



Joint Learning Initiative
on Faith & Local Communities
Strengthening Evidence-Based Faith Engagement



Impact of prevention of violent extremism education on the prevention of violent extremism among youths in Afghanistan: A case study of Kabul University students



By Mohammad Afzal Zarghoni

JANUARY 2023

Impact of prevention of violent extremism education on the prevention of violent extremism among youths in Afghanistan: A case study of Kabul University students

Mohammad Afzal Zarghoni
Afghanistan

Abstract

This study examines the impact of prevention of violent extremism (PVE) education on the PVE among youths in Afghanistan via a case study of Kabul University students. The results indicate an overall positive view of the impact of PVE education on PVE among youths in Afghanistan. PVE education helps society, education actors and everyone involved in the educational sector to avoid further conflict.

Keywords: Afghanistan PVE education, PVE Afghan Society, Youth, Faith, Preventing conflict, peacebuilding, Preventing violent extremism.

Introduction

The purpose of this study is to explore and analyse the impact of prevention of violent extremism (PVE) education on the PVE among youths in Afghanistan. The focus will be on how PVE education helps youth cope with and prevent violence and how it reinforces long-term peace at a community level in Afghan society.

Afghanistan has experienced continuous conflict for five decades. This has not only been a significant obstacle to the progress and development of society in various political and social fields, but it has also caused the stability of political and social systems to disintegrate, causing a lot of damage in Afghanistan. As more than 60% of the population is under the age of 25, there is a need to prevent violent extremism in the country effectively. There is a need to focus on PVE education and engage academia and educational institutions, such as universities, higher education institutes, schools, madrassas and other educational centres, to make a robust PVE education system. No previous studies have been carried out on the impact of PVE education on the prevention of violent extremism among youth in Afghanistan. For this study – the first of this kind – the data was collected from current students at Kabul University.

Summary of approach

This research attempted to examine the impact of PVE education on the PVE among youths in Afghanistan using a case study of Kabul University students. The data was collected via a questionnaire from randomly sampled students at Kabul University (Appendix I). The results were then tested via Statistical Package for Social Science (SPSS) software using descriptive analysis.

Research design

In this research, a deductive case study approach was used. The aim of this research is to determine opinions about the impact of PVE education on the PVE among youths in Afghanistan. Descriptive research is used to try to describe what is happening in more detail, filling in the missing parts and expanding our understanding of existing knowledge.

Instrument used for primary data collection

This work was carried out based on the primary data collected through a standardised structured questionnaire. The questionnaires were used to collect the primary data and relevant information from students at Kabul University. This survey instrument was designed and tested as part of this work and proved reliable.

Population

Kabul University was taken as the population for the study because it is a focused case study. The study focused on 369 students who completed questionnaires. This is the required sample size.

Data analysis

The study analysed data using SPSS software. Data processing involved editing, coding and tabulation, which were key factors in the whole research process, to make the research accurate and effective. First, formal permission was obtained from each faculty teaching manager, and then a total number of 369 students from different faculties at Kabul University were approached. Students were informed about the purpose of the questionnaire, and a deadline was determined for filling it out. The data was decoded and entered into the latest SPSS software version. The statistical functions were used to test the hypothesis and analyse the objectives of this study. The results are presented in the following sections of this report.

Results and discussion

Table 1: Distribution of respondents by gender					
		Frequency	Per Cent	Valid Per Cent	Cumulative Per Cent
Valid	Male	246	66.7	66.7	66.7
	Female	123	33.3	33.3	100.0
	Total	369	100.0	100.0	
Source: Primary data					

Table 1 and Graph 1 indicate the gender distribution of the respondents. The gender of the respondents has only been classified into two sub-categories, i.e., male and female. The results reveal that out of a total of 369 respondents, 246 (66.7%) were male, and 123 (33.3%) were female. Thus, the majority of the respondents were male.

Graph 1:

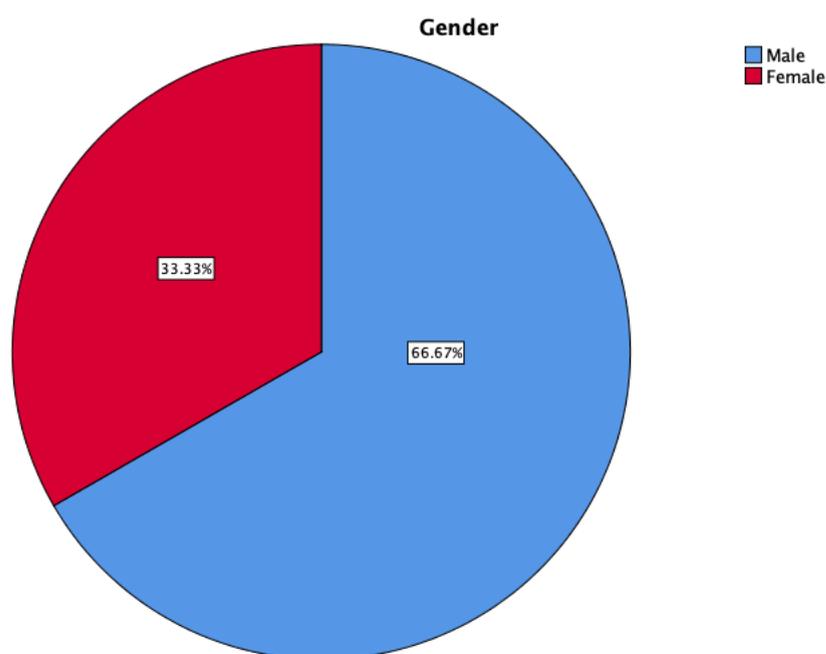


Table 2: Knowledge of PVE education					
		Frequency	Per Cent	Valid Per Cent	Cumulative Per Cent
Valid	Yes	243	65.9	65.9	65.9
	No	126	34.1	34.1	100.0
	Total	369	100.0	100.0	
Source: Primary data					

Table 2 and Graph 2 indicate whether respondents have knowledge of PVE education. The respondents’ answers have been classified into two sub-categories, i.e., yes and no. The result reveals that out of a total of 369 respondents, 243 (65.9%) said yes, and 126 (34.1%) said no. Therefore, the majority of the respondents know about PVE education.

Graph 2:

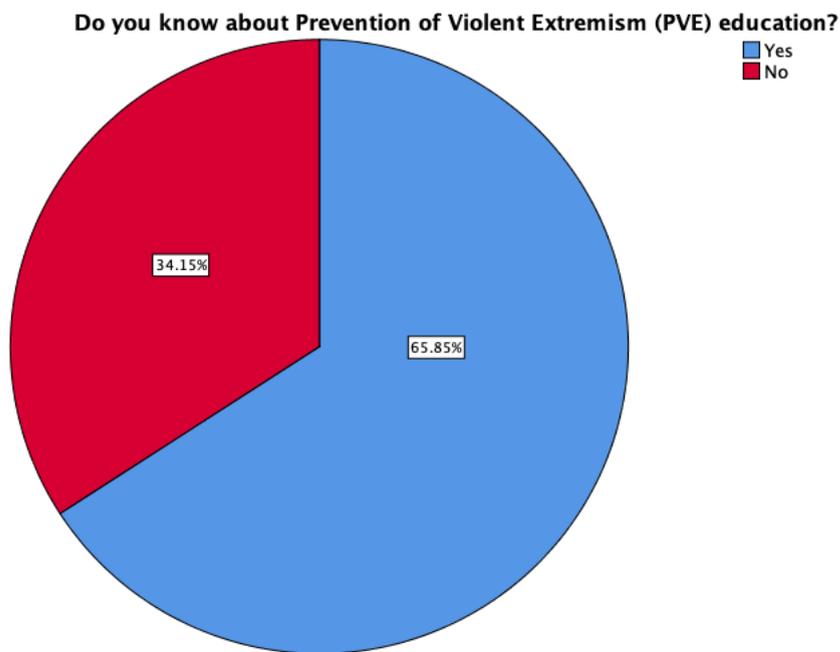


Table 3: PVE education helps prevent conflict

		Frequency	Per Cent	Valid Per Cent	Cumulative Per Cent
Valid	Strongly Disagree	34	9.2	9.2	9.2
	Disagree	27	7.3	7.3	16.5
	Not Sure	43	11.7	11.7	28.2
	Agree	171	46.3	46.3	74.5
	Strongly Agree	94	25.5	25.5	100.0
	Total	369	100.0	100.0	

