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Impact of Unemployment and Lack of Education in Kenya on Al-Shabab Recruitment

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MPA, American Public University System, 2012

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Abstract

Research on terrorism in Kenya often involved a separation of concepts contributing to the issue of terrorism. Researchers have focused on Al-Shabab and demonstrated that political and military instability directly resulted from terrorism; however, researchers have not yet been able to establish a link between unemployment and Al-Shabab recruitment. The purpose of this study, therefore, was to understand Al-Shabab recruitment among male Kenyan young adults between the ages of 18-35. This study used social constructive framework (SCF) as a conceptual point of theory to analyze Al-Shabab recruitment and why some Kenyan young adults do while others do not join the terrorist organization. The method used was qualitative narrative study which produced data acquired from participant interviews. The data accumulated from 30 participants' explored the reasons given for contemplating Al-Shabab membership. The data were analyzed by sorting responses to each of the 27 questions asked. The results of this study found participants shared personal experiences that conceptualized unemployment as a result of low wages, lack of education, and Kenyan government fault. This study further found that participants considered the lack of policy enforcement by the Kenyan government as reason for feelings of disenfranchisement. Kenyans and the Kenyan government may benefit from the results of this study by invoking positive social change. Recommendations to policymakers for achieving social change included communicating the enforcement of policy throughout all levels of government, endorsing transition from vocational training to employment, and prioritizing security against Al-Shabab acts of terrorism after serving Kenyan interests.

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Chapter 1: Introduction to the Study

Introduction

Terrorism from Al-Qaeda and Islamic State of Iraq and Syria (ISIS) is well known and documented. Kenya is but another area where Al-Qaeda seeks expansion. ISIS and Al-Qaeda actively expand their spheres of influences for the purpose of controlling the area, spreading ideology, and building a caliphate. Scholarly works on the growing threat of Al-Shabab terrorism have focused primarily on the military side of counterterrorism (Odhiambo et al., 2012; Odhiambo et al., 2017; Agbiboa, 2008; Anderson & McKnight, 2014). Al-Shabab is an Al-Qaeda affiliated terrorist organization with the intention of solidifying gains in Somalia and recruiting in Kenya. Scholarly work (e.g., Anderson & McKnight, 2015; Agbiboa, 2008) on the intensification of Al-Shabab recruitment has provided an understanding of intent, practices, behavior, and successes. Counterterrorism offensives, social and religious segregation of Kenyan Muslims, government corruption and weakness, and the imprisonment or killing of suspected sympathizers without justice has had a long lasting negative impact on Kenyan society in general, and Kenyans with Somali backgrounds in particular.

With this study, I aimed to address whether vocational training undercuts the alarming growth of unemployment in Kenya and the effect of Al-Shabab radicalization and enticement. This study used Hoffman's (2009) method on a comprehensive interview approach for conducting interviews with the intent of maximizing participant information.

Kenya is a particular country in the Horn of Africa subject to intense Al-Shabab recruitment (Combating Terrorism Center, 2007). Kenya shares the northeast border with Somalia, the base of Al-Shabab. Due to this proximity and the inability of the Kenyan government to promote security, safety, and raise the material lifestyle of Kenyans Al-Shabab uses Kenya's relatively unstable infrastructure to launch attacks in Somalia and within the country (Combating Terrorism Center, 2007). In light of intense Al-Shabab interest in Kenya, recruitment in the area has increased significantly (Allen, 2015). In addition to unemployment, my study also focused interdependent factors of racial and religious discrimination, government corruption and inability, lack of justice, and counterterrorism strategy.

Kenyan young adult, ages 18-35, undergo higher rates of unemployment, low wages, and education than young adults in other parts of Africa (Al Jazeera, 2015). An estimated 70% of Kenyan young adults were unemployed in 2015 (Bremmer, 2015). The lack of employment, education, and a better wage entices Kenyan young adults to join Al-Shabab where they can receive a monthly salary of $500 USD (Andae, 2014). The amount of money earned creates a perception among male Kenyan young adults who see Al-Shabab as a "business" (as cited in Burridge, 2014). The difference in earning potential between employment in agriculture or industry and Al-Shabab membership suggests employment should be addressed among Kenyans between the ages of 18-35. The high rate of unemployment together with Al-Shabab pay entices recruits to join the terrorist organization, the relationship between unemployment and Al-Shabab recruitment, and the impact of unemployment had on wages and has not been explored.

The social significance of this study results from linking the effects of recruitment on employment, education, and a higher wage. Evidence exploring the unknown relationships described above may influence policy makers and lead to rectification of issues affecting Kenyan young adults to fight against Al-Shabab recruitment.

The unemployment rate of 70% suggests why Kenyan young adults find work in Al-Shabab (Bremmer, 2015). My study conducted a qualitative narrative approach using the SCF to understand and describe the ongoing competing indoctrination of Al-Shabab recruiters and Kenyan government action. Kenya has an infrastructure in terms of an economic and political presence. The inability of the Kenyan government to provide security, safety, employment, and a higher material standard impedes social stability and creates a disenfranchised community. Al-Shabab recruitment poses a significant barrier to social stability. For these reasons, it is of the utmost importance to uncover the issues for change and stability Kenyan young adults feel may lead to integration into the community. With this study I intend to influence public policymakers to develop counterterrorism strategy in an effort to undercut Al-Shabab recruitment.

In Chapter 1, I provide information on the background, problem statement, purpose of the study, research questions, conceptual framework, nature of the study definitions, assumptions, scope and delimitations, limitations, significance, and a summary. The overview presented in this chapter addresses the need for a study on exploring a linkage between Al-Shabab recruitment and unemployment.

Background

The unemployment rate in Kenya for young adults between the ages of 18-35 is 70% (Bremmer, 2015). Terrorism is not a new phenomenon in the Horn of Africa. The issue of recruitment and the motivating force particular to Kenya has evolved through ideology, money, and force. Al-Shabab practice has outpaced the government's counterterrorism strategy meant to counter terrorist recruitment. Out of concern for political, social, and military instability, the Kenyan government has a need to address societal issues. Counterterrorism strategy emphasizing military solutions overwhelmed the Kenyan government approach in attacking Somalia in 2011 and actively sought Al-Shabab members in Kenya. The lack of a counterterrorism strategy beyond military intervention has established that the Kenyan government is unable to defend Kenya from the threat of Al-Shabab recruitment and attack. Somalis who gained Kenyan citizenship often face social and religious discrimination by the Kenyan government. The treatment faced by Somalis in Kenya worsened matters for the Kenyan (Odula, 2008). To make matters worse, the Kenyan government has institutionalized corruption within its ministries (Zutt, 2010). The problems associated with an unstable and corrupt government is further compounded by population concerns of diminishing freedoms, unemployment, low wages, and lack of education.

Kenyan counterterrorism practice is severely limited by the counterterrorism strategy presented by the United States Agency for International Development (USAID) countering violent extremism strategy (Security Assistance Monitor, 2015). Due to the emphasis on military stability rather than advocating for economic and social change, the

Kenyan government is limited in its approach to address Al-Shabab recruitment. A primary disadvantage of this one dimensional counterterrorism strategy resulted in a limited war in nearby Somalia and increased recruitment and attacks from the Al-Shabab (Liepman & Chandler, 2016). The result also extended to a continuation of the negative perception of Kenyan society on government ability (Wagner, n.d). Kenyan resentment and hostility toward the Kenyan government suggested changes in security, safety, unemployment, and a higher living standard were necessary. Vulnerability of the Kenyan government resulted from the lack of a comprehensive counterterrorism approach more than on offering solutions for alleviating society shortcomings. The issues relating specifically in Kenya went ignored even when Al-Shabab apparently made grand strides in recruiting and enhancing indoctrination methods.

Scholars (e.g., Agbiboa, 2014; Botha, 2014a; Botha, 2015b; Kasandi & Akumu, 2008; Odhiambo et al., 2015) have studied the matter of internal turmoil from a loose confederation of social issues that are not interdependent. The lack of a comprehensive scholarly approach removes the ability to gain a useful observation of factors involved in why Kenyans formed a negative perception of government inaction. USAID counterterrorism offered a different approach to counteract the successes made by Al-Shabab. The counterterrorism approach promoted by USAID offered Kenya a solution for alleviating unemployment rates, low wages, and lack of education (Khalil & Zeuthen, n.d.). This study will present an overview of the problems associated with Al-Shabab recruitment, Kenyan government instability, and troubles faced by Kenyan young adults between the ages of 18-35. Suggestions to policymakers contribute toward changes

consisting of alleviating social and religious discrimination, internal government corruption, low levels of educational opportunities, justice for the imprisoned, offering solutions on unemployment and wages, while integrating education to serve the national interest of economic and political stability.

Kenyan history played a role in the dominant presence of the government (Jones et al., 2016). Under British rule, Kenya favored Catholics over any other religion and grew dependent on corruption for governance. The government favored the elite over the majority population and promoted discrimination against Kenyan Muslims. Past literature (e.g., Botha, 2015b; Botha, 2014a; Krause & Otenyo, 2005) on issues such as racial and religious segregation, corruption, and indifference toward freedoms and privileges are limited as they examined as unrelated and separate. The nonintegrated approach of past authors (e.g., Botha, 2015b; Botha, 2014a; Krause & Otenyo, 2005) affected empirical research on Al-Shabab recruitment and Kenyan young adults. Scholars have noted the significance of unemployment rates among young adults between the ages of 18-35 as a rising public concern and a contributing factor for discontent (Al Jazeera, 2015; Njagi, 2014). Several authors (e.g., Kasandi & Akumu, 2008; Al Jazeera, 2015; Khalil & Zeuthen; and Mwangi, 2012) addressed contributing factors such as education, unemployment, counterterrorism, and religion but failed to explain a relationship among the themes.

The literature on counterterrorism policy spearheaded by a military strategy alone argued for a one dimensional approach toward terrorism. Other literature dealing with Kenyan issues, however, clearly highlighted the level of importance and the impact on

the war on terror (Botha, 2015b; Botha, 2014a; Krause & Otenyo, 2005). These researchers have acknowledged the issues of discrimination, high unemployment, and corruption severely limited counterterrorism strategy against Al-Shabab in Kenya. Pressures from unemployment, low wages, and the lack of educational opportunities worsened by a one dimensional counterterrorism approach further contribute toward the need for classification of pressing issues most worrisome to the Kenyan young adults and expansion of a multidimensional counterterrorism approach.

In accordance with USAID countering violent extremism (CVE), there are push factors encouraging Kenyan young adults into Al-Shabab and pull factors countering recruitment by offering better employment and educational opportunities (Khalil & Zeuthen, n.d.). Push factors, such as marginalization, poor governance, corruption, discrimination, and mistreatment from Kenyan government security forces, are factors driving Kenyan young adults into the ranks of Al-Shabab (Khalil & Zeuthen, n.d.). Pull factors such as radicalization of the Muslim religion, the presence of Al-Shabab sympathizers, a lack of social integration, misinterpretation of religious teachings, and empowerment from indoctrination are factors influencing Kenyan young adults to consider Al-Shabab (Khalil & Zeuthen, n.d.). The goal of this study was the comprehensive integration of the different and separate issues within Kenya for a uniform approach in detailing a multidimensional counterterrorism strategy. The intention of this study was the evaluation of relationships among joblessness and Al-Shabab conscription, and the effect that salaries and schooling had on unemployed and Al-Shabab enlistment. The effect of recruitment on employment, education, and a higher wage had a social

implication on Kenya, counterterrorism, and policy makers. The results may urge public policy makers to accept a counterterrorism strategy that adheres to an empathetic approach to issues and providing better employment and wage opportunities for vocational education.

Problem Statement

Several countries face the specter of Al-Shabab. The countries of Sudan, Ethiopia, Eritrea, Djibouti, Somalia, Uganda, Rwanda, Burundi, and Tanzania are facing a determined recruitment effort to the Al-Shabab organization. In Kenya, Al-Shabab has found a recruitment pool actively looking for work. Unemployment rates estimated as high as 70% suggests why Kenyans find employment in the Al-Shabab organization (Bremmer, 2015). Kenyans between the ages of 18-35 view employment in Al-Shabab as a "business" (Al Jazeera, 2015; as cited in Burridge, 2014). Researchers (e.g., Botha, 2015b; Kasandi & Akumu, 2008) noted poverty and lack of educational opportunities as two factors enticing employment with Al-Shabab. Work, when available, earns agriculture workers $65 USD monthly and from $130-$165 USD monthly for urban workers (Mbuthia, 2015). Al-Shabab recruitment, in contrast to urban and rural pay, has paid Kenyan young adults $500 USD per month (Andae, 2014). Furthermore, Kasandi and Akumu (2008) described education as "widely accepted" and an "exit route from poverty" (p. 46). Education is a useful preventative factor against Al-Shabab recruitment. The issue of unemployment, low wages, and lack of educational opportunities are a recurrent problem causing instability. Al-Shabab recruitment has utilized the instability to recruit vulnerable young adults. How well counterterrorism

strategies nullify the effectiveness of Al-Shabab recruitment while winning over disenfranchised Kenyan young adults has yet to be fully explored. The issue of Al-Shabab recruitment, Kenyan government instability, and the problems faced by Kenyan young adults between the ages of 18-35 needs to be addressed. A viable counterterrorism solution mitigating the effectiveness of Al-Shabab is necessary.

The literature reviewed unveiled two factors on the instability of the country: (a) the relationship between recruitment in the Al-Shabab organization and (b) unemployment is relatively unknown. This study focused on recruitment and unemployment largely because there is an unknown connection other than unemployment as an issue of destabilization. A connection between unemployment and recruitment has not been explored thus far. Literature has focused on specific issues such as religion, security, education, wages, and employment; however, bringing together the issues, relating issues to one another, and putting them in context with counterterrorism and Kenyan young adults. Furthermore, none of the literature reviewed (Brennan Center for Justice, 2015; Burridge, 2014; Jones et al., 2016; Khalil & Zeuthen, n.d.) for this study has addressed whether learning a trade mitigates the unemployment rate in Kenya and Al-Shabab recruitment. The literature reviewed does, however, reveal Al-Shabab recruitment is a recurrent and a menacing problem. Recruitment is the potential problem and the cause of political and military instability. The significance of the recruitment issue is well received. Less so is how the issue of recruitment influences education and how employment affects poverty. The social significance comes from linking the effects of recruitment on education and employment on poverty. How expanding employment,

increasing wages, and offering vocational training affects governance may influence policymakers. After addressing Kenyan concerns policymakers may mitigate radicalization and address the lure of Al-Shabab recruitment.

Purpose Statement

The purpose of this study was the improvement of the understanding of how unemployment, poverty, and lack of education contributed to Al-Shabab recruitment in Kenya. This study used the qualitative research inquiry and included individual interviews with an emphasis on narrative inquiry. The participants living in the United States originated from Nairobi, a metropolitan area, and Mombasa, a coastal zone. Dawson (2007) asserted that the use of data analysis in a qualitative design is ongoing and changes as the study matures. Ongoing changes were a phenomenon this study undertook and used for maturity in reporting developments. An assessment of the wages earned by urban and rural workers was used in conjunction with the allure of recruitment into Al-Shabab. An assessment of wages earned by urban and rural workers accompanied the phenomenon of ongoing changes. Kenyan young adults between the ages of 18-35 face unemployment, low wages, and have limited educational opportunities. The instability of the government and the plight of the young adults offer Al-Shabab a solid foundation for recruitment within Kenya and offer the unemployed a solid monthly wage of $500 USD (Andae, 2014). This study focused on the several none integrated issues concerning—unemployment, low wages, lack of education, and religious discrimination—and explored relationships between Al-Shabab recruitment in Kenya and if unemployment motivated Kenyan young adults to seek employment with

Al-Shabab. The purpose of this study, therefore, was improving the understanding of how unemployment, low wages, and lack of education contribute to Al-Shabab recruitment. The purpose addressed the gap of understanding and recruitment.

Research Questions

Counterterrorism strategy in Kenya cannot be solely a one dimensional military approach. How Kenya decides to engage Al-Shabab depends on a multi-dimensional counterterrorism strategy openly. USAID provided external support with the introduction of CVE (Khalil & Zeuthen, n.d.). Previous research had addressed several reasons for internal dissension. The authors of prior literature have presented issues plaguing the Kenyan government; however, the issues of employment, security, wages, and education are not presented in an integrated way. Kenya's recurrent issues of unemployment, low wages, and lack of educational opportunities are the core of the country's problems. Kenyan government repressive nature, which includes racial and religious discrimination, internal corruption, and lack of justice further, exacerbates political, economic, and military instability (Wagner, n.d.). The manifestation of instability within Kenyan young adults between the ages of 18-35 through yearnings of trying to find employment, earn decent wages and acquire vocational skills prescribe the manner of how the research questions (RQs) were posed. The RQs were specifically designed to provide knowledge on the manner and means on what the Kenyan government can and should do for a productive interaction with Kenyans while achieving political, economic, and military stability. The research questions for this study are as follows:

Research Questions 1 (RQ 1) Qualitative: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in Al-Shabab organization?

Research Question 2 (RQ2) Qualitative: How do wages for rural and urban 18-35 old Kenyans affect Al-Shabab recruitment?

Theoretical Framework

The theoretical base for this study was the SCF (University College Dublin, n.d.). SCF was developed by Lev Vygotsky (1978), a former Soviet psychologist. Vygotsky (1978) believed cognitive functions explain social interaction. SCF consisted of public assurance of familiarity and integrated knowledge for explanation of culture (Vygotsky, 1978). The social context could not be separated from learning (Vygotsky, 1978). This framework addresses issues particular to a nation in both subjective and objective reality. The use of SCF introduces observation of unemployment, poverty, and lack of educational opportunities as the central focal point contributing to Al-Shabab recruitment successes. Kenya has its own culture and language, and within the framework of SCF, this comprises the way Kenyans perceive the world around them. Kenyans gain knowledge from human experience, communication, and understanding reality. Kenyans form a perception of reality, a social phenomenon derived from community and individual experiences that joins together and creates Kenyan culture. Language and culture are reinforced with the perception formed by Kenyan society. The language and culture of Kenya develop cognitive understanding. Cognitive learning is intrinsic. Issue developing outside cognitive learning is extrinsic. Each learner in the community perceives intrinsic and extrinsic developments individually and as a society. In Kenya,

learning and perception are social phenomena. Al-Shabab recruitment is an extrinsic development. Kenyan society perceives the presence of Al-Shabab from a community and individual perspective: an extrinsic and intrinsic development. Kenyans, in the case of SCF, are learners who as a community and individual perceive unemployment, poverty, low wages, and lack of educational opportunities as problems derived from either Al-Shabab recruitment or the Kenyan government inabilities. Depending on community and individual perception, Kenyan young adults between the ages of 18-35 view unemployment, low wages, and lack of education as part of an unjust and instable society. The application of SCF theory offers guidance on how some Kenyan young adults mitigate or Al-Shabab recruitment.

Terrorism in Kenya is a series social issue. Al-Shabab recruitment threatens the stability of Kenya. Al-Shabab recruiters actively seek Kenyan young adults between the ages of 18-35 (Al Jazeera, 2015; Adow, n.d., Easy). Al-Shabab directs indoctrination toward Kenyan young adults at prisons and appeals to many Kenyans based on the amount of money one makes (Wafula & Omondi, 2017). Kenya government leaders and Al-Shabab method of indoctrination compete against one another. Kenyans learn how to construct knowledge based on what side they have chosen. Through learning, Kenyan young adults shape perception of reality and understanding.

SCF offers how Kenyan society as a community and individually perceive Al-Shabab. Recruitment indoctrinates Kenyan young adults and shapes the person's schema. Depending on the perception of the community and the individual, Kenyan's accept or not what they have learned and continue to learn pre Al-Shabab and during Al-Shabab's

presence. Indoctrination from either the Kenyan government or Al-Shabab recruiters serves as a sermon that explains what social evils are present in Kenyan society and how best to eradicate the problem. SCF introduces learning through culture and this typifies how Kenyans perceive society and social evils. Perception is formed by extrinsic and intrinsic motivation. It is by perception of extrinsic and intrinsic motivation that the Kenyan government and Al-Shabab provide competing views. The Kenyan government uses counterterrorism strategy to win back society. Al-Shabab, in contrast, offers an alternative solution and promises a way back toward familiarity and stability.

Nature of the Study

The nature of the study used a qualitative research approach, accompanied by individual interviews, with a narrative focus. Qualitative research is consistent with understanding how and why Kenyan young adults decide to join Al-Shabab. Keeping the focus on unemployment should be consistent with SCF. Thirty individualized interviews of Kenyans living in the United States, divided by 15 originating from Mombasa and 15 originating from the capital at Nairobi, expressed the opinions and practical knowledge of participants on the thoughts of recruitment into the Al-Shabab organization. Candidates for participation are part of a diaspora composed of expatriates from Kenya now residing in the United States. Diasporas concerned with providing humanitarian assistance to vulnerable Kenyans back home are of particular importance (Migration Policy Institute, 2014). First generation immigrants who left Kenya and reside in the United States to get away from Kenyan issues of unemployment, low wages, and lack of education served as sources of first hand accounts of life in Kenya and Al-Shabab recruitment effectiveness.

Participants arriving in the United States after 2000 are estimated at 51,333 out of 77,000 (Migration Policy Institute, 2014). Selected participants reflected expatriate status, diaspora membership, demonstrated personal experiences, and resided in the United States between 2000 and 2018. Participants were selected from the age group 18-35 (Migration Policy Institute, 2014). The narrative inquiry method was used and focused on a detailed description of the effect of unemployment and the effect that wages have on Kenyans. My intention with this study was to the determinants of radicalization by collecting journals, newspapers, interviews, and audio recordings.

Definition of Terms

Al-Shabab: A terrorist organization who holds allegiance with Al-Qaeda. The organization is originally from Somali. In Somalia, Al-Shabab tries and destabilizes the government for the greater purpose of taking over and creating a Caliphate. Al-Shabab believes in radical Muslim ideology for the interpretation of injustices faced in the country. In Kenya, Al-Shabab launched attacks on military targets, one university and attacked a mall in retaliation for Kenyan military intervention in Somali (2011). Al-Shabab recruitment in Kenya introduces an alternative model of perception. Kenyan recruits seek money and adventure.

Coastal areas: Consists of Mombasa, Watamu Beach, Malindi, Lamu, Tiwi Beach, Msambweni, and Funzi Islands (Expert Africa, n.d.).

Counterterrorism: Motivated primarily by military strategy. The host country adopts the concept of such a strategy for the eradication of terrorism. Kenyan authorities

used counterterrorism strategy as a lever to launching a military incursion in Somalia for the purpose of eliminating the Al-Shabab.

Countering Violent Extremism (CVE): This concept originated from American policy formation in 2014 (Brennan Center for Justice, 2015). Originally implemented in the United States, CVE envisioned a community and government liaison for the purpose of dissuading potential terrorist recruits. CVE targets terrorist such as Al-Qaeda, ISIS, lone wolf, and small groups (Department of Homeland Security, 2017). Based on CVE, the DHS, State Department, DoD, and White House implement the counterterrorism strategy at home (DHS), abroad (State), in war (DoD), and simultaneously at home and abroad (White House).

Pull factor: Is one half of a theory formulated by USAID. Pull factors are dependent and derive from push factors (Khalil & Zeuthen, n.d.). The pull factor is the approach a rival organization introduces to take advantage of the situation. In Kenya, pull factors Al-Shabab used for recruitment and indoctrination included a sense of belonging and making a difference, established a social network among the community of recruits, offers employment, and pays a higher salary.

