ERASMUS + PROGRAMME

INNOVATIVE RELIGIOUS EDUCATION NETWORK

IRENE PROJECT

PILOT TRAINING COURSE

**Enhancing Religious Education Methods
in Multicultural Environments**

(Training programmes and e-learning materials)

INTELLECTUAL OUTCOME O4

I. **About IRENE PROJECT**

The 30 months project IRENE Innovative Religious Education NEtwork: educating to the religious diversity, is a Network for the Renewal of Religious Education: Teaching Religious Diversity, which is part of Erasmus+, funded by the European Commission and includes scientists from Romania, Bulgaria, Italy, Greece, Estonia, and Finland.

The IRENE project analyzes how religious education and religious literacy are implemented and cultivated in the participating Member States, and in particular, education in diversity and religious pluralism. In addition, it proposes teaching methods and teaching materials as well as a common training program to help all those who deal with religious diversity.

In particular, the project has the following objectives:

- To improve the teaching methods of religion teachers, professional theologians and pastors who deal with diversity and multiculturalism.

- To facilitate the exchange of experiences, knowledge, and innovative methods around religious education.

- To increase the digital, social, and learning skills as well as the cognitive competence of the participants regarding multiculturalism.

- To promote interfaith practices dealing with religious diversity and social exclusion at the local level.

- To train teachers/professionals of religious education in order to take a more active role in society.

- To create a sustainable network of expanded collaborations with strategic goals between the members of the Program.

The above is part of a wider EU educational policy, which is based on a strong legal framework and promotes the European way of life. Many global and European organizations recognize the need to enhance

knowledge about religions and beliefs and focus on educating young people. Young people can contribute to the fight against intolerance and discrimination if they are trained on a theoretical and practical level and in subjects related to basic human rights. At the same time, the development of national educational policies and strategies should include measures to promote a better understanding of different cultures, ethnicities, religions, or beliefs (see OSCE - Organization for Security and Co-operation in Europe Decision No. 13/06 on combining intolerance and discrimination and promoting mutual respect and understanding).

II. Introduction to the PILOT TRAINING COURSE

The current course is carefully designed by all IRENE Partners to equip both educators and trainees with the necessary skills to navigate the complexities of methods of teaching diversity and multiculturalism in religious education. In a globalized world with a diverse student body, the role of educators extends beyond traditional teaching. This course aims to elevate the teaching methods of religious education professionals to effectively meet the challenges presented by our interconnected society.

Throughout this course, participants will explore topics ranging from analyzing religious diversity to integrating digital tools in religious pedagogy. By engaging with peers and integrating innovative approaches, participants will acquire skills to create inclusive academic environments that celebrate religious diversity.

Our course is committed to fostering partnerships and encouraging cross-disciplinary knowledge exchange. This will equip educators with innovative teaching methodologies and empower them to play an active role in shaping culturally and religiously aware graduates.

Upon completion, participants will be positioned to inspire students, lead interfaith dialogues, and contribute to harmonious, plural and globally aware societies. This academic tool aims to develop the skills to nurture critical thinking, foster cross-cultural understanding, and make a lasting impact on how religious education is approached.

This course will act as a pilot experience. The training course represents an output perfectly transferable to other territories and realities: the final version will be widely disseminated at final international conference and will be made available also for people from other regions, both in partners countries and outside the partnership, facing the same challenges and wishing to find solutions, in order to maximize its expected impact also beyond the partnership, especially through the online-web platform, PPs websites, Facebook.

OBJECTIVES OF THE COURSE

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The main objective of the course is to improve the skills of the target groups – adult learners and educators, and mainly their methods of RE teaching, by introducing video materials, lessons and powerpoint presentations to equip educators with the skills needed to navigate the challenges of diversity and multiculturalism within the realm of religious education.

Throughout the various modules of our programme, these common objectives will serve as guiding principles, driving us towards shared goals.

The specific objectives of the PILOT COURSE are:

1) **Enhance Religious Teaching Methods:** Equip religious education adult professionals with effective teaching methods to address the challenges posed by diversity and multiculturalism in educational settings.

2) **Cultivate Multicultural Competencies, Social Skills, Foster Inter-religious Practices:** Enhance participants' multicultural competences by offering practical strategies and approaches that enable effective teaching in religiously diverse settings. Encourage the development of inter-religious practices and approaches that promote understanding, dialogue, and cooperation among diverse religious communities. Strengthen participants' literacy and social skills, enabling them to leverage technology and collaborative learning to enhance religious education outcomes.

3) **Empower Active Role in Society:** Empower religious education professionals to take an active and impactful role in society, contributing to the promotion of interfaith harmony and social cohesion. Equip participants with tools and techniques to address issues of social exclusion and promote inclusivity within religious education contexts.

4) **Transfer Innovative Knowledge and Promote Experiential Exchange:** Facilitate the transfer of innovative religious education knowledge and methodologies among participants, leveraging the expertise of all partners involved in the project. Encourage adult participants to establish strategic partnerships and collaborative networks, fostering a culture of cooperation and shared learning among partners, by sharing successful teaching approaches, resources, and strategies for teaching religious diversity effectively. Creating a dynamic environment for adult learners to exchange experiences, insights, and best practices related to teaching religious education in diverse and multicultural contexts.

5) **Promote Lifelong Learning:** Cultivate a culture of continuous learning among adult learners, enabling them to adapt their teaching methods and approaches in response to evolving religious and cultural dynamics.

6) **Encourage Critical Reflection:** Encourage adult learners to critically reflect on their teaching practices, personal biases, and assumptions, leading to more inclusive and effective teaching strategies.

7) **Catalyze Social Change:** Inspire adult learners to leverage their roles as religious education professionals to contribute to positive social change and promote understanding among diverse communities.

8) **Cultivate Inclusivity:** Develop participants' abilities to create inclusive learning environments where students from various cultural and religious backgrounds feel valued and respected.

9) **Empower Active Citizenship**: Instill a sense of responsibility and active citizenship in participants, motivating them to engage with their communities and contribute positively to societal development.

III. TARGET GROUPS

Target groups are people that will be involved in the blended mobility (members of the core target groups) and online uses (indirect beneficiaries of IRENE project).

More specifically, this pilot training course is targeted to:

● Religious education teachers (RE teachers);

● Adults with professional experience in the field of religious pedagogy;

● Diversified adult groups at local level, people with different religious traditions, belonging to the Orthodox, Roman Catholic and Lutheran Churches;

● Any other adult learner, member of a religious community that might be interested to take benefit from it, who works with diversified groups of people by offering both participation in international mobilities and lifelong learning opportunities.

IV. PILOT TRAINING COURSE APPLIED METHODOLOGY

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The development of the pilot training course, titled "Enhancing Religious Education Methods in Multicultural Environments," was a collaborative effort involving several partner institutions. This endeavor was guided by a comprehensive approach to produce effective training materials and teaching methods.

