

## The DNS Educational System as a Device Helping to Prevent the Spread of Radicalisation in Malawi<sup>1</sup>

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### Abstract:

In the last 5 years, extreme radicalisation has increased in the northern provinces of Mozambique leading to numerous violent acts. Malawi is only one province away from Cabo Delgado (where the outburst of violence is the most significant) and yet no terrorist attacks have been reported. However, it is very important to focus on Malawi as the rural settings of the “Warm Heart of Africa” and northern Mozambique are very similar. Both places have poor education and are stricken by poverty. In this article it is argued that however there are no undoubted arguments for it, still, good quality education can mitigate the chances of spreading extreme radicalisation through overcoming poverty and helping to give children a very strong moral ground and knowledge. A very effective teacher training system, the DNS is introduced. DNS means The Necessary Teacher Training College and was first established in Denmark in 1972. DNS has been operating in Malawi since 2003 and has significant achievements in training primary school teachers for rural posts.

### Keywords:

DNS educational system;  
radicalisation; Malawi;  
Mozambique.

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## *Introduction*

What is radicalisation?

Radicalisation is a process in which an individual or a group increasingly accepts extreme political, social, or religious ideas and aspirations that reject or destroy the vision and ideology of a nation.

Extreme radicalisation is largely due to deep poverty, the associated food insecurity and the lack of adequate education. Although several studies show that radicals and terrorists do not come exclusively from undeveloped and/or poor regions, it is clear that these conditions are conducive to the spread of extremism.

As a result of low-quality education, a significant proportion of the population in several developing countries, such as Mozambique and Malawi, is characterized by aimlessness, insecurity and a lack of vision.

At first sight, these shortcomings can be remedied by radicalisation, as belonging to a radical group in many cases reduces the feeling of vulnerability and gives purpose to those who otherwise live without a goal who did not originally have a stable worldview.

The groups mentioned above are in many cases well organized and operate on the basis of existing international patterns. They also share their financial resources with members and members' family members.

Based on the above, it can be stated that if no other alternative is provided to eliminate the insecurity of existence and achieve the purpose of life, then those concerned may turn to radicalism.

Among the threats of the 21<sup>st</sup> century, the attacks directed by terrorist organizations for regional and global purposes and their preparatory work stand out, which, using modern means and a wide range of propaganda methods, have become a worldwide problem. While the primary goal of radical groups is to protect the organization's headquarters, structure, and active fighters, they also pay significant attention to securing supplies. With the development of modern technology, their recruitment is reaching more and more potential supporters, and their convincing power has been able to spur hundreds of active and passive foreign sympathizers to help their teams in recent years.

