



Extremism, Radicalisation, Citizenship

Project N°:871092

Two Formalized training programs

Deliverable N°: 3.7.



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Two programs : objectives and methodology

The Rad2Citizen is a project co-funded by the Internal Security Fund of the European Commission launched in January 2020. Led by Toulouse Métropole, it gathers four other European partners: the Greek Center for Security Studies (KEMEA), the Department of Social Work and Social Innovation of Salzburg University of Applied Sciences in Austria, the city council of Malaga and the Cifal-Malaga in Spain.

It aims at **better understanding and tackling radical violence** as it affects local territories, citizens and professionals. To do so, many partnerships have been put in place to produce an analysis of the territory, elaborate primary prevention tools and fostering local coordination. However, in order to be able to work efficiently, it appeared necessary to clarify with each partner what exactly we were talking about with the words “radical violence”, “radicalisation” and even “prevention”. Along with the evolution of the definitions used by the project came many discussions and debates. **Most of our partners did not have a formal definition** of what these terms mean, but most of them also drew our attention on different concerns. Among those concerns: laicity, religions and public services, violence toward users and professionals, criminal organisation of the territory, etc. In each territory and depending on the speciality of the practitioners met, the concerns were not the same, neither were the **practical definitions and actions** taken in order to deal with these concerns.

The former observations led us to an important principle in the elaboration of the training programs: in a context of actual **plurality of professionals and services**, a “common culture” about radical violence prevention has to be thought not as unique or absolute but as a first step toward **mutual acknowledgement of distinct professional identities, concerns and practices**. Therefore, the needs to be addressed has to be adapted to each situation in order to facilitate communication between local actors of different types.

In this respect, it appeared necessary to take advantage of the two training programs expected in the grant agreement to address two different target audience, their **specific concerns** and to foster their **mutual understanding**.

- First of all, frontline practitioners appeared as the most relevant target audience both because of their **direct exposition to radical violence** and its consequences, and because they have an elementary role not only in spotting indicators of the radical, but also in **supporting social cohesion and vulnerable individuals** toward citizenship and democracy building. The diversity of these actors makes it difficult to adapt the most relevant material to the lived situations they experience. Moreover, the concerns cited below had to be treated in a relevant way that allows both a better understanding of lived situations and a sufficient discernment between concerns, phenomena and possible actions. In top of that, 2020 and 2021 were years of uncertainty regarding the conditions of realisation of large scale training programs due to the COVID-19 crisis. Thus, it was decided to realise this **first training program online**. First elaborated as a MOOC, it was finally released as a resources platform that offers more flexibility of access to the content, organised in four blocks: general considerations; side notions; prevention policies and practices; local case studies in Toulouse Metropole and Malaga.
- The second program was targetting **local representatives**. In fact, although they are often interviewed to share their views on the question of radicalisation, violence and their prevention, most of them do not have any specific qualification on these issues. It was thus decided to offer all the representatives of the municipalities of Toulouse Metropole a unique training program that would tackle **both political questions and procedural aspects of the public policy**.

Resource Platform : Preventing radical violence

The objective of this training program is to develop and strengthen the knowledge, skills and abilities of professionals in the public and private sectors, particularly those in contact with different types of public. It aims at transmitting the essential concepts and reflections to the understanding of radicalization and its prevention.

Program

Description of the course

Learners follow a series of **video clips** produced by Toulouse Métropole and Cifal Málaga with the participation of qualified experts on each of the topics covered. A **permanent forum** and a 1,5h **live session** per week allow learners to ask questions and make the course more interactive.

The capsules are grouped by 2 to 4, forming a coherent thematic set called "module". Each module is part of a larger "theme" characterizing a "block". The four blocks are delivered at a frequency of one per week during four weeks, and the live session corresponding to each block is held on the next week. For example, block 1 is delivered on week 1, and the live session corresponding to block 1 is held at the end of week 2.

Each capsule is accompanied by a summary sheet in PDF format, as well as references to additional resources (bibliography, website, etc.).

The **live sessions** will an opportunity for learners to debate and to question the teaching team, including all the **speakers that recorded the video** if they can attend. The discussions can be about the content of the capsules or specific situations experienced by the public. Learners also have the opportunity to deepen their critical thinking, reasoning and judgment about the principles and guidelines through an ongoing discussion forum during the session.

All the content is accessible in English, French and Spanish. All the speaker speak in their native or most convenient language, being subtitled; all the PDF can be read in each of the three languages; live sessions are held with a live interpretation service.

Topics

The question of radical violence, i.e. forms of violence that result from a process of socialisation and learning and weaken social cohesion, will be approached from 4 blocks

- The **conceptualization** of the notion of radicalization according to different approaches;
- **Side notions** frequently mobilized in the debates around radicalization (religion, secularism, conspiracy...);
- Radicalization **prevention practices and strategies** in Europe and at national levels;
- The **local specificities** of Toulouse Metropole and Málaga regarding radicalisation and its prevention. To this part, Rad2Citizen partners can add the local specificities of their own city (Athens, Salzburg).

Visual identity / Design




Once registered, every participant have access to the actual platform as shown below. A direct access is provided to the forum and live sessions. Then, every block contain the modules, and every module contain the capsules.



Plateforme des ressources en ligne


"Prévenir les violences radicales"

Concepts et Ressources



En caso de que tengais cualquier incidencia técnica, podéis contactar con el servicio técnico escribiendo a la dirección asistencia_formacion@babelgroup.com indicando "Rad2Citizen" y el nombre del curso en el asunto.
Para cualquier duda de otra índole, podéis poneros en contacto con nosotros a través de la dirección: rad2citizen@toulouse-metropole.fr indicando igualmente la información requerida anteriormente en el asunto del correo.
Os recordamos que el periodo de realización del curso es del **2 de mayo al 30 de junio**.

