

Internet Radicalization of Extremists



Brenya Twumasi, MA., JD.^{1*} and Nolan Manteufel²

¹Principal, Department of Health & Behavioral Sciences Texas A&M, United States

²Intern with Tacticalops, United States.

Submission: February 14, 2024; **Published:** March 13, 2024

***Corresponding author:** Brenya Twumasi, MA., JD., Principal, Department of Health & Behavioral Sciences Texas A&M, San Antonio, United States, Email: Btwumasi@gmail.com and Brenya.Buchalski@utsa.edu

Abstract

This paper addresses internet recruitment of minors and young adults by violent extremists. In light of current global events included is recruitment and nurture of young adults. Violent extremists include those who perpetuate hate crimes, domestic terrorism, local terrorism and international terrorism. It outlines a vision of support, consultation and collaboration to create a mechanism headed by field specialists and theorists. The paper explores the relationship between susceptible minors (*as defined from a young age to that of emerging adulthood*) and violent extremists (*aka hostiles*). The relationship develops as one birthed and then groomed through the web. Diverse children are sought out and then courted to join a specified cause. This paper examines the realities of online recruitment tactics of violent extremists. Addressed are solutions to protect children from online recruitment. The desire to protect our children from harm is a natural desire. In plain view the minor is swept in by violent extremists. The minor eventually transforms into the criminally minded with both *Actus Reus* (guilty act) and *Mens Rea* (guilty mind) present. This paper examines outcomes and solutions from the perspective of the practitioner and educator and proposes supportive solutions. Legal precedence is a pertinent part of this paper.

Keywords: Hate crimes; Domestic terrorism; Criminology; Criminal justice

Research Approach

This paper supports people placed in positions of power and authority in the landscapes of both technology and government. This paper supports these people to brainstorm effectively. The historical context of control vs free access of the internet is given. The healthy brain operates under structural laws. Gestalt psychological theory is practiced by some. Gestalt theory is an attempt to understand the laws behind the ability to acquire and maintain meaningful perceptions in a chaotic world. The central principle of gestalt psychology is that the mind forms a global whole with self-organizing tendencies [1].

In many communities around the globe, much of the population has no formal education. Many are unable to read and unable to write. There is a stark vacuum of quiet in gathering information. The vacuum sound is deafening. The silence is eventually filled by the all-powerful leader. Unfortunately, many of these leaders have the kind of influence that affects perception. Perception developed by the individual is the leader's perception. Perceptions are formed through communicate that contains visuals, music, and narratives that are birthed by the leader. This presents a serious status quo. The status quo easily influenced. Collaboration between

disciplines and trench workers is imperative. The contributions of field specialists include perspectives from North, Central and South America, Africa, Asia and Europe. The specialties of contributors include science, education, law enforcement, cyber and information technology, and cultural linguistics. Preventing internet radicalization of the minor requires collaboration of many sub fields including the global police networks. This means networks such as Interpol must be involved. Efforts have been made to relate to many cultures. This paper includes the following: diverse cultural perspectives and nuances, and the perspective of fourteen practitioners. This paper focuses on three concepts: predator, prey and solutions.

Introduction

People are influenced and conditioned by parents, guardians, teachers, peers and culture (during their formative years). The violent extremist understands culture and seeks to influence our developing minds. Globally we are contending with the focused mindset of the violent extremist. The- Sovereign Citizens extremists' group in USA is one example. The Islamic State in Iraq and Syria (aka ISIS) is another example and has managed

to radicalize thousands of children. These type Movements are extremely dangerous. In the fight against the radicalization of our children, nation states have joined this effort. Turkey has a program that supports the de radicalization of radicalized children [2]. Authors take into consideration the financial aspects correlated to the radicalization of Minors. There are many nuances in respect to the financial outcomes that shall not be discussed within the scope of this paper.

Cisco Systems' John Chambers (2016) expressed that, globally, there is a digital revolution. He explained that this revolution potentially has ten times the economic impact as compared to the internet. He shared that this revolution would add \$19 trillion to the global economy. The pros and cons of this revolution impact all. Our children are already greatly impacted. This paper outlines a vision of support, consultation and collaboration with the hope of inspiring transformative solutions. This paper encourages strategic relationships between practitioners and academia, as well as across multiple disciplines (i.e. technology, political science, psychology, sociology, counterterrorism, law enforcement, judicial system, education, religion, etc.).

Minors and Predators

Minors are defined as ages 0-17, and emerging adults are defined as ages 18-25. Both minors and emerging adults are vulnerable to recruiting strategies of cyberspace's violent extremists. Cyberspace should be viewed as a medium of vulnerability that is new to this generation and isn't going away. People who attract and seduce minors are defined as child predators. Predators attract minors for various reasons. Analyzing these reasons is beyond the scope of this article.

Sociolinguistics

The internet introduces minors to a new and highly evolving language: e.g. a digital vocabulary that contributes to the frame of mind that their minds are mapped to when they view a backlit screen. The predator is part of that language. The predator understands the nuances of that language. The minor is sucked into a vortex that parents are not privy to. There is a sociolinguistic disconnect, at this point, between the parents and the minor. The minor is mentally synchronized with a culture the parent might not realize. The nature of the burglar has characteristics that people have protective measures to safeguard against. Characteristically, a burglar physically enters a space and entry is done under a shroud of secrecy, perhaps climbing walls, forcing entry through doorways and windows. The space a burglar enters is perhaps a dwelling or business space. In regard to the internet, though, the space is open and accessible to all per design. This type of openness and accessibility is the very essence and nature of the internet. In addition to benefiting the circulation of knowledge, openness and accessibility benefits crime.

This paper does not advocate a specific theory or perspective; instead, this paper offers a diverse perspective of groups and

individuals with respect to the susceptibility of the minor to cyber predators. This paper also offers alternative solutions that are both pragmatic and mindful of complex social dynamics. Given that the human being's identity formation is critical, we want to spend time explaining it. Contrary to popular opinion, self-identity does not come from one's internal view of self. It is greatly affected by ambient social environment. For example, a child from a healthy family, healthy upbringing, with a strong sense of self, can very well re-align their self-identity in one day to reflect only the feedback of others. In knowing this, the practitioner supports the minors by stepping into place and helping realign their mindsets toward a healthy mental frame.

Internet governance is one of the most pressing global policy issues of this generation and this paper draws on perspectives from within the following field: psychology, sociolinguistics, media, law, engineering, cyber security, criminology and criminal justice. Included in this paper are contributions from diverse practitioners that include field specialists whose work and diversity span political and religious boundaries. These specialists encourage a practical approach to supporting minors who are susceptible to perpetrating extreme acts of online aggression and violent extremists. With any transformative plan, one must accept that multiple steps must be implemented simultaneously. Each step has separate processes. The global network is a platform that is dependent on free access and freedom of thought and expression. This platform gives an avenue for creativity, expression, networking, entertainment and diverse innovation. The public policies created to provide network protection and user protection have to be balanced with the need for user freedom. This balance is not easy to negotiate given the desire for free flow and freedom from control oversight. In place, we have oversight bodies that are tasked with striking the right balance. The balance sought is to protect users without suffocating controls. We explore factors that support reaching a healthy balance and propose solutions that support minors and emerging adults from violent extremists searching the web in a protracted effort to recruit our vulnerable.

Globally, there is a war raging that is sweeping across nations and people's - engulfing many children. This war has a unique terrain because it is fought on the battlefield of the internet. As time passes, we note that the creeping culture within this battlefield is fast becoming commonplace rather than unique. We are becoming conditioned and desensitized to the radicalization of our children by violent extremist groups. Just two decades ago as we looked on, our shock detector was much more affected than today; today, too many of us adult onlookers have become conditioned or desensitized with regard to the radicalization of our children.

Children are recruited, conditioned and made to adopt or participate in radical positions on political or social issues. Almost all of the children have no concept of this courtship that transposes their perspectives. We have a war on our hands, and the battlefield

is cyberspace. Radicalization also takes place within the confines of specialized communities such as correctional facilities. As part of a re-entry committee, Dr. Twumasi notes that for the former inmate to adjust to reentry into the community in wellness the radicalization element must be addressed. The war is here to stay. The battles are diverse. Each time advances are made a new battle ensues. This paper examines one of these battles - the one of violent extremists' recruitment of children and emerging adults to their perspective, to their battle. Daily, these violent extremists seek recruits to join their battle. Their battle embraces malicious use of the internet. In the past, as violence and aggression was perpetrated, such violence was of a nature that the aggressor's behavior was within a different element of space and time. Now the space and time the aggressor works within has a sense of the silence of an advancing tornado. The silence is comparable to what one experiences within the eye of the tornado or minutes prior to the touchdown of the tornado. When a cyber tornado strikes, damage is widespread, catastrophic, and far reaching - all occurring with the hostile unseen and likely in a different geographic region. As the battle rages within the brewing storm, a storm equipped with dangerous lightning strikes and destructive winds, we combat the storm. This ferocious battle is one that sovereign states fight in earnest. The United Nations, and each of the 193 member nations, is involved in finding effective ways to win this war. The war cannot be won within the current reality. We look at one specific battle: that of supporting the advances of extremist recruiters targeting children and emerging adults. To win this formidable battle will require resolve and time from many stakeholders.