Push factor: Is the other half of theory formulated by USAID. Push factors compliment and spearhead pull factors (Khalil & Zeuthen, n.d.,). The push factor is the approach used by Al-Shabab to take advantage of Kenyan government abuses of authority. Push factors in Kenya include radicalization, poor governance, corruption, discrimination, and abuses of policing.

Social Constructive Framework (SCF): Studies the shared assumption in a given society regarding learning, understanding, and perceiving. Reality from the community shared assumption is the base for communicating and interacting. The citizens of a country use share assumptions for rationalization purposes. The world and the nation are authenticated and challenged within the schema of shared assumption.

Sharia Law: Islamic law that enforces a strict interpretation of the religion for defining societal values and disciplining people. Violations constitute whipping, death, or cutting off limbs. This type of law is considered overbearing and intrusive.

Assumptions

In this study, I assumed the participants were torn between supporting the Kenyan government, attracted to the potential of making money, and perceived Al-Shabab recruitment as a business and not an ideological adventure. I also assumed that Kenyans participating knew their role and the anonymity that was going to be in the study. Another assumption was participants voluntarily took part in the study. Additionally, I assumed participants understood participation would be kept anonymous. Furthermore, I assumed commentary from the participant resulted from their experiences. In Kenya, the persecution of Kenyan young adults contemplating Al-Shabab membership makes divulging their status in interviews admittedly dangerous. The study assumed participants, despite the reprisals, were willing to engage in an interview, understood anonymity helped safeguard their identity, and in accordance with IRB standards of participation, and that the participant knew they could halt the interview should they feel uncomfortable. This study assumed the participant's experiences described Kenyan

frustration over not finding employment and contemplating Al-Shabab recruitment. The study assumed validity and reliability of participant derived data contributed to the accuracy of this research.

Scope and Delimitations

This study included interviews with 30 participants living in the United States, who had contemplated Al-Shabab recruitment, and originated from either Nairobi or Mombasa. Kenyan male young adults between the ages of 18-35 originating from Nairobi and Mombasa were eligible for participation. The age group of 18-35 validated the current trend in Kenya of those disenfranchised suffering from unemployment with no vocational training. I made no distinction whether the Kenyan participants had a Somali background. This study intended to identify with Kenyans matching with participant experiences within the capital and other coastal areas. Kenyans of different age groups and locations may identify with this study; however, this research focused exclusively on participants between the age group of 18-35. To facilitate addressing the research questions, the participants all met the minimum requirement of considering joining Al-Shabab. In addition, the participant met other requirements including falling within the ages of 18-35, revealed their religious preference and education level, were unemployed, and noted whether they were current or past Al-Shabab members.

Limitations

Participants come from only two geographical locations. One location is Nairobi, Kenyan's capital. The second location is Mombasa, a coastal area. The geographical locations selected for this study presented a limitation. When considering Nairobi, this

area is undergoing civil strife against the government. Al-Shabab recruitment presence is higher in the capital (West, 2016). The father away from the Nairobi, the impact of political and social turmoil diminishes. When considering Mombasa, this area is one of many facing a larger Al-Shabab recruitment strategy. Focus on only one coastal city may affect the potential of understanding the allure of Al-Shabab recruitment. The study included participants living in the United States who originated from Nairobi or Mombasa and fell within the age group of 18-35. The 18-35 age group has a 70% unemployment rate, earn lower wages, and experience limited educational opportunities (Andae, 2014). Given the lack of coherence of social issues in Kenya and the lack of topic organization linking unemployment with recruitment, I conducted the study with the intention of inferring learning a vocational trade as means for mitigating Al-Shabab recruitment success.

The direction of this research may not be fully understood by the participant. Participants may not view social issues as relevant to perceptions held on the Kenyan government or indications for reasoning joining Al-Shabab. The potential of a participant not seriously connecting Kenyan issues with recruitment both limits and threatens the design of this study. If needed, the removal of the participant would take place. The removal of participants arises when there was a need; however, no one was removed. Participants may be removed for fraudulent intent or for the lack of experience. A final limitation involved no more than the 30 planned participant interviews, which may alter generalizations derived from this study.

To address limitations, participants were considered who came from other parts of Kenya but lived at some point in either Nairobi or Mombasa. Furthermore, other measures to address limitations included incorporating Kenyan young adults who are unemployed and meet the standard of falling in the 18-35 age bracket. In order to address the limitation of lack of education, this research offered an alternative solution of vocational training. Limitations of understanding the direction of the study may be mitigated by addressing the participant's questions on the topic and IRB standards. Limitations of not seriously believing Al-Shabab recruitment results from government instability were addressed by selecting participants who meet the conditions for participation. The selection of participants included considering or belonging to Al-Shabab.

Bias influences come from research empathy, a detached and uncaring professional demeanor, and discovering information that this research may not use to expand findings. By following IRB standards and expectations of scholars, I intended to remove any feelings of empathy that otherwise inhibited study findings. Researching the topic of unemployment, low wages, and lack of educational opportunities at a time when the Kenyan government is unstable and Al-Shabab recruitment in its prime is only an introduction to what the participants perceive and validate. In accepting research alone and participant experiences by abiding by age, location, removal of participants if necessary, this research avoided detachment and a uncaring mentality. Participants revealed additional information that research could not. The additional information yielded from interviews found its way in this research.

Significance

This research study sought to understand how unemployment, low wages, and lack of educational opportunities changes the perception of Kenyan young adults to either join Al-Shabab or disagree with the government but not join Al-Shabab. The study accounted for and processed the impact of Kenyan political, economic, and military issues as a manifestation of Kenyan young adult outcries. By addressing unemployment, low wages, and lack of educational opportunities in Kenya, this study provided additional data that could contribute to counterterrorism strategies designed to curtail Al-Shabab recruitment. Influencing counterterrorism policies addressed the need for employment opportunities and mitigating recruitment.

This project is unique because it addressed an under researched area of the role that unemployment has on Kenyans in the 18-35 age group seeking employment in the Al-Shabab organization. The study presented a unified process of political, economic, and military issues in conjunction with connecting unemployment and vocational training to offset Al-Shabab recruitment. This attempt at linking issues with unemployment and learning a trade requires the presentation of empirical evidence. The results of this study intended to provide insight into the literature that public policymakers can use when considering developing policies for employment opportunities to mitigate Al-Shabab recruitment. Hence, this study addressed the gap and present evidence regarding the mitigating impact of vocational training on Al-Shabab recruitment.

Summary

Chapter 1 presented the key issues and the driving force for the study. Kenya is the focus of intense Al-Shabab recruitment. Kenyans feel a disconnection with government ability in providing for the population (Osiro, n.d.). The manifestation of issues has worsened within the population of Kenyan young adults between the ages of 18-35 (Al Jazeera, 2015). Kenyan young adults feel a disassociation with the rest of the public as they are the focus of high unemployment rates. An estimated 70% of Kenyan young adults between the ages of 18-35 have no employment (Al Jazeera, 2015). Matters are made worse for Kenyan young adults as low wages, and lack of vocational training are factored in the problems faced by this segment of society. Not surprising, Kenyan young adults see Al-Shabab recruitment as a "business" opportunity. Al-Shabab finds in young Kenyan recruits an eager community. Kenyans with employment in agriculture make $65 USD monthly while urban employees make between $130-$165 USD monthly (Mbuthia, 2015). Not only does Al-Shabab benefit from inner turmoil but offers Kenyan young adults a much higher salary estimated at $500 USD monthly (Andae, 2014). This study thus intended to fill a void in understanding why unemployed Kenyan young adults, enticed by better pay, decide to join Al-Shabab while others would not.

Against the backdrop of recruitment and instability in Kenya, scholars have not integrated or adequately explained the interdependence of the challenges Kenyans. A consequence of the lack of organization and interpretation, there is no known reason for the shared relationship between Al-Shabab recruitment and unemployment. Literature used in preparation for this study has not addressed whether learning a vocational trade

mitigates the rate of unemployment and the enticement of Al-Shabab recruitment. One consistent problem raised by the literature is the effectiveness of Al-Shabab recruitment (Anzalone, 2012). Al-Shabab recruitment compounds the political, economic, and military issues faced in Kenya. Social significance is derived from understanding the effects of recruitment on government stability and action meant to compete with Al-Shabab indoctrination. The goal of this study was presenting a uniform critical approach of the instability faced by Kenya with the intent of influencing policy makers with data analyzing unemployment, low wages, and lack of vocational training. Policymakers armed with available data may want to initiate actions for proposing employment and educational opportunities.

Chapter 2 focuses on literature review alerting about the growing instability in Kenya. Particular attention from the literature review addresses unemployment and lack of education. The chapter presents the recognition of political, economic, and military instability as issues needing attention. A unified and organized Kenyan government approach offers a solution and exploration of factors that may alleviate a disenfranchised feeling among Kenyan young adults. The factors of providing employment along with better wages and promoting vocational training may reduce the rates of recruitment levels in Al-Shabab.

Chapter 2: Literature Review

Introduction

Kenya faces an unemployment epidemic that fuels political instability for the Kenyan government. An estimated 70% of Kenyan young adults in the age group 18-35 are unemployed (Al Jazeera, n.d.; Bremmer, 2015). Kenyans feeling a sense of marginalization and frustration do not approve of the level of unemployment, lack of good wages, and the availability of educational opportunities (Allen, 2015). Political instability continually threatens the existence of the Kenyan government. Nearby hostilities from Al-Shabab have crossed over into Kenya and contribute to the instability of government authority. Chapter 2 explored the relationship between unemployment, low wages, and education with Al-Shabab recruitment successes; Al-Shabab recruitment of Kenyan young adults; and Al-Shabab impact on the political and military stability of Kenya. Scholars have written and studied the constructs of Al-Shabab terrorism on Kenya (Odhiambo et al., 2012; Sjah, 2008; Agbiboa, 2014). Both Al-Shabab recruitment and impressions on the fabric of political and military stability have been reviewed within the framework of counterterrorism and diminishing terrorist presence in those studies (Botha, 2014a; Botha, 2015b; Krause & Otenyo, 2005; Prestholdt, 2011). With my study, I sought to expand the body of research by addressing whether learning a trade mitigates the unemployment rate in Kenya and the alluring effect of radicalization by Al-Shabab. This study further expanded the factors reported by scholars through finding a relationship between Al-Shabab recruitment and unemployment. The body of research studied gave me ample similarities and differences in the presented study.

The recognition of fighting terrorism in Kenya as a critical element in the resurgence of counterterrorism strategy has become a more recent focus of Kenyan government officials (BBC News, 2017). In the context of unemployment, low wages, and lack of education that create stress and civil strife within Kenyan society, the importance of finding an alternative solution has assumed significance (Clark, 2015; Njagi, 2014). This study, in conjunction with the significance of an alternative solution, examined the relationship between unemployment and Al-Shabab recruitment.

The following literature review represents pertinent research literature, namely, Al-Shabab recruitment of Kenyan young adults, the impact of terrorist activity in government function, and between unemployment, low wages, and education with Al-Shabab recruitment success. Specifically, Chapter 2 is organized into four sections: (a) involvement factors, (b) religious affliction and persecution, (c) institutional fragmentation, and (d) retaining Kenyan young adults. The involvement factor section explores the background of Al-Shabab. Al-Shabab stages attacks and ideological attacks from Somalia. In Al-Shabab's base of operations, the terrorist group pursues disgruntled Kenyan male young adults between the ages of 18-35 who are unemployed, lack an education, and receive low pay. Religious affliction and persecution details racial profiling and religious segregation based on Christianity and Muslim religions. Muslim clerics use religion and denounce Christian characterization of Muslims and Somali backgrounds. Al-Shabab recruiters use religious animosity for the recruitment of Kenyan followers. Institutional fragmentation referenced instability, religious animosity, and unemployment as reasons for Kenyan disagreement of government corruption. The

perception held by Kenyans is often negative and this serves Al-Shabab ideological recruitment. Kenya faces a rift between the populace and government which Al-Shabab seeks to fill. The issue of marginalization affecting Kenyan young adults leaves this segment of the population vulnerable to Al-Shabab recruitment. The unemployment level is dangerously high and promotes Kenyan contemplation in joining Al-Shabab. The Kenyan government employed CVE. In CVE, the Kenyan government employs a counterterrorism strategy invoking an employment, education, and higher wages concept as an ideological pursuit and win over male Kenyan young adults.

Literature Search Strategy

Research for my study was obtained by using one major public search engine, identifying peer reviewed articles through academic databases, and purchasing books online. Research from this study resulted from gathering sources during the prospectus phase in early 2016. The Yahoo search engine serves the purpose of researching a wealth of articles on current, as well as past events relating to issues of stability, education, and unemployment in the form of articles and newspapers. Keywords used in the Yahoo search engine included *terrorism in Kenya, counterterrorism in Kenya, unemployment in East Africa, wages in Kenya, lack of education in Kenya, Al-Shabab recruitment, and Al-Shabab in Somalia.* Peer reviewed articles came from Walden University Thoreau Multi Database Search engine. The search terms involved focus on *Kenya and terrorism, education in rural and urban areas of Kenya, counterterrorism strategy against Al-Shabab, and employment opportunities for Kenyans.* Purchased books came from eBay and Amazon with keywords *terrorism and education in Kenya, counterterrorism*

strategy, wage earning for Kenyan young adults, and employment opportunities for

Kenyans.   The recurrent themes of terrorism, Al-Shabab growth, unemployment, low

wages, lack of education, and government treatment produced the series of articles and

books used in the study.

Theoretical Foundation

Social constructive framework (SCF) provided the theoretical framework for this

study (University College Dublin, n.d.). Terrorism in Kenya is a social epidemic

threatening the stability of the country. Kenya faces two social contexts. One social

context engages learning how something should be perceived (Pritchard and Woolward,

2010). Another social context places community learning as something that takes place

with the guidance of knowledgeable members of society (Pritchard and Woolward,

2010). Threatening the social fabric of Kenyan society is Al-Shabab. Placed in social

context, male Kenyan young adults between the ages of 18-35 receive competing vestiges

on how learning and community take place. On one side Kenyan young adults have

grown into accepting society under the Kenyan government (Hope, 2012). On the other

hand, Kenyan young adults face a competing learning style (Anzalone, 2012). Kenyan

young adults perceive the government as uncaring, corrupt and in need of removal. Al-

Shabab members serve as the more knowledgeable teachers of the community with the

responsibility of instilling community learning.

SCF emphasizes culture and social context with understanding. Individual and

community learning grow exponentially with understanding. Learning epitomizes social

context and culture. Society learns individually and collectively (as cited in Pritchard and

Woolward, 2010, p. 7). Kenya government leadership and Al-Shabab method of intervention compete for community interest for effectiveness and shaping the direction of society in social context. Intervention from the Kenyan government and Al-Shabab provide different knowledge and develop Kenyan young adults in this regard (Hope, 2012; Anzalone, 2012). Kenyan society learns, accepts, and understands the culture and social context from an individual and community base. Knowledge constructed through individual and community learning forms a reality. Perception of what is acceptable or not, how a person or groups of people conduct themselves in society, and what knowledge empowerment advances society depends on reality. Through perception, learning, knowledge, and reality an understanding of social context and culture shapes behavior. Al-Shabab modifies Kenyan young adult behavior for recruitment purposes. In contrast, the Kenyan government adjusts Kenyan society for the advancement of stability in the country.

Lev Vygotsky pioneered SCF with his notion of knowledge and learning and working together (Pritchard and Woolward, 2010). Indoctrination produces rival knowledge for individual and community consumption. Indoctrination advances understanding and learning for social process. Al-Shabab indoctrination alters reality and understanding introduced by the Kenyan government. The alternative reality shapes a new schema. Pritchard and Woolward (2010) labeled alternative reality as "accommodation" (p. 12). Social interaction depends on individual acceptance and community learning from advanced knowledge. Learning accelerates within a new schema. Understanding and acceptance are molding the new schema until neither is seen

as contradictory or controversial. Al-Shabab recruitment transformed indoctrination as "authentic learning" (Pritchard and Woolward, 2010, p. 17).

In Kenya, the competing sides vow for changes. The segment most important to either side is male Kenyan young adults between the ages of 18-35 who have a 70% unemployment record (Al Jazeera, n.d.; Bremmer, 2015). Both the Kenyan government and Al-Shabab require introduction of social and community learning, acceptance, and understanding for acceptance and altering accepted schema. Al-Shabab indoctrination assumes a priority status in comparison with Kenyan government inaction (Swanson, n.d.). Indoctrination serves Kenyan young adults with information and interpretation. The Kenyan government, however, remained paralyzed by corruption and inactivity (Zutt, 2010). Information, knowledge, learning, and understanding remain docile on the Kenyan government side. Al-Shabab has defined a new schema and in the process changed the social context of Kenyan individual and community perception.

Another leading theory involved social identity theory (Kfir, 2017). According to social identity theory, the psychological expansion side of this theory involves political instability, insecurity derived from security and economic issues, and cultural differences (Kfir, 2017). The theory involved both individual and community based feelings of insecurities. A community cannot form and protest without each individual forming a perception of loss of civil liberties and economic opportunities. Protest involved injustice and marginalization (Kfir, 2017). The struggle the government faces to counteract the issues prevalent to the country allows for the emergence of protest in the form of collective insecurity. Kenya, with its problem of Al-Shabab recruitment, competes with

the terrorist organization for a socially constructive mindset. Al-Shabab benefits from Kenyan government inability to alleviate individual grievances forming into collective group action.

Literature Review

Involvement Factors

A summary of Al-Shabab and its background is necessary for explaining the organization's presence in Kenya. The aims, ambition, recruitment strategy, and use of force correspond with Al-Shabab intentions in the region. Al-Shabab views Somalia as an Islamic emirate and as a base for carrying out religious work (Jones et al., 2016). "Al-Shabab" translated into English means "the young adults". The translation exemplifies how Kenya is a place for recruiting young male Kenyans between the ages of 18-35 into Al-Shabab. Al-Shabab inferences in Kenya are another part of the organizational strategy in the region; this time the terrorist groups recruits fighters (Jones et al., 2016).

Events in Somalia history gave rise to Al-Shabab. The political turmoil in Somali opened the land for Al-Shabab ambitions. Al-Shabab formation in Somalia transpired after weak governance and Somali dissent. Long before the Al-Shabab became a known organization, the precursor organization, known as Al-Ittihad Al-Islami (AIAI), was in power. The AIAI was formed by a small group of well educated and well off Somali residents in the early 1990s (Combating Terrorism Center, 2010). Leaders of AIAI viewed Somali as an Islamist emirate. Al-Qaeda took notice and funded as well as provided training for the AIAI. In the early 2000s, AIAI faced an internal shift in direction. Younger and bolder members decided the clause for an Islamist emirate did

not reach AIAI potential. The brazen elements of AIAI perceived Somalia benefiting

from transnationalism. AIAI separatist young adults formed Al-Shabab and expanded the

organization with the Islamic Courts Union (ICU). Al-Shabab central theme revolved

around ruling Somali through Sharia Law. The ICU presence throughout Somalia

provided the military and organizational strength sought by Al-Shabab explained Wa

Ngugi (2013).

Organizational evolution benefited the objective, aims, ambition, strategy,

recruitment, and use of force. It is through this evolutionary prism the study presents

information. Kenya not only serves the purpose of active recruitment but the country fits

within the objective of transnationalism. Indoctrination promises economic opportunity,

a change for demonstrating civic virtue, religious zeal, and a chance to make a difference

(Goodman, 2015). Political and religious leaders representing Al-Shabab spoke of

endless riches and the end of economic hardship. Powerful sermons delivered by Al-

Shabab representatives promoted change. The speeches and sermons masked the

intention of transnationalism. Kenyan recruits accepted ideological concepts from

speeches and sermons. Muslim clerics spoke with ferocity and determination. Speeches

and sermons target populations in the poorest areas of Kenya where unemployment, low

wages, and lack of education persist became havens for recruitment efforts (Goodman,

2015).

The poverty as mentioned earlier drove crime. The Overseas Security Advisory

Council (2016) asserted Kenyans devoted time and effort to criminal activity for money.

Young adults participated in crime to pay for food. Once arrested, Kenyans in jail spoke

about the riches awaiting recruits if they fight for Al-Shabab (Wafula & Omondi, 2017).

Former recruits in jail enticed others and sold them on joining Al-Shabab as a "business" (Schifrin and Fannin, 2016). Kenyan young adults were sold on the idea of joining Al-Shabab escaped not only poverty but government oppression. Al-Shabab indoctrination introduced a new schema. Poverty is an intangible lever of control of society. Elements representing the government likewise control society. Indoctrination further connected poverty with religion. The stigma of religious under representation drove an antagonism. Christians represented the dominant faith in Kenya while the Muslim religion remained a secondary and weak faith (Zirulnick, 2014). Prisoners in jails passing the word about religion, representation, money, and employment urged new recruits to join thereby educating the young adults. Indoctrination gave Kenyan young adults recruits an opportunity for learning. Adherence to Islam and fighting for Al-Shabab gave recruits a sense of direction (Meleagrou-Hitchens, 2012). Kenya young adults felt they belonged in a society that usually did not care about society at large. Al-Shabab indoctrination recruitment successfully changed the individual and community. Kenyan young adults bought into the idea of altering the state of events through violence. The Al-Shabab organization was sold as the only entity powerful enough for alleviating the pain suffered by Muslims.

Radical indoctrination used the present conditions of poverty, lack of education, low wages, and despair suffered at the feet of the government for propaganda purposes argued Meleagrou-Hitchens (2012). The Kenyan government advocated the wealthy and ruling elite at the expense of the social strata. Al-Shabab recruitment purposes sold the

idea of change as internal without the mention of the transnationalism motivation. Somalia always represented the main theater of interest (Meleagrou-Hitchens, 2012). Kenya served only one purpose, recruiting. The Kenyan government did not have an answer to the indoctrination delivered to Kenyan young adult recruits. Kenyan young adult experiences of poverty, unemployment, and low wages made life miserable for the populace. Inaction from the Kenyan government permitted and opened the way for Al-Shabab interests. The Kenyan government is in need of a counterterrorism strategy as a method to counter Al-Shabab ideological progress.

Al-Shabab radicalization demonstrates an interest in Kenyan realities under a false pretext. Indoctrination manipulates Kenyan young adults into believing religion answers the shortcomings of Kenyan society. Leaders of the indoctrination process symbolically extend out their hand (Meleagrou-Hitchens, 2012). Kenya young adults feel supported and welcome under the leadership of Al-Shabab recruiters. Ignorance from Kenyan young adults plays a part in easier indoctrination. The educational level of Kenyan young adults differs widely. Much of the Kenyan young adults lack an elementary education. Indoctrination feeds off the ignorance of Kenyan young adults. Reality, however, points Kenyan young adults into another direction. Kenyans venture off into Somalia for a cause not common or unique in Kenya. Far away from the Muslim cleric promises of change in Kenya, male Kenyan young adults join Al-Shabab for money not Islam or jihad (Lowen, 2014). Religiously inclined Kenyan Muslims young adults are adept at following Al-Shabab (Voice of America, 2012). In Kenya, the government follows a strict no acceptance of terrorism. Former recruits, potential

recruits, and mosques formerly with Al-Shabab supportive tendencies have no possibility for reintegration in society. The Kenyan government lacks a diversified counterterrorism portfolio claimed Dua (2014). The Muslim religion represents the recent and potential success of Al-Shabab recruitment. Christianity in Kenya is the main religion in practice. Kenyan Muslims face religious inequality. The perceived unfairness and inequality by Kenyan Muslims causes religious affliction in Kenya. Kenyan authorities presumably persecuted Muslims.