The process commenced with each partner producing and exchanging articles and teaching materials. These resources were grounded in the outcomes of the Intellectual Output (IO) Collection of articles and in the outcomes of the Intellectual Output (IO) Pilot Training Course. The content of both the pilot and subsequent courses, along with the training materials, was meticulously aligned with the training needs and insights gathered from the comparative study (IO 1). Notably, a strong emphasis was placed on digitalization and distance learning to accommodate those who couldn't participate in person, a particularly pertinent consideration in the current landscape. The scope included diverse formats such as PowerPoint presentations, video lessons, and articles, and textual materials. These assets encapsulated various teaching methods and practices, both national and confessional in nature.

The initial draft of the training course emerged from the amalgamation of these materials before the First International course that took place in Venice in June/July 2022. Building upon this foundation, a structured five-module programme for the pilot course was formulated. This course modules was subsequently employed by partners in Venice (Italy), Joensuu (Finland), Tallinn (Estonia), and Thessaloniki (Greece) to adapt and tailor **four** different programmes for their respective blended mobility initiatives.

In other words, the 5-module pilot training course served as a foundational framework that was adapted into four distinct training programmes by the partners organizing each of the training courses in Venice, Joensuu, Tallinn, and Thessaloniki. These partner institutions drew upon the content within the 5 modules to identify suitable experts and speakers, leveraging their expertise in relevant topics. They adeptly customized the training content based on their own capacities and capabilities, ensuring a tailored and impactful experience for participants. This collaborative adaptation further enriched the value of the training course across various locations and contexts.

The first international course (blended mobility) in Venice underwent demonstration of the pilot course. Originally slated for Thessaloniki in November 2021, the course was rescheduled due to the COVID-19 pandemic, taking place in Venice in June 2022. Additionally, the refined training materials were trialed during three other blended mobility sessions in Joensuu, Finland (August 2022), Tallinn (September 2022), and Thessaloniki (November 2022). After the pilot course in Venice, a second draft of the Pilot Course was created taking into account the advices of the participants. These modifications ensured the suitability and effectiveness of the subsequent courses. The final version of this Pilot course was enriched with additional

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video content and presentations from the international courses in Venice, Joensuu, Tallinn, and Thessaloniki.

The syllabus of the pilot training course, complete with collection of articles (Intellectual Output 3), guidelines and associated training and research materials contributed by each partner, was seamlessly integrated into the project's digital platform e-learning tab (IO 3) Irene Project (isevenezia.it) as five e-learning modules. While English served as the primary language, some lectures were delivered in partner languages and uploaded on the IRENE project YouTube Channel. Furthermore, the video lessons uploaded on the YouTUbe were made inclusive, featuring adaptations such as International Sign Language translations and subtitles for individuals with hearing impairments.

The culmination of this collaborative effort materialized as the Final Output (IO 4): a comprehensive training course consisting of five modules, each comprising training programmes and teaching materials. These materials encompassed innovative practices and examples contributed by all partner institutions involved in the project.

Crucially, the training course is designed for transferability across territories and contexts, promising future replication by partner institutes. This model and its outcomes were showcased during the concluding international conference held in Venice on March 23rd, 2023. Additionally, accessibility to these resources is extended through the online web platform (IO 3), partner websites, and various dissemination channels, including social networks. This dissemination strategy ensures widespread accessibility and utility.

This ultimate iteration of the pilot training course now serves as an instructive training guideline, ready for implementation by educators seeking to foster teaching skills in diverse, multicultural environments. The course modules have been seamlessly integrated into an e-learning platform.

Adopted methods and approaches:

● **Blended Learning Approach with Iterative Feedback Loop:** The course integrates both online and in-person components through a blended learning model incorporated in the training programmes for the international courses in Italy, Finland, Estonia, and Greece. This approach offers participants the flexibility to engage with course content and activities in ways that suit their schedules and preferences. What sets this approach apart is the iterative feedback loop, which continuously refines content to align with the evolving needs of participants. This ensures that the course remains relevant and responsive throughout its duration.

- **Flipped Classroom Approach:** In embracing the flipped classroom model, we prioritize participants' proactive engagement. Pre-session materials, including videos, readings, and interactive modules, are made available for self-paced learning. This equips participants with foundational knowledge before in-person sessions, which are dedicated to interactive discussions, practical applications, and collaborative tasks. This approach maximizes the value of face-to-face interactions.

- **Peer Learning and Collaborative Activities:** Collaboration lies at the heart of our methodology. Through carefully crafted collaborative activities, participants engage in peer-to-peer learning. Small group discussions, and solution-oriented conversations encourage active participation and the exchange of diverse viewpoints, enriching the overall learning experience.

- **Experiential Learning and Field Visits:** We believe in the power of experiential learning. To this end, our course features field visits to religious communities, cultural sites, and relevant educational institutions. These immersive experiences allow participants to interact with local practitioners, witness religious practices firsthand, and engage in meaningful dialogues, promoting a deeper understanding of diverse perspectives.

- **Ongoing Reflection and Dialogue:** Reflection is integral to effective learning. Scheduled reflection sessions provide platforms for participants to share insights, questions, and challenges. These dialogues foster open discussions where participants learn from one another's experiences, enhancing critical thinking and self-awareness.

- **Project-Based Learning and Inclusive Content:** Our methodology encourages participants to actively participate in project-based learning through lesson plan's development, translating theoretical concepts into practical outcomes related to religious diversity. Additionally, we prioritize inclusivity by designing course materials to accommodate various learning preferences, and language barriers.

- **Assessment:** The course is committed to continuous improvement. Regular evaluation mechanisms, tests and guidelines give information of the acquired knowledge of each participant.

- **Personalized Learning Paths:** Recognizing the individuality of participants' learning journeys, we offer flexibility within the course structure. Participants have the autonomy to choose modules or activities that align with their interests, prior knowledge, and learning objectives, promoting a tailored experience.

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- **Certificate:** after completing the course, a certificate will be issued by our e-learning module.

Through the integration of these innovative methodologies, our pilot training course ensures that engagement, interaction, and learning impact are maximized, catering effectively to the diverse needs of our participants.

V. TRAINING COURSE MODULES

MODULE 1: Understanding Diversity and Multiculturalism in Religious Education (Introductory Module)

Description of the Module

Module 1 of the pilot training course "Enhancing Religious Education Methods in Multicultural Environments" is an introductory module, where we suggest exploring the profound importance of diversity and multiculturalism in the realm of religious education. Through engaging video materials and teaching guidelines, the module provides the essential aspects of teaching religious diversity and multiculturalism, including valuable insights, tools, and strategies to navigate these complex concepts within educational contexts.

This module will equip participants with the tools to navigate the complexities of teaching in a multicultural society, fostering inclusivity and interfaith mutual understanding. This module sets the foundation for further exploration of religious diversity's role in education and society at large.

1) Objectives of Module 1:
- To comprehend the significance of diversity and multiculturalism in religious education.
- To recognize the impact of religious contexts on teaching religion.
- To explore creative teaching methods such as storytelling and arts-based activities.
- To differentiate between religious pluralism and irreligious contexts.
- To develop effective lesson plans that promote religious diversity awareness.
- To engage in self-assessment for personal and professional growth in understanding diversity.

