COUNTER-RADICALISATION AND VIOLENT EXTREMISM: THE ROLE OF NIGERIAN HIGHER EDUCATIONAL INSTITUTIONS

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Abstract

This study unfurls the role of higher Education institutions in Nigeria, towards fighting terrorism through preventing and countering radicalization and violent extremism. The paper is moved towards the establishment of an advisory body for the higher Educational institutions, with the core task of developing measures to counter radicalization and violent extremism. Interviews with specialists, students, political stakeholders and institutional top management in the field of terrorism and radicalization in Nigeria higher education were conducted in an attempt to identify strategy that could be appropriate to Universities for purpose of this study, the interviews constitute the basis of this study together with analysis of relevant literatures. Counter radicalization and violent extremism are complex and a multifaceted field with a shortage of empirical data aimed at finding out if there is prevalence of violent extremism and radicalism in Nigeria, the paper sees to examine the link between education, radicalism and violent extremism. Using the simple random sampling technic, primary and secondary sources of information, analyzing with frequent table based on sample percentage. The Discussion of findings states that radicalization and violent extremism occurs in Nigeria, also religion has an impact in radicalization and violent extremism, furthermore free speech and freedom will promote radicalism and extremism. Measures built in countering radicalization and violent extremism for higher educations in Nigerian institutions should not be limited to institutions but extended to the society, it should be government oriented.

Keywords: **Radicalization, Violent Extremism, Role, Higher Institutions, Nigeria.**

Introduction

Protecting or preventing individual from becoming radicalized is a topical issue that is seen as an effective security measure against terrorism. Nigeria is currently facing serious threats from radicalization and violent extremism targeted against Individuals, Organizations and the States. These threats have gravely undermined economic development, social progress, political stability, national & human security, and peaceful co-existence in the country this has been fueled by the resurgence of ethnic self-determination; youth militancy and agitation framed around ecological degradation of the oil-producing communities and their perceived neglect by the government in the southern Nigeria, herders-farmers clashes kidnapping for ransom with a terrorist group that claim Education is Haram in the North-East/central Nigeria, and ethno-religious violent clashes. However, the most serious threat of violent extremism has come from the insurgency of the prescribed Boko harm terrorist, which have ravaged so many communities in the North-Eastern part of Nigeria (Policy Framework and National Action Plan 2017; Raji 2019).

Education has been known to be the means of human development that impacts individuals positively. Education is essentially the ability to behave appropriately in any given society, appropriate behavior is the ability to act in ways that would sincerely promote human interaction and the quality of human existence. Education is not what you know, education is how you behave, it's not even in multiple academic degrees; it's the discipline to do what is right even when what is wrong appears easier and personally rewarding (Afolabi, 2016). Education also develops in individuals those values which make for good citizenship, such as honesty, selflessness, tolerance, dedication, hard work and personal integrity, all of which provide the rich soil from which good leadership potential is groomed. As already noted, education trains an individual to be responsible in the society. From this, it is clear that education gives moral training. Consequently, if the Boko Haram Islamic sect had received quality and sound education, they would have abstained from violence (Maekae, 2013:5). Individuals with little education are more likely to volunteer to join terrorist groups, recruiters prefer highly skilled individuals. More generally, studies have shown that educated people are more prone to conflict than their less-educated counterparts because education creates expectations about professional and life standards, and, when these are not met, heighten dissatisfaction and frustration, which are often drivers of violence (Macaluso, 2016:4).

Education as a social institution can be seen as a lifelong process through which, an individual acquires skill, attitudes, morals and values that enable him/her not only to adapt but also transform his environment for the better, with education a person is able to be deductive in reasoning. (Obasanjo 2012:3) states that education trains individuals to relate to and interact meaningfully with others in the society and to appreciate the importance of effective organization for human progress. Fafunwa (1974) defines education as the aggregate of all the processes by which a child or young adult develops his abilities, attitudes and other forms of behavior which is of positive value to the society in which he lives. Education therefore embraces all the processes through which an individual acquires skill and attitudes that will make him a functional member of the society.

Education cannot prevent an individual from committing a violent act in the name of a violent extremist ideology but the provision of relevant education of good quality can help create the

conditions that make it difficult for violent extremist ideologies and acts to proliferate. More specifically, education policies can ensure that places of learning do not become a breeding ground for violent extremism "higher educational institution". They can also ensure that educational contents and teaching/ learning approaches develop learners' resilience to violent extremism. The role of education is, therefore, not to intercept violent extremists or identify individuals who may potentially become violent extremists, but to create the conditions that build the defenses, within learners, against violent extremism and strengthen their commitment to non-violence and peace (UNESCO, 2017). Educational interventions need to apply knowledge and evidence from the field of education in conflict prevention, peace education, and human rights education to the debate on countering violent extremism. Schools can be seen a social laboratory in which to develop critical thinking and even encourage positive conflict among students, who should be allowed to express their views and opinions, even when these go against those of the majority. In this sense, a constructive type of radicalization should be encouraged, one in which any view and position can be discussed and debated in a safe environment. Primary and not secondary education should be the main stage of intervention to contribute to countering violent extremism (CVE) polices and approaches (Macaluso, 2016:1).