Religious Affliction and Persecution

Religion in Kenya plays a role in racial profiling and segregation. Kenyan government strategy on counterterrorism made matters worse as social divisions among the dominate Christian segment of society has deemed the Muslim religion culpable of the terrorism actions taken place within the country (Lind & Howell, 2010). In October 2011, PBS Newshour (2016) reported Kenyan government used its forces for an operation in Somalia on Al-Shabab. Internal objections from Muslims and the war against terror in neighboring Somalia did not help the animosity felt between Christians and Muslims (Silva, 2015). Muslims took to the streets in protest of Kenyan participation in counterterrorism offensives and treatment against the Muslim religion in Kenya (Gaffey, 2016). Muslims protested the killing of other Muslims in Somalia. The mentality of clerics representing the Muslim religion declares Al-Shabab right to arm and defend their interest. Muslims in Kenya indirectly support indoctrination and support terrorism (Silva, 2015). Counterterrorism and racial segregation along the lines of

discrimination expose the weakness of governance, prompted adoption of radicalism of the Islamic faith, and engaged Muslims to join together.

Kenyan history helps explain the division associated with Muslims and Christianity. In colonial Kenya, the British Empire claimed Muslims as nonnative therefore unequal to natives. Kenyans addressed the presence of Muslims as nonnative citizens once Kenya received independence (KUZA, 2015). Discrimination based on nonnative status preceded religious affiliation. Christian Kenyans in colonial times received favorable attention. British colonial authorities afforded Christians with native status. The underlining government structure inherited by Kenya supported Christianity. Muslims did not have a political party or the right to form an organization representing Islamic interest (Silva, 2015). Faced with marginalization and underrepresented forced, Muslims formed alliances and adapted. Muslims do not have the right of mobilization or creating organizations.

Muslims formed alliances and organizations despite the threat of government reprisal. An adoption for survival most profound in Kenya was radicalization. According to Thomas (2014), Islamic interpretation of the religion formalized the indifference and subjugation under the Kenyan government. A strict interpretation of Islam contradicted the majority Christian superiority of society and government. At this juncture of ideological creativity, Kenyan Muslims saw an opportunity for political representation and support of radicalism. Government weakness, radical ideological concepts, and outwardly defiance of organization and protest exposed Kenyan vulnerabilities.

Indoctrination of radical Islamic values based on Sharia Law spread through educational sermons, word of mouth, and in prisons and public. The social context of the acceptable normality of political under representation no longer applied in Kenya. Williams (2015) suggested Kenyan structural weaknesses served radical Islamic purposes. Places of significance such as local government and the economic infrastructure represent alluring targets. Governance throughout the country is not even. Kenyan forces and police cannot secure vast areas of Kenya. Muslims typically reside in coastal regions and the border leading into Somalia (PBS Newshour, 2016). In Muslim residence, followers devote time and effort for two forms of support. One type involves indirect support for Al-Shabab. The second form outright supports Al-Shabab. Government ability to impede radical transformation of society around the country manifests into brazen attacks and logistical prowess. Jails become havens for learning a new ideological concept that challenges the old habit and secondary status of Muslims (Wafula and Omondi, 2017). Radicalization opened the door for political benefits of representation and acceptance not typically found under Kenyan government leadership.

The profound radicalization of Kenyan young adults, asserted Kajee (n.d.), transpires in the areas most alienated by government inadequacy and economic insecurity (Kajee, n.d.). Coastal areas display the shortcomings of governance, discrimination, and disenfranchised Muslims. The coastal areas lack economic and educational opportunities. Kenyan government abuses impacted the coastal area of Mombasa. An estimated 41% of Muslim followers in Mombasa see the government as the enemy (Zirulnick, 2014). A misappropriate level of unemployment plagues the coastal area. A

higher rate of Kenyan young adult unemployment in the coastal zone demonstrates government inadequacy and the foundation necessary for applying different principles of learning and educating. An initiative by KUZA (2016) started in 2016 seeks to address causes of unemployment, and seek methods how to counteract issues of work availability.

Counterterrorism efforts aimed primarily at the Muslim community condemns most followers without redress. Cooperation in the war on terror has given rise to perception of unfairness and trampling on the rights of Kenyans practicing the Muslim religion (Lind & Howell, 2010). The failure at segregating the Muslim community has calculated a perceived notion of further separation, discrimination, and injustice (Kajee, n.d.). Radical Muslims who take the mantle on behalf of the Muslim community advocate changes as representing the whole religion. Kenyan security does not discriminate based on radical doctrine alone. The arrest and imprisonment of Muslims gave rise to unrest and radical enticement (Zirulnick, 2015). Antiterrorist legislation in 2012 prescribed terrorism with radical Muslim ideology. The ability to discern the Muslim public with radical Muslim advocates won over many of the population. Police action against supporters of terrorism has appeased the public at large. Raids on Kenyans, however, are mostly aimed at the Muslim neighborhoods (Lind & Howell, 2010). Legislation against terrorist activity has not, however, always seen implementation as envisioned. The Kenyan government could label any individual, group, or organization a terrorist without evidence. Indiscriminate killings of Muslims with apparent Al-Shabab ties target the religion with little more than belief of belonging to the terrorist organization.

Coastal areas of Kenya along with the capital and west Kenya serve as conduits for radicalization. The inability of distinguishing within the Muslim community spells disaster for the Kenyan government. Realities of discrimination, segregation, and loss of civil liberties leave vulnerable the mind of Kenyan young adults. Police arrests and imprisonment without justification swelled the ranks of the disenfranchised (Zirulnick, 2015). Recruitment of Muslims uses the perception of inequality for participation in Al-Shabab. Radical Muslims who preach violence in Kenya "were popular with young adults" (Voice of America). A willing recruit with limited education and no employment prospects or higher wages is susceptible to radical Muslim teachings. Education serves the purpose of introducing learning and educating the Muslim community. Jones et al (2016) presented radicalization as promoting violence and ideology.

Kenyan Muslim young adults with no sense of direction in life are vulnerable to indoctrination supposedly advocating change. Realities in Kenya and the inability of the Kenyan government to provide essential social services mark the initiative of lack of control. Kenya has proven a rich recruitment ground for Al-Shabab interest of longevity in Somalia (Kajee, n.d.). Promises of employment, high wages, and adventure indoctrinate Kenyans in society and jails. The failure of the Kenyan government to provide an alternative lifestyle ensuring a good wage without sacrifice of life or limb has yet to materialize.

Institutional Fragmentation

Wagner (n.d.) argued the degradation in the quality of life and perception of government resulted from government corruption. There are three responsible factors for

the perceived ineptitude of governance: political and economic instability, marginalization, and unemployment. The three factors intercede and overlap. The resulting impact of the three factors is responsible for reinforcing and reinvigorating recruitment in Al-Shabab.

Political and economic instability are directly attributable to Kenya's history (The Conversation Africa, n.d.). Government patrimonialism has evolved in an intricate manner. Governance is significantly closer to the capital. Public institutions are relatively weak and more so farther away from the capital. A patron hierarchy links government officials with elites. Friedrich, Ebert & Stiftung (2012) asserted that institutional corruption dictates the direction of government. The inability to protect citizens from poverty, offer educational opportunities, create and maintain jobs, and provide protection from terrorism impelled a mental concept of powerlessness. Kenyans perceive government as representing its interest against the public right. Increasing corruption within the departments of governance plays an overall underlining factor of the success of rural and urban Kenyans. Nowhere is the plight of injustice and corruption more prevalent than in security and education.

Police enforcement of laws and imprisoning criminals has not effectively dealt with violence and crime reported Gant News (2015). Crime and violence of every type have increased in Kenya. Insecurity grows in both rural and urban areas of Kenya. Police corruption dissuades Kenyans from seeking help or alerting police in fear of retaliation and imprisonment. Patronage in the police encourages corruption. Graft prevails in the security of the country. Known or suspected criminals including active

collusion with criminals and terrorists, the lack of imprisonment of corrupt police, and government insecurity negatively impacts the perception of Kenyan society of government ability.

Friedrich, Ebert & Stiftung (2012) explained education has long been seen as a means for social mobility. Employment, however, has not kept pace with the growth of educated Kenyans. Education no longer enjoys the level of acceptance toward a better life. Unemployment for Kenyan young adults between the ages of 18-35 has skyrocketed to 10 million unemployed (Njagi, 2014; Al Jazeera, 2015). An estimated 30% of Kenyans are enrolled in school (Iaccino, 2015). Rural and urban Kenyans wishing to attend classes face inadequate facilities, pay, and teacher to student ratios. The cost of putting Kenyan young adults in school has outpaced the wages earned by families. Generations of Kenyans remain idle in dreaming of a better future. Kenyans without education are quickly becoming a larger segment of disenfranchised community members.

The division of the social strata by racial and religious segregation initiates a division of economic and political opportunity. Social, political and economic identification of Kenyans residing in rural areas further segregates and impoverishes this segment of society. Marginalization based on racial and religious affiliation carries an additional negative connotation. Kenyan young adults of Somali origin are neither accepted citizens or considered equal to Christian Kenyans. Marginalization like poverty and government corruption breeds hostility, violence, and racial and religious separation. The Conversation Africa (n.d.) found political, economic, and social instability

encourages separation and opens the Kenyan young adults into accepting and perceiving a social context unlike experienced before. Al-Shabab recruitment addresses the concerns of Kenyan young adults through indoctrination, promising salvation, and a better horizon ensuring equality and social acceptance of the Muslim community.

Al-Shabab benefits from a difficult relationship between economic, social, political, and military instability. The Conversation Africa (n.d.) explained Kenya is not particularly discernible regarding the sole purpose for radicalization. Instead, Kenya embodies a fabric of various antagonisms. Social context, learning, education, and belonging to one society or another comes down to the availability of employment. The side with the ability to provide employment encourages and steers the social context of learning, education, and belonging. An idealism of acceptance, fairness, and evolving social ties forges a bond among society. This research suggests there is a strong implication of a developing social context Al-Shabab introduces for indoctrination purposes.

In recruitment, Al-Shabab changes the socioeconomic significance for the purpose of indoctrination and situational perception. The injustice and unfairness experienced by Kenyan young adults with and without Somali backgrounds signify an important segment of society (The Conversation Africa, n.d.). An enticing merger with Al-Shabab recreates the insoluble differences of none integration into the Kenyan community. Indoctrination promotes an exit from the appearance of intractable economic, social, political and military instability.

Retaining Kenyan Young adults

Male Kenyan young adults of the ages 18-35 are considered vulnerable to Al-Shabab recruitment. In 2011, the Kenyan government participated in a counterterrorism initiative labeled CVE. The area's most susceptible to Al-Shabab recruitment are the capital in Nairobi and Mombasa located in the coastal area of Kenya (Rift Valley Institute, 2017). Kenyans of Somali descent occupy the coastal and capital. Other coastal cities such as Malindi and Lamu have seen their share of religious and racial antagonism. Khalil & Zeuthen (n.d) ascertain the objective of CVE concerning Kenyan young adults developed an identity of belonging and acceptance and encouraging rejection of Al-Shabab ideology. The goals are reducing terrorist's acts in the whole country, particularly in the capital and coastal cities. Another goal addresses curtailing the number of participants in a terrorist act. The factor most prevalent in CVE is the exclusive focus of the "at risk" segment of society (Khalil & Zeuthen, 2014). In the case of CVE, males between the ages of 18-35 are the "at risk" segment of society. Focusing on the "at risk" population ushers the CVE objectives of soft intervention and capital investment (Bachmann & Hoken, 2010).

Some factors developed by USAID define the factors leading into feeling despair and disenfranchised. Push factors involve marginalization, poor governance, corruption, repression, and cultural threats (Khalil & Zeuthen, n.d.). The USAID defined pull factors as achieving social acceptance, a feeling of group and individual empowerment, and introduction into a new way of life (Khalil & Zeuthen, n.d.).

CVE tries intercepting the jargon and promises of Al-Shabab recruitment (Khalil & Zeuthen, n.d.). The Kenyan government tries diverting attention from Kenyans by developing a sense of empathy and understanding (Romaniuk, 2015). In the process of initiating objectives, the Kenyan government gains a sense of sympathy and empathy. Kenyan authorities develop a sense of appreciation for Kenyan daily livelihood. Programs addressing the social evils result from compassion, and an appreciation for experiences felt and endured by Kenyan young adults.

Two programs initiated by the Kenyan government are providing employment and education. One may have an education, but the allocation of employment may not always sustain the level of graduates. In applying CVE, the empathy felt encouraged an expansion and belief in education and proper integration of graduates into the economy of Kenya. The unemployment rate of Kenyan young adults between the ages of 18-35 years old reached 70 percent (Al Jazeera, n.d.). Good intentions, however, have not translated into understanding or empathy. Changing the landscape of unemployment and offering solutions through education are imperative for CVE. Imperative in the manner that in pursuit of counterterrorism the Kenyan government has taken into consideration the issues of soft intervention and capacity building (Bachmann & Honke, 2010). In pursuing CVE, Kenyan authorities implemented soft security intervention. Kenyan young adults are the recipient targets of the government. These young adults receive additional assistance in the form of education and employment. The term "soft" references a separation from harsh treatment with a perception of introducing initial changes and provides the individual and community the basis for self determination

(Bachmann & Honke, 2010, p. 97). Capacity building cooperates with soft interventionism (Bachmann & Honke, 2010). In capacity building, government initiative focuses on developing infrastructure such as primary and secondary schools, universities and vocational schools. The building of schools, the education and skill inherited from attending school, and the integration of learning in employment achieves a level of certainty for the Kenyan government while assuring the effectiveness of counterterrorism strategy.

Providing education, paying for education, and allocating employment for graduates are separate yet interrelated subjects. Failure to educate and find suitable employment increases the likelihood of radicalization and drains the economy of potential. Schools lack discipline, water and electricity, teachers, and a budget. Education is compulsory but has no outlet for investment or continuation. Kenyans increasingly cannot afford the cost of education or see learning as an investment. Additional research by Otuki (2016) shared the belief that graduates receive inadequate training and are not ready for integration into the workforce. The Kenyan government has addressed and continues to address lack of experience and skill through urging businesses to hire, train, and offer internships (Njagi, 2014). The state of vocational training is worse off than compulsory education. Njang (2014) reported the percentage of Kenyan young adults between the ages of 18-35 years old, who lacked vocational skills reached 90 percent.

Summary

According to unemployment statistics, Kenyan young adults in the age group 18-35 suffer from the worst unemployment record in the region (Al Jazeera, n.d.). A figure of 70% of Kenyan young adults has no employment (Bremmer, 2015). Educational quality and social significance have also gone down.

Vocational training opportunities for Kenyan young adults escape 90% (Njagi, 2014). Kenyan government inability in incorporating the recent graduates is a major concern. Kenyans with Somali descent face social and religious discrimination. These Kenyan young adults of Somali descent have fewer freedoms and liberties than the rest of the public. Fewer freedoms increase Kenyan young adult radicalization. Kenyan government authorities need to address the problem of social and religious discrimination.

Vocational training is part of CVE (The Global Center on Cooperative Security, 2015). Khalil, J. & Zeuthen (n.d) explained counterterrorism strategy of CVE addresses societal evils of unemployment, low wages, and government inability to govern. By winning over individual Kenyans, the government changes the social perception of this group. By addressing education and employment availability, the Kenyan government provides Kenyan young adults the means for learning a trade and integrates them into the economy. CVE as a counterterrorism strategy demonstrates a willingness for empathy of Kenyan young adults experiences. Adjacent to Bachmann & Honke (2010) concept of soft intervention and capacity building are the views presented by Muiya (2014). Capital development involves a human side (Muiya, 2014). The building of schools is of vital

importance; however, the attendance and proper integration of students in the work force is another. While soft intervention indicates alleviating issues of unemployment and education, the human side of capital involvement advocates serving Kenyan young adults in particular (Muiya, 2014). Scholars have explored the strategic constructs of Al-Shabab terrorism in Kenya (Botha, 2015b; Kasandi & Akumu, 2008; Mbuthia, 2015; Andae, 2014). There is limited information on unemployment and ways of galvanizing the situation in CVE, however. A reason for the limited information could be from lack of fully acquiring empathy, thereby, not possessing the ability for issuing changes.

Khalil & Zeuthen (2014) addressed counterterrorism primarily as a multidimensional situation. USAID introduced a counterterrorism strategy not aimed at military means alone but from a social perception (Khalil & Zeuthen, n.d.). By defeating the threat of terrorism, counterterrorism strategy introduces a concept of political, military and social stability. USAID counterterrorism strategy of CVE was presented for the purpose of attaining the interest of the population for the host government (Khalil & Zeuthen, n.d.) indefinitely. It is within the context of CVE that escapes literature, specifically the effects of vocational training on Kenyan young adults from the adverse effects of unemployment and low wages that lead away Kenyan young adults into the hands of Al-Shabab. A study dealing with vocational training is required to demonstrate the effectives CVE strategy.

An assessment of vocational training directed at Kenyan young adults between the ages of 18-35 through a counterterrorism strategy spearheaded by CVE should reveal empirical evidence on following a different outcome. The purpose of this study filled the

gap in the literature by demonstrating the effect of education following the CVE

initiative. The following chapter includes the research design, the rationale for choosing

the design, a descriptive methodology, and validity threats.

Chapter 3: Research Method

Introduction

Kenyan young adults between the ages of 18-35 in the Nairobi and Mombasa face a larger economic and unemployment burden than any other age group (Mukami, 2015). The looming threat of no work or, earning low wages, and almost no educational opportunities comprises the fate of Kenyan young adults. Threats of a deplorable state of events aside, the Kenyan government tried its hand in rolling out a counterterrorism strategy with the aim of alleviating political, economic, and military pressures (Khalil & Zeuthen, n.d.). Counterterrorism strategy references military salvation and a concerted effort on alleviating pressures faced by Kenyan young adults. Success is scaled back based on the loss of freedoms, the inability of the government to offer education and integrate graduates into the economy and eliminating corruption. An emphasis CVE on employment and vocational trades brings home a Kenyan young adults centered government approach. The Kenyan young adults centered approach includes a scaling back on corruption, keeps abreast the perception of Kenyans on the possibility of changes, and recognizes a stability factor while maintaining the younger population complacent. Recognition of interdependence on offering solutions to unemployment, low wages, and lack of education changes the landscape between the Kenyan government and Al-Shabab ambitious recruitment efforts.

The purpose of this study was to improve of the understanding how unemployment, poverty, and lack of education help Al-Shabab achieve higher recruitment. In addressing the gap, the study used qualitative research. The use of

individual interviews with narrative inquiry accompanied this study. Kenyan young adults participants utilized in the study will originate from the capital in Nairobi and the coastal area of Mombasa. The study included a wage assessment for rural and urban workers with an analysis of Al-Shabab recruitment efforts. Wages earnings in Al-Shabab are far in excess than those earned in Kenya (Andae, 2014). Kenyan young adults recruitment is a phenomenon and worth examining. In order to understand the problem of Al-Shabab recruitment, this study addresses the association between government corruption, counterterrorism strategy invoking a military solution, CVE, and unemployment, low wages, and lack of education. In this chapter, I provide a methodology for the selection, identification, and criterion of participants. The chapter therefore is organized into 4 categories: (a) participant selection, (b) collection of data, (c) data analysis, and (d) instrumentation.

Research Design and Rationale

This study used qualitative phenomenological research as a way to document the experiences of Kenyan young adults undergoing high levels of unemployment, receive low wages when employed, and have little to no opportunity for vocational training. This study employed SCF and focuses on Kenyan young adults between the ages of 18-35. The study described the role of CVE played in changing the lives of young adults. The SCF permitted the examination of CVE in mitigating the effects of Al-Shabab recruitment. The main goal of this study was to test the research questions related to unemployment, male Kenyan young adults, Al-Shabab recruitment, and the impact of

CVE on terrorism within the country as stated in the research questions in Chapter 1. Those research questions cited in Chapter 1 are as follows:

RQ1-Qualitative: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in Al-Shabab organization?

RQ2-Qualitative: How do wages for rural and urban 18-35 old Kenyans affect Al-Shabab recruitment?

According to Miner-Romanoff (2012), qualitative phenomenological research "yields an in depth understanding of participants' experiences in many social, cultural, emotional, and psychological aspects." While SCF introduces observation on unemployment, low wages, and lack of education, qualitative phenomenological research identifies several phenomena and how participants perceive them. Among the most notorious phenomena in Kenya are corruption, lack of justice, insecurity, diminishing freedoms, social and religious discrimination, and an overbearing feeling of disenfranchisement (Brennan Center for Justice, 2015; Lind & howell, 2010, Wagner, n.d., Williams, 2015).

The focus of this study was on SCF factors of unemployment, low wages, and lack of education. Focus was also directed at Al-Shabab recruitment resulting from interdependence factors of racial and social discrimination, corruption in the Kenyan government, injustices, and a one dimensional counterterrorism strategy. At the core of this study, qualitative phenomenological research on corruption, lack of justice, insecurity, diminishing freedoms, social and religious discrimination, and an overbearing feeling of disenfranchisement played a vital role. SCF and qualitative phenomenological

research provided themes of interest. The themes supply public policymaker's insight when developing policies on employment, integrating education with work, and offering vocational training to mitigate Al-Shabab recruitment.

Within the framework of SCF and qualitative phenomenological research design, the study used the phenomena of political, economic, and military issues to address unemployment, low wages, and lack of education. Kenyan young adults experience the worst of Kenyan government inabilities of governance (Waikenda, 2013). The research questions (RQs) the study addresses include, "What impact does unemployment have on Kenyan young adults between the ages of 18-35 finding employment in Al-Shabab?" and "How does the introduction of CVE strategy affect Al-Shabab recruitment?" The inability of the Kenyan government to find solitude with the young male population manifests itself through struggles of finding employment, attaining higher wages, and seeking vocational training. The RQs are designed to promote a productive Kenyan government response. It is the intent of this study to furnish information that initiates change in the political, economic, and military field of Kenyan's instability factors.

Role of the Researcher

Kenyan male young adults between the ages of 18-35 and their experiences became part of this study. Al-Shabab recruitment efforts increase harm to the public. Kenyan young adults, who join Al-Shabab separate from their families, get seriously hurt or killed, upon returning they face a social stigma and government oppression, and the community feels the interruption in the stability of the country. My research study entailed conducting interviews with Kenyan young adults who wanted or did join Al-

Shabab. The conversations with Kenyan young adults involve a structured interview and collecting the various experiences.

Interviews are viable for the conduct of this research. The effort of carrying out interviews will engage my ability to comprehend, interpret, demonstrate empathy, and listen. The virtues acquired and displayed during interviews engage the participants and extracts information.

Questions explored how Al-Shabab recruiters approach Kenyan young adults, the indoctrination given, and the perceived relationship among Kenyans to Kenyan government practice, and the bond formed with recruiters and others once recruited. Asking questions for engagement purposes solicits responses from the participant. The type of question, the delivery, and emphasis on a particular topic encouraged a thoughtful answer.