2) Activities
- **Introduction to Module 1:** Begin by watching the "Introduction to Module 1" video to get an overview of the module's themes and objectives.
- **Mapping Religious Demographics:** Explore the "Mapping Religious Demographics" video to gain insights into the diversity of religious affiliations in various regions.
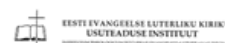
- **Understanding the Significance of Diversity:** Engage with the "Significance of Diversity in Religious Education" video to grasp the importance of diverse perspectives in the learning process.
- **Exploring Religious Contexts:** Delve into the "Understanding the Impact of Religious Context on Teaching Religion" video to understand how religious contexts shape teaching approaches.
- **Innovative Teaching Methods:**
  - Watch the "Storytelling and arts-based activities" video to learn about creative strategies for engaging students in diverse religious education.
  - Explore the "Reading the Picture – A Pedagogical Approach (Part A)" and "Reading the Picture – A Pedagogical Approach (Part B)" videos for insights into interpreting visual materials.
- **Differentiating Religious Pluralism and Irreligious Contexts:** Study the "Guidance for RE teachers: Differentiating between religious pluralism and irreligious contexts" document to understand the distinctions.
- **Developing Effective Lesson Plans:** Review the "Guidance for RE teachers: Lesson Plan Example for Teaching Religious Diversity" to learn how to create lessons that embrace religious diversity.
- **Personal Reflection and Growth:** Engage in self-assessment by completing the "Course self-assessment" to gauge your understanding and identify areas for improvement.

3) Reflection and Integration of Module 1:

Through this module, we will build a strong foundation in understanding the dynamics of diversity and multiculturalism in religious education. By reflecting on the significance of context, exploring creative teaching methods, and developing effective lesson plans, participants will be better equipped to create inclusive learning experiences that celebrate and respect the religious and cultural differences of their students.

4) Expected learning outcomes of Module 1:

By the end of this module, the participants will have a deeper understanding of the significance of teaching religious diversity and multiculturalism, the ability to map religious diversity, a nuanced view of different contexts, and a toolkit of innovative teaching methods to enhance your pedagogical approaches. Your journey towards enhancing religious education in diverse settings has just begun.

5) Duration of the training module 1: 1 day

Module 2: Understanding Diverse Religious Communities and Analyzing Experiences.

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Description of the module

Module 2 of our training course on Understanding Diverse Religious Communities and Analyzing Experiences. delves into the world of various religious communities, exploring their unique characteristics, histories, and coexistence. Through engaging video materials, presentations, and practical activities, the module aims to deepen adults' understanding of religious diversity and its implications for education. The video materials will immerse participants in interviews from an array of religious communities, offering insights into their pedagogical methods while revealing the challenges and triumphs they encounter.

During this module, the course fosters engagement among participants through experiential learning, and meaningful exchanges with diverse religious communities. This involves a critical exploration of teaching methodologies employed by Christian, Jewish, Armenian and Muslim communities in select EU states, achieved through insightful community interviews and lectures. We address the intricacies of teaching religious diversity within multicultural settings. This experiential learning avenue provides an exclusive window into the teaching approaches unique to each community within the multicultural fabric.

Throughout the sessions, participants will delve into the diverse methodologies employed by various religious communities when imparting teachings about their faith within multicultural environments and in the historical development of some religious communities in select EU states.

Throughout the module, participants are encouraged to reflect on the content of the video materials and critically dissect the strategies adopted by these religious communities. Their observations, insights, and evaluations of the efficacy of these teaching methods will play a pivotal role in subsequent evaluations and discussions.

Through this module, participants will embark on a journey of exploration, understanding, and empathy towards various religious communities. By analyzing real-life experiences and delving into historical contexts, educators will gain valuable insights into fostering a more inclusive and harmonious educational environment that respects religious diversity. By the module's culmination, participants will possess not only a heightened appreciation for the diverse teaching methodologies employed by various religious communities, but also the tools, insights, and strategies to navigate them adeptly.

1) **Objectives of Module 2**
   ● **Objective 1: Understanding Diverse Religious Communities:**
      Activities:

o   Introduction to the Course: Begin with an overview of the course structure, objectives, and a detailed presentation of the week's activities.

o   Gain insights into the history of religious communities and their coexistence within diverse cultural contexts and examine real-life experiences of representatives from various religious communities, fostering empathy and understanding

● **Objective 2: Exploring Pedagogical Approaches of Religious Communities**
Activities:

o   Immerse in the practices of different religious communities, experiencing their teaching methods and pedagogical approaches.

o   Engage in discussions with educators and representatives from religious communities to explore their teaching strategies, challenges, and successes.

o   Reflect on the observed pedagogical approaches, analyzing the effectiveness and relevance of different strategies.

● **Objective 3: Analyzing Religious Community Experiences through Video Materials:** To provide participants with an opportunity to critically analyze the experiences of various religious communities in the context of multiculturalism by watching interviews and presentations showcasing their teaching methods.
Activities:

o   Engaging with Video Interviews: Explore video interviews and presentations from diverse religious communities, gaining insights into their teaching approaches, challenges, and successes.

o   Reflection and Analysis: Reflect on the content of the video materials, analyzing the strategies employed by religious communities to teach in multicultural contexts.

o   Evaluation and Discussion: Share your observations, insights, and thoughts on the effectiveness of the teaching methods presented in the videos.

As we explore different religious communities, reflect on the challenges, opportunities, and strategies for teaching about them within multicultural contexts. Engage in open dialogues and gain insights that will enrich your approach to religious education.

2)   Reflections and integration of Module 2

Module 2 provides an insightful exploration into some of the diverse religious communities that shape Europe's cultural landscape. As we navigate the intricate landscape of Christianity, Islam, Judaism and other faith traditions, the course organizers will be encouraged to critically analyze the challenges and opportunities of teaching religious diversity by those communities. Through engaging in hands-on experiences, and meaningful interactions with partner organizations, the learners participating in the course

should deepen their understanding on how different religious groups foster interfaith dialogue and navigate multicultural contexts effectively.

3) Expected Learning Outcomes for Module 2:

By the end of Module 2, participants will have:

- **Enhanced Interfaith Understanding:** Participants will gain a deeper understanding of various religious communities and their teaching methods, fostering interfaith dialogue and mutual respect.

- **Practical Pedagogical Tools:** Participants will acquire practical tools and strategies to effectively teach religious diversity and navigate multicultural educational settings.

- **Analytical Skills:** Participants will develop critical analytical skills by reflecting on and evaluating the teaching approaches of diverse religious communities.

- **Cultural Sensitivity:** Participants will cultivate cultural sensitivity and awareness, enabling them to create inclusive educational environments that respect religious diversity.

- **Effective Dialogue Facilitation:** Participants will gain insights into facilitating interfaith dialogue and promoting constructive conversations among students of various backgrounds.

- **Adaptability:** Participants will develop the capacity to adapt their teaching methods to cater to the needs of diverse religious communities within a multicultural classroom.

