

# PDIA: ADDRESSING RADICALIZATION IN FRANCE

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## **Team Counteract:**

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## PROBLEM CONSTRUCTION/NARRATIVE

There is a **growing perception** that radicalization is expanding in France. Radicalization is a complex and dynamic process where members of society advocate for extreme reform that can result in violence and the **fracturing of society** itself. This phenomenon covers every range of the spectrum from extremist religious groups to right-wing radicals, with vulnerability amongst the youth. In France, there is a national impetus to face the issue, but there is **no consensus** on how to approach it.

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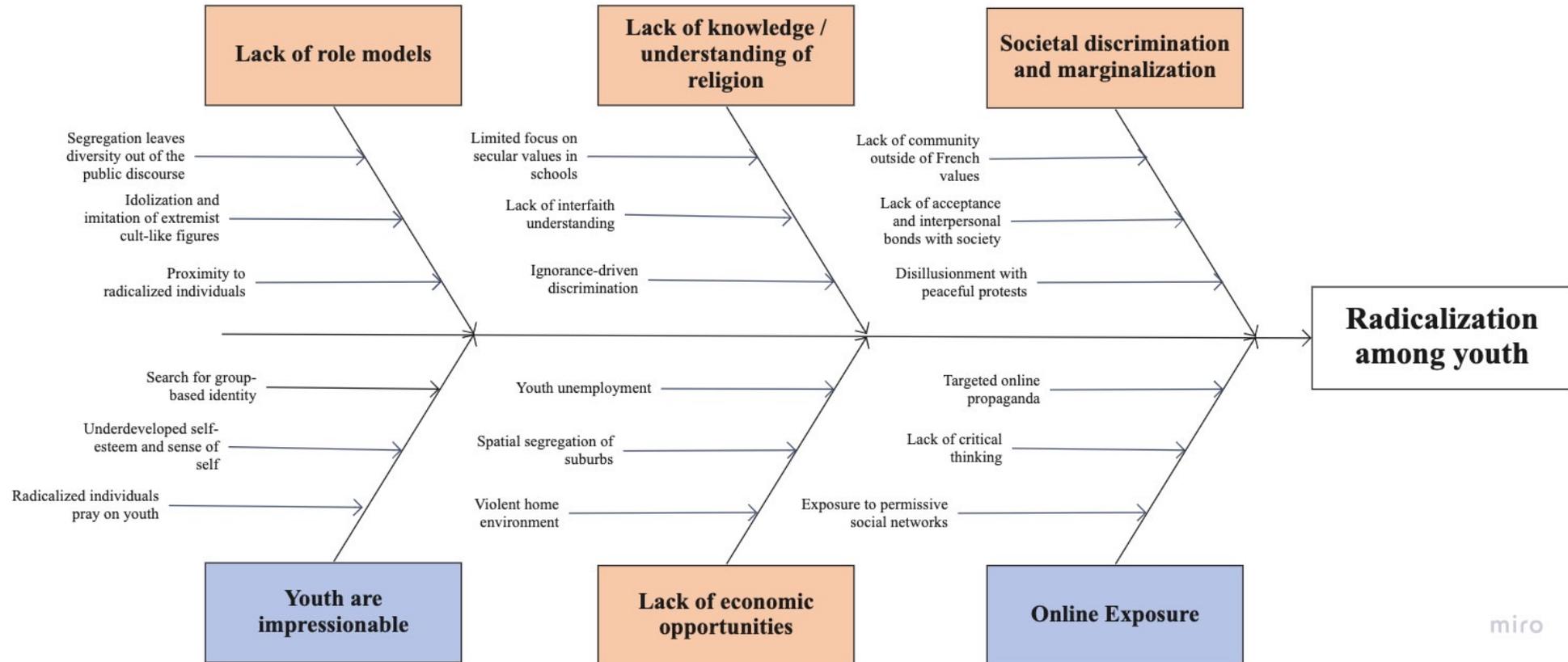
# PROBLEM CONSTRUCTION/NARRATIVE

Several interrelated factors contribute to radicalization in France, including:

