

## Concept Note: Preventing of ideas radicalization

Author: Séraphin ALAVA

**Project name: PARYS : Preventing and fighting Against Radical ideas and Youth violence in our Societies**

<b>Programme</b>	Erasmus + Programme		<b>Action 3</b> Key Action 3: Support for policy reform - Social inclusion through education, training and youth	
<b>Sub-area</b>	<b>Lot 1:</b>	Education and training		
<b>Call deadline</b>	<b>30 May 2016 — 12.00 CET</b>	<b>Duration</b>	36 Months	
<b>CALL FOR PROPOSALS EACEA/05/2016</b>				
<b>Objectives</b>	<p>This call for proposals will support projects in the fields of education, training and youth, which aim at upscaling and disseminating innovative good practices falling under the scope of <i>the Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education</i> of 17 March 2015 ('the Paris Declaration' (1)).</p> <p>An application submitted under the present call must mainly address one of the two following general objectives, which should be indicated in the application form:</p> <ol style="list-style-type: none"> <li>1) Preventing violent radicalization and promoting democratic values, fundamental rights, intercultural understanding and active citizenship</li> <li>2) Fostering the inclusion of disadvantaged learners, including persons with a migrant background, while preventing and combating discriminatory practices.</li> </ol> <p>Furthermore, each proposal must address at least one and maximum three of the following specific objective(s):</p> <ul style="list-style-type: none"> <li>• Improving the acquisition of social and civic competences, fostering knowledge, understanding and ownership of democratic values and fundamental rights;</li> <li>• Preventing and combating any form of discrimination and segregation in education;</li> <li>• Promoting gender equality in the learning environment, combating gender stereotypes and preventing gender-based violence;</li> <li>• Enhancing access to quality and inclusive mainstream education and training with a focus on the needs of disadvantaged learners;</li> <li>• Fostering mutual understanding and respect among people with different ethnic or religious backgrounds, beliefs or convictions, including by addressing stereotypes and promoting intercultural dialogue;</li> </ul>			

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- Enhancing critical thinking, cyber and media literacy among children, young people, youth workers and educational staff;
- Creating inclusive and democratic learning environments;
- Supporting teachers and educators in handling conflicts and dealing with diversity;
- Preventing radicalization in prisons and closed institutions;
- Encouraging youth participation in social and civic life and developing inclusion and outreach practices to reach young people;
- Facilitating the acquisition of the language(s) of instruction for newly arrived migrants;
- Assessing knowledge and validating prior learning of newly arrived migrants;
- Enhancing the quality of non-formal learning activities, youth work practices and volunteering.

The question of the radicalization (religious / jihadism) of youth in sectarian or political groups is an issue that researchers in the fields of humanities and social sciences have dealt with for over 10 years. Several researchers from the fields of information, education, science, and sociology approach the digital social networks and, in the broader sense, the digital universe (games, media, videos, blogs, forums) in their growing role in the increasing danger for young people who are exposed to the will of recruitment and indoctrination. After the recent events and the voiced citizen mobilisation, many researchers ask themselves about their efforts to promote research as a tool for understanding the world, a tool of collective intelligence and social engineering enabling knowledge sharing and interaction between basic and applied research. Acts of terrorism in Europe and worldwide (33 attacks) question our ability to understand these terrorist acts and, most importantly, to collectively generate scientific knowledge that allows us to decrypt and prevent such acts.

These radicals or terrorist acts affect all citizens who are being targeted by terrorists. This violence questions the families who see their children choose violence or leave the country to be sucked in terrorist or violent groups. This radicalization questions the urban communities that will live with respect for their identities, but the mutual agreement of the laws of the republic.

At the core of many of acts of terrorist violence are young Europeans who have gradually chosen to engage in violence. More and more of young Europeans, mainly from Belgium, France and Britain are engaging in Jihad in Syria and Iraq. Today, young girls are increasingly likely to commit themselves to the Jihad movement.