Muchas gracias y esperamos que disfrutéis del curso.
Equipo Rad2Citizen

**AVISOS**

FORO


**FORO PREGUNTAS Y RESPUESTAS**


Disponible desde **2 de mayo de 2022**

GENERAL INTRODUCTION / INTRODUCTION GÉNÉRALE / INTRODUCCION GENERAL
Disponible desde **2 de mayo de 2022**


PROGRAMMES / PROGRAMS / PROGRAMAS
Disponible desde **2 de mayo de 2022**


SÉANCES VIRTUELLES / VIRTUAL SESSIONS / SESIONES VIRTUALES
Disponible desde **2 de mayo de 2022**


**SESION VIRTUAL**
(13/05/22) - 16:00 H - 17:30 H
URL


**SESION VIRTUAL**
(20/05/22) - 16:00 H - 17:30 H
URL

**SESION VIRTUAL**
(30/05/22) - 16:00 H - 17:30 H
URL

**SESION VIRTUAL**
(10/06/22) - 16:00 H - 17:30 H
URL

**CUESTIONARIO**



**CUESTIONARIO**


**CUESTIONARIO**


BLOCK2 / BLOC 2/ BLOQUE2
Disponible desde **9 de mayo de 2022**


INTRODUCTION : NOTIONS CONNEXES / INTRODUCTION : SIDE NOTIONS / INTRODUCCION : NOCIONES CONEXA

**INTRODUCCION**



**BERTRAND_INTRO2_TRANS_MOOC-FR**

ARCHIVO

**BERTRAND_INTRO2_TRANS_MOOC-EN**

ARCHIVO

**BERTRAND_INTRO2_TRANS_MOOC-ES**

ARCHIVO


A PROPOS DE RELIGION / ABOUT RELIGION RELIGION : AN DIMENSION OF LIFE / SOBRE LA RELIGIÓN HABLANDO DE RELIGION


SÉCULARISATION ET LAÏCITÉ / SECULARISM AND LAICITY / SECULARIZACIÓN Y LAICIDAD



SECULARISATION ANDA LAICITE / INTRODUCTION : SIDE NOTIONS / INTRODUCCION : NOCIONES CONEXA

**Secularidad y laicidad**



**CHANTIN_SÉCULARITÉ_TRANS_MOOC-FR**

ARCHIVO

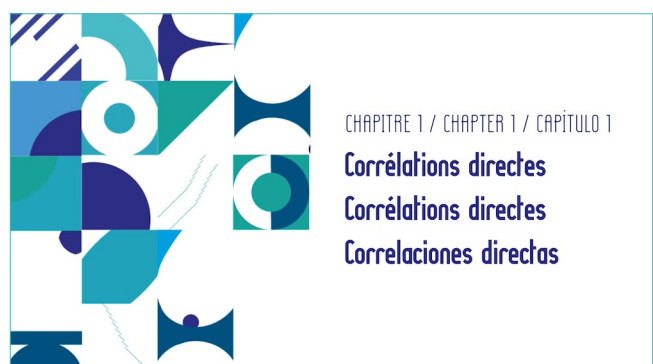
**CHANTIN_SÉCULARITÉ_TRANS_MOOC-EN**

ARCHIVO

**CHANTIN_SÉCULARITÉ_TRANS_MOOC-ES**

ARCHIVO

6/28

By clicking on the head-line, one opens the categories under the title or, for the capsule, a specific page with all the videos, PDF and additional content.

Each capsule has the visual identity of the project integrated and presents the title of the speech, the name and institution of reference of the speaker, subtitles and chapters in order to allow a more fluid navigation through content inside the video.



Block 1: Understanding radical violence	
General Introduction	
Modules	Capsules
Introduction	Block 1 Introduction
General considerations	Terrorism and radicalisation : thinking about pathways
	Experiencing radicalisation
Causes and correlations	Psychological key elements
	The 3N model
	Radicalisation and socio-economic inequalities
	Adolescence process and radicalisation
Radical Spaces ?	Digital culture and gamification
	Three questions to Kevin McDonald
	Prisons and the risk of radicalisation
	Cult places: social functions and prevention
	Warzones and suffering experiences
Polarization : a wider understanding	Polarization: a definition
	Some advices about radicalisation
	Local experience about polarisation

Block 2: Side Notions	
Modules	Capsules
Introduction	Block 2 Introduction
About Religion	What is a religion ?
	Religions: current trends
	Understanding sectarian drift
Secularism and Laicity	Secularity and laicity
	History of laicity
	Application of the laicity in France
Conspiracy, theories and uses	Conspiracy theories: definition
	A history of conspiracy theories
	Good practices with conspiracy theories
	Discussing conspiracy theories
	Conspiracy and radical violences
Political violences	Separatist violence in France
	New Right: Ideology and violence
	Far-left and anarchist based violence's
	Jihadist terrorism history

Block 3: Prevention Strategies and Practices

Modules	Capsules
Introduction	Block 2 Introduction
European, national and local prevention strategies	The EU and RAN initiatives
	The British model
	The French model
	The Austrian model
	Local coordination
Challenges and evaluation of prevention actions	Prevention and stigmatisation
	Evaluating local policies
	Challenges for social work
Socio-educational support approaches	Support from positive criminology
	Neustart : a probation service for young extremists
	Spektrum : prevention and social work at school
	Promoting diversity to prevent extremism
	Sport as a prevention tool
Case studies	Life-stories and social support
	3 Situations to better understand concerns about the radical

Block 4: Local characteristics

Local characteristics: Toulouse Métropole

Modules	Capsules
Presentation of the territory	Presentation of Toulouse Métropole
	Documentation of the Observatory Toulouse Métropole
Vulnerabilities and violence in the territory	Toulouse Metropole: an approach based on vulnerabilities
	The Prevention of delinquency and radical violence French model
Useful resources	CRESAM: A regional resource centre on violent radicalism
	Metropolitan action for social cohesion
	Principles of the republic and local government

Local characteristics: City of Malaga

Modules	Capsules
Presentation of the territory	Presentation of the city of Malaga
Social cohesion and violence	Criminological data on the city of Malaga
	Citizen participation in Malaga
Prevention strategy	The Transversal Plan for Coexistence and Prevention of Violent Radicalisation
Prevention strategy	Red Cross action - Malaga
	The movement against intolerance and radical violence
	CODENAF : migration flows and coexistence

Dissemination

In order to ensure a correct dissemination of the action, each partner was in charge of transmitting the save the date and registration link in his own network.

KEMEA

KEMEA disseminated the aforementioned training program via e-mail to its own internal network, asking from our colleagues to disseminate further the above activity with partners in other projects. The targeted audience was: LEAs, social workers and researchers.

FHS

FHS team published the invitation to the course on their website (<https://www.fh-salzburg.ac.at/fhs/aktuelles/news/extremismu-spraevention-einladung-zum-open-online-course>).