The questions asked revealed opinion and themes, a commonality among participants on certain issues, and recurrent vocabulary. I had no family or friendship ties with the participant. At no time was there a conflict of interest. Potential instances of bias through empathy, professional detachment, or personal views had no effect in my research. The potential of bias may be been averted by reviewing notes and audio from the interview and cross checking research with the points made by the participant. Prior knowledge and research before I conducted interviews helped achieve precise questioning that may have not been elaborated beforehand. Self awareness of personal opinions and perceptions gathered through this research period were greatly minimized in consideration of the opinions and experiences of the participants. Inconsistencies or the

need for further elaboration encountered at the start, during or after each interview had been more effectively dealt with if I had asked the participants for further clarification or by had I asked the participants if they want to add more. In interviewing male Kenyan young adults of different ages, the seniority or experience of each participant may be a warranted approach that solicited interpretation and participation on equal basis to one another. The personal experiences of a participant because of age or maturity may be managed through prioritizing research. Research participation addressed the need for personal opinions and experiences acquired from living in Kenya and witnessing Al-Shabab recruitment. Emphasis on certain opinions espoused by the participant more reflective of personal views may be addressed by redirection. The participant may receive the prepared questions in a different way or receive reminders that the particular age group is more prone to unemployment, fewer wages, and lack a comprehensive education. Such reminders managed participant outlook without introducing personal bias either from this research or from the participant. The goal of the interview involved soliciting participant perception and validating such viewpoints for the examination of unemployment, low wages, and lack of educational opportunities with the impact on Al-Shabab recruitment.

Methodology

Participant Selection

Two specific areas for research located in Kenya included Nairobi, the capital, and Mombasa, a coastal area. Each area of interest represented the locations where disenfranchised Kenyan young adults are most engaged and recruited. The Kenyan

young adults from the two selected areas who met the criteria in experience, were

expatriates and formed diasporas, migrated between 2000-2018, and formed part of first

generation that migrated to the United States were eligible for inclusion. The criteria

used in the study included Kenyan young adults between the ages of 18-35 who

underwent unemployment, earned low wages, and lack education opportunities in Kenya

and now live in the United States.

A representative sample of male Kenyan young adults from the country of Kenya

yielded generalized results. Included in the selection of participants were the number of

participants, and a description of demographics. In order to achieve a representative

sample, this study considered participant experience, age, years of residency in the

United States and incorporated thirty participants.

Participation inferred a large enough representative sample with no error and bias.

Consideration must be taken into account regarding the feasibility of involving the target

group. The target groups of this research were male Kenyan young adults between the

ages of 18-35. The age groups referenced a population of interest from Kenya from two

distinct geographical areas and resided in the United States between the years 2000-2018.

A very large representative sample of all of Kenya is time consuming and unrealistic.

Choosing a representative sample of the target population was of interest to this study.

The representative sample from the target area was generalizable to Kenya.

Characteristics of the target sample included 30 participants and a demographic

description of Nairobi and Mombasa. The demographic description specifically

described the male gender, age between 18-35, unemployment, low wages, and lack education opportunities.

The target sample comprised 30 participants from Nairobi and Mombasa located in Kenya and now resided in the United States. The male population of 18-35 resulted from the demographic area differing in two distinct areas. Nairobi is an urban area and Mombasa is a rural area. Male Kenyan young adults who originated from both demographic areas may be further classified by unemployment, wage, and education status. Unemployment rates suggested 70% of the target population were completely out of work (Bremmer, 2015). Wages earned for the target population differed based on demographic location. In Nairobi, the expected wage earned was $130-$165 USD monthly (Mbuthia, 2015). In comparison to wages in Nairobi, wages for workers in Mombasa averaged $65 USD monthly (Mbuthia, 2015). Education in both demographic areas lacked integration into the workforce and was not readily accessible (Kasandi & Akumu, 2008). Male Kenyan young adults were selected based on the population most susceptible to Al-Shabab recruitment. Divided into two distinct demographic areas, the target population residence of Nairobi and Mombasa revealed characteristic tendencies favorable to terrorist recruitment. The locality of the participant is in Table 1.

Table 1

Participation Based on Location and Type of Locality

Location	Participants	Type of Locality
Nairobi	15	Urban
Mombasa	15	Rural

Homogeneous sampling represented the best approach in this qualitative research study. Qualitative research carried the connotation of purposive selected participants. Participants under homogeneous sampling offered an in depth understanding and perspective derived from experience. Selected participants based on criteria of age, gender, social and economic background posed the best potential of meeting demographic characteristics. The criteria derived from demographic characteristics met the criteria for selecting the target population. The information yielded from the interviews most likely allowed this research to achieve its purpose. Criteria to achieve the purpose of this research study involved age, race, gender, employment, wage, education, and location. Homogeneous sampling and the purposive selection of the target population allowed for a sufficient number of participants for an in depth approach. Denoting the characteristics associated with demographics permitted the categorization of unemployment, low wages, and lack of education into sections. The objective of this research included (a) determining a relationship between unemployment and lack of education with finding employment in Al-Shabab, and (b) consideration of low wages and the decision to join Al-Shabab. The sample in this research study thereby included 15 male Kenyan young adults between the ages of 18-35 who originate from Nairobi and 15 additional participants from Mombasa and now reside in the United States.

Homogenous sampling offered the best approach that brought together demographics and characteristics. The target population of male Kenyan young adults between the ages of 18-35 originally from Nairobi or Mombasa in Kenya met the qualifications based on demographics. The age, gender, race, education, wage, and

employment of the target population achieved specialization and representativeness. A narrow use of purposive participation makes use of "information power" (Malterud at el., 2016). Rather than depending on exhaustive interviews, "information power" advocated for narrow use of information. The implication of narrow use of information implied "the more information the sample holds, relevant for the actual study, the lower amount of participants is needed" (Malterud at el., 2016). The goal of this study, homogenous sampling, SCF, interview notes, and criteria derived from demographics warranted less need of a larger participant pool while avoiding saturation. Malterud (2016) suggested "(a) the aim of the study, (b) sample specificity, (c) use of established theory, (d) quality of dialogue, and (e) analysis strategy" sufficed the need for information power (p. 1753). The application of information power was a better determinant of saturation than using methodology alone.

The 30 participants displayed the experience necessary for inclusion in this study. After careful consideration, the best course of action complimentary to homogenous sampling was the inclusion of heuristics. The goal of determining a relationship between unemployment and Al-Shabab recruitment and the impact of low wages on Al-Shabab recruitment was rather complex. Heuristics helped achieve finding a solution to a complex issue. The target sample size for this research fell under causal comparative research. Participants meeting the criteria for inclusion in this study were identified by characteristics associated with demographics. Contact through the InterNations website provided the best option for recruitment within the United States. The website unites people from different nationalities to form professional bonds. Participants between the

ages of 18-35, migrated from Kenya, formed diasporas, and fled Kenya were eligible for this research. A flier stating the intent of this research, announcing the need for male participants between the ages of 18-35, who possessed experiences of Al-Shabab recruitment practices and were chronically unemployed, earned low wages, and lacked education were encouraged to participate. On a case by case basis, the potential participant underwent questions during a phone conversations regarding name, age, former location in Kenya employment status, education level, wage earnings, criminal background, residency in the United States, and diaspora membership. Potential participants meeting the criteria of characteristics from demographics stood to be recruited.

Data Collection Process

This study used a semi structured and open ended interview approach with 30 respondents from two demographic areas located in Kenya, Nairobi and Mombasa. In addition, follow up questions extended the original interview with an unstructured approach. Semi structured interviews developed from structured and follow up questions. An open ended approach from unstructured questions allowed participants additional time and freedom for creative responses to questions.

A semi structure interview approach of 30 participants offered the best potential for reasonable standard data from participants and allowed me flexibility for probing answers for more engaging responses. The probing answers permitted gathering of more information than in structured interviews. One set of interview questions was developed for the 30 participants. The interview questions directly correlated to the research

questions and were based on demographic characteristics. Questions were designed to

allow participants an opportunity to reflect on demographic characteristics and how they

related to their experiences. The interview questions relating to the RQ are in Table 2.

Table 2

Interview Question in relation to Research Questions (RQ)

Interview Questions (IQs)	Applicable Research Questions (RQs)
1) Describe for me the part of Kenya where you were born and how you saw your country before leaving. In general terms, how active were Al-Shabab recruiters?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization? RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?
2) Tell me about your last place of employment before leaving Kenya? In general terms, did Al-Shabab recruitment offer alternative employment?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization? RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?
3) Typically rural workers make $65 USD and urban workers make between $130-$165 USD per month. Considering what typically is seen as low pay, why is it important earning a higher wage? In general terms, did the estimated amount of $500 USD per month offered by Al-Shabab compete with low pay?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization? RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?
4) Describe the available educational opportunities in Nairobi (or Mombasa)? Can you tell me, in general terms, if educational opportunities counteract Al-Shabab recruitment?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization? RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?
5) Tell me the educational level you attained before leaving Kenya? How did you make use of your education when you lived in Kenya? In general terms, does educational level play a role in considering Al-Shabab as an alternative place of employment?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization? RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?
6) Did living in Nairobi (or Mombasa) affect your view on unemployment? Why? In general, how did Al-Shabab offer of employment opportunity affect Kenyans?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization?
7) Did living in Nairobi (or Mombasa) affect your view on urban wages? Why? Estimates put Al-Shabab wages at up to $500 USD per month. To your knowledge, and in general terms, did Al-Shabab pay more money to different ranking members?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization?
8) Did living in Nairobi (or Mombasa) affect your view on educational opportunities? Why? In general terms, how effective is Al-Shabab as an alternative to education?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization?
9) What changes would you make concerning unemployment in Nairobi (or Mombasa)? Why? In general terms, does Al-Shabab offer a similar program?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization? RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?

(Table Continues)

Interview Questions (IQs)	Applicable Research Questions (RQs)
10) What changes would you make concerning low wages in Nairobi (or Mombasa)? Do you know of similar actions Al-Shabab took to entice the population in general?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization?
	RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?
11) What changes would you make concerning educational opportunities in Nairobi (or Mombasa)? Why would you take those steps?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization?
	RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?
12) What changes would you make concerning rural wages in Mombasa? How would you go about it? In your general view, did Al-Shabab make headway offering more money to Kenyans?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization?
	RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?
13) Tell me about your view on religion, work, and family? How do those views shape Kenyan perception of Al-Shabab in general?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization?
	RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?
13) Tell me about your view on religion, work, and family? How do those views shape Kenyan perception of Al-Shabab in general?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization?
	RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?
14) In what ways did the Kenyan government integrate education and work? In general terms, what changes would be effective against Al-Shabab?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization?
	RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?
15) Describe the difference between a professional and vocational career. Why did you choose one over the other? If Kenyans did not have a choice, would joining Al-Shabab be an alternative?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization?
16) What do you think would happen if Kenyans furthered their education? Would it lead to a higher wage and negatively impact Al-Shabab?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization?
	RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?
17) Tell me how you went about making a wage before departing from Kenya? Why did you choose that line of work?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization?
	RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?
18) Why is it important to participate in the Kenyan democratic process? In what way did you make a difference? In general, did Al-Shabab recruiters present and alternative for Kenyans?	RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?

Interview Questions (IQs)	Applicable Research Questions (RQs)
19) Describe how trustworthy the Kenyan government was concerning introducing changes to unemployment? How effective was Al-Shabab in discrediting Kenyan government efforts in the eyes of Kenyans?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization? RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?
20) Describe how trustworthy the Kenyan government was concerning introducing changes to rural and urban wages? How effective was Al-Shabab in discrediting Kenyan government efforts in the eyes of Kenyans?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization? RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?
21) Describe how trustworthy the Kenyan government was concerning introducing changes to education opportunities? In general terms, did Al-Shabab offer an alternative for Kenyans?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization? RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?
22) What other actions do you think the Kenyan government should take to alleviate pressures on Kenyan society? In general, what countermeasures did Al-Shabab use to convince Kenyans otherwise?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization? RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?
23) How can change in government practice offer Kenyans a solution to problems of wages, lack of education opportunities, the lack of employment, and in general Al-Shabab recruitment of Kenyans?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization? RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?
24) Do you recall solutions to problems the Kenyan government undertook having any impact? What do you think could have been done instead? In general terms, how could government action challenge Al-Shabab recruitment?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization? RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?
25) Tell me; was family or religion more important when you lived in Nairobi (or Mombasa)? In general terms, does family or religion affect Kenyans in joining Al-Shabab?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization? RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?
26) How would Al-Shabab recruiters approach Kenyans in general?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization? RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?
27) What about joining Al-Shabab entice Kenyans?	RQ1: What impact does unemployment have on 18-35 old Kenyans deciding to find employment in the Al-Shabab organization? RQ2: How do wages for rural and urban18-35 old Kenyans affect Al-Shabab recruitment?

The interviews were expected to last 1 hour; however, participants had up to 3 hours. Participants were alerted that the interview was getting recorded in audio form. The primary application was Audacity, an audio program on personal computers and Otter, an android app used for transcription. The privacy of the participant's location ensured the best comfortable scenario. Participants were permitted to choose a setting for the interview. Before each scheduled meeting, a laptop and the audio recorder program were set up for recording purposes. Participants received a brief introduction to the study and were advised of their rights as participants. In the introduction of the interview, participants were reminded they received notice through InterNations about the purpose and extent of the study, their answers were going to get recorded in audio form, participation was anonymous, and that I intend to go over a consent form. Recordings were transcribed and secured by myself.

Each participant received notification on the possibility of halting the interview as an option at any time for any reason should they feel uncomfortable, insecure, or no longer feel they wanted to participate. The participants received assurances of anonymity, asked if they had any reservation and wanted clarification, and that a signature of the consent form assured them rights as participants. The participants received a reminder about the technology in use before beginning the interview. Participants received 27 open ended questions during the interview as seen in Table 2.

Interviews received the utmost attention, required less writing and more listening. The interview was the primary form for collecting data. Immediately following the interview, additional information resulting from on the spot questions that elicited a more

thoughtful response from the participant was jotted down. Transcription was a significant part of an interview. This research gathered a rich resource of data derived from transcription. The tranquility of the area the participant chose assured anonymity and the use technology. In case participants needed additional time, the interview would be extended until necessary. If the participant wished to extend the interview for another day, scheduling for the best possible time was extended at the convenience of the participant. If the minimum 30 participants could not be originally attained, the issue was addressed by rescheduling and adding participants. In the course of the interviews, participants did not ask for additional time or schedule for another day. In the selection process, 8 individuals did not meet the qualifications of age, location, and diaspora membership; and as a result, interviews remained open until the remaining participants were found. A reserve of possible candidates who met the criteria of demographic characteristics was available. In the case that a candidate no longer wanted to participate, a further announcement seeking more participants was necessary.

Data Analysis Process

Interview transcripts from the 30 participants resulted from audio recordings. The transcription of the interviews produced answers to the two RQs (Table 2). Participants varied in perception; however, emergent themes guided several categories. Those categories included the role of the recruiter, feelings of disenfranchisement from the country's instability, an adaptive coping mechanism within participants to legitimize considering and joining Al-Shabab, and how the political, economic and military instability of Kenya created uncertainty.

Care was undertaken to assure the interviewee and interview proceeded without issue. Upon finishing the interview, the participant received notice if they would like to change or clarify their responses. The participant received notice of the possibility of extra time at the moment or another time. Scheduling for an extend interview was available at the convenience of the participant. If the original participant no longer wanted to continue, an announcement needing additional participants was announced through the InterNations website.

Aliases were used to protect the participants from revealing their identities and assuring anonymity in the process. Tables were used for putting participant responses into categories and themes. Essential to recording responses was the acknowledgment that the participant's experiences was far more valuable than my viewpoints. Noticing preconceived notions of my viewpoints allowed for less bias while supporting the participant's perception. Throughout the course of the interviews, a professional distance was displayed. My role as active observer and my awareness of preconceived notions assisted in the conduct of the interview.

Coding

Participant use of vocabulary and phrases with frequency were noted to reveal themes. The themes were sorted out and placed into categories. The words used to formulate thoughts and sentences were referred as "brute words" (St. Pierre & Jackson, 2014, p. 715). The viewpoints stressed by participant's resulted in data collection. In keeping with homogenous sampling on a target population with demographic characteristics, and maximizing use of information, an underlining theme was reached. A

"do more with less data" (as cited in St. Pierre & Jackson, 2014, p. 715) approach introduced the theme of gathering data, maximizing it use, and stayed within the realm of accuracy. Individual words and group of words served as emergent themes waiting to be categorized. The "categories" and "themes" emerging from research questions may be sorted out and put into categories (St. Pierre & Jackson, 2014, p. 716). The central components of the RQs allowed for the interpretation of the themes.

The emergent themes include:

- Role of the recruiter

- Feelings of disenfranchisement from the country's instability

- An adaptive coping mechanism within participants to legitimize considering and joining Al-Shabab

- How the political, economic and military instability of Kenya creates uncertainty. The four categories resulted from the use of the interview questions (see Appendix A).

Issues of Trustworthiness

Credibility

An emphasis on participant knowledge and acceptance of the interview and the interview process played a vital role in this study. Participants were urged to ask any questions before, during, and after the interview. If participants had additional questions at the end of the original interview, they were encouraged to call; extend the interview or choose additional time after the initial interview. The participants received an invitation to review the manuscript if desired. An offer to call extended a welcome to contact me at

their discretion. Issues participants faced such as moving or a busy schedule were minimized with the welcoming of questions at the discretion of the participant. In cases where the participant had no questions and did not plan to follow up, an oral answer alerting me to their wishes was honored.

Transferability

Keeping within the mindset of including the participant, each received ample time and encouragement to provide a detailed description. This research facilitated transferability through purposive selection, demographic characteristics, maximizing use themes put in categories, and specifically targeting the male Kenyan population within the defined age group of 18-35. A semi structured interview with follow up interviews provided necessary data for inclusion while attaining thick description. The structured connection between research questions and interview questions provided detailed description of the "enquiry and participants" (Anney, 2014, p. 277). The interview approach also provided sufficient detail as found in the context of the fieldwork. Readers are able to decide if the field environment shares similarity with other participant's viewpoints (Shenton, 2004). It is the goal of this research for readers to find justification for application to different settings. By providing a true picture of the fieldwork, and the reader applying the probability of transfer, this research study addressed credibility. Credibility assured readers that the results may be applicable to their own research and that data that emerged was not of my predisposition (Shenton, 2004).

Dependability

Duplication of this study resulted from following an outline set of procedures. An explanation of procedures described the method design of this study. Throughout the study, the objective was the establishment objective reporting. A sense of dependability resulted from the objectivity. The use of SCF and qualitative study maintained and provided an audit trail. The research conducted in this study implied the ability of repeating the work within the same context, using the same methodology and participants to yield results similar to mine (Shenton, 2004). This research study found other actions essential in providing the reader with the method and effectiveness of my research (Shenton, 2004). To achieve transparency and applicability of similar results Shenton (2004) suggested providing a description of planning and execution from the research design; he further detailed a description of data gathered from the field, and evaluating inquiry effectiveness.

Confirmability

Member checking proved essential in this study. Interviews produced significant amounts of data ready for interpretation, categorization, and soliciting a conclusion. The use of member check was more advantageous. Participants were asked to verify or extend their responses in the course of listening to the questions asked, and through clarification resulting from conversation. The opportunity for member checking validated and gave credibility to the study. The most useful member checks were narrative and interpretation. The invitation of participants reviewing the manuscript offered a chance for clarification of the narrative resulting from the interview.

Observation of the participant during the interview allowed for interpreting participant explanation and feedback.

Intra-Rater Reliability

A conscious effort for professionalism and legitimacy was made with concern in active participation ensured professionalism and yields transcripts. Categorized themes transcripts received additional attention. The study called for categorizing themes from transcripts. Theme categorization differed little thus establishing intra-rater reliability.

Ethical Procedures

Walden University Institutional Review Board required the use of a form: the "Consent Form for Adults". The form was presented to the participants for observation. The participant was notified about verbal consent and that a signature was not needed. Participants received assurances that information provided would be used ethically, professionally, and responsibly. Enough time from the start of recruitment and holding interviews provided another safeguard in the case where a participant was unwilling to give verbal consent. Anonymity and consent as required for this study ensured participant knowledge and acceptance of participation. The anonymity aspect of the agreement was achieved by assigning participants aliases. Participants received verbal communication regarding consent, their role as participants, and understanding of halting the interview at any time. Participants also received notice on the purpose of the study, an invitation for feedback, and a chance for further contact should additional questions arise.

Risk assessment was another preoccupation of this study. The study carried the burden of identifying hazards, precautions, and abided by the risk assessment document. Right upon selecting a research project risk assessment was an important concept. Risk assessment required examining the potential for harm. Prevention and precaution were necessary to mitigate potential harm to participants. Foreseeable hazards to the physical safety of participants were taken into account. Prevention of hazards implies taking necessary measures that included but not limited to anonymity, location, and interference. The concept of risk assessment extends to securing data in files protected with encryption and passwords covers the sanctity of the information. A program wiping the data clean from the hard drive was on hand if necessary. Information gathered will be maintained and secured for 5 years. .

Agreement to Gain Access to Participant Consent

Securing the consent of the participant was a primary concern for this study. Walden University IRB required a record of the forms for consent and anonymity. Participants are assured the aim of the study, received reasonable assurances of precautions, and about the voluntary aspect of participation in letter form. Participants received a reminder the interview may be stopped at their discretion. The participants also received notice about verbal consent.

Treatment of Human Participants

Kenyan male young adults between the ages of 18-35 were a group who face imminent danger of unemployment, low wages, and lack of education opportunities (Al Jazeera, 2013, A national). Throughout the study, a focus on recruitment, ideology, pay,

and friendship determined the role of Al-Shabab recruitment. The Kenyan government used CVE counterterrorism strategy invoked by USAID (Khalil & Zeuthen, n.d.). A basic tenet of the study was assuming a side of empathy, understanding, and trust. The study addressed Kenyan young adult perceptions of government ability, corruption, and instability. The perception was formed at a time of government inability to provide security, employment, acceptable wages, and education.

This study was geared for demonstrating understanding, empathy, knowledge, and trust with the plight of Kenyan young adults. Conveying sincerity displayed to Kenyan young adults participants the struggles they are undergoing mattered and the study was a method for carrying and announcing their experiences. The study not only had obligation to participants but also a scholarly commitment to Walden University IRB requirements. Interaction with human subjects required meeting established guidelines and expectations of ethical standards.

At the interview session, the participants received a greeting to establish trust and gratitude for their participation. The participants received assurances that participating in the interview was a willing choice and at that they were not obliged to continue at any point. Participants received notice about stopping the interview at the moment they feel uncomfortable. The participants also received notice about the nature of the study, the importance of their participation, and an acknowledgment of securing verbal consent and the precautions taken for anonymity. The interview process did not deviate from participant to participant. Each interviewee received an explanation of the technology used, the 27 open ended interview questions, and the chance to ask follow up questions.

Ethical Concerns to Recruitment

Recruitment of Kenyan young adults originating from Nairobi and Mombasa resulted from the age group of 18-35. Consistent unemployment, low wages, and the lack of opportunity for education were requirements for Kenyan young adults. The study greatly protected the anonymity of participants to meet criteria set by Walden University IRB standards. The required disclosure and forms required by Walden University IRB established the structure of the study and the assurances of consent and precautions for the protection of participants. The recruitment of participants gave notice of the 3 hour time frame for the interview, the type of data collected, and the nature of the study. The forms presented informed the participant about the qualification for participation, the voluntary basis of the interview, anonymity protection, and the right to terminate the meeting.

Ethical Concerns to Data Collection

Data collection resulted from the interview. Audio recording was necessary for data collection. The recording of audio served the purpose of transcribing. The transcripts provided a means of reflecting on the statements and observations of the participants of the interview and served as a platform for additional notes. Participants received notice on the ability to contact this research in case of additional questions.