Male and Female Differences

Twumasi as behavioral analyst specializes in personality differentiation. Working with diverse people who have differing perceptions, differing ethics, and differing emotions one must understand the persons' personality and personality formation. The same is true for households, communities, Nations. Each has a personality. In identifying and then understanding the personality then one can anticipate reactions and outcomes. There are differing traits between people. Some traits and personality types do differ, others are alike, and others are identical. We all make up a combination of personality types and traits. Personality is one's characteristic patterns of thinking, emotions and behaviors.

Culturally and individually, we are diverse. Some cultures and some individuals reinforce organization and orderliness more than others. Other cultures and other individuals reinforce spontaneity. Being pragmatic within global solutions, authors are sensitive to this human condition of cultural differences. We journey in a time and dimension where the cyber web has a distinct culture of its own which is both strategic and spontaneous, chaotic and orderly, fluid and fixed, individualistic and collectivist. In our time, cyberspace amplifies nearly every attribute of human socialization.

In regard to gender, the healthy female and the male have almost identical brain hardware (genetics). However, there is no denying the differences between male and female. The female, by having brain functions that facilitate conception, pregnancy and breastfeeding, have neurological propensities that tend toward nesting and nurturing, tending and befriending [3]. The male, by having brain functions that facilitate domination of prey and territory, have neurological propensities that tend toward competition and conflict. When recruiting young males, cyber predators advocate an "us-versus-them" conflict. When recruiting young females, cyber predators advocate a "tending and befriending" stance. Cyber predators are intelligent, strategic, and often come from normal and traditional family structures. Their recruits, the minors they target, often do not come from normal and traditional family structures.

Today, practitioners still have a blind spot in regard to female leadership within violent extremism. This blind-spot is significant because the amount of attention on female leaders is disproportionate with the amount of damage for which they are responsible. Females are often responsible for the recruitment and handling of minors. Female leaders can be either alpha or beta types. However, a common trait among the predatory female leader is emotional manipulation. They are good at luring, fraud and coercion.

i. About the male

The alpha male personality has certain unmistakable traits. A natural leader, he is a pack-builder. Compared to the beta male, the alpha is highly assertive and often projects the attitude of "my way, or the highway." The healthy alpha leads, provides for and protects his pack (his significant other, his buddies, his teammates, and so on). The beta male and the alpha male often conflict. One is aware of these varying types as one works within the field.

ii. About the female

The alpha female has a personality that thinks with confidence. Her personality reflects strength in thoughts, strength in emotion and strength in behavior. By contrast, the beta female comes across as more submissive in thought, feel and behavior. Field practitioners are often led astray by the beta pattern as they forget that over-all the female is female - meaning that with the capacity to protect the nest and feed the nest the female is always protecting space.

iii. About the human brain

As the brain develops during early phases of life, things the brain experiences (thoughts, emotions, linguistics, social situations, etc.) have a determining effect on the brain's electrical structure. The brain's electrical systems function in ways that change the brain's structure (creating neural pathways and networks and increasing synaptic weight). The neural networks and pathways that form create neural propensities that lead to

patterns of thinking, feeling and behavior. For better and worse, neural pathways formed early in life become permanent features of our brains and influence the rest of our lives. Tracey Leknes' article, "A Common Neurobiology for Pain and Pleasure", is helpful for studying this subject further [4].

It is exciting to study the neuroplasticity of the brain to growth mindset. In the past, the consensus was that there were critical windows to brain growth dependent on the developmental stage of the child. Now science has evolved to embrace that brain plasticity is more fluid than first studied. This gives transformational hope. Transformational hope is pertinent. With repeated exposure to trauma and negative inputs the brain is transformed. Synapses, neural pathways and neural networks are disrupted. New pathways are activated. Neurotransmitters, the brain messengers flush out. Disruption is the outcome. During this activity an opportunity for the individual presents. This opportunity is characteristically one that supports the brain to reinvent itself. There is an epicenter of change and paradigm shift within the disruption. A schema shift has resulted. One can choose to ride the paradigm shift to be able to remodel self. Theorists such as Adler, Jung and Freud introduced an understanding of consciousness and unconsciousness / subconsciousness. Authors find it important for the reader to understand that their consciousness is driven by their unconscious. Unconscious is motivated through environmental influences. In comprehending such the reader is aware that in the case of the violent extremists and in the case of the minor their unconsciousness is motivating their consciousness. Hence to support unconscious thoughts and desires it is imperative that environmental influences align with balance. Balance and homeostatic comes through health and fitness. Included in health and fitness is healthy thought, healthy emotions and healthy behaviors. There is a universal perspective of what healthy thoughts are, what healthy emotions are and what healthy behaviors are. This paper shall not delve into such.

Jung proposed the interplay of the shadow self within the mind. The shadow aspect of self, Jung proposed, has the dark side of the person. He added this aspect to Freud's teachings. Jung explained that the shadow self is the unconscious aspect of the personality. The conscious part of self is unaware of the shadow within oneself. In supporting the individual in their understanding of their shadow self, Jung proposed that balance within integration can happen. The individual achieves balance once integration occurs. Beyond Jung, in the present day, there is acknowledgment that the individual's unconsciousness / subconsciousness plays a large role in what is ever present consciously in thought, feel and behavior.

Since 1986, the rate at which technology has taken off has had an effect of amplifying emotional issues. Now the child to emerging adult is making a comparison between what exists for them and what exists for others. There are clear pros and cons related to such. Comparisons can be a positive or negative motivator; for example, Facebook comparisons can be a downer. Axons and

dendrites are involved in deep learning. As synapses grow and are pruned, and communication is swiftly sent, new information develops.

With new information, neural connections form. With supportive rehearsal, long term memory happens, and deeper learning occurs. With deep learning, new and old information is processed through new neural pathways achieving epiphanic insights. Information that comes from cyberspace interacts with this transformation process.

Digital Addiction

Our children's brains are literally changing given digital addiction. As minors engage in activities with digital devices, neuro-transmitters are activated releasing endorphins, adrenaline and dopamine. For example, viewing upsetting images and videos, arguing in a chat forum, or hacking a website, will flood the body with adrenalin and dopamine creating an exhilarating "high" sensation - it becomes physiologically and emotionally addictive. As cyber-addiction is formed, it becomes very difficult for minors to mentally regulate their behavior. When these minors are able to grow up and obtain jobs as computer scientists, computer engineers and information technology professionals, they usually find jobs in the cyber industry and they "love getting up to go to work in the morning." It is interesting to note that these engineers, while having a high level of control over electronic devices and networks, have very little control over their own brain. Like everyone else, their brain functions are the result of genetics and conditioning.

Law Enforcement Participation

The United Nations (U.N.) is a global governing body, with 193 nation members, that seeks to address the interests of its constituents. The stark reality of cyber hostilities affects most nations and, hence, is a top priority of The United Nations. More specifically, a top priority of the U.N. Security Council. The United Nations, through the Security Council requires member's nation to agree to rules, regulations and laws to be a U.N. member Nation. The United Nations, in the face of this cyberspace pandemic, is advocating an open, secure, trustworthy, and inclusive internet [5]. Given the United States' influence within the security Council, U.S. laws play a vital role in the write up and enactment of cyber rules and regulations. As a member of Interpol, The European Union is influential in the enforcement of cyber rules and regulation.

Note that for a specified crime to exist there is a process. First there must be identification; second there must be a naming of said crime. Then and only then can there be law enacted that addresses such crime. The enactment of laws into force can take over a decade because of legislative process. One of the challenges The U.N. faces is the balance between "free" and "open" versus "monitoring" and "tracking" for law enforcement purposes. North Korea is one example of anemesis to such internet policies.

Tor (the dark net) is an example of a portion of cyberspace that seeks to avoid monitoring and tracking. This may be viewed as a negative cultural response to government surveillance and control.

About the Culture

In any type of social group, there are various roles and identities that members of the group fulfill. Group member roles and identities depend on the group's level of organization. A highly organized group will be characterized by (a) roles that are formal (titles), hierarchical (ranks and command structure), and given formal responsibilities, and (b) actions that are determined by tradition or leadership personality. A minimally organized group will be characterized by (a) roles that are informal (self-appointed and non-obvious), non-hierarchical (flat organization characterized by self-control) and have minimal responsibilities, and (b) group actions that are decided based on what causes minimal intragroup tension. When attempting to help a minor leave a group, it is very important to understand (a) the group's roles, identities, level of organization, and culture, and (b) the minor's position and interactions with respect to these things.

