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INSTITUTE OF DIPLOMACY AND INTERNATIONAL STUDIES (IDIS)

**COUNTERING VIOLENT EXTREMISM IN INSTITUTIONS OF HIGHER
LEARNING IN KENYA: A CASE STUDY OF THE UNIVERSITY OF NAIROBI**

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DECLARATION

This project is my original work and has not been presented for a degree award in any other University.

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TABLE OF CONTENTS

DECLARATION	ii
TABLE OF CONTENTS	iii
LIST OF FIGURES.....	vii
LIST OF TABLES.....	viii
LIST OF ACRONYMS AND ABBREVIATIONS.....	ix
Chapter One	1
Introduction to Background of the Study	1
1.1 Introduction to Background of the Study	1
1.2 Statement of the Research Problem	3
1.3 Research Objectives	4
1.4 Research Questions	4
1.5 Literature Review.....	4
1.6 Hypotheses.....	17
1.7 Justification of the Study	17
1.8 Theoretical Framework	18
1.9 Research Design and Methodology	19
1.10 Ethical considerations	22
1.11 Chapter Summary	23
Chapter Two	24
The Extent and Magnitude of Violent Extremism Educational Institutions	24
2.1 Terrorism and Violent Extremism on Higher Learning Educational Institutions	24
2.1.1 Terror attacks in Education- Global Perspective	24
2.1.2 Terror Attacks in Institutions of Higher Learning in Africa	27
2.1.3 Terror Attacks in Institutions of Higher Learning in East Africa.....	29
2.2 Interventions to Counter Violent Extremism in Institutions of Higher Learning.....	30
2.2.1 United Nations Level	30
2.2.2 African Union Level.....	31
2.2.3 Kenya- Counter-Terrorism Regime	31
2.3 Strategies for countering violent extremism.....	34
Chapter Three	37
An Analysis of Counter-Terrorism Strategies at the University of Nairobi	37
3.1 Counter-Terrorism Strategies at the University of Nairobi.....	37

3.1.1 Utilizing of Security Personnel.....	41
3.1.2 Security Vulnerability Drills, Security Lighting and Alarm systems	42
3.1.3 Use of Modern Technology	43
3.2 Self-Assessment Counter-terrorism Security Measures at University of Nairobi.....	43
3.2.1 Self-Assessment by deans on Counter-Terrorism Measures Put in Place in University Campuses	45
3.2.2 Enhancing the Alumni base for Affirmative information.	46
3.3 The Effectiveness of the measures of countering violent extremism in Nairobi University	46
Conclusion.....	50
Chapter Four	52
Challenges and Prospects in Countering Violent Extremism in Nairobi University.....	52
4.1 Challenges in countering violent extremism at Nairobi University.....	52
4.1.1 Lack of University Policy on Violent Extremism and Inadequacy of Funds.....	52
4.1.2 Insufficient Training for Security Personnel on countering VE	54
4.1.3 Inadequate participation in Disaster Management Drills.....	56
4.1.4 Increased Youth Radicalization	57
4.1.5 Limited Modern Technology and Security Systems.....	59
4.2 Prospects for Countering Violent Extremism in Nairobi University.....	61
Collaboration with civil society organizations and non-governmental organizations.....	63
Conclusion.....	65
Chapter Five.....	66
Summary, Conclusion, and Recommendations	66
5.2 Summary.....	66
5.3 Conclusion.....	69
5.4 Recommendations.....	70
Bibliography.....	73
APPENDIX I. QUESTIONNAIRE	75

LIST OF FIGURES

Figure 3. 1 Security measures in place in Nairobi University.....	39
Figure 3. 2 Effectiveness of security Guard personnel	47
Figure 3. 3 Effectiveness of co-ordination between internal and external security agencies .	48
Figure 3. 4 Effectiveness of background checks by UoN Administration.....	49

LIST OF TABLES

Table 3. 1: Security Measures at University of Nairobi	38
Table 3. 2 Self-Assessment Security Measures.....	44

LIST OF ACRONYMS AND ABBREVIATIONS

ATA	Anti-Terrorist Assistance
ATPU	Anti-Terror Police Unit
CT	Counter-Terrorism
CTC	Counter Terrorism Committee
CVE	Countering Violent Extremism
DPP	Director of Public Prosecutions
EWARN	Early Warning and Response Network
EWS	Early Warning System
FARC	Revolutionary Armed Forces of Colombia
GWOT	Global War on Terrorism
ISIL	Islamic State of Iraq and the Levant
ISIS	Islamic State of Iraq and Syria
KDF	Kenya Defense Forces
KENET	Kenya Education Network
LTTE	Liberation Tigers of Tamil Eelam
NATO	North Atlantic Treaty Organization
NSCVE	National Strategy on Countering Violent Extremism
NSIS	National Security Intelligence Service
P/CVE	Preventing and/or Countering Violent Extremism
UN	United Nations
UNCTC	United Nations Counter-Terrorism Committee
VE	Violent Extremism
VEO	Violent Extremist Organization

Chapter One

Introduction to background of the Study

1.1 Introduction to Background of the Study

Violent extremism is a problem affecting many countries and a threat to international peace, security, and development. Traditionally, perpetrators of violent extremism through terrorist groups used terrorism as a political tactic to bully nations into the negotiating table. Contemporary terrorism is waged on an entirely different scale and has become an unprecedented global threat that requires the input of international collaboration by multi-national security agencies. The new terrorists' tactics have consequently compelled 'small' nations and sub-national groups into devising new techniques of identifying and preempting any potential threat. However, some of the terrorist groups today are motivated by radical nationalist or religious beliefs. They intend to create a climate of fear in a targeted group or nation through a sustained violence campaign.

These groups do not use the traditional approaches or seek negotiations, but rather prefer to blow up everything using the most extreme or violent techniques. They use advanced weapons, such as firearms and explosives, to maximum effect.¹ They prefer these weapons because they are easily accessible and usable. Moreover, terrorist groups have become increasingly innovative in using weapons, and those methods have become extremely lethal.² Over time, they have shown increased interest in obtaining and employing weapons that cause massive

¹ Clutterbuck, R. (1993). Trends in terrorist weaponry. *Terrorism and Political Violence*, 5(2), 130-139.

² Clarke, M., & Soria, V. (2009). Terrorism in the United Kingdom: confirming its modus operandi. *The RUSI Journal*, 154(3), 44-53

and indiscriminate destruction. Examples of these terrorist groups include al Qaida, Boko Haram, and the Islamic State of Iraq and Syria.³

In states where governments have been weakened due to wars or conflict, they usually find it difficult though not impossible, to provide schooling at different levels, especially tertiary education. Violent extremism acts have destroyed properties and led to the loss of lives, abductions, forced exile, imprisonment, torture, maiming, rape, sexual violence, and recruitment of child soldiers, and higher learning institutions' injuries to both students and members of the teaching fraternity. Based on a UN data report of 2016, the number of documented educational institutions' documented attacks exceeds 3600 separate cases globally.⁴

The usage of educational institutions for military purposes does not necessarily constitute an attack under international humanitarian law. However, it may lead to attacks against students, teachers, and institutions, particularly in situations where there are armed groups within the institutions or its periphery. The proximity of armed actors near schools or communities may threaten or disrupt schools' core operations in a given region. In 2011, attacks as well as threats against learning institutions were included during the expansion criteria for listing parties to conflict by the United Nations Security Council.⁵

Through the resolution of 1998 of 2011, the Security Council invited the United Nations Secretary-General to report on military usage of schools that contravened international

³ Celso, A. N. (2015). The Islamic State and Boko Haram: Fifth Wave Jihadist Terror Groups. *Orbis*, 59(2), 249-268.

⁴ Shevell, M. (2016). *The Fight for a Right out of Sight: The Under-Prioritization of Attacks on Schools and the Lack of Accountability under the Monitoring and Reporting Mechanism*. (Doctoral dissertation, Columbia University).

⁵ O'Malley, B. (2011). *The longer-term impact of attacks on education on education systems, development, fragility, and policy response implications*. Background paper prepared for the Education for All global monitoring report.

humanitarian law. The solution enabled parties to name and shame parties to the conflict that undertake these violations against higher learning institutions.

The key reason why terrorist groups regularly target educational institutions is that learning institutions, students, children, and academic staff are viewed as convincing symbolic targets to pass their message across. Learning institutions are soft targets in conflict, considering that they are rarely guarded, let alone the large population, hence offering maximum casualties. This represents the ever-evolving nature of modern terrorism in the 21st century.

1.2 Statement of the Research Problem

Violent extremism acts have destroyed properties, led to the loss of lives, abductions, forced exile, imprisonment, torture, maiming, rape, sexual violence, recruitment of child soldiers, and injuries in higher learning institutions to students, lecturers, and other education personnel. According to a UN data report of 2018, the number of documented educational institutions' attacks was more than 3600 separate cases globally. The increased global spread of violent extremism has had radical changes in educational institutions. Countries that were most affected between 2013 and 2018 reported a minimum of 1000 cases. More than 1000 students, teachers, and other education personnel were attacked, harmed, and, on some occasions, killed. These cases were reported and documented in countries such as the Democratic Republic of Congo, Egypt, Israel-Palestine, Nigeria, the Philippines, Turkey, Syria, and Yemen. According to the UN 2014 report, Syria was the most affected.

Due to the increasing and the ever-changing acts of violent extremisms targeting academic institutions deemed soft targets globally, there is a need to address the issue as innocent lives are lost, and education fails to occur, leaving many students disadvantaged. Policies and adequate security measures need to be put in place to ensure children's fundamental human rights to access education and guarantee their security. The 21st century has seen schools come under attack in conflict-affected countries such as Syria, Pakistan, Nigeria, Cameroon, South

Sudan, and northern parts of Kenya, among many nations. This study seeks to establish how these educational institutions have been affected by acts of violent extremism, explore the measures and effectiveness which are in place in institutions of higher learning, and finally examine the challenges and opportunities of improved security.

1.3 Research Objectives

This study sets out three objectives. The study will examine the three objectives as listed below

1.3.1 To critically analyze the extent to which terrorism and violent extremism have affected educational institutions

1.3.2 To interrogate the measures put in place to deal with violent extremism at the University of Nairobi.

1.3.3 To examine the challenges and opportunities for improved security at institutions of higher learning in Kenya.

1.4 Research Questions

This study sets out three questions, and it will explore the following three questions.

1.4.1 To what extent has terrorism and violent extremism affected education institutions?

1.4.2 What are the measures in place to deal with violent extremism at the University of Nairobi?

1.4.3 What are the challenges and opportunities for improved security at institutions of higher learning in Kenya?

1.5 Literature Review

This section will review the relevant literature, both theoretical and empirical, to support the study.

1.5.1 Theoretical and Conceptual Literature Review

1.5.1.1 The Meaning of Terrorism

There has been no universal consensus that has been arrived at on the definition of terrorism despite the numerous decades of research being carried out in the area of terrorism.⁶ In July 2005, the UN Secretary-General Kofi Annan urged world leaders to agree to a universal definition. The proposed wording entailed: "Terrorism constitutes one of the most serious threats to international peace and security." It further includes: "The targeting and deliberate killing of civilians and non-combatants cannot be justified or legitimized by any cause or grievance."

There have been numerous attempts to distinguish violent extremism from terrorism. Violent extremism has the mandate to radicalize, moderate and strengthen its goals in the long run and establish bases in their areas of interest for ease of their terror activities.⁷ Mroz cites the difference between the two as; terrorism activities can be countered whereas violent extremism cannot since they are carried as lone wolf attacks.⁸ The two terms are like two terms of the same coin and it is not easy to differentiate them and both are evolving concepts.

1.5.1.2 The Instrumental Approach

The instrumental approach is one of the approaches developed for political science to help understand terrorist activities. Crenshaw's approach has been advanced, who stated that actors' actions in the international system could be illustrated by their behavior based on the available principles and norms. The approach claims that violence is deliberate and used by various actors to achieve their interests, which involves radical political and social changes in society.

⁶ Dean, G. (2014). Background to Research Project: Violent Extremism. In *Neurocognitive Risk Assessment for the Early Detection of Violent Extremists* (pp. 11-28). Springer, Cham.

⁷ Levitt, M. A. (2002). The political economy of Middle East terrorism. *Middle East Review of International Affairs*, 6(4), 49-65.

⁸Mwaniki, D. M. (2019). *Changing Strategies in Countering Violent Extremism and Terrorism in Africa: Case of Kenya* (Doctoral dissertation, University of Nairobi).

Hence, power is not the end, as stated by other approaches like psychological theories. The act of violence has been perceived as a reaction to specific policies initiated by the government and a group of people to instill fear in people so that their grievances can be heard.⁹

Crenshaw argues that violent activities are done with specific intentions, and they have their objectives. It is used by violent extremists to find ways of changing the policies, rules, and decisions of governments through force. Terrorist groups tend to analyze the costs of carrying out their operations. They make decisions by engaging with other parties within their networks.¹⁰ The approach states that the survivals of the violent groups are essential to their members, just like the survival of political interest. Crenshaw posits that publicity and recognition have been the tactical ways through which terrorists achieve their survival.

Violent extremism has been promoted in various parts of the world by terrorist groups. They have deviated ways of advancing their scopes like radicalization amongst the youth and vulnerable people in the society they recruit, train, and pay to facilitate their dangerous acts. Violence has been used to coerce states so that insurgents can achieve their goals; it has been used by the political class to achieve their selfish purposes.

Based on the actions that advance violent activities, the instrumental approach is essential because it satisfies and gives the society/people simple intelligence services on secretive terror groups. It can as well be applied to numerous conflict scenarios without considering the identities of the actors. Despite its provisions on addressing security issues, this approach is criticized by other scholars since it does not provide an analysis of the internal operations of the terrorists that promote violent extremism, hence the need for other theories like securitization theory.

⁹ Crenshaw, Martha. "The Debate Over "new" vs. "old" terrorism." In *Values and Violence*, pp. 117-136. Springer, Dordrecht, 2008.

¹⁰ Ibid

1.5.1.3 Social Movement Theory

Social movement theory illustrates why mobilizations occur in society. Kornhauser has advanced the theory, and it states that a lack of good morals and ethical standards in a person or groups of people and ego results in a decline in the number of small local groups.¹¹ These results to increase in elitism, bureaucracy as well as individuals neglected in the society. In such societies, linkages between the rich and the poor widen, which reduces the chances of the masses to influence elites. Such alienations of the masses expose them to extremism as a result of the frustrations.¹²

The theory explains social mobilizations' manifestations and the likely political, cultural, economic, and social consequences. It explains that frustrated people mostly conduct protests in society due to weak structures within a community. When human beings are frustrated, they tend to look for ways of releasing stress and pass a message so that they can be heard. Frustration in society has made many people radicalized and involved in various violent extremist activities to advance their interests.¹³

Groups that are well organized can quickly form protests, radicalize others since they have networks necessary for resource mobilization to facilitate their actions. A social movement can predict the potentiality that a demonstration can occur from the preference of individuals or groups of people in society. It further helps in understanding the impact of social groupings in the community.¹⁴ Violent extremism results from radical groupings, and this can easily manifest in higher learning institutions that contain different people from different societal

¹¹ Kornhauser, Robert Dubin. "Industrial Conflict. Edited by Arthur/Kornhauser, Robert Dubin, Arthur M. V Ross. New York: McGraw-Hill Book Company, Inc., 1954, xi, 551 pp. 6. Human conflict is a subject which."

¹² Harrison, R. J. (2019). Pluralism and corporatism: The political evolution of modern democracies (Vol. 27). Routledge.

¹³ Trip, S., Bora, C. H., Marian. M., Halmajan, A., & Drugas, M. I. (2019). Psychological mechanisms involved in radicalization and extremism. A rational-emotive behavioral conceptualization. *Frontiers in psychology*, 10, 437.

¹⁴ Ibid

backgrounds. Radical groups easily penetrate such environments due to other circumstances people undergo. Recruitment and radicalization that leads to violent extremism quickly advance due to further interest that exists in society. The social movement theory responds to inequality questions in the community, which helps deter radicalization.

1.5.2 Empirical Literature Review

Sporadic terror attacks have hampered global efforts of upholding international peace and security. In the past few decades, the world has experienced and witnessed fresh terror attacks aided by technology's ever-changing advances. The 21st century has seen sophisticated methods in which terror attacks have been undertaken to commit murder, abductions, instill fear, and civilians' victimization. No country is immune from terrorism attacks as terrorists are not bound to adhere to international law rules. Therefore, the effects of terrorism are felt and experienced globally, both economically, socially, and financially. Terrorism continues to be a thorn in maintaining international security peace and security with no instant remedy. This study will look into the effects of terrorism, such as the magnitude of destruction of critical infrastructure and property such as higher learning institutions, loss of life, violation of human rights, kidnappings, injuries, and disabilities. The effects of terrorism are as follows;

According to a study carried out by Abadie, attacks of terrorism harmed a country's economy as such attacks create high levels of economic uncertainty, causing investors to shy away from investing in such business environments. His study also indicated that terrorism increases government spending in counter-terrorism expenditure, which generally reduces government expenditure on other developmental and more productive sectors that would boost payments. Over the past few years, security budgets have been on the increase as governments have continued to purchase and acquire sophisticated weapons with the objective of being steps ahead in detection, prevention, and minimizing terror attacks. According to the World Economic

Outlook journal, it stated that acts of terrorism largely erode a state's savings.¹⁵ For instance, after the 9/11 US attack cost the private sector 14 billion dollars, 1.5 billion dollars was incurred by the state and local government and a further 11 billion dollars by the federal government for rescue and clean-up operations. Diversion of such funds is disadvantageous to other sectors of the economy as they are forced to have budget cuts to account for such activities. This generally hinders and slows down the economic growth of any country when such terror attacks occur.