Europe has provided evidence on how education has been a tool for social pressure against extremism and radicalization. European Commission has emphasized the need to use education in creating citizenship and projecting peaceful coexistence within society. In Germany, education has been seen as very important tool which plays a very pivotal role in conflict resolution and creating a culture of peace (European Commission 2015). Here it is important to distinguish between two types of interventions used by the educational sector;

Providing access and quality education to all in an effort to address issues to do with marginalization, inequality, unemployment, etc., or in other words, some of the "root causes" of violent extremism

1) Targeted location-specific counter violent extremism programming focusing on populations that have a higher probability of being attracted to violence e.g. recent religious converts, specific ethnic or clan groups, those with existing familial links to violent extremism entities, etc. (Samantha de Silva, 2015;10).

Despite the lack of a "recipe" to prevent or eradicate radicalization, knowledge is extensive on how education can help address some of the drivers to racialization, such as feelings of exclusion and perceived inequality, lack of civic identity, and the need to belong to a group or community. The literature on peace education suggests that education can offset these factors by raising awareness, generating respect for others, creating and maintaining cultures of peace and dialogue. More specifically, education can play a significant role in mitigating conflict at three levels: structural, behavioral, and attitudinal. It can strengthen social cohesion and citizen trust in institutions (structural), improve interactions among students (behavioral), and promote inclusiveness and respect for diversity (attitudinal). Promoting an equal access to education, favoring mixed classes, and creating spaces for socialization are crucial components of any educational strategy that strives to build peace (Macaluso, 2016:6).

Objectives

Nigerian universities are being known as open institutions that advocate academic freedom and freedom of speech as fundamental values. This paper's will investigate the extent in which academic freedom and freedom of speech which are fundamental values of universities contribute or undermine violent extremism and radicalization in Nigerian society. This paper is specifically aim at examining the following;

i. Find out if there is prevalence of violent extremism and radicalism in Nigeria.
ii. Find out if free speech and freedom will promote radicalism and violent extremism.
iii. Assess the effect of violent extremism and radicalization in Nigerian society.
iv. Investigate measures on how to reduce extremism and radicalism in Nigeria society.

Conceptualizing Radicalization and Violent Extremism

The term radicalization as we use it today was launched by the European Commission in its report "Terrorist recruitment: Addressing the factors contributing to violent radicalization," which followed the Madrid train bombings of March 2004 and the London bombings of July 2005. Within a year of publication, the use of the term in the English language doubled. The concept of radicalization has therefore become very popular in the West to refer to homegrown terrorism and the issue of foreign fighters. A recent study commissioned by the City of New York defines the ideology behind radicalization as follows: "Jihadist or jihadi-Salafi ideology is the driver that motivates young men and women, born or living in the West, to carry out 'autonomous jihad' via acts of terrorism against their host countries (Macaluso, 2016:3).

According to the European Commission, Radicalization is a phased and complex process in which an individual or a group embrace a radical ideology or belief that accepts, use or condone violence including acts of Terrorism, to reach a specific political or ideological purpose. Radicalization leading to violent extremism and terrorism is a phenomenon of concern in European Union (EU) Member States and beyond. The 2020 Counter-Terrorism Agenda Search for available translations of the preceding link puts forward a number of initiatives to support Member States in areas such as online radicalization, prisons and reintegration, as well as empowerment of communities. For that purpose, the Commission makes use of different policy instruments, which include: countering terrorist propaganda and illegal hate speech online, addressing radicalization in prisons, promoting inclusive society, education and European Union (EU) common values, boosting research, evidence building, monitoring and networks, strengthening international cooperation and enhancing the rights of and support to victims of terrorism and remembrance. The Commission also supports European Union (EU) Member States to develop their prevention policies by creating appropriate conditions for the exchange of experiences and good practices and to strengthen capabilities in preventing and countering radicalization (European Commission, 2016).