- **Ethical Considerations:** Participants will critically analyze the ethical implications of teaching religious diversity and fostering understanding within different contexts

- **Drawn Inspiration from History:** Examined historical examples of cultural pluralism and coexistence as sources of inspiration for modern religious education practices.

As we move forward, the partners and core project target groups could carry out these insights and tools into their forthcoming courses, classrooms and communities, enriching our approach to religious education and contributing to a more inclusive and harmonious society.

4) Duration of the training module 2: 2 days

Module 3: Practical Application of Religious Education in Diverse Contexts

Description of the module

This module focuses on the dynamic landscape of religious education within diverse European contexts. We embark on a transformative journey that takes us from the realm of theoretical exploration to the dynamic world of practical application. Our focus shifts towards the invaluable experiences gained from direct interactions with diverse schools (public, private, high schools/Faculties of Theology, Sunday schools, Theological Seminaries) and the strategic implementation of impactful educational strategies.

By delving into immersive experiences, engaging video materials, insightful readings, enriching PowerPoint presentations, interactive sessions, and self-assessment tools, this module aims to bridge the gap between theory and practice, creating a holistic learning environment that empowers educational purposes. The adult learners will also be equipped with historical examples of religious education practices.

Throughout this module, the adult learners will be equipped with the tools and insights needed to delve into the intricate interplay of religious education, cultural values, and educational systems across Europe.

The module suggests implementation of visits to various educational institutions, from private schools to seminaries and Faculties/Institutes of Theology, offering adult's learners firsthand observations of diverse approaches to teaching religion. Additionally, we will immerse our adult learners in the practices of different schools/faculties of theology/religious communities, gaining valuable insights into their teaching methods and pedagogical approaches.

At the conclusion of Module 3, the participants will emerge not only with a deeper appreciation for the intricacies of engaging with different schools and environments but also with the confidence to apply effective educational strategies in their own teaching practices.

1) Objectives of Module 3

- **Objective 1: Immersive Learning through Educational Institution Visits**
  Activities:
  - Introduction to Module 3: Begin with an overview of the module's objectives and activities, setting the stage for practical learning experiences.
  - Visits different educational institutions: Engage in enlightening visits to various educational institutions, including public schools, private schools, Faculties/Institutes of Theology and Theological Seminaries.

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- o Direct Observation and Interaction: Observe firsthand how diverse schools, Universities and seminaries approach religious education, interacting with educators and gaining insights into their teaching methodologies.
- ● **Objective 2: Understanding diverse religious education systems**
  Activities:
  - o Explore the "Religious Education in Europe: Analysis of Different Educational Systems" video.
  - o Reflect on the diversity of religious education approaches across Europe.
  - o Analyze the "Religious Education in Estonia" and "Religious Education in Romania" and „Religious Education in Bulgaria" videos.
  - o Understand the unique contexts of religious education in Estonia, Romania and Bulgaria.
  - o Study the "Christian Schools and Values in Estonia" presentation.
  - o Explore strategies for integrating Christian values into education.
- ● **Objective 4: Understanding the European values and religious education**
  - o Engage with the "Religious Education and European Values" video.
  - o Discuss the alignment between religious education and European values.
- ● **Objectives 5: Understanding the concept of Teaching Minorities' Own Religion**
  - o View the "Teaching of Minorities' Own Religion in Finland - an Orthodox perspective" video.
  - o Gain insights into the Orthodox perspective on religious education in Finland.
- ● **Objective 6: Understanding the cultural and historical considerations**
  - o Reflect on readings such as "Theological Education in Bulgaria during the Middle Centuries."
  - o Discuss how cultural and historical factors shape religious education.
- ● **Objective 7: Enhancing Youth Engagement in Religious Education**
  - o Analyze the "The Youth and the Church Nowadays" presentation.
  - o Explore methods to enhance youth engagement in religious education.
- ● **Objective 8: Application of Insights, course reflection and evaluation**
  - o Complete the self-assessment quiz for educators to evaluate understanding.
  - o Engage in group discussions on practical strategies for adapting religious education in diverse classrooms.
  - o Utilize the "Course Self-Assessment" tool to reflect on personal progress.
  - o Recapitulate key insights gained throughout the module.

Reflections and Integration of Module 3:

Module 3 has been an immersive journey into the real-world application of our knowledge and skills in the realm of religious diversity.
- ● Reflect on the diverse range of educational institutions visited during this module.
- ● Consider the unique teaching approaches and methodologies observed in different types of schools and seminaries.

● Ponder how direct interaction with educators enhances your understanding of religious education in various contexts.

2) Expected Learning Outcomes of Module 3:

By the culmination of Module 3 participants will have:
● Gained first-hand insights into the teaching methodologies and practices of different educational institutions.
● Developed an understanding of the ways diverse schools, seminaries and Universities approach religious education.
● Enhanced their ability to critically analyze and adapt teaching strategies based on observed practices.
● Immersed themselves in the pedagogical approaches of various religious communities.
● Explored the challenges and opportunities of teaching religion within different faith traditions.
● Developed a nuanced understanding of the strategies that religious communities employ to teach their faith.
● Explored diverse religious education systems across various European countries.
● Analyzed the strengths and weaknesses of different educational approaches to teaching religion.
● Gained a broader perspective on the role of educational systems in fostering interfaith dialogue and religious understanding.
● Examined historical examples of religious education practices.

3) Duration of the training module 3: 2 days

Module 4: Academic Approaches for Religious Diversity

Description of the module

Over the course of this comprehensive two-day theoretical learning module is titled "Academic approaches for Religious Diversity" the multifaceted realm of religious diversity and cultural pluralism should be explored, delving into their significant implications within Europe and on a global scale. Our primary objective is to provide learners with a profound understanding of these intricate topics, enabling them to skilfully navigate the challenges and opportunities associated with teaching religious diversity.

Throughout this module, the adult educators could be engaged in in-depth discussions, immersive learning experiences, and thought-provoking insights that will shape learners' perspective on religious diversity. By the end of this transformative journey, the adult learners should not only possess a theoretical grasp of

these concepts but also practical insights that will enhance their ability to foster inclusive educational environments and engage in meaningful interfaith dialogues. Through a collection of engaging materials, including videos, readings, and presentations, we will explore the intricate interplay of cultures, beliefs, and education within the context of religious pluralism.

The learner's active participation and dedication to this module will contribute to their growth as an informed and capable educator, well-equipped to address the intricacies of religious diversity in today's interconnected world.