A report by the European Political Economic journal indicated that terrorism might spill over adverse effects to neighboring countries as an attack in any given state may dissuade foreign direct investments and capital inflows due to the interconnected nature of economies regionally. For instance, the Yemen shipping industry economy was negatively impacted by acts of terrorism on the USS Cole was forced to offload businesses to other ports such as Djibouti due to high insurance premiums in Yemen and neighboring countries. The journal also indicates that cross border trade has been impacted mainly due to the introduction of restrictive policies screening and immigration laws. Cross border trade has declined globally as terror attacks continue to be rampant. Transportation costs have increased twofold due to increased insurance premiums; the cost is then passed to the end consumer, thereby decreasing consumers' purchasing power globally.

Another challenge hindering the implementation of counter-terrorism strategies in institutions of higher learning is radicalization. A new emerging space and a breeding ground for radicalization are gradually manifesting within the precincts of institutions of higher learning. Many individuals involved in violent extremist activities leading to acts of terror worldwide have undergone or are pursuing tertiary education and training. They have identified universities as a critical meeting place, trigger, or birthplace for radicalization. Thus, these

¹⁵ Roy, N. (2020). *Exploring the Tripod: Immigration, Security, and Economy in the Post-9/11 United States*. Lexington Books.

institutions of learning have turned into online hunting grounds for agents of VE. "Well-educated university students are easily lured by militants to the group by penetrating institutions of higher learning where they recruit, indoctrinate, and even train their recruits."¹⁶ The indoctrination process used by Violent Extremist Organization in recruiting young people over the internet closely resemble tactics employed by online predators whereby they first gain the trust of their targets over time, and gradually impart radical ideologies.

Numerous researches have shown that humankind suffers most in any occurrence of a terror attack.¹⁷ Many people have lost their lives or got injured in terror-related attacks; for instance, globally, terrorism continues to be a significant threat to many countries' security. 9/11 terrorist attack in the USA was one of the worst terrorist attack when al Qaida-affiliated terrorists in four coordinated attacks targeting the World Trade Center and the Pentagon led to loss of 2,996 lives as well as 6000 people injured and caused damage worth billions of dollars.¹⁸ On July 5, 2005, al Qaida suicide bombers attacked the London Underground metro system killing 56 people and injuring more than 700 others. On March 1, 2004, terrorists killed 191 people and wounded more than 2000 others in Madrid's coordinated train bombings.¹⁹

Educational facilities, significantly higher learning institutions have experienced terrorist attacks and have been considered soft targets. Losses of lives and destruction of properties have been witnessed in universities where attacks have occurred globally. For instance, in 2014, over 900 educational facilities in West Bank and Gaza Strip were directly attacked or utilized for military purposes during the violent conflict between Israel and Palestine. The destruction

¹⁶ Okeyo, W. O. (2016). Terrorist Radicalization, Recruitment, and Prevention in Kenya. *Management and Leadership Studies (IJMLS)*, 32

¹⁷ Gupta, S., Starr, M. K., Zanjirani Farahani, R., & Ghodsi, M. M. (2020). Prevention of terrorism—an assessment of prior POM work and future potentials. *Production and Operations Management*, 29(7), 1789-1815.

¹⁸ Drake, J. J. (2018). It's a dangerous world in there: school administrators' leadership methods and actions during emergencies and times of crisis.

¹⁹ Wallace, P., & Evanson, R. K. (2019). Terrorism or Non-Violence: Competing Paradigms for Post-Cold War Europe and Russia. *Globalization and Regime Change: Lessons from the New Russia and the New Europe*. 277.

entailed airstrikes, arson, vandalism, and demolitions based on not possessing building permits, whereas securing a building permit is almost impossible for Palestinians in these areas. These attacks left more than 2000 Palestinian students from educational institutions such as schools, secondary, and tertiary institutions harmed, abducted, killed, or detained. There were significant attacks during Operation Protective Edge in the Gaza Strip in June and July 2014 and Operation Brother's keeper in West Bank in June 2014.²⁰ On the other hand, Israel recorded an estimated 12 attacks on its educational institutions.

In the Philippines, it was reported by human rights groups, local advocacy groups, and media that more than 800 indigenous students and education personnel, especially teachers, went through targeted threats, acts of intimidation, and harassment from the members of the Philippines Armed Forces together with the paramilitary groups.²¹ Most of the schools in this region were used as camps and bases for their training and other military-related activities. South Sudan experienced violent extremism attacks following the civil unrest that left 161 educational institutions occupied by government forces and armed rebel groups. Also, an estimated 800 learning institutions were directed in the attacks causing harm to more than 900 students and education personnel, including several hundred students kidnapped from their schools by armed groups.²²

Nigeria had at least 1500 schools closed. Several universities were repeatedly attacked by the outlawed Boko Haram terror group and other institutions converted for military purposes by the Nigerian security apparatus. Attacks on educational institutions were carried out by the notorious Boko Haram group leaving a trail of killings, numerous injuries, and abductions of hundreds of students and their facilitators at different learning institutions.

²⁰ Finkelstein, N. G. (2015). *Method and Madness: The Hidden Story of Israel's Assaults on Gaza*.

²¹ De Guzman, S. (2007). *Philippines: Summary Report. Mapping out Disadvantaged Groups in Education*. Asia-South Pacific Education Watch. Asian-South Pacific Bureau of Adult Education.

²² Gordon, J. T. (2014). *The scourge of the Sahel: Examining the rise of Boko Haram and modern violent extremism in West Africa* (Doctoral dissertation, Fordham University).

The United Nations Global Counter-Terrorism measures advances cooperation and coordination in responding to both regional, national as well as at international level in countering violent extremism and terror threats/ attacks. It emphasizes social inclusion and addresses community, socio-economic and political grievances, observing human rights and the rule of law. The United Nations Counter-Terrorism Committee Executive Directorate was established to coordinate realization of the United Nations Security Council Resolution 1624 that requires nation states to eradicate and prohibit acts of violent extremism

The International Criminal Court regarded violations against education in its inquiries and subsequently giving arrest warrants, followed by trial judgments for example, the Libyan case in ICC. In 2017, the ICC launched investigation on Afghanistan where numerous attacks were observed on learning institutions targeting both students and teachers by the Taliban. The prosecutor observed that girl child education was more in particular under threats and attacks. In March 2012, the ICC convicted Thomas Lubanga, the founder, and president of the Union des Patriotes Congolais, enlisting and conscripting children under 15, some from schools.²³ The ICC charges against Dominic Ongwen, an ex-brigade commander of the Lord's Resistance Army in Uganda, whose trial opened in December 2016, included conscription and use of children age 15 for combat-related purposes.

Over the past decades, the African Union has continued to develop a series of frameworks to address how terrorism should be handled with a long-term view that yields sustainable results. The African Union adopted the Plan of Action on the Prevention and Combatting of Terrorism in September 2002, which entailed practical measures to adequately and sustainably tackle

²³ Errington, C. (2019). How have recent human rights and legal innovations regarding sexual and gender-based violence been interpreted by International Criminal Court prosecutors? (Doctoral dissertation, Columbia University).

Africa's Security shortcomings.²⁴ It entailed police and border control parameters, legislation and judicial measures, financial funding of terrorism, and sharing of information among member states. This followed the African Centre for the Study and Research on Terrorism in 2004 in Algiers to act as a framework for centralizing information, research and analysis on terrorism activities and groups, and developing counter-terrorism capacity-building programs. The later African adopter, the Dakar Declaration against Terrorism, Silencing the Guns, Terrorism, Mediation, and non-state armed groups. Given terrorism challenges in the Horn of Africa, Nigeria, and Mali, there is a need for a comprehensive CVE strategy for the African Union to inform strategic intervention.²⁵

CCTV cameras are considered powerful tools in fighting crime, both for detection and prevention. The University of Nairobi, among other institutions, has embraced the latest use of technology by installing CCTV systems around the administration block, library, public access points, and other vulnerable areas. Signs have been placed at appropriate points alerting people of the existence of surveillance cameras. The University's CCTV Code of Practice has been availed on the University website. CCTV would-be criminals and offer public assurance to the university community, let alone detect, deter, and prevent crime by storing data for forensic use.

The increased terrorist attacks on learning institutions globally have forced learning institutions to adopt new internal security management techniques. Security personnel has had to undergo further training to ensure they are well informed on the recent forms of counter violent extremism measures.²⁶ The aim is to ensure that all students and staff are secure at all times

²⁴ Omenma, I. T., & Onyango, M. (2020). African Union Counterterrorism Frameworks and Implementation Trends among Member States of the East African Community. *India Quarterly*, 76(1), 103-119.

²⁵ Mwaniki, D. M. (2019). *Changing Strategies in Countering Violent Extremism and Terrorism in Africa: Case of Kenya* (Doctoral dissertation, University of Nairobi).

²⁶ Oliver, C (1991). Strategic responses to institutional processes. *The Academy of Management Review*. Vol. 16, No. 1, pp.141-179.

while they are within the University premises. For example, one security parameter is to provide the entry and exit points at the University handled by security personnel and shall be closed whenever it demands so. The security staff further ensures that all persons access the University through designated areas. However, this access is usually permissible only after a security check has been made by the Chief Security Officer or a designated agent. No staff member is admitted to allowing access to an unknown person unless proof of identity has been obtained. This security protocol ensures all vehicles accessing the University have stickers and the occupants have campus identifications. These would deter terrorists from accessing the institution, possibly with cars heavily laden with explosives.

Institutions of higher learning have heightened security levels by establishing new security protocols.²⁷ All people accessing higher institution buildings such as lecture halls, libraries, and administration blocks must show their University identification and undergo a series of screening to ensure no entry of illegal substances or explosives. This has enhanced safety and security measures for users of the building at all times. All staff that requires access to any building after working hours are required to liaise with the head of the security of the respective zones in which the building is located. The security personnel in charge ensure proper record keeping and monitoring of the students and staff when accessing the building until they exit. The team may have been given keys or any other access, he/she is mandated to surrender the same at the time of departure, and the caretaker should record such surrender.

The altering nature of violent extremism and terrorism activities globally and regionally has made it challenging to eradicate it. Despite numerous measures to counter terrorism, Institutions of higher learning have remained prone to terrorist and extremist attacks. For

²⁷ Moran, M., & Hobbs, C. (2018). From communities of interest to communities of practice: The role and impact of professional development in nuclear security education. *British Journal of Educational Studies*, 66(1), 87-107.

instance, according to Al Fanar Media reports, ten universities in Iraq were destroyed by explosives, bombs, and mortar shells in the period between 2014 and 2017. Universities that were attacked include Fallujah University, Anarbar University, Ma'arif University, Tikrit University, Samarra University, and Technical universities of north Nineveh, Mosul, Hamdaninayah, and Tal Afar. The Islamic State of Iraq and Syria terrorist organization in July 2014 killed a professor from the University of Mosul after his speech that spoke against Christian violence.²⁸ Some of the challenges hindering the of counter-terrorism measures in institutions of higher learning include;

Another challenge delaying the implementation of counter-terrorism strategies in institutions of higher education is radicalization. A new emerging space and a breeding ground for radicalization are gradually manifesting within the precincts of institutions of higher learning. Many individuals involved in violent extremist activities leading to acts of terror worldwide have undergone or are pursuing tertiary education and training. They have identified universities as a critical meeting place, trigger, or birthplace for radicalization. Thus, these institutions of learning have turned into online hunting grounds for agents of VE. There is an opportunity to establish anti-radicalization programs, especially among the youth, to shun terrorist activities.

Lack of modern technology has hampered the efficiency in curbing terrorism activities. Higher learning institutions have provided essential screening gadgets to their security agents, as commonly witnessed in all entry points in those institutions. However, most of these crucial gadgets are outdated to match the ever-increasing complex nature of terrorism. These outdated

²⁸ Alemian, T. I. (2019). Terrorists' Propaganda and the Use of Media: Case Study of the Islamic State of Iraq and Syria. US Army Command and General Staff College Fort Leavenworth United States.

gadgets, such as handheld metal detectors, are no match to terrorist sophisticated weaponry. Terrorists have found technology more efficient for recruiting, planning, and executing their terror activities. Despite higher learning institutions making strides in technological advancements, they remain highly prone to terrorist attacks. Terrorists continue to leverage technology in undertaking surveillance as they familiarize themselves with all counter-terrorist strategies put in these institutions, and they can exploit any gaps they establish. There is an opportunity for higher learning institutions to adopt modern, up-to-date technology in combating terrorism.

Adequate quality training of security personnel in higher learning institutions plays a crucial role in developing and nurturing new security personnel attitudes, skills, and knowledge on counter-terrorism measures.²⁹ However, a general assessment of security personnel across different higher learning institutions in crime prevention and control depicts gaps in responding to violent extremism and terror activities promptly. Police and security personnel are not adequately remunerated and ill-equipped for their delegated duties. Lack of adequate training exposes security measures as terrorists are getting more sophisticated in their equipment surveillance and execution plans. There is an opportunity for institutions to curb terrorism by ensuring their security agencies are well trained and equipped to detect, prevent, and mitigate terror attacks before they happen.

²⁹ Obuyi, R. (2020). Experiences and Lessons from the African Nazarene University School of Governance Peace and Security Studies Internship Report. Available at SSRN 3576688.

1.6 Hypotheses

1.6.1 Terror attacks in institutions of higher learning are consequences of weak counter-violence extremism measures.

1.6.2 Challenges in implementation of existing counter-terrorism strategies have led to increased terror attacks in institutions of higher learning

1.7 Justification of the Study

The study was guided by both academic justification and policy justification. The importance of basing these levels of justification is as follows below.

1.7.1 Academic Justification

This study will seek to broaden the scope from assessing the existing premise of terrorism by critically examining the effectiveness of counter-terrorism measures in Africa's learning institutions. This study looked at tangible solutions for strengthening counter-terrorism measures in higher learning institutions to pursue peace and security in Africa. It further aims to enhance existing theories and conceptual frameworks that will help scholars improve their conflict management debates, especially in the African continent. The study also builds the body of knowledge on terrorism attacks that have become common to Kenya's government.

1.7.2 Policy Justification

The study aims to enable policy makers in the education sector to take adequate security measures to ensure that educational activities go uninterrupted. In turn, this will assist in developing interventions aimed at tackling efforts geared towards combating terrorism and violent extremism. The study also intends to build to the body of knowledge on terrorism attacks that have become common to Kenya's government. The most important question to ask that justifies the general public justification is whether the increased counter-terrorism measures in higher learning institutions are useful and beneficial to everyone involved or sheer cosmetics. As public interest in security measures in higher learning institutions continues to

increase, the nature and the magnitude of terrorism threats change drastically, sparking general severe public debate.

1.8 Theoretical Framework

This study adopted the securitization theory to explain countering violent extremism in the learning institutions. This is a theory of modern-day international relations that originates from the Copenhagen school of thought, which argues that security generally results from social processes instead of being an objective conditionality.³⁰ Securitization theory has been advanced by Wæver, who challenges the opinion that security can be on its own without the person that represents it. The thesis argues that exist alternatives when it comes to determining things that threaten security. Based on this, security issues are perceived as things that people or societies collectively consider a threat to security. Wæver posits that problems do not become security concerns on their own. However, they become a security concern if individuals or a group of people describe them as a threat.³¹ Learning institution environments have been considered by terrorist groups to be lucrative sites for recruiting people to their camps to advance their illegal acts. The institutions provide networks that can enhance their recruitments easier and create platforms for interactions for youths who come from different backgrounds, some prone to violent ideas while others are not.

The learning institutions are multiplex. This has made security threats to be involved in nature and manifest from different institutions' dimensions, making extremism in the institutions become a concern of all states since it is jeopardizing human security in all aspects. The broadening threats that it brings in the society are what pushes securitization theory to broaden its scope and not focus on the state alone but different non-state actors that can be triggers of

³⁰ Wæver, O., & Buzan, B. Racism, Reading and Responsibility: Securitization Theory, Systemic Racism in Security Studies, and Methodologies for Excavating Foundational Flaws in Theories.

