

## Tutored Online Training Course Global Education and Intercultural/Interfaith Dialogue

*TOTC on GE and ICD/IFD*

Online

From the 18<sup>th</sup> of September to the 15<sup>th</sup> of October 2023



## Call for participants

Deadline for applications: 9<sup>th</sup> of July 2023 (23:59 UTC – Lisbon time)

Online application form: <https://forms.gle/HbCgePUy35ZRZQZu8>

In partnership with:



UCV



ECUDEM  
European Institute of  
Education for  
Democratic Culture



AKDN  
AGA KHAN DEVELOPMENT NETWORK

*The online course is part of iLEGEND III: Intercultural Learning Exchange through Global Education, Networking and Dialogue (2023-2026), Joint programme of the European Union and the Council of Europe: co-funded by the European Union and the Council of Europe and implemented by the North-South Centre of the Council of Europe.*

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## Rationale of the course

Societies in general have always been culturally diverse; over the last two decades interculturalism has replaced “exclusive” approaches. In Europe and in other regions of the world there has been a clear international commitment towards intercultural dialogue<sup>1</sup>: the official discourse is to acknowledge cultural and religious diversity as an asset to society and individuals<sup>2</sup>, recognising the role that culture plays in the development of social and personal identities, and the extent to which the recognition, or its denial, affects individual self-esteem and sense of belonging to society. Despite the fact that people nowadays have easier access to information and learning opportunities than ever before, yet we observe continued distrust and fear of the other, hate crimes, intolerance based on religion or belief and prejudice: there is an increasing number of young citizens who represent the cultural and religious diversity of societies, who describe a sense of detachment from their peer community, and consider that they do not feel fully integrated in the school environment<sup>3</sup>. Generally speaking, education practitioners from formal and non-formal education sector do not feel always and fully prepared when addressing cultural and religious diversity, they are lacking competences for the development of intercultural and interfaith dialogue, which is fundamental in achieving quality education for all<sup>4</sup>. As a part of a comprehensive approach towards the development of competences for democratic culture<sup>5</sup>, the capacity to engage in intercultural and interfaith dialogue is fundamental<sup>6</sup>: there is an explicit need to explore the nature of the intercultural and interfaith dialogue, its components, the critical knowledge and understanding it requires, the values it represents, the attitudes it expresses, and finally the skills that are associated with it and are needed for its implementation. Global education can fill this gap, adding the value of reflective learning, multiperspectivity and the development of critical thinking as a main goal of the education process. A process which also deals with the challenges posed by the new forms and the new ways of communication, and with the emergence of a generation of digital natives<sup>7</sup>.

## Objectives

1. To introduce concepts, principles and methodology of Global Education, Intercultural and Interfaith Dialogue, and explore the interrelations among them.
2. To analyse relevant notions related to GE and ICD/IFD, such as culture, discrimination, racism, majority/minority, inclusion/exclusion, etc.
3. To develop competences, based on Global Education, in order to defuse and recognise potential conflicts and actively promote a culture of peace and non-violence, and mutual understanding between peoples of different cultures and religions.
4. To promote networking among participants involved in global awareness-raising or educational actions on Intercultural - Interfaith Dialogue, in the framework of the [UN 2030 Agenda for Sustainable Development](#).

## Main topics

Global Education / Global Citizenship Education; Intercultural dialogue - Interfaith Dialogue; Human Rights; SDGs.