Source: Primary data

Table 3 and Graph 3 depict the respondents’ opinions on whether PVE education helps prevent conflict. Of all 369 respondents, 34 (9.2%) strongly disagree, 27 (7.3%) disagree, 43 (11.7%) are not sure, 171 (46.3%) agree, and 94 (25.5%) strongly agree that PVE education helps prevent conflict.

Moreover, the results reveal that the highest number of respondents (46.3 %) agree that PVE education helps prevent conflict and the lowest number of respondents (7.3%) disagree with this view.

Graph 3:

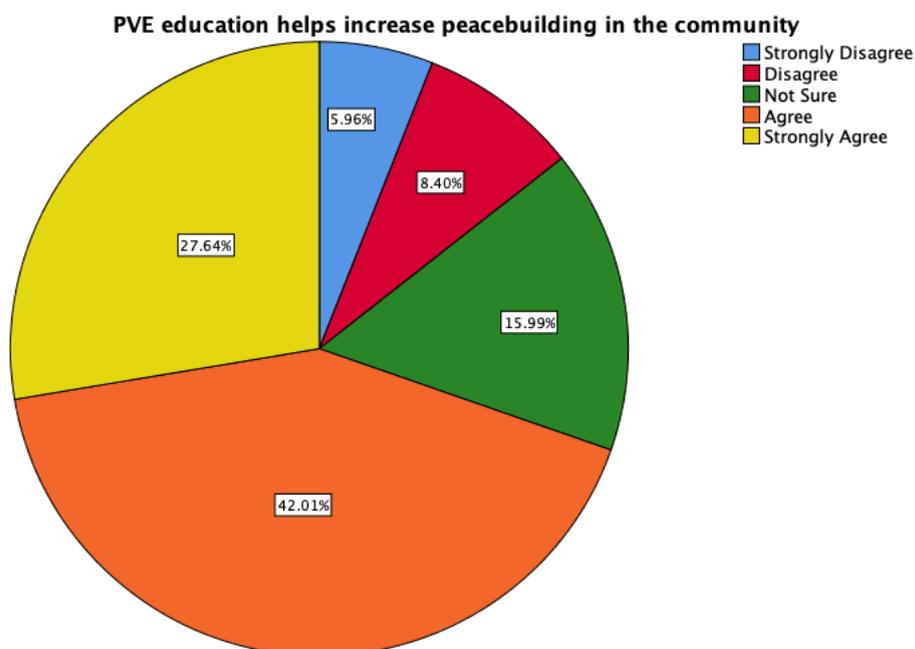


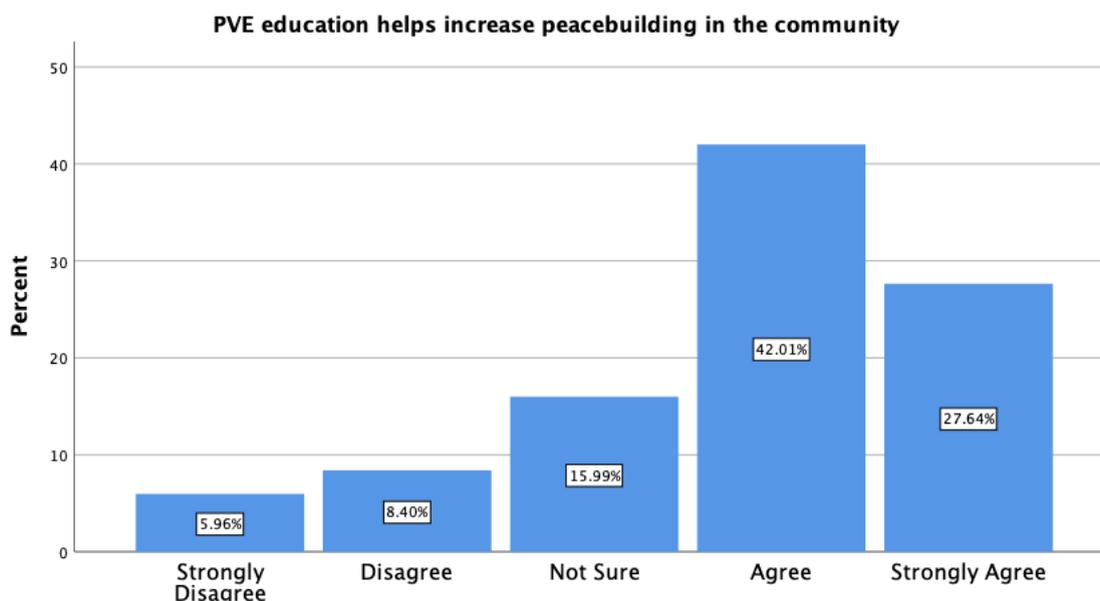
Table 4: PVE education helps increase peacebuilding in the community					
		Frequency	Per Cent	Valid Per Cent	Cumulative Per Cent
Valid	Strongly Disagree	22	6.0	6.0	6.0
	Disagree	31	8.4	8.4	14.4
	Not Sure	59	16.0	16.0	30.4
	Agree	155	42.0	42.0	72.4
	Strongly Agree	102	27.6	27.6	100.0
	Total	369	100.0	100.0	

Source: Primary data

Table 4 and Graph 4 show the respondents’ opinions on whether PVE education helps increase peacebuilding in the community. Of all 369 respondents, 22 (6.0%) strongly disagree, 31 (8.4%) disagree, 59 (16.0%) are not sure, 155 (42.0%) agree, and 102 (27.6%) strongly agree that PVE education helps increase peacebuilding in the community.

Moreover, the results reveal that the highest number of respondents (42.0%) agree that PVE education helps increase peacebuilding in the community, and the lowest number of respondents (6.0%) strongly disagree with this assertion.