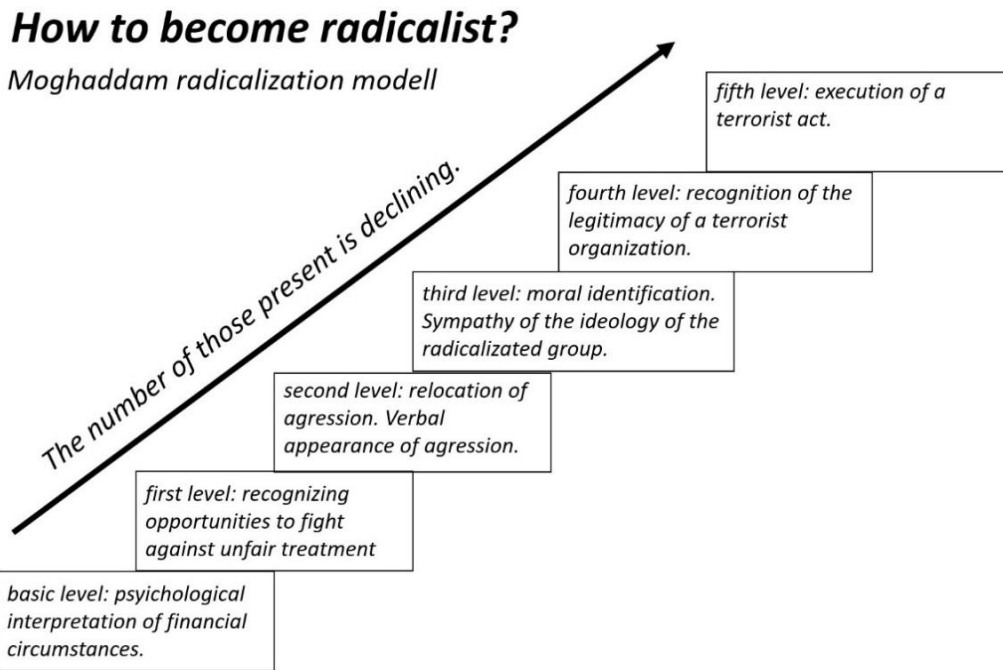


Figure 1. Moghaddam's staircase to terrorism, 2011 (Borum, R.)

According to Moghaddam's interpretation, the road to terrorism has six stages. The number of people present is decreasing at all levels, and the fifth phase (which is the actual execution of terrorist acts) is reached by only a few. Those at the lowest level experience relative poverty and limited social mobility, which is also associated with resentment and oppression perceived by the majority society. Stepping through the phases, the perception of exclusion is further strengthened, in the third phase a verbal expression of aggression appears, followed later by sympathy with the ideology of terrorist organizations and finally the execution of the terrorist action (Fatali, M 2011).

Paul Gill's survey also supports the fact that families play a significant role in radicalisation. His research showed that more than 64 percent (8111 in other sources) of families were aware of the ideological commitment of perpetrators of terrorist acts (Gill, Horgan 2014). This was confirmed by, among others, Didier Bigo (Bigo, Bonelli 2008), a researcher at the European Parliament, and Scott Atran, a researcher at Oxford University. in an April 2015 speech. The latter said his survey shows that one in four European radical fighters choose the jihadist line for family influence (Downey, 2015).

Several forms of radicalism and extreme radicalism are known. Of these, Islamic radicalism is currently best known in public consciousness, but in fact there are other religious and political groupings that more or less follow this path.

The radicalisation of female members of Muslim families can also be traced back to the characteristics of family ties and traditional ways of life. Due to a lack of knowledge about education and the wider environment, as well as a high degree of social segregation, Muslim

women living in a community with supporters of radical ideologies are more receptive to pursuing radical ideologies. (Youth Justice Board, 2012)

A significant role can be attributed to the role of individuals who grow up in radical conditions (learn fundamentalist ideology as students in training camps), through which the process by which the youngest members of the age group embrace the narrowed, extremist worldview can be demonstrated (Nógrádi and Pákozdi, 2016).

### *Radicalisation in Northern Mozambique*

The influence of international jihadist ideology has emerged in northern Mozambique. The presence of a new militant Islamist group called al Shabaab (the youth) locally also known as Swahili Sunnah (the Swahili path) raises a lot of concerns. The group attracts many new recruits from the marginalised Muslim communities and causing frightening terror acts in the area. This is met by heavy security responses by the government security forces. The group use the same jihadism ideas and hold similar aims such as the establishment of an Islamic state. They also only believe in following the Sharia laws and minimising education, especially eradicating secular education. The militant group's fundamentalist interpretations of Islam reinforce an ideology introduced in the region in recent years by youth who have received scholarships to study in Sudan, Saudi Arabia, and the Gulf States. The jihadist messages, the desire to establish an Islamic state and the often horrific and brutal atrocities found resonance among part of the people -especially the youth- due to considerable social and economic factors. In northern part of Mozambique unemployment among young male is very high. Due to their poverty, they cannot pay the bride-price to secure a wife and a family. This denies them the chance to become an adult in their traditional culture. These unemployed, unmarried young men became easy recruits for these new jihadist groups (Pirio, 2018)..