1) Objectives of Module 4

- **Objective 1: Exploring Religious Diversity and Cultural Pluralism**
  Activities:
    - Watch the "Introduction to Module 4" video to gain an overview of the module's objectives and content.
    - Engage with the video "Religious Diversity and Cultural Pluralism in Greece: Mapping of the situation" to understand the complexities of religious diversity in Greece.
    - Delve into "Educating in Religious Diversity" video, shedding light on the educational perspective in fostering understanding among diverse faiths.
    - Reflect on "Religious Diversity and Pluralism in Europe" examining the broader context of religious diversity within the continent.
- **Objective 2: Educating in Religious Diversity**
  Activities:
    - Explore various readings, including "Educating for Inter-Faith Dialogue," "Religious Diversity and Pluralism," and "Learning from Diversity and Education in Pluralism." Gain insights into educational strategies and challenges in embracing religious diversity.
    - Engage with PowerPoint presentations such as "Dialogue Education Tools for Effective Interfaith Dialogue," "Religious Diversity and Multiculturalism in Estonia," and "Education and Religious Diversity in Greece." These presentations provide practical tools and case studies for effective education in diverse settings.
- **Objective 3: Ecumenical Theology and Education in Religious Diversity**
  Activities:
    - Watch "The Contribution of Ecumenical Theology to Education in Religious Diversity" video. Gain insights into the role of ecumenical theology in fostering understanding among diverse religious traditions.
    - Dive into "Biblical and Religious Illiteracy in Europe" video, exploring the challenges posed by lack of religious understanding.

- o Read "Some Considerations about Public Theology" to understand the origin, trends, and core ideas of public theology.
- o Explore "Religious Super-Diversity in Europe," examining different policies of religious pluralism and their implications.
- **Objective 4: Workshop and Application**
  Activities:
  - o Engage with the "Workshop led by prof. Panaghiotis Yfantis" video, delving into the intricate connection between cultural pluralism and coexistence.
  - o Reflect on "Cultural Pluralism and Coexistence in the History of Thessaloniki," understanding historical perspectives on diversity.
    Complete the self-assessment for Module 4 to gauge your understanding and insights gained from the materials.

Through engaging video materials, insightful readings developed for IO2 Collection of Articles, and thought-provoking PowerPoint presentations, this module provides a comprehensive exploration of religious diversity's multifaceted nature. By the end of this module, the learners should possess not only theoretical knowledge but also practical insights to foster inclusive academic environments, lead interfaith conversations, and contribute to global awareness. Join us on this transformative journey as we navigate the intricate landscape of religious diversity and its significance in education.

2) **Reflections and Integration of module 4:**

- **Mapping Religious Diversity and Cultural Pluralism:** Video materials revealed religious diversity and cultural pluralism within a specific EU State, emphasizing inclusive education's role in fostering mutual understanding.
- **Educating in Religious Diversity:** Engaging with video materials offered insights into effective teaching strategies for diverse religious contexts. Articles on interfaith dialogue encouraged critical reflection.
- **Understanding Religious Diversity in Europe:** Video materials and articles depicted faith coexistence across Europe, highlighting cultural context's influence on religious landscapes.
- **Ecumenical Theology and Education:** Video materials and articles emphasized ecumenical theology's ability to bridge religious divides. Articles on Public Theology prompted contemplation of faith's role in public discourse.
- **Perspectives on Religious Super-Diversity:** Engaging with video materials provided a comprehensive view of Europe's intricate religious beliefs. Accompanying articles deepened understanding of political, social, educational, and theological implications.
- **Religious Diversity in Context:** Case studies and articles explored religious diversity challenges within a specific EU country, emphasizing local context's importance.

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- **Workshop and Application:** Workshop participation translated theory into practical strategies. Collaborating with peers highlighted adaptable, inclusive religious education, enhancing our ability to navigate diverse classrooms.

3) Expected Learning Outcomes for Module 4:

By the conclusion of Module 4, participants will:
- Understand the significance of religious diversity and cultural pluralism in various European contexts.
- Analyze the educational approaches and challenges related to religious diversity and multiculturalism.
- Explore the role of ecumenical theology in fostering education for religious diversity.
- Examine different policies of religious pluralism in Europe and their impact on society.

These insights and skills will also help to create inclusive educational environments that contribute to a more harmonious and interconnected global community.

4) Duration of the training module 4: 2 days

Module 5: ICT Integration in Religious Education - Conclusion of Pilot Course and Presentation of IRENE Project

Description of the module

In Module 5 of our course on ICT Integration in Religious Education we will bring together the key components of the pilot course, introduce learners with the Erasmus+ IRENE project, and explore how technology can enhance religious education. This module serves as a culmination of students' learning journey, connecting the dots between the various resources and concepts they've encountered so far.

1) Objectives and expected learning outcomes of Module 5

By the end of this module, the learners will be able to:
- Understand the significance of ICT integration in religious education based on the conclusions of the pilot course.
- Gain insights into the Erasmus+ IRENE project and its contributions to religious literacy.
- Explore practical ways to leverage technology for enhancing religious education.

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Activities:
- **Activity 1:** Conclusion of the Pilot Course (Video Materials and Readings)
  - Watch the video "Irene project – Introduction" to understand the background and objectives of the Erasmus+ IRENE project.
  - Engage with the video "The Erasmus + IRENE Platform: a useful tool for religious literacy" to explore how the project's platform supports religious education.
  - Reflect on the reading materials such as reports from interviews/questionnaires conducted in various countries (Italy, Bulgaria, Finland, Greece, Romania, Estonia) to comprehend the diverse perspectives on religious education and technology.

  Activity 2: Presentation of the Erasmus+ IRENE Project
  - Review the PowerPoint presentations related to the IRENE project, such as "ICT and Religious Education," and "Information and Communication Technology in Confirmation Schools of Evangelical Lutheran Church of Finland."
  - Learn about the Italian survey conducted as part of the project's research efforts through the presentation "ERASMUS+ IRENE project the Italian survey. A summary."

  Activity 3: Exploring ICT Integration in Religious Education
  - Study the presentation "Enhancing Technology in Religious Education" to discover practical approaches to incorporating technology into your teaching.
  - Engage with the teaching guidelines and example PowerPoint presentation "Leveraging ICT in Religious Education" to grasp how to create engaging lessons using technology.
  - Utilize the guidelines provided for educators to effectively use each slide of the PowerPoint presentation.
  - Explore the guidelines for educators on "Analyzing Religious Imagery and Using Visual Tools" to enhance your pedagogical strategies.

  Activity 4: Reflect and Assess
  - Dive into the example lesson plan "Exploring Religious Imagery Through ICT" to see how technology can be integrated into a lesson.
  - Test your understanding by taking the final quiz for Module 5, which covers the key concepts and insights from this module.

As you engage with these activities, remember that the ultimate goal is to equip you with the tools and knowledge to integrate ICT effectively into your religious education curriculum. Let's embark on this journey of innovation and exploration together! You may have.

2) **Reflections and Integration of Module 5:**

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Integration of ICT and Religious Education:
- Consider how your perspective on integrating ICT in religious education has evolved over the course of the modules.
- Reflect on the benefits and challenges of incorporating technology into religious education.
- Think about how the pilot course materials and activities have shaped your understanding of the role of technology in enhancing engagement and learning outcomes.

IRENE Project Impact:
- Reflect on the presentations and readings related to the Erasmus+ IRENE project.
- Consider the significance of the project's platform and the insights gained from the research conducted in various countries.
- Think about how the project's goals align with your own teaching objectives and the broader context of religious education.