Graph 4:



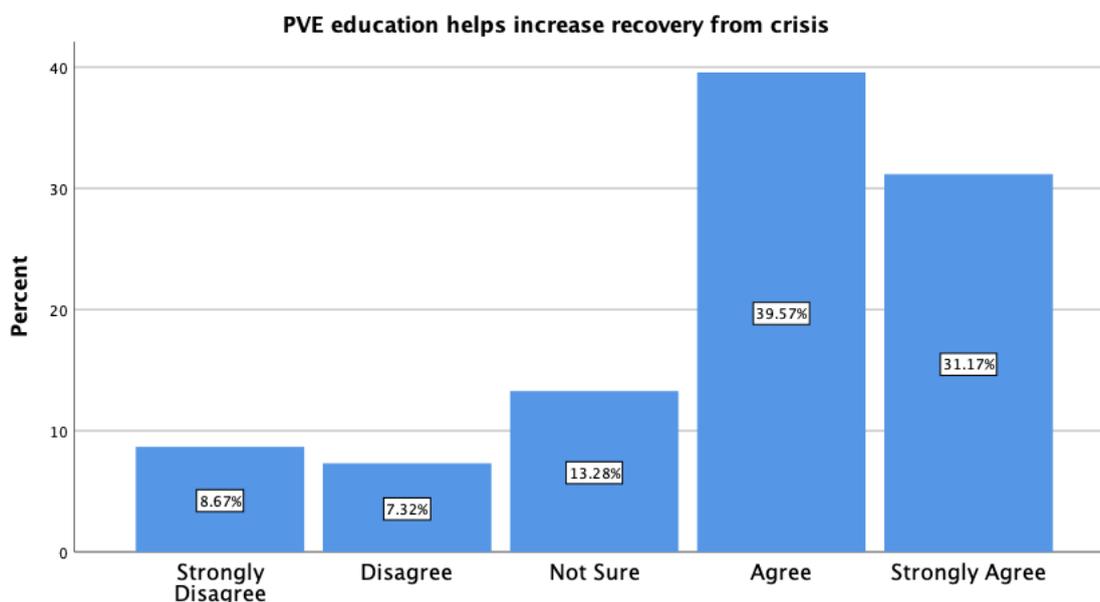
		Frequency	Per Cent	Valid Per Cent	Cumulative Per Cent
Valid	Strongly Disagree	32	8.7	8.7	8.7
	Disagree	27	7.3	7.3	16.0
	Not Sure	49	13.3	13.3	29.3
	Agree	146	39.6	39.6	68.8
	Strongly Agree	115	31.2	31.2	100.0
	Total	369	100.0	100.0	

Source: Primary data

Table 5 and Graph 5 depict the respondents’ opinions on whether PVE education helps increase recovery from crisis. Of all 369 respondents, 32 (8.7%) strongly disagree, 27 (7.3%) disagree, 49 (13.3%) are not sure, 146 (39.6%) agree, and 115 (31.2%) strongly agree that PVE education helps increase recovery from crisis.

Moreover, the results reveal that the highest number of respondents (39.6%) agree that PVE education helps with recovery from crisis. The lowest number of respondents (7.3%) disagree with the assertion.

Graph 5:



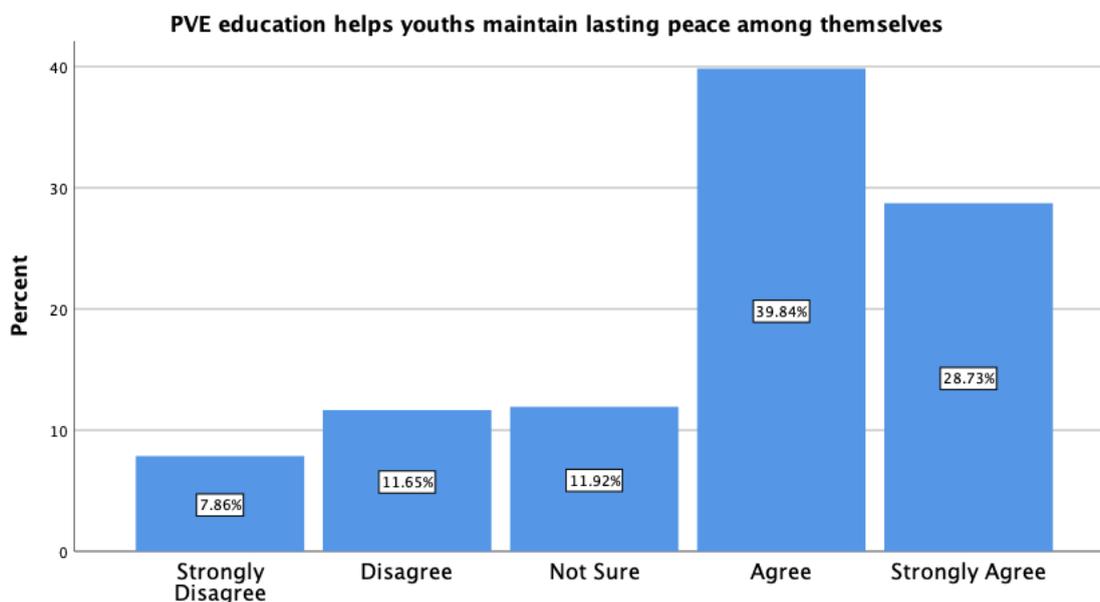
		Frequency	Per Cent	Valid Per Cent	Cumulative Per Cent
Valid	Strongly Disagree	29	7.9	7.9	7.9
	Disagree	43	11.7	11.7	19.5
	Not Sure	44	11.9	11.9	31.4
	Agree	147	39.8	39.8	71.3
	Strongly Agree	106	28.7	28.7	100.0
	Total	369	100.0	100.0	

Source: Primary data

Table 6 and Graph 6 depict respondents’ opinions about whether PVE education helps youth maintain lasting peace among themselves. Of all 369 respondents, 29 (7.9%) strongly disagree, 43 (11.7%) disagree, 44 (11.9%) are not sure, 147 (39.8%) agree, and 106 (28.7%) strongly agree that PVE education helps youths maintain lasting peace among themselves.

Moreover, the results reveal that the highest number of respondents (39.8%) agree that PVE education helps youths maintain lasting peace among themselves, and the lowest number of respondents (7.9%) strongly disagree and do not feel that PVE education has this impact.

Graph 6:



		Frequency	Per Cent	Valid Per Cent	Cumulative Per Cent
Valid	Strongly Disagree	24	6.5	6.5	6.5
	Disagree	34	9.2	9.2	15.7
	Not Sure	38	10.3	10.3	26.0
	Agree	165	44.7	44.7	70.7
	Strongly Agree	108	29.3	29.3	100.0
	Total	369	100.0	100.0	

Source: Primary data

Table 7 and Graph 7 show the respondents’ opinions about whether they agree that PVE education helps youths maintain lasting peace within their society. Of all 369 respondents, 24 (6.5%) strongly disagree, 34 (9.2%) disagree, 38 (10.3%) are not sure, 165 (44.7%) agree, and 108 (29.3%) strongly agree that PVE education helps youths maintain lasting peace within society.

Moreover, the results reveal that the highest number of respondents (44.7%) agree that PVE education helps youths maintain lasting peace within society. The lowest number of respondents (6.5%) strongly disagree and feel that PVE education does not help youths maintain lasting peace within society.