Figure 2. (Source: Encyclopædia Britannica, Inc., 2021, edited by Authors)

## Malawi

Malawi, a small, landlocked country that lies south of the equator in Sub-Saharan Africa, stretches about 520 miles (840 kilometres) from north to south. It has a width varying from 5 to 100 miles (8 to 160 km). Its size (118,113 km<sup>2</sup>) is slightly bigger than the size of Hungary (93,030 km<sup>2</sup>). Malawi's climate is subtropical. The rainy season runs from November through April. There is little to no rainfall throughout most of the country from May to October (Stalker, 2010). Malawi has been experiencing rapid population growth at a rate above average for sub-Saharan Africa. The birth rate is among the highest on the continent, but the death rate is also high, and life expectancy for both genders is significantly lower than the average for sub-Saharan Africa, primarily because of the incidence of HIV/AIDS. Nearly half the population is younger than age 15, and about three-fourths of the population is 29 or younger. A modest reduction in the country's high fertility rates in the late 20<sup>th</sup> and early 21<sup>st</sup> centuries may be attributed in part to government policy aimed at improving female literacy and promoting more-effective contraceptive methods (Ingham K. 2021). The last census was carried out in 2018. According to its statistics the size of the population is 17,563,749. This is an approximate 35% increase in a decade, as the 2008 census enumerated 13 million residents. Life expectancy is 61.1 years for men (79.4 in the UK) and 67.4 for women (83.1 in the UK) (UNDP, 2020; ONS, 2021). Although Malawi is one of the most densely populated countries in southern Africa, it is also one of the least urbanized, with more than four-fifths of its people living in rural locations. The official languages are Chichewa and English.



Figure 3. (Source: Encyclopaedia Britannica, Inc., 2021)

## Malawi's Economy

Malawi is one of the poorest countries in the world: in 2019 it had a gross domestic product per capita adjusted for purchasing power parity of US\$1,035, compared with a GDP per capita PPP US\$1,970 for Africa as a whole. For comparison in the same year per capita GDP was US\$46,071 in the UK. Agriculture accounts for more than one-third of GDP and 90% of export revenues. Nearly 90% of the population engages in subsistence farming. The performance of the tobacco sector is key to short-term growth as tobacco accounts for more than half of exports. The economy depends on substantial inflows of economic assistance from the IMF, the World Bank, and individual donor nations. Around 52.6 per cent of the population live below the national poverty line while 70.3 percent of the population get less than PPPUS\$1.9 a day. Malawi was approved for relief under the Heavily Indebted Poor Countries (HIPC)



program. The government faces many challenges, including developing a market economy, improving educational facilities, facing up to environmental problems, satisfying foreign donors with fiscal discipline being tightened. In 2019 the adult HIV/AIDS prevalence rate stood at 9.2% which has slightly improved having stood at 11.9% in 2007 (UNDP, 2021) (Juhász et al, 2021).

Relating to radicalisation Carol Lancaster, an expert on aid to Africa, wrote that "poverty does not produce terrorists" and the elimination of poverty is not likely to eliminate terrorism. She added, however, that in some cases there appears to be an indirect relationship between poverty and poor governance that can lead to civil violence and state collapse. These conditions can lead to regional insecurity and possibly create a haven for terrorist groups (Lancaster, 2003). Other scholars concluded similarly using recent World Bank poverty data. Examining it and terrorism in sub-Saharan Africa it was concluded that reducing poverty will have only a modest positive impact on countering terrorism. At the same time, supporting poverty reduction in sub-Saharan Africa is the right thing to do for a number of reasons, regardless of its minimal benefits in the fight against terrorism (Shinn, 2016).

However, as Yoroms states:

At least in the case of sub-Saharan Africa, poverty continues to be seen as one of a number of factors that creates an environment more likely to lead to acts of terrorism. It competes, however, with disease, corruption, poor governance, insecurity, conflict, socioeconomic inequality, illiteracy, environmental degradation, and political marginalization (Yoroms, 2007)

### ***Malawi's Education***

Formal education is a powerful tool for transforming attitudes (UNGEI and UNESCO 2015). As the central socializing environment outside the family, schools can play a powerful role in transforming inequitable gender norms and protecting children from violence (Mensch et al. 2001; Pinheiro 2006). However, schools may also serve as environments in which dominant gender norms and other sources of disadvantage play out and are reinforced rather than rejected (Mensch et al. 2001; Leach and Humphreys 2007; Chisamya et al. 2012; Barasa et al. 2013)

Before Malawi gained independence most of the primary schools had been run by missionaries who had taught reading, writing and arithmetic as well as religious studies.