³¹ Rita Taureck, "Securitization theory and securitization studies," *Journal of International Relations and Development*, no. 9, 53.

security concerns. The influence of learners that are already radicalized can spread illicit character to other learners since they use various resources to entice the desperate students in the institutions. The dynamic nature of the learning environments makes it problematic for the school administrators to respond to security threats and detect the violent radical extremists on their own, which leads to the involvement of other actors in mitigating violent extremism traits.

Securitization theory is essential in this study in that it is an analytical tool that helps in tracing occurrences of securitization and di-securitization. The theory assists in explaining the work of security. It helps in comprehending the practical analysis of security issues. Despite the theory of having some criticism, it is relevant to this study. It provides strategies that governments can use to counter violent extremism and acts of terror in society. The theory is also relevant because it addresses organizations/institutions and leaders' responsibility in responding and identifying security threats.³²

1.9 Research Design and Methodology

This section discusses the research design, data collection methods, data collection instruments target population, sampling methods of data analysis, and representation.

1.9.1 Case study

A case study research method will be used in this research; it is a vast and robust research method, especially when an in-depth investigation needs to be carried out. Various scholars have recognized the utilization of a case study in social science studies as an essential tool concerning education, sociology, and community-based problems such as conflict, unemployment, and illiteracy, among many other cases that may be brought up.³³

³² Sethi, Siddharth. "What Is Security? Securitization Theory and Its Application in Turkey." *E-International Relations*, (2015).

³³ Dean, G. (2014). Background to Research Project: Violent Extremism. In *Neurocognitive Risk Assessment for the Early Detection of Violent Extremists* (pp. 11-28). Springer, Cham.

There are numerous advantages compared to the disadvantages of utilizing case studies to examine counter violent extremism in higher learning institutions. One key benefit is that the examination of data is typically undertaken within the context of its utilization. Secondly, case studies use quantitative and qualitative analyses of data possible as they possess variations in intrinsic, instrumental, and collective approaches.³⁴ In my case study, I will narrow down to Nairobi University to globally represent other education institutions and target specific respondents. Lastly, the in-depth qualitative accounts help explore the data in real-life environments and paint a clear picture of the complexities of real-life cases that might not be captured through survey and experimental research.

Despite the numerous advantages, case studies face a fair share of limitations to their usage. Case studies have been criticized for lacking precision that is critical in giving the actual research results. Biases of the researcher usually bring this situation up; hence, this usually influences the research findings and conclusions. Due to the usage of a smaller number of subjects and one subject case study, this results in minimal grounds for scientific generalization. Case studies, primarily ethnographic or longitudinal, are too long, complicated, and produce substantial documentation.

1.9.2 Data Collection and Instruments

The study encompasses both qualitative and quantitative data, which will be collected from primary sources of data and secondary sources of data. Preliminary data was obtained by administering questionnaires and scheduling interviews. The questions have were formulated in very flexible questioning and follow-up questions to give the respondent a chance to ventilate and express their views in-depth.

³⁴ Meyer, C. B. (2001). A case in case study methodology. *Field methods*, 13(4), 329-352.

Also, Focus Group Discussions will be utilized to involve professionals pursuing their doctorate studies in the conflict resolution or International Relations field to provide more in-depth analysis of the emerging issues in the conflicts and brainstorm to expound on the effectiveness of various methods of conflict management and get recommendations on the most appropriate ways to manage complex disputes as those discussed in this study. Secondary data will be obtained from collecting and reviewing books, journals, academic, and research papers. The research will undertake face to face interviews with a few key chosen informants using an interview schedule. This interview schedule will help the researcher get more detailed and comprehensive information generated from the qualitative data.

1.9.3 Target Population

The target population refers to the aggregate number of persons from which the research samples will be drawn. This is the target population that the researcher will focus on obtaining the primary data and includes security organs in Kenya who work closely with Institutions of higher learning. In this case, Key informants will be from the National Intelligence Service, the National Police Service, and private security agencies within Nairobi University. Similarly, it refers to the population of university students undertaking conflict management and international relations due to their comprehensive knowledge of the matter and experts in security and counter-terrorism measures. This population will be chosen due to their direct involvement with counter-terrorism strategies and their expertise with the study topic.

1.9.4 Data Analysis and Presentation

Although this study will primarily analyze data qualitatively, quantitative data analysis will also be used in descriptive statistics generated in graphs in Microsoft Excel. Quantitative data analysis will utilize descriptive statistics to summarize the responses obtained from the

sample.³⁵ Additionally, graphs will be constructed based on the respondents' views on various KII and FGD Guides questions. The charts will originate from the respondents' frequencies or percentages for a more straightforward presentation of findings.

Qualitative data analysis will entail content analysis of the transcribed data taken during the interviews, focus group discussions, and secondary data sources.³⁶ Using the thematic approach, the study's themes will be coded. The notes from the various sessions will then be marked with their respective codes for future reference. This technique ensures that the qualitative data is analyzed comprehensively for the accurate conclusion of the study. The study will also utilize deductive reasoning. The research questions will guide the development of different themes analyzed to make inferences and arrive at a conclusion.

The thematic approach enables a systematic in-depth examination of qualitative data to examine written and audio text patterns. The content will be analyzed thematically under various sub-headings, which explore the phenomenon of counter violent extremism and higher learning institutions in detail to gain an in-depth understanding of the same. The themes will later be discussed under various sub-topics. Each theme is to be analyzed and discussed in detail to gain an in-depth understanding of the phenomenon to derive an explanation for counter violent extremism outcomes. An in-depth analysis of data facilitated will draw inferences through the observed patterns and themes in the data.

1.10 Ethical considerations

Various ethical codes were put into consideration in conducting this research, and these are; no one was coerced to participate in this research, the participants were informed of the aim of

³⁵ Seidler, J. (2017). On using informants: A technique for collecting quantitative data and controlling measurement error in organization analysis. *American Sociological Review*, 816-831.

³⁶ Wilkinson, S., & Silverman, D. (2004). 10 Focus Group Research. *Qualitative research: Theory, method and practice*, 177-199.

this research for them to make a judgment on whether to participate or not, and, the information that was obtained from this study was treated with utmost confidentiality, and was only utilized for the purpose stated for this study.

1.11 Chapter Summary

Chapter one is the proposal for this thesis. It introduces the research study topic, detailing a background for the study, the research hypothesis, research objectives, research justification, and summary of key concepts, theoretical framework, literature review, and proposed research methodology. This chapter sets the foundation and framework under which the study will be undertaken. Chapter two analyzes the extent to which terrorism and violent extremism have affected educational institutions. The chapter further contains a sub-section on interventions to counter violent extremism in higher learning institutions from the United Nations level, International Courts Level, African Union level, and Kenya-Counter Terrorism Regime. On the other hand, Chapter three assesses the current security measures adopted by higher learning institutions, in particular, Nairobi University.

Chapter four seeks to establish the challenges and opportunities for improved security at higher learning institutions in Kenya. Chapter five looks at data analysis, findings, summary, and recommendation of the study. This chapter will be crucial in testing the hypotheses in this study and giving advice that can be utilized to prevent acts of violent extremism in higher learning institutions.

Chapter Two

The Extent and Magnitude of Violent Extremism Educational Institutions

Introduction

This chapter explores the effects of violent extremism and terrorism from a global level, an African perspective, and an East African perspective. The chapter will further contain a subsection on interventions to counter violent extremism in higher learning institutions from the United Nations level, International Courts Level, African Union level, and Kenya-Counter Terrorism Regime.

2.1 Terrorism and Violent Extremism on Higher Learning Educational Institutions

Attacks on higher learning institutions globally, regionally, East Africa, and Kenya have targeted students, tutors, teaching and non-teaching staff.³⁷ These attacks are manifested in various ways such as injuries, torture, killings, kidnapping, extortion, and direct violent threats and coercing of students, academic personnel, or non-teaching personnel. These violent and terrorist attacks are unique since their objective is to harm people and not necessarily damage the infrastructure. The attacks also include school buses enroute to or from learning centers and attacks on higher learning ministry of education officials. These attacks' scope includes acts committed by members of an armed group or multiple fighters when they access higher learning institutions and shoot at anyone on sight, use explosives or commit arson.

2.1.1 Terror attacks in Education- Global Perspective

Colombia has experienced numerous violent extremism and terrorist attacks on higher learning institutions, which have included direct attacks on assets of these institutions, direct threats to

³⁷ Gordon, J. T. (2014). *The Scourge of the Sahel: Examining the Rise of Boko Haram and modern violent extremism in West Africa* (Doctoral dissertation, Fordham University).

students and academic personnel, use of IEDs on university infrastructure, and use of force on university learners. In Colombia, there have been several attacks targeting assets of institutions of higher learning, more than eight of them directed at university students and personnel. In 2013, the University of Antioquia was attacked by fifteen armed masked men who broke into offices belonging to lectures and went ahead to steal equipment, raising a FARC-ER flag and, after that addressing more than two hundred students.³⁸ In March 2014, pamphlets were distributed that contained death threats against students in the Valle University's Francisco Isaias Cifuentes by the Los Rastrojos militia group. There were further death threats in September 2014 by the same group targeting union workers in the same Valle University.³⁹

Iraq has experienced numerous attacks on higher learning institutions, which have included airstrikes, use of explosives, and arson, which have greatly affected universities. These attacks have been initiated by the militia groupings like the ISIS in Syria. These attacks have resulted in the killing and injuring of university students and scholars. There have been more than 70 incidents between 2014 and 2017, where universities have been attacked. Universities that were attacked include Fallujah University, Anarbar University, Ma'arif University, Tikrit University, Samarra University, and Technical universities of north Nineveh, Mosul, Hamdaninayah, and Tal Afar.

In November 2014, 12 students were brutally killed by the same group at Mosul University. Besides, in 2015 two laboratories were blown up and books burned from Mosul University's central library. Palestine has experienced numerous violent extremists' and terrorist attacks on higher learning institutions carried out by Israeli forces, Palestinian Authority forces, and unidentified assailants who have forced their way into universities, ransacked them, injured,

³⁸ Fattal, A. L. (2018). *Guerrilla marketing: counterinsurgency and capitalism in Colombia*. University of Chicago Press.

³⁹ Ibid

and killed university students. The use of threats, intimidation, and detention of Palestinian university students in numerous incidents has directly affected hundreds of students. Most of these attacks have taken place in Gaza and the West Bank and have been on the rise since 2014.

In 2014, Israeli forces entered universities in West Bank in search of three missing Israeli teenagers. In the process, they damaged buildings, properties, and educational materials, also confiscating students' data.⁴⁰ The universities attacked included; The Arab American University on 20th June, Birzeit University in Ramallah, Palestine Polytechnic University on 22nd June, and Al-Quds University in Jerusalem on 22nd June. In August 2015, Palestinian security forces arrested more than 25 university students from Birzeit University in Ramallah immediately after the students' elections. There were reports from the students' representatives of beatings, forced interrogations, and denial of basic needs for more than 24 hours. In 2015, Israeli forces reportedly moved their entry and ransacked Palestine University in Tulkarem several that year in October, November, and December. During these occasions, they injured 87 students between December 16th and 20th, 2015, using live bullets and teargas to disperse the protesting students.

In the Philippines, human rights groups quoted the local advocacy groups and media that more than 1000 local indigenous students and educational personnel, especially teachers, went through directed threats, acts of intimidation, and harassment from the Armed Forces members of the Philippines together with the paramilitary groups.⁴¹ Most of the schools in this region were used as camps and bases for military training and related activities.

⁴⁰ Habashi, J. (2019). Palestinian children: a transformation of national identity in the Abbas era. *Fennia-International Journal of Geography*, 197(1), 77-93.

⁴¹ De Guzman, S. (2007). Philippines: Summary Report. Mapping out Disadvantaged Groups in Education. Asia-South Pacific Education Watch. Asian-South Pacific Bureau of Adult Education. Available from: Asia South Pacific Association for Basic and Adult Education. ASPBAE Secretariat c/o MAAPL Eucharistic Congress Building 3, 5 Convent Street, Colaba, Mumbai, 400 039 India.

2.1.2 Terror Attacks in Institutions of Higher Learning in Africa

Threats of terrorism exists in Africa just like other parts of the world and this continues to affect peace and stability in various parts of the world including learning institutions. Studies indicates that African states are more vulnerable to acts of terrorism as a result of the porous borders, inadequate security structures among others.⁴² The militia groupings in Africa include the al-Shabaab, Boko haram, al-Qaeda as well as other resistance groupings that jeopardize smooth operations of citizens.⁴³ The Democratic Republic of Congo institutions of education were significantly impacted by the recurrence of violence, especially in the country's Eastern region, coupled with the emergence of new conflicts in the Kasai region. This upsurge in violence caused over one thousand cases where numerous learning institutions were raided or used for military activities. Kasai region alone from 2016 through 2017, 639 attacks on schools were reported, of which the government verified more than 400. Also, more than 100 attacks were reported in South Kivu in the period Kasai region suffered attacks. In Egypt, 2013 until 2014 saw an increased number of violent protesters harmed by the security forces in suppressing them.

Numerous university students expressing their disagreements against President Abdel Fattah El-Sisi got injured due to clashes with the law enforcers. Unfortunately, Egyptian Security forces used excessive force against protestors who were mainly university students, killing and wounding dozens of them and unlawful detaining more than 800 students.⁴⁴ These violent clashes led to the closure of numerous institutions of higher learning.

⁴² Forest, J. J. (2019). *Crime-Terror Interactions in Sub-Saharan Africa*. *Studies in Conflict & Terrorism*, 1-21.

⁴³ Kaufman, S. (2012). *For African Anti-Terrorism, Region Must Lead, But the US Is Helping*. *United States Africa Command (Media Room)*, 26

⁴⁴ Greenberg, K. J. (Ed.). (, 2019). *Reimagining the National Security State: Liberalism on the Brink*. Cambridge University Press.

In 2013, Suez Canal University Mona Price, a senior lecturer, started receiving students' death threats.⁴⁵ Her teaching contract was that the institution was terminated as the university could not guarantee her safety in the same year. Egyptian police shot dead a medical student in breaking up a protest at Al-Azhar University in a crackdown of the Muslim Brotherhood supporters. At Cairo University, police used excessive force using live bullets and teargas, killing a 19-year-old engineering student. In 2014, 12 more explosives were found planted by unidentified persons at Ain Shams University but were safely detonated. Zagazig University has periodically had several bomb attacks that have damaged buildings, injured students, and let alone their detention by security forces. Nigeria had at least 1500 schools closed as more than a dozen universities were repeatedly attacked by the outlawed Boko Haram terror group or such institutions used for military purposes the government security apparatus.⁴⁶ Attacks on educational institutions were carried out by the notorious Boko Haram group leaving behind a trail of killings, numerous injuries, and abductions of more than 1000 students.

In 2013, Boko Haram carried out numerous abductions and killings of both student and university personnel. In September 2013, Boko Haram forced their entry into the College of Agriculture in Gujba, killing 65 students and injuring a dozen more, as was reported by the United Nations.⁴⁷ On 23rd June 2014, a suicide bombing occurred on the Kano State School of Hygiene campus, leaving seven students dead and injuring 21 more.⁴⁸ In July 2014, in Kano State Polytechnic, a female suicide bomber affiliated to Boko Haram detonated a bomb killing six students and injuring seven others. In 2016, the University of Calabar was attacked by seven gunmen who kidnapped a lecture and two students during the incident. In 2017, Boko Haram

⁴⁵ Ketchley, N. (2017). *Egypt in a Time of Revolution*. Cambridge University Press.

⁴⁶ Maiangwa, B. (2012). *State fragility and the reign of terror in Nigeria: a case of Boko Haram terrorism* (Doctoral dissertation).

⁴⁷ Olaniyan, A., & Asuelime, L. (2017). *Boko Haram and the widening of cleavages in Nigeria. Understanding Boko Haram: Terrorism and Insurgency in Africa*. London: Routledge-Taylor & Francis Publishers, 87-108.

⁴⁸ Badmus, B. S. (2016). *Terrorism and Children: Preliminary Investigation of the Impact of Boko Haram On Children In The North East of Nigeria*.

conducted a series of more than six attacks targeting the University of Maiduguri. On 16th January, two suicide bombers detonated their devices at the University of Maiduguri, killing four students and a professor and injuring 15 other students.⁴⁹

2.1.3 Terror Attacks in Institutions of Higher Learning in East Africa

In East Africa, South Sudan experienced violent extremism attacks following the civil unrest that left 161 educational institutions occupied by government forces and armed rebel groups.⁵⁰ An estimated 800 educational institutions were directly attacked, causing harm to more than 900 students and academic personnel and hundreds of students kidnapped by armed groups from their schools.⁵¹

Al-Shabaab, operating from the "failed state" of Somalia and an affiliate of the Al Qaida terror group, has been the biggest threat to the region's security and has been behind several regional attacks in recent years to date.⁵² However, this study's focus is on the Al-Shabaab attacks in Kenya, which have tremendously affected the country in many ways.