<sup>1</sup> The United Nations Alliance of Civilizations is an example of initiative of the international community “to build bridges, overcome prejudices, avoid polarisation and a movement to strengthen mutual respect for traditions and religious beliefs” (Statement of the UN Secretary General at the launch of the Alliance on 14 July 2005)

<sup>2</sup> Council of Europe White Paper on Intercultural Dialogue “Living Together as Equals in Dignity”

<sup>3</sup> Assumpta Aneas & Ruth Vilà (2023): Evaluation of Intercultural and Interreligious Dialogue Competencies. Identification of Factors Related with Its Performance among Adolescents in the City of Barcelona, Religion & Education, DOI: 10.1080/15507394.2023.2187202

<sup>4</sup> Shuali Trachtenberg, T., Bekerman, Z., Bar Cendón, A., Prieto Egido, M., Tenreiro Rodríguez, V., Serrat Roosen, I., Centeno, C., Addressing educational needs of Teachers in the EU for inclusive education in a context of diversity, Volume 1. Teachers’ Intercultural Competence: Working definition and implications for teacher education, EUR 30323 EN

<sup>5</sup> Council of Europe Reference Framework of Competences for Democratic Culture

<sup>6</sup> Barrett, B. & Byram, M (2022) Autobiography in intercultural encounters Concepts, contents and Theory, CoE publications

<sup>7</sup> Global Education Guidelines

## Content

- Global Education concepts, principles, values, methodology, current challenges, trends, and its linkage with Intercultural - Interfaith Dialogue.
- Theories, methods and key concepts of Intercultural - Interfaith Dialogue and education.
- Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC) and the Intercultural/Interfaith Dialogue dimension.
- Conflict management and transformation; positive role of intercultural dialogue in society and creating spaces for it.
- Successful experiences of promoting dialogue and understanding at local, national, regional, international and global level.

## Methodology and working methods

The conceptual and methodological framework of the course is based on the [Global Education Guidelines](#), systematised by the North-South Centre. Participants' learning process will be focused on developing competences related to the main topic of the training course. The [CoE Reference Framework of Competences for Democratic Culture \(RFCDC\)](#) will be the reference in terms of competences. Through a non-formal learning approach, collaborative and interactive activities and exercises allow participants to contribute to their own learning process.

The training course is fully online, hosted on [HELP CoE e-learning platform](#), based on MOODLE. Working methods are structured according to the possibilities offered by the Learning Management System, they include different kinds of activities and exercises that meet the different learning styles of participants. Two tutors will accompany participants during the 4-weeks activity, supporting their learning process, providing feedback, moderating discussion, giving inputs, and promoting further reflections on the main topics of the training. The team will also count with the support of Prof. Jonas Otterbeck, Aga Khan University - Institute for the Study for Muslim Civilisations.

The activity programme is structured in 4 modules (one module per week). The expected workload is approximately 25 hours in total. The training course is mainly asynchronous: this means that each participant will learn on their own schedule and pace completing activities and exercises; nevertheless, a certain regularity is required, in order to properly follow the learning process of the group of participants, especially when a group activity is planned (when participants have to self-organise and schedule group work when it is convenient for everyone). Synchronous tutoring sessions are foreseen only to facilitate group activities, and eventually to support the participants' learning process and contribute to the achievement of expected learning outcomes. At the end of the training, participants will obtain a certificate of participation.

## Profile of participants

- Members of Civil Society Organisations and Faith-Based Organisations (i.e., youth organisations; organisations working with migrants, refugees and Asylum seekers; cultural operators and mediators; faith actors and religious leaders; etc.)
- Media (i.e, journalists; communication officers; bloggers; social media content creators; etc.)
- Education practitioners in the formal and non-formal sector (i.e., teachers; trainers; educators; academia; etc.)

## Selection criteria

30 participants will be selected for this activity, application content will be the basis of the selection's procedure. Candidates should be able to communicate in English (working language of the course).

This activity is open to citizens of the 46 Council of Europe Member States plus Algeria, Cabo Verde, Morocco and Tunisia (North-South Centre Member States). However, a quota is available for citizens from other

countries. The selection will be carried out by partner organisations of the consortium, also seeking gender and geographical balance.

The Council of Europe welcomes applications from all candidates who fulfil the specific profile of the activities, irrespective of gender, disability, marital or parental status, racial, ethnic or social origin, colour, religion, belief or sexual orientation.