Is the minor leaving an esteemed identity? Or is the minor leaving an abused and disenfranchised identity? Did the minor perform the role of agitator or enforcer? What role did this minor fulfill regarding this group's culture and actions? Without knowing the minor's identity and role, it is possible for a social worker to unknowingly undermine their own social objectives. It does well to understand radicalization. The term radicalization is used widely yet often poorly understood. The Counter-Terrorism Fusion Centre (CTF, Interpol) works to disrupt the recruitment and activities of the violent extremists [6]. Violent extremists work to radicalize the minor toward their objectives and causes. Radicalization means to bring the person to the perspective of extreme views related to certain belief systems that include religion and politics.

About the Minors

Minors are curious, willing and trusting. When recruited by cyber-predators and mobilized with a cause, minors are able to perpetrate catastrophic technology enabled acts of aggression. Minors have unlimited access to digital terrain and the worldwide web. While the emerging adult scurries for things such as money, relationships, future life partner, shelter, work; minors developmentally are wrestling with major life issues such as identity, belonging, and self-esteem. Each need support. Erickson's social developmental stages warrant mention here. As a developmentalist one is well able to measure how the individual is coping within the present day based on their stage of socio development. This extends to the group social development and the nation's socio development. For example, the emerging adult is to work through either isolation or intimacy. It bears witness to add that nations that are evolving from homogeneity

to heterogeneity present with more fear through communities. Fear is associated with change. Today minors and emerging adults frequently use the internet to find the support they need.

Access to the internet has pros and cons. We can no longer turn a blind eye to negative results of this unlimited access. We need safeguards for cyber terrorism in regard to our vulnerable. Does surveillance play a role in the security of our children? If yes, surveillance through governing policy or through parents? The cyber domain grants access to invaluable content: including educational content, academic content, local to global news, and entertainment - all such content is easily accessible and can be easily updated in real time. By contrast, hard copy news sources and textbooks cannot be as easily updated and have additional expenses. With the pros comes the cons. Websites access right into homes, schools, correctional facilities and your child's personal space over internet connections. There is no point of entry such as a physical door or wall. The data comes through with no physical barrier.

Should national governments limit access or should individuals such as parents, educators, managers and wardens? Users themselves have trouble placing access limits is that many report the inability to regulate or limit access. Many reports lack the know-how or non-willingness to do the work it takes. What's more parents report that their children enjoy the challenge to override parental controls. Children share that they view the need to circumvent parental controls as a fun challenge; it is viewed as a game. Cyber aggression is perpetrated by many and for diverse reasons. When perpetrators are minors and emerging adults, the tragedy of the aggression is multiplied by the tragedy of wasted human potential. Even though some perpetrators are young, the path to destructive technology-enabled behavior often occurs over many years and involves numerous detrimental relational experiences. Many members of society genuinely care about minors and are actively engaged in making a positive difference. These people are support providers. Support providers come from diverse backgrounds and offer many different types of support. But at the end of the day, they share a common goal: to help troubled minors become healthy and enjoy productive lives.

About the Predators

Violent extremists behave in ways that are seductive and predator-like (similar to the criminally minded involved in child pornography). They "recruit" participants using tactics of deception and misrepresentation (which is criminally fraudulent). Through misrepresentation the seducer creates a net, a trap, a culturally enticing opportunity. Each seductive predator's net will have a signature, or design characteristics, that are unique to themselves. Attractors and hooks are part of these design characteristics. Attractors lure minors in and hooks prevent the minors from disengaging before the predator fulfills their objective. Standard luring techniques include the seduction of the intended victim. First the predator eyeballs the intended

victim, then the predator studies their prey. Then the predator studies the minor, pulling in as much data as possible. Then once that is achieved seduction occurs. Within seduction is grooming. Once the victim is seduced and groomed the predator has their way. In the case of violent extremists, the same occurs - but within a slightly differing environment. The environment of the violent extremists is that of global cyberspace with a focus of recruiting the nameless victim. The context differs per victim gender, victim age, victim demographics. Demographics falls within the spectrum. The spectrum includes the economically advantaged and the underprivileged, the criminally contained, the British school child, the disenfranchised refugee child (within refugee camp), the disgruntled recent immigrant, the rebellious teenager, etc.

In working with high-risk minors, we are confronted with similar hurdles. These hurdles that high risk children are confronted with must be taken into regard when developing a curriculum to engage with him/her. While working at judicial reform school, Twumasi created exercises and strategies that supported transformation for both students and staff. The judicial reform school had a significant number of juveniles with membership in street gangs. In cyberspace, minors will communicate with predators via email messages, chat boards and socialization platforms. There is a bombardment of malicious/hostile content. All this accumulates in creating the pandemic we are witnessing. This pandemic has distinct characteristics. The characteristics shall not be covered in this paper.

Child predators, adults masquerading as kids on various sites such as gaming sites, messaging sites. Our children are both expectant and most deserving of protection and peaceful balance. We must neither be conditioned nor be desensitized to accept the radicalization of our children. Let us together support our vulnerable, our children. The radicalization of our children by extremists is a pressing and most unconscionable effort by terror groups. Children are being recruited by hostiles and groomed into participating in hostile activity.

Predators justify their violent extremism by looking at their violent acts as “an eye for an eye”. Declaring “we give to you what you have done to ours. We kill, injure, terrorize your children and women because you have killed, injured and terrorized ours. Our violence matches yours.” Cyber extremists include hackers who have the intent to cause massive widespread harm. Cyber extremists are a form of cyber terrorists. These cyber terrorists recruit minors who will operate from whatever part of the globe they live in. Dr. Max Kilger has researched the motivation of hackers and has identified six motivators [7]. The first four have the most impact on the relationship between cyber predators and minors.

The six motivators are:

- i. Money
- ii. Ego

- iii. Entertainment
- iv. Cause
- v. Entry to social groups
- vi. Status
 - i. Money is defined as resources, technology and anything with fiscal value to the terrorist. Money motivates cyber terrorism from two perspectives: (a) increasing the terrorists’ resources, and (b) decreasing the victims’ resources.
 - ii. Ego is defined as psychological and cultural rewards that effect the terrorist’s self-esteem. Ego motivates cyber terrorism from three perspectives: (a) recognition received through cyberspace, (b) recognition received through a local community, and (c) recognition received through personal belief, thought and value systems.
 - iii. Entertainment is defined as things, actions and outcomes that engage the terrorist’s sense of humor or pleasure. The essence of this motivator is nuance. The terrorist “gets a kick out of it.” Entertainment motivates cyber terrorism from three perspectives: (a) performing the action, (b) observing the victim(s), and (c) contemplating the act or memory. One here notes the emergence of grinders; grinders are those that receive pleasure from other’s pain.
 - iv. Cause is defined as the relation between intended outcome and actions. Cause motivates cyber terrorism from at least three perspectives: (a) revenge or retribution, (b) violent mode of communication, and (c) act of culture dominance.
 - v. Cause is often the theme of rallying cries.
 - vi. In the subculture of cyber predators, there is likely a constant flow of spinoffs of predatory groups and individuals from larger parent groups. The dynamics of open groups (i.e. constant entry and exists) are very difficult to monitor and move at the speed of cyber space. Mapping cyber space’s extremists is a massive challenge.

Terrorist and extremist groups use websites and social media to recruit new members to join their causes in diverse ways. Methods and tools are directed toward our minors. The purpose is to draw attention to the minor toward purposeful propaganda that entices theme to join the cause. Motivators include drawing individuals to join a supportive community. Propaganda advertises key enticers such as adventure, financial compensation, joining a cause that shall result in success, gives a sense of purpose.

About the Guardians

Before proposing solutions, it is important to consider things about the minor’s guardians. There are a variety of types of guardians and not all guardians behave the same. Some guardians are more engaged in the minor’s life than others. Others are disengaged from the minor’s life. Some are physically present, yet emotionally and psychologically absent.

From the international (global) perspective, guardians in every culture and nation fail to provide their minors with healthy support regarding the threats of cyberspace. This should be recognized as a problem that will always exist and be taken into consideration when forming any domestic, national, global solution.

Proposed Solutions

Overview

Scientific precision, time, community buy-in and action, and cultural compatibility are all factors that need to be considered when forming solutions. Our expectation is that our children have safe spaces. With the culture of predators stalking the internet safe spaces are diminishing. There is no simple solution to the world's cyber problems. The following proposed solutions have worked for Twumasi as she worked with at risk minors. Twumasi designed a few of the methods as she worked with interventions and transformation. Minors wish for parents to be involved in this digital mapping of their brains. Teaching and education must be pragmatic when it comes to equipping minors to navigate today's cyber terrain. The curriculum needs to be modified to help minors develop critical thinking and metacognition regarding cyber behavior.