Graph 7:

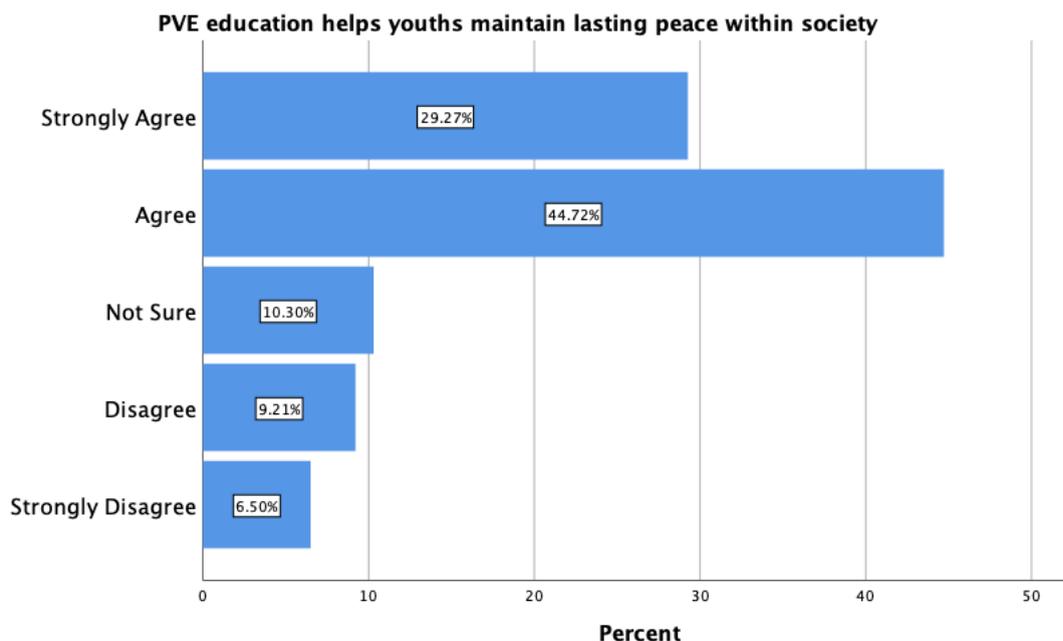


Table 8: PVE education helps support students’ cognitive, socioemotional and behavioural development

		Frequency	Per Cent	Valid Per Cent	Cumulative Per Cent
Valid	Strongly Disagree	24	6.5	6.5	6.5
	Disagree	33	8.9	8.9	15.4
	Not Sure	47	12.7	12.7	28.2
	Agree	158	42.8	42.8	71.0
	Strongly Agree	107	29.0	29.0	100.0
	Total	369	100.0	100.0	

Source: Primary data

Table 8 and Graph 8 depict the respondents’ opinions about the effect of PVE education on the educational sector, specifically whether it helps support students’ cognitive, socioemotional and behavioural development. Of all 369 respondents, 24 (6.5%) strongly disagree, 33 (8.9%) disagree, 47 (12.7%) are not sure, 158 (42.8%) agree, and 107 (29.0%) strongly agree that PVE education helps develop their cognitive, socioemotional and behavioural capacity.

Moreover, the results reveal that the highest number of respondents (42.8%) agree that PVE education helps support students’ cognitive, socioemotional and behavioural capacity. The lowest number of respondents (6.5%) strongly disagree and believe it does not help.

Graph 8:

PVE education helps support students' cognitive, socioemotional and behavioural development

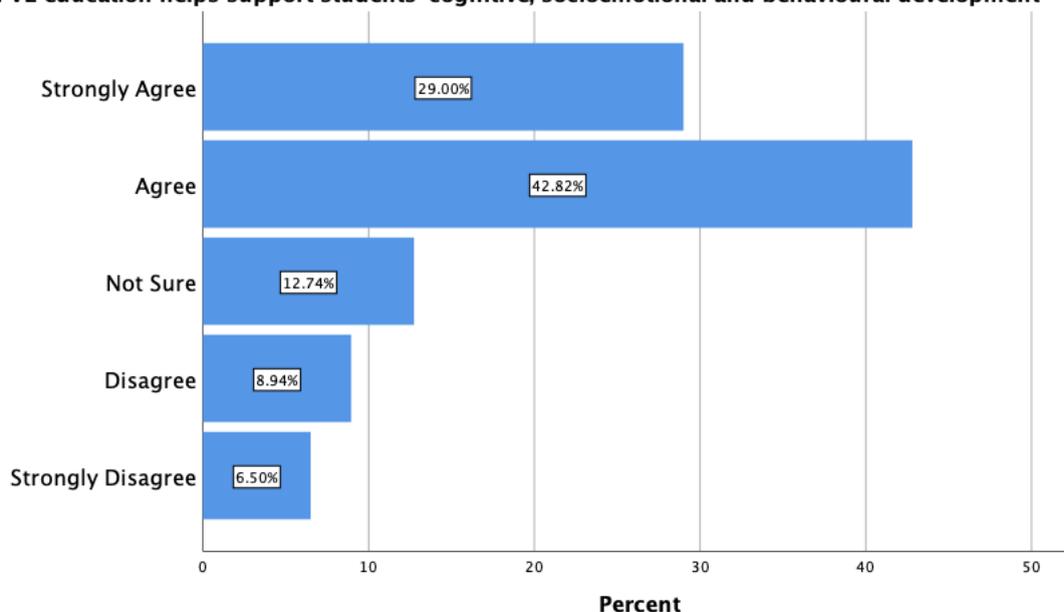


Table 9: PVE education helps to develop the capacity of educators

		Frequency	Per Cent	Valid Per Cent	Cumulative Per Cent
Valid	Strongly Disagree	24	6.5	6.5	6.5
	Disagree	30	8.1	8.1	14.6
	Not Sure	45	12.2	12.2	26.8
	Agree	162	43.9	43.9	70.7
	Strongly Agree	108	29.3	29.3	100.0
	Total	369	100.0	100.0	

Source: Primary data

Table 9 and Graph 9 show the respondents' opinions about whether PVE education helps to develop educators' capacity. Of all 369 respondents, 24 (6.5%) strongly disagree, 30 (8.1%) disagree, 45 (12.2%) are not sure, 162 (43.9%) agree, and 108 (29.3%) strongly agree that PVE education helps to develop the capacity of educators.

Moreover, the results reveal that the highest number of respondents (43.9%) agree that PVE education helps to develop the capacity of educators. The lowest number of respondents (6.5%) strongly disagree and feel that PVE education does not help.

Graph 9:

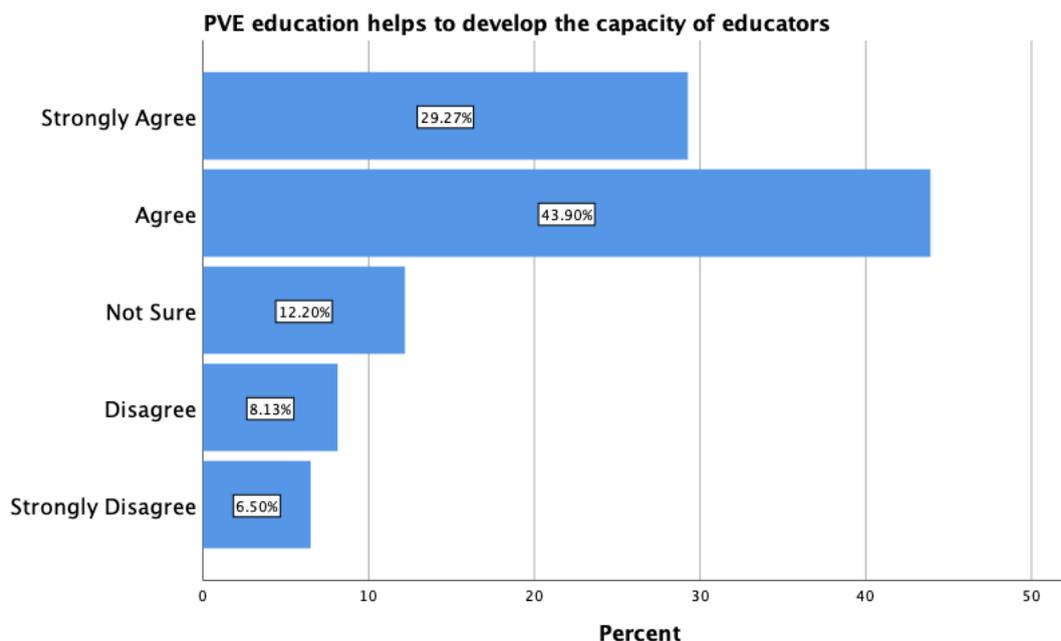


Table 10: PVE education helps to improve the capacity and pedagogies to build students’ resilience to violent extremist ideologies and foster their understanding of complexity and peaceful coexistence					
		Frequency	Per Cent	Valid Per Cent	Cumulative Per Cent
Valid	Strongly Disagree	26	7.0	7.0	7.0
	Disagree	35	9.5	9.5	16.5
	Not Sure	48	13.0	13.0	29.5
	Agree	147	39.8	39.8	69.4
	Strongly Agree	113	30.6	30.6	100.0
	Total	369	100.0	100.0	