Practical Applications:
- Evaluate the practical approaches to integrating technology in religious education introduced in the "Enhancing Technology in Religious Education" presentation.
- Consider how the provided teaching guidelines and example PowerPoint presentations can be adapted to your own teaching context.
- Reflect on the potential of technology to enrich your teaching methods and foster engagement among your students.

Analyzing Religious Imagery and Visual Tools:
- Contemplate the pedagogical approaches discussed in the "Analyzing Religious Imagery and Using Visual Tools" guidelines.
- Reflect on the value of visual tools in deepening students' understanding of religious concepts and fostering discussions.
- Consider how you can incorporate visual analysis into your lessons to enhance the learning experience for your students.

Future Steps:
- Think about how you can apply the knowledge and skills acquired in this course to your own teaching practice.
- Consider any adjustments or modifications you might make to your current curriculum to integrate ICT effectively.
- Reflect on the potential impact of ICT integration on your students' engagement and learning outcomes.

Personal Growth:
- Reflect on your personal growth throughout this course, both in terms of technological proficiency and pedagogical strategies.
- Consider how your outlook on religious education has been influenced by the exploration of technology's role.
- Think about any new perspectives or ideas that have emerged during your learning journey.

	IRENE
![Erasmus+ logo]	Innovative Religious Education NEtwork: educating to the religious diversity

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Remember that reflection is an essential part of the learning process. Your insights gained through this reflection will help you consolidate your understanding and make informed decisions as you move forward in your teaching endeavors. Thank you for your participation, and we wish you all the best in your continued exploration of integrating ICT into religious education!

3) Duration of the training module 5: 0.5 days

VI. SUGGESTION FOR A PILOT TRAINING COURSE PROGRAMME

MODULE 1 **Understanding Diversity and Multiculturalism in Religious Education**
Session 1: Introduction to the Course and Importance of Diversity
Begin with a warm welcome and an overview of the training day. Highlight the significance of understanding diversity and multiculturalism in religious education. Emphasize the importance of creating inclusive and engaging learning environments.
Session 2: Mapping Religious Demographics
Watch the "Mapping Religious Demographics" video. Facilitate a group discussion to reflect on the diversity of religious communities and demographics, considering local and global perspectives. Explore participants' experiences and perspectives on religious diversity.
Session 3: Significance of Diversity in Religious Education
View the "Significance of Diversity in Religious Education" video. Engage in a reflective discussion about why diversity is crucial in religious education and how it enriches the learning experience. Share examples of how diverse perspectives can enhance understanding.
Session 4: Impact of Religious Context on Teaching
Watch the "Understanding the Impact of Religious Context on Teaching Religion" video. Discuss how religious context influences teaching methods and classroom dynamics. Collaboratively brainstorm strategies for adapting teaching approaches to different religious backgrounds.
Lunch Break
Session 5: Creative Pedagogical Techniques
View the "Storytelling and Arts-based Activities" video. Participate in hands-on activities that exemplify the use of storytelling and arts-based approaches in religious education. Reflect on how these techniques can promote engagement and inclusivity.
Session 6: Reading the Picture – Pedagogical Approach
Watch "Reading the Picture – A Pedagogical Approach" videos Part A and Part B. Explore the pedagogical technique of analyzing visual resources to understand cultural and religious contexts. Collaborate on interpreting images and discussing their potential impact in diverse classrooms.

Session 7: Differentiating Pluralism and Irreligious Contexts

Study the "Guidance for RE Teachers: Differentiating between Religious Pluralism and Irreligious Contexts" document.
Engage in a group activity to differentiate between religious pluralism and irreligious contexts, fostering a nuanced understanding of both.

Session 8: Inclusive Lesson Planning

Review the "Guidance for RE Teachers: Lesson Plan Example for Teaching Religious Diversity."
Break into small groups to create sample lesson plans that incorporate principles of religious diversity and multiculturalism.
Share and discuss the lesson plans, highlighting creative strategies.

Session 9: Course Self-Assessment

Complete the "Course Self-Assessment" individually to evaluate the understanding gained during the training.
Reflect on personal growth and identify areas for further development.

Closing Remarks:

Summarize the key takeaways from the training day.
Emphasize the importance of integrating diversity and multiculturalism in religious education.
Encourage participants to apply the insights gained in their teaching practices.

This 1-day training program aims to introduce educators to the fundamental concepts of diversity and multiculturalism in religious education, emphasizing the significance of these principles in fostering inclusive and effective teaching methods. Through a combination of video materials, discussions, hands-on activities, and reflection, participants will gain insights and practical strategies for enhancing their instructional approaches in multicultural environments.

MODULE 2
Understanding Diverse Religious Communities and Analyzing Experiences.
Day 1: Understanding Diverse Religious Communities

Session 1: Introduction to Module 2

Start the day with the "Introduction to Module 2 Exploring Different Religious Communities" video.
Provide an overview of the objectives and activities for the module.
Emphasize the significance of understanding diverse religious communities.
Understanding Religious Diversity and Its Implications
- Explore PowerPoint Presentation «Understanding Religious Diversity and Its Implications»
- Explore the implications of religious diversity in educational settings.

Session 2: Unraveling Religious Past of a Select Country

Watch the video "Christianity and Islam in Bulgaria - between history, mythology, and reality."
Facilitate a discussion on the historical context of Christianity and Islam in Bulgaria.

Session 3: Reflective Discussion

Reflect on the implications of religious diversity and its impact on education and society.
Use group discussions to analyze the insights from the presentations and videos.

Session 4: Visits to religious communities to get insights from Religious Community Representatives

Visit different religious communities in select EU states
Analyze the experiences shared by representatives from the religious communities

Day 2: Real-life Experiences and Educational Implications

Session 5: Exploring Religious Communities in Bulgaria

Engage participants with the "Interviews with Representatives of Different Religious Communities in Bulgaria" video.
Discuss the insights gained from the interviews, highlighting the diversity of perspectives.

Session 6: Religious Coexistence in Venice

Explore videos showcasing different religious communities in Venice: Islamic, Hebrew, Orthodox, Lutheran, Armenian, and Methodist.
Discuss the challenges and harmonious aspects of coexistence.

Session 7: Visits to religious communities to get insights from Religious Community Representatives

Visit different religious communities in select EU states
Reflect on the interviews with representatives of religious communities.

Session 8: Strategies for Engaging Discussions

Study the "Guidance for RE Teachers" document.
Engage in a workshop to develop strategies for facilitating discussions on religious diversity.

Session: Final Reflection

Complete the "Course self-assessment" to evaluate the depth of understanding gained.
Engage in small group activities, brainstorming practical ways to incorporate insights into teaching.
Reflect on personal growth and key takeaways from the module.

Through this 2-day training programme, participants will immerse themselves in the exploration of diverse religious communities, analyzing their experiences and understanding the implications for education. By engaging with visits to religious communities, video materials, presentations, articles, and interactive discussions, educators will develop a deeper understanding of religious diversity and its role in shaping inclusive and respectful learning environments.

Note: Due to time constraints, some visits, video materials, presentations and articles may be selected based on relevance and interest.

