Youth Radicalization to Violence in Canada:
A Scoping Study on Factors and Government Mechanism

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Abstract

Radicalization toward violence is when people become increasingly motivated by their beliefs and use deadly means against people or specific targets to achieve behavioral change or political goals. This global phenomenon varies across different socio-political environments, and an increasing number of youth in Canada are playing critical roles in spreading this phenomenon as they get more radicalized and attack local targets. These highlight the need to research youth involvement in this phenomenon in Canada. To explore how radicalization toward violence is framed in Canada, what factors drive children and youth into violent radicalization, and what gaps in government policies are preventing and de-radicalizing youths in Canada, I used the Social Identity Theory and the Theory of Intersectionality to conduct a scoping review of the literature published between 2013 and 2023. A search of four databases yielded 118 articles, which were then screened and reduced to 18 using inclusion and exclusion criteria. Four common themes emerged from the analysis: Internet and social media, mental Health, and COVID-19 as emerging enablers of youth radicalization toward violence; Gangs, intersectionality, religious stereotyping, and lone actors play critical roles in explaining social identity and belonging among youth; right-wing narratives and inter-communal conflicts help to provide more perspectives on the politicization of radicalization toward violence happening among youth; the need to understand the different pathways to violent radicalization and adopting community-based approaches as intervention and prevention were also highlighted.

The analysis highlights the need for further research into emerging enabling factors for youth radicalization toward violence. The government needs to sustain and enhance funding of interventions in preventing and deradicalizing youth. Lastly, there should be improved synergy among stakeholders working in the field of counterterrorism for effective information dissemination and exchange for proactive and reactive counter-terrorism purposes.

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Chapter One: Introduction

Radicalization is when a person or a group supports or progressively adopts extreme ideologies or positions that go against the norms and threaten conventional wisdom (Borum, 2011). Historically, radicalization has not meant terrorism or any negative nuance (Schmid, 2013). It is essential to recognize that radicalization or having radical thoughts is not illegal or necessarily problematic in and of itself; it is a procedure rather than a destination (GFF, 2006; Mandel, 2009; NSCRV, 2018). This study focuses on radicalization leading to violence.

Violent radicalization is a global phenomenon that varies across different socio-political environments (Rousseau & Hassan, 2019). This phenomenon is connected to politico-religious ideologies and single-issue extremism across the Middle East, Africa, Europe, and North America~~, and Canada~~ (Rousseau & Hassan, 2019). Doosje et al. (2016) define radicalization toward violence as the process by which people decide to use deadly force against members of the public or particular targets to alter behavior or advance their political agendas. It is a complicated sociopsychological procedure through which people acquire extreme beliefs, attitudes, and ideologies, justifying violence to achieve their goals and promote their ideologies (Borum, 2011; CCCEPV, 2018; Doosje et al., 2016; Zych & Nasaescu, 2021). The universal growth of radicalization to violence, predominantly among youth, is a serious and growing global security threat. Radicalization is understood to be a precursor to potentially engaging in armed violence or terrorism-related actions (Bizina & Gray, 2014; Campelo et al., 2018; Cherney et al., 2022; Siegel et al., 2019). Despite the decline in global deaths due to terrorism, there has been an increase in the rate of international terrorism, with a 17 percent increase and the number of attacks increasing from 4,458 in 2020 to 5,226 in 2021 (GTI, 2022). This highlights the need to research children and youth involved in violent radicalization.

In Canada, there are concerns about youth being radicalized toward violence locally and attacking local targets (Angus Reid Institute, 2016; CBC, 2011). These concerns (howwere raised after many Canadians, including youth radicalized towards violence, traveled to the Middle East to join the

Islamic State. Worries about being radicalized toward violence in Canada and abroad were confirmed after two Canadian youths gunned down Canadian Soldiers in Ottawa (Fergusson & Ahmed, 2017). In another case, a Canadian child inspired by radicalized ideology rammed his car into two soldiers, killing one and injuring the second (Reuters, 2014). His rationale for his action came from the Islamist State group, who had urged their fighters across the globe to carry out attacks against Western nations, including Canada, because of the country's involvement in the fight against the Terrorist group in Iraq and Syria (The Guardian, 2014). As a result, over 150 Canadian youth and adults joined the Islamic State (IS) in the Middle East (Ahmed, 2016; CNN, 2015). In addition, the number of youth entering right-wing groups has increased; for example, the activities of the Western European Bloodline (WEB) in Calgary and Blood and Honour in Vancouver have resulted in a countrywide expression of disbelief among policymakers and a rise in Canadians following issues of radicalization and homegrown terrorism (Angus Reid Institute, 2016; Anti-Racist Canada, 2014; CBC News Calgary, 2011; Perry & Scrivens, 2015). This research focuses on why Canadian children and youth are becoming radicalized toward violence and the governance mechanisms that exist to prevent or respond to this growing global security concern. In addition, this research builds a comprehensive map of the literature about children and youth involved in radicalization toward violence in Canada.

1.1 Thesis Overview

Chapter One introduces the thesis and gives an overview of the phenomenon, the significance of the research, the research questions, the positionality of the researcher, and the statement of purpose. Chapter Two reviews the relevant literature. Chapter three provides the methodology used for the study. Finally, chapter four presents the thesis results, chapter five covers the discussion, and chapter 6 offers recommendations and a conclusion.

1.2 Significance of Study

Children and youth radicalizing toward violence is an increasing global security concern (Siegel, 2019). Findings from this research will add to the existing knowledge of drivers of radicalization to violence among Canadian children and youth and provide more insight into how

Canadians view children and youth who are radicalized towards violence. This research will also demonstrate the various levels of government support to enable all stakeholders from government, non-governmental, and community players to identify gaps in prevention and support to develop and implement sustainable policies and programs that are children and youth specific towards the prevention of radicalization towards violence. Finally, the use of Social Identity Theory by Tajfel (1981) and Intersectionality theory by Crenshaw (1989) as theoretical frameworks will help put clarity on the factors that drive children and youth into radicalization toward violence, thereby providing opportunities for effective prevention and management strategies for children and youth and radicalized violence in Canada.

1.3 Researcher Positionality

I have spent the last two decades actively volunteering, advocating, and leading in providing care and support for children, youth, and their caregivers through interventions in Nigeria in several thematic areas, including poverty and homelessness, orphaned and unaccompanied children, infectious disease prevention, and malnutrition. Some of the children I have worked with live in conflict-affected areas. Others were homeless or lost their parents due to insecurity, banditry, farmer-herder clashes, and Islamic fighters like Boko Haram. Many of these children were indoctrinated and radicalized, becoming informants, child bombers, child brides, or even active fighters for these insurgents. I have witnessed the consequences of youth being radicalized to violence, the devastating results on families, society, economies, and the daily trauma these children and youth face.

As a father and a social worker with over two decades of experience working with children and youth in complex contexts, I would like to be informed and equipped with the necessary tools to provide the needed support for my children and the children I work with, to resist the pull factors and effectively manage the push factors they may be faced with. While the context may be different in Canada, I am very much interested in understanding the dynamics and available support systems provided by the government to mitigate this phenomenon in Canada. In the future, I would like to

compare Canadian and Nigerian contexts of radicalization towards violence and available government programs to prevent the massive indoctrination and recruitment of children and youth into violent radicalization activities.

1.4 Statement of Purpose

My research will highlight how Canadians view children and youth radicalized toward violence. It will also inform where gaps exist in current policy and practice to support the continued development of mechanisms that prioritize the safety of children and their communities.

Chapter Two: Literature Review

2.1 Drivers of Youth Radicalization Toward Violence

There has been an increase in the number of children and youth involved in radicalization toward violence and armed conflict. A radical belief system, also known as a powerful belief system, can happen when a person develops radicalized beliefs to the point that it triggers an act of terrorism (Doosje et al., 2013). Therefore, understanding the driving forces behind youth radicalization toward violence has become an important question. However, the motives behind the participation of people in violent radicalism and employing violent methods of terrorism remain a matter of argument, with researchers struggling to agree on the basic mechanisms of radicalization (Vergani et al., 2020). Despite a large amount of research published since the 11 September 2001 attacks, only a few systematic reviews have been carried out on the substantive knowledge on the topic. Vergani et al. (2020) examine radicalization's push, pull, and personal factors toward violent extremism. The pull factors include cognitive factors (e.g., propaganda consumption, cultural similarity, perceived value, and group morality). The push factors, which identify contextual and structural conditions, often can be the genesis of both pull and personal characteristics. For example, structural conditions such as poverty (Bloom, 2019) could contribute substantially to individual requirements such as depression and low self-esteem while simultaneously boosting the appeal of pull factors like material incentives or the need to belong to a group (Vergani et al., 2020). According to Haer & Böhmelt (2016), determinants of child soldering include factors such as low-income levels, an abundance of children, prolonged duration of the conflict, and easy coercion of children, making it easier to get these children radicalized into violence, especially during conflicts. Personal factors include individual psychological vulnerabilities, independent of push and pull factors (for example, mental health conditions, depression, trauma), personality traits (such as narcissism and impulsivity), and individually specific demographic characteristics (e.g., age, gender, country of birth) that constitute subjective states that make the individual more vulnerable to extremism (Vergani et al., 2020).

Doosje et al., (2013) focus on radicalization among Dutch youth of a particular religion based in the Netherlands. The study demonstrates that personal uncertainty, perceived injustice, and group-threat factors are important determinants of a radical belief system (Doosje et al., 2013). Doosje et al. (2013) gave four examples of the determinants: the perceived superiority of religion, the illegitimacy of authorities, the perceived distance between the group these youth belong to, and the feeling of disconnection from society. Firstly, the perceived illegitimacy of the system may be due to the oppression and prejudice experienced by these youth which often leads to mistrust of the authority. This determinant was also confirmed by Emmelkamp et al. (2020) as one of the risk factors for radicalization to violence. Secondly, perceived in-group superiority happens when members of a group, which may be religious or not, see non-members as inferior because they belong to another group (Doosje et al., 2013). A study on risk factors for violent radicalization in juveniles by Emmelkamp et al. (2020) also confirms this. Thirdly, a perceived distance between the children and youth radicalized toward violence and society starts developing when the indoctrinated children and youth adopt a way of life from what is obtainable from the community to which they belong. Lastly, the perceived societal disconnectedness happens when a child with a radical belief system begins to feel like they do not belong to that society or community. This happens because they think their norms and values significantly differ from what is obtainable in their society. Doosje et al. (2013) believe all these examples are associated with violent tendencies among youth and that when youth observe all the above-listed determinants, it becomes easier for them to inflict harm upon society. However, the Dooseje et al. (2013) article captures the perspectives of a selected group of youth in the Netherlands, which may only apply to some groups in the country of focus. Also, this study did not capture the government or private sector interventions toward preventing or deradicalizing children and youths in the study area.

Kohrt et al. (2016) also examine the risk factors of children's pathways for joining armed groups in a communist revolution against the Government. Results show that most of the former child soldiers

interviewed, particularly girls, were not forced to join the militant group but had decided to join the armed group of their own free will. The 2007 United Nations Paris Principles define "children associated with armed forces or armed groups" as

> any person below 18 years of age who is or who has been recruited or used by an armed force or armed group in any capacity, including but not limited to children, boys, and girls used as fighters, cooks, porters, messengers, spies, or for sexual purposes. It does not only refer to a child who is taking or has taken a direct part in hostilities (United Nations, 2007, p. 7).

Furthermore, girls are more likely than boys to cite the importance of personal connections with members of the armed group, the inability to achieve other goals in life, and the appeal of the armed group's philosophy. In contrast, boys were more likely than girls to cite the importance of poor economic conditions (Wessells, 2016). These differences further validate the impression that engagement in violence differs considerably according to gender and that girls and boys will need differing prevention and reintegration support programs (Denov & Ricard-Guay, 2013; Ellis et al., 2023). Also, members of violently radicalized or armed groups influence the information disseminated to the children and youth or exploit the challenges/vulnerability they face to get them indoctrinated and enlisted into their groups through the exploitation of the children and youth's desires for belonging and purpose, by way of group ties, physical connection, and spiritual purification (Beber & Blattman, 2013; Regilme & Spoldi, 2021; Vale, 2018).

Another factor that drives youth into radicalization toward violence is racism. Racism is an ideology in which a group of people are considered inferior because of their race, and that is used to justify the unfair and unjust treatment by individuals and institutions against them, which may lead to a hostile response from the group of people who have experienced some forms of racial discrimination (Williams, 1999). Systemic racism happens when a system upholds racism via institutional power, and it is much more than a matter of racial prejudice and individual bigotry (Feagin, 2013). Racial profiling by the police and other institutions of government can drive youth into acts of radicalization toward

violence (Monaghan & Molnar, 2016). Youth can be indoctrinated and radicalized toward violence by recruiters who use the racism and discrimination they face as bait to get them recruited (Ahmed, 2016). This factor was also shared by Midaynta (2018), stating that a history of social and interpersonal discrimination and violence are rated as the two most significant risk factors amongst other factors like mental health, trauma, identity, education, and interfaith relations are why youth get involved in violent radicalization.