Terrorists misuse the internet to spread their messages to intimidate, radicalize, recruit, and facilitate carrying out terrorist attacks. To prevent the dissemination of terrorist content online, the Commission is proposing a new approach with clear and transparent rules to ensure that: when terrorist content is identified, it is taken down as early and as quickly as possible, online platforms take measures to ensure that their services cannot be misused,

removed content is not re-uploaded elsewhere and citizens' fundamental rights to freedom of expression and information are fully protected. Managing terrorist and radicalized offenders is a priority for both (EU) Member States and the Commission. Recent years have seen an increase in the number of offenders convicted for terrorism related offences across the (EU), as well of those convicted of other offenses, but radicalized in prison; the continued presence of terrorist content on the web is a serious risk to the safety of citizens and society at large. To tackle this threat, the European Commission has put forward a series of voluntary and legislative measures and initiatives to address this challenge (European Commission, 2016). In recent years, European Union Member (EU) States have put a number of measures in place, including risk assessment tools, special detention regimes, rehabilitation and reintegration programs, trainings for prison and probation staff and structures for information exchange and multidisciplinary cooperation for management of ex-offenders after release. Radicalization from a sociological perspective occurs when a person due to the environmental anguish, political outrage and religious passion start to develop political or religious proposition leading to an infiltration of reasoning due to lack of Education.

UNESCO (United Nations Educational Scientific and cultural organization) Research report on the impact of the internet and social media on youth and violent extremism defined the three points on Radicalization:
  i.   The individual person Search for Fundamental Meaning, origin and return to a root ideology.
  ii. The individual as part of a group adopt of a violent form of expansion of root ideologies and related oppositionist objectives.
  iii. The polarization of the social space and the collective construction of a threatened idea "us" against "them" where the others are dehumanized by a process of scapegoating.

The term violent extremism and radicalization lacks a specific definition, making it difficult to give a concise definition of its meaning and coverage. Moreover, violent extremism and radicalization has become part of globe discussion since the attack of September 11, 2001. Department of International Development (2013) defines violent extremism as the use of facilitation of violence targeted on civilians as a means of rectifying grievances, real or perceived, which form the basis of increasingly strong exclusive group identities. Violent extremism is understood here to be activities of persons and groups that are willing to use violence in order to achieve their political ideological or religious goal (Ministry of Justice and Public Security, 2014).

Research on violent extremism shows that there are drivers, which are known or identified has two factors that lead to participation in or support of being a violent extremist, these are the push and pull factor.
  i.   The push factor are the structural conditions that make an environment more conducive to the growth of violent extremism, such as unemployment, poverty, inequality, social exclusion, health, other socio- economic factors (although not in isolation) and the role of governance.
  ii. The pull factors facilitate mobilization of individuals and groups to extreme positions or ideologies, it relates to the existence of grievance (a vulnerability that

has to be mobilized) a fact of belonging to a group or having an ego or status, emergence of a charismatic leader (online or offline who mobilizes) and tendency for simplified answers to complex issues (The Role of Young People in Preventing Violent Extremism in the Lake Chad Basin 2015).

Higher Educational Institutions: Roles and Functions

Research and literature that cover higher education's role and responsibility in countering radicalization and violent extremism are scarce. The existing literature on radicalization prevention in the education sector is predominantly related to institutions working with children, such as kindergartens, primary and secondary education, and not the universities who accommodate young adults of the age of 18 plus. However, there is considerable research on the phenomena of radicalization and violent extremism as such, and parts of that knowledge will be discussed and reviewed (Wille, 2017; 9).

Educational Institutions will be expected to carry out a risk assessment for their institution which assesses where and how their students might be at risk of being drawn into terrorism. This includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularize views which terrorists exploit (HM Government, 2015: 2-5). The Prevent Guidance says further that university staff may detect radicalized students by "changes in behavior and outlook". Universities are also prohibited from allowing radical speakers on the campuses unless the universities can "fully mitigate" that the student audience will be drawn into terrorism. UK's Prevent strategy has caused much debate and has raised questions on how higher education institutions can detect students who are in danger of being radicalized and at the same time promote and protect the values of academic freedom and freedom of speech (Wille, 2017;8).

The fear of being considered different or suspected of radical attitudes is also likely to keep students from sharing their ideas and behaving naturally, and might pressure them to comply with expectations while they are at school. Moreover, the limited focus on preschool and primary school children leaves little space for investing in prevention, to better generate positive attitudes and behavior in the first place rather than trying to correct or repress them once they are already formed. such approaches would undermine the goal of detecting signs of radicalization because they would both push students to adjust to expectations and subvert some of the skills that ultimately help resist radicalization: critical thinking and the ability to engage with diversity. Values and ideas should be confronted, and constantly questioned. Schools should provide a safe space for discussion and confrontation where students are asked to test their critical sense and think beyond taboos and common assumptions. Although no empirical evidence indicates that critical thinking can make individuals immune to radicalization, enough evidence suggests that this skill can definitely help resist its typical pull factors (Macaluso, 2016;7).

Lecturers play a central role in the prevention of violent extremism, not as agents of surveillance but as educators. In direct contact with young people, they can be role models, change agents and mediators, nurturing dialogue and modelling mutual respect. They can also be the first to identify signs of radicalization leading to violence and mitigate them through the exploration of controversial issues. Lecturers can serve as a bridge between

school, families and the broader community to ensure that all concerned stakeholders are working towards a common goal to support and assist learners at risk (UNESCO, 2017).