Please note that due to the large number of applications only the selected candidates will be contacted. Individual requests and follow up questions will not be addressed, unless considered as assistance to the application process. The selection results will be announced on the 18<sup>th</sup> of July 2023. After the communication of the selection results, the selected participants must confirm their participation to the North-South Centre; if not, they will be replaced by shortlisted candidates.

### Dates

The Tutored Online Training Course on Global Education and Intercultural/Interfaith Dialogue will take place from the 18<sup>th</sup> of September to the 15<sup>th</sup> of October 2023.

### Costs

The activity is fully free of charge.

### How to apply

Please fill the [online application](#) form before the 9<sup>th</sup> of July 2023 (23:59 UTC – Lisbon time)

### For more information

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The overall objective of the project is to increase the active engagement of EU member States, candidates and potential candidate countries' citizens (in particular young people) in safeguarding sustainable development and confronting global challenges and inequalities at local and global level.



### The North-South Centre of the Council of Europe

The European Centre for Global Interdependence and Solidarity, more commonly known as [North-South Centre](#), is an Enlarged Partial Agreement of the [Council of Europe](#) created in November 1989. The North-South Centre has over 30 years of experience in raising awareness about global interdependence and solidarity on the principles of global education and intercultural dialogue. It provides a platform for constructive dialogue between Europe and other parts of the world from a win-win perspective. The North-South Centre gathers people from different backgrounds and cultures to learn from each other and together build stronger, more resilient, and critically aware societies grounded on the values of human rights, democracy, and equity. In doing so, the North-South Centre acts as an interface of the Council of Europe in Europe and abroad, a window to the South, and an instrument of its policy towards neighbouring regions.

The North-South Centre develops multilateral, regional, and interregional cooperation projects that include field activities around three main programmatic areas: [global education](#), [youth cooperation](#) and [women empowerment](#). The main mechanisms of intervention are:

- Advocacy and confidence-building: encouraging a structured dialogue among elected representatives and other sectors of society to act on legislation for everyone to enjoy their universal rights in a more sustainable planet.
- Capacity building: expanding expertise, knowledge and critical understanding through dialogue, peer education and intercultural learning.
- Awareness-raising: spreading the message that every individual has a role and responsibility in building inclusive and sustainable societies.

The activities of the North-South Centre gather four main partners: governments, parliaments, regional and local authorities, and civil society. The latter is especially relevant to the work of the North-South Centre, which aims at taking its lead from experiences at the grassroots level by empowering, supporting, and working hand in hand with civil society, in particular with women and youth organisations.

### The Global Education Programme of the North-South Centre

Global Education “*opens people’s eyes and minds to the realities of the world and awakens them to bring about a world of greater justice, equity and human rights for all; [...] global education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship*”<sup>8</sup>.”

The North-South Centre’s work on Global Education dates to 1991, with pioneer regional multistakeholder seminars that led to the Global Education Charter in 1997 and later to the Maastricht Declaration in 2002. Ever since, the North-South Centre has been contributing to [global education](#) advocacy and pedagogical support through several initiatives, at institutional and education level, with Pan-European global education congresses and regional seminars, as well as a capacity building scheme for formal and non-formal educators.

As of present, its main activities fall under the framework of the [iLEGEND](#) project: Intercultural Learning Exchange through Global Education, Networking and Dialogue, a joint programme of the European Union and the Council of Europe. iLEGEND aims at strengthening global education and global development education where it is least established in the EU member States, candidate and potential candidate countries, by promoting multi-stakeholders advocacy and networking strategies, capacity building and exchange of education good practices. The primary beneficiaries and stakeholders include formal and non-formal educators and academia, civil society organisations, and members of the quadrilogue, amongst others. The programme unfolds through three pillars:

- Advocacy (through multi stakeholder experts’ meetings and policy recommendations)
- Capacity-building (offering pedagogical resources, online and onsite trainings)
- Awareness-raising and networking (through campaigning, interactive webpage, and online database)