The solution of controlling (limiting, removing) a minor's access to cyberspace indicates two problems: (a) today's educational curriculum is inadequate, and (b) today's parents are ill-equipped to comprehend and protect their minors from cyber predators. All dwell in a new world. A world where minors need to be taught safe cyber behavior by formal education systems. The solutions support the child to identify and act without delay. Per example a colleague and practitioner known as P.S. shares that simulation exercises support brain processing prior to actual event. For example, consider how people respond to earthquakes. In regions where people experience earthquakes frequently, individuals are quick to sense and respond to earth tremors.

However, in regions where earthquakes are rare, people are often unable to sense early tremors and ill equipped to act when the earthquake occurs. Our children are vulnerable and dependent on us in all ways. Predators are using tools on the World Wide Web to exercise authority over our children. This is coercion of our children and our emerging adults. As a developmentalist there are fluid solutions to equip our minors (in this emerged generation) to be tooled to exercise wisdom (through formal and informal education).

It is a beautiful world, but one must carefully navigate the dangers to remain secure. It is acts of aggression that soil the world. Some minors do not instinctively recognize and perceive danger. Educational curriculum should help minors be more aware of safe cyber behavior. Curriculum is designed with regard to the learners age. As human grow, we move through developmental stages; each with unique learning styles and sensitivities to

environmental influences.

We regard the vital need for involvement of parents, teachers, peer educators. In May, 2017 Authors interviewed ten diverse professionals, workers and practitioners with the intent of giving examples of differing viewpoints. Such examples are given within this paper. In implementing solutions one glove does not fit all. Be mindful of socio-cultural conditions as there exist diverse cultural conditions. Despite diversity of expertise, field specialists do well to collaborate when implementing solutions. In this cyberspace conflict, as in every aspect of life, change is the one constant. In providing solutions it is imperative to remain fluid. As field specialists press forward in transformation fluidity is key. Imperative to be fluid and transformative because children shall be impacted by expertise only if the children are reached within their own socio-cultural environment. Educators and field specialists err in not knowing nor comprehending that learning should support application. Many teaching styles are not framed to support application. Teaching styles and educational tools must be modified to generate pragmatic learning.

It is worthy to note within teaching environments that heterogeneous applications support strength. Simulations support learning as simulations mimic real life situations. We learn best as we live the learning. Twumasi always implements simulations within the learning environment. Such has distinct transformational outcomes. Minors enjoy gaming, apps, and playing. Exercises and simulations will prepare through deep learning. Curriculums need to be upgraded. The traditional, standard curriculum is outdated in terms of pragmatism. Outdated in terms of the universal community goals education has. Education is to prepare our children to be well able to navigate their journey. Curriculum must be modified to include present day goals and supportive outcomes.

Key questions to bear in mind as developing supportive curriculum is: What is the goal in creating the learning/transformational curriculum, how shall we design and teach such curricula. How shall the modules and assignments support transformation. Twumasi would always bear those questions in mind while working with street gangs and marginal minors. Supporting a way of being, get to know the minor - be mindful to create an emotional connection and speak the child's language. Observe, understand and empathize with the child. Know them - see them. Comprehend and visualize their human experience. Ask questions, connect and know that many journey through a dark reality and many do journey feeling lost. Support the young child in their development of morality, compassion and empathy. Ask the children questions to understand their perspective to gain relationships. Those in relationship that engage create intimacy. Intimacy gains ground in support.

The following are solutions that have effectuated transformation in the field:

- i. **Deterrence.** A global campaign of effective deterrence - punitive and reinforcers. Given that the cyber platform has no boundaries a global deterrence view is being necessitated. Regulatory organizations with oversight that are global in scope do well to weigh in.
- ii. **Interception.** In regard to predatory advances, interception of encrypted apps is imperative as an offensive and defense.
- iii. **Trust platforms:** Engaging with our minors, our charges. Platforms must include the Trustworthy support provider. The word trustworthy is defined to include an older person (Vygotsky) who is confidential, mindful, empathetic, and has had a somewhat consistent role in the individual's life.
- iv. **Peer leaders:** Leaders who are minors do have a measurable impact on their peers. To best influence a community of minors, the "natural leaders" must be identified.
- v. **Curriculum:** Creating specific curriculum for parents and for pre-k and school age minors. Go through the curriculum oneself to see how it works. Take recommendations from the children.
- vi. **Pep talk:** Show diverse children that the journey to self is worth it. Be realistic and transparent and open with them so they know journey challenges.
- vii. Develop morality exercises for pre-k and school age.
- viii. Media support.
- ix. **Artistic culture:** As Music and dancing is an international language reach the minor through music. Music communicates well; music creates thoughts and feelings that support transformation. With specific genres endorphins are released; endorphins support a sense of wellness - supports the child transition from a dark reality. Music, and melody, are encouraged to be used to engage in communication. Music can contest the radicalization culture through the international music industry. The international music industry can promote support for minors. The genre can reach diverse generations.
- x. **Redefinition opportunities:** Support the emerging adult - to redefine themselves.
- xi. **Imagination:** Be mindful of the imaginations and innovations of the minor. Imagination is critical for visualizing a better, healthier future [8].
- xii. **Mentorship:** Mentors direct children to best utilize their talents. Mentors must embrace the goal of supporting the healthy growth of the child. The role of mentors is critical [9].
- xiii. **Game play:** Create curriculum that supports children to engage with each other so they may engage within play. As they play their imagination is sparked and their learning brings joy. Again, the chemical transmitters are activated with synapses firing away and endorphins released. Learning and engagement is enjoyable for the diverse. Note that the infant and child does well to play with toys to support healthy development of efficient synapses and diverse neural pathways.
- xiv. **Metacognition:** To support metacognition, do at every developmental stage an exercise that child fills in blank - creating their narrative.
- xv. **Developmental perspective:** There are critical windows of brain development for healthy growth for healthy choices. Acknowledge, and understand, spectrum of brain health in mitigating metacognition towards healthy self-awareness. Before children have the developmental mindset for self-regulation diverse parents have already granted them access to the internet. There are some toddlers (that have been observed) who have access to the internet through either their own iPod or their parent's phones.
- xvi. **Hierarchy of needs:** Based on Maslow's pyramid, design impactful support strategies.
- xvii. **Nutrition:** Nutritional needs of the infant are imperative in wellness toward behavioral outcomes later in life. Per example - the development of myelin sheaths to support swifter dissemination of information to cell soma as effect transmitter, axons and dendrites. Know There are critical windows toward such optimum development. Another example is the pruning of synapses for increased brain efficiency - critical windows in infant development. Third example- fight or flight effects on chemical transmitters (e.g. serotonin and norepinephrine). For example: trauma affects development of the brain at key junctures of development for example prior to concrete operations stage to post formal processes. Cyber hostile is often brain healthy in intellect vs those they recruit. For example, those they recruit may have an indication of psychopathy. The leaders often demonstrate less indication of psychopathy (contrary to general opinion). Humans are more alike than different. We note that environmental influences have a marked influence on our developing brain somatically and condition wise. Twumasi impresses that developmental considerations are pertinent from womb to emerging adult hood.
- xviii. **Personality awareness:** There is an increase in narcissistic personality disorder. Be aware of such. Comprehend the impact of such disorder on both predator and prey. The globe faces an era where there is a marked increase in the development of narcissistic people. There are reasons for this marked global increase.
- xix. **Learning styles:** Another aspect to address is human learning styles (to distinguish from how we learn which is by association, classical conditioning, operant conditioning and observational learning).

xx. Learning environments: Face the two different types of present-day learning environments and work simultaneously and attend to both equally. We have the traditional form of brick-and-mortar support and we have online competent. The online component that supports learning does well to include all the learning styles such as YouTube videos, music with lyrics, video clips auditory and otherwise that conveys a message.

xxi. Judicial system: Diverse justice system platforms must have fluidity and plasticity. Fluidity and plasticity must impact methods of deterrence. We have evolved. Deterrence strategies must evolve. A traditional form of deterrence includes conveying explicitly that “under covers” could be posing online.

xxii. Intellectual philanthropy: There are platforms such as Burk Institute and Khan Institute that provide helpful classes for free. Such platforms provide easy access to learning.

xxiii. Information literacy: Teaching information literacy includes increasing one’s ability to process information and navigate today’s evolving terrain. As Twumasi and a colleague both emphasize: “learning should be about teaching kids how to learn and how to think.”

xxiv. Independent learning: Curriculums (culturally appropriate) to support minors without teachers. In today’s terrain, it is imperative that the minors have increased self-reliance. Specifically, in terms of recognizing and navigating cyber dangers.

xxv. Engaged learning: As minors learn, the teacher must be well studied in engaged learning. Engaged learning improvises in ways that fully engage the minor from the minors’ perspective. Make material personally relevant to minors.

xxvi. Guardian availability: Many parents and guardians find it difficult to be available to the minor(s). The reasons for non-availability are most diverse, and the solutions are fluid. Regardless of how these proposed solutions are approached, it is critical to recognize the minors’ perspective. The minors’ perspective varies greatly from older generations. The world, as it is today, is the minors’ only frame of reference.

xxvii. Legal background: This section offers legal research that may be helpful to policy makers.