The founding of the first European Universities, Paris and Oxford almost a thousand years ago, the Universities have played a central role in our society. Manuel Castells (2001) distinguished four major functions of the universities as institutions in the society throughout history; Generation and transmission of ideology, selection and formation of dominant elites, production and application of knowledge and the training of skilled labor force.

The functions of the universities are many and broad, covering vast areas of our society. The universities main function and purpose in the view of theorists and of what policy makers priorities will depend on which disciplinary field they relate to. An economist and philosopher might emphasize different goals for the university and a politician might priorities other action and intentions than the university management would, natural differences related to variations in state policies also apply (Bouens, 2001).

Scott (2014) presents an institutional theory which can be applied to the complexity of higher education institutions. In this theoretical approach, institutions can be observed and analyzed through three interdependent and mutually reinforcing basic features which he calls the three pillars of institutions; The regulative pillar, the normative pillar and the cultural-cognitive pillar that together with associated activities and resources, provided stability and meaning to social life. Scott's "approach to bringing some order into the discussion is to propose a broad definition of institutions that can encompass a variety of arguments, and then attempt to identify key analytic elements that give rise to the most important differences observed and debates encountered" (Scott, 2014: 56).

The three pillars most often work in combination, but they are categorized through the different features depending on which of the characteristics of the institutions that are being emphasized, as shown in the table below.
Three pillars of institutions

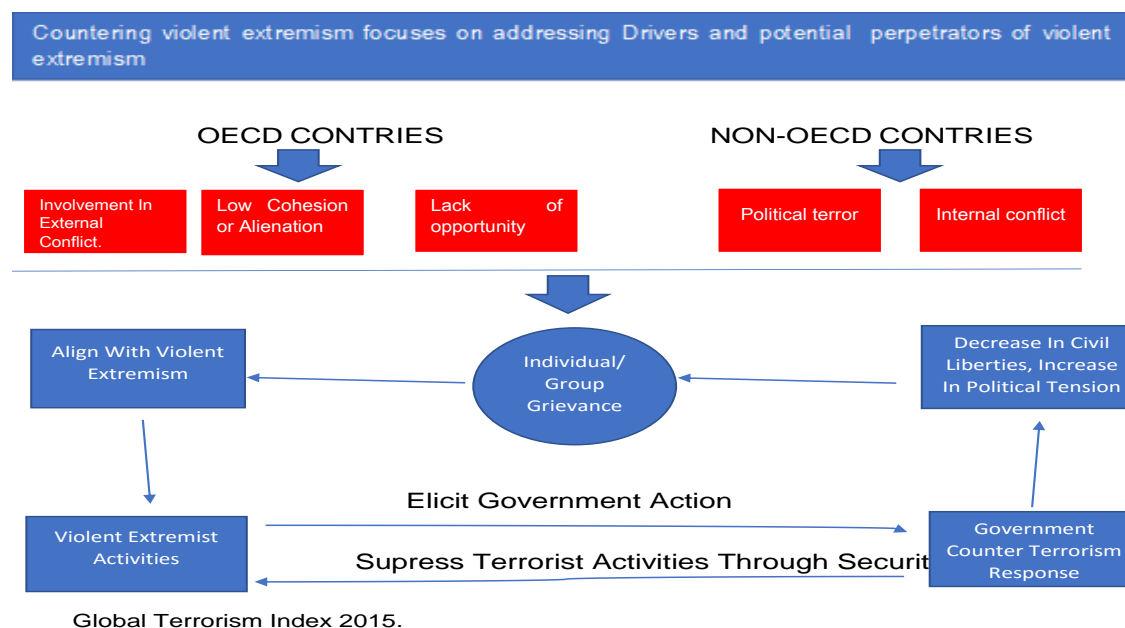|	Regulative	Normative	Cultural-cognitive
Basis of compliance	Expedience	Social obligation	Taken for granted shared understanding
Basis of order	Regulative rules	Binding expectations	Constitutive scheme
Mechanisms	Coercive	Normative	Mimetic
Logic	Instrumentality	Appropriateness	Orthodoxy
Indicators	Rules Laws Sanctions	Certification Accreditation	Common beliefs shared logics of action isomorphism
Affect	Fear guilt innocence	Shame/honour	Certainty Confusion
Basis of legitimacy	Legally sanctioned	Morally governed	Comprehensive recognised Culturally supported

Three pillars of institutions from Scott (2014:60)