Source: Primary data

Table 10 and Graph 10 show respondents’ opinions about whether PVE education helps to improve the capacity and pedagogies to build students’ resilience to violent extremist ideologies and foster their understanding of complexity and peaceful coexistence. Of all 369 respondents, 26 (7.0%) strongly disagree, 35 (9.5%) disagree, 48 (13.0%) are not sure, 147 (39.8%) agree, and 113 (30.6%) strongly agree that PVE education helps make students more resilient to violent extremist ideologies and improves their understanding of complexity and peaceful coexistence.

Moreover, the results reveal that the highest number of respondents (39.8%) agree that PVE education helps to improve the capacity and pedagogies to build students’ resilience to violent extremist ideologies and foster their understanding of complexity and peaceful

coexistence. In comparison, the lowest number of respondents (7.0%) strongly disagree and do not believe this is true.

Graph 10:

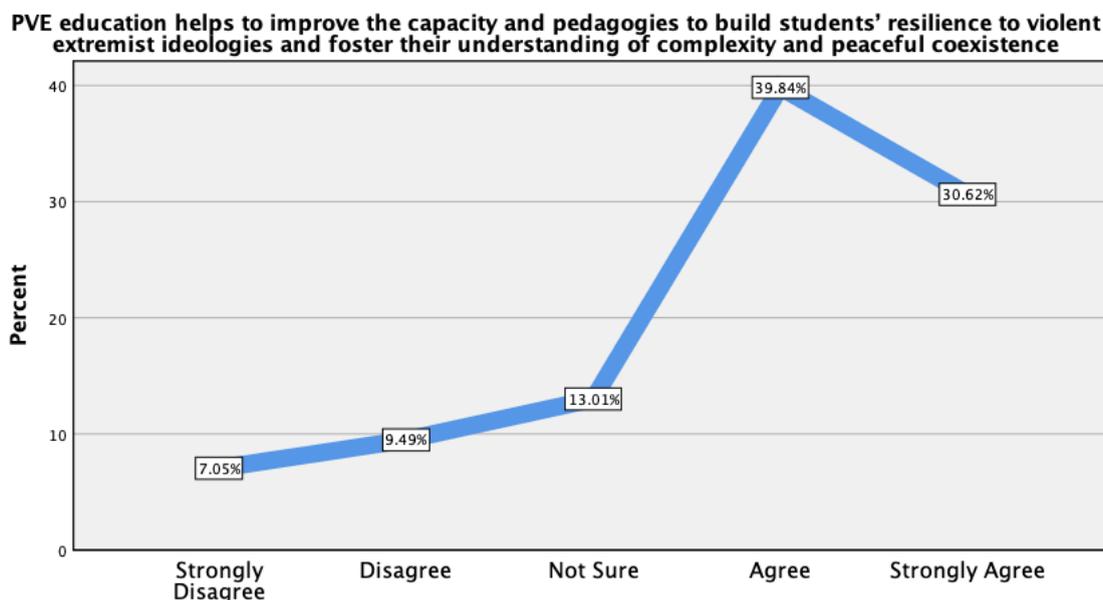


Table 11: PVE education helps to support the education system in Afghanistan

		Frequency	Per Cent	Valid Per Cent	Cumulative Per Cent
Valid	Strongly Disagree	23	6.2	6.2	6.2
	Disagree	31	8.4	8.4	14.6
	Not Sure	44	11.9	11.9	26.6
	Agree	169	45.8	45.8	72.4
	Strongly Agree	102	27.6	27.6	100.0
	Total	369	100.0	100.0	

Source: Primary data

Table 11 and Graph 11 show the respondents’ opinions about whether PVE education helps to support the education system in Afghanistan. Of all 369 respondents, 23 (6.2%) strongly disagree, 31 (8.4%) disagree, 44 (11.9%) are not sure, 169 (45.8%) agree, and 102 (27.6%) strongly agree with the statement.

Moreover, the results reveal that the highest number of respondents (45.8%) agree that PVE education helps to support the education system in Afghanistan. The lowest number of respondents (6.2%) strongly disagree and feel it does not help.

Graph 11:

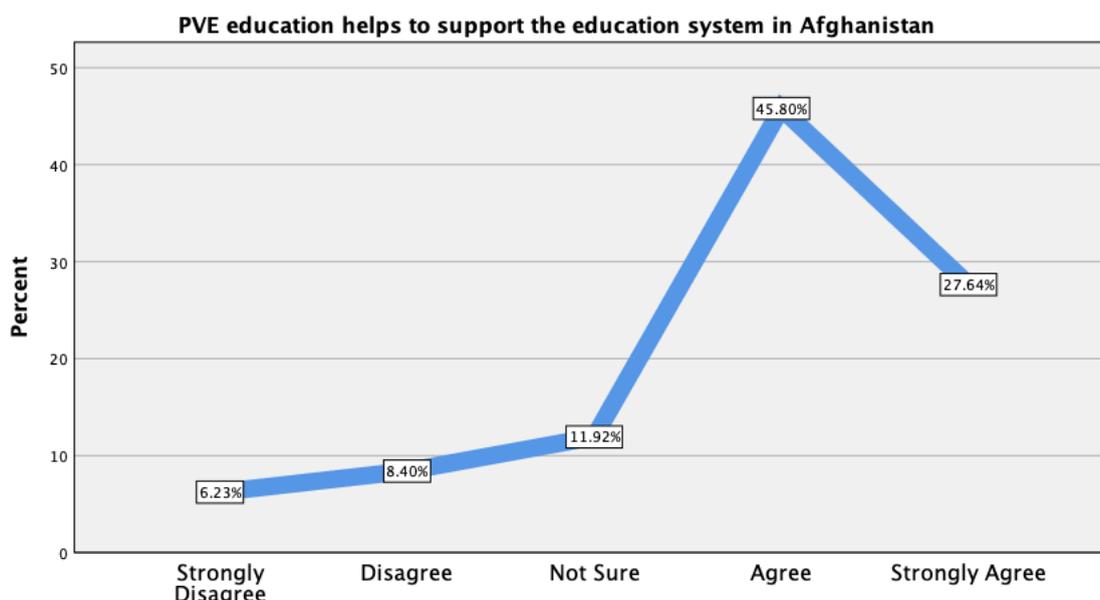


Table 12: PVE education helps ensure that educational environments do not become breeding grounds for radicalisation

		Frequency	Per Cent	Valid Per Cent	Cumulative Per Cent
Valid	Strongly Disagree	28	7.6	7.6	7.6
	Disagree	29	7.9	7.9	15.4
	Not Sure	49	13.3	13.3	28.7
	Agree	155	42.0	42.0	70.7
	Strongly Agree	108	29.3	29.3	100.0
	Total	369	100.0	100.0	

Source: Primary data

Table 12 and Graph 12 show the respondents’ opinions about whether education helps ensure that educational environments do not become breeding grounds for radicalisation. Of all 369 respondents, 28 (7.6%) strongly disagree, 29 (7.9%) disagree, 49 (13.3%) are not sure, 155 (42.0%) agree, and 108 (29.3%) strongly agree that PVE education helps in this regard.