Malawi gained her independence in 1964 and like most sovereign African countries one of her aims was to expand education so that it covered most of the Malawi population and also to make it more relevant to the needs of society. As a result of the efforts made, the primary education system expanded from a total enrolment of 359,841 pupils in 1964 to 847,157 in 1980 and to 1,895,423 in 1994.

Malawi changed her political system of government from one party to a multi-party system in May 1994. During the one-party government period, primary school pupils paid token school fees. The new democratic government introduced FPE (Free Primary Education) in the 1994/95 academic year, partly in response to the Jomtien Conference on Education for All (EFA) which was held in Thailand in 1990, but also in fulfilment of one of the promises the new government had made to its electorate. The introduction of Free Primary Education in Malawi has seen a large increase in the number of pupils going to primary school. Enrolment rate rose rapidly from 1.9 million to 3.2 million. However, this increase in access has also brought major infrastructure problems and a significant decline in the quality of education offered. The primary education system in Malawi is beset with serious problems in areas of access, equity, quality and internal efficiency.

The quality of primary education in Malawi is not desirable. This statement stands its ground not just compared to achievements of developed countries but also in comparison with other sub-Saharan African countries' primary education. Poor quality can be concluded because class sizes of over 100 are typical just as the lack of highly skilled teachers.

The supply of teachers has always been problematic since, even before FPE, not enough teachers were being trained to reduce pupil-teacher ratios and increase enrolment rates. The requirements of PIF, teacher migration to the increased number of public and private secondary schools, attrition due to HIV/AIDS, reduced dropout, and expansion in the size of the school-age cohort have all contributed to increased demand.

In 2010, a staggering 97 percent of Standard two learners and 69 percent of Standard four learners were unable to answer a single Chichewa comprehension question correctly. By 2018, following intensive investment by the Government of Malawi and USAID to support the National Reading Program, the percentage of grade four learners reading vernacular grade level text with comprehension almost doubled to 15 percent (from 7.8 percent in 2017). These improvements indicate the beginning of a solid foundation for early grade learners in Malawi, though more needs to be done. While the net primary enrolment rate has remained stable and high at around 90 percent, which is among the highest in the Eastern and Southern African region, student retention in primary education remains a major problem. By Standard eight, only 41 percent of students complete their primary education on time (USAID, 2021)

While from the previous data it is strongly suggested that there are many improvements needed in the education sector in Malawi, can it be clearly said that education is the panacea for tackling radicalisation and extreme violence?

There are numerous literatures on the impact of education on radicalisation however it cannot be stated that only by educating people humanity can eradicate radicalisation and extreme violence. Notwithstanding, proper education can definitely help in this cause.

As Sjoen states:



Based on the narratives of students and educators from a range of educational settings, research suggests that a general basis for building resilience against extremism is dependent on the use of student-centred pedagogics. General prevention requires support from the target audience and it seems evident that the 'right' form of knowledge and values cannot be instilled from above. This favours bottom-up initiatives that require active engagement from students through exploring different meanings, knowledge and values, and the strengthening of their ability to think critically and behave morally. (M.M. Sjoen, 2019)

Malawi and Mozambique are also experiencing significant urbanization, leaving behind those who do not have the opportunity to leave the countryside. The level of job opportunities, education, health, transport and other infrastructure is generally higher in cities and their catchment areas. This is one of the reasons why the more backward rural regions are preferred by extremist political and religious groups. In these locations, it is usually easier to radicalize the population and set up and operate training camps.

The sites chosen are often areas with mineral resources and/or agricultural land with adequate facilities. The product from here (not infrequently raw drug material) provides part or all of the livelihood of group members and relatives, the financial resources needed to train, operate and develop, and often profits that can be invested elsewhere for newer groups or other ideologically important activities.