Terrorist attacks that have occurred in Kenya like the one on Garissa University College on 2nd April 2015, at Westgate Mall on 21st September 2013, the American Embassy in Nairobi on 7th August 1998, and others elsewhere; like 11th September 2001, one on the Pentagon and the World Trade Center, attacks targeting passenger trains in Madrid in 2004, and on the international airports in Brussels and Istanbul in 2016, are a testimony to the adaptive nature of terrorism.⁵³ Besides, the attacks have contributed to raising awareness about vulnerabilities states have and the impact of such attacks. Further, these attacks have illustrated the high

⁴⁹ Anyebe, A. A. (2014). An Overview of Boko Haram Insurgency in Nigeria. *Saudi Journal of Humanities and Social Sciences*, 1(2).

⁵⁰ Akbariavaz, K., & Tehrani, P. M. (2020). The Role of International Law in Protection against Attacks on Children's Education Rights in Armed Conflict. *J. Pol. & L.*, 13, 90.

⁵¹ Ibid

⁵² Atoui, I. (2018). The Algerian National Security Strategy Towards Security Threats in The Sahel Region (Master's thesis, İstanbul Ticaret Üniversitesi).

⁵³ Mogire, E., Mktutu, K., & Alusa, D. (2017). Policing Terrorism in Kenya. *Security Governance in East Africa: Pictures of Policing from the Ground*, 79.

vulnerability of critical infrastructure to terrorist attacks and the enormous consequences of not protecting such infrastructure.

2.2 Interventions to Counter Violent Extremism in Institutions of Higher Learning

This section provides perspectives of Counter Violent Extremism from a global, national, and county context.

2.2.1 United Nations Level

The United Nations Global Counter-Terrorism Strategy promotes comprehensive, coordinated, and consistent responses at the national, regional, and international levels in countering terrorism and violent extremism. It emphasizes social inclusion and addresses community, socio-economic and political grievances, preventing and combating terrorism, building state capacity, and observing human rights and the rule of law.

The United Nations Counter-Terrorism Committee Executive Directorate was established to coordinate the implementation of the United Nations Security Council Resolution 1624, which calls on member states to prohibit acts of incitement to violent extremism and intolerance.⁵⁴ It calls for inclusive strategies bringing together government, Civil Society Organizations, Faith-Based Organizations, media, business sector, and educational institutions. United Nations Plan of Action against Violent Extremism, 2015, addresses broad issues of counterterrorism and violent extremism.⁵⁵ Through this initiative, the United Nations has encouraged regions and members to draft subsequent plans relevant to their context. The International Criminal Court carries out thorough investigations into allegations of violence meted on students irrespective of the venues and subsequently issues warrants of arrest, followed by trial and those found guilty sentenced.

⁵⁴ Schindler, H. J. (2020). United Nations and Counter-Terrorism. Routledge Handbook of Deradicalisation and Disengagement, 52.

⁵⁵ Ucko, D. H. (2018). Preventing violent extremism through the United Nations: the rise and fall of a good idea. *International Affairs*, 94(2), 251-270.

2.2.2 African Union Level

Over the past decades, the African Union has continued to develop a series of frameworks to address how terrorism should be handled with a long-term view that yields sustainable results. The OAU in 1992 approved a Resolution to strengthen and enhance cooperation among the African States, a pledge to fight acts violent extremism, radicalization and terrorism. African states under the OAU in 1994 initiated the Declaration on the code of conduct for inter-relations amongst the African states.⁵⁶ Acts of terrorism as well as violent extremism of different nature were rejected regardless of whether they were discrimination founded on ethnicity, religion, tribalism, or a mere expression of sectarianism.

The OAU initiated the Convention on the prevention and combating terrorism in 1999 that urged nation states to prohibit all forms terrorism under their national laws as required by the treaty. It further enhances mechanisms for collaboration and partnership in addressing the threats of terrorism, legal frameworks for extradition, and cross-border investigations with mutual legal assistance.

The reformed Africa Peace and Security Architecture provide a more coherent structure for managing continental security. One of the APSA structures, Africa Peace and Security Council, provides policy guidelines on peace and security affairs. Given terrorism challenges in the Horn of Africa, Nigeria, and Mali, there is a need for a comprehensive CVE strategy for the African Union to inform strategic intervention.⁵⁷

2.2.3 Kenya- Counter-Terrorism Regime

In Kenya, the 2010 Constitution provided a progressive, democratic, and human rights-based constitutional order for entrenching the rule of law in the country. Despite occasional setbacks

⁵⁶ Ndiaye, N. F. (2020). Counterterrorism: The G5 Response Efforts to Combat Terrorism in the Sahel region.

⁵⁷ Mwaniki, D. M. (2019). Changing Strategies in Countering Violent Extremism and Terrorism in Africa: Case of Kenya (Doctoral dissertation. University of Nairobi).

where terrorist attacks may have temporarily led to the accused's rights in absentia, there has been a general advancement in political freedoms, human rights, and public participation in national and county governance.⁵⁸

Article 2 (6) of the Constitution requires that any treaty or convention that has been ratified by the country should become part of the Kenyan law.⁵⁹ Therefore, Kenya has ratified several counterterrorism and CVE-related strategies, United Nations and regional treaties and protocols, and developed subsequent domestic laws. Some of the regulations set are the Prevention of Terrorism Act (POTA), 2012, Proceeds of Crime and Anti-Money Laundering Act (2009), Prevention of Organized Crimes Act, Cap, 59, (2010), Prevention of Torture Act (2017), Cyber and Computer Crimes Bill, (2017) and Security Laws (Amendment Act), 2014 among others.⁶⁰

Security Law Amendment Act, 2014 consolidated several security laws. However, some provisions of the act were opposed by sections of civil society who took their complaints to court, and subsequently, several articles were suspended. It is against this background that progressive policies and strategies for good governance alongside international and regional strategic dynamics have informed the shift towards more focus on counter-violent extremism instead of challenging power-based counterterrorism strategies.

Counter violent extremism in Kenya has received significant financial and technical support in drafting legislations and policies from the USA.⁶¹ This development received resistance in Kenya's parliament in 2003 and 2006 from a section of Muslims, Somali, and some CSOs,

⁵⁸ Scott-Villiers, P. (2017). Small wars in Marsabit County: Devolution and Political Violence in Northern Kenya. *Conflict, Security & Development*, 17(3). 247-264

⁵⁹ Abenga, E. B. N. (2011). The Place of International Law in the Hierarchy of Valid Norms Under the 2010 Kenyan Constitution. Available at SSRN 2101565.

⁶⁰ Sempijja, N., & Nkosi, B. (2019). National Counter-Terrorism (CT) Policies and Challenges to Human Rights and Civil Liberties: Case Study of Kenya. *International Human Rights and Counter-Terrorism*. 431-448.

⁶¹ Ponge, A. The Impact of Counter-Terrorism Policies and Laws on Civil Society Organizations in Kenya.

citing human rights and ethnic profiling violations. Given the terrorists attacked a US Embassy in Nairobi in 1998, Kenya became a perfect candidate for incorporating the Global War on Terrorism.

The National Counter-Terrorism Center was established in 2004 as part of a broader security sector reforms undertaken by the new government that came into power in 2002. The Centre is mandated to coordinate national counterterrorism efforts to detect, deter, and disrupt terrorist acts.⁶² The NCTC was conceived and launched as a multi-agency initiative to effectively coordinate counterterrorism work and serve as a national CT focal point for foreign partners' engagement. The Centre coordinates national counterterrorism efforts, maintenance of the database, and conducts public awareness on prevention of terrorism, develop strategies such as CT/CVE, and facilitate capacity building, hosts conferences, workshops, and online forums for National, County, Community, Private Sector, and International partners to share information on CVE.⁶³

It is a Multi-Agency organ having representatives from the police, defense, intelligence, border security, and immigration. To date, it has facilitated the building capacity of stakeholders in CVE and established a counterterrorism database to assist security agents. NCTC has trained frontline officers, first responders, community leaders, and members of the public. These efforts are meant to improve communication, build trust, and encourage collaboration between officers and the communities they serve and protect. NCTC produces analysis and research on violent extremism to support security organs at all levels in identifying and mitigating violent

⁶² Mongare, A. B. (2018). Terrorism as a Global Peril: A Kenyan Scenario Tactic. *International Journal of Social Science and Technology*, 3(5), 1-22.

⁶³ Owuor, N. N. (2018). Impact Of Strategic Communications In Preventing Violent Extremism And Countering Terrorism By The National Counter Terrorism Centre In Pumwani Area, Nairobi Kenya.

extremist threats to the country. NCTC was chosen by the government to spearhead the implementation of the National Strategy on CVE.

2.3 Strategies for countering violent extremism

Main goal of Countering Violent Extremism in Kenya is to bring all sectors in the country together against ideological based violent extremism. This collaborative state and public partnership are meant to complement other security agents' counterterrorism efforts. NSCVE is geared towards minimizing or eliminating violent extremism by mobilizing groups at the national and community levels. The strategy's objectives are; to promote national and community level cohesion, Constitutionalism, adherence to the rule of law by all, disruption of VE activities, strengthening coordination and partnership, raising funds for CVE, and promoting research, a critical component of CVE. The government of Kenya inaugurated NSCVE in 2016 after a comprehensive consultative formulation and technical development process.

It provides a strategic direction for the country to conduct CVE that previously showed flaws in counterterrorism strategies. It recognizes counties and county government as central operational pillars in an integrated implementation approach that brings national and county government agencies, CSO, Communities, and development partners together.

Although it is too early to evaluate the policy's effectiveness, the strategy promotes soft approaches such as employment, business opportunities, and life skills, among other initiatives targeted at vulnerable groups. The NCTC further developed guides to the Developing County Action Plan, clarifying the action development process, actors, roles, coordination, and actions meant to meet the specific pillars' objectives. However, despite the general government's commitment to gender equality and participation in peace and security, as noted in the development of the Action Plan for implementation of UNSCR 1325 (2000) on the promotion

of the involvement and protection of women during conflict management; the NSCVE is silent on gender issues. It does not include economics and people living with disability pillars.⁶⁴

In Kenya, the 2010 Constitution provided a progressive, democratic, and human rights-based Constitutional order for entrenching the rule of law in the country. Despite occasional setbacks where terrorist attacks may have temporarily led to the accused's rights in absentia, there has been a general advancement in political freedoms, human rights, and public participation in national and county governance.⁶⁵ Article 2 (6) of the Constitution requires that any treaty or Convention that has been ratified by the country should become part of the Kenyan law. Therefore, Kenya has ratified several counterterrorism and CVE-related strategies, United Nations and regional treaties and protocols, and developed subsequent domestic laws. Some of the regulations set are the Prevention of Torture Act (2017), Cyber and Computer Crimes Bill, (2017) and Security Laws (Amendment Act), 2014 among others.

Conclusion

This chapter explored the effects of violent extremism and terrorism from a global level, an African perspective, an East African perspective, and Kenya's perspective. Attacks on higher learning institutions globally, regionally, East Africa, and Kenya have targeted students, tutors, teaching and non-teaching staff.⁶⁶

The attacks have been manifested in various ways such as injuries, torture, killings, kidnapping, extortion, and direct violent threats and coercing of students, academic personnel, or non-teaching personnel. The violent and terrorist attacks are unique since their objective is to harm

⁶⁴ Badurdeen, F. A., & Goldsmith, P. (2018). Initiatives and Perceptions of Counter Violent Extremism in the Coastal Region of Kenya. *Journal for Deradicalization*, (16), 70-102.

⁶⁵ Sihanya, B. (2011). *Constitutional Supremacy and the Rule of Law: The Separation of Powers Model in Kenya; the Judiciary Role in Promoting Constitutionalism*. University of Nairobi

⁶⁶ Ibid

people and not necessarily damage the infrastructure. The chapter observed that The United Nations Global Counter-Terrorism Strategy promotes comprehensive, coordinated, and consistent responses at the national, regional, and international levels in countering terrorism and violent extremism. It emphasizes social inclusion and addresses community, socio-economic and political grievances, preventing and combating terrorism, building state capacity, and observing human rights and the rule of law.

African Union has continued to develop a series of frameworks to address how terrorism should be handled with a long-term view that yields sustainable results. The African Union adopted the Plan of Action on the Prevention and Combatting of Terrorism in September 2002. This followed the African Centre for the Study and Research on Terrorism in 2004 in Algiers to act as a framework for centralizing information, research and analysis on terrorism activities and groups, and developing counterterrorism capacity-building programs.⁶⁷ The African Union later adopted the Dakar Declaration against Terrorism, Silencing the Guns, Terrorism, Mediation, and non-state armed groups. The reformed Africa Peace and Security Architecture provide a more coherent structure for managing continental security.

The National Strategy to Counter Violent Extremism in Kenya is focused on bringing all sectors in the country together against ideological based violent extremism. This collaborative state and public partnership are meant to complement other security agents' counterterrorism efforts. It is geared towards minimizing or eliminating violent extremism by mobilizing groups at the national and community levels.

⁶⁷ Mejdoubi, L. (2019). Terrorism and Organized Crime: An Analytical Study From An International Law Perspective.

Chapter Three

An Analysis of Counter-Terrorism Strategies at the University of Nairobi

Introduction

This chapter has three main subsections, firstly it will identify the current security measures adopted by University of Nairobi institutions of higher learning; secondly, it will assess the challenges facing the implementation of the existing security measures adopted by Nairobi University and its satellite campuses and finally, establish ways of improving the counter-terrorism measures adopted by the security sectors in University of Nairobi.

3.1 Counter-Terrorism Strategies at the University of Nairobi

Counter-terrorism involves the practices, techniques as well as strategies that the government, institutions and their operatives uses to respond and address threats that comes from terrorist activities. Effective counter-terrorism measures requires that strategies that are employed promotes inclusivity and ensure that all the sectors are involved in fighting terrorists and violent extremism activities.⁶⁸ Institutions just like countries have been determined to employ various mechanisms for mitigating violent extremism from the use of security apparatus as well as use of other human empowerment like education on moral principles that prioritize human development.

⁶⁸ Stevenson, Jonathan. *Counter-terrorism: containment and beyond*. Routledge, 2020.

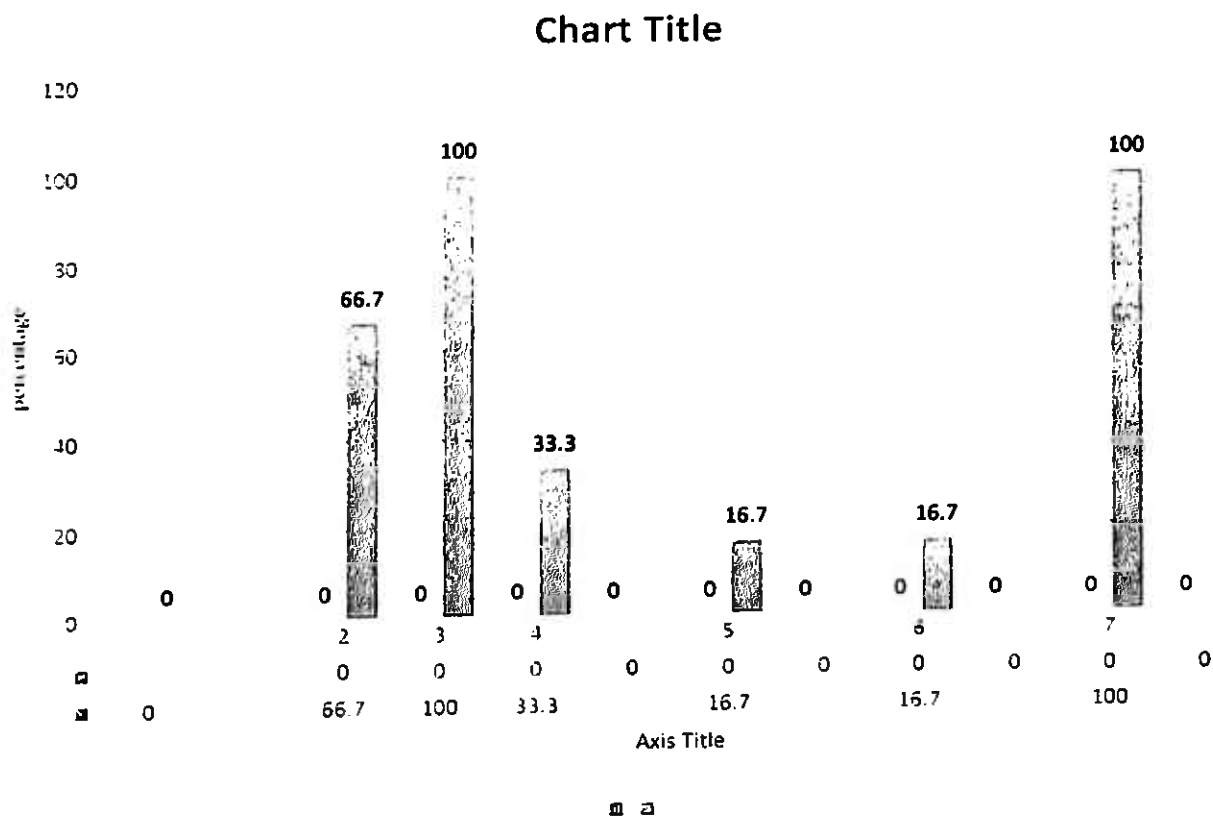
Counter- terrorism measures adopted by university of Nairobi are summarized in table 3.1 as outlined below.