Treatment of Data

Treatment of data entailed a process of proper storage and elimination. Notes derived immediately after the interview, digital voice recordings, transcripts, personal notes, and forms were stored in a laptop under encryption and password protection. A

second form of data storage was used in the form of a 128 GB memory USB using an encryption and password tool. Access to the data remains in my hands. The destruction of data is possible after 5 years of storage. Only the program using American DoD standards will be used to wipe the data from the laptop and USB memory stick.

Summary

This chapter introduced the method used for participant selection, the process for data collection and data analysis, and categorization of themes. Walden University IRB standards set the path for the direction of the study and the way of conducting the interview. The purpose of this study was the understanding of how unemployment, low wages, and lack of educational opportunities played a role for Kenyan young adults to join Al-Shabab. To address the gap, the study employed qualitative research. Individual interviews netted data for a narrative inquiry. The RQs depicted the struggles Kenyan young adults between the ages of 18-35 faced in Nairobi and Mombasa. Participation of 30 Kenyan young adults originating from Kenya and now living in the United States produced data for this research.

Consent and anonymity motivated the principle of this study. In a quest to abide by IRB standards and advocate strongly for Kenyan young adults, extra time and effort went toward use of precautions for anonymity. The Audacity program used to record participant responses disguised voices. The role of this study was to address an under-researched area, and the relationship between unemployment and Al-Shabab recruitment. Issues of trustworthiness in the form of credibility, transferability, dependability, confirmability, and intra-rater reliability established internal and external validity and an

audit trail. The potential for bias was limited by immediately writing notes after each interview, reflecting how the interview transpired, and fact checking. Data retrieval, collection, storage, and removal coincided with Walden University and IRB standards. Chapter 4 presents the results of the study in the form of data collection, themes, and results.

Chapter 4: Results

Introduction

The purpose of this qualitative narrative study was to investigate how Kenyan young adults between the ages of 18-35 perceive and deal with their experiences of unemployment, low wages, and lack of access to education when they lived in Kenya in order to understand the role unemployment had in encouraging Kenyan young adults to join Al-Shabab. Conversely, I also focused on the role employment opportunities, attractive wages, and vocational training offered by the Kenyan government had in encouraging Kenyan young adults to not consider joining Al-Shabab. Previously, researchers had not identified the relationship between unemployment and joining Al-Shabab; with this study, I aim to fill that void.

In the process of attaining data collection, I interviewed 30 participants about their experience and perception of unemployment, education, wages and possibly contemplating joining Al-Shabab. In order to explore the impact of unemployment, wages, and education on Kenyan male young adults, two RQs were developed:

RQ1: What impact does political, social, economic, and military instability in Kenya have on Kenyan young adults between the ages of 18-35 deciding to find employment in the Al-Shahab organization?

RQ2: How does the introduction of countering violent extremism (CVE) strategy affect Al-Shahab recruitment and promote Kenyan government objectives of appeasing Kenyan young adults while attaining a level of stability?

Twenty seven interview questions were developed to address the two RQs. Interview questions focused on the role of unemployment and tactics to address unemployment by the Kenyan government. Consequently, I present the results of the study including the setting, participants' demographics, data collected, the data analysis process, evidence of trustworthiness, and associated themes. Chapter 4 concludes with a summary of the chapter.

Setting

Recruitment of participants came from a social networking system on the internet known as InterNations. The website provides Kenyan expats, coming from Kenya, opportunities to connect and form social networks for communicating mutual help and advice in the United States. Using this site presented a unique opportunity for participant recruitment based on my research interview criteria because it provided access to participants from many states and cities within the continental United States. Specifically, participants in the target range possessed recent experiences including loss of employment, earning decreasing wages, working longer hours, inability to attain education training, and had first hand knowledge of Al-Shabab recruitment practices. To attain 30 participants, an invitation letter for participation in the research was posted at InterNations. The letter did not require participants to sign a consent form. Instead of providing a written signature, participants received notice about the availability of the consent form as an anonymous link at Survey Monkey, a survey website. From this link, participants received information about the study, their rights as participants, risks and benefits of participation, notice of recording the interview, and notification of providing

verbal consent. The consent form also contained my personal phone number for participants to reach me in case they needed clarification or had additional questions or concerns.   Participation was voluntary and, if necessary, ended at the discretion of the participant; however, in the course of each interview none of the participants decided to end or shorten the interview. The consent form contained the IRB approval number 09-05-18-0581946 with the expiration date of September 4, 2019. In the following year, another consent form reflected the same IRB approval number as the original consent form with a different expiration date of August 14, 2020.

The recruitment of 30 participants was not easily attainable, however. The manner in how participants received notice about this study posed some initial barriers for recruiting. For example, the announcement of this study took some time to be noticed. As such, identification of potential participants was delayed as a result of the lack of notice. Further, an estimated 3 hour time stated in the invitation letter and consent form for the interview may have discouraged potential participants. Last, there were potential participants who did not meet all three qualifying conditions (i.e. unemployment, wages, or education). To address these barriers, I sought participants' recommendations of other potential research participants for this study. While recommendations helped speed up the recruitment process, this study took some time to gather participants. In the end this study involved 30 participants. Of the 30 participants, 15 came from Nairobi and 15 came from Mombasa. Notwithstanding the initial problem of recruitment, I nevertheless succeeded in attaining participants through the announcement on InterNations and recommendations. This research, henceforth,

succeeded in interviewing participants within the demographics stipulated. All participants previously resided in Kenya, lived in the United States at the time of the interview, and held relevant experiences beneficial to this study.

Each of the 30 participants originated from Kenya and lived in the United States at the time of the interview. The relevancy of the participants' experiences and current location made it easier to contact them via through telephone conversation. Interviews took place between November 21, 2018 and January 19, 2020. In the process of the interview, each of the participants received instruction on voluntary participation and early termination of the interview if they so desired. Moreover, participants received notice the interviews would be recorded in their entirety. During the interview, anonymity was observed by requiring verbal consent rather than a signed consent form, and by disguising the participant's voice while recording. Although the participants varied in experience, the differences in education, age, location, and employment benefited this study. Rather than inhibiting this research, the variances of background and experience of the participant contributed toward incorporating different views, gathering volunteers, and achieving their willingness to participate. The demographic differences seemingly an obstacle helped in achieving a wide spectrum of recollections useful for this study.

Demographics

Demographics emphasized the need to attract participants from Kenya now residing in the continental United States, between the ages of 18-35, and male. For the purpose of attracting additional participants and observing their rights, this study

recognized the need for anonymity. In response to achieving anonymity, I gave each of the participants an alias and I did not ask any identifiable information. Observing participant rights increased the effectiveness of this study by attracting more volunteers while achieving identity protection. The information gathered provided a descriptive analysis of participants. The demographics of the participants are in Table 3.

Table 3

Demographics of the Participants

Participant Alias	Participant Age	Employment in Kenya	Highest Level of Education Attained in Kenya	Vocational Training Attained in Kenya	Former Location in Kenya
1. Abel	25	Yes	Elementary	Yes	Nairobi
2. James	18	Yes	Secondary	Yes	Mombasa
3. Gabriel	28	No	Secondary	Yes	Nairobi
4. Ruger	29	Yes	Secondary	Yes	Mombasa
5. Mason	24	Yes	University	No	Mombasa
6. Bill	26	Yes	Elementary	Yes	Nairobi
7. Dalton	30	No	University	Yes	Mombasa
8. Omar	26	Yes	Secondary	Yes	Nairobi
9. Patrick	33	Yes	Elementary	Yes	Nairobi
10. Xavier	27	Yes	Elementary	Yes	Nairobi
11. Ethan	35	Yes	Secondary	No	Mombasa
12. Joe	31	Yes	University	Yes	Mombasa
13. Steve	32	No	University	Yes	Mombasa
14. Harry	29	Yes	Elementary	Yes	Nairobi
15. Ronald	34	Yes	Secondary	Yes	Nairobi
16. Zachary	29	No	University	No	Mombasa
17. Jim	35	Yes	Elementary	Yes	Nairobi
18. Louie	29	Yes	Elementary	Yes	Mombasa
19. Dylan	30	Yes	University	Yes	Nairobi
20. Manuel	22	Yes	Secondary	Yes	Mombasa
21. Jacob	26	Yes	Secondary	Yes	Nairobi
22. Will	29	Yes	Secondary	Yes	Mombasa
23. Liam	25	Yes	Elementary	Yes	Mombasa
24. Samuel	23	No	Secondary	Yes	Nairobi
25. Logan	24	Yes	Elementary	Yes	Mombasa
26. Joshua	34	Yes	University	Yes	Mombasa
27. Victor	28	Yes	Elementary	Yes	Nairobi
28. Jaden	24	Yes	Elementary	Yes	Nairobi
29. Vernon	21	Yes	University	Yes	Mombasa
30. Ryan	22	Yes	Secondary	Yes	Nairobi

From Table 3, I ascertained 20 participants were in their 20s, one was in his late teens, and nine were in their 30s. Of the 20 participants in their 20s, 11 formerly resided in Nairobi. Nine participants in their 20s formerly resided in Mombasa. The participant in his late teens emigrated from Mombasa. Four participants in their 30s previously resided in Nairobi while five participants originated from Mombasa. The differences in age contributed to the different perspectives of each participant. Such differences added to the overall data collected. Participants generally agreed with each other but often differed in their perception. Personal experiences such as physical location, work place, enforcement of labor policies, wages, family and religion, employment and Al-Shabab recruitment played a part in different participant perceptions.

Furthermore, in the context of the demographic information presented in Table 3, none of the participants reported membership with Al-Shabab. Likewise, no participants divulged at any time knowledge of friends or family members either directly or indirectly involved with Al-Shabab. My research study, nevertheless, benefitted from the personal recollections derived from participants. Hence, in the course of the conversation, each participant spoke with personal knowledge on the subject of unemployment, wages, education, and Al-Shabab recruitment practices. Additionally, participants also revealed information on economic issues, employment, educational opportunities, and the allure of Al-Shabab recruitment. Due to demographics the data collected in the interviews contributed significantly to this study.

Data Collection

Data collection took over one year to complete and required the distribution of a letter of invitation as well as a consent form. The interviews took place between November 21, 2018 and January 19, 2020. The data collected for this study from participants communicated shared experiences of unemployment, low wages, and lack opportunities for education. From the information derived out of each interview, the data encouraged a wider understanding of the role of unemployment, wages, and knowledge of Al-Shabab.

Owing to the wider grasp of understanding and recollection of statements I recorded individual interviews and transcribed them. Digital voice recordings were made possible by using Audacity, a computer application. Transcription of the interviews was made possible by Otter, a smartphone audio to text application. In order to record interviews, a headphone with mic and an auxiliary cable and splitter were used. The computer application was also used to mask the participant's voice. Specifically, to mask the participant's voice, the tone, pitch, and tempo were changed during the recording process. Masking the participant's voice further protected the person's identity. Meanwhile, during the interviews the smartphone application transcribed participant statements. To safeguard the data collected, the audio recordings and transcriptions were saved in a special folder and secured by encryption. The collection of data and its security allowed revisiting information. In the transcription and audio recordings, participants were reminded of their rights, voluntary status, and received information of

the research. Participants remained anonymous and were not asked any identifiable

information.

At the beginning of each interview, participants received a verbal review of the

consent form, an explanation of the research, and were asked for consent to record. As

part of the interview, the questions encouraged an open ended response. Once

participants gave consent they were accepted as participants. In observation of

conducting this research, participants' convenience received first priority. The

participant chose the time and date for phone interviews. Observation of participant

rights, the conduct of the study, and the convenience factor contributed toward uniformity

of data collection. With the intention of following patient rights further, I conducted

interviews in a careful and delicate manner so as not to discourage participation.

Consequently, I was watchful of triggering participant emotions. None of the

participants; however, opted to remove themselves from the interview. The participants

were reminded of their rights as participants and the ability to end the interview at any

time. Overall, the data collection processes set the way the interview process underwent,

the types of data to be collected, and the supportive conduct and protections afforded to

participants. On the whole, analysis of the data collected helped achieve organization,

establishment of tables, and emergent themes.

Data Analysis

After collecting data, the process of sorting participants' responses to each

question followed. As part of the collection and analysis of the data, the transcripts

derived from the information were saved as text documents and stored under the

participant's alias. Once the information was stored, the analysis and reanalysis of the information began. Accuracy was obtained through the analysis of data collected. The relevancy of the demographic data permitted the formation of table 3. The relevant information derived from data collection was then analyzed and organized according to six columns: Participant Alias, Participant Age, Employment in Kenya, Highest Education Attained in Kenya, Vocational Training in Kenya, and Former Location in Kenya. After forming and analyzing table 3, the analysis and organization of themes from participant statements followed. The main recurrent themes evolved from the uncertainty of employment, wages, and education. Uncertainty revolved around concerns of Al-Shabab recruitment, feelings of disenfranchisement, and worries of political and security instability. In sorting interview responses, additional themes resulted. The additional themes vocalized by participants included family, religion, widespread corruption, and government attempts to alleviate hardships.

In order to analyze the transcripts, I used Ryan and Bernard's (2003) definition of theme. Emergent themes come about through "line-by-line analyses" (Ryan and Bernard, 2003, p.85). Ryan and Bernard (2003) described "thematic categories" as "important categories" (p. 86). Using theme as defined by Ryan and Bernard (2003), I looked for repeated words, perception, opinions, and commonly held points for accuracy. Ryan and Bernard (2003) argued that aside from "discovering themes and subthemes," it was also necessary for "winnowing themes to a manageable few" (p. 85). Participant responses were thus sorted according to three main recurrent themes (i.e. uncertainty of employment, wages, and education). I analyzed subthemes involving young adults,

regional and social identity, corruption, confinement, bribery, voting, belonging to an association (family or church), and individual aspirations.

The three themes stood out quickly. Participants established unemployment as a first theme. There was a general consensus among participants that the Kenyan government had not instilled a sense of protection or responsibility. As a result, rather than feeling inspired and motivated the lack of Kenyan government protections against unemployment promoted feelings of despair, distance, and disenfranchisement. Subthemes supported the main themes. The subthemes included role of the recruiter, feelings of disenfranchisement, the country's instability, and an adaptive coping mechanism avoiding Al-Shabab membership. Participants communicated concern and uncertainty. They believed the need for urgent change and a sense of belonging were the best actions the Kenyan government could take. They wanted the Kenyan government to initiate change in unemployment. The Kenyan government initiated change as a nationwide strategy. By offering education the Kenyan government believed they introduced a counter balance to Al-Shabab recruitment. The initial introduction of education, however, produced problems with attaining applicable work skills. The Kenyan government changes in education failed to produce a better quality of life. The Kenyan government attempt at expanding education was seen as integrating Kenyan young adults into the workforce. Integration for participants into the workforce, however, did not go far enough. Participants did not associate expansion of educational opportunities with change in unemployment. A sense of hopelessness affected participants. They further associated the sense of hopelessness with issues of religion,

money, familial obligations, and Al-Shabab recruitment. The lack of social integration

and belonging exasperated the feelings of disenfranchisement and disillusionment.

Participant statements relating to unemployment are in Table 4.

Table 4

Unemployment Statements

Alias	Interview Question	Participant Answer
Able	#6	I came from Mombasa but last lived in Nairobi. In Mombasa people get jobs available in the fishing industry. People can learn from training and find something in their training field. I am hard working and stayed with my job.
James	#9	One knows the problems intimately. We are always living the faults of life. I made no money and think the government should address secondary graduates looking for work in the private industry.
Gabriel	#6	Kenya has a rich and able government. The politician, however, is not honest. It is the dishonest politician who makes government weak.
Ruger	#6	I lived in solidarity with myself. I was always lucky to get work right away in the best places. I could see, however, in the street people selling food, taxis going around, people selling things, and children playing or working in the street or parks. I saw people working and I saw people trying to make a living.
Mason	#19	I can say like many Kenyans we appreciate how the government tried to introduce changes. In the end education was not a platform for a better future. I do not think their failure convinced Kenyans to join in on crime.
Bill	#7	People go to the cities in search of opportunity. Nairobi however does not accommodate so many people at once. It is not inescapable. People who go to the cities often move to the slums and work there. The unlucky ones go back from where they come from or they stay only to wonder the streets. The city has not grown fast enough to take everyone in.
Dalton	#4	There is some misfortune for people who are not blessed. Not everyone can get a primary, secondary, or university training. Vocational training is becoming much more available for Kenyans. A vocational training program lets people get a job because of the experience from training.
Omar	#6	So many Kenyans roamed around the streets, slums, and anywhere with no job and nothing to do. Many of them already went to vocational school or attended University. The job market was not big enough to carry everyone. In the landfills the day laborers worked for a wage almost of $125 dollars a month. They did not love or hate their job. They like the idea of employment.
Patrick	#10	Kenya suffers from a weak government. There are no prospects for Kenyans. Wealth does not go around or reach everyone. I have no opportunity for education outside primary education.
Xavier	#2	I am semi-employed most of the time in Nairobi. The recruiters are very active in coastal cities as I understand it. I have parents to take care of. Money is necessary for my parents.
Ethan	#19	I never saw any change. I do know the government ignored the rural places. Investing time and money in the urban areas made the cities very beautiful but jobs are lacking. Ignoring agriculture added to unemployment. The lack of enforcement by the Kenyan government on private business allows them to force longer hours for much less pay.
Joe	#6	Agriculture may not seem to be ideal but if it worked to its fullest potential could employ many more people. In the cities the modernization has only so much room to grow. Many people are left out of the growing process. They become disenfranchised. They become the most alluring class of Kenyans with spite, hostility, and anger for the Al-Shabab recruiters and Superpower.
Steve	#19	The government deserves credit and I still have the belief changes have and will come later. Education for a better job and more money has resulted from vocational training and easing of restrictions in earning a secondary certificate before going to vocational training. People now can go directly to vocational school after receiving a primary certificate. The government has held and continues to hold talks with industry to ease graduate transition from education to employment.

(Table Continues)

Alias	Interview Question	Participant Answer
Harry	#5	I dream of finding work as a pharmacist. Kenya does not properly integrate graduates into the workforce. I am capable but not employed. My family made an effort to put me to school and find a job to support them.
Ronald	#6	Employment is just not available for the majority of the people. Most have to be self-employed and outsmart the authorities if they must do something illegal. Al-Shabab walked and stalked their prey among those people who were self-employed and run up and down the streets. Recruiters did not talk about how Al-Shabab is like employment. They sold Kenyans on the idea of change.
Zachary	#3	Bribing voters is a constant problem. Accepting money is more important than the candidate promises. I vote to get rid of bribery and give Kenya a government that can defend the public. Voting represents freedoms. I am University educated; my beliefs are the same before attending. I have faith that the government can provide me with a job.
Jim	#6	No ties to any social or family group leaves Kenyans with the need to find support somewhere. When Kenyans have no support, no job, no money, and no education because of the lack of government interest unemployment cannot be inescapable. Vulnerability sneaks in and this makes Kenyans not trust the government and seek a safety net with criminals or Al-Shabab.
Louie	#19	Criminal gangs and Al-Shabab exploit the weakness of the government for personal gain. Both use the disassociation of government as a way to explain why the government does care about them. These young adults are weak and have the need to be directed and to have stability. If the criminal organization or Al-Shahab uses what bothers Kenyan young adults the most they can get them to fight on their side or steal.
Dylan	#9	I am Muslim and Somali by birth. I feel not very welcome in Kenya. My religion and background do not make us terrorist. Kenyan government discrimination separates us from the rest. Religion is more important to me and one day wish the government to accept me.
Manuel	#13	My family is now Muslims. We used to be Christians before our commitment. Both my family and religion are important because they answer questions regarding the Kenya government. My religion offers faith and feelings of one day the situation will change. Those values are combined with work. I rather work long hours and earn my paycheck than join Al-Shahab or joining a criminal gang.
Jacob	#19	In one way the government tried its best. I believe it did try its best. I try to see things in a more positive light. It announced changes. I mean it was a big deal. We could see vocational training centers spring up offering different lines of professions. The vocational program was far from perfect but it produced results. A saturated labor pool chasing down fewer job opportunities left many out in the cold.
Will	#15	Kenyans have the choice to get a primary education, a secondary education vocational training. They do not have the choice of expanding employment and either accept unemployment or find work in an area they are not interested in.
Liam	#19	Unemployment in a broad meaning does not cover full, partial, or semi employment. I do not think the government even partitions the type of unemployment. There are two categories Kenyans are aware of. One is formal employment and the other is informal employment. Full employment is a long term job with an acceptable wage. Partial employment is part-time employment often cut back depending on the employer. Mombasa and traveled around to other places. Informal employment maybe full, partial or semi-employment. It maybe employment away from what one studied, working in the street, or working like my mother did. Semi-employment is holding a full time job and going to work when the employer needs the employee. Formal employment is employment in a hospital, government, factory, or anything else official. Informal employment is more what I did when I was living in
Samuel	#5	Vocational training has spread to most people. Not everyone has vocational training but the Kenyan government has done much better. Vocational training can be received if the person has a primary or secondary education. I am not aware if people who have no education at all can go to training.

(Table Continues)

Alias	Interview Question	Participant Answer
Logan	#6	Employment in the farm and in the slum was decreasing. The government did not invest enough time or effort. They lost an opportunity to build a relationship with the people. Sure it is nice to have an industrial center and a modern city but the government has concentrated too much effort on this side of Mombasa. The government has lost the opportunity to shape the economy of the slums with its own barter system. A great deal has been done by the government to stabilize the national currency and revitalize the banking system. Those efforts help the industrial side of Mombasa to growth. The government has not used the same techniques to lift poverty in the slums. In agriculture, the national government has failed to protect existing markets.
Joshua	#4	I know recruiters are an important presence in slums and jails. I have not had contact with a recruiter when I visited Nairobi. I am not Al-Shabab. They want Kenyans to know Al-Shahab can fix the problems facing society by offering money, fighting the government, and helping oppressed Somalis in Kenya and Somalia.
Victor	#6	Nairobi those not have plentiful jobs. People have to defy the government to make a living. The government has failed to create jobs. Kenyans fall into desperation and migrate to living areas like Kibera. Al-Shahab nourishes bad behavior. Recruitment in Al-Shahab is considered a job. One cannot forget a job with a lot of pay.
Jaden	#1	I'm a Muslim of Somali descent and formerly lived in Nairobi. I work manual labor, had no schooling beyond elementary and vocational training.
Vernon	#8	The government in Kenya has many qualities. The initiatives were taken by the government to try to help Kenyans find work, make more money, and finding a job by learning a trade. Government action competes with recruiters.
Ryan	#6	Kenyans face dilemma of unemployment more in the cities than in towns or villages. Uneven growth produces work for the rich classes and not for the poor classes. Unemployment does not discriminate. People it does not matter their age, education, or sex suffer from a broken system of integration of labor into the labor market. Desperation led to criminal activity. Like I have mentioned, this illegal activity was more of the quality of surpassing laws to sell or make something.