On 25th April they also sent the invitation to all their students (BA Social Work = 165 students; MA Social Innovation = 50 students) and colleagues (17 researchers, lecturers + admin.). Additionally they invited the actives, who produced a video: Peter Wieser/Neustart, Alexandra Schmidt/City of Salzburg, Team Diversity, Pamela Heil/Spektrum and asked them to spread the invitation within their teams.

The poster is titled 'INVITATION' and 'Online resources platform: Preventing radical violence Concepts and Ressources'. It features the European Union flag logo and a 'Rad2Citizen' logo. The text indicates the platform is 'Available from 2 May to 30 June 2022' and lists 'Thematic blocks and modules' as follows:

- 1 Understanding radical violence**
 - Violence and radicalisation: general considerations
 - Causes and correlations
 - Radical Spaces?
 - Polarization: a wider understanding
- 2 Side notions**
 - About Religion
 - Secularism and Laicity
 - Conspiracy: theories and uses
 - Political violence
- 3 Prevention Strategies and Practices**
 - Terrorism and Radicalisation: International Responses
 - National prevention policies in Europe
 - Socio-educational support approaches
 - Case studies
- 4 Local characteristics: Toulouse Métropole and Malaga**
 - General presentation of the territory
 - Specificities and vulnerabilities
 - Violence, polarisation, social cohesion
 - Local actors and resources

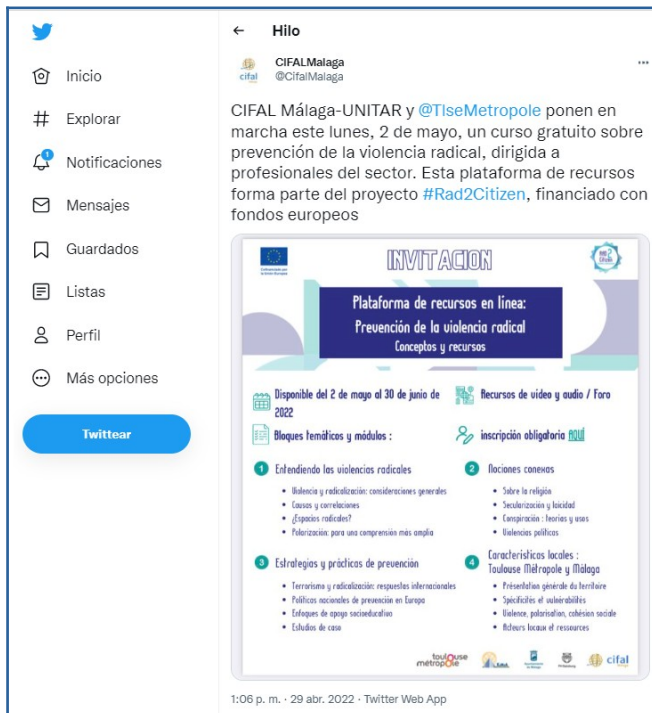
Additional information includes 'Video and audio resources / Forum' and 'Registration required HERE'. Logos for Toulouse Métropole, KEMA, Ayuntamiento de Málaga, FH Salzburg, and Cifal are at the bottom.

Cifal-Málaga

CIFAL Málaga has carried out exhaustive communication work to publicize the actions carried out within the framework of the Rad2Citizen project. In this sense, the Communication department of CIFAL Málaga has launched the following publications regarding the course:

- A press releases on the start of the course on radical violence. This press releases was sent to all the communication media with a presence in the province of Malaga.
- An entry in the newsletter that we send monthly to the CIFAL Malaga database, made up of 1,800 people (teachers, students, professionals from different fields, experts, representatives of public institutions, businessmen, etc.)





- A series of posts published on the social networks of CIFAL Málaga. Our center has a presence on Facebook (1,900 followers); Twitter (2,080 followers); Instagram (960 followers); and LinkedIn (2,000 followers).

Toulouse Métropole

First of all, the Save the Date with the link for inscription was disseminated internally through the intranet service, on the main page actuality, on April 19th 2022.

A personal email was also sent to most grounded partners with whom we had interactions since the beginning of the project at the same period. Most of them already knew that we were preparing training programs online.

In order to reach beyond the realm of Toulouse

Metropole agents, four professional networks were also mobilised :

- The European Forum for Urban Security published an article on its website on April 13th 2022;
- The CNLAPS (national federation for specialised prevention) sent an email to its members also in April 2022;
- The national network for prevention-security coordinators also disseminated the information in April 2022;
- An invitation was sent to the European commission (project officer) for dissemination to other FSI funded projects.
- The Occitanie-Europe bureau disseminated the information in its networks

More general networks were also used as team's members shared the save the date on linked in, and it was reposted by local and national partners (CRESAM-Occitanie, CNLAPS...)

Finally, it was asked to all the speakers to reach their own networks with the invitation.

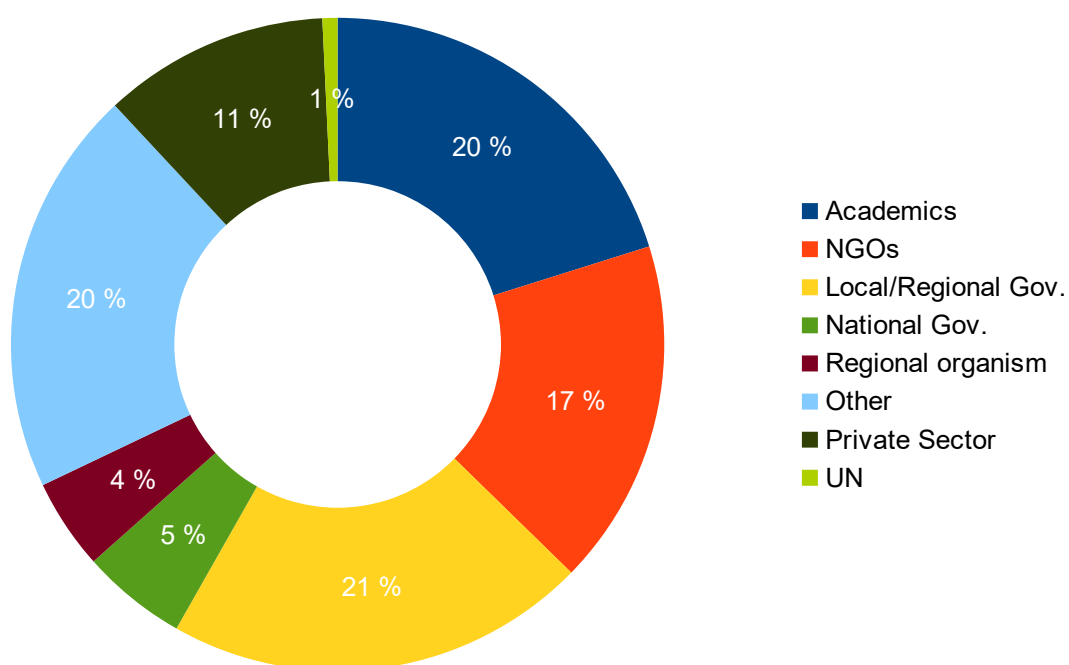
Evaluation

The evaluation is based on quantitative and qualitative indicators.