Moreover, the results reveal that the highest number of respondents (42.0%) agree that PVE education helps ensure that educational environments do not become breeding grounds for radicalisation. The lowest number of respondents (7.6%) strongly disagree and do not feel PVE education helps stop educational environments from becoming breeding grounds.

Graph 12:

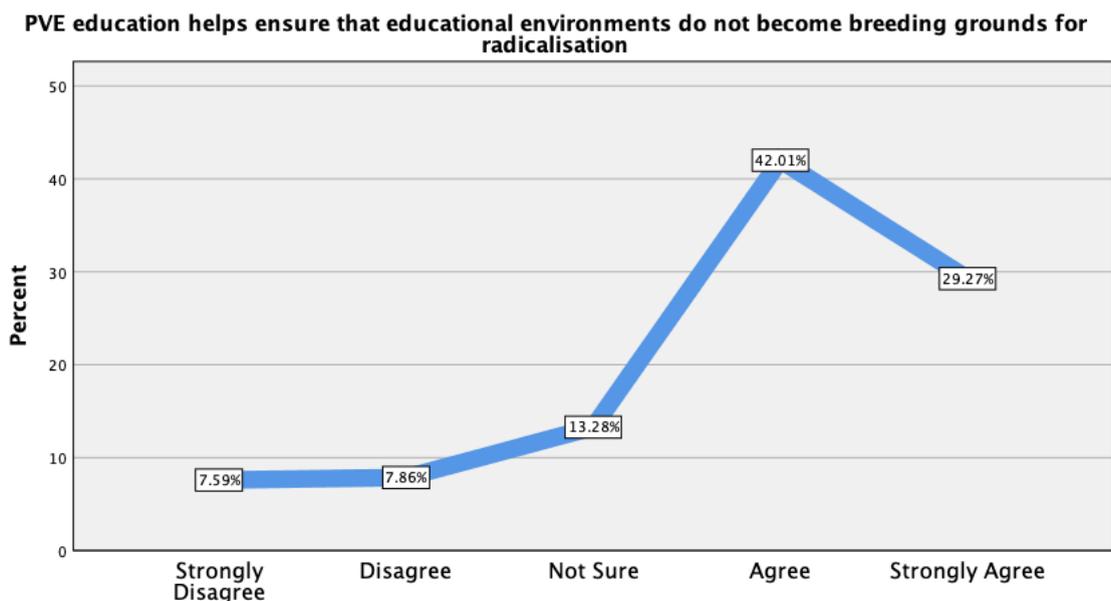


Table 13: PVE education should be led by formal educational institutions such as schools, kindergartens and universities

		Frequency	Per Cent	Valid Per Cent	Cumulative Per Cent
Valid	Strongly Disagree	27	7.3	7.3	7.3
	Disagree	46	12.5	12.5	19.8
	Not Sure	44	11.9	11.9	31.7
	Agree	149	40.4	40.4	72.1
	Strongly Agree	103	27.9	27.9	100.0
	Total	369	100.0	100.0	

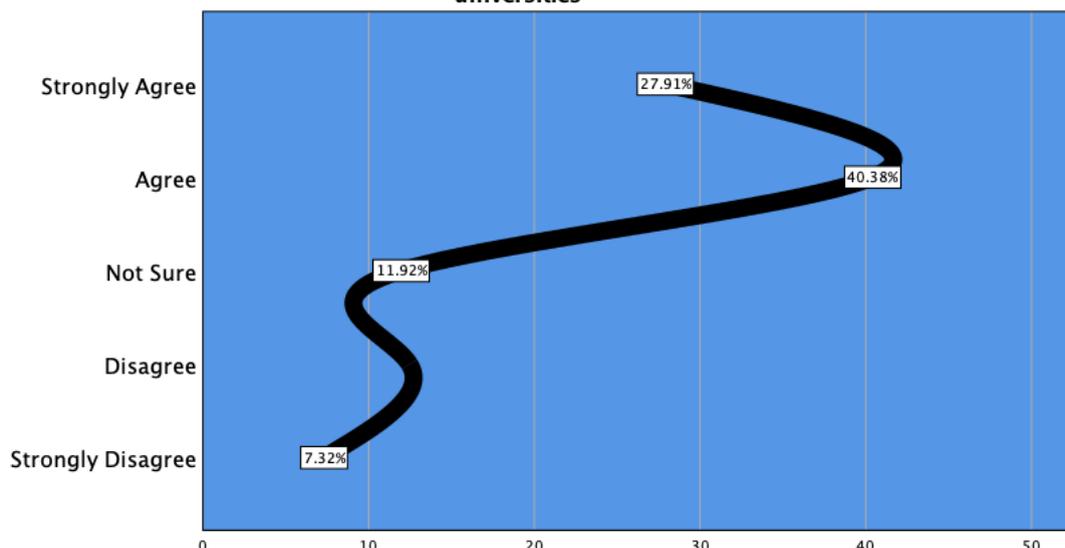
Source: Primary data

Table 13 and Graph 13 show respondents’ opinions about whether PVE education should be led by formal educational institutions such as schools, kindergartens and universities. Of all 369 respondents, 27 (7.3%) strongly disagree, 46 (12.5%) disagree, 44 (11.9%) are not sure, 149 (40.4%) agree, and 103 (27.9%) strongly agree with this assertion.

Moreover, the results reveal that the highest number of respondents (40.4%) agree that PVE education should be led by formal educational institutions such as schools, kindergartens and universities. The lowest number of respondents (7.3%) strongly disagree and believe formal educational institutions should not lead PVE education.

Graph 13:

PVE education should be led by formal educational institutions such as schools, kindergartens and universities



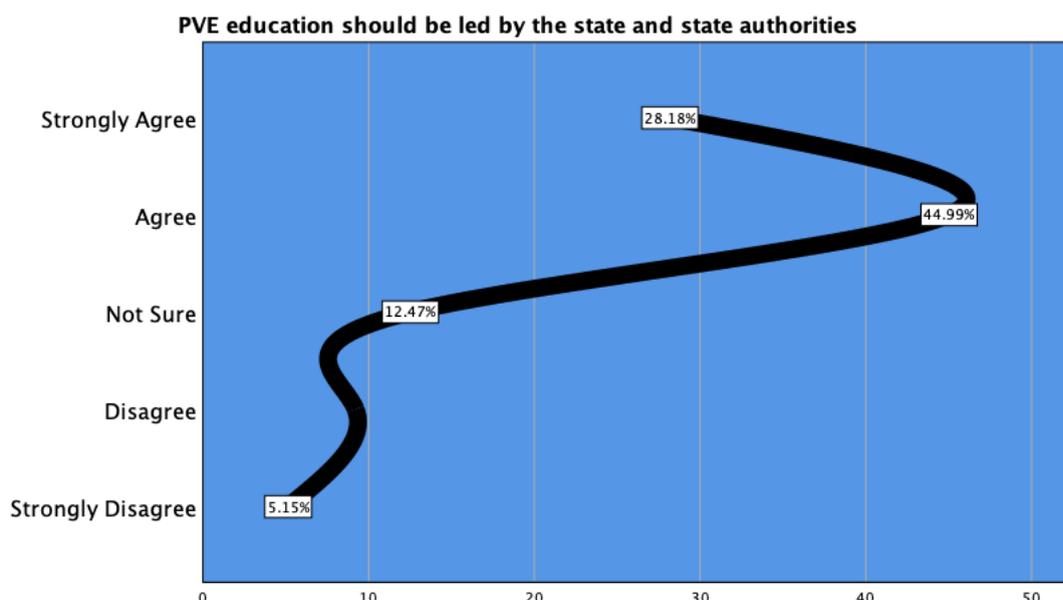
		Frequency	Per Cent	Valid Per Cent	Cumulative Per Cent
Valid	Strongly Disagree	19	5.1	5.1	5.1
	Disagree	34	9.2	9.2	14.4
	Not Sure	46	12.5	12.5	26.8
	Agree	166	45.0	45.0	71.8
	Strongly Agree	104	28.2	28.2	100.0
	Total	369	100.0	100.0	

Source: Primary data

Table 14 and Graph 14 show respondents’ opinions about whether PVE education should be led by the state and state authorities. Of all 369 respondents, 19 (5.1%) strongly disagree, 34 (9.2%) disagree, 46 (12.5%) are not sure, 166 (45.0%) agree, and 104 (28.2%) strongly agree that the state and state authorities should lead PVE education.