Lastly, Achilov & Shaykhutdinoy (2013) and Lindekilde (2012) also establish the relationship between how government policies or action plans may trigger religious radicalism. The study defined permissive state regulation of religion as governmental regulations intended to monitor religious affairs in a generally tolerant, non-dismissive manner without compromising religious freedom, which improves access to worship, education, or affiliation with mainstream religious institutions (Achilov & Shaykhutdinoy, 2013). In contrast, dismissive state regulation of religion is defined as governmental regulations that seek to monitor religious activities with restricted access to freedom of worship (Achilov & Shaykhutdinoy, 2013; Nagra & Maurutto, 2022). Dismissive state-level regulation on religion triggers religious profiling by state security institutions, which may lead to religious radicalization (Bramadat & Dawson, 2014) or yield induced effects (Lindekilde, 2012).

2.2 Alarming Rate of Children and Youth Involved in Armed Conflicts and Terrorism

Erez and Berko (2014) examine the alarming rate of children and youth, especially those under the age of 15, who are involved in war, armed conflict, and terrorism across the globe. Despite the prohibition against the recruitment and use of children and youth who are younger than 18 years (UNICEF 2007), government forces, rebel and extremist groups, and paramilitary organizations are conscripting children and youth to participate in wars, armed conflicts, and terrorism-related activities (Olawole et al., 2022; UN 2005). The various strategic and tactical benefits of conscripting children and youth by the insurgent groups include that children are easy to indoctrinate and recruit into the groups; children obey orders from adults without asking questions regardless of how dangerous such task may be; they serve as frontline soldiers, suicide bombers, spies, bodyguards, domestic laborers, sex workers,

human shields and vulnerable enough to be exploited (Benotman and Malik, 2016; Erez and Berko, 2014). In addition, children are recruited because they consume less food, are cheaper to manage, and as they get older, they will continue to spread their existence and growth, ensuring their long-term survival (Benotman and Malik, 2016). According to Erez and Berko (2014), the motivation of the children and youth to enlist in the extremists' operations cuts across the pull and push factors. Bloom (2019) argues that youth are attracted to the group for two reasons: to gain the respect of their community and to demonstrate their commitment to a particular cause.

Growing up in a volatile society heavily affected by violence may sometimes drive children to join the groups (Barker, 2005). The recruitment methods used by these terror groups extend from being abducted or persuaded to promises of material wealth, martyrdom, forceful enlisting, and being threatened (Benotman and Malik, 2016; Erez and Berko, 2014). Some children and youth joined the extremist groups to avenge the deaths of their loved ones whom their perceived enemies killed (Kimhi & Even, 2004; Moghadam, 2003). Poverty and economic hardship (Ndungu & Salifu, 2017). Children and youth may be recruited through educational institutions, text messages, internet platforms, places of worship, or by creating unique programs for youth (Benotman and Malik, 2016). Indoctrination and use of children and youth under 18 have become a global concern. This is the worst form of institutional child abuse because of the several layers of complex structures involved (ILO, 2010). Children and youth are also engaged in stabbings and shooting incidences in schools that cause injuries or fatality; such an experience may result in trauma, fear, and uncertainty in the school community and among stakeholders (CBC, 2023; Séguin et al., 2013). The post-effect of such incidents can cause not just Post Traumatic Stress Disease (PTSD) but also other anxiety disorders, depression, drug abuse, anger, withdrawal, and desensitization to violence (Ellis, Miller, et al., 2021; Garbarino et al., 2002; Miquelon et al., 2014). To prevent or reduce the number of children and youth engaged in acts of radicalization towards violence, understanding the rationale behind why they join such activities in the first place is essential. Also, understanding the type of conflict, how the children and youth were recruited, and the

compulsion exerted during recruitment might help with the demobilization and reintegration (Erez and Berko, 2014). In addition, findings from a study by Olawole et al. (2022) recommend the following to help build the resilience of youth against joining extremist organizations: Need to design interventions to boost at-risk individuals' sense of agency, Focus on building social networks of at-risk youth; Creating access to skills and livelihoods; Helping the youth have a sense of position in society; Inclusive participation of youth in governance.

Kenneth and Omusula (2016) focus on the effects that whole groups' radicalization of children and youth has caused on the population of children and youth attending public schools in Somalia, Kenya, and Nigeria. The study reviews how some militant groups recruit, radicalize, and utilize school children and youth in armed conflicts and the consequences of these actions have resulted in youth being deterred from pursuing their educational goals due to the militant groups meddling in the educational system through the instillation of anxiety and insecurity in the places in which they operate. Their actions represent a significant threat to today's young generations realizing universal access to education. Haer & Böhmelt (2016) examine the impact of rebel groups' child recruitment practices during wars on the risk of recurrence of armed conflict in post-conflict societies. The study argues that once children and youth are recruited into armed violence, it will most likely increase the chances of a renewed conflict. However, effective demobilization and reintegration programs will decrease the recurrence of the battle (Haer & Böhmelt, 2016).

2.3 Modes of Recruitment of Children and Youth Into Radicalization Toward Violence

The modes of recruitment of children and youth are typically grouped into four categories: born into a radical environment, forced, recruited or persuaded, and self-radicalized. The methods of recruitment or vetting include exposing young people to radical ideology and content online (Bloom, 2019), which is also used to assess the literacy level of prospective recruits, as well as funding gateway organizations, community schools, religious institutions, refugee camps, religious leaders, and elementary school teachers (Kenneth & Omusula, 2016). In addition, Kenneth and Omusula (2016) state that if it is in a society where the militant groups have extensive community endorsement and

acceptability, family members, friends, and close social networks play pivotal roles in convincing the children and youth in such communities to join them. According to Kenneth and Omusula (2016), recruiting children and youth provides operational and logistical support to the groups; these supports include surveillance, movement of weapons, and carrying out militant attacks on targets without being noticed by security forces, etc. They are also expected to keep the groups alive, as they are expected to take over from their aging superior officers. For example, Kenneth and Omusula (2016) argue that using kinetic military action in Nigeria on Boko Haram has failed to bear fruit. Instead, it suggests that the skewed distribution of national educational funds could be an impetus to the forces of radicalization of youth. Treatment of young people by the security forces and detention practices also exacerbates community support for terrorist activity **(**Rousseau et al., 2021)

2.4 Child Soldiers as Emergent Social Groups

Maxted (2003) argues that young people who engage in violence, including child soldiers, are seen as emergent social groups. Children and youth's active involvement in activities related to violent radicalization, armed conflicts, and wars massively affect economic development in the communities where they are active (Carmody, 2016; Maxted, 2003). This reality needs to be questioned to clarify the current factors that support the increasing involvement of children in armed conflicts. The studies by Hilker and Fraser (2009) and Maxted (2003) established that indoctrinating and enlisting children and youth to become soldiers and partake in activities of violent radicalization poses fundamental challenges to how we reason development, poverty, conflict, and post-conflict reconstruction, with significant implications for policy development and implementation. Therefore, a wrap-around intervention is recommended to end children's involvement in armed conflicts (Kohrt et al., 2015). They include effective and sustainable policy development and implementation, especially on reducing the dependence on primary commodities; restriction on the control and flow of small arms and weapons; ending culture of impunity; improvement of economic growth and income; protection of internally displaced families and children; policies for post-conflict peace-building; and interventions

targeting population health, especially that of the children involved in the conflict (Kohrt et al., 2015; Maxted, 2003).

2.5 Impact of Violence and Armed Conflicts on Children and Youth Radicalization Toward Violence

One of the most evident and tragic consequences of failing to promote healthy development is the exposure of children and youth to violence and their participation in it, which has far-reaching social, emotional, and economic costs to individuals, families, and communities (Tharp et al., 2012). Every year, half of all children worldwide become victims of violence, and a child is killed by violence every five minutes (M'jid, 2020). In the previous year, up to 1 billion kids between the ages of 2 and 17 globally encountered physical, sexual, or emotional abuse or neglect (M'jid, 2020). Chitembwe et al. (2021) establish that the impact of youth radicalization toward violence is the hatred and feelings of discrimination because of the record of historical injustice that cuts across religious, political, economic, social, and geographical, developed over time, perceived injustice, which can only be resolved when measures are put in place to address this injustice experienced by the youth. In addition, Koehler (2021) claims that youth who get radicalized toward violence can have adverse mental health effects, including drug abuse and toxic stress. This was also validated by Artz et al. (2014), where the following are listed as the impacts of violence on children and youth: neurological disorders; physical health outcomes; mental health challenges; conduct and behavioral problems; delinquency, crime, and victimization; and academic and employment outcomes.

Holt et al. (2008) relate how exposure to violence affects children's and young adults' health and developmental well-being and argues that children and teenagers who experience various forms of violence are more likely to be subjected to emotional, physical, and sexual abuse, to experience behavioral and emotional problems, and to be exposed to more hardships in life. The study has four distinct yet connected domains: exposure to domestic violence and child abuse; impact on parental ability; impact on child and adolescent development; and exposure to additional adversities (Holt et al., 2008). In a related study by Radford et al. (2013) on the incidence of violence and victimization among

children and youth and the exploration of the different types of victimization across different age grades, the study confirms that the children and youth experience physical, sexual, or emotional abuse or neglect by parents or caregiver. A study by Noor and Hussein (2010) shows how domestic violence may lead to radicalization and violent radicalization, particularly in patriarchal contexts, where discrimination against women is pervasive in both social and customary practices. Noor and Hussein (2010) further add that women who are young at the point of marriage frequently experience being treated like chattel, as they are often the victims of domestic violence and inhumane customs like Karo Kari (so-called honor killings by the girl's relatives if she is suspected of adultery or even shows a desire to marry a man of her choice). With this conservative mindset towards them, adolescent women experience exclusion, marginalization, and suppression, reflected in this circumstance. Therefore, they are more likely to get radicalized and engage in violent behavior (Noor and Hussein, 2010).

2.6 Immigration and Child and Youth Radicalization Toward Violence in Canada

Every year in Canada, thousands of children and adolescents enter the country, running away from war and armed conflicts in their countries of origin (Stewart, 2011). These children and youth with refugee status are sometimes accompanied by adults who are their caregivers or parents and, at other times, unaccompanied or without legal documents to confirm their status while seeking asylum. Even though variability exists in these children's experiences, their path to a new world, and the situation they find themselves as newcomers, youngsters dislocated from war zones may witness or directly experience extreme and unthinkable violence and turmoil (American Psychological Association, 2010). Denov and Blanchet-Cohen (2016) examine the current and past experiences of two refugees in Canada who are former war-affected children from Rwanda and Angola, respectively. The methodology used for this study was a life histories approach that informs not only the lived experiences of the youths' exposure to conflict but also the situation before, during, and following the conflict, with the latter including flight, asylum seeking, and living as a refugee in a country and culture very different from their own. Emphasizing the agency and adaptive decision-making of the youth, they show how war-affected children navigate complex environments, demonstrate resilience, and face ongoing challenges

and unmet needs. Nunes (2021) also highlights some challenges new immigrant youth face upon entry into Canada, making it difficult to integrate into contemporary society seamlessly: inferior socioeconomic position, stereotyped attitudes regarding the history of slavery from formerly colonized nations, the influence of current events like the September 11 bombings, lack of recognition of the cultural group in the school curriculum, racism, and discrimination. These challenges may result in immigrants finding it difficult to secure means of livelihood and be attracted to getting involved in acts of violent radicalization as a form of anger toward the system and people.

2.7 Tackling Radicalization and Recruitment of Children and Youth into Violent Extremism

The need to tackle radicalization and the recruitment of youth into violent extremism has become a primary objective of the policy and programs of what is known as countering violent extremism (CVE). There is a central link between armed conflict and violent extremism (Global Futures Forum, 2006). A report from Global Futures Forum (2006) states that 88 percent of terrorist attacks occurred in countries experiencing or those involved in the ongoing conflict. Subedi (2017) examines the relationship between armed conflict and violent extremism caused by radicalization by reviewing a community-based early warning and response system (EWER). Armed conflict and violent extremism share common motivations for violence, such as inequality, socioeconomic exclusion, unemployment, poverty, and lack of security (Subedi, 2017). Subedi (2017) explains that having a clear understanding of the process by which children and youth are radicalized and recruited into acts of violent extremism constantly evolves, and therefore developing prevention interventions that involve community-based structure through early warning and early response systems (EWER) is recommended. The EWER, over time, has undergone three modifications to effectively respond to current realities in recruiting children and youth for armed conflicts and violent radicalization (Subedi, 2017). Subedi (2017) states that the complex security approach, which involves using force to deal with the causes and consequences of violent radicalization, has not effectively countered the increasing rates of youth recruited into violent extremism. Instead, it should also consider including a soft security approach to deal with the causes and consequences of radicalization. The strategy is based on understanding

violence's social, cultural, and political drivers, including the contexts and dynamics that enable extremist ideas to emerge, grow, and be non-stop (Botha, 2008). The need to consider the ‘‘soft’’ approach to countering terrorism and violent radicalization by the youth was also proposed by Dugas and Kruglanski (2014). Examining the psychology of terrorism highlights the value of deradicalization. It emphasizes the necessity of incorporating these "soft" tactics into our counterterrorism strategies, especially in prisons, which can foster further radicalization (Dugas & Kruglanski, 2014).