Basic indicators such as the number and status of the participants are drawn from the registration forms analysed by CIFAL-Malaga. An evaluation form was also necessary for the learners to get the certificate, which should have ensured a correct level of participation to the evaluation. However, only 6 participants filled the form.

General data

The target audience are mainly frontline practitioners, but the platform was open to every person who wanted to access it. A total of **134 persons** signed up for the training programs, 60 men and 72 women and 2 undetermined, from **14 different countries**, mainly France (70) and Spain (37).



The overall number of learners is quite satisfying, however, **41,9%** of them actually never accessed to the content. Only 1 participant actually asked for a certificate. This may be caused by a confusion between the MOOC format and the resource platform format, which is more oriented on providing resources without requiring a certification.

The most visited content is French, then Spanish, then English, which corresponds to the nationality and country of the learners.

Also, it is to be noted that the 4th block has less views than the others. In general, the numbers of views tends to decrease with time.

The forum was not used, but it was visited by many users which suggests that an active animation of the forum could have resulted in more dynamic exchanges.

Between 3 and 5 persons connected to each live session (not counting the speakers). These persons were always different persons. The low number can be explained by the technical problems that we had on the first session and the difficulty to access, underlined by some learners. The introduction of the live sessions, synthesising the content of the block allowed contextualisation and helped people ask questions, but still the questions were rare. On the third session, a professional from a French institution brought an actual situation and asked for resources on her territory. The networking aspects may thus be more developed, through specific forum animations or live session topics.

Analysis of the participants' feedbacks

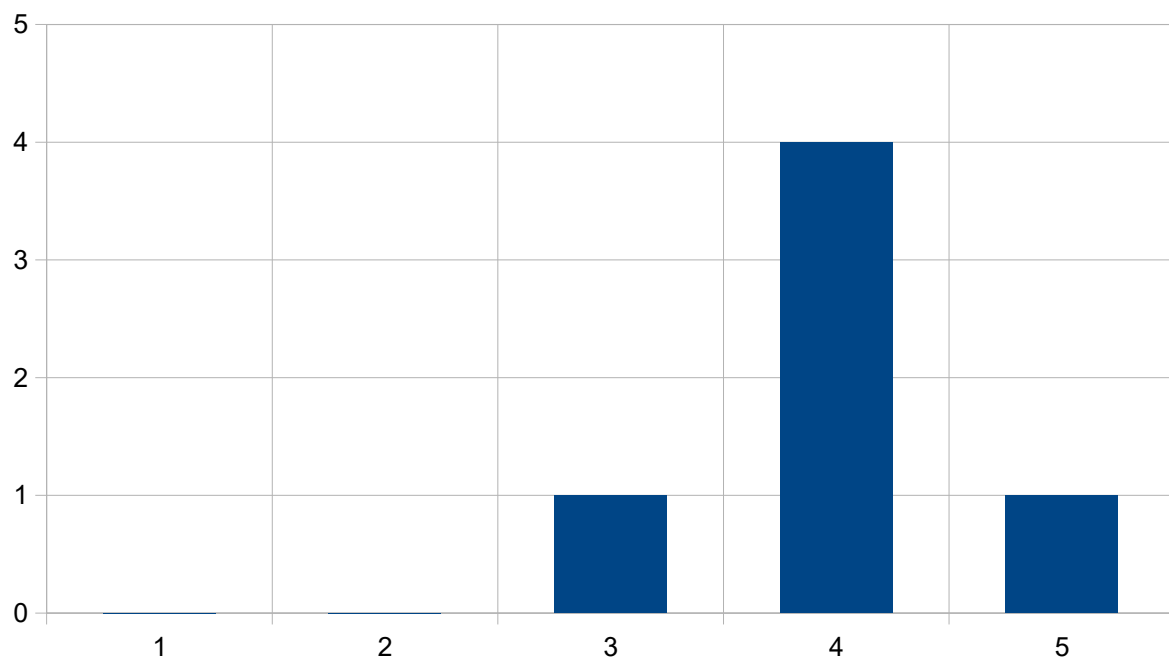
The evaluation form was completed by only **6 participants**.

The low number of respondents does not allow a full understanding of the weak points of the platform. However, it makes clear that most of the learners did not participate to the Platform in order to receive any diploma or certificate (which was conditioned to the completion of the survey).

Three of them are Spanish, one French, one Syrian, and one from United Arab Emirates.