MODULE 3

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Practical Application of Religious Education in Diverse Contexts
Day 1: Immersive Exploration of Educational Institutions and Diverse Approaches
Session 1: Introduction and module overview
Welcome participants, outline the program, and highlight the importance of practical experiences.   Provide an overview of the module's objectives and activities.
Session 2: Educational institutions visits, exhibitions with historical significance
Visit diverse educational institutions, including public and private schools, Theology Faculties, and Theological Seminaries.   Observe classrooms, interact with educators, and explore various teaching methodologies.   Take participants to an exhibition focused on the historical significance of refugees and cultural heritage in shaping a diverse city. Facilitate discussions on the impact of historical events on religious diversity and intercultural dynamics.
Session 3: Direct Observation and Interactions
Reflect on observations and insights from the visits.   Engage in discussions on different approaches to religious education across institutions.
Day 2: Understanding diverse pedagogical approaches, engagement, and reflections
Session 1: Exploring Educational Approaches
Watch "Religious Education in Europe: Analysis of Different Educational Systems" video.   Reflect on the diversity of religious education practices in European countries.
Session 2: Contextual Insights
Analyze videos: "Religious Education in Estonia," "Religious Education in Romania," and "Religious Education in Bulgaria."   Understand unique aspects and challenges of religious education in Estonia, Romania, and Bulgaria.   Study the "Christian Schools and Values in Estonia" presentation, exploring strategies for integrating values. Explore the teaching strategies, challenges, and successes of different religious groups in diverse educational settings.
Session 3: Religious Education and European Values
Engage with "Religious Education and European Values" video.   Facilitate discussions on the alignment between religious education and European values.
Session 4: Perspectives on Minority Religion Education
View "Teaching of Minorities' Own Religion in Finland" video.   Discuss Orthodox perspectives on religious education and the challenges faced.
Session 5: Cultural and Historical Influences
Reflect on the reading "Theological Education in Bulgaria during the Middle Centuries."   Engage in conversations about how cultural and historical factors shape religious education approaches.
Session 6: Youth Engagement Strategies
Analyze "The Youth and the Church Nowadays" presentation.

Explore innovative methods to enhance youth engagement in religious education.
Session 7: Applying Insights, Reflection and Recap
Complete the self-assessment quiz to evaluate understanding of module concepts.
Engage in group discussions on practical strategies for adapting religious education in diverse classrooms.
Utilize the "Course Self-Assessment" tool to reflect on personal progress and insights.
Recap key takeaways from the module, emphasizing practical applications.

Through this pilot comprehensive 2-day training programme, adult's educators will gain practical insights into religious education across diverse European contexts, understanding various approaches, cultural influences, and engagement strategies. The programme encourages educators to reflect on their practices, adapt methodologies, and enrich their religious education strategies for a more inclusive and effective teaching experience.

Note: Due to time constraints, some video materials, presentations and articles may be selected based on relevance and interest.

Module 4 **Academic Approaches for Religious Diversity**
Day 1: Understanding Religious Diversity and Pluralism
Session 1: Introduction to the Programme
Welcome and overview of the training program. View "Introduction to Module 4" video.
Session 2: Mapping Religious Diversity and Cultural Pluralism in a select EU country
Engage with "Religious Diversity and Cultural Pluralism in Greece" video presentation. Explore the impact of cultural pluralism in Greece.
Session 3: Fostering Education in Religious Diversity
Engage with "Educating in Religious Diversity" video. Analyse strategies to cultivate interfaith understanding.
Session 4: European Religious Pluralism
Discuss "Religious Diversity and Pluralism in Europe" video. Uncovering the panorama of religious pluralism in Europe.
Session 5: Public Theology and Religious Diversity
Engage with "Some Considerations about Public Theology" reading. Exploring the origins, trends, and basic ideas of public theology.
Day 2: Navigating Challenges and Ecumenical Perspectives

Session 6: Ecumenical Theology and Education

Explore "The Contribution of Ecumenical Theology to Education in Religious Diversity" video.
Understand the role of ecumenical theology in fostering comprehensive education.

Session 7: Biblical and Religious Literacy

Examine the "Biblical and Religious Illiteracy in Europe" video.
Address challenges posed by religious illiteracy.

Session 8. Religious Super-Diversity in Europe

Get insights from "Religious Super-Diversity in Europe" video.
Discussion on policies shaping religious pluralism.

Session 9: Workshops and Real-world Insights

Immersion in "Workshop led by Prof. Panaghiotis Yfantis."
Learning from "Cultural Pluralism and Coexistence in the History of Thessaloniki."

Session 10: Synthesis and Reflection

Review of key concepts from presentations, readings, and workshops.
Group discussions on practical implications for educators.
Recapitulation of insights gained.
Distribution of the "Self-Assessment for Module 4" to gauge personal progress and learning.

By the end of this training module, participants will be equipped with a comprehensive understanding of the multifaceted landscape of religious diversity, enabling them to navigate its educational implications and foster inclusive environments that embrace diverse cultures and beliefs.

Note: Due to time constraints, some video materials, presentations and articles may be selected based on relevance and interest.

MODULE 5
ICT Integration in Religious Education - Conclusion of Pilot Course and Presentation of IRENE Project

Session 1: Introduction and Conclusion of the Pilot Course

Welcome and Overview of the Day (15 mins)
Recap of Key Concepts from Previous Modules (15 mins)
Importance of ICT Integration in Religious Education (30 mins)
Watch the "Irene project – Introduction" video.
Discuss the impact of ICT on engagement and learning outcomes.

Session 2: Presentation of the Erasmus+ IRENE Project

Introduction to the Erasmus+ IRENE Project (30 mins)
Explore the project's background and objectives.
Insights from Project Reports and Readings (45 mins)

Review reports from interviews/questionnaires conducted in various countries. Reflect on diverse perspectives on religious education and technology.
Session 3: Practical Integration of ICT in Religious Education
Enhancing Technology in Religious Education (30 mins) Learn about practical approaches to integrating technology. Workshop: Guidelines for Leveraging ICT in Religious Education (45 mins) Explore practical guidelines and example PowerPoint presentations.
Session 4: Exploring Visual Tools and Reflection
Guidelines for Educators: Analyzing Religious Imagery and Using Visual Tools (30 mins) Understand pedagogical approaches for analyzing religious imagery. Workshop: Interactive Discussion (45 mins) Reflect on integrating technology and visual tools into your curriculum. Quiz: Assessment of Module 5 Learning (15 mins)
Session 5: Closing and Future Steps
Reflections and Sharing of Insights (15 mins) Thank You and Closing Remarks (15 mins)

By the end of the course the participants will be able to understand the significance of ICT integration in religious education, explore the Erasmus+ IRENE project, and discover practical ways to leverage technology for enhancing religious education.

Note: Adjust the timings as needed to allow for participant engagement and discussions. Encourage active participation, group discussions, and sharing of experiences throughout the day. Provide resources and handouts related to the sessions to support participants' learning.

VII.   ASSESSMENT OUTCOME:

Upon successful completion of the training programme and fulfilling assessment requirements, participants will receive certificates of participation. The assessment process is designed not only to evaluate participants' progress but also to support their growth as educators who can navigate religious diversity with confidence and competence.