It is interesting to note that drawing largely on evidence from terrorist activity in the Middle East, Alan B. Krueger and Jitka Maleckova concluded there is little reason to believe that a reduction in poverty or an increase in educational attainment would meaningfully reduce international terrorism. They added that "any connection between poverty, education and terrorism is indirect, complicated and probably quite weak." However, it is important to note the authors focused on international terrorism in their analysis (Krueger, 2003). Their view is strengthened by other authors who stated that perhaps contradicting the conventional view of schools as societal peacebuilders, scholars have struggled for quite some time to find clear evidence that education can be a counterweight to political violence and terrorism (Ostby, 2010).

DNS education, which is present in both of these countries, aimed to introduce quality education in rural areas. It trains teachers with innovative methods who undertake to teach in the countryside after graduation, thus helping to educate masses of pupils involving them actively and forming their good moral ground and understanding of the main issues of their life and by doing so hopefully contribute positively to avoiding the development of radicalisation.



### *Det Nødvendige Seminarium*

DNS is an abbreviation for Det Nødvendige Seminarium, which means The Necessary Teacher Training College in English. DNS started in Denmark in 1972.

DNS is an international teacher training college with a learning-by-doing approach, which offers a 4-year-long course. The "necessity" is referring to the need of educating teachers in a broad parameter of training areas and based on their own experiences about the world in which we live and in which the students will later function as teachers. It is an untraditional and challenging program that covers a wide variety of theoretical and practical skills, provides lots of experiences in several areas and emphasises the personal development of the future teacher through challenges ("DNS", n.d.)

The DNS system has been adapted to the African context and has been used by the international nongovernmental organization Humana People to People. Expansion in sub-Saharan Africa began in 1993 when the second DNS TTC opened in the world.

The program and the curriculum are very innovative, both in their contents and their methods. Overall, DMM - Determination of Modern Methods – is the method of the teacher training college. This method makes the student the main navigator of his own training. It is put together by three different categories of instruction: Studies, Courses and Experiences. This method utilizes computers and places the student in the centre stage of his own training. Together the program, the curriculum and DMM in unison qualify and educate teachers in manifold ways to work and improve conditions in the countryside, both in schools and in teaching and through personality building of the future generations, as well as in many other matters, not least in training and organizing rural teachers to contribute to the fight against poverty in rural communities (Humana People to People, 2006).

The period of the training is two years though the organization of the training is different. Previously to 2009, student teachers were spending one year at college and another year teaching at a primary school within the catchment area of the college.



The current teacher training is organized as follows:

YEAR ONE			YEAR TWO		
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
In college learning subject matter with a special focus on methodologies for lower classes	In college learning subject content with a special focus on methodologies for upper classes	Out in teaching practice schools practicing teaching mainly in either lower or upper primary school classes	Out in teaching schools practicing teaching mainly in lower or upper primary school classes	In college with a special emphasis on reflection, inclusion and further practice on teaching methods	In college with special emphasis on subject content, policies and frameworks

However, in terms of the DNS program, the training is organized in periods for example in one school term student teachers can have two to three periods depending on the term. These DNS periods act as a guide when operating the national curriculum for teacher training. The DNS period has more to offer than the national curriculum for teacher training. It is of course these additional elements that make a huge impact on students at the exit point and have its majority be able to stay in the rural areas. One distinct feature of the module and the syllabus is that it is driven by a teacher education philosophy which is to produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity. All the student tasks in the module are tailored to help students at the exit point resemble the philosophy. This philosophy translates well with the approach of training teachers in DAPP colleges.

The curriculum which was used before 2009 in DAPP colleges was revised from two and half years to a three-year program. This program allowed students to travel for up to 4 months in southern Africa and within Malawi.

The Studies are done by each student individually but directed by the teacher.

The training programme is for 2 ½ years and is divided into 8 periods plus the additional travel period for the students to acquire more experiences.

Each period has its name and characteristics. The periods are:

1st: The world which we live in

2nd: Our country (Mozambique, Angola or Malawi)

3rd: We continue building our college

4th: Teaching practice and further studies

5th: Specialisation and charter subjects

6th: Teaching practice

7th: The Pedagogical Workshop

8th: Final Examination

DAPP TTCs' curriculum and teaching practices follow the guidelines of the Government of Malawi mixed with the DNS DMM. All the students have to fulfil the requirements set up by the Malawi National Examinations Board (MANEB) in order to receive the T2 primary school teaching certificate.