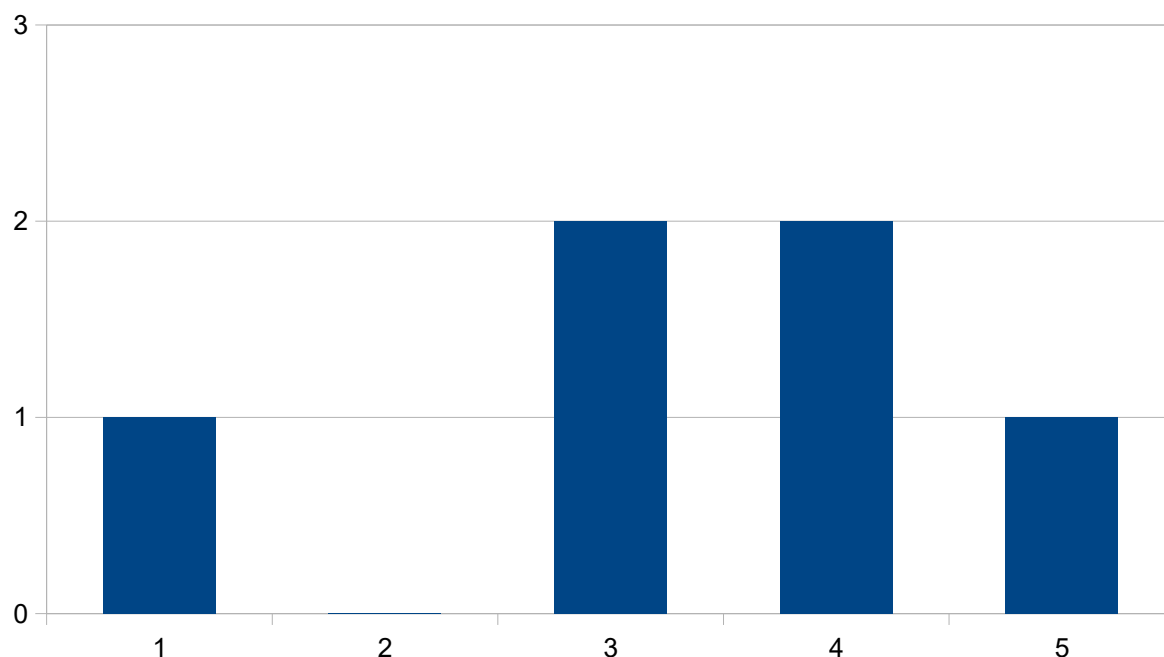
Two pertain to NGOs, one to “Private sector”, one to an international organisation, one to a local government. The last answer is from someone from the “educational sector” in Spain, probably a private association. In general, the feedback was very positive for the content and more mitigated regarding the technical realisation. Here are the questions and answers:

The information presented on this platform: knowledge, concepts, skills, etc. was new to me?



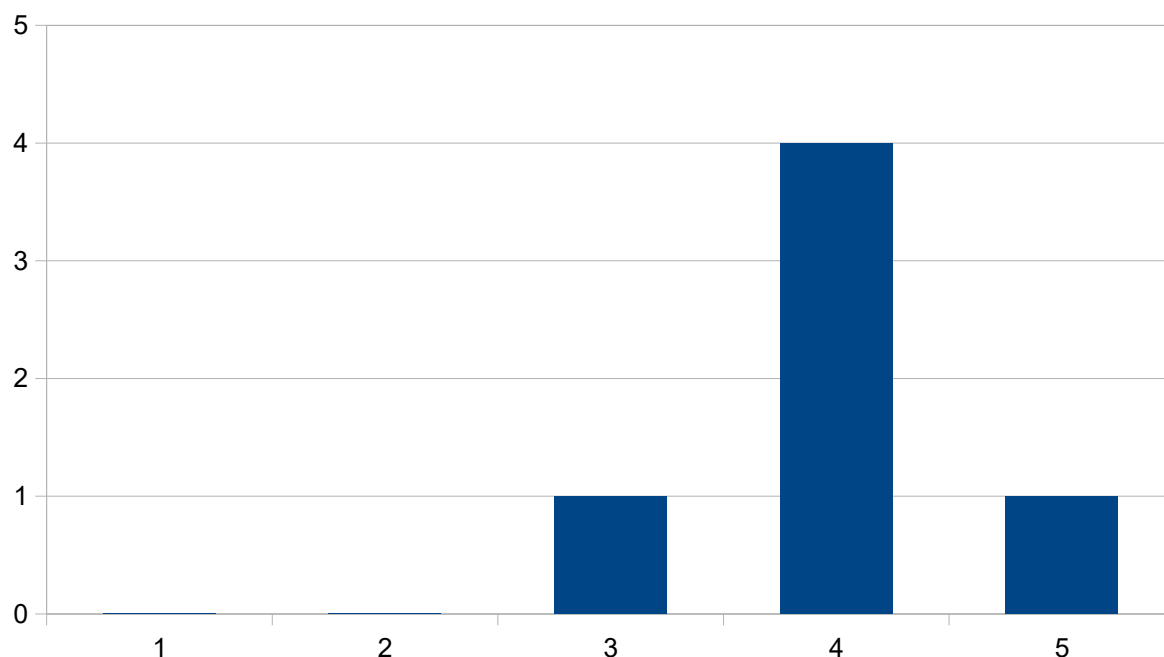
The person rating at 3 is Spanish and works in the educational sector. The person rating 5 is from Syria and works for an international organisation.

The content of this platform is revealing for my work



The person rating at 1 is a French person working for a local government. The 2 persons from ONG and private sector rated 4 or 5.

I am likely to use the information acquired on this platform



Here, the person who answered 5 is the same that answered 5 to the previous questions. However, the person who answered 1 to the previous question answered 4 to this one. This means that however the content does not reveal his actual work, he is likely to use the informations. We can deduce in that case that the pedagogical objective of the platform in transforming the professional practices is completed for this person. On the contrary, the person who worst rated (3) this question had rated the first question about the originality of the content with a 5. In this case, “new” does not mean “useful”.

Which modules were most needed

On this question and the next one, learners mistook « modules » and « blocks ».

One person answered « ALL ». Another one wrote that all were necessary « especially the first ones that lay the foundations for the concepts that will be dealt with later. ». Which underlines that the order of the blocks is pedagogically right.

Then, one person answered “1 and 3”, one answered “2”, and one answered “4”.