In the course of analyzing the interview, participants went on to reveal higher wages as another theme. In their responses, participants perceived a correlation between education and a wage. This correlation resulted from the Kenyan government attempt at alleviating unemployment with the implementation of educational opportunities. In the terms suggested by participants, a wage should be held high enough to afford expense of rent, food, clothes, and unforeseen expenditures. Under feelings of hopelessness, participants associated wage with the enforcement of labor laws. Generally, participants did not believe the Kenyan government promoted the protection of workers. The Kenyan government failed to enforce shorter work hours and a minimum wage. Participants

attributed Kenyan government promotion of industry while leaving agriculture behind as

a reason for the lack of enforcing labor laws. Consequently, participants believed the

lack of Kenyan government interest in investment and growth in the agriculture sector

left Kenyans in rural areas without work. Conversely, while the Kenyan government

promoted industry, participants communicated the failure to find outlets for commodities

contributed to lack of economic growth. Participants introduced another associated

problem with wages. For them, urbanization contributed to the failure of

industrialization, neglect of agriculture, protection of laborers, and safeguarding a

minimum wage. Participants suggested the lack of progress in industrial and agricultural

development contributed to uneven rural and urban development. Furthermore,

participants believed the lack of expansion in industry and agriculture led to the failure of

integration into the workforce. The connection participants felt between wages and

unemployment likewise spilled over to education. Participants felt education failed to

provide Kenyan young adults the prerequisite job skills for finding employment.

Participant statements for wages are in Table 5.

Table 5

Wage Statements

Alias	Interview Question	Participant Answer
Abel	#6	Wages if one was lucky enough to get a job were never as high as you announced. People are frustrated in the amounts of work extracted from them and the little pay they have received.
James	#9	I made no money and think the government should address secondary graduates looking for work in the private industry. I can work but seek work as a professional but I was not able. I sold newspapers and polished shoes.
Gabriel	#7	This talk of more money was never a consideration for Kenyans. I believe most Kenyans had the values of work, family and religion to go by than wanting money. I do not doubt there were people who wanted money and nothing else but the majority if Kenyans do not feel the same way.
Ruger	#8	I knew the government made its claim very well known. They wanted education to play a vital part in the next generation's ability to get employment and wages. The government announced its campaign to expand education to everyone. Al-Shahab has no education program and it does not try to integrated graduates to employment like the government.
Mason	#9	I want an education so that I can learn a trade. Wages are low and lower because the government does not enforce the minimum standards. I was not earning a good wage. I lived on a day to day basis.
Bill	#7	There is just no way people make so much money you said about rural and urban areas. It is more like $2 dollars or less in the cities. Wages should be at above cost of items not below. We are at the mercy of employers and the government. How much recruiters paid to recruits I am not aware of.
Dalton	#10	Training from vocational schools or universities is good to have. The government should work with private corporations and other businesses to work a deal to migrate people to jobs and pay them a better wage. I was making a daily wage for me and my family.
Omar	#3	I can tell you money is not a way to encourage Kenyans. I have not seen or heard of money changing the minds of Kenyans. To say money from wages changes minds is to forget Kenyans have customs they have thrown out the window. The money Al-Shahab offered did not change the minds of Kenyans.
Patrick	#11	The government shows a willingness to offer solutions. Government action is a good sign. Labor laws and matching skill sets with employer requirements are changing things for the better. I made a better wage in my clothing industry.
Xavier	#20	Wages have not kept in line with the poverty level. Wages and the amount of work to put in are not similar. We work more and have less. The Kenyan government did not thing to support wages. The slums offer opportunities to make a wage per day not a wage per hour. Even if the government made a law we would not see its effectiveness.
Ethan	#10	I have been fortunate to work as a servant. Three things are changing. Access to employment, education, and a better lifestyle I believe are necessary. I am a good worker. I work hard for my employer. I sought work in the private industry because industry does not offer Kenyans enough jobs.
Joe	#12	Money spoke to Kenyans with no direction, skills, prospects, or personal motivations nor values. Money enticed the weak minded. The disenfranchised seemed to be the targets of Al-Shabab. Money tied members tied everything together. Religious enforcement kept everyone in their place while given them a sense of direction.
Steve	#13	More wages does not translate into a happier person. Money buys necessities. We work to get what we want. We are not vagrants or join Al-Shabab. Religions comes from the family. It does not matter what religion. We have a belief we can surmount any problem.

(Table Continues)

Alias	Interview Question	Participant Answer
Harry	#9	I believe wages and unemployment go together. I have a hard time looking for work because employers seek specific skills when education is and what employers want does not work together.
Ronald	#13	I am Christian. My family is Christian. We work for our wages. I can say proudly like any other Kenyan the family brings us hope and gives us direction. Without our family we would be lost. We shape our values to our views. None of us have any time or need Al-Shabab.
Zachary	#15	Poorer wages than those you said, discrimination, no education, and less employment affects younger Kenyans. A sense of not belonging is in the minds of Kenyans.
Jim	#10	The Kenyan government cannot compete with Al-Shahab or criminal gangs. Money is the main motivator for these organizations. The more money they offer the more recruits they can get. The Kenyan government has pursued work policies with the intention of changing lives of Kenyans by appealing to their work ethic.
Louie	#10	I can say this...the Kenyan government should work closer with employers and enforce a minimum pay justifiable to the increases in prices.
Dylan	#10	Wages are very low and change where the people live. The government has made good efforts to train people. I believe is the government continues to worry about the people and offer education the government can win the people. I work in fishing and never found myself out of a job. I earned a good wage.
Manuel	#12	It is common knowledge money speaks to people who don't have it. Kenyans offer their soul and lives for consistent pay. I do not doubt for a second Al-Shahab is more appealing with money the government or employers can pay.
Jacob	#10	Kenya's inability to respect Kenyans of Somali backgrounds comes from inability to govern and corruption. Kenyan Somalis have a combination of low skills and lack of work experience, and this makes it hard to find a job. Wages are poor for Muslims.
Will	#7	Wages as I have said were low everywhere. It was not enough to pay for all expenses. Working extended hours covered the rest of the expenses. Yet again, I speak of my experiences. In my years in Mombasa I saw Kenyans with no moral direction. They did not hold values of religion and work as high as the majority of Kenyans. I consider the lack of values as a weakness. These people who were shaped into this mindset because of the circumstances were easily manipulated and won over with money.
Liam	#9	My experiences lead me to think employment is more important than anything else. I wanted to migrate to the bigger cities where employment pays more.
Samuel	#10	Wages are only supplied and raised as long as there are job to hand out and the economy is in good stable condition. Yes the government has provided for education but it has not been mobile since then. Wages can be offered and increased if the government arrives to economic understandings with other countries in Europe. The government needs to increase its exports and create demand. Demand for Kenyan products opens up employment, requires people to be educated and increases wages.
Logan	#9	I am not old enough to know more about the issues facing Kenyan, but I believe education and wages are valued more than anything else. Kenyans need work and real wages. The economy is growing but it is slow, and it cannot take in more workers. Planting crops is a good job but it's seasonal.
Joshua	#10	Kenya I think does not have a future. Corruption is a way of politics, and this will not change.
Victor	#7	I stayed away from Al-Shahab and could not say if they paid more or less money to rank. I do know wages in Nairobi are declining. People are aware of declining wages. There are two ways wages declining. First is value of the schilling and second is pay per hour. Wages have gone down more out of employer interest. People have to work even longer hours than ever before and this seems to be a trend.

(Table Continues)

Alias	Interview Question	Participant Answer
Jaden	#7	Money was never enough. Working 12-13 hours a day or more at times at a set wage was barely enough. Wages have to be high enough for Kenyans to afford utilities and food. How much money Al-Shahab paid for certain was different. Recruiters paid $800 dollars to recruits they really wanted. How much they got paid if they advanced in Al-Shahab is still unknown to me.
Vernon	#3	Wages were a big issue. In Mombasa wages were much stable and employees stuck to the labor policies of the country. However, there was nothing other than the honor system backing policies up. The government prioritizes enforcement of laws and unfortunately wages were not high on the list. Mombasa has contrasting wages. Employers decrease hourly wages to get the most work out of employees. Others set a wage acceptable enough and demand no less or more than the work necessary. Mombasa benefits from enforcing consistent wages. Employees work less and earn more as a result of enforcing wages evenly.
Ryan	#10	I see the government take the initiative by giving in to Kenyan demands for change. The government works with industry to ease graduates to skilled vacancies. I see a difference in education. Instead of education to the University level, the government offers vocational training that matches skill with job requirements. I earn more money this way.

The third and final theme of vocational training emerged from participant statements. Participants suggested the offering of vocational training by the Kenyan government helped Kenyan young adults; however, it did not help Kenyans transition into the workforce. To the participants, Kenyan young adults who attended vocational schools often voiced a negative perception of integration to the workforce. They suggested the skills obtained in vocational schools did not properly ease students into the workforce. Another reason for the failure of integration into the workforce was the problem of attendance from families. Without the support of families the potential student hesitated to attend vocational training for fear they would not contribute financially to the family. The failure to transition vocational training graduates into the workforce contributed negatively to the perception of integration and change. In light of the loss of integration and change, participants attached the lack of confidence in Kenyan government ability with increased Al-Shabab recruitment. Vocational training statements are in Table 6.

Table 6

Vocational Training Statements

Alias	Interview Question	Participant Answer
Able	#15	In my experience, vocational school teaches one about child development and the importance of nourishing the child. We got to practice in different centers. Vocational education educates the student while the profession makes him an expert.
James	#5	I attended primary school with intent on going to vocational school after. No person can go to vocational school without first going to primary school. When I received my certificate I did not yet feel ready to go to vocational school.
Gabriel	#15	Briefly, I had no choice. I could not get a job after my training. I would not know what a professional is because I failed to make the transfer. I grew resentful and angry I could not get a job as the government promised but I did not dream of joining Al-Shabab.
Ruger	#5	I do not know of the countryside but I can tell you about the cities. Opportunities in the cities are much greater. People can learn training in doctor's office, working in manufacturing, teaching, and fixing autos. I learned to be a dentist assistant. I had a good job and learned many things.
Mason	#14	I did not want to attend university. I vocational school because I know now my error. The idea of finding work right after my education gave me interest to go and attend university instead of vocational school. At the time when I graduated and realized I was not going to get employment in my field very easily I went to work instead.
Bill	#8	Kenya has seen many government-initiated actions. One of those actions is education. They know Kenyan young adults either cannot afford secondary schooling or only want to look for a job with the required skills.
Dalton	#11	The Kenyan government already simplified primary education and entrance to vocational schools. There are different types of vocational schools available. Some vocational schools have been validated by the government as universities. In this way the government has tried to open up education and training at the same time and make it widely available.
Omar	#8	The government of Kenya can look out for us Kenyans with learning a trade. I can become more of interest to employers, and I can get more money. I am more marketable to employers by learning a trade.
Patrick	#12	I found vocational training. My opportunities changed from changing. Losing employment is life changing and filled me with concern. I cannot imaging different for others who went through the same thing. The government should invest money in agriculture so people like me do not lose our jobs.
Xavier	#4	Slums have poor schools if they have them in the first place. Many times the school was just an open place. Structures in the slums were so dangerous hey could fall apart at any time. Teachers had no licenses or University diplomas. Often they had some vocational training or a primary education. In some occasions they had a secondary certificate. The same could be said about the administrator.
Ethan	#5	Work is something I want to do, but if it is in the interest I have. Ship repair requires vocational training. I settled for another job.
Joe	#8	My trait I learned in training consisted of driving a fork lift. It is a very good job. I could get in my field in both Nairobi and Mombasa. I live mostly in Mombasa and worked here most of the time. I had no doubt I could use my training in the cities.
Steve	#5	Kenyan government ability and action to turn unemployment to employment are seen in education. Engineering requires patients and practice. I'm educated but lack experience. To other Kenyans not as fortunate, vocational training can ease their transition from education to work. In order for the country to succeed, a growth of industry is required so Kenyans with skills can get work.

(Table Continues)

Alias	Interview Question	Participant Answer
Harry	#23	Vocational training is not good enough for employers. When employers are not getting what they want they do not hire people. When government allows employers to lower wages the people do not want to work. If people work they grow aggressive and hold hostility. When wages are so low the use of education cannot change that. From one bad thing to another, this never stops. Solutions to these problems are not coming.
Ronald	#5	An IT job is good well suited for me, and I do not have to have a wait and see attitude about working. The actions of the government are good in the sense of expanding education. Vocational training taught me computers.
Zachary	#9	The government has not tried to integrated University or vocational students properly to the workforce. The government needs to plan for integration. It is unfair to get an education at so much cost to our families when we cannot get employment. The employment we want are the sources for relieving tension in our finances.
Jim	#5	Industry structures and new homes need plumbing. Vocational training gives me the opportunity to learn this trade. I can make more money by getting the skills I need.
Louie	#8	My view allows me to think more positively. Kenyan government action is necessary for stabilizing the country. In offering vocational training, helps Kenyans like me to add to my education. My secondary education is not enough to meet employer's requirements. However, skills acquired supplemented my elementary education.
Dylan	#5	University graduates are often left out in the integration of employers. It is an understanding in Kenya the government promotes itself as an intermediate with employers to get more people to work. It has worked mostly for people with vocational training. No vocational training leaves the Kenyan without money and are easily attracted to the promises of gangs and Al-Shabab. My vocational training I had before coming to Kenya made me marketable to employers. My engineering degree had yet to be useful at the time.
Manuel	#14	Integration there is not. The government failed in integrating promises and delivery of promises. Yes, the government announce plans for vocational training but it lacked enforcement. Yes, people got the opportunity to get vocational training. Yes, the ability to offer vocational training brought back the feeling of worthiness. The government has not been practical in its promises.
Jacob	#4	Nairobi had a lot of opportunity for Kenyans. Education was available to the most fortunate and able to pay. There was an abundance of schools of all kinds. There were more vocational training centers than secondary or primary schools. I can say this availability for the fortunate helps in staying away from Al-Shabab. Students don't have a besieged mindset of negative thoughts about the government and they are of no use for Al-Shahab exploitation.
Will	#8	Hopefully other Kenyans and I want changes and return to peace. The government has a background of not respecting fellow Kenyans with a religion other than Christianity. A skilled Kenyan can find work and it's offered more than before.
Liam	#24	Other than vocational training offerings the government has really not done anything. The government needs to launch an economic campaign to open markets and this leading to more Kenyans finding jobs. The Kenyan government has one thing to do and it is to show its sincerity. If it takes no action then there is no sincerity.
Samuel	#21	I saw the push the government made on offering vocational training at different levels. I can see why the government lost credibility in Kenyan eyes with the lack of integration of education, work and wages. Kenyans are frustrated the government has not tried every angle before it called it quits. It would introduce a change and not try to amend it in case there was a new method to try. Education has grown considerably but not employment.
Logan	#4	Mombasa has primary and secondary education funded by the national government and administered by the local government. Vocational schools are also widely available. Al-Shahab does have its own schools but it emphasizes enrollment and compliance than education. Al-Shahab schools are informative and not teaching centers. The information given to young recruits was only propaganda.

(Table Continues)

Alias	Interview Question	Participant Answer
Joshua	#15	Vocational training for me gave me the experiences I needed to make my shift from a legal assistant to a lawyer. I wanted to make a difference beyond words. Kenyans living in slums are the number one targets of the government. They are beating and held in jail for weeks, months and years without reason. The very actions of the government made Kenyans reconsider Al-Shabab.
Victor	#8	I can see the government has taken action in the field of education. Most Kenyans have little to no education and cannot get a job requiring skills. Vocational training teaches a skill and increases the ability to get selected for work. A marketable Kenyan has a chance of succeeding.
Jaden	#5	I seek to become a veterinarian assistant. I cannot get into secondary school and prefer instead to get vocational training. Skills at vocational school help me transition into a job.
Vernon	#15	Vocational training emphasizes the need of a technical employee who specializes in a certain field and acts as the assistance of a professional. The way the education system works in Kenya. The professional comes from vocational training and attend the university to expand his or her knowledge in whatever field. I finished all grade school level courses, went to vocational training and graduated from an advance vocational training facility. I had available the time and effort I needed. My parents support me.
Ryan	#4	Vocational schools are plenty in Nairobi. I have no doubt about the availability of vocational schools. Education nonetheless does not deliver on promises. Vocational schooling keeps people educated as the government has said and it represent a middle class. Quality in these schools was suspect. Primary, secondary and vocational schools convey the low level of society. More people with education are in the streets than people without education.

Evidence of Trustworthiness

Credibility

Credibility, in qualitative research, "refers to the truth of the data or the

participant views and the interpretation and representation of them by the researcher" (as

cited in Cope, 2014, p. 89). Credibility is an essential component of research and it is

achieved through common understanding. When participants "share the same

experience" they communicate "descriptions of human experience" (as cited in Cope,

2014, p. 89). It is through sharing similar experiences that adds credibility to the research

(Cope, 2014). The use of credibility eases the presentation of procedures, collecting data,

and presenting findings. To attain credibility a single site was considered. As discussed

previously in this chapter, the InterNations web site eased contact with participants. The

setting for recruitment aided in data collection and permitted attainment of participant's

views. At this stage of the interview process, participants were selected for inclusion in

the research study. During the interview process participants offered their recollection.

At this time, observation and interpretation of the statements made by participants offered

a chance for sorting out words and sentences into themes and categories. An analysis of

the meaning, perception, and understanding derived from participant views offered a

chance to section views into categories and themes. Owing to the selection process and

interview questions (Appendix B) this research study benefited by collecting and

analyzing emergent categories and themes.

Transferability

Transferability would not be possible without achieving credibility. The sharing

of experiences relates not only a sense of trust but transference of experiences to other

Kenyans. "Transferability refers to findings that can be applied to other settings or

groups" (as cited in Cope, 2014, p. 89). By selecting participants, data collection and

analysis made possible grouping statements and recurrent themes. To achieve

transferability, participants were given the opportunity for additional interaction. The

participants received an offer to review transcripts, ask further questions during and after

the interview, and were given the opportunity to call back. A level of confidence was

established and maintained through interpreting the data collected from transcripts.

Analysis of the data collected and referenced through transcripts established a level

confidence from interpretation. Given these points my research study attained an

additional level of confidence.

Dependability

Dependability benefitted from observing credibility and transferability. Through observation a consistency of interpretation offered dependability. Dependability involves "the constancy of the data over similar conditions" (as cited in Cope, 2014, p. 89). The consistency of data in lends itself to replication. Dependability is reached "if the study findings were replicated with similar participants in similar conditions" (as cited in Cope, 2014, p. 89). This research study attained a level of durability by asking open-ended questions and assuring participants to speak freely. Furthermore, durability was achieved by observing and interpreting participant statements to eliminate bias, abide by IRB standards, and limiting ethical concerns. Observation further assured accuracy by reviewing transcripts, taking notes before and after the interview, and categorizing themes and statements.

Confirmability

No adjustments were necessary to confirmability. Credibility and transferability resulting from data collection and analysis permitted dependability. From this point, the data collected and analyzed enriched confirmability. Confirmability was established "by providing rich quotes from the participants that depict each emerging theme" (as cited in Cope, 2014, p. 89). To demonstrate confirmability, the data collected provided the opportunity to interpret information derived from participant comments (Cope, 2014). During the interview process, participants received the opportunity to check, change or otherwise accept their statements before and after interviews. Participants could always provide clarification of comments; therefore confirmability needed no adjustment. The

result of confirmability produced data interpretation, and categories of themes and statements needing no change. In addition, the awareness and management of research bias and error achieved another level of confirmability. Taking together, credibility, transferability, dependability, and confirmability mutually benefited from the data collection and analysis process.

Results

The objective of this study was to present participant perceptions, opinions, believes, and understandings coinciding with personal observations. Resonating from participant views were feelings of disenfranchisement, Kenyan government inability to govern, and feeling more of a connection with family and religion. Personal thoughts from participants were derived from individual feelings of unemployment, low wages, and inadequate educational opportunities. Communication from participant views was used for credibility, confirmability, dependability, and transferability. This study presented the participant's perspective on the issues prevalent to their age group and what they believe impacted individual perspectives. Presentation of participant statements in the following paragraphs "depict each emerging theme" (Cope, 2014, p. 89). The emerging themes add to credibility by communicating participant shared experiences. Interpreting data from shared participant statements brings a consistency in delivery of themes. The shared experiences and the themes resulting from participant statements applies to the broader male Kenyan population. Each of the research questions (RQs) sought to understand certain aspects of Kenyan young adult issues:

RQ1 asked: What impact does political, social, economic, and military instability in Kenya have on Kenyan young adults between the ages of 18-35 deciding to find employment in the Al-Shahab organization? With this RQ, I sought to understand the negative implications Kenyan government instability had among Kenyan young adults. Responses from participants involved three main concerns: (a) unemployment, (b) low wages, and (c) lack of educational opportunities. The participants confided the absence of control, leadership, and management from the Kenyan government as a cause for concern. Participants such Bill, Abel, and Patrick revealed feelings of anxiousness, fear of the unknown, and disbelief. Bill mentioned Kenyans who migrated to the cities had to "move to the slums and work there." Abel believed "People are frustrated in the amounts of work extracted from them and the little pay they have received." Patrick based his perception from losing employment and how little attention the Kenyan government paid to the rural areas: "I cannot imaging different for others who went through the same thing." To the participants the Kenyan government has an ominous presence with a high level of control over financing the modernization of urban areas, whether or not to enforce labor laws, and integrating rural areas with urban areas. Furthermore, the Kenyan government demonstrated an unwillingness to promote the general welfare of Kenyan young adults. Gabriel, Patrick and Ethan voiced a sense of government unwillingness to help Kenyans. For Gabriel, he believed the Kenyan government had "dishonest politician who makes government weak." Patrick did not believe "There are no prospects for Kenyans." Ethan felt "Ignoring agriculture added to unemployment." While Dylan and Victor were more direct in the control of government and the inability

to promote the general welfare of Kenyan young adults. Dylan detests religious persecution: "Kenyan government discrimination separates us from the rest." Victor did not like the idea that "People have to defy the government to make a living." In light of the Kenyan government ominous presence and inability to safeguard Kenyan interest, participants felt concern over political stability and communicated helplessness. Nevertheless, participants revealed an appreciation toward the Kenyan government for attempting to introduce change. The Kenyan government strategy of offering education opportunities attempted to fix issues of unemployment.

RQ2 asked: How does the introduction of countering violent extremism (CVE) strategy affect Al-Shahab recruitment and promote Kenyan government objectives of appeasing Kenyan young adults while attaining a level of stability? With this second research question, I sought to understand the counterterrorism strategy of CVE that the Kenyan government employed for mitigating Al-Shahab recruitment while offering solutions to the most common issue of unemployment by offering educational opportunities. Participants were further encouraged by changes in transitioning students to the workforce. Steve held a positive view about the Kenyan government. He believed for "Kenyans not as fortunate, vocational training can ease their transition from education to work." Jaden was also positive in his perception of education. "Skills at vocational school," believed Jaden, "help me transition into a job." As part of its education offering, the Kenyan government worked with industry to ease graduates into the workforce and raise the level of pay and offered vocational training. Dalton shared his optimistic view that the Kenyan government should help "migrate people to jobs and pay them a better

wage." James, in contrast, was not so optimistic. He thought "the government should address secondary graduates looking for work in the private industry." This attempt to ease transition from education to employment was part of the nationwide agenda which found its origins in CVE strategy. Not only did the Kenyan government expand education, the offer for vocational training as part of that expansion provided Kenyan young adults an alternative solution to learn a trade and make a living.