Table 3. 1: Security Measures at University of Nairobi

Identify Commonly Used Security Measure	Frequency1 (%)		Frequency2 (%)3	
	YES	Percentage	NO	Percentage
CCTV Cameras	157	100	0	0
Security Lighting	76	48	81	42
Policy and strategy documents	0	0	157	100
Metal detectors	157	100	0	0
Armed police officers	39	25	118	65
Automated Access Controls	39	25	118	65
Building design and layout	0	0	157	100
Security vulnerability assessment exercise	39	25	3	65
Training and emergency drills	0	0	157	100
Physical barriers	39	25	3	75
Private security guards	157	100	0	0
Alarm system	100	64	57	36

Source: Field Data, 2020

Figure 3. 1 Security measures in place in Nairobi University



Source: Field Data, 2020

The study sought to know the most commonly utilized security measures put into place to mitigate acts of terror and violent extremism in the university. Majority of the respondents that is, all 157 translating to 100% indicated that the most common combination of security measures entailed CCTV, metal detectors and use of security guards. These findings are in line with Study undertaken by Jackson on Security Measures in 20 selected University in Kenya where he found out the utilization of security guards, Use of metal detectors and CCTV.

The second category that the respondents 48% identified utilization of security lighting systems and use of security alarms as common security measures to counter violent extremism in University of Nairobi campuses. While on the other hand only 25% of the respondents indicated presence of armed police office, security drills, and physical barriers were normally put in place in countering violent extremism. However, majority of the respondents that is

100% pointed out that they were not aware of any documented preventive counter violent extremism policy and strategy of the building or in addition to training of emergency drills.

These findings are in line with a study done by Stephen, he found out that measures that would help in reducing crime 10.9% armed security personnel, 38.1% CCTV Cameras, 9.5% Street Lighting, 22.4% Security Guards, 9.5% Community policing, 19.1% Involvement of stakeholders in security drills and information sharing.⁶⁹

Significance of countering violent extremism countering violent extremism and terrorism in the University of Nairobi University, it is essential to protect life and the services being provided but not purely on the infrastructure itself. Attacks on any learning institution have enormous consequences for any country. Damage or disruption to public services provided by Nairobi University affects the economy and even contributes to loss of life. Nairobi University is a critical infrastructure and institution in the country. It plays a vital role, and educational guarantee our way of life and improves our standard of living for many people. The more critical the access to these infrastructures becomes, the more society seeks ways to address the consequences following a potential interruption or attack of any nature.

Another reason for protection is to ensure continuity in service provision and avoid possible litigation that may ensue due to associated damage and disruption of even loss of life. On their part, Pescaroli and Alexander, in their view, held that critical infrastructure such as institutions of higher learning plays a critical role in the day-to-day functioning of a society.⁷⁰ Most terrorists would want to inflict physical and economic damage of catastrophic proportions through critical asset attacks like Nairobi University. It plays a significant role in Kenya's education system, energy, and financial institutions, highly networked in Kenya.

⁶⁹ Okere, S. (2012). An evaluation of circuit television cameras in crime management: A case study of Nairobi central business district (Doctoral dissertation, University of Nairobi).

⁷⁰ Pescaroli, Gianluca, R. T. Wicks, G. Giacomello, and D. E. Alexander. "Increasing resilience to cascading events: The M. OR. D. OR. scenario." *Safety science* 110 (2018): 131-140.

Such attacks portend a cascade of disruptions, multiplying the impact of a single localized attack. However, although they may be localized, the economic impact of such attacks can be significantly amplified due to the volatility in the concerned market and other economic related implications. The analysis also shows that the existing defence is under constant attack by an elusive, well-informed educated, and invisible enemy.

Risk reduction strategies are also important since they help in reducing, detecting and preventing terror attacks. The strategies adopted by the university is essential in shaping characters of various people that operates in the university. Risk management strategies aims at eliminating risk factors from terrorism.

3.1.1 Utilizing of Security Personnel

Majority of the respondents that is all 157 translating to 100% indicated that the most commonly utilized of security measures of countering violent extremism was the use of security guards. The increased terrorist attacks on learning institutions globally have forced learning institutions to adopt new techniques in their internal security management. Security personnel has had to undergo further training to ensure they are well informed on the recent forms of counter violent extremism measures.⁷¹ The aim is to ensure that all students and staff are secure at all times while they are within the University premises. For example, one security parameter is to provide the entry and exit points at the University handled by security personnel and shall be closed whenever it demands so. The security staff further ensures that all persons access the University through designated areas. However, this access is usually permissible only after a security check has been made by the Chief Security Officer or a designated agent. No staff member is admitted to allowing access to an unknown person unless proof of identity

⁷¹ Oliver, C (, 1991). Strategic responses to institutional processes. The Academy of Management Review. Vol. 16, No. 1, pp.141-179.

has been obtained. This security protocol ensures all vehicles accessing the University have stickers and the occupants have campus identifications. These would deter terrorists from accessing the institution, possibly with cars heavily laden with explosives.

3.1.2 Security Vulnerability Drills, Security Lighting and Alarm systems

48% of the respondents identified utilization of security lighting systems and use of security alarms as common security measures to counter violent extremism in University of Nairobi campuses. While on the other hand only 25% of the respondents indicated presence of armed police office, security drills, and physical barriers were normally put in place in countering violent extremism.

Institutions of higher learning have heightened security levels by establishing new security protocols.⁷² All people accessing higher institution buildings such as lecture halls, libraries, and administration blocks must show their University identification and undergo a series of screening to ensure no entry of illegal substances or explosives. This has enhanced safety and security measures for users of the building at all times. All staff that requires access to any building after working hours is required to liaise with the head of the security of the respective zones in which the building is located. The security personnel in charge ensure proper record keeping and monitoring of the students and staff when accessing the building until they exit. The team may have been given keys or any other access, he/she is mandated to surrender the same at the time of departure, and the caretaker should record such surrender.

⁷² Moran, M., & Hobbs, C. (2018). From communities of interest to communities of practice: The role and Impact of professional development in nuclear security education. *British Journal of Educational Studies*, 66(1), 87-107.

3.1.3 Use of Modern Technology

Respondents were requested to point out most commonly utilized security measures put into place to Majority of the respondents that is all 157 translating to 100% indicated that the most commonly utilized security measures entailed CCTV and utilization of metal detectors. CCTV cameras are increasingly being recognized as powerful tools in fighting crime, both for detection and prevention. The University of Nairobi, among other institutions, has embraced the latest use of technology by installing CCTV systems around the administration block, library, public access points, and other vulnerable areas. Signs have been placed at appropriate points alerting people of the existence of surveillance cameras. The University's CCTV Code of Practice has been availed on the University website. CCTV would-be criminals and offer public assurance to the university community, let alone detect, deter, and prevent crime by storing data for forensic use.⁷³

3.2 Self-Assessment Counter-terrorism Security Measures at University of Nairobi

The study entailed a quantitative checklist of 17 questions upon which they were obligated to select by way of ticking if the measures outlined are undertaken in the various Nairobi of University Campuses. Counter –Terrorism Security Measures that were unanimously agreed by all 100% of the respondents was the comprehensive documentation of students and university employees' profiles. In addition, the respondents indicated that the university had security information desks, firefighting equipment and screening of visitors at points of entry. A majority of the respondents that is 83.3% non-nationals both employees and students under Nairobi University to be in line with government set out migration laws. A substantial majority of the respondents 66.7% have witnessed well put out safety and security emergency contacts, proper management of the occurrence book, background checks for students and employees

⁷³ Theis, M., Trzeciak, R. F., Costa, D. L., Moore, A. P., Miller, S., Cassidy, T., & Claycomb, W. R. (2019). Common sense guide to mitigating insider threats.

before admission or employment respectively and routine security checks within the University premises including its satellite campuses.

Table 3. 2 Self-Assessment Security Measures

Self Assessment Security Measures	Frequency	(%)	Frequency	(%)
1 Does the campus operate well-publicized safety and security emergencies hotline number	105	66.7	52	33.3
2 Does the university manage a daily incident occurrence book	105	66.7	52	33.3
3 Does the campus have security information desk	157	100	0	0
4 Does the campus have well-secured security information boxes situated in strategic points	52	33.3	105	66.7
5 Are students, staff, and visitors allowed to come in with licensed weapons	26	16.7	131	83.3
6 Does the university have a well-secured safe for storage of licensed weapons	26	16.7	131	83.3
7 Are there well maintained and regularly inspected firefighting equipment at the campus	157	100	0	0
8 Does the university conduct firefighting and emergency/security response drills	26	16.73	131	83.3
9 Does the university do any kind of background/reference check for staff and students before admission or employment	4	66.7	2	33.3
10 Does the university require all foreign students/staff to be regularized by Government	131	83.3	26	26.7
11 Are visitors to the campus screened and issued with visitors' pass at the first point of entry	157	100	0	0
12 Does the university maintain updated contacts of security agencies in case of emergencies	79	50	3	50
12 Do security personnel conduct regular physical inspection of university premises	105		2	33.3
13 Does the university campus conduct keep comprehensively documented students and staff profiles	157	100	0	0
14 Does the university campus have armed police officers	53	33.3	104	66.7
15 Are vehicles to the premises where the campus is situated inspected by the campus guards	26	16.73	131	83.3
16 Do the guards have any special training, equipment or capacity to deal with emergencies	26	16.73	131	83.3
17 Do the students and faculty know what to do in case of a terrorist attack	52	33.3	105	66.7

Source: Field Data, 2020

3.2.1 Self-Assessment by deans on Counter-Terrorism Measures Put in Place in University Campuses

According to Deans of the University of Nairobi satellite campuses, 80% of them indicated that the counter-terrorism measures put in place regarding security policies, equipment, security procedures, and use of technology systems are inadequate. They believed that the measures in place were outdated and that they could not match the ever changing and sophisticated nature of terrorism. They highlighted that the satellite university campuses were high-risk assets that require up to date counter-terrorism measures.

They further they highlighted that the university lacked a mechanism of differentiating high profile students who would be premium targets for terrorist attacks from ordinary students who are low-risk targets. The principals observed a need for close attention and additional safeguard security measures to high-risk targets when within the university premises.

They further stated the use of armed police officers in special occasions where direct threats have been reported. However, the indicated there were periodic workshops and security orientation to first year joining, although the exercise was voluntary and not mandatory for students of staff to attend. They also pointed out that the exercise yield little or limited success as few people attend and they lack specialized security personnel and experts or outsourced security agencies on matters mitigation, prevention and recovery of terror related attacks. When probed on the implementation of procedures and practices of security personnel the respondents indicated that the University of Nairobi had observed the set security procedures such as of utilization of metal detectors,

checking of identification cards, and inspection of luggage for anyone accessing the university premises.⁷⁴

3.2.2 Enhancing the Alumni base for Affirmative information.

There was a general consensus from the deans that the university had also enhanced the use of the Alumni fraternity in advancing good morals in the institution.

One of the respondents indicated that

“The role models have been given high consideration in shaping good culture in the institution by imparting affirmative information to the student bodies. The role models impart good practices that can help in coping with stresses in the school as well as getting involved in physical developments that encourages the students.”

The study observed that the success stories inspire and breed continued success and development within the student body, while helping students to resist the temptations of extremism. The Alumni was very important as it expanded the family of the university, enhancing nature and nurture amongst the people within the university hence keeping the youth safe from the acts of violence and extremism.

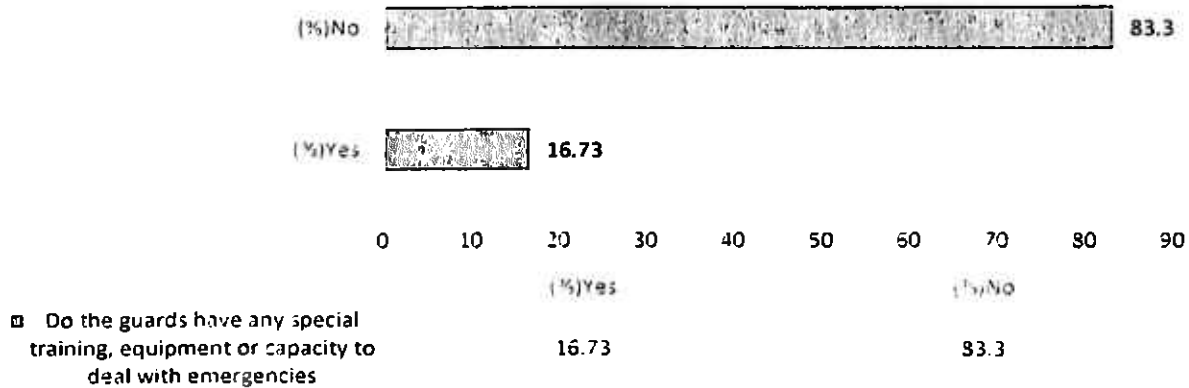
3.3 The Effectiveness of the measures of countering violent extremism in Nairobi University

After identifying the existing counter violent extremism measures adopted by the university the respondents were probed on effectiveness of selected measures. They included the effectiveness of security guards, effectiveness of co-ordination between internal and external security agencies, as well as background checks for students and faculty.

⁷⁴ Muraya, J. K., Okuto, E., Ochieng, D. O., & Gabow, N. Y. (2020). Counter-Terrorism Measures in Selected University Campuses in Nairobi County, Kenya.

Figure 3. 2 Effectiveness of security Guard personnel

Effectiveness of security guards personnel



Source: Field Data 2020

The study found out that 83.3% of the respondents observed that although all designated entry points had security guards they lacked special training, equipment and the right capacity to deal with extreme violent extremism acts. They indicated the current methods of using handheld metal detectors would do very little in a terror attack instance.

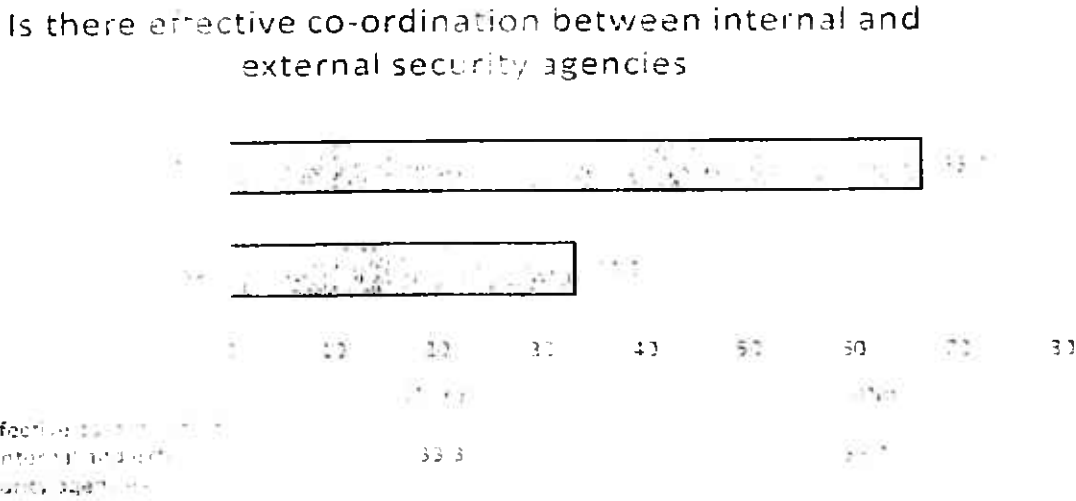
According to one of the respondents;

“We noticed that the private security guards are often hurriedly trained, inadequately briefed, inappropriately deployed, poorly coordinated, exploited, and harassed by the security firms that hire and manage them. The burden of managing a poorly paid, overworked disgruntled, disillusioned, and demotivated security guard becomes our own. In addition, the guards are armed in case armed attackers were to force entry to university. The security guards don’t undertake serious security searches when people are accessing, if you are a familiar face they will let you in without any security checks leaving security gaps.”

These findings are in contrast to 16.73% of the respondents who indicated that the guards undergo specialized training organized by the security University Department. They further

indicated that the security guards were backed by officers from the national police in-case of security emergencies.

Figure 3. 3 Effectiveness of co-ordination between internal and external security agencies



Source: Field Data 2020

When probed on the effectiveness on the coordination between university security personnel and security agencies 33.7% of the respondents indicated there was a chain of command on how information was reported from the security guards to their supervisors and the same reported to external security agencies for auctioning, however this finding is in contradiction with findings of 67.3% of the respondents who indicated that there was little coordination and communication protocols between the internal security apparatus and the external security agencies.

To quote one respond from one of the satellite campus,

“I guess they innocently expect such coordination to be initiated and managed by their mother institutions, some of which are located in different counties.”