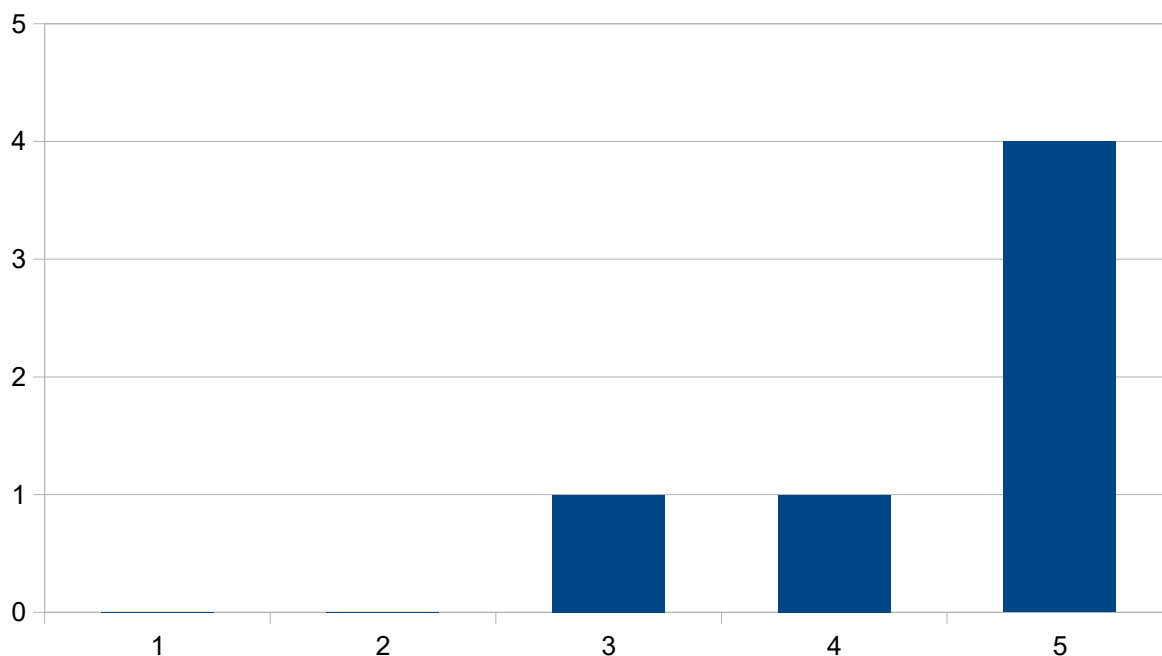
Which modules were the least needed

Three of the respondents answered « none ».

Two answered « block 4 », which suggests that the integration of the concepts into two examples may not be optimal or that the examples were not taken as such or not considered relevant as separated parts.

One person answered « Block 2 ».

I would recommend this platform to others



The person who answered “3” also answered “3” for the two first questions. His overall rating was then of the worst, which seems in line with the low recommendation rate.

Comments to help us to improve

Two answered are rather supportive comments, including a request for letting the content online.

One answer was a general comment on the content about representativeness:

I suggest involving impartial representatives of non-European ethnic background and multiple religious backgrounds

This comment should especially draw our attention for the content linked to specific communities. This was the case for the « cult places » capsule but the religious approach on religious radicalization could be more present and explained. Non-European representatives, however, are not necessarily relevant here as this platform was mainly built as a EU contribution to prevention.

Two learners consider that the PDF transcriptions are poor in quality, even “unreadable”.

One person suggests that “the layout of the module contents could be enhanced”.

The low activity of the learners, including low participation to the forum, live sessions and survey could also be explained by the technical skills required to sign up, log in and navigate into the platform. In fact, some users told us directly that they had difficulty to connect, find the relevant content, etc.

Conclusion

The content was judged mostly relevant by learners, especially the most « abstract » content, about definitions and concepts. Except from block 4, all the modules were judged useful.

The PDF transcription is a useful tool, but the quality of the transcription/translation has to be enhanced.

The dissemination worked quite well for France and Spain and reached people from all around the world. The initial target audience (frontline practitioners) was only partly reached but the participation of academics (20%), and national governments (5%) suggest that the platform draw attention of multiple actors that are in demand of such contents.

Thus, the Platform could be improved by correcting the PDFs, adding more forum animation, simplifying the technical aspects and proposing more networking.

Training Program for stakeholders

The idea of a specific training program for stakeholders was born from an observation that those who are the most exposed to questions and demands about radicalisation on the territories, the elected stakeholders, have little opportunities to train on the topic. Some general trainings exist, but they usually present the definitions and political issues in a very synthetic way and with little opportunities to reflect the subject as a political object.

Thus, this training program was built as an intent to bring keys for reflection, without presenting radicalization as a positive “fact”, but allowing the participants to find build their own positions.

Program

In order to reach the objectives presented above, the training program was divided in two parts of 3h. The first part’s objective was to provide an historical view on the uses of the notion of radicalization by different types of actors. This allowed participants to realize the flexibility of the notion and to use it with more attention. The second part’s objective was to provide an overview of the current public policies about radicalisation, especially regarding the role of local authorities, this in order to provide tools for action.

Part 1: Definitions and public policies (Romain BERTRAND)

Historical and contemporary uses of a concept

From the positive uses of the “radical” in the late 19th and early 20th century, to its actual signification, the objective of this part is both to give socio-historical elements to understand the process of emergence of “radicalisation” as a political concern, and to let them think about what is at stake in this evolutions and in different kinds of uses and definitions.

Controversies and polemics: phenomena and definitions

Completing the historical part, the aim of this second title is to present the main definitions used to characterise different phenomenon called radicalisation from academic perspectives: evolution of the islam’s geopolitics, continuation of post-colonial modernity, sectarian enrolment, risk factors, etc.

Controversies and polemics: political issues

Here, some of the most important controversies are presented in order to show that what one has to do with “radicalisation” is still under discussion and the public policy still being built. Criticism by different institutional and private actors, experiences held about de-radicalisation and disengagement are also presented to show the complexity of the decision made and their outcomes.

European Comparisons

Finally, two different models from EU member states (the UK and Austria) are presented to show the diversity that exists at a European level and the common perspectives toward which the public actions are evolving. The place of the French model in Europe, highly criticised, is also presented so representatives can better position their discourse and actions. Finally, a focus is made on the formal and informal networks of European cities in order to point to resources that can be more adapted to local stakeholders than those produced by the State or European commission.

Part 2: The rôle of local authorities (Bruno Domingo)

The emergence of a public policy to prevent radicalisation: detection, reporting and support.

The historical aspect is evoked again, but this time with more details about the focus of French public policy and working axes. While presenting these three axes, the procedures are exposed, especially the reporting platform and support action held by the Prefecture in each department.

The new national strategy for prevention of delinquency 2020-2024: a trivialisation of the prevention of radicalisation?

Six years after the first prevention plan (PART, 2014), the term radicalisation integrated the more general delinquency prevention plan. The implications of this change are presented, especially the role of local authorities in developing such local public policies considering the risk of radicalization. Their relations with the central state are also evoked.

Extending the domain of radicalisation? The fight against Islamism and separatism

A new (2019) field of public action, fight against Islamism and separatism developed by the central state. Here again, the articulation with local authorities is uneasy. It implies exchanges of information about local environment data and personal data about individuals or private associations.

