

## Concepts, Communication and Constitutional Values – Dialogue Tools for Civilian Crisis Management Experts

DATE: 6<sup>th</sup> to 8<sup>th</sup> Nov 2023

LOCATION: Tunis

### COURSE PROGRAMME

Day 1					
Time	Subject	Module	Session	Learning objectives	Facilitator
1600-1900	Introduction of the Course		<ul style="list-style-type: none"> <li>-Introduction of the trainers and participants</li> <li>-Explanation of course methods</li> <li>-Overall aim and learning objectives</li> <li>-Individual task: A real-life case (1) for reflection</li> </ul>	<ul style="list-style-type: none"> <li>-Getting to know each other</li> <li>-Understanding the structure and the aims of the course</li> <li>-Creating a safe learning environment to discuss the topics that can be personal and controversial (See the Expected Learning Outcome 1)</li> </ul>	Everyone

Day 2					
Time	Subject	Module	Session	Learning objectives	Facilitator
0900-1000	Basic Concepts		-Group discussion on the real-life case (1) -Introduction to the basic concepts of the course	The participants shall become familiar with -some approaches to religion and worldviews -the concepts of legal system dialogue, thin and thick constitutionalism (See the Expected Learning Outcome 1)	Everyone
1000-1200	Religion, Human Rights and Equality Part 1  (Including a coffee break)		-Religion and the fulfilment of human rights, gender equality, the freedom of speech, etc. -Religion in radicalization and conflicts -Examples from the Libyan context	The participants shall -have a better understanding of the nexus of religious phenomena, human rights (and their violations), as well as conflicts, with the focus on Muslim majority contexts -have an opportunity to discuss how the local religious environment affects their host state, mission conditions and objectives (See the Expected Learning Outcomes 2-3)	Jaakko Pylvänäinen
1200-1300	Lunch				
1300-1700	Intercultural Communication  (Including a coffee break)		-Introduction to intercultural communication: interaction with people from different backgrounds and building a shared understanding -Dialogue tools -Reflective group exercise: Exploring different ways of understanding the world, social roles and contextually-situated interaction	The participants shall -have an opportunity to reflect on how one's own background affects one's way of perceiving, thinking, acting, feeling, and communicating. -have a deeper understanding of the role that context plays in interaction. -have a basic understanding of some tools needed in building a shared understanding with others. (Supports the Expected Learning Outcomes 3-6)	Miia Pylvänäinen
1700-1800	Religion, Human Rights and Equality Part 2		See Religion, Human Rights and Equality Part 1 + Individual task: A real-life case (2) for reflection	See Religion, Human Rights and Equality Part 1	Jaakko Pylvänäinen Miia Pylvänäinen

Day 3					
Time	Subject	Module	Session	Learning objectives	Facilitator
0900-1200	Religion and Law  (Including a coffee break)		-Group discussion on the real-life case (2) -The relationship between law and religion -Implementation of laws on religion -Examples from the Libyan context	The participant shall -have a better understanding of interfaces between religion, politics, law, and power -have an opportunity to reflect on the relationship of law and religion in their host state -have an opportunity to discuss about the challenges related to the topic in their own work (Supports the Expected Learning Outcomes 1-6)	Miia Pylvänäinen Jaakko Pylvänäinen
1200-1300	Lunch				
1300-1600	Islam and Constitutionalism  (Including a coffee break)		-Thick and thin conceptions of constitutions and state -Identity: religious, tribal, national -Traditional and Current Models of Islamic government -Sharia, Shura, Qanun, and their legal application -Public, Private, and Clerical spheres of influence	The participant shall -understand the distinction between constitutionalism, law, and legal orders based on shared bloodlines vs. shared values -engage with overlapping identities in Islamic legal contexts and how these shape the state and its functions  (See the Expected Learning Outcomes 7-8)	Jeremy Kleidosty
1600-1800	Traditional borders and the modern rule of law		-Pan-Islamism and border erasure -Arab/Maghrebi nationalism and implications -Border communities and porous boundaries -Cooperation for rule of law enforcement across borders beyond traditional police and military force	The participant shall -have an opportunity to discuss mandates related to border areas, cross-border crime, and political violence -understand how Islamism influences perceptions of national borders -examine cases of border communities, identity overlap, and their role as places of exchange, both licit and illicit -understand engagement of law enforcement and non-law enforcement agents in promoting stronger rule of law, safety, and non-violence in border areas (See the Expected Learning Outcomes 9-11)	Jeremy Kleidosty