Literature Review or Conceptual Review

Counter violent extremism aims to understand the interplay of the social, economic, political and ideological push and pull factors to inform prevention programs. This paper highlights that the factors that correlate with terrorism differ from country to country. In Non-Organization Economic Cooperation and Development (NON- OECD) countries, terrorism occurs on a larger scale and in the context of ongoing armed conflict and extensive political terror. In Organization Economic Cooperation and Development (OECD) countries, terrorism is correlated to lower levels of social cohesion and lack of opportunity. In recognition of this diversity, programs employ different strategies to tailor to local contexts. In the case of terrorism occurring in the midst of extensive political terror and ongoing conflict, will often overlap with general peacekeeping and peace building operations within the region. In the developed world, programs can overlap with holistic policing strategies and broader social and economic policy on youth employment and training as well as social cohesion depicts a systems diagram that combines the correlates of terrorism with a summary of the literature. Counterterrorism is shown to be intrinsically linked to violent extremist activity. Nevertheless, at the center of the system is the individual or group who has a grievance within society but have not yet aligned with violent extremism. Programs target factors, individuals and groups before violent extremism is pursued. These can include whole-of-community approaches such as educating students at schools to the dangers of violent extremism. Counter violent extremism can also be directed at individuals and groups identified as being at risk of being drawn to violent extremism and offering alternatives paths. Counterterrorism and Counter violent extremism are both needed to tackle violent extremism, shows the factors that lead individual and groups towards or away from terrorism. Counter terrorisms approaches need to be sensitive to the factors driving terrorism and avoid further alienating individuals at risk. This does not mean that individualized education program has identified all the causes of terrorism: the systems map does not explain when specific causal factors are active. Yet, it does reflect statistically significant factors which aid in explaining potential drivers of terrorism and violent extremism. Counter terrorism focuses on violent extremism activities (Global Terrorism Index, 2015).

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Global Terrorism Index 2015.

Young people are defenseless to the drivers of violent extremism and often time are also victims of violent extremism. Violent extremist assemblies recruit children and kidnap children forcing them to commit violent acts. These children and young adult are offered gifts, assembly support and the lure of adventure, denied access to education and life opportunities. "sound education is essential to preventing and countering violent extremism as well educated and informed citizens are better able to resist recruitment and are less vulnerable to the pull-factors that serve as mobilisers of violence" (Policy Frame Work And National Action Plan, 2017).

The development and adoption of the National Counter Terrorism Strategy [NACTEST] in 2014 and its review in 2016 paved the way forward for a multi-faceted approach to Preventing Countering Violent Extremism and guided the development of a comprehensive national approach to tackle violent extremism. At present, Preventing /Countering Violent Extremism programming in Nigeria is characterized by three interrelated components:

I.   Deradicalization, focused on the rehabilitation and reintegration of former extremists back into society.
II. Counter radicalization, aimed at preventing recruitment through the promotion of good governance, citizen participation, reconciliation and peace building.
III. Strategic communication, directed at improving messaging and the quality of communication exchanges.

This activity consists of the identification, development and promotion of positive narratives and counter-narratives that challenge violent extremist messaging. The Club de Madrid´s project goals aim at supporting national Preventing /Counter Violent Extremism efforts, Representatives of the Office of the National Security Adviser and the Federal Ministry of Information and Culture gave an overview of the national government´s Preventing /Counter Violent Extremism approach, with special emphasis on strategic communications and counternarrative strategies. Over the past few years, the Nigerian government has made

significant efforts to provide civil society with the tools needed to prevent radicalization and foster resilient communities with the capacity to discern and analyze contradictory narratives (PVE Nigeria Report ;10, 2017). In Nigeria, Counter violent extremism and radicalism has been pointed down to delineation of institutional power and combating terrorism. Counter violent extremism programming is characterized by three interrelated components, they are also the smart prevention-oriented counter violent extremism approach by (Aly,2015;9).
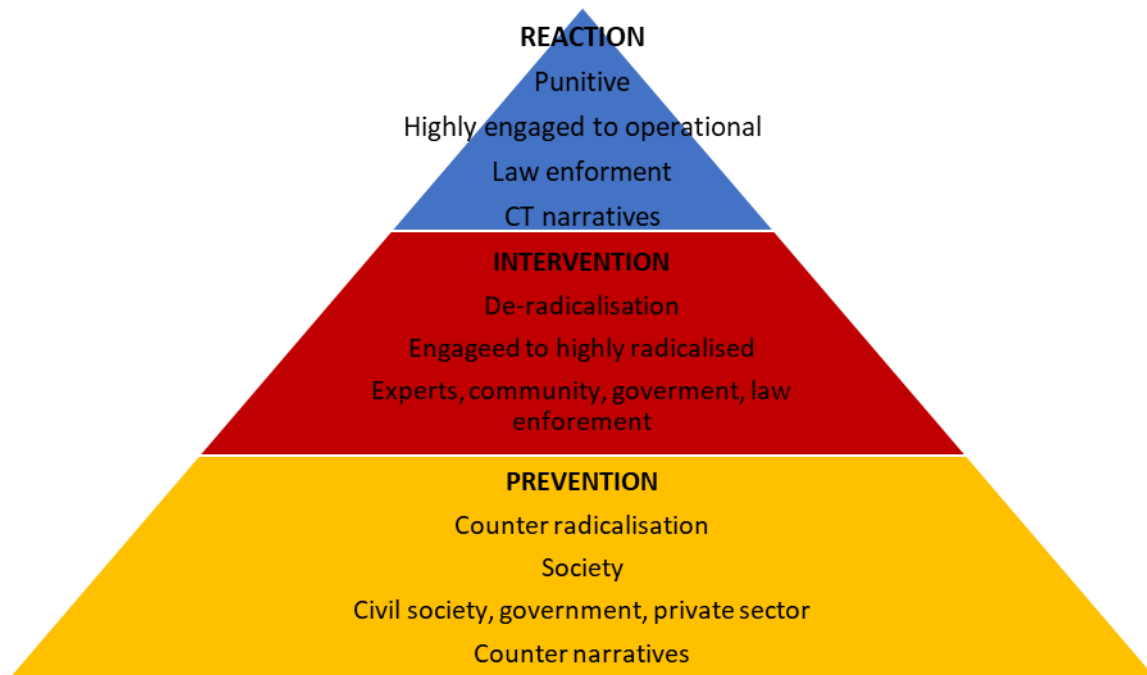
The smart prevention-oriented CVE approach (Aly, 2015: 9)