Students are assessed by tests, exams, through observations and presentations, individual and group work.

Students have to fulfil 3 different requirements so as to successfully graduate.

These are:

a. Continuous assessment: lecturers record and mark tasks given to the students daily, weekly, fortnightly, monthly and at the end of each period. Grades are sent to MANEB.

b. National examination: the students of the DNS TTC sit for a written exam in 10 subjects that are set up and supervised by the MANEB.

c. Teaching practice: during the two and a half years the students spend 5+11 months in rural primary schools as interns. For the period of the first 5 months, students are assessed according to the continuous assessment practices. As students are posted to local schools from which they return every day to the college lecturers are able to monitor them. Over the 11-months-long teaching period when students are posted to distant primary schools, the assessment is also extensive. The headmasters work with the interns and observe them on a daily basis. Lecturers from the DNS TTC visit the students 4-5 times a day to monitor their performance and discuss it with the headmaster. The given marks are sent to MANEB. Only once during this 11-months-long teaching period the students are observed by a board of MANEB members. MANEB representatives also discuss the performance of the interns with the headteacher and the grade given by them is combined with the grades sent by the lecturers of DAPP TTCs.

The DAPP TTC curriculum includes additional subjects (compared to the government curriculum) therefore the students are awarded an extra certificate. This recognizes and certifies that the student received training and had successfully graduated in additional subjects. These are community development projects, community work from college, construction, the World which we live in and Malawi – our country. This is not recognised by



the Government of Malawi but according to the graduates it is still an attractive and appreciated feature (Szeremley 2009).

The DNS TTC in addition, compared to the state TTCs, emphasises the verbal form of examination. This is used only in internal exams and only by the lecturers within the college. According to the principal and the dean of the DNS TTC the verbal exams have a good effect on students. Teachers should be able to express themselves clearly not only in front of the class but in front of communities and community leaders. That is essential in achieving a good relationship with the people of the surrounding areas of the primary schools.

The DNS TTC system puts emphasis on follow up work with their graduates. In Malawi the TTC Chilangoma secured funding for 3 consecutive years to arrange seminars and meetings at the college for its graduates who were teaching in rural areas. During these two- or three-days long seminars the “fresh” teachers could share their newly acquired knowledge of teaching in rural areas, involving the community and other experiences. Additionally, there were two people who visited the teachers’ school by school, and took notes of their experiences, working and living conditions.

The agreement between the Government of Malawi, DAPP Malawi and Humana People to People was signed in April 2002 with the intention to establish a TTC in Malawi and the first one opened in 2004 (Szeremley 2009).

The need for primary school teachers has remained high hence another DNS TTCs opened.

The four Teacher Training Colleges of Chilangoma, Amalika, Dowa and Mzimba have to date trained a total of 2,991 teachers out of which approximately 80 percent are employed by the Malawi Government and working in rural Malawi primary schools. In 2019, the colleges had a total of 589 students under training with 480 doing teaching practices in 54 schools around their respective colleges.

Since 2012, DAPP has expanded its education program beyond Pre-teachers’ training to include in-service teachers in a concept called “We Do More Teachers” which is aimed at improving inclusive quality education and creating conducive learning environments for all children. Presently, the 400 Primary School Project, a network of DAPP graduated teachers is working with 100 teachers in 18 districts across Malawi. The teachers meet regularly to plan and evaluate their work during what is called Production Camps. They voluntarily stick together to share knowledge and experiences on how they can improve the environments around their schools.

DNS Teacher Training Colleges continued supporting caregivers in Early Childhood Development centres with in-service training on how they can teach the infant learners and produce teaching and learning materials. In November 2019, DAPP Malawi together with the Ministry of Gender, Children, Disability and Social Welfare organised a caregivers training which took place at DAPP Chilangoma Teacher Training College where 25 caregivers were trained and certified by the Ministry. The Government also approved DAPP Malawi Teacher

Training Colleges to be training and certifying caregivers. In 2019, the Colleges worked with and supported 93 preschools – also known as Early Childhood Development centres.