Another respondent (Senior University Security Personnel) affirming the same point but from a contrary view explained,

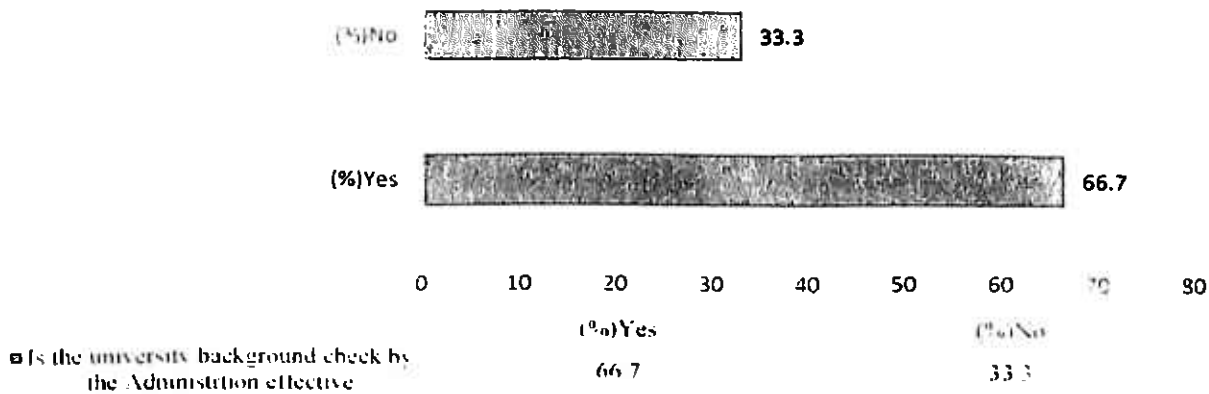
“We have to remind ourselves that there are university campuses in this County that fall within our area of administrative and security jurisdiction – that we are required to protect. Otherwise, they will not come to us unless we go to them.”

These statements were further confirmed by a respondent from one of the sampled universities,

“There was a time we detained an outsider who was peddling illegal drugs on the campus none of us at the university had any contacts of Central police station. We had to ask around among students taking security-related courses to help us out with the contacts”.

Figure 3. 4 Effectiveness of background checks by UoN Administration

Is the university background check by the Administration effective



Source: Field Data 2020

The respondents were probed if the University background check conducted to students and staff was effective in countering violent extremism acts in the university. 66.7% of the respondents were affirmative that background checks help detect previous criminal records of an individual. They indicated that they were aware that the university conducted background

check especially for university staff, during hiring the university request potential employees to submit a copy of good conduct from the criminal Investigation directorate. They also cited that the University had begun to register students through a biometric system to capture details of their information as had been recommended by the Commission of University Education after Garissa University attack. While 33.3% of the respondents held a contrary view on the effectiveness of background checks, they observed that the exercise was done only once during employment or admission of new students but not periodic thus it would not detect employees or students engaging in criminal acts after the process.

Conclusion

This study found out that despite Nairobi University having in place measures to counter violent extremism there still gaps existing to enhance their effectiveness. Nairobi University has put in measures such as use of CCTV on the university premises, use of security personnel at designated entry and exit points of the university, Use metal detectors and screening of individuals at designated points, the University has utilized alarm systems, security lights as well as permanent perimeter wall. The University has further adopted security and fire drills through workshops for students and faculty.

The study observed that Private security guards are often hurriedly trained, inadequately briefed, inappropriately deployed, poorly coordinated, exploited, and harassed by the security firms that hire and manage them. The burden of managing a poorly paid, overworked disgruntled, disillusioned, and demotivated security guard becomes our own. This has the potential of exposing the university to security lapses and risks.

The study further observed on the emergency training, orientation and security drills undertaken by students and faculty in the various satellite campuses and in the main campus were in adequate. The study found out the trainings were purely voluntary and the participation was low due to lack of proper communication on the importance. In addition,

the study established that the university have inadequate capacity to conduct a fire fighting drill. And this demonstrates reasons as to why drills are not common in the university. They also pointed out that the exercise yield little or limited success as few people attend and they lack specialized security personnel and experts or outsourced security agencies on matters mitigation, prevention and recovery of terror related attacks.

When probed on the implementation of procedures and practices of security personnel the respondents indicated that the University of Nairobi had observed the set security procedures such as of utilization of metal detectors, checking of identification cards, and inspection of luggage for anyone accessing the university premises. However, the study established gaps on the strict identification and search of people accessing the university premises and also lack of monitoring by university administration. The use of armed police officers was only in special occasions where direct threats have been reported.

The study observed that there was inadequate co-ordination between satellite campuses and main campus and conflicts being inevitable in the society it can be settled, managed or even resolved. Implementing counter-terrorism strategies continue to experience numerous challenges in Kenya's learning institutions as observed in Nairobi University.

In conclusion the University of Nairobi has put measures in place to help in curbing the threats of violent extremism. Despite the measures helping in containing sanity in the environment, they are still not adequate to comprehensively counter violent extremism is dynamic and therefore the security agents have the responsibility to adjust a head of the extremists. The university has an obligation to ensure that students are empowered so as to be good ambassadors of the institution that promotes peace and stability.

Chapter Four

Challenges and Prospects in Countering Violent Extremism in Nairobi University

Introduction

This chapter discusses the challenges and prospects that face and exist at the University of Nairobi in countering violent extremism, respectively.

4.1 Challenges in countering violent extremism at Nairobi University

The changing nature of violent extremism and terrorism regionally and globally has made it challenging to eradicate. Despite numerous measures to counter terrorism, Kenya has remained prone to terrorists' and extremists' attacks. For instance, In September 2013, 67 people perished in an attack on the Westgate Mall in Nairobi. Kenya experienced another major attack at the Garissa University College in 2015, where 147 students were killed.⁷⁵ Challenges in countering violent extremism have been experienced by the University of Nairobi, as highlighted below.

4.1.1 Lack of University Policy on Violent Extremism and Inadequacy of Funds

An overwhelming majority of the respondents (100%) indicated no documented preventive measures related to policy and strategy, design, and layout of the building or training and emergency drills for countering violent extremism. Majority of the respondents' who are senior security managers and campus directors (75%) cited lack of funds as a significant challenge facing the administration in beefing up and fully implementing all the set-out measures in countering acts of violent extremism. These findings are in line with a study undertaken by

⁷⁵ Ogada, M. (2017). *Emerging Developments in Countering Violent Extremism and Counter-Terrorism in Kenya*. Center for Human Rights and Policy Studies (CHRIPS), Policy Brief No.8. Retrieved from www.chrips.or.ke/wp-content/uploads/delightful.../2017/12/OSFIA-policy-brief-1.pdf

Moses Kiggundu who noted that accessibility and availability of sufficient funds and resources are vital for developing any particular institution or firm.⁷⁶

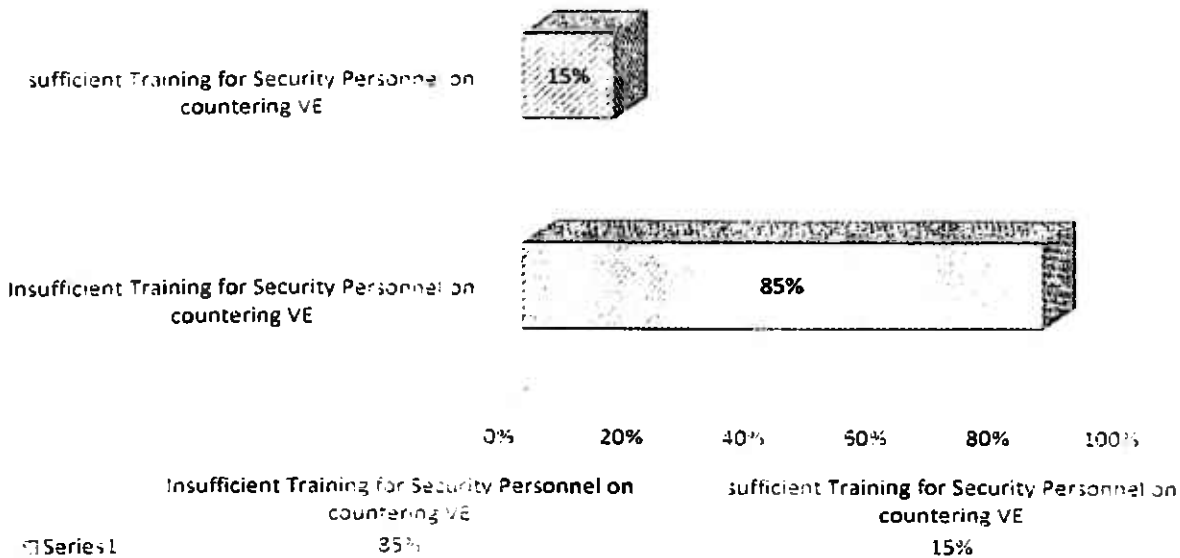
More so, institutions that are adequately funded go through limited difficulties in adopting and implementing strategies to increase their efficiency and achieve their objectives. Therefore, higher learning institutions with low funding struggle to implement any meaningful application of counter-terrorism measures as it's an expensive exercise to enforce and maintain. One key challenge of fully implementing counter-terrorism measures is insufficient funding, especially on public learning institutions that majorly rely on government funding. While private universities have made considerable and remarkable efforts to implement security measures, they face inadequate funds to execute the actions as they are profit-driven entirely. Instead of allocating more funds towards fighting terrorism, those in authority instead divert them towards personal gains.

Institutions of higher learning ought to adopt campus security best practices that have successfully been tried elsewhere. Strict review and implementation of emergency response plans should be conducted to ensure ongoing mitigation, preparation, response, and recovery cycle. All the government of Kenya needs to do is allocate funds in the annual budget, ensuring security is well maintained; the strategies remain funded, and personnel in charge of developing and implementing procedures or policies do not mismanage the funds by allocating a larger portion to their benefit. Therefore, with adequate funding, higher learning institutions will be able to buy the required equipment to prevent and address the terror threat.

⁷⁶ Ibid

4.1.2 Insufficient Training for Security Personnel on countering VE

TRAINING FOR SECURITY PERSONNEL ON COUNTERING VE



Majority of the respondents (85%) indicated that insufficient training of security personnel hindered countering the current sophisticated acts of violent extremism. On the other hand, 15% of the respondents stated that security received adequate training before hiring. During an interview with a critical security manager, he highlighted that private firms contracted to provide security guards lacked a standardized operating and training manual, pinpointing out that private security firms rushed the training processes, poorly coordinated their deployment and briefing of their actual job description exposed security gaps and lapses. The senior security manager informed the researcher that the University had taken an internal undertaking to hire guards, train, and equip them under the University Security and Safety department, run by officers with a security background.⁷⁷

⁷⁷ Mutonyi, G. P., & Sirera, M. A. Evaluating the Effects of Commercialized Security on National Security in Nairobi County. Kenya.

According to one of the respondents;

“We noticed that the private security guards are often hurriedly trained, inadequately briefed, inappropriately deployed, poorly coordinated, exploited, and harassed by the security firms that hire and manage them. The burden of managing a poorly paid, overworked disgruntled, disillusioned, and demotivated security guard becomes our own. This has the potential of exposing the University to security lapses and risks. As a result of painful lessons learned –we embarked on the process of hiring our guards, training them, equipping them and managing them through the university security and safety department which is managed by officers with a security background.”

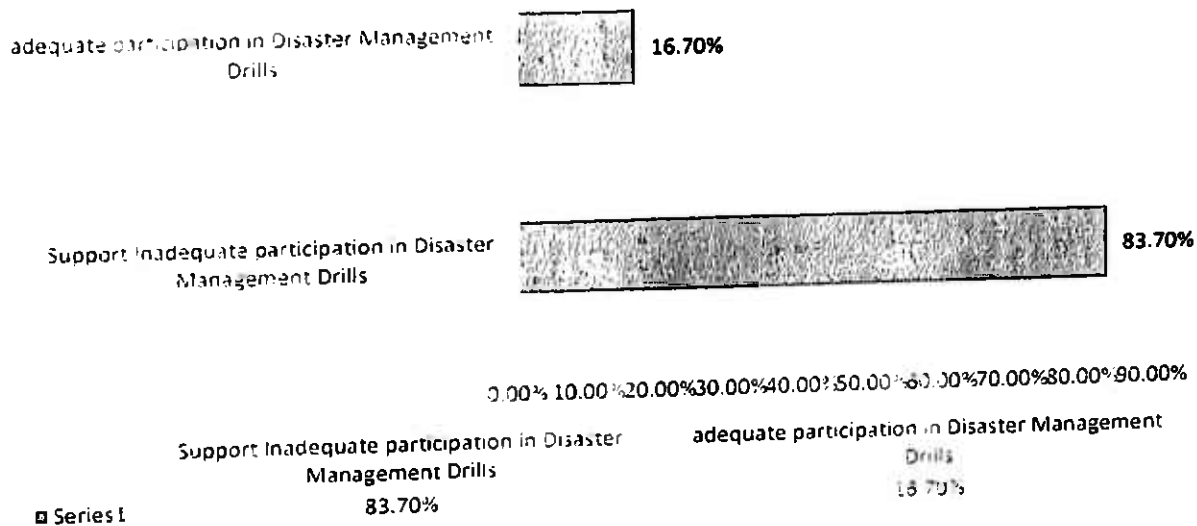
This is in line with a study undertaken by Obuyi, which highlighted that adequate quality training of security personnel in higher learning institutions plays a crucial role in developing and nurturing new security personnel attitudes, skills, and knowledge on counter-terrorism measures.⁷⁸ However, a general assessment of security personnel across different higher learning institutions in crime prevention and control depicts gaps in responding to violent extremism and terror activities promptly due to police and security personnel being ill-equipped and inadequately motivated. Lack of adequate training exposes security personnel to danger, considering that terrorists keep upgrading their terror equipment, surveillance, and execution strategies.

Despite higher learning institutions working closely with the police, the police training and preparedness concerning the contemporary terror threat are inadequate, considering that they majorly specialize in riot drills and less on paramilitary training. Previous studies indicate that police inefficiency has been attributed to the inability to fully embrace the ever-changing technology in their operations and instead still apply traditional methods in combating the present terror challenges. There is a need to upgrade further the security sector to match the ever-changing security dynamics.

⁷⁸ Obuyi, R. (2020). Experiences and Lessons from the African Nazarene University School of Governance Peace and Security Studies Internship Report. Available at SSRN 3576688.

4.1.3 Inadequate participation in Disaster Management Drills

Inadequate participation in Disaster Management Drills



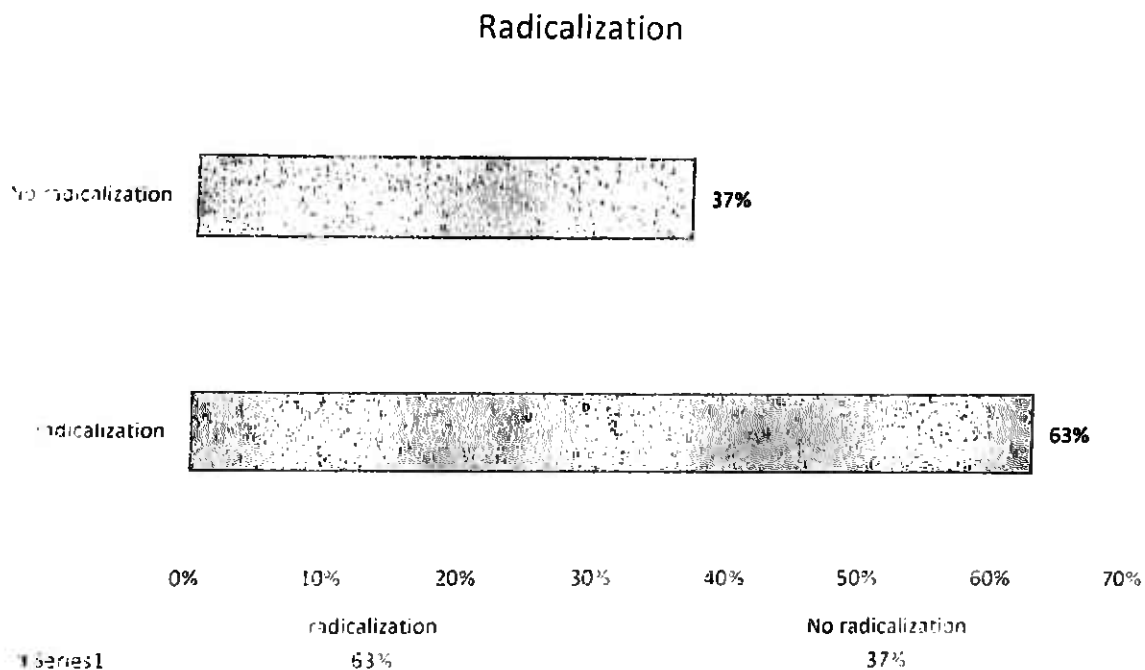
Majority (83.3%) respondents acknowledged that they had not undertaken disaster education or security emergency orientation drills saying students and staff didn't need to undertake the same. In comparison, a small proportion of 16.7% of the respondents did not consider inadequate participation in disaster management drills as a challenge or administrative failure. The respondents highlighted that this had proved a systematic challenge despite the routine reminders and workshops organized for first-year students. Lack of cooperation and participation was cited as a significant setback by faculty staff and students. The communities in and around these higher learning institutions have left the responsibility of countering violent extremism to security agents, making it difficult for the agents to gather information and act on them to the public's expectation.