The Operation Safe Corridor (OSC) is one of the counter-insurgency initiatives by the Nigerian government. It was established in 2015, with the program's primary objectives being the deradicalization, rehabilitation, and reintegration of repentant terrorist youth and adults into society by providing alternative means of livelihood (Hassan, 2022; Ugwueze et al., 2022). The call for a non-military strategy for counterinsurgency operations in Nigeria first surfaced around 2013, when northern Elites put pressure on the Federal Government to take a political stance in dealing with the Boko Haram issue by claiming that the threat is a result of ‘‘socio-economic inequality and political marginalization’’ (Onapajo and Ozden, 2020, p. 10). The OSC will identify and reintegrate former minimal-threat enthusiasts of the radical groups and enroll them into a rehabilitation program that is majorly on capacity building through vocational training, psycho-social therapy, religious re-education, and individual profiling at the program venue (The United States Department of State, 2019; Ugwueze et al., 2022). This program is between 12 and 24 weeks (The United States Department of State, 2019). According to Hassan (2022), the conversion pathway is a five-step process:

1. Reception of surrendered ex-combatants
2. Documentation and profiling at the camp
3. Implementation of deradicalization and rehabilitation interventions
4. Strategic communication and community/civil-military intervention
5. Further rehabilitation and reintegration of deradicalized clients

The significance of the OSC program is that it is a non-kinetic means of tackling the increased killings of people and opportunities for those responsible for finding a way out of terrorism and reintegrating into society. According to The Sun (2020), 1370 Boko Haram fighters have surrendered to the Nigerian military, while 900 ex-combatants have passed the OSC program since its inception in 2015 (Hassan, 2022). This is seen as a significant success of the program. Another achievement highlighted by the government was the Oath of Allegiance that 601 Boko Haram members who had turned away from terrorism took before an eleven-member quasi-judicial court (Daily Trust, 2019). Subscribing to the Oath of Allegiance implies that participants risk losing any benefits from OSC should they be held responsible for any additional crimes committed after the program (Daily Trust, 2019). The OSC is a useful replication model, which is a further argument given (Bukarti and Bryson, 2019). The Nigerian military has praised the program as a global model for countering insurgency (Vanguard, 2019). Unfortunately, in its design and implementation, the OSC program does not aim to address the root causes of radicalization into extremism and give preferential treatment to repentant terrorists at the expense of the actual victims (Ocheli, 2022). While there have been documented successes from the OSC program, the program is challenged by communication gaps, lack of staff capacity to coordinate the program effectively, arduous screening and categorization of ex-combatants, lack of accountability and reconciliation, poor community engagement and participation, and funding gaps (Hassan, 2022). Other challenges are the paucity of political buy-in among elites, lack of robust consultation of receptor communities in the design and development of the OSC program, absence of non-restitution for victims of insurgency by Boko Haram in the delivery of the OSC program (Ugwueze et al., 2022).

In Canada, the Kanishka Project and Community Resilience Fund have financed research and community-based interventions on violent extremism and preventing radicalization to violence, and the Canada centre for community engagement and prevention of violence offers summaries of those findings and information (Public Safety Canada, 2022). The Air India Flight 182 plane bombing on

June 23, 1985, which killed 329 innocent people—mostly Canadians—in the greatest act of terrorism in Canadian history, inspired the name of the Kanishka Project (Public Safety Canada, 2018). Public Safety Canada (2018) states that the Kanishka Project researches Canadian-specific terrorism-related topics, such as preventing and combating violent extremism. The project's goal was to understand better what terrorism means in the context of Canada, how that meaning has changed through time, and what can be done to assist policies and initiatives that effectively combat terrorism and violent extremism in Canada. The Kanishka Project supported up to 70 projects and helped organize various gatherings that brought together government representatives, academics, counterterrorism practitioners, and residents. Organizations aiming to increase Canada's understanding of and capability to prevent and resist violent extremism are given financial support through the Community Resilience Fund (CRF). The key to preventing radicalization toward violence in Canada is encouraging collaboration and innovation (Public Safety Canada, 2022). The community resilience fund has also funded several intervention and prevention programs in areas like research, programming, evaluation and networking which includes network and coalition building (Public Safety Canada, 2022). Some of the funded projects are: Extreme Dialogue project by the Institute for Strategic Dialogue; Project Someone by Concoedia University; My Voice is Louder Than Hate: Pushing Back Against Hate in Online Communities; A research project on international best practices focused on school-based and school-linked interventions by Simon Fraser University (Public Safety Canada, 2022).

Chapter Three: Theoretical Framework & Methodology

3.1 Theoretical Framework

Two theories informed this research project. Firstly, this research was based upon the principles of Social Identity Theory, which states that youth seek to belong within a group that embraces their identity and worldview (Tajfel, 1981). They join groups with extreme views about things around them to have a sense of connection (Ahmad, 2017). The theory considers how people identify with a group and how this connection allows the individual to connect to the social world through belonging (Tajfel & Turner, 1979). Hennigan and Spanovic (2012) used social identity theory to establish that violent conduct among individuals of a gang is group-based, which is not necessarily in terms of acting out this behavior but in terms of one's motivation to act. Therefore, the social identity theory by Tajfel (1981) is relevant to this study, especially with its emphasis on the impact that belonging to a group has on an individual, which plays a pivotal role in influencing the behaviors of children and youth, especially as it relates to carrying out violent acts.

Secondly, this research is shaped by Intersectional Theory. Intersectionality is a word created by Crenshaw (1989) to describe the experiences of women of African descent due to intersections of race, gender, and class and their exposure to a high rate of marginalization and oppression. The theory of intersectionality is an essential tool for this research as it will help establish if there is any interaction between youth radicalization towards violence and race, gender and class, or social status. Peatfield (2018) argue that when a vulnerable group or community is negatively framed because of their race and social status, this is a potential factor in becoming violently radicalized. Therefore, unpacking how race and social class influence behavior and policy is necessary. Jackson (2021) states that gender is essential to understanding radicalization and operationalizing anti-radicalization toward violence policies globally. Therefore, using the lens of intersectionality will help to provide more information on the role of gender in youth radicalization toward violence. Finally, given that children have been violently radicalized (Jahnke et al., 2020), it is essential to understand how the age of children and

youth radicalized towards violence may influence prevention and intervention geared toward deradicalization.

3.2 Methodological Approach

A scoping review design was used for this research. Generally, scoping studies include one or more distinct components, and non-systematic literature reviews are typically one of these components. Still, other crucial features include literature mapping, conceptual mapping, and policy mapping (Anderson et al., 2008). This investigative methodology addresses a general question (Covidence, 2023). It allows the review of emerging evidence and is a first step in research development (Peterson et al., 2017). Consultations with stakeholders and partners, including the research's intended audience, are a part of some scoping studies. Although scoping studies have many uses, one principal function is identifying research questions and areas to be explored (Anderson et al., 2008). In addition, it may be used to rapidly map the fundamental concepts behind a research area with the key sources and types of evidence currently obtainable to the scientific community (Arksey & O'Malley, 2005). Unlike a systematic review, the scoping study does not aim to "synthesize" data, compile results from various studies, or seek to evaluate the quality of the evidence (Arksey & O'Malley, 2005). Instead, a scoping review is used to find more information about the evidence available in a particular topic area of interest. It is investigative, typically addressing a wide-ranging question (Covidence, 2023). Researchers conduct them to assess the conceptual boundaries of a field, and the extent of the available evidence, organize it into groups, and highlight gaps (Davis et al., 2015; Xiao & Watson, 2019). Sometimes scoping reviews are also used to decide whether or not it would be helpful to conduct a systematic review (Munn et al., 2018).

The methodology for this research used the framework by CRD (2001) and Mays et al. (2001), which was also adopted by Arksey & O'Malley (2005). The following are the stages of the framework:

3.2.1 Stage 1: Identifying the Research Question(s)

Finding the research topic to be addressed is the first step in a scoping study because it directs the creation of search strategies. Therefore, it is crucial to consider which elements of the study

question are most vital, for example, the study population, interventions, or outcomes (Arksey & O'Malley, 2005; CRD, 2001). For this study, I will focus on the different types of radicalization. These are right-wing and left-wing extremisms in Canada (Crosby, 2021; Perry & Scrivens, 2019; Scrivens & Perry, 2017); politico-religious extremism (Gauvreau, 2003; Seljak, 2012); single-issue extremism (Lemanski & Wilson, 2016; Young, 2020).

The research questions will focus on the following:

- How is radicalization towards violence framed in Canada?
    - How are children and youth considered within that frame?
    - How are age, race, and gender considered within the field of youth who are radicalized toward violence?
- What factors drive children and youth into violent radicalization?
- What are the gaps in government policies in preventing and de-radicalizing youths in Canada?

3.2.2 Stage 2: Identifying Relevant Studies

A comprehensive identification strategy must be adopted to identify primary studies, which may be published, or unpublished, grey studies, and reviews suitable for answering the critical research questions (Arksey & O'Malley, 2005). This strategy involved searching research evidence from electronic databases, reference lists, and manual searches of essential journals, current networks, pertinent organizations, and conferences. A timeframe for when these materials were produced should also be decided from the onset of the study. This helps to manage the limited resources available for the research (Arksey & O'Malley, 2005). I reviewed scientific articles, peer-reviewed journals, newspaper publications, books, and government publications. The following are the research sites the researcher used to obtain articles that were reviewed.

1. Child Development & Adolescent Studies (EBSCO)
2. Education Research Complete (EBSCO)
3. Academic Search Premier (EBSCO)

4. Canadian Government Custom Google Search via Queens & Carleton Universities

3.2.3 Stage 3: Study Selection

In this selection process, the post-hoc inclusion and exclusion factors are used. These standards are founded on the particulars of the research question and on new knowledge gained from reading the studies (Arksey & O'Malley, 2005; Colquhoun et al., 2014). Researching the literature, enhancing the search strategy, and evaluating papers for study inclusion are all steps in the iterative process of study selection, which is not linear (Levac et al., 2010). Data were collected through a scoping review of articles selected using the inclusion and exclusion criteria developed for the study. The inclusion and exclusion criteria help establish what article can participate in the study. In addition, the inclusion criteria explain the several expectations that the materials being considered by the researcher must meet to participate in the survey (Hornberger & Rangu, 2020). Patino and Ferreira (2018) state that establishing inclusion and exclusion criteria is a standard and essential practice for creating high-quality study protocols. Typical inclusion criteria include demographic, clinical, and geographic characteristics.

In contrast, exclusion criteria are features of the potential study articles (documents) that meet the inclusion criteria but present additional factors that could interfere with the study's success or increase the risk of an unfavorable outcome (Patino & Ferreira, 2018). Frequently used exclusion criteria include traits that make someone eligible, missing data, collection appointments, giving false information, having comorbidities that could skew the findings of the research, or increasing their risk of adverse events, which is most relevant in studies testing interventions (Patino & Ferreira, 2018). The data collected and the documents used for this research were stored on one drive, and the researcher and the thesis supervisor were granted access to the stored location.

I included studies that have the following:

1. Year of publication between 2013 – 2023
2. Articles that are children or youth-focused
3. Articles published in Canada

4. Articles published in Europe and North America but with significant reference to Canada

Articles that did not capture any of the listed inclusion criteria during my review of reports were dropped. The following are the keywords that were searched:

1. Children
2. Youth
3. Adolescents
4. Child
5. Terrorism
6. Terrorists
7. Teens
8. Radicalization / Radicalisation
9. Violence
10. Young Adults
11. Extremism

3.2.4 Stage 4: Charting the Data

Charting the data requires the researcher to sift, chart, and sort critical information obtained from the primary research reports being reviewed according to essential issues and themes; this method can synthesize and understand qualitative data (Ritchie & Spencer, 2002). A data charting form is created to achieve the task of data charting (Arksey & O'Malley, 2005). Charting should be seen as an iterative process where data is continuously extracted, and the data charting form is updated by evaluators (Levac et al., 2010). The information from the study is gathered using a "narrative review" or "descriptive analytical" technique (Arksey & O'Malley, 2005) and presented using annotated bibliography. Finally, the researcher is expected to decide on the variables to be extracted to answer the research questions (Levac et al., 2010).

The studies reviewed were selected based on alignment with my research questions, including a focus on intersectionality: social identity, age, race, and gender. The data analysis used the following as a guide:

- Author(s), year of publication, study location
- Intervention type and comparator (if any); duration of the intervention
- Study populations (children and youth)
- Aims of the study
- Methodology
- Outcome measures
- Important results

Moreover, identified gaps were documented, according to Arksey & O'Malley (2005).

3.2.5 Stage 5: Collating, Summarizing, and Reporting the Results

Collecting, analyzing, and sharing the findings are part of the scoping study stage, which aims to provide an overview of all examined materials; as a result, the best way to present this potentially substantial body of information is crucial (Arksey & O'Malley, 2005). The summary of the scoping review is detailed in Chapter 4.

3.3 Ethical Issues and Provisions

Ethics are the standards or guidelines for conduct that distinguish between right and wrong, and they help to determine the difference between acceptable and unacceptable behaviors (CIRT, 2023). Generally, ethics refer to the regulations that guide how things are done; they are the norms that must be adhered to and vary from place to place and profession to profession (Bassey & Owan, 2019). In research, ethics focus on protecting the interests of research participants from harm which may be physical, mental, or social (Western Michigan University and Ketefian, 2015). The core ethical principles, which are respect for persons, concern for welfare, and justice, as captured in the Canadian Tri-council Policy Statement (TCPS), is the respect for human dignity which has been an underlying value of the policy when conducting research that involves humans (TCPS, 2010, p.6). My research is

primarily a desk review involving publicly available information, such as published scientific journals and articles, books, newspapers, etc. (TCPS, 2018, p.15). This policy guided my research. As well, findings and recommendations from this research will be shared with the government and non-government agencies responsible. This will help improve the support provided to Canadian children and youth through policy development and implementation.

