the skills and knowledge necessary to participate in a diverse and interconnected world, education can empower people to contribute positively to their societies, reducing their vulnerability to poverty and social exclusion. This in turn can lead to a reduction in the appeal of violent extremist ideologies and contribute to societies that are more peaceful.

1.11.3 Education System

The importance of education in promoting peace lies in its potential to nurture critical thinking, empathy, and tolerance among students, thereby reducing the appeal of extremist ideologies and fostering a sense of unity among diverse communities. Education can empower individuals to lead productive and fulfilling lives, decreasing their vulnerability to radicalization and making them less susceptible to the recruitment efforts of terrorist organizations. Moreover, this paper recommends that, a well-rounded educational system that encourages an understanding of cultural, religious, and ethnic diversity can help create a generation of individuals who are inclined towards peaceful coexistence.

1.11.4 Recommends Safety and Security Curriculum

This paper recommends an introduction to safety and security to education into the curriculum, the promotion of intercultural and interfaith dialogue within educational settings, and the creation of inclusive and safe learning environments that provide equal opportunities for all students. These approaches can help dismantle stereotypes, reduce prejudice, and build bridges between diverse communities, thereby contributing to a more peaceful and harmonious society that is better equipped to address the threat of terrorism and promote global stability.

Finally, this paper recommends the role of education in promoting peace and countering terrorism is multifaceted and far-reaching. By adopting effective pedagogical approaches and investing in education for peace, scholars and policy makers can work towards creating a more just and equitable world where individuals are less susceptible to the allure of extremist ideologies, and communities are better equipped to address the challenges posed by terrorism.

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