The research questions not only provided participant responses, they also invoked other themes for consideration. Participants cited family and religion as a factor of personal empowerment. They felt a need to provide for their families while practicing religion. Feelings of uncertainty while communicating positive actions from the government demonstrated participant leanings toward the effectiveness and necessity of change. Manuel felt strongly about family and religion. He strongly believed "Both my family and religion are important because they answer questions regarding the Kenya government." Gabriel felt as strongly as Manuel. "I believe most Kenyans had the values of work, family and religion to go by than wanting money," said Gabriel. Participants often communicated feelings of mistrust as the changes implemented have not addressed unemployment and wages. Omar communicated the shortcoming of Kenyan government intervention and wages offered. For Omar, "To say money from wages changes minds is to forget Kenyans have customs they have thrown out the window." Similar to Omar's view, Mason thought Kenyan government action fell short of its goal of offering change. For Mason, "In the end education was not a platform for a better future." The effort to help transition vocational students into the workforce has not achieved any success. The

use of counterterrorism strategy introduced the changes participants wanted to see; however, the strategy tried mitigating the expansion of Al-Shabab rather than anticipating the best changes suited for the country. Joshua had a poor view of Kenyan government attempt to integrate counterterrorism strategy and social changes. He addressed the treatment Kenyans faced in jail by the Kenyan government. "They are beating and held in jail for weeks, months and years without reason," claimed Joshua. Logan described education as "funded by the national government and administered by the local government." In contrast to funded schools, Al-Shabab provided only "propaganda," said Logan. The interview question resulting from the initial research questions contributed to collecting and analyzing data for related themes. Three main themes resulted from the interview questions: (a) unemployment, (b) wages, and (c) vocational training.

First Theme: Unemployment

Kenyan young adults are the most disenfranchised group in Kenya. Literature (Agbiboa, 2014; Botha, 2014a; Botha, 2015b; Kasandi & Akumu, 2008; Odhiambo et al., 2015) used for this study identified many issues of instability, such as unemployment, low wages, lack of education, and social and religious discrimination. The result of the issues of instability promoted a sense of disenfranchisement in participants. As a result of the sense of disenfranchisement, participants felt a need to belong. Participants wanted to feel they belong to the rest of society by integration of the group and expanding the group's opportunities for a better life. For the participants, a better life translated into employment and a wage.

Participants' statements, however, varied in perception and motivation. Some believed money was a more salient motive than religion. Xavier, Joshua, Vernon and Zachary suggested different motives for money. Xavier wanted a better wage to support his family. Joshua spoke of money in relation to Al-Shahab enticement. Vernon believed the only way to make a higher wage included vocational training. Zachary provided an interesting take on wages. According to Zachary, "Accepting money is more important than the candidate promises." Zachary's point suggested a qualm in Kenyan governance; however, his personal indictment portrayed an injustice needing remedy. Xavier and Joshua coincided in thought. In their insight, both gave a glimpse of active Al-Shahab recruiting in Nairobi and Mombasa. Joshua's refection was more pronounced: "They want Kenyans to know Al-Shahab can fix the problems facing society by offering money, fighting the government, and helping oppressed Somalis in Kenya and Somalia." Jim believed "no support, no job, no money, and no education because of the lack of government interest" contributed to unemployment and Al-Shahab recruitment.

Joe agreed with Xavier and Joshua. He thought government inability to invest in agriculture and jobs "disenfranchised" Kenyans. Al-Shahab would then be able to recruit Kenyans who have been imbued with "spite, hostility, and anger." Louie expressed a perception much like Joe. Disillusioned Kenyan young adults "are weak and have the need to be directed and to have stability." It was this weakness, suggested Louie, why Al-Shahab and criminal gangs "can get them to fight on their side or steal." Victor suggested Al-Shahab promises and pay enticed Kenyans. He suggested lack of employment availability, finding alternative employment, failure to create employment,

and slum conditions as nourishing "bad behavior." Vernon offered an opposing view. In Vernon's view, "Government action competes with recruiters."

Manuel and Dylan thought religion was a form of salvation of the problems associated with the Kenyan government. Manuel differed in another way. He identified with Christianity after his migration to Kenya. Manuel, however, changed his religion to Muslim as a measure to support himself against Al-Shahab pressures. His change of religion did not alter his perception of one day the Kenyan government changing its ways. Manuel stated his religion "offers faith and feelings of one day the situation will change." Dylan did not change his Muslim heritage when he moved to Kenya from Somalia. The Kenyan government actively promotes discrimination against Muslims. The Muslim religion was veiled in conspiracy. Kenyan government intolerance of Muslim Kenyans had not changed Dylan's thought. Dylan viewed his religion as the principal point for a better life. "Religion," claimed Dylan, "is more important to me and one day wish the government to accept me." Ryan viewed discrimination in a different manner. Regardless of "age, education, or sex" Kenyans faced "a broken system of integration of labor into the labor market." The integration of Kenyans into employment did not lead Kenyans to join Al-Shabab. Ryan suggested Kenyans preferred instead "surpassing laws to sell or make something."

Employment was necessary for family cohesion and helping one another. Jaden and Able discussed requiring vocational training and stable work. Jaden noted several issues for the lack of advancement in a career. He said, "I work manual labor, had no schooling beyond elementary and vocational training." Able expressed faith in education

as a method of attaining better employment. To Able, "People can learn from training and find something in their training field." Dalton and Harry were of the same mind. Dalton held faith in education as a future for a better life: "A vocational training program lets people get a job because of the experience from training." Interestingly, Harry mentioned something no other participants said before. Harry denounced the inability of Kenya to integrate education and employer specifications for employment. He mentioned, "Kenya does not properly integrate graduates into the workforce."

Coinciding with Harry's view, Bill perceived the lack of transformative growth in the cities as the leading reason for the failure to integrate Kenyans into the workforce. Bill went on and said, "People go to the cities in search of opportunity." "Nairobi however," noted Bill, "does not accommodate so many people at once." The lack of integration forced Kenyans to "move to the slums and work there." Jacob entertained the perception of a "saturated labor pool chasing down fewer job opportunities left many out in the cold." Often Kenyans with no employment "wonder the streets." Ronald did not see any hope for change. Due to the lack of formal employment Kenyans found alternative means for employment. "Most have to be self-employed," stated Ronald, "and outsmart the authorities if they must do something illegal." This inability to bring change brought hope down. Ronald communicated his perception of Al-Shahab as selling to "Kenyans on the idea of change." Logan echoed the same thought as Harry, Bill, Jacob, and Ronald. Lack of growth in the cities and rural areas Logan believed contributed to failure to "invest enough time or effort."

The lack of investment in the slums and agricultural areas was another issue. Investment in agricultural growth failed. The lack of investment by the Kenyan government for Logan has "lost an opportunity to build a relationship with the people." Patrick denoted Kenyans as having no prospects. He commented, "Kenya suffers from a weak government." The lack of ability, for Patrick, led the Kenyan government offering no prospects to Kenyans. For Ruger, prospects meant finding employment in whatever the Kenyan citizen could find. Ruger mentioned people engaged in a variety of different jobs. Among those mentioned were "street people selling food, taxis going around, people selling things, and children playing or working in the street or parks." Will viewed it in a similar way. Kenyans faced "unemployment or find work in an area they are not interested in."

Confronted with working or not, the people rather work in any area. Along the same thought as Patrick, James thought "the government should address secondary graduates looking for work in the private industry." Omar presented a somewhat similar view as Bill and Ruger. In his explanation, Omar suggested Kenyans did not "love or hate their job." Kenyans instead liked "like the idea of employment." Mason introduced a belief the government tried but failed. Rather than using the failure against the Kenyan government Mason brought up the failure as a good attempt. Mason explained, "we appreciate how the government tried to introduce changes. In the end education was not a platform for a better future."

Steve, on the other hand, firmly believed investment in education has contributed to a better life and in the long term Kenyans benefit greatly. Steve believed negotiation

with private business only helps Kenyans transition to employment after vocational training. He mentioned ongoing conversation between the Kenyan government and private business: "continues to hold talks with industry to ease graduate transition from education to employment." Steve went on and explained government policy of easing the requirement of a secondary certificate before going to vocational training. To Jacob, "the government tried its best." Jacob saw government attempts to help people attain employment "in a more positive light." The attempt of the Kenyan government "was far from perfect but it produced results." Will interpreted education as a "choice." Kenyans had the "choice" of attending primary and secondary school as well as vocational training.

Ethan varied his view regarding Kenyan government involvement and investment in agriculture. The government appeared to favor the growth of cities. Ethan described growth as aesthetically pleasing but fundamentally lacking in growth. He was of the mindset the "government ignored the rural places." Ethan further believed the lack of investment in the rural areas accounted for unemployment. He suggested "unemployment" as the result for ignoring agriculture. In his description in emphasizing urban development, Ethan led on to believe this caused Kenyans to find work in the cities.

The most interesting notation of the situation of employment came from Liam. He gave a description of formal and informal employment. The characteristic shared between formal and informal employment was the categories of "full, partial, or semi-employment." Liam accorded formal employment with a livable wage and long-term.

Formal employment can be part time or semi employment. Liam suggests part time employment has reduced hours but long term. Semi employment referenced employee need and short term duration. Informal employment took people away from what they studied. Liam suggested informal employment put Kenyans in a predicament. Kenyans either accepted work other than what they studied or remain unemployed.

Second Theme: Wages

Kenya has never been a place of high wages for either the industry or agriculture sector. The problem of low wages came from the inability to enforce Kenyan labor law, equate supply and demand, and promote each sector's ability to expand. In response to this feeling of receiving low wages, Kenyan young adults held protests, demonstrations, and strikes. In their conversation, participants felt Kenya suffered from structural unemployment. In structural unemployment, two types of Kenyan young adults are affected. One type wanted to work and demonstrate an eagerness to find work. The second type possessed the want to work factor, but lacked the prerequisite skills. In either case, participants stressed earning a higher wage.

Earning a higher wage was the prevalent factor in the participant's answers. Among the participants, Harry, Jacob, Mason, Dylan and Logan had a different relationship between wages and the state of life in Kenya. Dylan stood out as the most upbeat participant. He spoke of recurrent employment and Kenyan government tries to change the plight of Kenyans. Dylan stated, "I believe is the government continues to worry about the people and offer education the government can win the people." Mason offered a completely opposite view. For Mason, "Wages are low and lower because the

government does not enforce the minimum standards." Xavier agreed with Mason. For Xavier the government was mostly ineffective. "Wages," said Xavier, "have not kept in line with the poverty level." Xavier observed a trend. Kenyans "work more and have less."

The topic of wages did not escape Jaden. "Working 12-13 hours a day or more," noted Jaden, "at times at a set wage was barely enough." Such long hours did not produce enough wages for living expenses. The scenario changed much more for Jim. Kenyan government attempts at changing the unemployment level were notable; however, attempts appealed to less Kenyans. Jim believed "Money is the main motivator for these organizations." Jim suggested Al-Shahab recruiters benefited from the lack of government competition. Manuel suggested Kenyans have a strong will to work for a livable wage; however, the amount of money Al-Shahab would give could entice Kenyans with strong values to give in to temptation. Manuel commented, "money speaks to people who don't have it." The money made Al-Shahab "more appealing." Will had a similar view. Will's view validated Manuel's view of appeal. Kenyans in Mombasa, for Will, "did not hold values of religion and work as high as the majority of Kenyans." Will suggested moral corruption as the problem. The lack of "moral direction" made Kenyans in Mombasa "easily manipulated and won over with money."

Zachary expressed a defeated attitude. Unlike Mason and Xavier who expressed criticism, Zachary portrayed a no hope scenario. "Poorer wages than those you said, discrimination, no education, and less employment affects younger Kenyans," believed Zachary. The factor of losing direction contributed toward a "sense of not belonging is

in the minds of Kenyans." Able disagreed with the amount of wages Kenyans received. He revealed the low pay they got and the large amounts of work they had contributed for the pay. "Wages," said Able, "if one was lucky enough to get a job were never as high as you announced. People are frustrated in the amounts of work extracted from them and the little pay they have received." Manuel suggested the pay Kenyans received was not high enough. "Consistent pay," Manuel believed, was part of what made Kenyans give "their soul and lives." Manuel referred to the length Kenyans would go through to make an honest day's work. Similar to Zachary, Able and Manuel the amount of wages for Victor impacted Kenyans. "Employer interest," Victor commented, affect how "people have to work even longer hours than ever before and this seems to be a trend." Victor suggested wages declined as employers sought in their best interest to fleece manpower at ever decreasing wages. Vernon presented a contrasting view. He spoke of Mombasa and the issues related to enforcement of wage and labor laws. Vernon believed the Kenyan government lacked enforcement of labor laws and resulted in employers interpreting wages differently. The uneven application of labor laws permeated the workforce. Some employers extracted as much labor as they could while reducing wages. Other employers paid wages high enough and made long hours available for those who wanted to work more. Vernon suggested stability and employer merit as factors contributing to wages in agriculture and the service sector. If the Kenyan government enforced labor laws evenly "Mombasa benefits from enforcing consistent wages." The minimum standards Mason spoke about detained Kenyan government inability to properly ease educated Kenyans into employment.

Louie espoused a similar view as Zachary and Able. Louie's view arrived to a different point. Wages did not keep up with prices. For Louie, "the Kenyan government should work closer with employers and enforce a minimum pay." Bill had the same view as Able and Mason. Bill disagreed about the monthly wages Kenyan's received. Instead, Bill interjected an amount of $2 dollars or less for the cities. The pay received put Kenyans at the "mercy of employers and the government."

Logan represented a view more varied than any of the other participants. Logan has recently migrated to the United States and still is a teenager. His younger than the rest status did not mean inexperience. Logan worked in agriculture and concerned himself in making a wage for his family. Agriculture has no modern inputs for its development. Logan revealed, "The economy is growing but it is slow, and it cannot take in more workers." The lack of modernization of agriculture impeded enlarging the workforce. Jacob mitigated his religion with poor wages. He believed the lack of respect given to other religions is bad and affects his ability to make a better wage. In Jacob's view, "Kenyan Somalis have a combination of low skills and lack of work experience, and this makes it hard to find a job." Kenyan action taken against Muslims was a method to counteract Al-Shabab. Gabriel extended the Jacob's perception. To Gabriel, "money was never a consideration for Kenyans." He thought "Kenyans had the values of work, family and religion." Omar had much the same view as Gabriel. In his view, Omar did not think the wages had any impact on Kenyans joining Al-Shabab. "I have not seen or heard of money," stated Omar, "changing the minds of Kenyans." Omar did not believe money impacted the customs Kenyans have. Along the same line of thinking Steve

presented his perception of family and religion as strong values than money. Steve failed to see how money could "translate into a happier person." Steve went on and referenced his family as the nucleus of a bond necessary for fulfilling his view. "We," suggested Steve, "have a belief we can surmount any problem." Ronald had just a strong view as Omar. Family provided Ronald the framework for strength. Family brought Ronald direction. In Ronald's view, religion "brings us hope and gives us direction." Joe disagreed with Omar, Gabriel, Steve, and Ronald. Joe believed money and religion kept Al-Shahab in power. Money enticed Kenyans with "no direction, skills, prospects, or personal motivations nor values." He referenced suggested family and religion played a part in whose customs he mentioned. Harry claimed wages was an extension of unemployment. "I have a hard time looking for work," said Harry, "because employers seek specific skills when education is and what employers want does not work together."

The mention of higher wages, however, was attached to other factors. Participants indicated poor wages are a symptom of the ailment. To the participants, the ailment originated from the Kenyan government. In the case of Kenya, the problem was composed of several issues that included lack of absorption of a greater pool of workers and skills not matching job requirements. Joshua's opinion distances him from changes the Kenyan government is unwilling or unable to take. Joshua could not hide his frustration, "Corruption is a way of politics, and this will not change." Three other participants shared a common value on Kenyan government ability and a brighter future.

Ethan, Dalton and Ryan shared a common held belief and did not align with of Kenyan government changes and the impact on society. Ethan saw three things in Kenya

changing. He mentioned "Access to employment, education, and a better lifestyle." At the same time, for Ethan, there is no integration between government and industry "because industry does not offer Kenyans enough jobs." Dalton suggested a direction the Kenyan government can do to alter the state of employment and wages: "The government should work with private corporations and other businesses to work a deal to migrate people to jobs and pay them a better wage." Ryan stressed, "I see the government take the initiative by giving in to Kenyan demands for change." Ruger differed in the manner he described government and claims of changes. In reference to the Kenyan government, Ruger said, "They wanted education to play a vital part in the next generation's ability to get employment and wages. The government announced its campaign to expand education to everyone."

James suggested a different opinion. In his statement, James suggested a disconnection between vocational training and work. James asserted, "I made no money and think the government should address secondary graduates looking for work in the private industry." In conversation with Patrick, he held the idea of structural employment. A structured employment has a three way system that addresses wages, worker absorption, and skill matching. Patrick mentioned structural employment as "Labor laws and matching skill sets with employer requirements." He went on to say, "I made a better wage in my clothing industry." Patrick, nevertheless, attributed hard times with a "weak government" and Kenyans having "no prospects." Samuel went into a little more detail than Patrick. The "weak government" perception of Patrick for Samuel meant economic stability. In Samuel's view the Kenyan government "needs to increase

its exports and create demand." Only then does "Demand for Kenyan products opens up employment, requires people to be educated and increases wages." Liam's statement referred to changes taking place in Nairobi. Liam expressed interest in migrating to Nairobi to make a better wage. Changes did not necessarily have a bold impact but Kenyans could see the slow progress introduced by the Kenyan government. The possibility of change even if slow changed the views of participants. The Kenyan government had to try harder to realize Kenyan wants and needs.

Third Theme: Vocational Training

In the interview, participants offered two factors the Kenyan government needed alleviate. One factor is the integration of Kenyan young adults into the workforce. The second factor was figuring out how education contributed to proper use of a workforce that may or may not be ready for employment. Factor one considered the Kenyan government inability to offer work, and factor two considered the improper absorption of skilled workers based on lack of proper skill level. While factor one sounded familiar to changes associated with unemployment, when considered with factor two the integration of Kenyan young adults in to the workforce facilitated the need for vocational training and transition into the workforce. Participants believed the lack of training and transition into the workforce contributed to Al-Shahab recruitment. For this reason, Al-Shahab ideology increased the misunderstanding between Kenyan young adults and the Kenyan government. Knowing the effectiveness of Al-Shabab ideology, the Kenyan government set about changing the situation with unemployment and wages. The Kenyan government applied countering violent extremism (CVE) strategy (Khalil & Zeuthen,

n.d.). Promotion of education, vocational training, and transition to the workforce presented an ideal solution. This promotion of vocational training appeared to expand availability of employment while addressing issues of vocational training.

Participants in their comments suggested preoccupation of vocational training and attaining employment. The participants Jim, Ruger, Bill, and Omar, expressed uniformity on the subject of vocational education. Bill claimed, "They know Kenyan young adults either cannot afford secondary schooling or only want to look for a job with the required skills." Jim perception reflected the claim made by Bill. Jim opined, "Vocational training gives me the opportunity to learn this trade. I can make more money by getting the skills I need." Omar appeared to agree with Jim and Bill. "The government of Kenya," Omar commented, "can look out for us Kenyans with learning a trade." Ruger shared the same concept with Jim, Bill, and Omar. He believed, "Opportunities in the cities are much greater." It appears that the participants believed finding work and transitioning from education to work were leading topics.

Patrick viewed vocational training in a positive light. After migrating to the cities when he lost his rural employment Patrick succeeded in going to vocational training and getting employment. Losing his job concerned him initially. The same worries Patrick initially had after losing his employment did not phase his perception. Patrick could only imagine how bad it could get for other Kenyans who did not attain employment in the cities. He offered an idea how the Kenyans could avoid losing employment in agriculture and having to seek employment in cities. Patrick thought the "government should invest money in agriculture so people like me do not lose our jobs."

Vernon displayed an even brighter positive look than Patrick. The availability of education from primary school to vocational school helped Vernon be successful. Vernon detailed his accomplishments: "I finished all grade school level courses, went to vocational training and graduated from an advance vocational training facility." Similar to Jim and Omar, Dalton detailed his view on education and government action. He emphasized how the government made some training schools into universities. Transition to a university level grade education when the school operated generally as a vocational school demonstrated Dalton's view of "the government has tried to open up education and training at the same time and make it widely available." Dylan believed the government "promotes itself as an intermediate with employers to get more people to work." Liam stated government intervention in education "sincere." The sincerity of government intervention had its limits. Liam believed such "sincerity" did not go long enough in consideration of extending the economy. Education may ready Kenyans for employment; however, when the economy failed to grow Kenyans could not find employment.

Unlike Patrick and Liam, Dylan believed "University graduates are often left out in the integration of employers." The lack of integration for university students left them vulnerable to Al-Shabab. In his case, Dylan had both a University degree and vocational training. His university degree did not help him attain employment but his vocational training made it easier to get employed. Dylan mentioned his vocational training made him "marketable." He is of the thought government intervention has "worked mostly for people with vocational training." Samuel demonstrated a view much like Dylan. "The

lack of integration of education, work and wages," commented Samuel. Failure to expand the economy and thereby expanding employment "frustrated" Kenyans. The situation has worsened when taking into account the growth of education at the expense of employment.

To Joe, Steve, Ronald, Louie, Will, and Victor, rather than attending secondary school they can opt for vocational training. Victor lamented vocational training made him "marketable" and Louie thought the "skills acquired supplemented my elementary education." Joe stated he had "no doubt I could use my training in the cities." Steve explained that "vocational training can ease their transition from education to work." His expressiveness suggested educational makes a difference. Kenyan young adults with the proper skill set offered the employer a skilled person ready and willing to work. Participant Will believed "A skilled Kenyan can find work and it's offered more than before." Participant Ronald had an overall positive view than the rest of the participants. To Ronald, "The actions of the government are good in the sense of expanding education. Vocational training taught me computers." Louie had a middle ground view on conditions in Kenya. He believed, "In offering vocational training, helps Kenyans like me to add to my education." At the same time, Louie stated, "secondary education is not enough to meet employer's requirements." His reluctance to gravitate more toward changes suggested Kenya still lacks integration from education to work.

James expressed a moderate middle tone. He went to primary school and was hesitant to start vocational training. James referred getting a primary certificate before going to vocational training. James explained "No person can go to vocational school

without first going to primary school." Victor sounded more enthusiastic. "Vocational training," claimed Victor, "teaches a skill and increases the ability to get selected for work." Able had the most upbeat view. He alluded to getting practical experience. The "practice in different centers," believed Able, "teaches one about child development and the importance of nourishing the child."

In contrast to Victor, Gabriel "grew resentful and angry" for his inability to get employment "as the government promised." Mason was not resentful. He pondered why he could not get employment after attending his university. Mason trailed his missed opportunity by explaining the route he took instead of vocational training. He believed after going to get a university education paved the way. "The idea of finding work right after my education gave me interest to go and attend university instead of vocational school," commented Mason. Harry echoed the same view as Gabriel. For Harry, Kenyans "grow aggressive and hold hostility." Harry believed a discord developed among Kenyans when the Kenyan government failed at negotiations with industry. Vocational students could find employment when their skills are not applicable to employer expectation. Harry was not optimistic but he was not negative. Harry could not contemplate a solution for an ever growing problem. He stated, "Solutions to these problems are not coming." Zachary offered an opposite view than Harry. Zachary did not believe government did anything to relieve the situation of education. Zachary statement suggested a lack of acceptance. In part his unacceptance of the situation came from the perception of financial cost. Zachary commented, "It is unfair to get an education at so much cost to our families when we cannot get employment." He alluded

to the lack of wages as another reason for his failure to accept government participation. "The employment we want," said Zachary, "are the sources for relieving tension in our finances."