Causes of Radicalization and Violent Extremism

The causes of radicalization and extremism are typically explained through a variety of perspectives that emphasize psychological, ideological, social, political, economic and other factors (Christmann, 2012; Hafez and Mullins, 2015; Senzai, 2015).

The current situation faced by Nigerians is a direct result of violent extremism practices and blooming domestic insurgencies that are driven by homegrown terrorism and other unresolved factors, relentlessly fueling disenchantment among citizens. The insurgency and eruption of extremism in the nation cannot only be reduced to Boko Haram, and the overemphasis on the country's Christian-South and Muslim-North division underestimates the role of deep-rooted ethnic, linguistic and class conflicts that constitute some of the underlying drivers of violence. Undeniably, the most recent and widespread extremist group in Nigeria, Boko Haram, continues to grow and commit various terror acts, posing one of the main threats to national security. A self-declared ally of the Islamic State, this terrorist organization has been responsible for immense damage and suffering in Nigeria and surrounding countries, including Chad, Niger, and Cameroon. Through mass abductions, assassinations and bombing campaigns, the group has created chaos and hindered political stability and development efforts in the region. Using an "us vs. them" narrative, they have spread the fundamentalist ideology of jihad in its effort to override the Nigerian state and turn it into a Taliban-like Sharia state. A combination of unfortunate national circumstances, weak

state actors, fragile or non-existent civil society organizations and power vacuums have enabled the Boko Haram campaign to run rampant in certain parts of the country (Club De Madrid PVE Nigeria Report; 6, 2017).

The main drivers of violent extremism are:
1. Corruption is culture of dishonesty and duplicity is seen among national, political and economic elites, in which government positions are seen as a vehicle for obtaining economic benefits and increasing private wealth. This unjust situation, combined with a general lack of accountability, aggravates ordinary citizens, generates dissatisfaction and facilitates the recruitment efforts of extremists.
2. Poverty, Unequal Resource Distribution and the level of Unemployment affecting the majority of the population causes intense resentment towards the political status quo. Inefficiencies in the Formal Justice System and the usual delays in court decisions exacerbate the sense of marginalization and exclusion of citizens, whose calls for equality remain unheard. Lack of Formal education, prevents citizens from gaining practical critical thinking skills that would greatly aid in dissecting the issues of radicalization and violent extremism. (Club De Madrid PVE Nigeria Report; 8, 2017).

Methodology
The paper is a descriptive survey, the survey design pacts with systematic method of data collection. As a result, the paper included specific research design features from the broad empirical and theoretical perspective to assess Radicalism and Extremism among individuals and role that Nigerian education could adopt to counter. Qualitative method was used to get to know the social world being studied using both Primary and secondary data. Primary sources include oral interview, while secondary sources adopted are in form of books, articles, journals, newsletters, publications relating to radicalizations and violent extremism. Quantitative method was used to construct questionnaire to respondents in other to elicit their response on issues pertaining to radicalism and extremism. A sample of three hundred (300) persons was used from Lagos State University. from the response gathered Two hundred and ten (210) questionnaire was retrieved.

Analysis and Findings
A suitable design was structured along a four-point type scale comprising of strongly agree (4), agree (3), disagree (2) and strongly disagree (1).
Data collection in the field was analyzed using frequent table based on simple percentage.

Operational Questions
i.   Is radicalism and violent extremism an occurrence in Nigerian society?