With a study of Mwangi et.al, this study observed that public members are always at the forefront in condemning security agents whenever terrorists strike.⁷⁹ The public members' failure to cooperate with security agents comes when the government has developed initiatives

⁷⁹ Mwangi, W. S., Mwangi, S. W., & Wasonga, J. Assessing The Effectiveness Of Intelligence Gathering And Sharing (IGS) In Countering Violent Extremism (CVE) In Kenya.

such as the "Nyumba Kumi Initiative," geared towards community participation. A large portion of the selected leaders to spearhead the industry at the community level lack incentives and are not fully aware of their program's roles.⁸⁰ Lack of proper public awareness and training on their community policing roles has hindered full appreciation and support for the initiative. This has generally created a gap between security agents and the community on sharing crucial information useful in combating terrorism in these institutions.

4.1.4 Increased Youth Radicalization



Another challenge pointed out by majority (63%) of the respondents in implementing counter-terrorism strategies in higher learning institutions is radicalization. A new trend is emerging where agents of terror have identified institutions of higher as fertile breeding grounds for radicalization. Well-educated university students are easily lured by militants who have penetrated these institutions of higher learning where they recruit, indoctrinate, and even train

⁸⁰ Ibid

their recruits." ⁸¹ The indoctrination process used by Violent Extremist agents in recruiting young people over the internet closely resembles tactics employed by online predators whereby they first gain the trust of their targets and gradually impart radical ideologies.

In 2015, media reports revealed that the son of a high-profile public servant, a director of the National Museums of Kenya, had disappeared from the University to join Al Shabaab, a terrorist group.⁸² Isaac Ochieng, the former Director of the National Counter Terrorism Centre, stated that some students continue to enjoy being on Al-Shabab's payroll, including other groups affiliated to al Qaida.⁸³ Radicalization of university students and staff has become a challenge in curbing terrorism in higher learning institutions.

An investigation conducted in 2015 by Brookings Institute revealed that students from well-off families were leaving prestigious universities in Khartoum like the University of Medical Sciences and Technology to join violent extremist groups in Syria.⁸⁴ This case reveals that ISIS is particularly successful in its online recruitment drive, appealing to students with unique skills. ISIS's most fascinating phenomenon is its particular project to recruit foreign fighters, particularly those who studied in the West, to send a message that its ideology is a worthwhile alternative to Western ideology.

Students who have fallen prey to terror groups on a recruiting spree in universities are not exclusively from poor or marginalized backgrounds. In 2015, media reports revealed that the son of a high-profile public servant, a director of the National Museums of Kenya, had

⁸¹Okeyo, W. O. (2016). Terrorist Radicalization, Recruitment, and Prevention in Kenya. *Management and Leadership Studies (IJMLS)*, 32.

⁸² Kimari, B., & Ramadhan, R. (2017, December). Trends of Violent Extremist Attacks and Arrests in Kenya, January-November 2017.

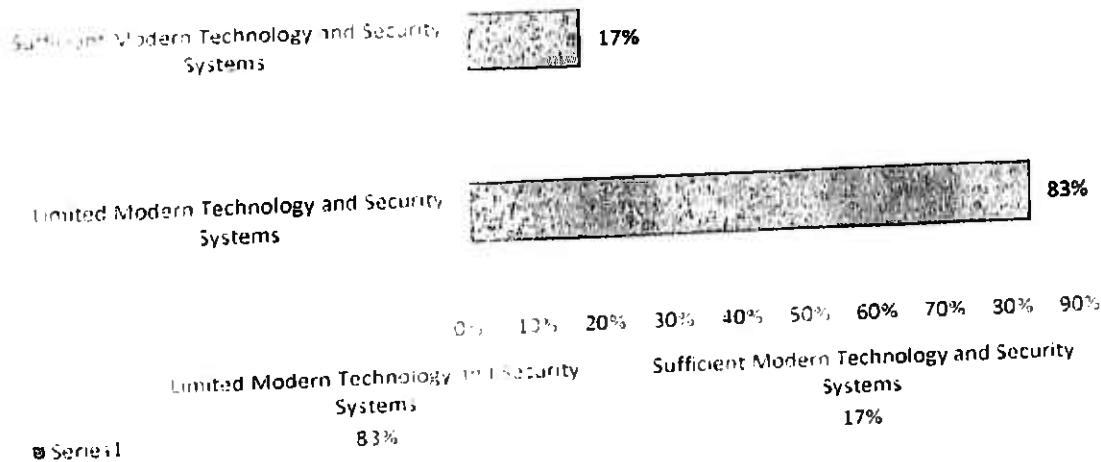
⁸³ Shaffer, R. (2019). Following in Footsteps: The Transformation of Kenya's Intelligence Services since the Colonial Era. *Studies in Intelligence*, 63(1),

⁸⁴ Abdo, Hazem Ghassan. "Impacts of war in Syria on vegetation dynamics and erosion risks in Safita area, Tartous, Syria." *Regional Environmental Change* 18, no. 6 (2018): 1707-1719.

disappeared from the university to join the Al-Shabaab terrorist group.⁸⁵ Isaac Ochieng, the former Director of the National Counter Terrorism Centre, stated that some students continue to enjoy being on Al-Shabaab's payroll, including those of other groups affiliated to al-Qaida. Consequently, it has been argued that there has been increased recruitment, training, and indoctrination of young people into violent extremism cells. These extremist groups are now targeting brilliant youth with specific technical skills in law, medicine, nursing, psychology, and engineering. In Botha's empirical study, those recruited by extremists were found to have pursued higher education and most of them had specialized in studied Islamic studies, electrical engineering, information technology, commerce and business administration whereas some had studied medicine and psychology at the University of Nairobi.⁸⁶

4.1.5 Limited Modern Technology and Security Systems

Limited Modern Technology and Security Systems



⁸⁵ Mogire, Edward, Kennedy Mkutu, and Doreen Alusa. "Policing Terrorism in Kenya." *Security Governance in East Africa: Pictures of Policing from the Ground* 79 (2017).

⁸⁶ *ibid*

When respondents were questioned on the status and capacity of technological security systems adopted by UoN and satellite campuses, 83% of them indicated that the commonly measure adopted, namely CCTV cameras and metal detectors were not adequate and did not conform to the set-out government regulation by the Commission of University Education such as the full implementation of a biometric system to replace the old students' identification system. Lack of modern technology has hampered the effectiveness of curbing terrorists' activities. Higher learning institutions have provided essential screening gadgets to their security agents, as commonly witnessed in all entry points in these institutions. However, most of these fundamental gadgets are outdated and not compatible with the ever-increasing complex nature of terrorism. These outdated gadgets, such as the handheld metal detectors, cannot detect these sophisticated terrorists' concealed weapons. Terrorists have found the use of technology ideal for recruiting, planning, and executing their terror activities.

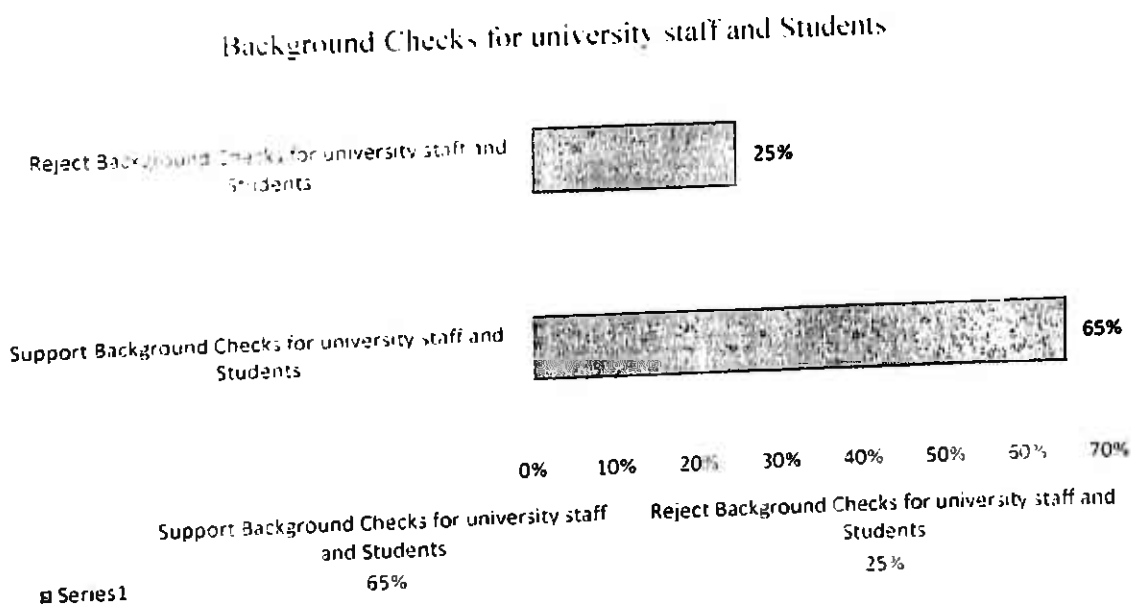
Despite higher learning institutions making strides in technological advancements, they remain highly prone to terror attacks. Terrorists continue advancing their terror activities by capitalizing on the latest technology to carry out surveillance as they familiarize themselves with all counter-terrorist strategies in place in learning institutions before exploiting loopholes detected.⁸⁷ The unavailability of adequate modern technology and equipment for countering terrorism in higher learning institutions renders the security agents' role in early detection, prevention, and mitigating terror attacks ineffective. Also, lack of modern technology causes security agents manning these learning institutions soft targets to be terrorists. There is need for security agents to embrace modern technology to match the contemporary terrorist strategies.

⁸⁷ Wyckoff, R. (2020). *Terrorism Prevention through Community Policing* (Doctoral dissertation, Monterey, CA; Naval Postgraduate School).

4.2 Prospects for Countering Violent Extremism in Nairobi University

Nairobi University has key measures that are relevant for preventing and deterring threats from violent extremism and terrorism within its premises.⁸⁸ These measures play numerous functions which include detection, prevention, planning as well as production of ideologies that can be used to handle the dangers of violent extremism in the society. Despite the huge steps in curbing threats to security in learning institutions, university of Nairobi has played a major role in countering acts of violence in the 21st century. Prospects are as follows, as reported by the respondents, to empower it to play its roles in countering and preventing violent extremism.

Background Checks for university staff and Students



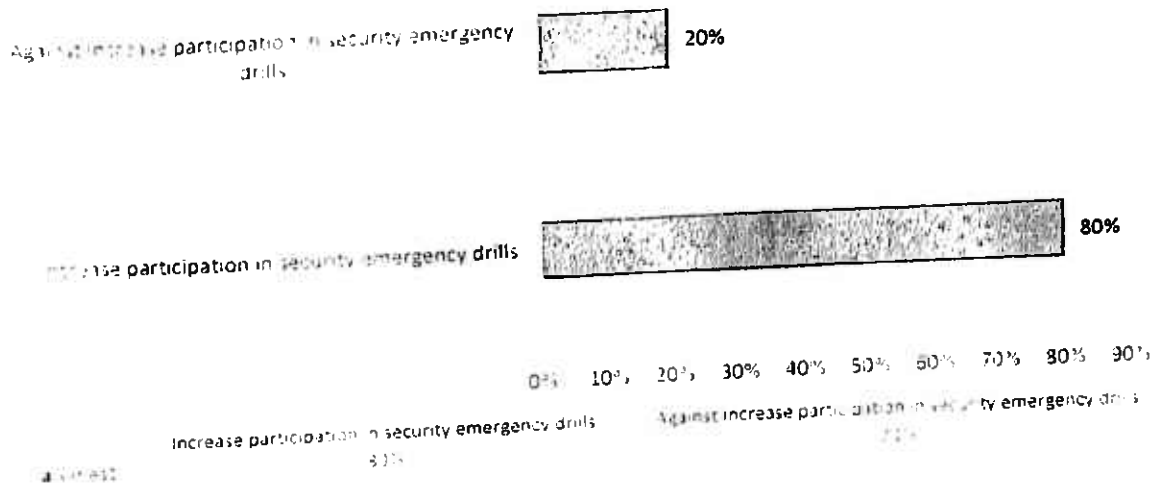
Majority (65%) of the respondents believed Nairobi University should undertake vigorous background checks on prospective lecturers, non-teaching staff, and students as an important measure in preventing violent extremism in learning institutions. These findings are in line with Mahmud's study, where he observed that background checks policy to teaching and non-teaching staff and students was an essential measure for addressing acts of violence

⁸⁸ Glazzard, A., & Reed, A. (2020). Beyond Prevention: The Role of Strategic Communications Across the Four Pillars of Counterterrorism Strategy. *The RUSI Journal*, 165(1), 74-88.

extremism.⁸⁹ However, 25% of the respondents were against background checks. They held the view that it would interfere with civil liberties and freedom of expression. Inspections in learning institutions are important in ensuring there is adequate checks, identification of who enters the campus.

Increase participation in security emergency drills

Increase participation in security emergency drills

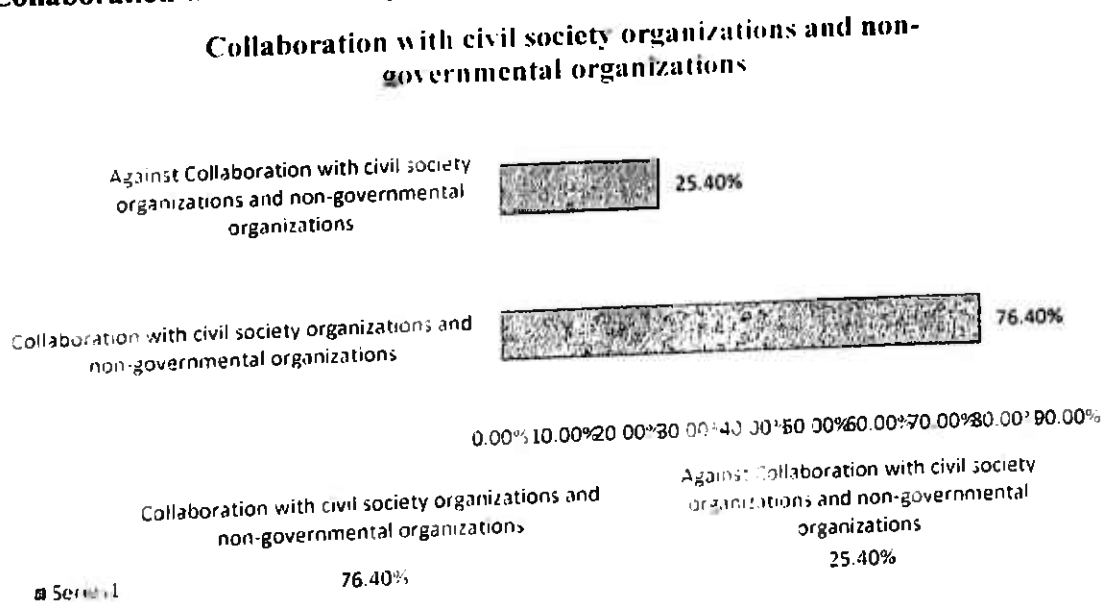


Majority of the respondents (80%) of the respondents indicated that Nairobi University should take advantage of the pre-existing counter violent extremism security emergence drills and workshop that are periodically organized throughout the year. They want the University to increase participation from all stakeholders as the exercise was voluntary and was characterized by low participation. Some of the respondents indicated that Nairobi University must ensure its security workshops and voluntary emergency training be mandatory for all students and employee staff. This finding is in line with a study by Stedmon who found out that human

⁸⁹ El-Muhammady, Ahmad. "The role of universities and schools in countering and preventing violent extremism: Malaysian experience." *Combatting violent extremism and terrorism in Asia and Europe: From cooperation to collaboration* (2018): 95-110.

factor plays a critical role in countering terrorism by increasing their security drills participation.⁹⁰ While most countering and preventing violent extremism programs are organized in the main campus, CPVE trainers need to focus on satellite Nairobi university campuses. Thus, Nairobi University's satellite campuses need to be equipped so as to empower the youth, stopping them from involvement in illicit activities. Minority (20%) of respondents believed the current drills lacked significant impact and did not achieve the intended outcome as they were not administered by specialist or security experts and the workshops are more theoretical. This finding is in line with Seo's case study, where he found that drills are an essential element in disaster management, helping to increase preparedness and reduce the risk of real-time failure.⁹¹ However, emergency drills alone do not trigger institutional improvement if not supported by a broader counter violent extremism strategy aiming to improve protocols and capacities.