1. **Narrowness of National Identity:** French identity and civic values are informed by a long and complex history and contribute to a lack of inclusion of minorities and the marginalization of religious groups
  2. **Structural Factors:** Socio-economic exclusion, insufficient community dialogue, counter-radicalization policies, and the proliferation of extremist propaganda make individuals vulnerable to radicalized ideas.
  3. **Individual Factors:** Lack of belonging, domestic instability and violence, and mental health issues, among other variables, push individuals towards radicalized groups
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# FISHBONE FOCUSING ON YOUTH FISHBONE FOCUSING ON YOUTH



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# ENTRY POINTS

01

Developing educational curricula and toolkits for working with youth to promote common values as an alternative against radical ideologies

02

Inoculating the youth against misinformation on the internet (especially the type of misinformation that drives religious and political radicalization) by building critical media literacy skills

03

Developing a voluntary code of responsible conduct for private companies' surveillance of their internet networks (this was de-prioritized in the second week)

04

Rolling out CSR initiatives to encourage inclusion and community development through private sector engagement.

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# IDEAS IDENTIFIED



Set up meetings with organizations that are working with youth and communities that suffer from radicalization



Connect with experts in our networks that are thinking about anti-misinformation education delivered as critical thinking skills



Create a small repository of best practices/research from around the world on A) values education and B) combating misinformation



Develop an action learning plan for a paper MVP of online module to test live with students and teachers to learn what might work and not work

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# STRATEGY FOR ONGOING UNKNOWN: ACTION LEARNING FOR PAPER MVP

## **Week 1 - Convene the team and develop concept note**

- Identify 2 additional external stakeholders to shop the 1-2 pager and set up a time with them
- 1–2-page concept note on digital citizenship with focus on e-safety to shop to at least 1 expert for feedback
- **Convene team to get buy in on approach and organize into working groups and share feedback from experts**
- Raphael: Figure out how to communicate PDIA process and iteration to the other team members
- Start getting permissions to test with students

## **Week 2 - Iteration 1**

- Iteration 1 on e-safety module (i.e., working group meeting for 4+ hours to develop)
- Iteration 1 on online platform components (i.e., working group meeting for 4+ hours to develop)
- Iteration 1 on delivery (i.e., working group meeting for 4+ hours to develop)
- Focus group discussion with educators/teachers

## **Week 3 - Iteration 2**

- Iteration 2 on e-safety module
- Iteration 2 on online platform components
- Iteration 2 on delivery (i.e., working group meeting for 4+ hours to develop)

## **Week 4 - Reflect and course-correct**

- First draft of paper version of 1st module is ready to test with real students (e-safety)
- Online platform's requirements and specifications inventory (1st draft) done
- Hire and onboard UX and designer
- On-board and train instructor for test
- **Reconvene team to reflect, get feedback and set up next 4-week iteration for developing next set of modules**

## **Week 5 - Testing with users**

- Test e-safety paper module with real students
- Share modules with community members externally

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# LESSONS LEARNED

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**Problem:** It is difficult for private companies to play a constructive role in the radicalization debate because of how sensitive the issue is and because there is a lack of dialogue even at a community level

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**Causes:** Many of the causes are intertwined at a more fundamental level of the nature of the French social contract, the geographic structure of suburban/urban France, and the lack of dialogue on these issues

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**Ideas:** We tried ideas related to getting into contact with community and civic education experts. Logistics and meetings, especially in Covid, were often what created roadblocks that could sink an idea

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**Working as a team:** Psychological safety and investments in getting to know each other were important for being nimble and having the ability to be flexible without getting stressed out

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**PDIA:** Getting feedback from the interaction of ideas and the real world is crucial. The sooner you can get feedback, the faster you can learn and move forward. The roadblock is often in moving from the theoretical to the actual