Changes in the initial frame of reference: radicalisation as a rupture in terms of values and legitimisation of violence

Recently, the state comity in charge of prevention of radicalisation (CIPDR) changed its official definition. The new definition focuses more on the “republican values” and the process of entering in rupture with these.

In this last part, the objective is for the learners to understand what is at stake in this change: an ideological adaptation to the new public policy against “separatism” and a wider understanding of what “radicalization” should be about from the state’s point of view: not only violence but cultural and political values.

Dissemination

Contrary to the Resource Platform, the target audience for the training program for stakeholders was well delimited. Public dissemination, in that case, was not the most adapted strategy. Instead, we had to follow internal procedures for communicating with representatives inside Toulouse Métropole. However, the information was not only meant to reach Toulouse Métropole representatives (133 persons) but all the representatives of all 37 municipalities of the Metropolis (1037 persons). In order to achieve this, an email was prepared to be sent by the President of Toulouse Métropole to the mayors of all 37 municipalities. Then, the mayors were free to disseminate the information to their team.

After this first email was sent by the President, a reminder was sent from rad2citizen@toulouse-metropole.fr to all the mayors.

The Rad2Citizen team was then available to answer technical questions related to the necessity of being present on both days or the possibility to send agents instead of representatives. In that sense, we answered to every demand, ensuring a fluid communication.

Evaluation

The evaluation is based on quantitative and qualitative indicators.

Basic indicators such as the number and status of the participants are drawn from the participation lists. A couple of weeks after the training program ended, an evaluation form was sent to all the participants (see Annex 1).

Analysis of the participants

The target audience are the elected stakeholders of the 37 municipalities of Toulouse Metropole.

A total of **21 persons** signed up for the training programs, from **14 different cities**. It is to notice that **nobody from the city of Toulouse** showed any interest in this training program.

11 persons were actual elected stakeholders, **8** were technicians.

5 of them could not attend both parts of the training program.

On the first day, all the persons attended. On the second day, **8 persons did not attend**.

Analysis of the participants' feedbacks

The evaluation form was completed by **10 participants**.

All of them declared that the training program “**matched their expectations** on the topic”.

Only **1 had already participated** to another training program, which was actually more an “awareness raising action” by the counter-terrorist coordination unity (ministry of interior). He/She judges that Rad2Citizen program brought original elements, especially the considerations about the “**evolution of the challenges tackled through the notion of radicalization** through time”.

Half of the participants consider that the program **responds to a specific need** of the territory they are in charge. Half does not.

Both parts of the program are considered to have brought **relevant elements** about radicalization and its prevention. In particular, participants underlines the **chronological aspect** of the first part for a better understand present issues, and the **practical aspects** of the second part regarding specific situations that could be labelled as “radicalisation”.

9 out of 10 participants think that it should be proposed to more stakeholders and technicians. The main reasons for that are:

- To provide a better understanding of the phenomenon and avoid erroneous interpretations for frontline partitioners
- Raise awareness in order to foster detection of problematic situations and prevention of radical violence

Conclusion

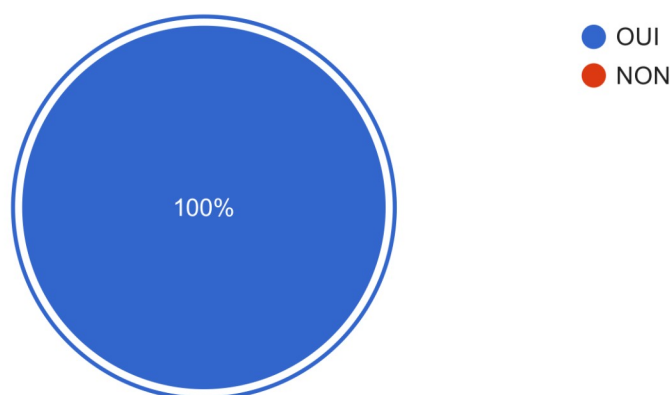
According to these elements, the training program for stakeholders is considered to have reached its objectives with the participants. The limited number of participants and the absence of stakeholders from Toulouse should however be draw our attention on communication strategies or adequacy to their needs or interests.

Annex 1: Evaluation Form Representatives

Cette formation correspond-elle à vos attentes sur le sujet proposé ?

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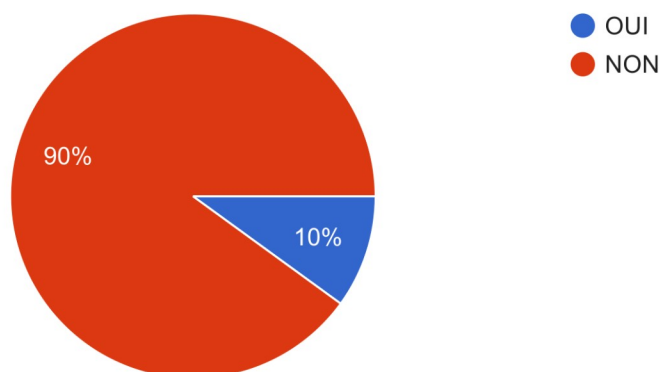
10 réponses



Avez-vous déjà suivi des formations les différents sujets abordés ?

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10 réponses



Si oui lesquelles

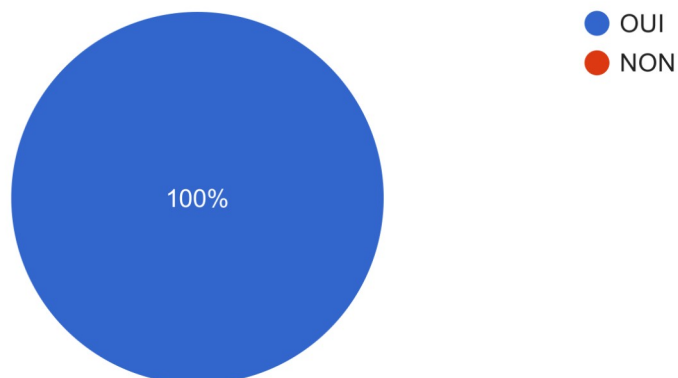
Une réponse

Formation proposée par l'Unité de coordination de la lutte antiterroriste

La formation proposée vous semble-t-elle apportée des éléments originaux par rapport à celles précédemment suivies ?