Internet characteristics favor freedom and privacy. Online censorship is the systematic prohibition of possession, access and dissemination of information, media, and rhetoric. Internet law should be approached from two directions: technology and use. The *technology* aspect addresses the computers, infrastructure and technical abilities of the internet. The *use* aspect addresses the human applications, behaviors and interactions enabled by the internet. To do justice to this issue it is imperative to include for audience review the numerous contributions to nuances of radicalization - within the judicial system.

Radicalization is the process in which “radical” beliefs are invented, advocated or adopted. The determination of what “radical” beliefs is relative and controversial. The term, radicalization, has a negative connotation and is rarely embraced by those to which it is assigned. Looking at Legal aspects takes one away from emotional drives to logical solutions.

Internet law

i. Rustad, Michael – Internet law in a nutshell, St. Paul, MN: west c 2009

ii. Internet issues: pirates, censors, and cybersquatters, Francha Roffe Menhard , Berkley Heights, NJ: Enslow Publishers, 2000

iii. The internet is not the answer, Andrew Keen, New York, Atlantic Monthly Press, 2015

iv. United States. Congress. Senate. Committee on Commerce, Science and Transportation Internet Indecency: hearing before the Committee on Commerce, Science, and Transportation,

United States Senate, One Hundred Fifth Congress, second session, February 10, 1998 Pub info: U.S. G.P.O.

v. Internet Law Recent decisions of the United States Court of Appeals for the District of Columbia, Tatel Jennifer Page 784

vi. Hart, Jonathan D. Internet Law: A field Guide 5th ed. Washington: BNA Books, 2007. 831 pp

vii. Recent developments in Internet Law Advocate (Idaho State Bar), Vol. 49, Number 7 (July 2006) , pp 29-32

viii. Rethinking Cyberlaw: A New Vision for Internet Law. Scripted: A journal of Law,

Technology and Society, Vol 13, Issue 3 (December 2016), pp 393-397. Savirimuthu, Joseph

ix. Rethinking Cyberlaw: A New Vision for Internet law (reviews) Law, Innovation and Technology, Vol 8, Issue 1 (May 2016), pp. 141-147

Kulesza, Joanna, 8 Law Innovation & tech 141 (2016)

x. Internet Law: Cyberattacks, Security Breaches Spark Growth in Field Washington Lawyer, Vol 28, Issue 2 (October 2013), pp 24-31

Hedges, Michael 28 Wash. Law 24 (2013-2014)

xi. Internet Law and Cyber Crime: The Future is Here Student Lawyer, Vol 37, Issue 6 (February 2009) pp 8-11

- Stansky, Lisa, 37 Student Law 8 (2008-2009)
- xii. Ten Commandments of Internet Law Revisited Basic Principles for Internet Lawyers Information & Communications Technology Law. Vol 22, Issue 3 (2013), pp. 264-276 Lodder, Arno R. 22 Info & Comm. Tech. L. 264 (2013)
- xiii. Soft Law for the Internet, Lessons from International Law. A journal of Law, Technology and Society, Vol 8 Issue 1 (April 2011). pp 31-45. Power, Andrew; Tobin Oisin (2011)
- xiv. International Legal Concepts of Global Law, Internet Law of Cyber Law and Transformation of International Law
- xv. Law Review of Kyiv University of Law, Vol 2011, issue 2 (2011), pp 279-285 Dynys, G. 2011 Law Rev Kyiv U.L. 279 (2011)
- xvi. Internet privacy: A Chinese Law
Jotwell: The journal of Things We like, Vol 2015 pp. [63]-[64] [Burket, Herbert – 2015 Jotwell: J.Things we like [63] (2015)
- xvii. Internet Platforms under Polish Law. Journal of European Consumer and Market Law, Vol. 5, Issue 1 (2016), pp 62-64 Pisulinski, Jerzy. 5 J. Eur. Consumer & Mkt L. 62 (2016)
- xviii. Law & the internet: Regulating Cyberspace
- xix. Information & Communications Technology Law, Vol 8, Issue 1 (1999). Pp. 111-ii Endeshaw, Assafa. 8 info. & comm. Tech. L 111 (1999) 2003-04, Nyberg 4868.03
- xx. Connolly, Kevin J. Law of Internet security and privacy 2003 ed. New York Aspen Publishers, 2003, 407 pp. KF390 5 C6L.39, 2002-215243
- xxi. The Internet is Changing International Law
Chicago - Kent Law review, Vol. 73, Issue 4 (1998), pp 997-1054 Perritt, Henry H Jr 73 Chi-Kent L. Rev. 997 (1997-1998)
- xxii. International Legal Concepts of Global, Internet Law or Cyber Law and Transformation of International Law. Law Review of Kyiv University of Law, Vol. 2011, Issue 2 (2011), pp 279-285. Dynys, G. 2011 Law Rev. Kyiv U. L. 279 (2011)
- ### Radicalization
- i. International terrorism and national security
World Bulletin: Bulletin of the International Studies of the Philippines, Vol. 14, Issue 3-4 (May –August 1998), pp 65-80
Aguirre, Alexander P. 14 World Bull, 65 (1998)
- ii. Von Behr, Ines
Radicalization in the digital era: the use of the internet in 15 cases of terrorism and extremism/Ines Von Behr, Anais Reding, Charlie Edwards, Gribbon. Santa Monica, CA: Rand (2013)
- iii. Policing Radicalization
UC Irvine Law Review, Vol 3, Issue 4 (December 2013), pp 809-884 Akbar, Amna 3 UC Irvine L. Rev. 809 (2013)
- iv. Prisoner Radicalization
FBI Law Enforcement Bulletin, Vol 79, Issue 10 (October 2010). Pp 1-6 Ballas, Dennis A.
- v. Modeling Terrorist Radicalization
Duke Forum for Law and Social Change, Vol 2, Issue 1 (201), pp. 39-70 Huq, Aziz Z. 2 Duke F. L. & Soc. Change 39 (2010)
- vi. Radicalization and Parallel Societies Jogi Tanulmanyok, Vol. 2016 188 – 194 (2016) Janan Mirwais
Jogi Tanulmanyok 188 (2016)
- vii. Faiza Patel, Rethinking Radicalization 13 (2011) Section iii
U.S. Government Understandings of Radicalization
- viii. Radicalization of U.S. Prisoners
Criminology and Public Policy Vol 8, Issue 3 (August 2003) pp 561-592 Useem, Bert, Clayton Obie, 8 Criminology & Pub. Pol'y 561 (2009)
- ix. Prison Radicalization: are terrorist cells forming in U.S. Cell blocks?: hearing before the Committee on Homeland Security and Government Affairs, United States Senate, One Hundred Ninth Congress, second session, September 19, 2006
Congress 109
Chamber Senate
Committee: Committee on Homeland Security and Governmental Affairs
- x. France Efforts to Counter Islamist Terrorism and Radicalization Belkin Paul
November 18, 2015 and June 29, 2015
- xi. Radicalization in Australia: Examining Australia's Convicted Terrorists Psychiatry, Psychology and Law, Vol 18, Issue 2 (May 2011), Pp. 212-231 Porter, Louise E.; Kebbell, Mark R. 18 Psychiatry Psyc jol & L. 212 (2011)
- xii. False Security: The Radicalization of Canadian Anti – Terrorism University of Toronto Law Journal, Vol 67, Issue 1 (winter 2017), pp 96-103
- xiii. 67 U. Toronto L.J. 96 (2017)
- xiv. Radicalization of Islamic Terrorists in the Western World

FBI Law Enforcement Bulletin, Vol. 80, Issue 9 (September 2011), pp25-31 Hunter, Ryan; Heinke, Daniel FBI L. Enforcement Bull 25 (2011)

xv. The Curse of underdevelopment and the Radicalization of the Arab City

Brown Journal of World Affairs Vol 17

Issue 1 (Fall/Winter 201) pp 7-18 Khashan, Hilal Brown J; World Aff. 7 (2010-2010)

xvi. Spectacular or Specious – A critical Review of the Spectacular Few: Prisoner Radicalization and the Evolving Terrorist Threat. Thurgood Marshall Law Review, Vol 39, Issue 2 (spring 2014), pp. 225 T. Marshal L. Rev. 225 (2013-2014)

xvii. Compilation of Hearings on Islamist Radicalization – Volume III: Hearings before the Committee on Homeland Security. House of Representatives, One Hundred Twelfth Congress, Second Session

Congress 112.