Chapter Four: Research Findings

4.1 Introduction

Chapter four followed the framework by Arksey & O'Malley (2005), which talked about data charting. This methodology was extensively discussed in chapter 3.2.4, and it involves charting critical items from the reviewed articles. In addition, a narrative review of these articles was done using the annotated bibliography methodology. Table 1 below provides the article information and a breakdown of articles retrieved from the four databases.

Table 1.0: Total Number of Articles Retrieved from Four Databases

S/No	Database	Number of Articles	Source Types
1	Child Development & Adolescent Studies (EBSCO)	2	Academic journals: 2
2	Education Research Complete (EBSCO)	23	Academic journals: 20 Magazines: 3
3	Academic Search Premier (EBSCO)	87	Academic journals: 75 Magazines: 8 Newspaper: 1
4	Canadian Government Custom Google Search via Queens & Carleton Universities	6	Documents: 6
Total	**4**	**118**	

As listed in the table above, one hundred and eighteen articles were retrieved from the four databases. In addition, 17 articles were duplicates across the databases, leaving 101 articles to be reviewed. After putting the remaining 101 articles through the inclusion and exclusion criteria, 83 were excluded for failing the inclusion criteria, and 18 were selected for passing the inclusion criteria. I completed all the searches on March 31st, 2023.

4.2 Annotated Bibliographies

Bibliography Source #1

Ellis, B. H., Decker, S. H., Abdi, S. M., Miller, A. B., Barrett, C., & Lincoln, A. K. (2022). A qualitative examination of how Somali young adults think about and understand violence in their communities. *Journal of interpersonal violence*, *37*(1-2), NP803-NP829.
Ellis et al. (2022) try to understand the stigmatizing labels attached to violence and how young people view various forms of violence in their communities that must be considered in violence prevention initiatives. According to Ellis et al. (2022), there are more and more cries for preventing youth violence. This is crucial in groups disproportionately affected by violence, such as marginalized communities that struggle with severe poverty, a lack of educational and employment opportunities, and weak community cohesion. According to Ellis et al. (2022), the research questions for the study are how Somali immigrants think about violence in their communities and the stigma related to this violence; What are the implications of these perceptions/beliefs for violence prevention? The study by Ellis et al. (2022) sampled the opinions of young Somali immigrants across selected places in Canada and the United States of America (USA). A qualitative methodology using a community-based participatory research (CBPR) approach was used. It involves collaboration between stakeholders in the academic environment and Somali communities in the study areas. A focused-group discussion (FGD) and in-depth interviews were conducted for data collection. The study results suggest communities are more likely to welcome gang prevention than violent extremism prevention initiatives. This is due to responses that maintained their innocence of being part of the organization but instead accused the media of fabricating stories against their community. Also, they agreed that youth in the community join gangs primarily because of protection from rival gangs, poverty, and lack of opportunities to thrive. Lastly, they claim that the narrative of gang violence is part of Canadian/American culture. So, an intervention that prevents the further spread of gangs in the community will be more welcoming than intervention that prevents youth getting radicalize towards violence.

Bibliography Source #2

Ellis, B. H., Sideridis, G., Miller, A. B., Abdi, S. M., & Winer, J. P. (2021). Trauma, trust in government, and Social connection: How social context shapes attitudes about using ideologically or politically motivated violence. *Studies in Conflict & Terrorism*, *44*(12), 1050-1067.

Ellis et al. (2021) examine how grievances and social connections among Somali immigrants are associated with attitudes toward radicalization to violence. The study is important since there is a paucity of empirical research on the subject, and studies of terrorists who have been convicted typically stress the variability of who becomes a terrorist and how they do so (Ellis et al., 2021). However, society urgently needs a mechanism to better comprehend radicalization to violence and prevent it (Ellis et al., 2021). The aim of this study is to examine grievance variables of personal victimization, perceived experiences of daily discrimination, and perceptions of low levels of just and fair treatment by the government as predictors of attitudes towards radicalization to violence. This study utilized a Community-Based Participatory Research (CBPR) approach. The structural equation model was used to test the nexus between grievances with attitudes supporting political violence and the mediating role of social connection. Participants were recruited through several strategies, including snowball sampling and spreading information about the study through community meetings. Findings from the research suggest that daily discrimination was not directly associated with support for the radicalization of violence. Still, two other social connection variables, sense of belonging to the respondents' community and social comfort online, were associated with higher support levels for radicalization to violence (Ellis et al., 2021). The study supports the belief that when youth have trauma, higher perceptions that government or the system is not just/fair are related to higher chances of being radicalized toward violence.

Bibliography Source #3

Fletcher, N. M. (2020). Destabilizing stereotyped concepts in childhood: Some opportunities and risks of philosophy for children as an aid to PVE. *PROSPECTS*, *48*(1–2), 61–78. https://doi.org/10.1007/s11125-019-09446-0

According to Fletcher (2020), significantly prejudiced and discriminatory generalizations about a person or people may lead to extremist thinking and harmful actions planned and carried against such person(s). The study aims to establish if stereotyping a concept can also lead to this extremist and dangerous action stated above. Fletcher. (2020) seeks to explore the Philosophy for Children (P4C) potential as an aid to the Prevention of Violent Extremism (PVE) through early intervention in children's concept development. Fletcher (2020) describes the P4C as a program developed in response to a perceived lack of critical reasoning in the general population, particularly young people's response to the Vietnam War. It is an inquiry-based approach driven by children's problem-setting and problem-solving (Fletcher, 2020). Individuals with different skill sets learn via inquiry that cooperation is a much more effective route to new knowledge than the competition. By integrating their skills and abilities, establishing a sense of accountability for their job and debt to others for their expertise, and cultivating these attitudes, individuals are more likely to improve their life circumstances. Because of its capacity to inspire action and encourage the development of communities, inquiry should be a significant component of children's education (Fletcher, 2020). Fletcher (2020) added that although it may be considered a reasonable period for children to learn through inquiry-based inquiry, the mental structures children pick up from their environment may undermine these efforts. Therefore, even though they are conducting their research cooperatively in an educational atmosphere, the conclusions may not always be sensible in the senses previously described and may encourage extremist ideas or violent behavior. The Community of Philosophical Inquiry (CPI), a vital component of the P4C dialogical approach, involves children from Montreal, Canada, engaging in structured discussion about a conceptual subject they feel is essential to their lives and in which they seek clarity and reasonable judgments (Fletcher, 2020). The study focuses on elementary school-aged children (Fletcher, 2020) who believe children should be shielded from coercive or marginalizing experiments with autonomy since they are developing agents with precarious social positions. Findings from the study suggest that children who regularly participate in CPI dialogues that are procedurally supported by effective facilitation may be better equipped than their uninitiated peers to recognize the dubious normative claims resulting from their stereotyped concepts as well as the illogical dialogic techniques entrenching them. Due to the potential negative effects on their rationality and, thus, their

responsible autonomy, such children may also be more prone to view the claims and practices as issues that need serious scrutiny.

Bibliography Source #4

Ghosh, R. (2018). The potential of the erc program for combating violent extremism among youth. *Religion & Education*, *45*(3), 370–386. https://doi.org/10.1080/15507394.2018.1546509

Canada's 2017 Public Report on the Terrorist Threat to Canada suggests that around 190 extremists that have ties to Canada are suspected of engaging in violent extremist and terrorist operations abroad (Ghosh, 2018). Unfortunately, some youths educated and socialized in Canadian schools and society have turned to violent ideologies. This should be a concern, especially for Canadian policymakers and educators. However, there is proof that education can be crucial in resolving conflicts, fostering a culture of harmony and global citizenship, and guarding against adolescent radicalization (Ghosh, 2018). Ghosh (2018) states that the link between fundamentalism, extremism, and terrorism has become a significant concern. Ghosh (2018) then uses Moghaddam's (2005) staircase to terrorism to illustrate the stages of becoming a terrorist, which proceeds through a trigger phase, a processing phase, an identity phase, and an action phase. The study reviews a program introduced to counter youth violent radicalization in Quebec. Quebec's Ethics and Religious Culture (ERC) program might help create resilient citizens who can resist the push and pull forces that lead to radicalization and push young people into extreme violence. The ERC is designed to promote interreligious and intercultural understanding and build young people's resilience in creating and sustaining a peaceful society that is diverse in many ways. According to Ghosh, 2018, the ERC curriculum specifically involves three competencies: The Ethics Competency: Rooted in moral education that preceded the ERC in the Quebec system. The focus is on the values important to a democratic and diverse society; The Religion Competency: To gain an understanding of the phenomenon of religion; The Dialogue Competency: The dialogue competency is part of the two competencies

above. It provides a rigorous methodological framework wherein ethical issues and questions on religious matters are understood and analyzed. The following are the research questions; How do educated people become extremists? Why do extremists recruit some people, and others are not swayed by their propaganda? The study establishes that despite its limitation of the ERC program, which is the disconnect between the program's objectives and its implementation strategy, the ERC program is one of the best practices in setting up sustainable system that will prevent extremist ideology because the program rejects any form of violence as a method of conflict resolution (Ghosh, 2018).

Bibliography Source #5

Jahnke, S., Abad Borger, K., & Beelmann, A. (2022). Predictors of political violence outcomes among young people: A systematic review and meta-analysis. *Political Psychology*, *43*(1), 111–129. https://doi.org/10.1111/pops.12743

Political violence is a threat to security with far-reaching effects on public health, economic prosperity, and well-being, with 2019 recording the highest rate of extreme acts of political violence (Jahnke and Beelmann, 2022). Jahnke and Beelmann (2022) states that in recent years, numerous studies have been conducted to identify risk and protective factors of political violence outcomes, prior reviews typically are not focused on adolescence or early adulthood, even though young people are considerably more likely to support or engage in political violence than older people (Jahnke and Beelmann, 2022). The objective of the systematic review, using meta-analysis is to establish a sound evidence base regarding psychologically meaningful risk factors associated with political violence outcomes among youth in selected locations across the world, including Canada. The results of the study highlight the need to rely on a broad developmental framework when theorizing radicalization.

Concerning hypothesized relationships between specific risk or protective factors and political violence outcomes, our findings confirm some, but not all, predictions from previous radicalization models.

Bibliography Source #6

Joosse, P., Bucerius, S. M., & Thompson, S. K. (2015). Narratives and counternarratives: Somali-Canadians on recruitment as foreign fighters to Al-Shabaab. *British Journal of Criminology*, *55*(4), 811-832.

In recent years, there has been an increase in the number of scholars who agree that the study of terrorism should fall under the purview of criminological inquiry, including that which examines radicalization leading to violence. However, the literature on radicalization is dominated by identifying the often interactive processes through which individual actors become radicalized. Due to the expansion of global terrorist networks and their recruitment methods, Somali citizens living abroad are now at the center of increased security concerns. Since al-Shabaab was incorporated into al-Qaeda in 2012, these worries have risen to unprecedented heights (Joosse et al., 2015). The methodology for the research is based on qualitative analysis of interviews of participants, and the study draws upon narrative criminology to reverse the 'why they joined' question that serves as the ground for much recent radicalization studies, to explore instead 'why they would never join.' The research participants are young Canadians of Somali descent who arm themselves with sophisticated counternarratives undermining al-Shabaab's allure. Joosse et al. (2015) state that findings from the study establish that community dynamics play a crucial role in generating and transmitting counternarratives to terrorist recruitment. The activities of Al-Qaeda affiliate Al-Shabaab are at the center of a narrative conflict involving the Somali-Canadian community. As such, it has already developed narrative tools that render it resistant primarily to the radicalization process (Joosse et al., 2015). Joosse et al. (2015) suggest that designing powerful counternarratives requires community involvement.

Bibliography Source #7

Miconi, D., Calcagnì, A., Mekki-Berrada, A., & Rousseau, C. (2021). Are there local differences in support for violent radicalization? A study on college students in the province of Quebec, Canada. *Political Psychology*, *42*(4), 637-658.
Violent radicalization is a complex and multidimensional phenomenon defined as a process where an individual or a group shows increasing support for violence as a lawful means to reach a specific goal. There is still a dearth of empirical research on the study of social beliefs that justify violence against a group, despite an increase in academic research since the 9/11 terrorist attack in the United States of America (Miconi et al., 2021). According to Miconi et al. (2021), the objective of the study is to examine local differences in support for violent radicalization and its associated risk factors (i.e., immigrant status, social adversity, depression, and collective identity) among college youth in Quebec. Miconi et al. (2021) state that the methodology for the research uses a socioecological framework that focuses on both individual-level (i.e., immigrant status, social adversity, depression, collective identity) and contextual-level variables. It also uses the Radicalism Intention Scale, which is a four-item subscale of the Activism and Radicalism Intention Scales (ARIS). It assesses an individual's readiness to participate in illegal and violent behavior in the name of one's group or organization. Results showed that support for violent radicalization and the associated risk factors like perceived discrimination, exposure to violence, depression, membership self-esteem, and importance to identity were all positively associated with support for violent radicalization. Also, public self-esteem does statistically significantly associate with violent radicalization. In contrast, Miconi et al. (2021) also report that the relation between social adversity variables (i.e., discrimination and exposure to violence) and support for violent radicalization varied across local contexts. This intriguing result could be linked to specific majority-minority dynamics in the study areas.