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<p><b>Background</b></p>	<p>Today, the radicalization has increased to its threshold level. Political and economic fragmentations of the world, armed conflicts, globalization, and a number of other factors have led to a strengthening of extremist groups and a radicalization of society. The scale of radical ideas escalation has become troubling recently since simplified access to information resources, new ways and means of communication allow radicals to influence millions of people politically and emotionally, involve them in their actions, promote their ideas, appeals and principles. Mobile communications, multimedia, and computer technology have transformed interpersonal communication into mass communication, due to which radicals have got an access to thousands of people. Internet resources have become not only an alternative mean of mass information, but, probably, the most popular one. The absence of mandatory requirements to verification of each page in social networks simplifies the task for radicals, helps them spread their ideas incognito under pseudonyms, which further makes it impossible to bring them to justice.</p> <p>Radicalism succeeds exactly where there are a lot of dissatisfied with their lives people, unhappy, unfulfilled individuals, where social relations, political regimes, traditional values do not give the person an opportunity to self-actualize, where there are armed conflicts and confrontation. Therefore, vulnerable categories to terrorists for "recruiting" are the youth (especially women, internally displaced persons (IDPs) and refugees), who seek for another chance in a new life, or people who seek sense of justice in revenge and have a distorted view of justice.</p> <p><b>DEFINITION OF RADICALISATION :</b></p> <p>Violent radicalization is a phenomenon that breaks with the process of political, civic or moral debate and causes terrorist and violent actions. This radicalization is based on extremist ideologies (extreme left, extreme right, racism, xenophobia, Islamism, jihadism, hatred).</p> <p><b>Radical ideas:</b> Youngsters or individuals subscribed radical ideas and build their whole thinking process on these ideologies. Their adhesion to radical ideas is voluntary or forced by an external process of pressure or indoctrination.</p> <p><b>Radical actions:</b> These youngsters or individuals live their day to day life within their immediate environment, in agreement with these radical ideas. Their behaviour change and their actions show a willingness to act accordingly to their beliefs. These acts are clear signs of a radicalization process.</p> <p><b>Radical indoctrination:</b> These youngsters or individuals, following these ideas and radical actions, start isolating themselves from their social environment and gradually break old relationships. They develop new relationships with other radicalized individuals. This process is either voluntarily and called radical commitment or passive and called radical indoctrination.</p>
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<b>Goal(s)</b>	<p><b>Terrorist actions :</b> These youngsters or individuals go into hiding and form violent or terrorist groups. They take part in violent actions and / or engage in terrorist or jihadist indoctrination actions. These four stages can be detected by speeches, actions and alteration of social relationships. They reveal themselves very strongly in the digital practices and uses of young people.</p> <p>The prevention of radicalization and extremism is possible at different levels and can involve different type of interventions</p> <ol style="list-style-type: none"> <li>a. at the general preventive level with interventions focusing on a broad target group such as children and young people;</li> <li>b. at the anticipatory level with interventions directed at people who are vulnerable to radicalization and at risk of recruitment to extremist environments;</li> <li>c. at the direct intervention level with interventions centering on people who are active in extremist environments and are seen as being at risk of carrying out violent or other criminal activities.</li> </ol> <p>The project PARYS aims to reduce the changeover of youth in the radical indoctrination by developing a comprehensive educative action as a means of prevention and risk anticipation of risk.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> <li>• Develop a skills development program for frontline staff working with young people at risk of radicalization.</li> <li>• Establish a local educative action program for reducing risks and promoting the inclusion of young migrants.</li> <li>• Establish training teachers, educators, social workers to reinforce good practices against radical ideas.</li> </ul> <p>Construct evaluation of educative practices and security tools for knowledge sharing and collaboration between the authorities and relevant organizations regarding vulnerable to radicalization or who have been radicalized.</p> <p>The project will address the following specific objectives of the call:</p> <ol style="list-style-type: none"> <li>1. Improving the acquisition of social and civic competences, fostering knowledge, understanding and ownership of democratic values and fundamental rights;</li> <li>2. Enhancing access to quality and inclusive mainstream education and training with a focus on the needs of disadvantaged learners;</li> <li>3. Fostering mutual understanding and respect among people with different ethnic or religious backgrounds, beliefs or convictions, including by addressing stereotypes and promoting intercultural dialogue;</li> </ol>
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<b>Partners Search</b>	<p>We are looking for the consortium Five types of structures:</p> <ul style="list-style-type: none"> <li>- Educational institutions and --other learning providers;</li> <li>- Public authorities at national / regional / local level responsible for education, training and youth;</li> <li>- Public authorities at national / regional / local level responsible for prevention of radicalization</li> <li>- Non-profit organizations (NGOs) working with young people and migrant communities;</li> <li>- Research institutions;</li> </ul> <p>Each institution will be part of actions to prevent the radicalization of struggle against radical ideas (xenophobia, racism, hate, discrimination) or training activities on these risks. UE</p> <p>Number of country limits: 7</p> <p><b>Countries already involved:</b> France - Spain - Italy - Portugal - Turkey</p>		
<b>Estimation of the budget</b>	500 000,00 EUR for a 3-year project	<b>Financial UE</b>	90% of the total eligible project costs
<b>Applicant &amp; Coordinator</b>	1. University Of Toulouse Jean Jaures UMR EFTS Laboratory Education Training – TOULOUSE – REGION MIDI-PYRENNEES LANGUEDOC ROUSILLON		
<b>Deadline for response</b>	15 may 2016		
<b>Contact person details</b>	Seraphin Alava <a href="mailto:seraphin.alava@gmail.com">seraphin.alava@gmail.com</a> Noha Najjar <a href="mailto:noha.najjar@gmail.com">noha.najjar@gmail.com</a>		