Chamber House

Committee: Committee on Homeland Security

xviii. Rise of Radicalization is the U.S. Government of Failing to Counter International and Domestic Terrorism: Hearing before the Committee on Homeland Security, House of Representatives, One Hundred Fourteenth Congress, First Session

Congress: 114

Chamber House

Committee: Committee on Homeland Security and Government Affairs

xix. ISIS online: Countering Terrorist Radicalization and Recruitment on the internet and social media: Hearing Before the Permanent Subcommittee on Investigative of The committee and Homeland Security and Government Affairs, United States Senate. One Hundred Fourteenth Congress, Second Session

Congress: 114

Chamber: Senate

Committee: Committee on Homeland Security and Governmental Affairs

xx. Closing the Recruitment Gap

FBI Law Enforcement Bulletin, Vol 70, issue 11 (November 2001), pp 13-17 Vest Gary 70 FBI L. Enforcement Bull. 13 (2001)

Censorship

i. Bomb – Making Online: Explosives, Free Speech, Criminal Law and the internet (RL323074)

Doyle, Charles, American Law Division September 8, 2003

ii. Cyber Civil Rights

Boston University Law Review, Vol. 89, Issue 1 (February 2009), pp. 61-126 Citron, Danielle Keats 89 B.U. L. Rev. 61 (2009)

Countering violent extremism

i. Clearly Amorphous: Finding a Particular Social Group for Children Resisting Gang Recruitment Catholic University Law Review, Vol 61. Issue 2 (Spring 2012), pp. 621-650 Orlang, Adreanna Cath. U. L. Rev 621 (2011-2012)

ii. Cyber Warfare

Military Law Review, Vol 219 pp. 1-52 Solis, Gary D. 219 Mil. L. Rev. 1 (2014)

Interpol

i. Policing: An International Journal of Police Strategies & Management, Vol 24, Issue 2 (2001), pp 270-272.

ii. Rohn, Edward J. Policing: Int'l J. Police Strat & Mgmt. 270 (2001)

iii. Police Journal, Vol 34, Issue 1 (January-February 1961). Pp. 7-12 Jackson, R.L. 34 Police J. 7 (1961)

iv. The Work of Interpol

Medico-Legal Journal, Vol 29, Issue 3 (September 196), pp. 114-121. Jackson, R.L. 29 Medico-Legal J. 114 (1961)

v. Policing Western Europe: Interpol, Trevi and Europol Police Studies: The international Review of Police Development, Vol 15, Issue 3 (Fall 1992), pp. 101-106. Fijnaut, Cyrille Police Stud.: Int'l Rev. Police Dev. 101 (1992)

vi. An Evaluation of Interpol's Cooperative-Based Counterterrorism Linkages Journal of Law & Economics, Vol 4, Issue 1 (February 2011), pp. 79-110 Sandler, Todd; Arce, Daniel G.; Enders, Walter; J.L. & Econ. 79 (2011)

vii. The Role of Interpol in the Modern World: Global Development of Interest Commonwealth Law Bulletin, Vol. 19, Issue 4 (October 1993), pp. 1955-1959 Cameron-Walter, Straut Commw. L. Bull. 1955 (1993)

viii. Cyber Deterrence

Emory International Law Review, Vol. 26, Issue 2 (2012), pp. 773-824 Jensen, Eric Talbot

Organized crime and law enforcement

i. The International Association of Penal Law and the Problem of Organized Crime Wayne Law Review, Vol. 44, Issue 3 (Fall 1998), pp 1281-1304.

Wise, Edward M Wayne L. Rev 1281 (1998-1999)

Hate crime

i. Hate Crime Statistics Act: hearing before the Subcommittee on Criminal Justice of the Committee on the Judiciary, House of Representatives, Ninety-ninth Congress, first session, on H.R. 1171 and H.R. 775. March 21, 1985

Congress 99

Chamber: House

Committee: Committee on the Judiciary

ii. Hate Crime Statutes: Just Constitutional-Wise Annual Survey of American Law, Vol. 1992, Issue 4 (1992-1993), pp 485-508. Crocker, Lawrence 1992 Ann. Surv. Am L 485 (1992-1993)

iii. Extending Hate crime to religion Journal of Civil Liberties, Vol 8, Issue 1 (2003) pp 5-27 Edge, Peter W

J. C.L. 5 (2003)

iv. Daily Compilation of Presidential Documents Administration of Barack Obama, 2015 Statement by the President as Chair of the United Nations Leaders Summit on Countering ISIL and violent Extremism

v. Countering Extremism and the Threat of ISIS in South East Asia : Hearing before the subcommittees on Asia and the Pacific of the Committee on Foreign Affairs, House of Representatives, One Hundred Fourteenth Congress, Second Session

Congress 114

Chamber: House

Committee: Committee on Foreign Affairs

vi. Islamic Extremism in Europe: Hearing before the Subcommittee on Europe and Emerging Threats of the Committee on International Relations, House of Representatives, One Hundred Ninth Congress, First Session

Congress: 109

Chamber: House

vii. Committee: Committee on International Relations

Internet recruitment and violent extremism

The internet characteristic is that of a terrain Combating Terrorist Uses of the internet. The internet is not a weapon that appeals. Terrorist groups are making increased use of the internet. The internet itself is not a cyber weapon

i. The Internet and Terrorism. American Society of International Law Proceedings, Vol. 99 pp. 112-116.

ii. Lewis James A 99 Am Soc'y Int'l L Proc 112 (2005)

Trends in terrorism

i. Trends in Terrorism: 2006

Perl, Raphael, Foreign Affairs, Defense, and Trade Division March 12, 2007

ii. Central Asia's Security: Issues and Implications for U.S. Interests Nichol, Jim, Foreign Affairs, Defense, and Trade Division January 29, 2008

iii. Racial Profiling and Terrorism

New York Law School Journal of Human Rights, Vol 19, Issue 1 (2003), pp. 305-360, Ellmann, Stephen J. N.Y.L. Sch. J. Hum Rts 305 (2003)

Cyber warfare and cyber victimization

i. Cyber- conflict, cyber-crime, and cyber – espionage

Minnesota Journal of International Law, Vol. 22. Issue 2 (Summer 2013), pp. 347-387

Weissbrodt, David Minn. J. Int'l L. 347 (2013)

ii. Hacktivism: Cyber Activism or Cyber Crime Trinity College Law Review, Vol. 16, pp. 13-160 Malley, George

Trinity C.L. Rev. 137 (2013)

iii. Cyber risk

Arkansas Lawyer, Vol. 4, Issue 2 (Spring 2010), pp. 28-29

Bradford, Jenny B. Ark. Law. 28 (2010)

iv. Combating cyber-victimization

Berkeley Technology Law Journal, Vol 26, Issue 2 (Spring 2011), pp. 1103-116

Lipton, Jacqueline D. Berkeley Tech. L.J. 1103 (2011)

v. Cyber terror

FBI Law Enforcement Bulletin, Vol. 80, Issue 11 (November 2011), pp. 1-7

Tafoya, William L. FBI L. Enforcement Bull 1 (2011)

vi. Regulating cyber-security

Northwestern University Law Review, Vol. 107 (Issue 4 (2013) pp. 103-1568

Sales, Nahan Alexander Nw. U.L. Rev. 1503 (2012-2013)

vii. International law and cyber threats from non-state actors

International Law studies Series. U.S. Naval War College Vol 89, pp. [i]-437

Blank, Laurie R. Int'l Stud Ser US Naval War Col [i] (2013)

Curriculum review – Education reform

i. Indoctrination, Curriculum and the Law

Critical Social Policy, Vol. 9, Issue 27 (December 1989), pp. 56-

- Gill, Dawn Critical Soc. Pol'y 56 (1989)
- ii. Change, the Law, and Curriculum Reform
American University Law Review, Vol. 45, Issue 4 (April 1996), pp. 967-982
- Anderson, Frederick R. Am. U.L. Rev. 967 (1995-1996)
- iii. Jump-starting K-12 Education Reform
Harvard Journal of Law & Public Policy, Vol 40, Issue 1 (April 2017), pp. 17-24
- Bolick, Clint Harv. J.L. & Pub. Pol'y 17 (2017)
- iv. A Hybrid Theory for Education Reform
Loyola Law Review, Vol. 36, Issue 4 (Winter 1991), pp. 937-980
- Hugg, Patrick R., Miron, Louis F. Loy. L. Rev. 937 (1990 – 1991)
- v. The Dangers of Fashionable Education Reform
Stanford Law & Policy Review, Vol 11, Issue 2 (Spring 2000), pp. 235-244
- Gessner, Stephen L. Stan. L. & Pol'y Rev. 235 (1999-2000)