Bibliography Source #8

Millett, K. (2020). Conceptualizing a national threat: Representations of “homegrown terrorism” in the news media, academia, and grey literature in Canada. *Journal of Canadian Studies*, *54*(1), 25-50.

Media, governmental, and academic focus on the issue of "homegrown terrorism" in the West has significantly increased recently (Millett, 2020). This study critically evaluates how the issue of "homegrown terrorism" is portrayed in Canadian news media, scholarly literature, and grey literature. Additionally, it questions the conceptualization of a narrative framework created and disseminated across academic, media, and grey literature. It serves as a framework for comprehending the crucial aspects of the homegrown terrorism issue. The frameworks include such things as the standards used to select cases and the underlying operation of racialized, orientalist discourses on Canadian Muslims that function to separate homegrown terrorism from other forms of political violence in the nation and to render it indistinguishable from them. A content analysis methodology through the review of news articles, academic journal articles and book chapters, and government-and private-sponsored grey literature, which also includes public reports published by defense and security agencies. According to Millett (2020), findings from the research are in five primary themes related to homegrown terrorism are as follows: (1) an emerging phenomena in which Canadian authorities' increased efforts to combat Islamist extremists have given rise to a new kind of threat—ferocious anti-Western fanatics imprisoned in Canada who choose to launch an attack domestically; (2) a serious threat to national security, as evidenced by the fact that all thirteen media articles, pieces, pieces of grey literature, and academic pieces examined emphasize the threat of new domestic terrorism; (3) an issue where "normal" young people, who before the incidents were seen as law-abiding, career-driven, and socialized young people, give up all the fun things in life to become terrorists; (4) a phenomenon with no known causes which tries to explain why a country as prosperous as Canada will have some individuals dramatically reject this identity in favor of extremism and militancy is difficult to answer.; and (5) a new regime of persistent threat and uncertainty is growing as Canada is becoming a target despite the strict laws and policies being implemented.

Bibliography Source #9

Rousseau, C., Aggarwal, N. K., & Kirmayer, L. J. (2021). Radicalization to violence: A view from cultural psychiatry. *Transcultural Psychiatry*, *58*(5), 603–615. https://doi.org/10.1177/13634615211048010
There is concern over the global rise in violence motivated by social, political, and religious factors. In certain circumstances, this entails actively enlisting people in ongoing conflicts or radicalizing them to commit violent crimes locally or globally (Rousseau et al., 2021). To examine the role of social dynamics, cultural circumstances, and psychopathology in radicalization to violent extremism, the McGill Advanced Study Institute (ASI) brought together an interdisciplinary group of academics. The ASI conference addressed four broad topics: Current meanings and uses of the term radicalization; Personal and social determinants of violent radicalization, including individual psychology, interpersonal dynamics, and broader social-historical, community, and network processes; Social and cultural contexts and trajectories of radicalization including the impact of structural and historical forces associated with colonization and globalization as well as contemporary political, economic and security issues faced by youth and disaffected groups; And approaches to community prevention and clinical intervention to reduce the risk of violent radicalization. This article reviews these themes, defines key terms, and outlines some theoretical and empirical insights into the contributions to this issue. Violent radicalization is seen as a global phenomenon driven by socioeconomic inequities, cultural uncertainties, fragmentation of identity, accelerated communication, radical ideologies, and social polarization (Rousseau et al., 2021). This is because of the events of the 9/11 attacks on the US, which shows the vulnerability of the US and other Western countries. Also, the recruitment of citizens of Western countries by Islamic States (IS), the rapid growth of DAESH, and the election of populist, xenophobic rulers in the US, Brazil, India, Hungary, etc., into power has made clear the polarisation and radicalization of majorities across the globe, not just in North America and Europe (Rousseau et al., 2021). Rousseau et al. (2021) state that theoretical, empirical, and policy literature on reducing radicalization to violence has revealed four key patterns: the intersectoral partnership between security agencies and social institutions in the name of effective prevention, denouncing the securitization of social policies through mass

surveillance, the pathologizing of dissent, and the risks of stigmatizing further vulnerable groups, including ethnic and religious minorities, refugees, and people with mental health problems by community advocates and social scientists. Rousseau et al. (2021) state that violent radicalization is becoming more and more recognized as a structural issue ingrained in caste- and race-based cultures (examples include White supremacy, masculinist movements, and nationalist upsurges). Rousseau et al. (2021) conclude that we must acknowledge the current crises as clear signals that fundamental injustices need to be addressed and that we need to learn how to build solidarity among diverse communities through the concepts of pluralistic civil society that are a potent alternative to the violent rhetoric of them and us.

Bibliography Source #10

Rousseau, C., & Hassan, G. (2019). Current challenges in addressing youth mental health in the context of violent radicalization. *Journal of the American Academy of Child and Adolescent Psychiatry*, *58*(8), 747-750.

The issue of violent radicalization (VR) has only lately come to the attention of adults who work with children, despite structural violence and social inequity impacting kids' physical and mental health worldwide (Rousseau and Hassan, 2019). According to Rousseau and Hassan (2019), conflicting political, social, and economic discourses, interests, and frictions between communities, all contribute to the dynamic, intricate radicalization process. Males between the ages of 15 and 30 make up most of those affected by violent radicalization, and recent research shows that adolescent victims are becoming more prevalent (Rousseau and Hassan, 2019). Therefore, mental health theory, research, and practice are crucial to help stakeholders understand and address the psychological impact of hate crimes and terrorist attacks on individuals who suffer from them, to understand, prevent, or reverse the process of radicalization to violence, and mitigate the adverse effects of VR on minority individuals and communities who experience hostilities, despite sociopolitical and economic factors playing a significant role in the rise of VR (Rousseau & Hassan, 2019). Therefore, even though the current state of the evidence raises many questions, Rousseau & Hassan (2019) emphasized the need for youth mental health

professionals to be sensitized and made aware of the interaction between social risk factors, such as the rapidly evolving social polarization and the influence of radical discourse on social media, and the clinical presentation of youth that they may encounter. Rousseau & Hassan (2019) recommend a social-ecological framework to develop efficient public health-based programs to address violent radicalization as a social and psychological phenomenon advocated by the world health organization for the Prevention of Violence.

Bibliography Source #11

Rousseau, C., Miconi, D., Frounfelker, R. L., Hassan, G., & Oulhote, Y. (2020). A repeated cross-sectional study of sympathy for violent radicalization in Canadian college students. *American Journal of Orthopsychiatry*, *90*(4), 406–418. https://doi.org/10.1037/ort0000444

The rise in violent radicalization is linked to increased social injustices and conflicts over various identity markers on a global scale (Rousseau et al., 2020). Rousseau et al. (2020) submit that it is challenging to design and develop primary prevention programs that are responsive to and address a rapidly changing social context because there is a dearth of research on the factors that contribute to justifying violence against others and a lack of time-series data on how this phenomenon has changed over time. According to Rousseau et al. (2020), this study's methodology uses a repeated cross-sectional study design to explore the nexus between sociodemographic characteristics and scores on the Sympathy for Violent Radicalization Scale (SVR) amongst college youth in a selected Canadian school. Results show that although overall scores on the SVR scale remained stable, there were changes in the association between age, identity, and the outcome at the two-time points. Specifically, scores on the SVR were significantly higher among younger students (Rousseau et al., 2020). Rousseau et al. (2020) recommend that closely monitoring the phenomenon is necessary to understand better the impact of populist policies on the increase in hate incidents and crimes among the youth in schools. Also, planning and developing successful preventative programs requires a detailed understanding of the macro-, meso-, and micro-level causes of violent radicalization from a public health perspective.

Bibliography Source #12

Rousseau, C., Oulhote, Y., Lecompte, V., Mekki-Berrada, A., Hassan, G., & El Hage, H. (2021). Collective identity, social adversity and college student sympathy for violent radicalization. *Transcultural Psychiatry*, *58*(5), 654-668.
Studies on the factors contributing to young people becoming violent radicals have put identity issues at the forefront. Identity vagueness and fusion appear to be linked to searches for meaning, which may find some resolution in radical discourses and actions (Rousseau et al., 2021). Rousseau et al. (2021) states that the research plans to comprehend the relationship between group identity, socioeconomic disadvantage (discrimination and exposure to violence), and sympathy for violent radicalization among students in the study area. An online poll was undertaken across selected colleges in the province as part of this mixed-method investigation. Data clustering was taken into account by the multilevel analysis, and nonlinear relationships were investigated using generalized additive mixed models. Results of the study highlight the complex associations between collective identity and youth sympathy for violent radicalization. Rousseau et al. (2021) concludes that negative public profiling of minority communities or groups creates a system where people are sympathetic towards acts of violent radicalization from the marginalized group which may work against any prevention programs that may be planned for implementation. Youth public self-esteem may rise, and their tolerance for violent radicalization may fall if minority populations' public perceptions are improved through social media or mainstream media (Rousseau et al., 2021).

Bibliography Source #13

Subedi, D. (2017). Early warning and response for preventing radicalization and violent extremism. *Peace Review*, *29*(2), 135–143. https://doi.org/10.1080/10402659.2017.1308185
According to Subedi (2017), one of the main goals of the policies and programs combating violent extremism (CVE) is to address radicalization and youth recruitment into VE. However, many CVE initiatives have adopted a curative strategy, concentrating primarily on dealing with the fallout from radicalization and extremism after violent extremism has broken out. As a result, academics and practitioners alike have paid less attention to a preventive approach, which might be economical and serve as a threat minimizer (Subedi, 2017). Subedi (2017) states that the development and implementation of preventive measures, such as community-based early warning and early response systems (EWER) by involving local people who bear the brunt of radicalization and extremism in the first place, could be facilitated by recognizing the process of radicalization and recruitment of youth into violent extremism as an evolutionary process. This research aims to concentrate on the benefits and difficulties of the early warning and early response (EWER) system while moving its methods and concepts from the field of conflict prevention to the countering violent extremism (CVE) domain (Subedi, 2017). A frequent and systematic gathering and analysis of open-source data on violent conflict situations is known as an early warning and response system (EWER) carried out by local, national, and international players. The data is then connected to the official, standardized response procedures to stop violence before it happens (Subedi, 2017). Subedi (2017) provides the following merits of EWER; it can evolve to reflect current realities and has empowering effects. It empowers rather than disempowers youth; it is used in numerous other locations to create horizontal and vertical networks and links, promoting social trust and cohesion. These components are essential for stopping violent extremism and radicalization; A ceasefire monitoring group was finally formed due to intergroup collaboration enabled by the EWER mechanism, which gathered and analyzed data for early warning. In addition, Subedi (2017) provides the risks and challenges of the EWER system, which are mostly related to political, systemic, and attitudinal issues; for political challenges, the question of whether combating violent extremism calls for a complex security approach based on counterterrorism concepts and practices or a soft security approach grounded

in counter violent extremism (CVE) is frequently open to political interpretation, if not manipulation; in relation to systemic challenges, many societies affected by armed conflicts and violent extremism, daily violence and insecurity ironically become the norm of the system designed to protect civilians, the systemic issues are even more difficult to address; Finally, and maybe more importantly, attitudes towards teenagers and women as monitors are a problem that cuts across cultures and societies. Some communities are more hierarchical than others, and because of this, young people and women are devalued and given less trust when it comes to keeping an eye on violence. In conclusion, Subedi (2017) recommends that to integrate EWER into a CVE program, there must be increased confidence in the soft security approach to CVE and a strong political commitment to dealing with radicalization processes nonviolently.

Bibliography Source #14

Government of Canada. (2023). Canada's middle east engagement strategy. https://www.international.gc.ca/world-monde/international_relations-relations_internationales/mena-moan/strategy-strategie.aspx?lang=eng

This publication from the Canadian Government (2023) gives an overview of the contribution of Canada to the sustenance of peace in the Middle East region. According to the Canadian Government (2023), over 4 billion CAD was invested between 2016 to 2022 to respond to violent radicalization crises in Iraq and Syria and address their impact on Lebanon, Jordan, and the region. In addition, to deliver gender-responsive humanitarian assistance to the most at-risk conflict-affected populations in Syria, Iraq, Lebanon, and Jordan, Canada allocated more than $1.5 billion over six years (2016-2022). Specifically, Canada is an active and committed Global Coalition against Daesh member and a leading contributor to the North Atlantic Treaty Organizations (NATO) Mission in Iraq. In order to ensure the enhancement of the security and stabilization of Iraq, Syria, Jordan, and Lebanon in the region, a sum of CAD 325 million was spent. The following are the results achieved from 2016 to 2022; Canada has helped the Global Coalition remove explosives from 20 million square meters of land in Iraq and Syria; Trained 89 Jordanian security force members in gender-sensitive tactical medical and response techniques; Worked to

clear explosives from 20 million square meters of land worldwide; The Royal Canadian Mounted Police received funding from Canada to help train 12,200 Iraqi police officers; Canadian funding also helped raise awareness of violent extremism by reaching 9,000 community members in Jordan through a partnership with women-led initiatives and youth organizers; through it effective diplomatic engagement, Canada is leading the restoration of stability, promoting diversity, gender equality, and respect for human rights encouraging inclusive and effective governance strengthening. In addition, Canada is one of the largest voluntary donors to the Organization for the Prohibition of Chemical Weapons investigating chemical weapons attacks in Syria.

Bibliography Source #15

Wang, J. H., & Moreau, G. (2022). Police-reported hate crime in Canada, 2020. *Juristat: Canadian Centre for Justice Statistics*, 1-40.

