

Tutored Online Training Course Global Education and Intercultural/Interfaith Dialogue

TOTC on GE and ICD/IFD

Online

From the 7th of October to the 3rd of November 2024



Call for participants

Deadline for applications: 22nd of September 2024 (23:59 UTC – Lisbon time)

Online application form: <https://forms.office.com/e/xYcPn9n267>

In partnership with:



The Tutored Online Training Course on Global Education and Intercultural - Interfaith Dialogue is part of *iLEGEND III: Intercultural Learning Exchange through Global Education, Networking and Dialogue (2022-2026)*, 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. 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.

Co-funded
by the European Union



Co-funded and implemented
by the Council of Europe

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 dialogue¹: the official discourse is to acknowledge cultural and religious diversity as an asset to society and individuals², 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 environment³. 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 all⁴. As a part of a comprehensive approach towards the development of competences for democratic culture⁵, the capacity to engage in intercultural and interfaith dialogue is fundamental⁶: 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 natives⁷.

Objectives

1. To introduce concepts, principles and methodology of Global Education, Intercultural and Interfaith Dialogue, to explore the interrelations among them and its contextualisation in a North-South dimension.
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](#).

¹ 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)

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

³ 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

⁴ 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

⁵ Council of Europe Reference Framework of Competences for Democratic Culture

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

⁷ Global Education Guidelines

Main topics

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

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.
- North-South dimension of Intercultural - Interfaith Dialogue.
- 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.

Expected Learning Outcomes

Basic knowledge of Global Education methodology; main theories related to intercultural dialogue; concepts and challenges in interfaith and intercultural dialogue; practical tools for conflict management and transformation; practices of dialogue through Global Education; tools for the development of peer community of learners in the context of intercultural and interfaith dialogue.

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 \(RFCDC\)](#) is the main 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 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 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

- A. 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.)
- B. Media practitioners (i.e., journalists; communication officers; bloggers; social media content creators; etc.)
- C. Education practitioners in the formal and non-formal sector (i.e., teachers; trainers; educators; academia; etc.)

Selection criteria

40 participants will be selected for this activity, application content will be the basis of the selection's procedure. Candidates should be preferably: between 18 and 30 years old; coming from one of the North-South Centre member state, a Southern neighbourhood or Sub-Saharan Africa country or a Council of Europe member state⁸; able to communicate in English (working language of the activity). 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 26th of September 2024. 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 7th of October to the 3rd of November 2024.

Costs

The activity is fully free of charge.

How to apply

Please fill the [online application](#) form before the 22nd of September 2024 (23:59 UTC – Lisbon time)

For more information

NSC-CoE Secretariat: riccardo.gulletta@coe.int +351 21 358 4035

AKDN-Aga Khan Development Network

⁸ However, a quota is available for citizens from other countries.

The [AKDN-Aga Khan Development Network](#) 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-Dialogue Centre](#) 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.

European Institute of Education for Democratic Culture (ECUDEM-UCV)

The [European Institute of Education for Democratic Culture](#) (ECUDEM-UCV) is a research and 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.

The North-South Centre of the Council of Europe

Key instrument of the external dimension of the Council of Europe, the [North-South Centre](#) (NSC) serves as a vector for transmitting its values, standards, and tools beyond the European continent through political dialogue, networking, and the implementation of cooperation projects. As an Enlarged Partial Agreement of the Council of Europe, it brings together several European and African countries to exchange ideas and take action on shared issues. With a solid 34-year expertise in the fields of global education, intercultural dialogue, and youth sector cooperation in Europe and beyond, and a broad geographical mandate with a focus on the Southern Neighbourhood and Sub-Saharan Africa, the NSC through its institutionalised "quadrilogue" approach engages high-level representatives from governments, parliaments, local and regional authorities, as well as civil society from different regions of the world to work together on issues of common interest: the forefront role played by civil society, thanks to a robust network of youth organisations, ensures a structured, inclusive and sustainable participation with a multiplier effect.

To support the implementation of the Reykjavik Declaration, the 2024-2027 strategy of the NSC strengthens the external dimension of the Council of Europe to: enhance the impact of the Council of Europe's Neighbourhood Policy with the Southern Mediterranean by disseminating the values and standards of the Council of Europe among the youth, a cornerstone to ensure the sustainability of democratic reforms; develop further and gradually cooperation with Sub-Saharan African countries that demonstrate an interest in the standards of the Council of Europe; act as a facilitating platform for dialogue between Europe and other regions of the world on the priorities of the Council of Europe.