Child rights

- i. Child rights information network (CRIN)
International Journal of Children's Rights, Vol. 3 Issues 3& 4 (1995) pp. 455- 47
- Purbrick, Becky Int'l J. Child Rts. 455 (1995)
- ii. Redefining Parenthood Parental Rights Versus Child Rights Wayne Law Review, Vol 40, Issue 3 (Spring 1994), pp. 1227-1272 Richards, Janet Leach
Wayne L. Rev. 1227 (1993-1994)
- iii. The Child Rights Convention and International Criminal justice
Nordic Journal of International Law, Vol. 84, Issue 2 (2015), pp. 248-269
- Amann, Diane Marie ordic J. Int'l L. 248 (2015)
- iv. Child Rights as a Category of Modern Constitutional Law
Law Review of Kyiv University of Law, Vol. 2009, Issue 3 (2009), pp. 91-96
- Shults 2009 Law Rev. Kyiv U.L. 91 (2009)
- v. The royal commission and international child rights
Indigenous Law Bulletin, Vol 8, Issue 13(July/August 2014), pp.19-22

McGlade Hannah; Davis Megan Indigenous L. Bull. 19 (2012 – 2017)

vi. Child abuse: The Development of Competing Paradigms International Social Work, Vol 27, Issue 2 (April 194), pp. 1-8 French, Carolyn Int'l Soc. Work 1 (1984)

Parent education

- i. Family Involvement Interventions in Child Protections Learning from Contextual Strategies
Journal of Sociology and Social Welfare, Vol 31, Issue 1 (March 2004), pp. 17-198
- Crampton, David Stuart J. Soc. & Soc. Welfare 17 (2004)
- ii. Developmental and Life-Course Criminology : Key Theoretical and Empirical Issues – The 2002 Sutherland Award Address Criminology, Vol 41, Issue 2 May (2003), pp. 221-256
- Farrington, David P. Criminology 221 (2003)
- iii. Developmental Implications of Children's Virtual Worlds
Washington and Lee Law Review, Vol 66, Issue 3 (Summer2009), pp. 1065- 1084
- Subrahmanyam, Kaveri Wash & Lee L. Rev. 1065 (2009)
- iv. Child Development and Juvenile Delinquency
Federal Probation, Vol. 10. Issue 2 (April – June 1946), pp. 31-33
- Hilger, Rothe Fed Probation 31 (1946)
- v. Delayed, Disadvantage Neighborhood context and Child Development
Social Forces, Vol 94, Issue 4 (June 2016), pp. 1847-1878
- Alvarado, Steven Elias Soc. F. 1847 (2015 – 2016)
- vi. Children, Law and Child Development: The Child Developmentalist's Role in the Legal System
Juvenile & Family Court Journal, Vol 30, Issue 3 (August 1979), pp. 49-68
- Sametz, Lynn Juv. & Fam. Ct. J. 49 (1979)
- vii. Child Development Accounts (CDAs): An Asset – Building Strategy to Empower Girls in Uganda
International Social Work, Vol 59, Issue 1 (January 2016), pp. 18-31
- Curley, Jami, Ssewamala, Fred M.; Nabunya, Proscovia; Ilic, Vilma; Keun, Han Chang Int'l Soc Work 18 (2016)
- viii. Child Development, Children's Mental Health and the Juvenile Justice System, Principle for Effective Decision-Making

Stanford Law & Policy Review, Vol 14, Issue 1 (2003), pp. 13-26

Arredondo, David E. Stan L. & Pol'y Rev 13 (2003)

The Internet and Terrorism

i. The Era of Cyber Warfare: Applying International Humanitarian Law to the 2008 Russian-Georgian Cyber Conflict
Loyola of Los Angeles International and Comparative Law Review, Vol 32, Issue 2 (Spring 2011), pp. 303-334

Swanson, Lesley Loy. L.A. Int'l & Comp. L. Rev 303 (2010)

ii. The Internet and terrorism

American Society of International Law Proceedings, Vol 99, pp. 112-116

Lewis, James A. Am. Soc'y Int'l L. Proc. 112 (2005)

iii. Narratives and counter narratives: Somali Canadians on Recruitment as Foreign Fighters to Al-Shabaab

British Journal of Criminology, Vol. 55, Issue 4 (July 2011), pp. 811-832

Joosee, Paul; Bucerius, Sandra M.; Thompson, Sara K. Brit. J. Criminology 811 (2015)

Security Council of the U.N.

i. The Security Council of the United Nations and the implementation of International

Humanitarian Law Denver Journal of International Law and Policy, Vol 20, Issue 2 (Winter 1992) pp. 335-356
Bourloyannis, Christiane 20 Denv. J. Int'l & Pol'y 33 (1919-1992)

ii. Individual Sanctions of the Security Council of the United Nations and Protection of Human Rights

Zbornik Radova, Vol 44, Issue 3 (2010), pp. 79-92

Etinski, Rodoljub Zbornik Radova 79 (2010)

iii. Organization and Procedure of the Security Council of the United Nations Harvard Law Review, Vol. 59, Issue 7 (September 1946), pp. 1087-1121

Kelsen, Hans Harv. L. Rev. 1087 (1945-1946)

iv. The General Assembly and the Security Council of the United Nations British Year Book of International Law, Vol. 29, pp. 63-104

Vallat, F.A, Brit. Y.B. Int'l 63 (1952)

v. The Working Methods of the United Nations Security Council: Maintaining the implementation of Change

International and Comparative Law Quarterly, Vol 66, Issue 1

Harrington, Joanna Int'l & Comp. L.Q. 39 (2017)

vi. The United Nations Security Council and the Enforcement of International Humanitarian Law

Israel Law Review, Vol 43, Issue 2 (2010), pp. 330-39

Isr. L. Rev. 330 (2010)

vii. Building Capacity to Combat International Terrorism: The Role of the United Nations Security Council

Journal of Conflict and Security Law, Vol 8, Issue 2 (October 2003), pp. 289-306

Ward, Curtis A. J. Conflict & Sec. L. 289 (2003)

Field Perspectives

Trench-Worker

Twumasi (point of view regards North America, Africa and Europe): Twumasi has the perspective of both a practitioner and academic scholar. Twumasi over the past decade (and more recently) secured comments from practitioners (aka trench workers). This past week Twumasi has secured the current views of twelve field specialists. These practitioners have diverse perspectives. The twelve do have one thing in common. They each have decades of experience in the field, on the ground. In this section of the paper find each of their contributions to the conversation. Twumasi sees this as a call of action. It is imperative within a collaborative atmosphere to have joint ventures with people in diverse fields is imperative.

Public health specialist

Mariam Mansaray-Richardson (point of view regards North America and West Africa): The most effective solutions, those involving the healing and revitalizing of humans, take the most time and require a holistic approach to the wellness of mind, body and soul. For example, my team implements a program involving: arts-based therapy, academic tutoring, access to psychological sessions, peer facilitated circles, workshops on rights and responsibilities, faith based retreats, life coaching sessions, career and guidance counseling, feeding programs, scholarships to finish high schools, household allowances, opportunities to work our network and begin to earn a living wage. We integrate all of these moving pieces in a personalized, and flexible, plan of action. We maximize strengths, mitigate weaknesses, overcome threats and capitalize opportunities.

Native American

Anonymous (point of view regards North and South America): An integrated perspective of the natural and spiritual dimensions of creation is needed to solve this problem. One must recognize, and honor, both the natural ecosystem surrounding them and the lives of those who've gone before them, in order to effectively help others heal.

International Leader

Anonymous (point of view regards Europe and West Africa): Anonymous recognizes the big issue of content blocking. Article 19 of the Universal Declaration of Human Rights means that

people argue that you cannot block hate speech [10]. The other big issue is that if we say a particular type of content should be blocked, we will be giving permission to certain governments to regulate the internet and block content based on religion, etc. Anonymous reminds that the recruiter is a cyber-criminal. The minor who executes is just as criminal as their evil is offline for the most part.

Tourism Services Professional

Leticia Doledo (point of view regards Central and North America)

Doledo has a specialty in business administration with a focus on services and tourism. She meets a wide variety of people and has observed a significant distinction between the educational system in the USA and educational systems in other countries.

“The educational system as it stands is responsible for our child’s education. The education platform has an effect. Per example the education system in the USA focuses on specialization. The outcome of such is Americans (in general) tend to see our world as a one dimensionally reality. Their frame of reference is centered on self and therefore unable, and unwilling, to relate to diverse persons. By contrast, the educational systems elsewhere are inclusive of general knowledge in a wide variety of sub fields. This educational reality (which is brain conditioning) is considered when relating to the victim and the perpetrator. On the other hand, in terms of economics there are more opportunities for work amongst the peoples as each has a separate subsystem. So, the economy has a higher rate of employment with the professional division.”

International Entrepreneur

Mike Aljada Anonymous (point of view regards Israel): Being from Israel, you learn that a small country can have a large effect on many nations. Israel is home to three major religions: Judaism, Islam, and Christianity. Unfortunately, today we live in a very divided world. A world where extreme, radical, and destructive practices are done in the name of religion and disguised as “god calling us toward unity and peace.” I think it’s time for the world to publicly acknowledge this problem and how it affects children via the internet.