Canada is a multicultural and diverse nation, yet despite the emphasis placed on social equality and multiculturalism as a matter of state policy, not everyone in Canada is treated equally (Wang and Moreau, 2022). Generally, visible minorities, Asian populations, and indigenous peoples report feeling less safe. Additionally, Wang and Moreau (2022) say these groups are more likely to report hate crimes and acts of violent radicalization targeted at them based on their race, national or ethnic origin, color, religion, age, sex, gender identity, or expression, sexual orientation, marital status, family status, disability or conviction for an offense. This article uses quantitative data from the Uniform Crime Reporting Survey to present Canada's most recent police-reported hate crimes and violent radicalization trends. Wang and Moreau (2022) report that there has been an increase in hate crimes since the COVID-19 pandemic in 2020. Interestingly, most of the hate crimes recorded happened in the urban areas of the provinces sampled. On the other hand, the rural areas recorded a low rate of hate crime incidents. According to Wang and Moreau (2022), several steps are being taken to combat and prevent hate crimes, ranging from federal action plans to police-community engagement to developing websites where individuals may report hate crimes and non-criminal hate incidents online. In addition, the Canadian government supported Building a Foundation for Change: Canada's Anti-Racism Strategy to eliminate racism and prejudice

(Wang and Moreau, 2022). There is also the creation of specialized anti-hate crime units by the police and non-governmental organizations to manage the rate of violent extremism, an initiative known as the Canada Redirect project was funded; this project will help counter radicalization toward violence.

Bibliography Source #16

Carr, J. (2022). The rise of ideologically motivated violent extremism in Canada. *Report of the Standing Committee on Public Safety and National Security.* *https://publications.gc.ca/collections/collection_2022/parl/xc76-1/XC76-1-1-441-6-eng.pdf* (Assessed on March 31, 2023).

In a report submitted to the House of Commons for consideration, Carr (2022) confirms an increase in Canada's ideologically motivated violent extremism (IMVE) rate. This has worried Canadian elected officials, and the COVID-19 pandemic has been identified as the breeding ground for the worrisome turn of events. In addition to the IMVE threats, there are two more types of violent extremism: religiously motivated violent extremism (RMVE) and politically motivated violent extremism (PMVE). This recognizes the necessity to utilize nomenclature that considers contemporary reality (Carr, 2022). According to Carr (2022), local and foreign players are responsible through social media activities, and unknown and foreign donors are responsible for funding through crowdfunding sites. Carr (2022) also notes significantly that an individual's inclination to engage in violent extremism is initially inspired or guided by a broader ideological movement. One of Canada's gravest threats is the IMVE, and Carr (2022) identifies xenophobic, gender-driven, anti-authority, and other personal grievance-driven violence as four sub-categories of IMVE. It is noted that multiple grievances can drive IMVE threat actors, reside in several sub-categories, or move between them. The narratives used by IMVE influencers to radicalize and recruit people to violence draw on a wide range of opposition and hatred. Some recognized themes include gender, anti-authority, Islamophobia, anti-Semitism, religious intolerance, racism, misogyny, and anti-LGBTQ2SI (Carr, 2022). These themes are essential since they change depending on geographical specifics and current events. To be more specific, Carr (2020) states that since 2015, over 300 new Canadian organizations with

far-right extremist views have emerged, and they have diffused into tactful elements in order to drive their Islamophobic, anti-immigrant, misogynistic or accelerationist agendas. Regarding financing, according to Carr (2020), most IMVE attacks in Canada have been carried out by lone actors with little support. These self-financing, low-level, low-cost attacks provide solid evidence that Canada's anti-terror financing policies have been effective. In addition to this, the government's response to the threats posed by IMVE is a comprehensive one in tackling the complete lifecycle of radicalization to violence, which also include collaboration with key stakeholders in the security sector and at community level (Carr, 2020). In conclusion, Carr (2020) recommends that any restrictions on the right to free expression must be reasonable and justified, more funds should be allocated, and members of the Canadian community should be encouraged to participate in efforts to address the human component of IMVE. Additionally, the protection of IMVE attack targets needs to be given more consideration.

Bibliography Source #17

National strategy on countering radicalization to violence. (2018). Canada centre for community engagement and prevention of violence = Centre Canadien d'engagement communautaire et de prévention de la violence. https://www.publicsafety.gc.ca/cnt/rsrcs/pblctns/ntnl-strtg-cntrng-rdclztn-vlnc/ntnl-strtg-cntrng-rdclztn-vlnc-en.pdf (Assessed on March 31, 2023).

Canada has experienced its fair share of radicalization toward violence over the last decade. However, currently, Canada's major challenge regarding violent radicalization is not the external forms of radicalization toward violence. Instead, it is the domestic form of radicalization toward violence (Public Safety Canada, 2018). As a result, Public Safety Canada (2018) reports that the government of Canada is investing heavily in prevention, thereby establishing the Canada Centre for Community Engagement and Prevention of Violence. Their responsibilities will include the following; Policy guidance, including developing the National Strategy on Countering Radicalization to Violence; Promoting coordination and collaboration with various actors to respond to local-level realities and prevent radicalization of violence; Funding, planning, and coordinating research to

better understand radicalization to violence and how best to counter it; Targeted programming through the Canada Centre's Community Resilience Fund to provide financial support to initiatives that aim to prevent radicalization of violence in Canada. The National Strategy has three primary purposes: Firstly, to explain radicalization to violence and the destructive and harmful behaviors involved, including their impacts on Canadians and communities; Secondly, to outline the Government of Canada's approach to preventing and countering radicalization to violence through early prevention, at-risk prevention, and disengagement from violent ideologies; Thirdly, to outline three priorities that have been identified by the Canada Centre for Community Engagement and the Prevention of Violence in consultation with stakeholders, the public, and international experts, which will provide a focus for the activities and investments of the Canada Centre: Building, sharing, and using knowledge; Addressing radicalization to violence in the online space; Supporting interventions. In conclusion, strategy is a tool for continuous dialogue with Canadians and aims to stimulate discussion on this challenging topic. The system promotes collaborations between the Government of Canada, its partners, and Canadians that are fundamental to ensuring that efforts to counter radicalization to violence in our country are responsive to local realities (Public Safety Canada, 2018).

Bibliography Source #18

Frounfelker, R. L., Frissen, T., Miconi, D., Lawson, J., Brennan, R. T., d'Haenens, L., & Rousseau, C. (2021). Transnational evaluation of the sympathy for violent radicalization scale: Measuring population attitudes toward violent radicalization in two countries. *Transcultural Psychiatry*, *58*(5), 669-682.

According to Frounfelker et al., (2021), many nations focus on preventing violent radicalization, which has prompted studies examining public perceptions of violent radicalization. However, most assessments of violent radicalization have been created among specialized populations, with minimal research into the generalizability and cross-cultural application of measurement instruments. Moreover, the underlying norms and assumptions that guide instrument creation are called into question by a transcultural examination (Frounfelker et al. 2021). So, in 2014, researchers developed the Sympathy for Violent Radicalization Scale (SyfoR) to measure the endorsement of violent actions by youth and young adults in Belgium and Quebec, Canada. This study's objectives are to leverage a set of secondary data analyses of the Sympathy for Violent Radicalization Scale (SyfoR) to evaluate the psychometric properties of the SyfoR scale among diverse samples of youth and young adults in these study locations and to initiate a reflection around some of the implicit assumptions underlying scales for violent radicalization (VR). The SyfoR framework measures the level of endorsement of violent actions by others. Frounfelker et al. (2021) state that results from the SyfoR were tested against the Radicalism Intention Scale (RIS), which assesses an individual's readiness to support and participate in illegal and violent behavior in the name of one's group or organization (Frounfelker et al. 2021). Findings from the research state that not all forms of political protest should be considered indicators of sympathy for violent radicalism and the defense of a close group has been repeatedly put forward as a legitimate justification for mass killing, as was the case in the Pittsburgh synagogue event (Frounfelker et al. 2021).

4.3 Conclusion

This chapter followed the framework by Arksey & O'Malley (2005) on data charting. A total of 18 articles were charted and presented using annotated bibliography. The information captured for the bibliographies were: the author of each article, year of publication, study location, intervention type; study populations (children, youth, or adults); aims of the study; methodology; outcome measures; and important results. The themes that emerged from the data charting exercise of the articles will be discussed extensively in chapter five. Also, descriptive statistics of the charted annotated bibliographies will be provided in the next chapter.

Chapter Five: Collating, Summarizing, and Reporting the Results

5.1 Introduction

In Chapter Five, following the framework developed by Arksey & O'Malley (2005), the charted data presented by annotated bibliography in chapter four will be collated, summarized, and reported on. Descriptive statistics of the results will be part of the chapter, where the characteristics of the set of data are presented. The themes from the articles presented in the annotated bibliography will be discussed and linked to the theoretical frameworks: social identity theory and intersectionality.

5.2 Descriptive Statistics of The Articles

A total of 18 article sources were used for this scoping study. The breakdown of these sources includes 14 academic journals and four government documents. Further characteristics of these articles include the year of publication; four sources were published in 2022, five sources were published in 2021, three sources were published in 2020, two articles were published in 2018, one was published in 2015, one was also in 2019, one was published in 2017, and one was published in 2023. Further review of these articles shows that eight articles focused on prevention of radicalization toward violence, two sources talked about effective management of the phenomenon, six articles were on the explorative study of the phenomenon, one talked about prevention and management of radicalization toward violence menace, and one article talked about prevention, management, and deradicalization of radicalized youth. Furthermore, eleven of these articles focused on youth as the study population, one on children, and six on youth and adults.

Table 2.0 Number of Sources by Publication Type

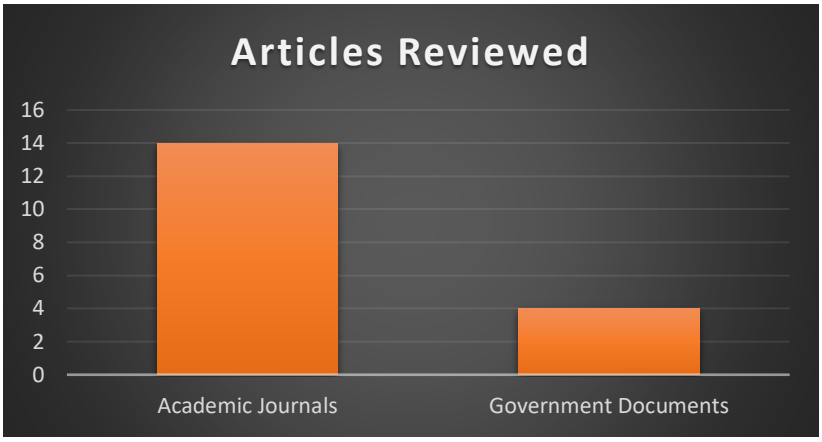

Table 2.0 presents the total number of sources by publication type. The two types reviewed in this research are academic journals and official documents released by the federal government.

Table 3.0 Number of Publications by Year

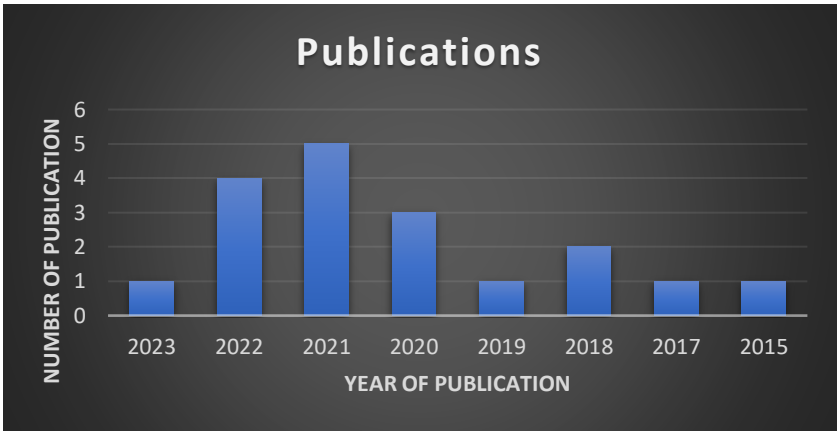

Table 3.0 presents the distribution of the articles by the years of publication. The table shows that the highest number of articles, five, were published in 2021, while 2023, 2019, 2017, and 2015 all have the least number of articles published, which is one, respectively.

Table 4.0: Population of Interest

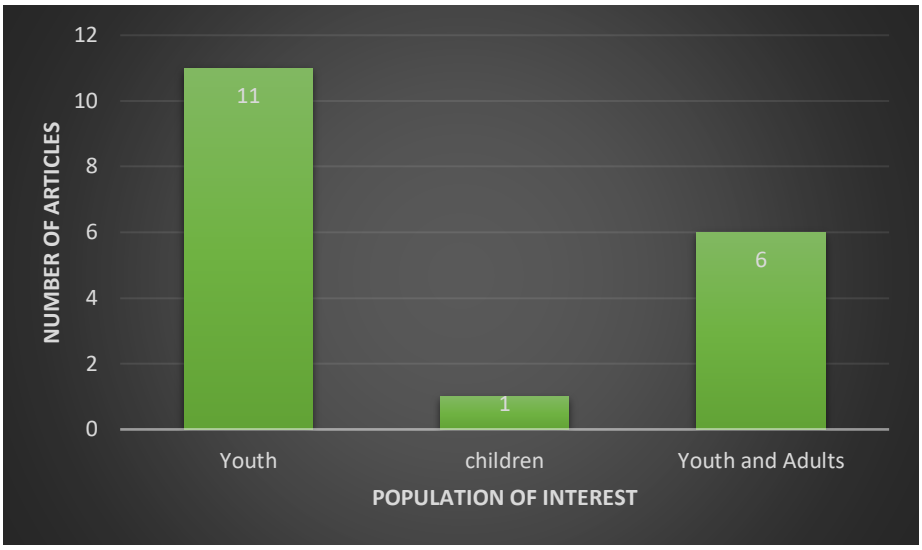

Table 4.0 presents the population of interest for the articles and documents researched. Eleven articles focused on youth, one on children, and six on youth and adults.

