



KA205 Strategic Partnership for Youth

Educating New Generations In building a Non-radicalised Environment– ENGINE

2019-3-FR02-KA205-016604

Workshop Title	Radicalization among young people in Europe : The case of religious extremism in France.
Methodology	<input checked="" type="checkbox"/> Forum Theatre <input checked="" type="checkbox"/> Media Literacy <input type="checkbox"/> Digital Storytelling
Duration	3 sessions of 3 to 4 hours.
Materials needed	<ul style="list-style-type: none">- Videos<ol style="list-style-type: none">1. The 1983 March for Equality and Against Racism: https://www.youtube.com/watch?v=96C4ReuX9ic2. Jews and Muslims: So far, so close: https://www.arte.tv/fr/videos/RC-020740/juifs-et-musulmans/3. Irak destruction of a nation: https://www.france.tv/france-5/irak-destruction-d-une-nation4. "Décolonisations : Le monde est à nous" (Decolonizations: The World is ours): https://www.arte.tv/fr/videos/086124-003-A/decolonisations-3-35. To be finded a lot of good videos exist about Al Qaida, Daesh and several topics of religious radicalisation.- Songs of Rap or other styles of music<ol style="list-style-type: none">1. Carte de Séjour : "Douce France" (1987): https://www.youtube.com/watch?v=Z8wrvbs9l8Q2. IAM - Nés sous la même étoile: https://www.youtube.com/watch?v=rn_UjJN3YQU- Books<ol style="list-style-type: none">1. "La théorie des aubergines" (Summary to do and to use of the novel recently published by the Franco Moroccan author Leila Bahsain-Monnier whose subject is to encourage to create a new





	<p>life when we have failed the first one) : https://www.babelio.com/livres/Bahsain-Monnier-La-theorie-des-aubergines/1298887</p>
<p>Preparation</p>	<ul style="list-style-type: none"> - Study the subject of the conference by reading articles and watching videos. - classify the material provided and possibly complete it. - Locate and choose the right extracts. - Determine the roles to play for the Forum Theatre part.
<p>Description</p>	<p>It is a workshop based on the viewing of documentary films followed by debate as well as Forum Theatre exercises.</p> <p>Combating extremism must go through awareness of the truths and the establishment of justice for the target populations of terrorist movements.</p> <p>So, it is made up of three parts or sessions, each one addressing an aspect of the subject. These parts are:</p> <ol style="list-style-type: none"> 1. Understanding History, 2. Understanding the current context, 3. Debate and act for the future. <p>The first part or session must deal with three historical topics based on several documentary films from ARTE television which are remarkably interesting and very educational.</p> <p>The chosen topics are:</p> <ul style="list-style-type: none"> - From colonialism to immigration, illustrated by extracts of the film 4. - The second generation of immigration and its fight against racism and equal rights, illustrated by extracts from the film 1 and song 1. - History of human civilizations and that of religions and the conflicts between them illustrated by extracts from the film 2. <p>The second session is about the current situation of young people. First, define these young people who are mainly made up of young people from the second generation of immigration and young from the poor classes.</p>





Expose the problems of discrimination in employment, racial profiling, etc. and give a historical overview of the demands and the fight of this population.

Also understand the political contexts in the world that gave rise to Islamist terrorist groups (The not yet forgotten Algerian war, the Israelo-Palestinian conflict, the 11 of September 2001, Wars in Afghanistan, Iraq, Syria).

Some **negative things**:

- The persistence of difficult economic situations because discrimination and newly Islamophobia.
- Political context in the world War in Afghanistan, Irak, Yemen and Syria, Terrorist Attacks throughout the world.
- The scale of recruitment, means and tools used in prisons, in mosques, on social networks.
- The financing of Islamic activism in Europe by rich states or movements that are at least suspected of not respecting human rights.

Some **positive things**:

- Understand how young people from the suburbs in France become a target of the Terrorist movements,
- Talk also about success stories and signs of integration (As for example the number of North African names of speakers in a large audience television news, etc.),
- Hope and act, democratic struggles,
- Islam and Muslims must be respected, but like all other religions, it must be debated and understood in the light of our time.

The **third session** should be an open Forum Theater session. Each participant has the right to intervene by presenting his arguments or his practical solutions in favor of the deradicalization of young people.

Some questions to ask:





	<ul style="list-style-type: none"> - how to prevent these radicalizations? - Is education and information sufficient? - What is about truth, justice, etc.? - Why young people turn to religion when their parents were often secular and sometimes atheists? <p>The final hour, summarizing the workshop ideas by establishing with participants two lists :</p> <ul style="list-style-type: none"> - The lessons learned, - The actions needed.
Handouts	<ul style="list-style-type: none"> - Videos to view (see Materials needed)
Tips for the Trainer	<ul style="list-style-type: none"> - Make a short and simple powerpoint presentation with a few ideas for each part, with significant extracts of the videos. - And at the end of each viewing, launch a forum theatre by splitting participants to a group of 5 and after a 20-minute debate, each group report the conclusions of their debate. - At the final part or session, organize with presence of all participants a Forum Theatre, precise the roles and invite participants to present the chosen role et to give the opinion or the argument to defend the point of view.