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# LEADS IDENTIFIED

Organization	Country	Initiative
<b>The School &amp; Safety Foundation</b>	<b>The Netherlands</b>	Radicalization and Social Safety aims to enhance the competencies of educators dealing radicalization within schools. Teachers learn to recognize, act and prevent radicalization by imparting lessons on citizenship. Working on "citizenship" provides opportunities to use social issues such as equality, freedom, democracy and solidarity to make preventive efforts.
<b>Inside Out Now</b>	<b>Germany</b>	ChamäLION is a primary prevention concept that aims to promote resilience against extremist ideologies. It is based on the idea of preventing radicalization through early support of personal and social resources, establishing the capacity for acceptance of and respect for other people and reducing discrimination
<b>Grundkraft</b>	<b>Multiple European Countries</b>	Radicalization and violent extremism are fueled by marginalization and a sense of isolation. The Teachers Empowered program supports educators in building the necessary skills to build sustainable relationships and community in the classroom and the school.
<b>ESHA &amp; European Trade Union Committee for Education</b>	<b>Multiple European Countries</b>	EU CONVINCENCE seeks to provide education personnel, school leaders and the educational institution community with tools and methods to deliver inclusive education on citizenship-related issues in the classroom and extra-curricular activities. The project is an answer to the challenges and opportunities of multiculturalism, diversity and social inclusion.
<b>IMAD Association</b>	<b>France</b>	IMAD association organizes educational sites and trips that are considered as an opportunity for youth in difficulties of (re)discovering the meaning of caring, of dialogue and collaboration. This is made by constant reminder of the Republican values, which some of the youth don't recognize.

# APPENDIX: TEAM CONSTITUTION

- Being respectful of one another
- Being open to and appreciative of different perspectives
- Checking in regularly
- Communicate with group if tasks get overwhelming
- Hold each other accountable - track and make sure we are on the same page
- Have clear deliverables and expectations
- Create a space to “get on the bike”
- Reaching agreement and compromise on a topic assuming good intent
- Framing conflicts and disagreements not as me vs us but us vs the problem
- Being mindful of airtime, giving and receiving space
- Strive to be “Team B” - a team with psychological safety
- Each week assign one person to be moderator for meeting with Raphael and team meeting
  - Week 3: Sasha
  - Week 4: Mer
  - Week 5: Imara
  - Week 6: Katie
  - Week 7: Kishan
- Each week assign one person to hand in assignments
  - Week 1: Kishan
  - Week 2: Imara
  - Week 3: Mer
  - Week 4: Sasha
  - Week 5: Katie
  - Week 6: Kishan
  - Week 7: Imara

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## APPENDIX: DOCUMENTS

D. Danau and F. Pauly, “Challenges and Good Practices Related to Promoting Citizenship and Values of Freedom, Tolerance and Non-discrimination through Education,” *The EU CONVINCENCE Project*, 2019.

E. Ganley, “France Fights Hold of Islamist Radicals With Dragnets, Laws,” *U.S. News*, Feb. 15, 2021.

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Francesco Ragazzi, “Towards “Policed Multiculturalism”? Counter-radicalization in France, the Netherlands and the United Kingdom” Centre d’Études et de Recherches Internationales, Dec. 2014.

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S. Ichou, S. Ghou, “Aymane was everyone’s child, it’s all Bondy that hurts,” *Bondy Blog*, Feb. 28, 2021.

*TERRA Manual for Teachers and Youth Workers*. Arq Psychotrauma, 2018.

“Preventing Terrorism and Countering Violent Extremism and Radicalization that Lead to Terrorism: A Community-Policing Approach,” *Organization for Security and Co-operation in Europe Vienna*, 2014.

V. Brommer, “Analyzing the Growing Islamic Radicalization in France,” *University of Mississippi*, 2016.

**APPENDIX:  
LIST OF  
PEOPLE WE  
ENGAGED**

**Clement Bernot, HKS Student**

**Roukaya El Houda, HKS Student**

**Fatine Guedira, HKS Student**

**Benjamin Abtan, HKS Student**

**Henri Brebant, HKS Student**

**Illyse Ibnz, President Imad Association**

**Fadila Leturcq, IHEDN Youth Steering Committee**

**Nathalie Vriezelaar, The School & Safety Foundation**

**Lukas Hohler, Grundkraft**

**Franziska Geppert, ChamäLION**