5.3 Themes Discovered From Annotated Bibliography

While conducting the data charting process presented in Chapter Four, several themes came up and were categorized as major and minor themes by the researcher. These themes were consistent across the 18 charted articles. Below are the major and minor themes discussed in this chapter

Table 5.0: Major Themes and Sub-theme

Major Themes	Emerging Enablers of Radicalization Toward Violence	Social Identity & Belonging	Politicization of Radicalization	Prevention of Radicalization Toward Violence
Minor Themes	• Internet and social media	• Gangs	• Right-wing narratives	• Understanding radicalization pathways
	• COVID-19	• Intersectionality	• Intercommunal conflicts	• Community-based approach
	• Mental Health	• Religious stereotyping		
		• Lone wolves		

Table 5.0 presents the major themes and sub-themes that emerged from the resources analyzed for this study. These central themes and sub-themes will lay the foundation for the discussion.

Table 6.0: Themes and Authors

Themes and Sub-themes	Source Authors
Emerging Enablers of Radicalization Toward Violence • Internet and social media • Mental Health • COVID-19	Ellis et al., (2022); Rousseau and Hassan (2019); Rousseau et al., (2020);
Social Identity & Belonging • Gangs • Intersectionality • Religious stereotyping • Lone wolves	Frounfelker et al., (2021); Miconi et al., (2021); Ellis et al., (2022); Ellis et al., (2021); Ghosh (2018); Wang and Moreau (2022); Rousseau et al., (2021); Millett (2020); Fletcher (2020); Rousseau and Hassan (2019);
Politicization of Radicalization • Right-wing narratives • Intercommunal conflicts	Carr (2022); Joosse et al., (2015); Jahnke (2022); Rousseau et al., (2021); Rousseau et al., (2021); Rousseau and Hassan (2019);
Prevention • Understanding radicalization pathways • Community-based approach	Rousseau et al., (2021); Subedi (2017); National strategy on countering radicalization to violence (2018); Frounfelker et al., (2021); Fletcher (2020); Joosse (2015).

The themes and sub-themes the source authors recognized and used as the foundation for the current discussion are mapped and listed in Table 6.0. Since the causes of radicalization towards violence cannot be studied in isolation, most of the literature has overlapped in its subject matter.

5.4 Discussion

Theme 1: Emerging Enablers of Radicalization Toward Violence

Four significant themes emerged from the study on radicalization toward violence among Canadian youth; the first is termed Emerging Enablers of Radicalization toward Violence. These new factors help to drive the rapid indoctrination and radicalization that leads to violence amongst youth. Firstly, it is crucial to ask, "How [do youth] become extremists ’’? (Ghosh, 2018, p.381). Ghosh (2018) uses Moghaddam’s metaphor of a staircase to understand the stages of becoming someone who is radicalized toward violence. These stages proceed through a trigger phase, a processing phase, an identity phase, and an action phase. Ghosh (2018) further added that not everyone ascends the stairway. However, when radicalization is motivated by ideology and a moral justification for the need for violent deeds, one's tendencies may push one to the final floor of terrorism. The role the media plays is one of the factors seen as an emerging enabler. Ellis et al. (2022) explain that youth in some

communities feel the media fabricated stories against them and their communities, suggesting they are members of extremist groups, which triggered societal sentiments against them, and in some cases, they become vulnerable to violent attacks. According to Rousseau and Hassan (2019), exposure to different forms of radical online content links the youth to extremist(s) online and offline. A similar perspective is shared by Ellis et al. (2022), who confirm that recent cases of radicalization leading to violence commonly involve online interactions, indicating that understanding may depend on social relationships made in the online environment. For example, online connections that span geographic boundaries might give access to views and attitudes that are at odds with the pluralistic worldview upheld by Western civilizations. In addition, access to online networks may encourage the "echo chamber" effect, where people seek out others who share their viewpoints, reinforcing their ideas and making them seem more familiar. A young person might, for instance, form relationships with people who pose as religious leaders but whose interpretation of that religion differs significantly from the mainstream religion practiced in both the Western countries where they currently reside and the original communities from which they or their families emigrated (Ellis et al., 2022). Therefore, looking for online social ties may increase the chance of becoming radicalized toward violence.

A perspective that Rousseau and Hassan (2019) share is that online hate speech and violent crime in the real world are spread using social media. The internet and social media serve as a platform for conversation, indoctrination, and radicalization, combined with offline elements, which might prompt or facilitate decision-making or aid in planning attacks. To attract youthful audiences and strengthen their sense of community, extremist groups create engaging, interactive platforms on social media and engage in private contacts. For instance, ISIS recruiters encourage young women to have romantic connections and act nobly by becoming "mothers" to Syrian refugee children. In contrast, male recruits are encouraged to exalt violence and masculinity, which is also the case with neo-Nazi organizations that promote traditional roles for women (Rousseau and Hassan, 2019).

Another form of an enabler of radicalization toward violence among children and youth, as provided in the study by Rousseau and Hassan (2019), is mental health. Mental health theory, research, and practice are crucial to comprehend and address the psychological impact of hate crimes and terrorist attacks on youth who suffer from them, even though sociopolitical and economic factors are important in the rise of violent radicalization. The social changes that youth face significantly impact their mental health. Suicide rates have been linked to rapid social structure and values change and the resulting lack of social cohesion (Rousseau & Hassan, 2019). The study by Rousseau et al. (2020) reports that youth mental health clinical teams in Quebec have observed increased instances involving young adolescents' preoccupation with mass killings reported in schools in the media and other social media platforms.

On the one hand, these tendencies might result from the well-known imitation and contagion effects of media coverage of these events. However, on the other hand, these discourses might also signal a change in how young people express their grief and become new ways to experience and demonstrate their suffering when everyone broadcasts themselves on social media. Rousseau and Hassan (2019) suggest that even though the current state of the evidence raises many questions, youth mental health professionals need to be receptive to and aware of the interaction between social risk factors, such as the rapidly evolving social divide and the influence of radical discourse on social media, and the clinical presentation of youth that they may encounter.

Despite Canada being a multiracial and diverse country, the COVID-19 pandemic also triggered an increase in the race/ethnicity-based hate crimes faced by indigenous people and racialized communities, with children and youth aged 12 to 17 making up 21% of all persons accused of perpetuating these hate crimes (Wang and Moreau, 2022). Wang and Moreau (2022) report that some social obstacles that various groups of individuals encounter have been made worse by the COVID-19 pandemic, including tense confrontations with the police and other social institutions, job loss, poor physical and mental health, and a lack of a sense of belonging and safety in society. The first year of

the pandemic recorded a significant increase of 37% in the cases of hate crimes across Canada (Wang and Moreau, 2022).

Theme 2: Social Identity & Belonging

The second central theme of this scoping study is social identity and belonging. Youth gangs are prevalent in Canada and the USA. Youths join gangs for protection, lack of opportunities, and poverty. There is a distinct difference between defensive violence to protect one's group (e.g., family) and violence to protest against social and political injustice (Frounfelker et al., 2021). Under this significant theme, a youth gang or group may perform a defensive style of violence against a rival group to protect their gang if they feel threatened (Frounfelker et al., 2021). ''The idea of self-defense, which includes family members, is almost universally accepted as a legitimate form of violence, and its inclusion as a possibly problematic attitude can be strongly questioned'' (Frounfelker et al. (2021, p.678). Local dynamics influence the support or increase the sympathy for radicalization toward violence and its related risk factors. This is because there is an association between social diversity (discrimination and exposure to violence) and support for violent radicalization, which varies by local environment (Miconi et al., 2021). Miconi et al. (2021) also state that a substantial nexus exists between support for violent radicalization and the self-esteem of a group, perceived discrimination, exposure to violence, and the importance of identity. Miconi et al. (2021) conclude that prevention programs should be tailored according to local realities, particularly the level of social diversity and the relative prevalence of mainstream radical discourses.

In the study by Ellis et al. (2021), being a member of the Somali community was negatively connected with higher levels of daily prejudice experienced by the youth of that community, which increased support for radicalization and violence. Drawing on Social Identity Theory, Ellis et al. (2021) contend that when a person identifies with a group that society denigrates, their connection to and cohesion will grow, which may be interpreted as a form of rebellion or allegiance to that group or community. Ellis et al. (2021) further contend that when a person's identification with a group is

already fragile, societal devaluation may cause them to distance themselves even more from that group, which can be seen as a way to reduce their more "vulnerable" identity. It is also likely that young people of Somali descent who feel less of a part of their community may spend more time in larger societies and encounter more prejudice there (Ellis et al., 2021). In contrast, Ellis et al. (2021) posit that daily discrimination may occur when Somali youth and the larger society interact regularly. Integration may also have advantages that contribute to a sense of belonging or other protective processes, masking or mitigating the effect of discrimination on radicalization to violence.

Apart from facing different forms of discrimination because of racial identity, religious stereotyping is another form of discrimination faced by youth (Ellis et al., 2021). A case in point is the threats that members of the Muslim community in Quebec face from the extreme-right militia group known as the Soldiers of Odin. The Soldiers of Odin patrolled their neighborhoods, which may drive the youth of that community into radicalization toward violence in order to defend their community (Miconi et al., 2021). Some elements of the circulating radical discourses may have become "normalized" due to this particular social dynamics, especially the notion that defending a group perceived as being in danger may be acceptable.

Another sub-theme is the lone actors, who are children and youth who have been radicalized toward violence and have carried out acts of terrorism. According to Ghosh (2018), the history of extremist violence in Canada dates back to the 1980s, with hate crimes in the thousands, where Muslims and other visible minorities were the targets of right-wing extremists. In recent years, the threat of violence from the radical right, with many attacks from lone actor attackers inspired by ideologies of hate and other extremist beliefs, has increased rapidly (Ghosh, 2018). They are self-financing, low-level, low-cost attackers and have carried out the most ideologically motivated violent extremist (IMVE) attacks in Canada with little or no financial support (Carr, 2020). Over 75% of lone actors who carry out violent radicalization have post-secondary education (Miconi et al., 2021). Miconi et al. (2021) established that many horrific acts committed by lone offenders, motivated by a radical

ideology or engaged in the name of a radical group, exhibit both wrath and hopelessness. Moreover, violent radicalization offers a set of beliefs that one can only be heard and empowered via violence, making it more alluring to disempowered adolescents who feel unheard in every area of their lives and are confused and feel that their future is dismal (Miconi et al., 2021). Fletcher (2020) talks about the need to prevent the development of lone wolves as children grow up and make intentional efforts through educational activities not to skew narratives of what is good to become bad and the children or youth getting attracted to what is terrible; this is where the attitudes start breeding from.

Theme 3: Politicization of Radicalization

The politicization of radicalization is the third central theme. A closely knit or related subtheme to this theme is the lone actors discussed above as an offshoot of the Right-wing narratives. The far-right groups have been actively operating in Canada, especially Alberta, British Columbia, and Quebec, with at least 100 identified right-wing extremist groups (Ghosh, 2020). Ghosh (2020) claims that violence caused by these groups has surpassed that of other known extremist groups in Canada and the United States. Unfortunately, the government focuses on other extremist groups, so right-wing terrorists have not been targeted by the media or enforcement agencies (Ghosh, 2020). Even though religious extremism makes the news, neither the public nor these groups have been made aware of the facts about people who join right-wing organizations; this is the political dimension of the fight against radicalization toward violence in Canada. In Quebec, there have been several violent episodes that are not just related to the widespread dread of violent religious extremism today (Ghosh, 2020). Political violence, typically discussed within the broader context of political radicalization, is the deliberate collective attempt to use force against persons or objects for political reasons with the sole aim of undermining another individual, group, or community, defined by self-categorization such as a political party, nation, socioeconomic class, or religious group, may be linked to the far-right mindsets and methods of imposing their ideology on others who do not share the same (Jahnke et al., 2022). Threats have become daily realities in Quebec City, especially for particular religious communities, as

a result of the activities of the far-right group known as the Soldiers of Odin, an extreme-right militia group, patrolling specific neighborhoods in Quebec City to protect the citizens from threats, calmed that this religious community pose (Miconi et al., 2021). Moral disengagement results when harmful behavior is morally excused and deemed acceptable by portraying it as socially beneficial. This facilitates the preservation of one's self-esteem and minimizes culpability for harm done to society (Ghosh, 2018). An example of this scenario is the bike rider in Bridgewater with the Nazi flag behind him (CBC, 2023). He created a social media page, and people joined his page to encourage him; this attitude may be deemed socially okay in certain social groups, but an act like this may degenerate into radicalization toward violence if not checked.