### AKDN-Aga Khan Development Network

<sup>8</sup> Maastricht Global Education Declaration, 2002

The Aga Khan Development Network (AKDN) is a group of nine development agencies working in concert and with a multifaceted approach to improve the quality of life of marginalised communities in selected regions of the world by implementing sustainable, long-term programmes to address the many factors contributing to poverty. In partnership with governments, businesses and civil society organisations, the Network embeds physical and social infrastructure, health and education services, business and finance facilities, habitat and environmental planning, and cultural preservation and revitalisation within the communities it serves. Pluralism – the embrace of difference – is central to AKDN’s work. Guided by the belief that in an ever-shrinking, ever more diverse world, a genuine sense of pluralism is the indispensable foundation for human peace and progress, the Network aims to improve living conditions and opportunities for people regardless of faith, race, ethnicity, or gender.

### **KAICIID-Dialogue Centre**

KAICIID is a unique intergovernmental organisation: through our dual governance structure, a Council of Parties made of States, and a Board of Directors made up of religious leaders, we bring together followers of different religious traditions, religious leaders and policymakers. Our Advisory Forum, with over 60 religious leaders from the world’s major faith and cultural traditions, allows us to connect and network communities from all over the world. Our member States, the Republic of Austria, the Kingdom of Spain, the Kingdom of Saudi Arabia, and the Holy See as a founding Observer, and Board of Directors stand as guarantors of the independence of our programmes from the interests of any one country, or any one religious denomination. We are conveners and facilitators, bringing religious leaders, policymakers and experts to the dialogue table so that they can find common solutions to shared problems.

### **United Nations Alliance of Civilizations**

The United Nations Alliance of Civilizations (UNAOC) is a UN entity that builds bridges between societies and promotes dialogue, understanding, and mutual respect. Through its broad network of state and non-state actors, it seeks to forge the collective political will required to accomplish these tasks. In line with a Whole-of-Society approach, UNAOC works as a convener and facilitator to bring all sectors of society together to strengthen intercultural and interreligious dialogue to diminish hostility and promote mutual respect and harmony among the people and cultures of the world. UNAOC contributes to a coalescing global movement, including youth-led and faith-based organisations across the faith spectrum, which, reflecting the will of the vast majority of people, rejects extremism in any society. One of the core mandates of UNAOC is addressing the root causes of radicalization and violent extremism as and when conducive to terrorism.

While active on a number of cross-cutting issues, UNAOC works mainly in five priority areas to which it brings a multidisciplinary and multi-perspective approach: Youth, Education, Media, Migration, and Women as peacemakers in identity-based settings. The five pillars of UNAOC provide an essential organising structure for the development and implementation of its various programmes and initiatives, which all play a critical role in reducing cross-cultural tensions and building bridges between communities globally.

The High Representative has also been tasked by the Secretary-General to monitor antisemitism and enhance a system-wide response as the UN Focal point. UNAOC also developed and currently implements the United Nations Plan of Action to Safeguard Religious Sites.

### **Universidad Católica de Valencia - European Institute of Education for Democratic Culture ( ECUDEM-UCV )**

The European Institute of Education for Democratic Culture (ECUDEM-UCV) is a research and a teacher training institute in the heart of the Catholic University of Valencia San Vicente Martir. It was born as a result of a close collaboration between the European Union’s Joint Research Centre and the UCV which was aimed at providing the EU evidence-based policy for the development of teachers' intercultural competences. ECUDEM-UCV enhances researchers and teachers' intercultural and democratic competences through thorough study and





training. Among its thematic priorities is the prevention of Anti-Semitism, Racism, Islamophobia and anti-gypsyism and the enhancement of Global and active citizenship. The institute's different initiatives are aimed at engaging young people, teachers, non-formal educators, civil society professionals and scholars in constructing an inclusive society and developing shared values and a shared sense of belonging. ECUDEM-UCV is based conceptually on a notion of cultural diversity in terms of Human Diversity and fosters teachers' capacity to address challenges and controversial issues in a democratic society on the basis of an inclusive, intercultural and interfaith pedagogies and dialogue.