Xavier saw how schools decayed and fell apart in the slum areas. Teachers in the slums at most carried a secondary certificate. Xavier believed teachers had more often than not "some vocational training or a primary education." Joshua offered some insight on the treatment of Kenyans living in slums. Aside from poor living conditions and the lack of investment in schools or infrastructure in the slums, the treatment of Kenyans in this particular area seemed to indicate the problem of criminal activity. In the description giving by Joshua the criminal activity most prevalent continues to be Al-Shahab recruitment. Joshua described the treatment and incarceration of Kenyans living in slums: "They are beating and held in jail for weeks, months and years without reason."

Vocational training looked to offer several results. The Kenyan government stood to offer work and integrate workers into the economy. In return, the Kenyan government reaped the benefit of controlling social unrest. Manuel spoke of the changes Kenyan government intervention brought. He made his point by detailing how the Kenyan government made its intentions known about the new drive to promote vocational training, how many people stood to get education and how Kenyans started to have a new sense of worth. The government attempt, nevertheless, failed in the eyes of Manuel. For Manuel, the Kenyan government failed at "integration." The Kenyan government "lacked enforcement" and "has not been practical in its promises."

Perhaps Jacob interpreted government intervention and availability of vocational training the best. Vocational schools sprang up in plenty. In Jacob's view there seemed to be more secondary schools than primary or secondary schools. Jacob, however, noted a difference. While there was an abundance of vocational schools in comparison to primary and secondary schools, the vocational training centers varied in ability. It seems Jacob suggested education varied mostly from the ability to pay: "Education was available to the most fortunate and able to pay." Despite the variance of vocational school ability, Jacob believed education held off negative views and stopped Al-Shahab from exploiting the situation. Ryan provided his perception in the bluntest way. "Education nonetheless does not deliver on promises," claimed Ryan. Schools lacked consistency of delivery and professionalism. Ryan believed "Quality was suspect." In comparison, Logan also spoke of the variety of education and its availability. The wide availability of schools, nevertheless, did not attract many Kenyans. Attendance was not a priority for Kenyans. The cost associated with education did not appeal to Kenyans either. Young people roamed the streets or worked. Logan's comparison suggested the lack of appeal as a reason for Al-Shahab recruitment. Education consisted of ideological principles. Al-Shahab ideological schools "emphasizes enrollment and compliance than education." Ethan was not a Kenyan who found transitioning easy. Vocational training was not available for him and as a result has acquired different employment. Ethan held the belief of changes offers change: "Work is something I want to do, but if it is in the interest I have."

Jaden and Ruger went on a different path. Jaden settled for vocational training instead of secondary schooling. Ruger attained a well paying job after his vocational training. Ruger noted something of interest. He commented, "Opportunities in the cities are much greater." His comment suggested a subtle but growing trend of changes in the urban areas. Jaden shared his education opened doors for him. Jaden said, "Skills at vocational school help me transition into a job."

Summary

The purpose of Chapter 4 was to explain how unemployment, low wages, and the lack of educational opportunities play a role in whether or not to join Al-Shabab. In order to incorporate participants, demographics were considered. As previously mentioned, interviews extended to individuals who came from two different areas: (a) Nairobi or (b) Mombasa. The participant's age was another consideration for inclusion in this research study. Once selected for inclusion, participants indicated unemployment, low wages, and the lack of educational opportunities as reason for failure to integrate male Kenyan young adults into the workforce. In addition, participants further suggested vocational training was not sufficient to transfer to the workforce. Participants observed the Kenyan government attempt to ease tension by offering education and working with industry for transition to the workforce; however, these attempts had their origins in pursuing a counterterrorism strategy. Failure to take into consideration the needs of the country in favor of counterterrorism strategy contributed to Kenyan government inability to transition male Kenyan young adults into the workforce. In order to achieve participant statements, the interview questions were derived from two research questions.

RQ1 aimed to understand the appeal Al-Shahab has on male Kenyan young adults. Kenya has a disproportionate number of male Kenyans unemployed. This segment of Kenyan society presented a possible pool of recruits for Al-Shabab. Participant suggested unemployment, low wages, and lack of educational opportunities as reasons for their unrest. While RQ2 aimed at exploring counterterrorism strategy as a method to counteract Al-Shabab recruitment. The Kenyan government introduced changes in unemployment by offering education. In all, the research questions provided this research study the basis for holding the interviews and asking the interview questions.

Out of the interviews several themes emerged. The themes included recruiter, feelings of disenfranchisement, the country's instability, an individual coping mechanism to make sense of unemployment and avoid Al-Shahab membership. Other themes included economic, wage, and education concerns. Consequently, out of these themes three categories emerged. In theme one, unemployment was argued as a concern. Participants were preoccupied with the results of unemployment. They were concerned in their ability to find work and making enough money to support their families. The second theme regarded wages as an important element for making a living. Participants mostly concerned themselves with affording daily needs such as purchasing food, clothing, and paying utilities. The third theme involved vocational training. In their explanations of vocational training, participants worried about trade skills transferring into the workforce. In the end, the themes provided this research study with data collection and its analysis.

Participants communicated interrelated perceptions that connected Kenyan young adult unhappiness with social and political instability. The main themes perceived by participants resulted from individual experiences in unemployment, poor wages, and the lack of education opportunities. On analysis of the information, participants suggested how fixing unemployment, offering better wages, and promoting education through vocational training helped Kenyan young adults and the Kenyan government to stabilize. Participants concluded transitioning from vocational training to work was not forthcoming. The preoccupation with transferring training to the workforce came from the failure to attain employment. Chapter 5 will provide a comprehensive interpretation of the ideas emanating from participants' statements. In addition, Chapter 5 will include a summary, conclusion, and recommendations.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this qualitative study was to understand the challenges of unemployment, wages, and educational opportunities faced by Kenyan male young adults between the ages of 18-35, and how those challenges connected to push and pull factors related to Al-Shabab recruitment. Participants were selected based on their knowledge and experiences of life in Kenya. Selected participants' direct knowledge of the instability young Kenyan men face afforded this research study the exploration of participant ideas, experience, and beliefs. The selection of participants included Kenyan young adults who shared perceptions and attitudes regarding unemployment, wage, and education problems. Participant's shared additional ideas and beliefs regarding family, religion, and knowledge of Al-Shabab. These additional experiences augmented my analysis of their perceptions and attitudes of unemployment, wages, and education. In the course of the interviews, participants conversed ideas, perceptions, experiences, and beliefs with unemployment, wages, and education. Participant views added context to their understanding of the issues individually faced and faced as a society.

Participant knowledge and experiences were gathered through 27 open ended questions during phone interviews. The interview questions were formed to address the two RQs developed for the study. The research questions developed were:

RQ 1: What impact does political, social, economic, and military instability in Kenya have on Kenyan young adults between the ages of 18-35 deciding to find employment in the Al- Shahab organization?

RQ 2: How does the introduction of countering violent extremism (CVE) strategy affect Al-Shahab recruitment and promote Kenyan government objectives of appeasing Kenyan young adults while attaining a level of stability?

In this chapter, I discuss the findings in relation to the literature review. Social change implications resulting from the findings will also be discussed. Additionally, this chapter will present my recommendations for further study alongside my experiences. Last, a conclusion will end this chapter.

Interpretation of the Findings

This study presented participant views of the instability of the country while adhering to participants' thoughts for a better understanding of the problems of unemployment, wages, and education. Participants who took part in the study formerly resided in Kenya and lived in the United States at the time of this study. The participants varied in age from 18-35 years old.

Participants confided concerns of the absence of control, leadership, and management as failures of the Kenyan government and reasons for the contemplation and potential of some joining Al-Shabab and to protest the national government. Those concerns incorporated interrelated issues of unemployment, low wages, and lack of education. In the interviews, participants contextualized their perceptions of where to find work, how to make a livable wage, and potential to raise their individual status through opportunities for education.

The interview questions elicited a variety of responses. Response variations included participant explanations of the role of the Al-Shabab recruiter, disenfranchised

feelings, knowledge of Al-Shabab recruitment, and how instability in Kenya created uncertainty. Participants commonly believed the concerns they held contributed negatively to employment, wages, and education.

The group of participants consisting of Ruger, Bill, Omar, Jacob, Ronald, and Logan strongly viewed unemployment as a problem. Ruger saw Kenyans working on the street. He saw how busy people were on the street and working. Children, meanwhile, played with no supervision. Bill witnessed the same overcrowding as Ruger. In contrast, Bill believed the inability to attend to migrants from rural areas as the main problem. Jacob attributed the overcrowding with many people chasing down too few employment possibilities. Ronald agreed with Jacob. In his view, Ronald failed to see any hope for change. The sense of hopelessness translated into finding work in an alternative field. Logan saw overcrowding much like Ruger, Bill, and Jacob as a problem for employment. Omar agreed with Bill. For Omar, overcrowding was a major problem. He saw the problem in a more negative way. People roamed the streets with no work, no direction, and no purpose.

In another group, for example, Xavier, Joshua, Vernon, Zachary, Louie, and Omar focused on wages. Xavier saw a higher wage as beneficial in supporting his family. Joshua believed low wages contributed to higher levels of Al-Shabab recruitment. Vernon had a positive view on education and its impact. To Vernon, vocational training helped Kenyans getter a higher wage. Zachary pointed out corruption in the Kenyan government as a reason for investing in employment or adjusting wages. He had no hope of any changes making any difference. Zachary's view of hopelessness was at the same

level as Ronald. Louie in an explicit manner linked low wages to the inability to afford

expenses. Unlike Zachary, Louie thought change would be a possibility. He called for

the Kenyan government to work more closely with employers while enforcing a

minimum wage.

A third group composed of Able, Dalton, Jaden, Harry, Ethan, and Jim used

education as a platform in their explanations. Able was the most energetic in his

explanation. He had faith in the changes brought about with education. Dalton was

optimistic. He saw the difference in the availability of education but not everyone could

get the same offer. Depending on the situation of each Kenyan and family, the

availability of education was not as important as finding employment. Jaden could not

take advantage of education. He spent his time working. Harry went a little further in his

interpretation of education. The government failed in transitioning vocational and

university students into the workforce. Ethan echoed the same view as Harry. Access for

Kenyans to education, a higher living standard, and employment was available; however,

the government failed to properly shift students to the workforce. Jim was as positive as

Able. The availability of education, wages, and learning more skills opened the wage for

a better life.

Findings from the RQs support the claim that Kenyan young adults experience

hardships in unemployment, low wages, and lack of education. Participants also

recognize Kenyan government input helps attain a level of certainty in stability and

finding employment; however, such help does not go far enough. Kenyan government

mitigation attempts in labor laws, working with employers, integrating workers into the

workforce, and raising wages reduces instability and promotes understanding with male Kenyan young adults.

Theoretical Framework

The theoretical framework for this study was SCF (University College Dublin, n.d.). SCF takes into consideration how culture and language shape Kenyan society (Vygotsky, 1978). Interpretation of society and direction of the country comes from the perception derived from language and culture (Vygotsky, 1978). SCF supports participant viewpoints. In general, the participants believed the problems surfacing in Kenyan were the result of improper governance. Participants differed in their response and justification on why some male Kenyan young adults join Al-Shabab while others decided to demonstrate against the Kenyan national government. Participants commonly agreed that unemployment, low wages, and lack of educational opportunities worsened life for Kenyan young adults.

These divergent perceptions depict learning and perception. Kenyans perceive the world around them through intrinsic and extrinsic learning. Intrinsic learning contributed to individual and community learning. Familiarity from learning defines how the person and the community see the government of Kenya and Al-Shabab recruitment. SCF introduces how Kenyan culture contributes to individual and community perception. Culture continually evolves further contributing to understanding and experience. The continuous perception of individuals and community shapes Kenyan culture.

Issues resulting from intrinsic learning contributed to extrinsic cognitive learning. Individual and community learning impacted the way society perceived extrinsic

learning. Al-Shabab ideology presented to the individual and community an alternative direction. Simultaneously, the Kenyan individual and community perceive Al-Shabab ideology from an intrinsic perception. Al-Shabab ideology derived its existence from the problems individuals and the community saw as facing Kenya. Kenyans perceived unemployment, wages, and educational opportunities negatively. These social issues contributed to Al-Shabab surfacing and its continued presence. Kenyan young adults between the ages of 18-35 associated the problems of unemployment, wages, and education with Kenyan government inability to govern. SCF guided my study on how extrinsic learning mitigates the potential of Kenyan young adults joining Al-Shabab. The use of SCF also explains the potential of why Kenyan young adults may consider Al-Shabab recruitment.

Limitations of the Study

There were some limitations to the study. Study limitations included announcement notification, an estimated three hour interview length, qualification conditions not met, duration of recruiting participants, geographical limitations, inclusion of only males, participant self reporting.

The announcement of the study was limited to the InterNations website. The announcement, therefore, took some time to be noticed and negatively affected participation. An estimated three hour interview time had the potential of discouraging participants. Eight potential participants did not meet qualifications of unemployment, wages, and education to be part of the interview process. Participant recruitment took almost one year and two months. Geographical location also posed an issue. Selection

of participants from two principle locations limited the study to either Nairobi or Mombasa. Focus on two locations excluded coastal cities other than Mombasa. The lack of including experiences and knowledge from Kenyan women between the ages of 18-35 may have negatively affected results. Participant self reporting may have also negatively influenced results. Accuracy was based on participants recalling experiences. Participant recollection may have been impacted by personal bias and accurately recalling attitudes and feelings.

Credibility, transferability, dependability, and confirmability strategies described the approach of my study. Credibility was established by providing participants an avenue for continued involvement in the interview process. Participants received assurances of their participation by urging them to ask questions before, during, and after the interview. In the case the participant wanted to ask further questions after the initial interview, they were urged to call me at their discretion. The participants were offered the opportunity to an extended interview or receive clarification of the initial interview. Participants received an offer to review the manuscript if they desired. If the participants desired not to follow up or ask any further question, their request was honored.

Transferability was attained by observing selection, demographic area, age, and participation. Participants received encouragement to provide as much information as they wanted. The interview and the possibility of extended interviews provided my research with rich data. Participant experiences and beliefs along with the interview questions structured the interview process. The open ended interview questions extracted rich data from each participant. Data from interviews adds credibility by investigating a

linkage of SCF to individuals and the community. Kenyan young adults between the ages of 18-35 from either Nairobi or Mombasa served as the selection of participants for inclusion in my study. The credibility attained by inclusion of participants may extend to other researchers seeking have similar results.

Dependability resulted from an objective mindset. Objectivity added to a sense of dependability. Throughout my research the use of SCF, research and interview questions, and selection process provides a methodology for other researchers to replicate my research with similar results. The data acquired using the same method yields transparency and applicability. SCF served my research with transparency and applicability at the planning stage of the research design. Duplication of my study is achievable using my method of research and planning.

Confirmability offers a chance for producing vast amounts of data ready to put into categories, interpretation, and offering a conclusion (McGinley et al., 2020). Member checking becomes useful at this stage (Birt et al., 2016). A sense of validation and credibility is obtained when participants receive notice to verify or extend their responses before, during, and after the initial interview. Participants could also verify and extend their responses in extended interviews. Data derived from participant interviews provided my research with information. The interpretation of the data acquired from participant interviews could be augmented or clarified by member checking.

Recommendations

Based on the results of this study there are some recommendations for future research. The three recommendations focus on remedying unemployment, wages, and education. Future research on the three recommendations could help in uncovering a long term objective that preoccupies itself with internal problems of stability while combating the effects of Al-Shabab recruitment. Studies focusing on the mitigation of radicalization, corruption, and government ineffectiveness can best resolve the issues faced by Kenyan male young adults.

Further research into the individual themes of unemployment, wages, and education on a wider scale is also recommended. Inclusion of other cities and coastal areas other than Nairobi and Mombasa may benefit further research on the topic. In this study, the appearance of the most concerning issues of unemployment, wages, and education suggest the Kenyan government should proactively take charge in meeting the issues affecting the Kenyan male population of 18-35 years of age. Further research extending to additional places, therefore, should investigate the impact on enhancing each theme on a broader scale.

Further topics of interest include consideration of exploring the relationship between lower level government and the national government. Researchers should investigate communication between levels of government sharing experiences, knowledge, and interests. Lastly, researchers can further benefit by researching interaction between public and private institutions.

Implications

In the course of this study, participant interviews provided perception and insight into community issues, values, perceptions, and interests affecting the male Kenyan young adult population. This study, furthermore, allowed for a larger appreciation for the topic of unemployment, wages, and education stemming from participant perception and insight.

Policymakers can use this study to gain a deeper knowledge and understanding of the problems faced by Kenyan male young adults and take action. Intervention has the possibility of reducing Kenyan male young adults hostility of the national government associated with instability and corruption. The feelings of despair and abandonment contributed to the perception of government inability and inaction. Kenyan males generally believe the Kenyan government would not enforce existing laws. Labor laws were not enforced allowing for employers to reduce wages, extend hours, and mistreat the employees. Employment contracted rather than expanding. Kenyan young adults believe the contraction of employment availability contributed toward instability and lack of faith toward government action. These feelings of inaction negatively contributed to the perception of being left alone and forgotten. Feelings of abandonment worsened as Kenyan young adults linked unemployment, wages, and education with Kenyan government inability to introduce change. The view on unemployment, wages, and education were seen on a daily basis. Consistent reminders of the problems Kenyan young adults faced reinforced the perception of inaction and corruption. Allegations of bribery and false ballots kept Kenyan officials in power. Those officials served their

purpose while forgetting about the Kenyan public. When Kenyan young adults face realities on a daily basis and Kenyan officials serve their own interest, a rift developed between Kenyan society and those in power.

The attempt to rectify the rift has not done much to alleviate the problem. Kenyan government action against the problems of unemployment, wages, and education originated from the adoption of a counterterrorism plan. The plan mandated security precautions be undertaken while public initiative was underway. The government has taken active steps to integrate education, tailor to employers, and insist on enforcing labor laws. The government made education available to all ages and invested in vocational training schools. In working with employers, the government has consistently enhanced vocational training to better integrate vocational graduates to the workforce. While developing a vocational training program to better meet employer needs, the Kenyan government has suggested the private sector better enforce labor laws in their workplace. These efforts have not gone far enough and were only meant to placate the public. The Kenyan government mobilized itself for action under reasons of political stability. Genuine attempts to understand unemployment, wages, and education have not been realized. Feelings of desperation have not faded among Kenyan male young adults. The Kenyan government has not done enough or tackled the problems with a genuine solution unique to Kenya. A genuine approach to the problems of unemployment, wages, and education unique to Kenya has more possibility of uniting Kenyans. Kenyan policymakers stand to redirect the negativity associated with government inaction and corruption with a specific tailored policy preoccupied with Kenyan public interest.

Participants suggested that society needs to move forward and stabilize, and the Kenyan government not only needs to provide security but offer counteractions against issues facing employment, wages, and education. The chance to vocalize their viewpoints, experiences, and opinions during the interview process gave participants the opportunity to reflect on what they want changed. The potential of offering changes offers policymakers a chance to take a proactive approach and assist participants in social change.

Conclusion

This research study focused on issues Kenyan young adults confront in unemployment, wages, and education. The findings suggest Kenyan young adults face more hurdles than other age group. While the participants of this study believed the Kenyan government initiative was helpful, the actions did not go far or wide enough. Further research on the impact the Kenyan government opens avenues of further investigation. Armed with additional knowledge, policymakers can help stakeholders alleviate the issues confronted daily. Demonstration of concern and sincerity can improve the Kenyan government image among its male young adults population.

Overall, policymakers have the opportunity to review the findings and recommendations from this study. The policymaker may find the issues of unemployment, wages, and education helpful to initiate social change. Policymakers may also find useful that understanding Kenyan young adults dissent, promoting government initiative, and enhancing communication at all levels of government helps the government attain the attention of male Kenyan young adults.

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Appendix A: Interview Questions

Question Number	Question
1	Describe for me the part of Kenya where you were born and how you saw your country before leaving. In general terms, how active were Al-Shabab recruiters?
2	Tell me about your last place of employment before leaving Kenya? In general terms, did Al-Shabab recruitment offer alternative employment?
3	Typically rural workers make $65 USD and urban workers make between $130-$165 USD per month. Considering what typically is seen as low pay, why is it important earning a higher wage? In general terms, did the estimated amount of $500 USD per month offered by Al-Shabab compete with low pay?
4	Describe the available educational opportunities in Nairobi (or Mombasa)? Can you tell me, in general terms, if educational opportunities counteract Al-Shabab recruitment?
5	Tell me the educational level you attained before leaving Kenya? How did you make use of your education when you lived in Kenya? In general terms, does educational level play a role in considering Al-Shahab an alternative place of employment?
6	Did living in Nairobi (or Mombasa) affect your view on unemployment? Why? In general, how did Al-Shabab offer of employment opportunity affect Kenyans?
7	Did living in Nairobi (or Mombasa) affect your view on urban wages? Why? Estimates put Al-Shabab wages at up to $500 USD per month. To your knowledge, and in general terms, did Al-Shabab pay more money to different ranking members?
8	Did living in Nairobi (or Mombasa) affect your view on educational opportunities? Why? In general terms, how effective is Al-Shahab an alternative to education?
9	What changes would you make concerning unemployment in Nairobi (or Mombasa)? Why? In general terms, does Al-Shabab offer a similar program?
10	What changes would you make concerning low wages in Nairobi (or Mombasa)? Do you know of similar actions Al-Shabab took to entice the population in general?
11	What changes would you make concerning educational opportunities in Nairobi (or Mombasa)? Why would you take those steps?
12	What changes would you make concerning rural wages in Mombasa? How would you go about it? In your general view, did Al-Shabab make headway offering more money to Kenyans?
13	Tell me about your view on religion, work, and family? How do those views shape Kenyan perception of Al-Shabab in general?
14	In what ways did the Kenyan government integrate education and work? In general terms, what changes would be effective against Al-Shabab?
15	Describe the difference between a professional and vocational career. Why did you choose one over the other? If Kenyans did not have a choice, would joining Al-Shabab be an alternative?
16	What do you think would happen if Kenyans furthered their education? Would it lead to a higher wage and negatively impact Al-Shabab?
17	Tell me how you went about making a wage before departing from Kenya? Why did you choose that line of work?
18	Why is it important to participate in the Kenyan democratic process? In what way did you make a difference? In general, did Al-Shabab recruiters present and alternative for Kenyans?
19	Describe how trustworthy the Kenyan government was concerning introducing changes to unemployment? How effective was Al-Shabab in discrediting Kenyan government efforts in the eyes of Kenyans?

(Table Continues)

Question Number	Question
20	Describe how trustworthy the Kenyan government was concerning introducing changes to rural and urban wages? How effective was Al-Shabab in discrediting Kenyan government efforts in the eyes of Kenyans?
21	Describe how trustworthy the Kenyan government was concerning introducing changes to education opportunities? In general terms, did Al-Shabab offer an alternative for Kenyans?
22	What other actions do you think the Kenyan government should take to alleviate pressures on Kenyan society? In general, what countermeasures did Al-Shabab use to convince Kenyans otherwise?
23	How can change in government practice offer Kenyans a solution to problems of wages, lack of education opportunities, the lack of employment, and in general Al-Shabab recruitment of Kenyans?
24	Do you recall solutions to problems the Kenyan government undertook having any impact? What do you think could have been done instead? In general terms, how could government action challenge Al-Shabab recruitment?
25	Tell me was family or religion more important when you lived in Nairobi (or Mombasa)? In general terms, does family or religion affect Kenyans in joining Al-Shabab?
26	How would Al-Shabab recruiters approach Kenyans in general?
27	What about joining Al-Shabab entices Kenyans?