Collaboration with civil society organizations and non-governmental organizations.



⁹⁰ Stedmon, A. W., G. Lawson, R. Saikayasi, C. White, and C. Howard. "Human Factors in Counter-terrorism." *Advances in Social and Organizational Factors* (2012): 237.

⁹¹ Seo, Dong-Chul, Mohammad R. Forabi, Jaesin Sa, and Earl H. Blair. "Campus violence preparedness of US college campuses." *Security Journal* 25, no. 3 (2012): 199-211.

Majority (74.6%) of the respondents indicated that the education community at Nairobi University could as well gain from the cooperation and coordination with other non-state actors like the civil CSOs and NGOs, more so those involved in addressing radicalization and extremism in the society. Despite the existence of various organizations that are dealing with radicalization, collaboration and partnership between and amongst non-state actors that are involved in the CPVE is paramount.⁹²

Relevant mechanisms for countering violent extremism should enhance inclusivity of all stakeholders. Nairobi University's CPVE programs often focus majorly on first-year students during orientation with irregular security workshops without participating in other ethnic groups and religious organizations. The study observed that with the multi-ethnic, multi-religious, and multi-culture nature of the Nairobi University community, it was essential that diverse religious groupings inculcate the spirit of good neighborly love and therefor, the university being an institution that accommodates people from different cultures can be used to promote unity both at national and institutional level, hence peaceful coexistence in the society.

The study also observed that there is need for a deliberate active interaction among guardians, parents, and the University of Nairobi to counter and prevent violent extremist programs. Nairobi University has inadequate power for detecting early signs for radicalization, hence the need for both parents and guardians to help in transforming the characters of their children. Parents are important since they can help in preventing their family members from becoming victims of radicalization. At the same time, 25.4% opposed the involvement of external parties such as civil society or non-governmental organizations in the internal matters of University.

⁹² Bala, B., & Tar, U. A. (2019). The Prospects of Counter-Terrorism and Counter-Insurgency in the Lake Chad Basin. *New Architecture of Regional Security in Africa: Perspectives on Counter-Terrorism and Counter-Insurgency in the Lake Chad Basin*, 457.

They were of the view that security issues were very sensitive and, as such, should be independently and separately be left to the University Security Management. This finding is in with a study by DeVotta, who observed that civil society and non-governmental organizations are driven by selfish interests rather than societal change.⁹³

Conclusion

This chapter has highlighted both the challenges and prospects in countering violent extremism. Nairobi University, as an educational institutional, faces numerous challenges in countering violent extremism. Some of the challenges are the Lack of University Policy on Violent Extremism and Inadequacy of Funds; insufficient training for Security Personnel on countering violent extremism, inadequate participation in Disaster Management Drills, and increased youth radicalization.

Checks on people coming in and out of the learning institution is very important since it can easily provide an assessment of various signs of radicalization in the institution. The programs offered in the institutions should entail studies like peace studies that can help in instilling a culture of good morals amongst the university community. Collaboration with various institutions, parents and organizations are important in empowering people within the learning institution and this can help in reducing the threats from violent extremism and radicalization.

⁹³ DeVotta, Neil. "Civil society and non-governmental organizations in Sri Lanka: peacemakers or parasites?" *Civil Wars* 7, no. 2 (2005): 171-182.

Chapter Five

Summary, Conclusion, and Recommendations

Introduction

This study sought to establish measures of countering violent extremism in institutions of higher learning in Kenya: utilizing a case study of the University of Nairobi. This study was guided by three objectives namely; to establish how these educational institutions have been affected by acts of violent extremism, explore the measures in place to mitigate the vice in these institutions of higher learning and their effectiveness, and finally examine the challenges and opportunities of improving security in institutions of higher learning. Moreover, two hypotheses also guided the study, and these were: Terror attacks in institutions of higher learning are consequences of weak counter-violence extremism measures. Challenges in implementation of existing counterterrorism strategies have led to increased terror attacks in institutions of higher.

5.2 Summary

As per the first objective, the study explored the effects of violent extremism and terrorism from a global level, an African perspective, an East African perspective, and Kenya's perspective. Attacks on higher learning institutions globally, regionally, East Africa, and Kenya have been manifested in various ways such as injuries, torture, killings, kidnapping, extortion, direct violent threats and coercing of students, academic personnel, or non-teaching personnel. The violent and terrorist attacks are unique since their objective is to harm people and not necessarily damage the infrastructure. The chapter observed that The United Nations Global Counter-Terrorism Strategy promotes comprehensive, coordinated, and consistent responses at the national, regional, and international levels in countering terrorism and violent extremism.

African Union has continued to develop a series of frameworks to address how terrorism should be handled with a long-term view that yields sustainable results. The African Union adopted the Plan of Action on the Prevention and Combatting of Terrorism in September 2002. The National Strategy to Counter Violent Extremism in Kenya is focused on bringing all sectors in the country together against ideological based violent extremism. This collaborative state and public partnership are meant to complement other security agents' counterterrorism efforts. It is geared towards minimizing or eliminating violent extremism by mobilizing groups at the national and community levels.

As per the second objective the study found out that despite Nairobi University having measures to counter violent extremism, there are still gaps existing to enhance their effectiveness. Nairobi University has put in measures such as the use of CCTV on the university premises, use of security personnel at the University designated entry and exit points, use of metal detectors and screening of individuals at designated points. The University has similarly utilized alarm systems, security lights as well as permanent perimeter wall. The University has further adopted security and fire drills through workshops for students.

The study observed that Private security guards are often hurriedly trained, inadequately briefed, inappropriately deployed, poorly coordinated, exploited, and harassed by the security firms that hire and manage them. The burden of managing a poorly paid, overworked disgruntled, disillusioned, and demotivated security guard becomes our own. This has the potential of exposing the University to serious security lapses and risks.

The study found out the trainings were purely voluntary, and the participation was low due to a lack of proper communication on the importance. Also, the study established that the University has inadequate capacity to conduct a firefighting drill. And this

demonstrates reasons as to why drills currently in place are not standard in the University. These exercises yield little or limited success as few people attend. There is lack of specialized security personnel and experts or outsourced security agencies on mitigation, prevention, and recovery of terror-related attacks. The use of armed police officers was only on special occasions where direct threats have been reported. The study observed inadequate coordination between satellite campuses and the main campus, and conflicts were inevitable in any society. Conflicts can be settled, managed or even resolved. Implementing counter-terrorism strategies continue to experience numerous challenges in Kenya's learning institutions, as observed in Nairobi University.

As per the third objective, it examined the challenges and prospects in countering violent extremism. Nairobi University, as an educational institutional, faces numerous challenges in countering and preventing violent extremism. Some of the challenges are the Lack of a Policy on Violent Extremism and Inadequacy of Funds; Insufficient Training of Security Personnel on countering violent extremism, inadequate participation in Disaster Management Drills, and increased youth radicalization.

Background checks on prospective lecturers and teachers; lecturers and teachers provide the best early warning system about students' inclination to extremism and militancy; designing syllabi and incorporation of peace studies elements in teaching; capitalizing on the relevant expertise to research extremism issues; participation by student bodies in community-oriented programs; countering and preventing violent extremism should focus on Nairobi Main campus as well as Satellite campuses in urban and rural areas. Collaboration with civil society organizations; participation by other ethnic groups and religious communities; and active interaction between parents and families and the University. Exploiting these counter-terrorism

prospects may guide and empower Nairobi University to be the "third force," alongside the government and security agencies, fighting against violent extremism nowadays.

5.3 Conclusion

The first objective established that the effects of violent extremism and terrorism were experienced from a global level, an African continental level, East African region, and also in Kenya. The objective identified that attacks on higher learning institutions were not unique to Kenya thus there was need to learn from other countries so as to avert the adverse effects of violent extremisms. Kenya should work hand in hand with other states and non-state actors such as the United Nations in combating terrorism. At the national level, there is need for frameworks for collaboration of state and public partnership meant to complement other security agents' counterterrorism efforts. This should be geared towards minimizing or eliminating violent extremism by mobilizing groups at the national and community levels.

The second objective of the study found out that Nairobi University having measures to counter violent extremism. These measures include the use of CCTV on the university premises, use of security personnel at designated entry and exit points of the University, use metal detectors and screening of individuals at designated points, utilization of alarm systems, security lights as well as permanent perimeter wall. However, there are still gaps existing to enhance their full comprehensive effectiveness.

The third objective examined challenges and prospects of countering violent extremism in Nairobi University. The Nairobi University, as an educational institutional, faces numerous challenges in countering preventing violent extremism. Despite the huge steps aimed at curbing threats to security in the learning institution, the university has played a significant role in countering acts of violence in the 21st century. Prospects are as follows, as reported by the

respondents. to empower it to play its roles in countering and preventing violent extremism; background checks on prospective lecturers and teachers; participation by student bodies in community-oriented programs; countering and preventing violent extremism should focus on Nairobi Main campus as well as Satellite campuses. Therefore, the University's administration ought to utilize all avenues to enhance security against violent extremism.

5.4 Recommendations

The study recommends that there is need to ensure that disaster management education is standardized and introduced in all universities across the country as a compulsory examinable unit. This will ensure that issues of safety and security because of terror attacks or any other security and safety-related disaster are accorded the seriousness they deserve. The hiring practices of security guards for all universities need to be standardized and regulated through enforceable laws and policies. It should be made a legal requirement that all private security guards and their contracting companies undergo security vetting. The training of security guards meant to be deployed in universities should be standardized and strictly regulated. Additionally, anyone working in a security management capacity at the university should hold a certain minimum formal education and should have served at a certain level in the disciplined forces and honorably discharged.

There is need to increase gathering and dissemination of intelligence. Intelligence is a powerful counter-terrorism tool in institutions of higher learning. The key to any counter-terrorism strategy is correct and timely dissemination information. The provisions of warnings and leads to future attacks are significant in every aspect of national security.⁹⁴ All security agencies, including security and safety departments in institutions of higher learning rely on sufficient

⁹⁴ "NSIS Historical Background", National Security Intelligence Service, 2006. Archived from the original on October 2017

and adequate intelligence to take necessary steps to timely prevent or neutralize the threat. Higher education institutions do not operate in a vacuum but work hand in hand with government and other security apparatus in the country in collecting and sharing vital information.⁹⁵ Multi-disciplinary intelligence collection is essential in providing warnings and indications of possible attacks, including insights into terrorists who may have returned, the terrorists' organizations, and the attitudes and cultures of terrorist organizations. Intelligence illuminates key loopholes that can be successfully leveraged and exploited to pre-empt, prevent, and scuttle terrorist acts.

There is need for a joint-task force stationed at the Commission for University Education premises that comprises of actors from the NDMU, NDOC, Ministry of Interior, Public Health Department, Directorate of University Education, CUE, National Construction Authority (NCA), County Government, National Environmental Management Authority (NEMA), and the government ministry related to planning and public works. There should also be a representation of students and faculty. County Security Committees should be restructured to have the thematic focus on the security of learning institutions. A Sub-Committee of the County Security Committee can be dedicated to the security and safety of learning institutions and allowed to co-opt a few experts and stakeholders from the education sector. This Sub-Committee should have the powers, human, technical, and financial support to conduct compulsory security and safety audits on all satellite university campuses within their Counties. University academic departments related to security studies should be strengthened and empowered more to provide technical and advisory support to the security management of the

⁹⁵ Pashley, and M. Cools, Private intelligence services: their activities and role in public-military intelligence strategies. *Journal of intelligence studies*. 7. (2017), 131-139.

satellite campuses. Satellite campuses need to utilize expert resources within the student population and faculty.

The terrorist attack on Kenyan soil in 1998 was a significant blow to the nation.⁹⁶ Therefore, the government needs to come up with counter-terrorism legal and policy frameworks and enhance the implementation of the same. Developing a legal and official framework has been a vital aspect of responding to terrorism in Kenya. The Kenyan government's attempts to pass anti-terrorism Bills have been futile mainly because of political and religious differences. In 2014, the Security Bill was approved as an amendment of the National Intelligence Service Act to broaden security officials' powers to arrest and detain terror suspects under investigation. This extended to searching and seizing private property and monitoring communications of suspects. There have been different policies put in place after the Security Bill's approval, but their implementations have faced other governance challenges.⁹⁷

In conclusion, the University of Nairobi has put measures to help curb the threats of violent extremism. Despite the measures helping in containing sanity in the environment, they are still not adequate to comprehensively counter violent extremism is dynamic. Therefore, the security agents have the responsibility to adjust ahead of the extremists. The University should ensure that students are empowered to be good ambassadors of the institution that promotes peace and stability.

⁹⁶ Harte, L. (2009). *Known Unknowns: How Philosophy Has Responded to Fear of the Post-9/11 World. The Impact of 9/11 on Religion and Philosophy* (pp. 189-205). Palgrave Macmillan, New York

⁹⁷ Nyambura, S. (. 2011). *Counter-terrorism strategies: A comparative analysis of Ethiopia and Kenya. Journal on Terrorism and Security Analysis*

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APPENDIX I. QUESTIONNAIRE

Introduction

Dear Sir/Madam, My name is Christopher Kiprono, a Masters student from the University of Nairobi. I am currently carrying out an academic research study as part of a requirement of the Master`s degree. The purpose of the research is to establish the security measures that have been put at this university to counter terrorism activities. I would appreciate you taking a few minutes to fill this questionnaire. The data collected from this research will be used for academic and research purposes only. Your participation is completely VOLUNTARY and ANONYMOUS. The information will be kept strictly CONFIDENTIAL. For any inquiry, kindly call me on 0720854082 or email to: kipmkoo@yahoo.com.

SECTION A: DEMOGRAPHIC INFORMATION

(This section appreciates the background information of the respondent.)

1. Please indicate your age group

Under 20yrs () 21-30 yrs () 31-40yrs () 41-50yrs() over 50yrs ()

2. Please indicate your gender.

a. Male () b. Female ()

3. Indicate Level of formal education

Primary () Secondary () Diploma () Degree () Masters () PhD ()

Others:

4. Indicate your Religion

Christian () Muslim () Others (specify)

5. Please indicate your position in the university

Security manager of security firm () Security manager () Student ()

6. How long have you been in the university? less than 1 year () 1 to 5 years () 5 to 15

() years More than 15 ()

In sections B, C, D & E, please fill in the spaces provided using the given scales below:

Strongly Disagree (SD) = 1 Disagree (D) =2 Neutral (N)=3 Agree (A)=4 Strongly Agree (SA)=5

SECTION B: SECURITY MEASURES PUT IN PLACE TO COUNTER TERRORISM ATTACKS IN INSTITUTIONS OF LEARNING

The following statements are meant to identify the types of counter-terrorism strategies adopted in this university

SA (5) A (4) N (3) D (2) SD (1)

The University has an effective intelligence service which detects and investigates threats before they occur

The University reviews and implements policies to counter terrorism as stated in the country's security program which allocates responsibilities to each institution

The University implements counter terrorism strategy which includes screening, patrols, access control

The University implements a contingency plan to respond to emergencies including terrorist attacks

The University implements a team approach as a strategy to counter terrorism

The following statements are meant to identify the factors that may cause terrorist attacks in Eastleigh that led to the adoption of the above-mentioned counter terrorism strategies.

SECTION C: CHALLENGES TO IMPLEMENTATION OF SECURITY MEASURES PUT IN PLACE TO COUNTER TERRORISM

The statements below are meant to identify the challenges to implementation of security measures put in place to counter terrorism attacks in institutions of higher learning

Challenge SA (5) A (4) N (3) D (2) SD

(1) Insider threats

- (2) Inadequate funding and resources
- (3) Inadequate training and sensitization
- (4) Shortage of law enforcement officers
- (5) Unclear definition and awareness of law
- (6) Lack of security policies
- (7) Not embracing modern technologies

What other challenges do you think affects the implementation of security measures to counter terrorism attacks in institutions of higher learning?

SECTION D: WAYS FOR IMPROVING EFFECTIVENESS OF COUNTER TERRORISM STRATEGIES.

(1) The following statements are meant to identify options of improving counter-terrorism measures in institutions of higher learning. Indicate whether you (5) A (4)N (3)D (2)SD

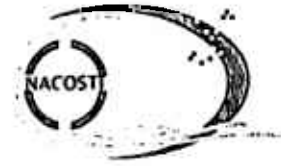
- (1) Constructing primary screening and watchtowers
- (2) Procurement and deployment of modern equipment at security offices at the university
- (3) Reviewing counter terrorism polices, law and full implementation
- (4) Allocation of more resources to counter terrorism
- (5) Recruitment and training of more security personnel

Suggest any other suggestion that may improve effectiveness of counter terrorism measures in institutions of higher learning in Kenya

THANK YOU



REPUBLIC OF KENYA



NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 513379

Date of Issue: 16/March/2020

RESEARCH LICENSE



This is to Certify that Mr.. Christopher Kiprono of University of Nairobi, has been licensed to conduct research in Nairobi on t
topic: Countering violent extremism in institutions of higher learning- case study of the university of Nairobi for the period end
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