Table 1

RESPONSE	FREQUENCY	PERCENTAGE (%)
SA	150	71
A	53	25
D	5	5
SD	2	1.5
TOTAL	210	100

Source: Field Survey, 2019

In the table above it attempts to find out if radicalism and violent extremism occurs in Nigerian society. Findings show that one hundred and fifty (150) respondents representing 71% of the sampled population strongly agreed that radicalism and violent extremism occurs in Nigeria. Fifty-three (53) respondents, representing 25% of the sampled population agreed, five (5) respondents, representing 5% of the sampled population disagreed, two (2) respondents, representing 1.5 % of the sampled population strongly disagreed. Therefore, radicalisation and violent extremism occurs in Nigeria.

ii.   Do you think free speech and freedom will promote radicalism and violent extremism in Nigeria University?

Table 2

RESPONSE	FREQUENCY	PERCENTAGE (%)
SA	20	9.5
A	10	5
D	70	33
SD	110	52.5
TOTAL	210	100

Source: Field Survey, 2019

In the table above it attempts to find out if free speech and freedom will promote radicalism and extremism in Nigeria University. Findings shows that twenty (20) respondents representing 9.5% of the sampled population strongly agreed, ten (10) respondents, representing 5% of the sampled population agreed, seventy (70) respondents, representing 33% of the sampled population disagreed, one hundred and ten (110) respondents, representing 52.5 % of the sampled population strongly disagreed. Therefore, free speech and freedom will not promote radicalism and extremism in Nigeria.

iii.   What kind of impact does radicalism and extremism have on Nigerian youth and the Society?

Table 3

RESPONSE	FREQUENCY	PERCENTAGE (%)
POSITIVE	75	36
NEGATIVE	100	48
I DON'T KNOW	35	16
TOTAL	210	100

Source: Field Survey, 2019

In the table above it attempts to find out the impact that radicalism and extremism have on Nigerian youth and the society. Findings shows that seventy-five (75) respondents representing 36% of the sampled population are positive, one hundred (100) respondents, representing 48% of the sampled population are negative, thirty-five (35) respondents, representing 16% of the sampled population choose I don't know. Therefore, radicalism and extremism have a negative impact on Nigerian youths and the society.

iv.   Will education that is broad base in knowledge and morals reduce radicalism and extremism in Nigeria?

Table 4

RESPONSE	FREQUENCY	PERCENTAGE (%)
SA	150	71
A	35	17
D	15	7
SD	10	5
TOTAL	210	100

Source: Field Survey, 2019

In the table above it attempts to find out if education that is broad base in knowledge and morals reduce radicalism and extremism in Nigeria. Findings shows that one hundred and fifty (150) respondents representing 71% of the sampled population strongly agreed, thirty-five (35) respondents, representing 17% of the sampled population agreed, fifteen (15) respondents, representing 7% of the sampled population disagreed, ten (10) respondents, representing 5 % of the sampled population strongly disagreed. Therefore, education that is broad base in knowledge and morals will reduce radicalism and extremism in Nigeria.

Discussion of Findings

The study focused on countering radicalization and violent extremism: the role of Nigerian higher educational institution, the following findings are based on the stipulated objectives of the study; Find out if there is prevalence of violent extremism and radicalism in Nigeria, Examine the link between education and radicalism and violent extremism, Assess the effect of violent extremism and radicalization in Nigerian society, Investigate measures on how to reduce extremism and radicalism in Nigeria society, find out if free speech and freedom will promote radicalism and violent extremism which the population of the study was drawn from Lagos state university, putting into use simple random sampling. The data presentation and discussion were the findings obtained from questionnaire and data collection, analyzed using frequent table based on simple percentage from analysis of the evidence collected by the study, conclusions are drawn.

The first objective was to determine if radicalism and violent extremism occurs in Nigeria. The study realized that most respondents agreed (71%) that radicalism and violent extremism occurs in Nigeria. Articles, journals and other publications on violent extremism and radicalization lay more emphasize on the increasing effect of radicalism and violence in Nigeria, according to a publication on the role of young people in preventing radicalism by Theophilus Ekpon 2015, says that "the Lake Chad Basin countries of Cameroun, Chad, Niger and Nigeria have been marred by violence since the advent and rise of violent extremist groups like Boko Haram, Ansar Dine, and Mujao, their continuous existence and operation may have tremendous negative effects on the young people in the region. This is because the youth in the region are brainwashed, deceived or forcefully recruited to serve as foot soldiers for these violent extremist groups". In the National PVE Workshop Report 2017, it was discussed that "the insurgency and eruption of extremism in the nation cannot only be reduced to Boko Haram, and the overemphasis on the country's Christian-South and Muslim-North division underestimates the role of deep-rooted ethnic, linguistic and class conflicts that constitute some of the underlying drivers of violence". It should be known that the emerging

of terrorist groups in Nigeria is due to the existence or occurrence of radicals and extremist targeted against individuals, groups and the state.