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Une réponse



Si oui, lesquels ?

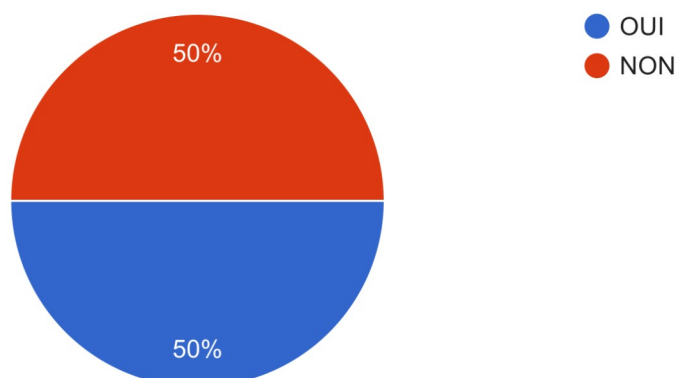
Une réponse

L'évolution des enjeux de la notion de "radicalisation" au cours du temps.

La formation vous semble-t-elle répondre à un besoin sur votre territoire ?

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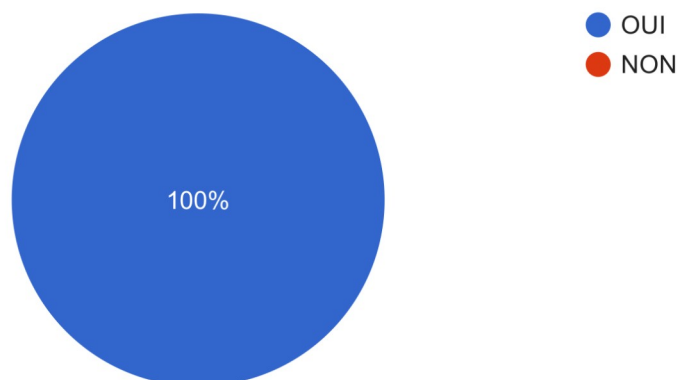
10 réponses



Le premier module, sur les débats et controverses, vous a-t-il apporté des éléments pertinents ?

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10 réponses



Si oui, lesquels ?

8 réponses

Un historique d'événements pour mettre un cadre à la prévention des radicalisations

mieux cerner le problème

L'intervenant nous a permis de comprendre les origines temporelles et géographiques de la radicalisation entre autres

Découvrir un historique et des définitions pour situer le phénomène dans son ensemble

Clarification sur les termes, sur l'historique et donc une meilleure appréciation de la réalité sur notre territoire.

Les explications et précisions apportées par Monsieur DOMINGO permettent de mieux définir ce terme radicalisation et d'en comprendre les mécanismes depuis plusieurs années et comprendre aussi les effets que nous constatons aujourd'hui.

analyse de différentes facettes de la violence radicale.

L'évolution des enjeux politiques de la notion de "radicalisation".

Si non, quels éléments auraient pu correspondre mieux à vos attentes ?

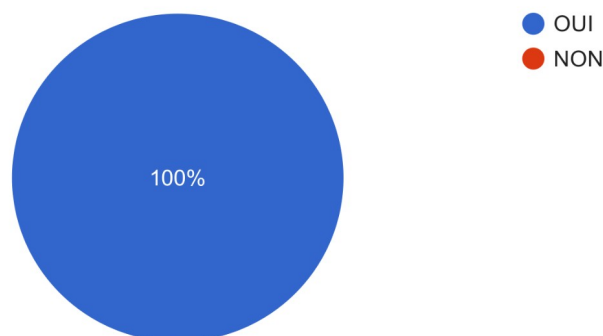
0 réponse

Il n'y a actuellement aucune réponse à cette question.

Le second module, sur la politique publique et les collectivités territoriales, vous a-t-il apporté des éléments pertinents ?

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9 réponses



Si oui, lesquels

7 réponses

Des éléments et des exemples pour pouvoir argumenter le jour où en tps qu'elu une situation liée à cette problématique arrive.

approche concrète pour le terrain

Cela nous a permis d'identifier les signes de la radicalisation, sous quelles formes elles peut se manifester et comment l'appréhender

La lenteur de la prise en charge politique notamment en terme de prévention

Toutes ces explications permettent de comprendre que sous la radicalisation se cachent d'autres problématiques telles que l'aspect politique, social, l'éducation.....

Comment prévenir ou au moins détecter et être vigilants sur les remontées des parents, enseignants...

Un éclairage sur la notion de "radicalisation" ; l'évolution des politiques publiques à son sujet.

Si non, quels éléments auraient pu correspondre mieux à vos attentes ?

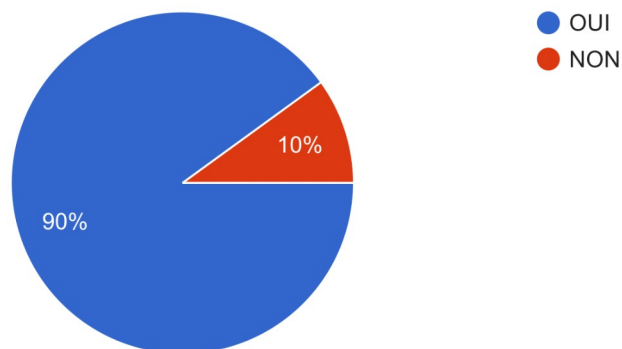
Une réponse

Pour moi les explications étaient très claires

Pensez-vous que cette formation devrait être dispensée à d'autres élus ou agents ?

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10 réponses



Dans quel objectif ?

7 réponses

Avoir les bons éléments de réflexion de langage et une approche technique pour aborder les problèmes.

une meilleure connaissance du phénomène de la radicalisation

Information nécessaire pour éviter les lieux communs trop restrictifs à la radicalisation d'une ou de plusieurs communautés

Plus de monde informé permet:

- moins d'interprétations erronées des situations et donc moins de réaction excessive
- plus de dialogue

Mieux comprendre ce phénomène de radicalisation et toutes les problématiques que cela entraînent et leur origine et pouvoir mieux appréhender le sujet sur le terrain lorsque l'agent ou l' élu y est confronté

Les informer sur le sujet et donner des clefs pour les détecter.

Les sensibiliser sur les violences radicales en termes de prévention.