## **Conclusion**

With substantial available data, it can be concluded that Malawi is one of the poorest countries in the World with a weak educational system that is failing to provide quality education to most of the children of the country. Its citizens however are yet to be infected with radicalisation and extreme violence. There is a danger as very close to Malawi, in the northern part of the neighbouring Mozambique, where people live in similar settings, there have been already many terrorist attacks in the past 5 years. Can it be concluded that one of the main factors in unfolding extreme radicalisation is the lack of education?

It is undoubted that good quality education leads to a reduction in poverty (Buheji, 2019; Tilak 2002; Khoo, 2012). It is not that straightforward however that reduction of poverty leads to reduction of radicalisation. Nonetheless, it is supported that poverty continues to be seen as one of a number of factors that creates an environment more likely to lead to acts of terrorism (Yoroms, 2007). Therefore, it can be safely concluded that by strengthening education – which leads to the elimination of poverty -, radicalisation will be reduced. And education can not only be used to fight radicalisation through eliminating poverty.

As Sjoen and Jore concluded in their research it is rather a complex issue whether education can have a positive impact on preventing radicalisation. According to them, it is difficult to assert that education can actually be used to ward off violent extremism. There are indications that some pedagogical approaches may work better than others do. It is highlighted that student centred education can have positive effects (M. M. Sjoen, 2019).

The DNS teacher training program with its uniqueness can help to fight the spread of radicalisation in Malawi (as well as in other African countries) as it uses student-centred education with active student engagement and its trained teachers are staying in their posted rural primary schools on a higher percentage compared to the traditional governmental trained teachers. DNS teachers are highly trained and use student-centred education and furthermore assisted by their teacher training college even after graduation to make sure the teachers can deliver their goals at their primary schools.

A higher number of well-trained teachers means that there are more children getting the opportunity to get a quality education which contributes to their open-mindedness to be able to correctly judge radicalisation and develop a strong moral ground.

With better education, the chances of the youth also increase in securing a job and being able to provide for themselves and their families therefore they do not need to turn to radical ways.

With the access to good quality education in the rural areas of Malawi local children have their chances elevated to reach a better life quality, food security, a job and overall, a happier



life therefore their need to turn to radicalisation, especially extreme radicalisation and violence could be more likely minimised.

### **Conflict of interest**

The author hereby declares that no competing financial interest exists for this manuscript.

### **Notes on contributors**

Dr. Péter Gergő Juhász graduated from the University of Nyíregyháza in 2002 with a degree in agricultural engineering. In 2006 he graduated as an environmental agricultural engineer at Szent István University in Gödöllő. Since 2007 he has been an entrepreneur. He has worked as a development consultant in Malawi, Mozambique, Swaziland, South Africa, Namibia and Zambia. In 2017, he obtained a PhD degree at the Doctoral School of Management Organizational Sciences at Szent István University. His research and publications focus primarily on food security in developing countries. He is the President of the Planetrise Association for Culture and Environmental Protection. With his scientific work, he has contributed to the development and operation of several humanitarian, environmental and agricultural projects in the Democratic Republic of the Congo, Kenya, Uganda, Rwanda, Zambia, South Africa and Malawi.

Csaba Szeremley graduated at the University of Pannonia in 2002 as an economist in the field of tourism. He spent his 18-month-long internship at a Brookdale Living Inc. in the USA. In 2009 he obtained his MA degree in Educational Planning, Economics and International Development at the Institute of Education, University College of London. Before moving to Malawi in 2012 he worked for Development Aid from People to People UK as the general manager. In Malawi he set up his own company in Audio-visual production and worked for several big NGOs and firms besides running the Hungarian Trade and Cultural Centre. In 2016 he returned to Hungary and has been an entrepreneur with still strong ties to Malawi as he continued his participation in 10 medical missions as a coordinator. In 2021 he enrolled at the Doctoral School of Safety and Security Sciences at the University of Óbuda.

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