Retired Educator

Anonymous (point of view regards Palestine and USA)

Leaving Palestine 60 years became a necessity after my father lost his businesses in Haifa and Jaffa because of the Nakba.

Arriving in the United States as an immigrant meant having to learn a new language and a new culture. A challenge for each in our family. Eventually we each assimilated and prospered as Americans.

For those living in immigrant community today their experience could be very different. Institutional segregation does

not consider the intersections of societies and the needs of the communities that are bound together by language and culture. Mobility is in peril when this is done on the state level.

The Minor cannot control their circumstances.

External factors influence more than group morality.

The individual identity and group identity have shifted.

In Palestine the Jewish, Christian and Muslim Palestinians in the neighborhood had similarity and were neighborly. Things have changed. Individual and group morality have potential distinct differences. The child to emerging adult can be supported by curriculum that supports deflection of discriminatory and racist perspectives - to support more cooperative perspectives amongst children.

Gang Specialist

Anonymous (point of view regards Central and North American gangs): This gang trained field specialist has been in the field of Law enforcement for over two decades. Has on the ground experience with diverse perpetrators and those they recruit.

He is on the streets today as a gang specialist (decades of experience). He also worked gang population in correctional facility. He is very social and has a wide network.

Anonymous: “Our view (boots on the ground) on this exact topic has recently become more adamant. We just today were discussing a phenomenon we see evolving. One that is most destructive in supporting transformation. Our topic of conversation relates to the current culture of the psychologist, the doctors. To us (trench workers) it seems that these professionals have slapped a diagnosis of mental health on everything and taken away responsibility so everybody who commits a crime has slapped diagnosis of mental health. Now we are trained, we are college trained, we know mental health issues, we are educated. To clarify, by way of example, the homeless I deal with, yes, do manifest with mental health issues but in the past the sane homeless person may have dealt with drugs that is a huge nuance that is ignored. And now slapped with mental health label to be given an excuse for their criminal behavior.

As I interview people, talk to people there are three things that come out of their mouth by way of excuse – they, more often than not, say: “I am schizophrenic, paranoia or PTSD.” The perpetrator embraces such as an excuse for their criminal behavior. There is a culture of taking no responsibility for behaviors and a feel of having no longer responsibility.

Mental health labels create this culture of no accountability. The answer for everything is slapping a mental health label on such.

Anonymous: Sociolinguistics. The socio-linguistic culture on the streets differs from socio-linguistic culture of the academic.

Cultural dissonance occurs because the language on the street differs from the polished language of the academic scholar. The curriculum must take that into consideration. Twumasi's language is that of an academic scholar and yet her language changes when working on the street. To engage and thus support transformation such shifting is imperative.

Division in language in turn changes the pragmatic share of language, which causes division amongst all. All of them include practitioners, academics, perpetrators, prey, etc. With division comes a breakdown. Book-smart talk and street language differ completely. These diverse professionals are in denial regarding this damaging reality. The book-smart need to get their head out of the books. Twumasi gives an example: book-smart say need to address loneliness and find acceptance causes the gang kid to gravitate toward the gang for belongingness. We know such is almost never true.

The field specialist, the practitioner, the boots on the ground, the gang worker says as A did:

"Hell no!" the gang kid says proudly, loud and clear. "No, no, no, no! I belong. I belong to this bloodline this is what I am born into."

Public Defender

Anonymous (point of view regards North American and Caribbean culture): Anonymous' point of view regards USA and Jamaica. As is a thirty-year veteran of the Justice System, she emphasizes that the hostile shall always exist, and shall always be recruiting. So, to tool the child to emerging adult requires congruent and consistent modeling of healthy behavior and actions for the minor to be able to model the same. The world we live in today shall not have an absence of hostiles. The child, minor, person does well to inwardly be conditioned to make healthy choices. Internal recalibration is needed to accomplish a healthy status quo.

Cyber Security Specialist

Jeryl Atkins (point of view regards U.S. Military and Law Enforcement, and Caribbean culture): Atkins is adamant regarding what supports our children. He shares how as a gang worker he learned a lot. One of the things he learned was that his own culture clashed with that of the gangmembers. He had to realign himself from the teachings of the minor. Atkins says: "A lot to be said about walking a mile in someone else's shoes. School taught me, that some kids have environments that are detrimental to life." For example, in many unhealthy environments, intimidation is a norm. Kids are made to feel that intimidation is an intrinsic part of life.

Physician

Anonymous (point of view regards India and North America): Anonymous reminds that the diversity of persons is of no relevance within the medical field; what is of relevance is the

health of the individual. All are served irrespective of nationality, race, color, preference, perspective, ideology or ethnic background. This is a distinct reminder that

amongst us humans many do not show bias as they go about daily living and as they serve.

Educational Administration and Counselor

Sara Bixler, PhD (point of view regards U.S. Educational System): In regard to the internet, Dr. Bixler recommends children should not have devices in their bedroom - most have a place to be on their device. Parents should be vigilant. Under privileged - parents have devices but no internet available - ongoing vigilance underprivileged also find means to communicate with prepaid devices.

Geopolitical Analyst

Tom Ogwe Otieno (point of view regards central Africa, i.e. Kenya)

"Extremism steals the gift of minor, denies the minor a gift of trust, care for others and community of nation, free of bigotry and sexism, to society and communities an ugly painful threat."

Network Engineer

Anonymous (point of view regards U.S. Communications Engineer): A lot of things go into like the control of the DNS or filtering access to certain sub nets. DNS is the heart of getting on the internet. Could create policy that reads if someone requests "A", I don't resolve it or redirect it to something else. For example, if the Vatican wants to go control going to a porn site the redirected will be redirected to another webpage stating for example "you are going directly to burn in hell." Policy makers most often do not understand how technical subjects work, so they consult with commercial subject matter experts who will write a position paper on the topic. Yet the commercial subject matter expert is biased toward its own business goals. So, policy makers maybe presented with biases without realizing what the biases are.

Electrical Engineer

Manteufel (point of view regards U.S. Electrical Engineer)

The key to understanding a minor's susceptibility to perpetrating online terrorism is understanding their relationship with authority figures. Especially relationships with authority figures that advocate terrorism. When exposed to an authority figure, minor will embrace, ignore or oppose the figure's example, directive or values. As a historical reference, consider Tim McVeigh (age 27) who bombed a government building in Oklahoma (1995). McVeigh was following the example of a (fictional) terrorist authority figure, Earl Turner (The Turner Diaries). The influential power of authority figures, regardless of the package of fiction or cyber, should not be underestimated.

Conclusion

The social threat created by cyber-recruitment practices of violent extremists is being responded to by multiple people from their respective fields and perspectives. Each brings a different level of intensity and type of therapeutic value. Militaries and law enforcement respond to the violence and harm. Social and religious organizations respond to psychological and spiritual harm. Philanthropists and charities respond to cultural and economic harm. Within each response group are genuine and caring individuals who are motivated to make the world a better place. Given the urgency imposed by the 2024 geopolitical climate, characterized by pervasive violence amidst global wars, culminating in violations of international law and humanitarian crises, this paper requires immediate attention

Author Background

Nolan Manteufel is an electrical engineer with an interest in cyberspace. Dr. Twumasi expertise is within Criminal Justice, Law and Psychology.

References

1. Petruska Clarkson (1991) Individuality and Community in Gestalt. The British Gestalt Journal 1(1).
2. Children of ISIS (2015) [PBS WGBH Educational Foundation].
3. Heine SJ (2016) Cultural Psychology. W.W. Norton & Company, United States.
4. Leknes S, Tracey I (2008) "A common neurobiology for pain and pleasure". Nature Reviews Neuroscience 9 (4): 314–320.
5. Home | GCIG. (16 May 2017).
6. Counter-Terrorism Fusion Centre. (16 May 2017).
7. M Kilger (2017) M.E.E.C.E.S.
8. Twumasi, Manteufel, Hernandez (2017) The development of imagination.
9. Twumasi, Manteufel (2017) Mentors: the good, the bad, the ugly.
10. International Council of Human Rights Policy (2017) | Article 19.



This work is licensed under Creative Commons Attribution 4.0 License
DOI: [10.19080/JFSCI.2024.18.555984](https://doi.org/10.19080/JFSCI.2024.18.555984)

Your next submission with Juniper Publishers will reach you the below assets

- Quality Editorial service
- Swift Peer Review
- Reprints availability
- E-prints Service
- Manuscript Podcast for convenient understanding
- Global attainment for your research
- Manuscript accessibility in different formats
(Pdf, E-pub, Full Text, Audio)
- Unceasing customer service

Track the below URL for one-step submission
<https://juniperpublishers.com/online-submission.php>