Moreover, the results reveal that the highest number of respondents (45.0%) agree that PVE education should be led by the state and state authorities. The lowest number of respondents (5.1%) strongly disagree and feel that state and state authorities should not lead PVE education.

Graph 14:



		Frequency	Per Cent	Valid Per Cent	Cumulative Per Cent
Valid	Strongly Disagree	21	5.7	5.7	5.7
	Disagree	26	7.0	7.0	12.7
	Not Sure	54	14.6	14.6	27.4
	Agree	169	45.8	45.8	73.2
	Strongly Agree	99	26.8	26.8	100.0
	Total	369	100.0	100.0	

Source: Primary data

Table 15 and Graph 15 show respondents’ opinions about whether PVE education should be led by civil society actors, such as NGOs and community groups. Of all 369 respondents, 21 (5.7%) strongly disagree, 26 (7.0%) disagree, 54 (14.6%) are not sure, 169 (45.8%) agree, and 99 (26.8%) strongly agree that civil society actors should lead PVE education.

Moreover, the results reveal that the highest number of respondents (45.8%) agree that PVE education should be led by civil society actors, such as NGOs and community groups. The lowest number of respondents (5.7%) disagree and do not believe civil society actors should lead PVE education.

Graph 15:

PVE education helps to reinforce multisectoral partnerships between the education sector and outside communities and partners

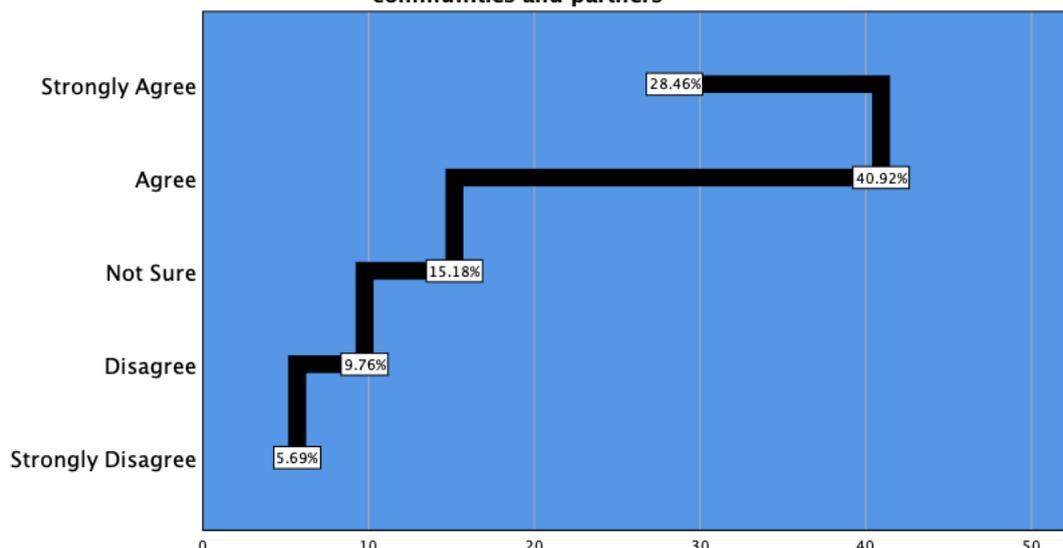


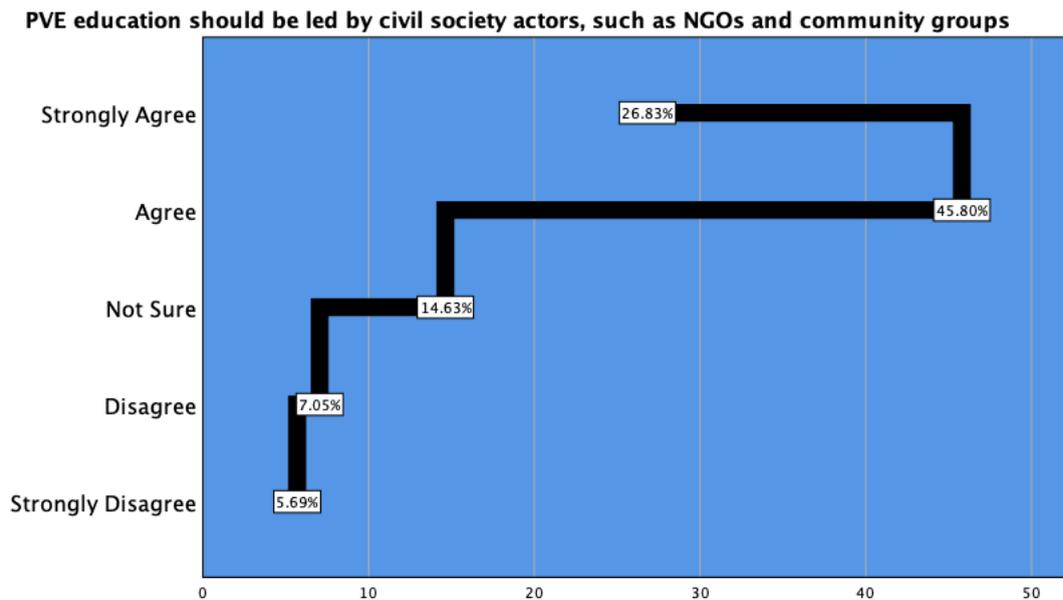
Table 16: PVE education helps to reinforce multisectoral partnerships between the education sector and outside communities and partners					
		Frequency	Per Cent	Valid Per Cent	Cumulative Per Cent
Valid	Strongly Disagree	21	5.7	5.7	5.7
	Disagree	36	9.8	9.8	15.4
	Not Sure	56	15.2	15.2	30.6
	Agree	151	40.9	40.9	71.5
	Strongly Agree	105	28.5	28.5	100.0
	Total	369	100.0	100.0	

Source: Primary data

Table 16 and Graph 16 show respondents’ opinions about whether PVE education helps to reinforce multisectoral partnerships between the education sector and outside communities and partners. Of all 369 respondents, 21 (5.7%) strongly disagree, 36 (9.8%) disagree, 56 (15.2%) are not sure, 151 (40.9%) agree, and 105 (28.5%) strongly agree with the assertion.

Moreover, the results reveal that the highest number of respondents (40.9%) agree that PVE education helps to reinforce multisectoral partnerships between the education sector and outside communities and partners. The lowest number of respondents (5.7%) strongly disagree with the statement and do not believe PVE education helps reinforce multisectoral partnerships.