Rousseau and Hassan (2019) state that conflicting political, social, and economic discourses, interests, and frictions between communities contribute to the dynamic, intricate radicalization process. The Intercommunal Conflicts as a subtheme highlights the rise in hostilities between groups and communities, which may be a result of hatred or discrimination directed at individuals or groups who are seen as a threat, justified by the fact that social complaints are nearly always connected to collective identity concerns involving gender, race, religion, migratory status, and political affiliation that affect either the majority or minority (Rousseau & Hassan, 2019). In addition, Rousseau et al. (2021) state that intercommunity tensions that result in psychological distress may occur for youth experiencing direct discrimination and those whose communities are ostracized due to negative media stereotyping.

Theme 4: Prevention of Radicalization Toward Violence

The fourth major theme is the prevention of radicalization toward violence among youth. As part of understanding radicalization pathways and dealing with its reoccurrence, the study by Subedi (2017) establishes one of the main objectives of the policies and programs of what is known as countering violent extremism (CVE), which is to address youth recruitment and radicalization. However, many CVE initiatives have adopted a curative strategy, concentrating primarily on dealing

with the fallout from radicalization and extremism once violent extremism breaks out (Subedi, 2017). As a result, critical stakeholders have paid less attention to a preventive system that may be efficient and work as a threat minimizer. Subedi (2017) suggests that the development and implementation of preventive measures, such as community-based early warning and early response systems involving local people who bear the brunt of radicalization and extremism in the first place, could be facilitated by understanding the process of radicalization and recruitment of youth into violent extremism as an evolutionary process. The study by Rousseau et al. (2021) aims to comprehend the association between group identity, societal disadvantage, and support for violent radicalization among Quebec college students. The findings emphasize the nuanced relationships between group identity and teenage support for violent radicalization. They support the idea that adverse public perceptions of minority communities can increase support for violent extremism (Rousseau et al., 2021). The findings imply that strong enough identities can serve as protective anchors for young people. Still, they also show that collective identification may exacerbate othering processes and legitimize violence towards the outgroup when it becomes overly critical in personal identity. According to Rousseau et al. (2021), the consequences of prevention programs include enhancing minority communities' public perception through social media or mainstream media may raise young people's general self-esteem and lessen their sympathy for violent extremism.

In countering violent radicalization, the study by Frounfelker et al. (2021) aims to assess the sympathy for radicalization (SyfoR) among Canadian youth, using the SyfoR measurement factor structure, reliability, and validity. Programs that use a public health approach informed by research on social determinants of health are promising alternatives to security-driven initiatives, according to Frounfelker et al. (2021). Considering the phenomenon's complexity, these programs could inform social and violent radicalization prevention policies at a broader level. These initiatives distinguish between primary, secondary, and tertiary preventive measures. Secondary and tertiary prevention programs concentrate on disadvantaged people drawn to extremist ideas or engaged in

extremist behavior, individually or in groups (Frounfelker et al., 2021). Frounfelker et al. (2021) further added that primary prevention programs address the factors that lead to violent radical viewpoints and attitudes in the broader population. For a public health strategy to combat violent radicalization, it is essential to make a clear difference between these levels of engagement.

The article by Fletcher (2020) investigates whether the philosophy for children (P4C) pedagogical model is suitable for supporting educational techniques that aim to prevent extremism by intervening early on in children's conceptual development. In particular, it considers how concept stereotyping can impair children's thinking by encouraging relationally problematic viewpoints that skew what they may value, leading to epistemic rigidity and fewer options for exercising responsible autonomy. Fletcher (2020) observes that assisting in preventing children from becoming lone wolves as they mature and making conscious attempts through educational activities to prevent stories about the good from turning into stories about the bad and embracing same is pivotal. Fletcher (2020) then suggests promising P4C facilitation strategies to foster children's flexible thinking and promote their developing competency as emerging agents will help improve the prevention possibility of children becoming indoctrinated and violently radicalized.

In exploring the Community-based approach to the prevention of radicalization towards violence among youth, Joosse et al. (2015) introduce us to the third notion in the bogeymen narrative idea. It states that community members will benefit more from the empowering qualities of being the storyteller if they develop their own findings and condemnatory tales about terrorist or extremist organizations in order to discourage young adults from being swayed into getting indoctrinated and recruited for extremist activities when they come calling (Joosse et al., 2015). Joosse et al. (2015) also examine the role of community actors in discouraging children and youth from getting violently radicalized by equipping themselves with sophisticated counternarratives to stop the indoctrination and radicalization toward violence for children and youth in the Somali-Canadian communities. Findings from the study by Joosse et al. (2015) show that the Somali-Canadian community knows that the

actions of al-Shabaab, an affiliate of al-Qaeda, are the subject of a narrative dialectic involving the Somali-Canadian community. As a result, they created narrative tools that make it resistant to radicalization in particular. Community dynamics and actors are crucial in providing inputs while developing and implementing counter-terrorism narrative measures and programs in their communities. They are far more effective in driving change in the minds of youth in their communities from joining terrorist organizations (Joosse et al., 2015).

Furthermore, to the roles played by the Canadian government in the prevention of violent radicalization, the Government of Canada established the Canada Centre for Community Engagement and Prevention of Violence with primary objectives as policy guidance, including developing the National Strategy on Countering Radicalization to Violence; promoting coordination and collaboration with various actors to respond to local-level realities and prevent radicalization of violence; funding, planning, and coordinating research to better understand radicalization to violence and how best to counter it; and targeted programming through the Canada Centre's Community Resilience Fund to provide financial support to initiatives that aim to prevent radicalization of violence in Canada (Public Safety Canada, 2018).

Radicalization to violence and its destructive and harmful behaviors are described in the National Strategy and how they affect Canadians and communities (Public Safety Canada, 2018). The Canada Centre for Community Engagement and the Prevention of Violence, in consultation with stakeholders, the public, and international experts, define three priorities: building, sharing, and using knowledge; Addressing radicalization to violence in the online space; and Supporting interventions. These will serve as a focus for the activities and investments. Second, the National Strategy describes the Government of Canada's approach to preventing and countering radicalization to violence through early prevention, at-risk prevention, and disengagement from violent ideologies. Finally, the framework encourages partnerships between the Canadian government, its allies, and Canadians, which are

essential for ensuring that initiatives to prevent radicalization toward violence in our nation are sensitive to regional realities (Public Safety Canada, 2018).

5.5 Strengths

The scoping review methodology assesses articles and news publications on youth radicalization toward violence in Canada. A key strength of this research is the use of the framework by CRD (2001), Mays et al. (2001), and the methodological approach by Arksey and O'Malley (2005). This investigative approach responds to a general query (Covidence, 2023). It enables the review of new evidence and serves as the beginning of a new study (Peterson et al., 2017). Identifying research issues and regions to be investigated is one of the study's main goals (Anderson et al., 2008). The primary sources and forms of evidence now available to the scientific community can be utilized to quickly map the essential principles underlying a research subject (Arksey & O'Malley, 2005). This scoping review has enabled the researcher to establish the aspect of the phenomenon (youth radicalization toward violence) where there is a dearth of publications.

5.6 Limitations

There are several limitations in the present study that need to be acknowledged. First, the scoping study only provides or unearths information obtainable from the articles reviewed. Still, a systematic review would have helped dig deeper and assess the viability of the articles published by government agencies to counter youth radicalization in Canada. Secondly, a fundamental limitation of this study is that most of the articles reviewed are concentrated in four provinces: Quebec, Ontario, British Columbia, and Alberta. This shows that the findings are not representative of experiences across Canada, so an inferential statement may not be made from the results of this study. Thirdly, although both English and French are the two official languages in Canada, only articles published in English were sampled following the inclusion and exclusion criteria set by the researcher. This is because the researcher needs to speak French to effectively review documents published in French. Therefore, there are chances that some articles published in French that may have added more depth to this research may

have been excluded. Also, this study only considered articles published from 2013 to 2023, giving a 10-year gap as part of the inclusion and exclusion criteria. Finally, only four databases were used to select the articles for this study. These databases were obtained from Mount Saint Vincent University school databases.

5.7 Gaps in Literature

This study assessed children and youth radicalization toward violence in Canada. Still, a significant gap exposed during this research is the dearth of literature in other provinces apart from the four provinces mentioned earlier. Also, there were limited articles on domestic forms of terrorism and radicalization toward violence. The study also shows that research on religion, age, gender, gender identity, and race as it relates to youth radicalization toward violence in Canada are all grouped, making it difficult to establish the prevalence of children or youth who are radicalized toward violence as a result of discrimination on one of the factors. The study also establishes the lack of reports from provincial and federal governments on interventions to prevent all forms of youth from getting involved in violent radicalization. In addition, there is limited research on the activities of far-right organizations related to their actions on terrorism and violent radicalization. Furthermore, strategies developed by the government at the federal level are challenging to adapt to location specific. Finally, the articles reviewed mention social factors but no specific examples of what forms of social factors may be responsible for children and youth getting in radicalization towards violence.

Chapter Six: Recommendations and Conclusions

6.1 Introduction

Following the results of the study on the factors that facilitate children and youth radicalization in Canada and the roles the internet and social media play in this indoctrination and radicalization process, especially becoming domestic terrorists and carrying out acts of violent radicalization, this study suggests strengthening learning and conducting additional research on the elements that lead youth to become radicalized toward violence.

6.2 Recommendations

My recommendations will be mapped to each of the key themes discussed above.

Theme 1: Emerging Enablers of Radicalization Toward Violence

1. Increased research into emerging enabling factors for children and youth getting radicalized towards violence should be encouraged.
2. The government at the provincial level should consider improving the existing capacity development programs for the social workers or support staff to provide counseling on mental health and trauma-induced cases for children and youth in schools who may have been exposed directly or indirectly to violence that may lead to violent radicalization.
3. In addition to the funding by the Canadian government on using the internet and social media to counter radicalization towards violence, a review of policies related to children/youth's access to extreme websites or online resources that facilitate indoctrination and radicalization toward violence for children and youth should be considered, improved upon if already developed
4. The need for more study on factors that drive children and youth radicalization towards violence in other provinces of the country and the corresponding intervention from the provincial and federal governments should be considered.

Theme 2: Social Identity and Belonging

1. Increased research exploring intersectionality and social factors enabling or protecting against radicalization leading to violence amongst children and youth.
2. Building or re-establishing trust and perceptions that the government is fair and just, particularly in relation to immigrant communities, requires messages and activities from the government that signal inclusivity and fairness towards all ethnic, racial, and religious groups. A prompt review of policies and laws to enable prevention programs tailored to local realities, especially the degree of social diversity and the relative frequency of mainstream radical discourses.
3. The government should continue and enhance funding to interventions that usethe media and the internet to campaign against violent radicalization inorder to change the narrative against discrimination targeted toward minority groups because of their sex, race, gender, gender identity, and religious affiliation. This strategy is expected to discourage lone attackers from planning violent attacks against the groups listed above.

Theme 3: Politicization of Radicalization

1. Review and enhance existing policies that will prevent government institutions and media organizations from politicizing youth radicalization to violence through selective or under-reportage of violent activities, regardless of the race, age, gender, gender identity, and religious affiliation of the youth involved.
2. Education can play a crucial role in fostering a culture of peace and global citizenship and preventing adolescent radicalization to violence. The UN Secretary-General outlined a Plan of Action to Prevent Violent Extremism, and the European Commission and UNICEF have taken several initiatives to invest more in education to tackle extremism at its source by creating resilient citizens who would not be quickly drawn into extremist groups (Ghosh, 2018). These actions recognize the importance of quality education to prevent violent extremism.

Canada's provincial governments should review the provincial curriculum to explore outcomes related to diversity, anti-racism, and human rights education as crucial tools to fight against extremism, whether religious or right-wing.

3. Activities of far-right members should be checked, and Statistics Canada publish data on people engaging in extremist activities. Also, a mechanism to track first-timers who have been radicalized and about carrying out terrorist acts be developed.
4. Support the work of the Working Group on Children Recruited by Terrorist and Violent Extremist Groups (CRTG Working Group).

Theme 4: Prevention

1. The capacity of community actors (individuals, community leaders, community-based organizations, and non-governmental organizations) should be improved through refresher training on counter-extremist resources and narratives to prevent community members, especially youth, from being radicalized toward violence. Such initiatives may offer a crucial framework for reducing psychological characteristics linked to more robust support for radicalizing violence.
2. There should be improved synergy among stakeholders working in the field of counter-terrorism for effective information dissemination and exchange for proactive and reactive counter-terrorism purposes.
3. Introducing a course that looks extensively into radicalization and violent extremism at the university level with robust recommendations on prevention may help create more awareness among the youth.
4. Lastly, a study on indicators that may be used as early determinants of children and youth getting indoctrinated and radicalized toward violence in Canada should be carried out. This will help stakeholders in counter-extremism to develop robust primary prevention.

6.3 Conclusion

The radicalization of children and youth toward violence is a growing worry for international security (Siegel, 2019). The findings from this study are expected to advance our understanding of the factors that lead Canadian children and youth to become radicalized and violent. The study has also shown the government's support for stakeholders in identifying gaps in prevention and assisting in developing and implementing youth-specific, long-term policies and programs to prevent youth radicalization toward violence.

Lastly, the application of the Social Identity Theory by Tajfel (1981) and the Intersectionality theory by Crenshaw (1989) has aided in providing clarity on the factors that cause children and youth to become radicalized toward violence, opening doors for the development of prevention strategies, and effective management for such children and youth across Canada.

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