The second objective was to examine if free speech and freedom will promote radicalism and extremism in Nigeria University, most respondents strongly dis-agreed (52.5%) that free speech and freedom will promote radicalism and extremism in Nigerian university. According to Mona Willie 2017, "she said Exercising the civil rights of free speech is challenging in today's geopolitical scenario and with the terrorist threat. This complicates the construction of preventive measures in higher education institutions, when they are to be efficient and at the same time comply with the democratic and civil rights of free speech". Agnese Macaluso 2016 said "schools should be places where values can be openly discussed and criticized, and where nontraditional views and opinions should be aired rather than repressed, a misuse or extensive interpretation of this right can lead to critical situations and eventually violence, Human rights should therefore be contextualized, unpacked, and brought into discussion under the vigilance of teachers and in the safe space of the classroom". This paper discovered that free speech and freedom is a mode of experiencing feelings & emotions which is a means to know students with radical and extremist views and mind set, higher educational intuitions can help in tackling and reducing radicalism in Nigeria with a close monitoring of students and individuals with radical minds "it's only when a man specks you know is mind".

The third objective seeks to find if religion have an impact in radicalization and violent extremism, the study realized that most respondents agreed (50%) that religion have an impact in radicalization and violent extremism, A self-declared ally of the Islamic State, this terrorist organization has been responsible for immense damage and suffering in Nigeria and surrounding countries, including Chad, Niger, and Cameroon. In the National Workshop PVE Report 2017 says through mass abductions, assassinations and bombing campaigns, the group has created chaos and hindered political stability and development efforts in the region. Using an "us vs them" narrative, they have spread the fundamentalist ideology of jihad in its effort to override the Nigerian state and turn it into a Taliban-like Sharia state. A combination of unfortunate national circumstances, weak state actors, fragile or non-existent civil society organizations and power vacuums have enabled the Boko Haram campaign to run rampant in certain parts of the country. A recent study commissioned by the City of New York defines the ideology behind radicalization as follows: "Jihadist or jihadi-Salafi ideology is the driver that motivates young men and women, born or living in the West, to carry out 'autonomous jihad' via acts of terrorism against their host countries. The misuse and misinterpretation of the Quran by teachers, religious figures, family members and other actors gave many the motivation and justification to join violent extremist groups, the Quranic schools have been identified with teachers that have ties to extremist groups and prepare students and young people to join violent extremist groups, their tactics include misinterpretation of the Quran and espousing extremist ideology (Theophilus Ekpon 2015). As the European Union Expert Group on Radicalization wrote in 2008, "Radicalization is a context-bound phenomenon par excellence. Global, sociological and political drivers matter as much as ideological and psychological ones." Even if we narrow the term to include only jihadist-led radicalization, no agreement has been reached on the role religious values and ideologies have in determining the decision to commit violent actions and join terrorist groups.

The fourth objective seeks to find out if education that is broad base in knowledge and morals reduce radicalism and extremism in Nigeria, the study realized that (71%) agreed that education can reduce radicalism and extremism in Nigeria. UNESCO 2017 says, education cannot prevent an individual from committing a violent act in the name of a violent extremist ideology but the provision of relevant education of good quality can help create the conditions that make it difficult for violent extremist ideologies and acts to proliferate. On the report from; Policy Framework and National Action Plan for Preventing and Countering Violent Extremism 2017, says sound education is essential to preventing and countering violent extremism as well educated and informed citizens are better able to resist recruitment and are less vulnerable to the pull-factors that serve as mobilisers of violence. Agnese Macaluso (2016) highlighted in his article that "education can improve the probability of successful attacks because it builds human capital and improves skills. Moreover, individuals with little education are more likely to volunteer to join terrorist groups, recruiters prefer highly skilled individuals". Samantha de Silva says, in schools' children should be introduced to logic, critical thinking, problem solving, and negotiation skills. Examining issues in a value neutral manner, respecting others viewpoints, compromise, listening are all skills learned at a young age. The study reaffirmed that education is known for impacting knowledge and skills, which changes personal development and social lifestyle and individuals would be critical in thinking before actions.

Conclusion

Preventing and countering violent extremism and radicalization is a society approach which all involvement of government and society orientation is needed. There is need to fight against violent extremism and radicalization with the form of free speech. Physically securing society to the level of it fully free from the act of extremist and radicalism is inconvenient. Preventing people from becoming radicalized and been extremists is therefore critical and the role of Nigeria higher education institutions in this combat has been the scope of this project. The question of what higher education institutions can do to counter radicalization and violent extremism is more than what not to do, we need to concentrate on putting on more measures that could help provide the required results, an important consideration is in the policy development process, while information pointing to counter radicalization measures in higher education being counterproductive that they may serve to increase the very problem they are intended to reduce. It is difficult to balance between openness and safety a need to fight against the use of violence as a form of free speech. Based on these studies and its findings it recommends measure of sanctioning, student monitoring and suppression of radical voices but encourage free speech.

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