Graph 16:



Summary of findings

- The majority of the respondents believe they know about PVE education.
- The highest number of respondents agree that PVE education helps prevent conflict. The lowest number of respondents strongly disagree with this statement.
- The highest number of respondents agree that PVE education helps increase peacebuilding in the community. The lowest number of respondents strongly disagree with this assertion.
- The highest number of respondents agree that PVE education helps increase recovery from crisis. The lowest number of respondents disagree in this regard.
- The highest number of respondents agree that PVE education helps youths maintain lasting peace among themselves. The lowest number of respondents strongly disagree with this statement.
- The highest number of respondents agree that PVE education helps youths maintain lasting peace within society. The lowest number of respondents strongly disagree and feel that PVE education does not help youths maintain lasting peace within society.
- The highest number of respondents agree that PVE education helps support students' cognitive, socioemotional and behavioural development. The lowest number of respondents strongly disagree with this assertion.
- The highest number of respondents agree that PVE education helps develop the capacity of educators. The lowest number of respondents strongly disagree with this statement.
- The highest number of respondents agree that PVE education helps to improve the capacity and pedagogies to build students' resilience to violent extremist ideologies and foster their understanding of complexity and peaceful coexistence. The lowest number of respondents strongly disagree with this statement.

- The highest number of respondents agree that PVE education helps to support the education system in Afghanistan. The lowest number of respondents strongly disagree and believe PVE education does not help support the education system in Afghanistan.
- The highest number of respondents agree that PVE education helps ensure that educational environments do not become breeding grounds for radicalisation. The lowest number of respondents strongly disagree with this assertion.
- The highest number of respondents agree that PVE education should be led by formal educational institutions such as schools, kindergartens and universities. The lowest number of respondents strongly disagree and feel formal educational institutions should not lead PVE education.
- The highest number of respondents agree that PVE education should be led by the state and state authorities. The lowest number of respondents strongly disagree and believe the state and state authorities should not lead PVE education.
- The highest number of respondents agree that PVE education should be led by civil society actors, such as NGOs and community groups. The lowest number of respondents disagree and do not believe civil society actors should lead PVE education.
- The highest number of respondents agree that PVE education helps to reinforce multisectoral partnerships between the education sector and outside communities and partners. The lowest number of respondents strongly disagree with this statement.

Conclusion

No research had previously been done on the impact of PVE education on the PVE among youth in Afghanistan. As the first research on this topic, this survey aimed to understand this impact via Kabul University students' opinions. As Afghanistan has suffered more than four decades of violence, there is a strong need for PVE education curricula at different levels, from school to higher education, to prevent gender discrimination, eradicate violence, build a strong community, foster the economic development of the country, grow knowledge and create business fields. To do so, the spirit of moderation must be spread instead of extremism via PVE education in schools and universities. In addition, PVE education helps society, education actors and everyone involved in the educational sector to avoid further conflict in Afghan society.

Acknowledgements

I am using this opportunity to express my gratitude to everyone who supported me throughout this research paper. I would like to warmly thank the Interfaith Dialogue on Violent Extremism (iDove), which always provides unique opportunities to alums, and I am proud to be part of this wonderful network, as well as the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), which financially supported us through this project.

Secondly, I wish to say a special thanks to Dr Jennifer Philippa Eggert, Senior Research Fellow and Acting Director of Research at JLI, Zainab Chamoun, Regional Coordinator at JLI, and Sadia Kidwai, Fair & Equitable Coordinator at JLI, for their supervisory support. Their patience greatly helped me to bring this project to a successful conclusion.

About the Author

Mohammad Afzal Zarghoni is a researcher from Afghanistan. His work focuses on peace and sustainable development goals. He is an alumna of the King Abdullah bin Abdulaziz International Center for Interreligious and Intercultural Dialog (KAICIID) International Fellows 2021. He holds a Master's degree in Business Administration (MBA).

Mohammad has been working in Afghanistan since 2007 with international and national organisations in the field of social science research, education, peace, human rights, and information science. He has an overview about Afghanistan's recent and earlier historical sources and events. His combined breadth of experience makes him well-placed to be a benefit to and benefit from relevant programs.

About the Joint Learning Initiative on Faith and Local Communities

The JLI is a learning network of researchers and practitioners, building fair and equitable spaces to create and share evidence on religions in development and community work. The JLI aims to strengthen partner-ships between and amongst faith and non-faith actors, internationally and locally.

This paper is published under the “Preventing Violent Extremism (PVE), Youth & Interfaith: Research Capacity Building Project”. Read more about the project on the following link:
<https://jliflc.com/pve-youth-interfaith-project/>

Appendix I

QUESTIONNAIRE

Respected students,

I hope you are having a good day.

An approved academic survey is being conducted among the students at Kabul University to explore the impact of prevention of violent extremism (PVE) education in Afghanistan. I would appreciate your frank and genuine answers to the series of questions below. All

responses are 100% confidential, and only the aggregated data will be written up in the study — writing your name on the survey is optional. As you know, Afghanistan has suffered more than four decades of violent extremism. The majority of the population is young. Afghanistan is an Islamic country, and the social fabric requires youth and other sections of society to follow religious values. However, many young people have turned to terrorist and anti-Islamic groups. I would like to gather systematic data about the role of PVE education in decreasing violent extremism among youth. This survey will help develop a deeper understanding of PVE education in Afghanistan. The findings will help the academic institution and organisations working for PVE education in Afghanistan.

Preventing violent extremism through education helps to build the capacity and pedagogies to build students’ resilience to violent extremist ideologies and strengthen their commitments to non-violence and peace through appropriate educational strategies.

Unless otherwise indicated, please circle the one response that best answers each question.

SECTION I: DEMOGRAPHIC PROFILE

Name of the respondent: _____ (Optional)

Gender:

(a) Male	(b) Female

Do you know about prevention of violent extremism (PVE) education:

(a) Yes	(b) No

--	--	--	--	--	--

SECTION II

For each of the questions below, please CIRCLE the one response that best characterises how you feel about the statement:

1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = Strongly Agree.

<i>With regard to the impact of PVE education on society rate the following statements based on your experience</i>	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
PVE education helps prevent conflict	1	2	3	4	5

PVE education helps increase peacebuilding in the community	1	2	3	4	5
PVE education helps increase recovery from crisis	1	2	3	4	5
PVE education helps youths maintain lasting peace among themselves	1	2	3	4	5
PVE education helps youths maintain lasting peace within society	1	2	3	4	5

*With regard to the **impact of PVE education on the educational sector** rate the following statements based on your experience*

Strongly Disagree Disagree Not sure Agree Strongly Agree

PVE education helps support students' cognitive, socioemotional and behavioural development	1	2	3	4	5
PVE education helps to develop the capacity of educators	1	2	3	4	5
PVE education helps to improve the capacity and pedagogies to build students' resilience to violent extremist ideologies and foster their understanding of complexity and peaceful coexistence	1	2	3	4	5
PVE education helps to support the education system in Afghanistan	1	2	3	4	5
PVE education helps ensure that educational environments do not become breeding grounds for radicalisation	1	2	3	4	5

*With regard to **PVE education actors** rate the following statements based on your experience*

Strongly Disagree Disagree Not sure Agree Strongly Agree

PVE education should be led by formal educational institutions such as schools, kindergartens and universities	1	2	3	4	5
PVE education should be led by the state and state authorities	1	2	3	4	5
PVE education should be led by civil society actors, such as NGOs and community groups	1	2	3	4	5
PVE education helps to reinforce multisectoral partnerships between the education sector and outside communities and partners	1	2	3	4	5