VIII.   SUGGESTION FOR LEARNING MATERIALS:

LEARNING MATERIALS FOR MODULE 1

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Video materials (created for IO4 Pilot Training Course)

1) **Introduction to Module 1** https://youtu.be/po9sAACbyYg
2) **Mapping Religious Demographics** https://youtu.be/Jf3L6qiAKeY
3) **Significance of Diversity in Religious Education** https://youtu.be/sZdLjh-cC5U
4) **Understanding the Impact of Religious Context on Teaching Religion** https://youtu.be/2rJkgKqYDBc
5) **Storytelling and arts-based activities** https://youtu.be/vhRq4LebY4s
6) **Reading the Picture – A Pedagogical Approach (Part A)** https://www.youtube.com/watch?v=jrJcj7kRxHY&t=68s
7) **Reading the Picture – A Pedagogical Approach (Part B)** https://www.youtube.com/watch?v=gAWBJORXrdo&t=14s

Teaching guidelines (created for IO4 Pilot Training Course)

1) **Guidance for RE teachers: Differentiating between religious pluralism and irreligious contexts:** https://www.frr-bg.org/wp-content/uploads/2023/08/module-1-guidence-pluralism-and-interreligius-context.pdf
2) **Guidance for RE teachers: Lesson Plan Example for Teaching Religious Diversity** https://www.frr-bg.org/wp-content/uploads/2023/08/module-1-lesson-plan.pdf
3) **Course self-assessment:** https://www.frr-bg.org/wp-content/uploads/2023/08/module-1-course-self-assesment.pdf

LEARNING MATERIALS FOR MODULE 2:

Video materials (created for IO4 Pilot Training Course)

1) **Introduction to Module 2 Exploring Different Religious Communities -** https://www.youtube.com/watch?v=mxtkU_UwtxM
2) **Interviews with Representatives of Different Religious Communities in Bulgaria -** Interviews with representatives of different religions (religious communities) in Bulgaria - YouTube
3) **Christianity and Islam in Bulgaria - between history, mythology and reality** https://www.youtube.com/watch?v=q2LwUjmJ6zU&t=237s
4) **Interviews with Representatives of Different Religious Communities in Bulgaria (Sign language translation) -** Religious Communities in Bulgaria - sign language translation in Bulgarian - YouTube
5) **Islamic Community in Venice -** La Comunità Islamica a Venezia - YouTube
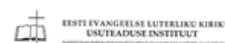
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6) **The Hebrew Community in Venice -** La Comunità Ebraica a Venezia - YouTube
7) **Orthodox Church in Venice -** La Chiesa Romeno Ortodossa a Venezia Testimonianze - YouTube
8) **The Lutheran Church in Venice -** La Chiesa Luterana a Venezia - YouTube
9) **The Armenian Church in Venice -** La Chiesa Armena Mechitarista a Venezia Testimonianze - YouTube
10) **The Methodist Church in Venice -** La Chiesa Metodista Valdese a Venezia Testimonianze - YouTube

PowerPoint Presentations (created for IO4 Pilot Training Course)

1) **Power Point Presentation: Understanding Religious Diversity and Its Implications:**
   https://www.frr-bg.org/wp-content/uploads/2023/08/module-2-understanding-religious-diversity-and-its-implications.pdf

2) **Christianity and Islam in Bulgaria:** Christianity and Islam in Bulgaria – between history, mythology and reality

Articles

1) **The Christianity and Islam in Bulgaria:** Christianity and Islam in Bulgaria - between history, mythology and reality - Ventzislav Karavaltchev

Teaching Guidelines:

1) **Guidance for RE Teachers - Engaging Students in a Discussion About the Concept of Religious Diversity and its Implications - Module 2**
   https://www.frr-bg.org/wp-content/uploads/2023/08/module-2-engaging-students-with-discussions-about-the-concept-of-religious-diversity.pdf

2) **Course self-assessment -**
   https://www.frr-bg.org/wp-content/uploads/2023/08/module-2-course-self-assesment.pdf

LEARNING MATERIALS FOR MODULE 3:

Video materials (created for IO4 Pilot Training Course)

1) **Introducing to Module 3:** https://youtu.be/xHQPSdPzhrA
2) **Religious Education in Europe: Analysis of the different educational systems:**
   https://www.youtube.com/watch?v=HdeGcq0zC-s
3) **Religious Education and European Values:**
   https://www.youtube.com/watch?v=YwP_Ar8dX_Y&t=110s
4) **Teaching of Minorities' Own Religion in Finland - an Orthodox perspective:**
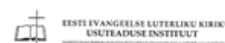
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https://www.youtube.com/watch?v=zA1fL1BDkx8

5) Religious Education in Estonia: https://www.youtube.com/watch?v=BdMIFXd0D94&t=9s

6) Religious Education in Romania: https://www.youtube.com/watch?v=PvJUSbOClJw&t=14s

7) Religious Education in Bulgaria: https://www.youtube.com/watch?v=fwnIq4zEneQ&t=915s

8) Religious Education in Romania (sign language translation)
https://www.youtube.com/watch?v=i9mI9HT82Ks&t=430s

9) Context for Religious Education in Estonia - irreligious or religious pluralism?
https://www.youtube.com/watch?v=uzh5Lirm-7E&t=6s

10) Brief consideration of methods and techniques of teaching religion in Romania
https://www.youtube.com/watch?v=yJcFFNKLkys&t=2s

Readings (created for IO2 Collection of Articles)

1) **Theological Education in Bulgaria during the Middle Centuries**
Theological-Education-in-Bulgaria-during-the-Middle-Centuries-Sveto-Riboloff.pdf (isevenezia.it)

2) **Christian Schools in Estonia** Microsoft Word - Christian Schools in Estonia - Triin Käpp - EELK UI (isevenezia.it)

3) **Brief considerations on methods and techniques of teaching religion** Microsoft Word - Brief considerations on methods and techniques of teaching religion - Calina Gelu - AV (isevenezia.it)

4) **Teaching of Minorities' Own Religion – an Orthodox Perspective** Microsoft Word - Teaching of Minorities' Own Religion an Orthodox Perspective - Risto Aikonen - UEF (isevenezia.it)

5) **The Significance of Religious Education in Finnish Upper and Lower Secondary School** Microsoft Word - The Significance of Religious Education in Finnish Upper and Lower Secondary Schools (isevenezia.it)

6) **Religious education in Bulgaria – Traditions and Contemporary Challenges in a national and European** context
Religious-education-in-Bulgaria-Traditions-and-Contemporary-Challenges-in-a-national-and-European-context-Kostadin-Nushev.pdf (isevenezia.it)

7) **Religious Education for Equity, Tolerance, Dialogue and European Identity Formation**
Religious-Education-for-Equity-Tolerance-Dialogue-and-European-Identity-Formation-Diana-Petrova-Tyurkedzhieva-RDF.pdf (isevenezia.it)

8) **Religious Education in Estonian General Education Schools** Microsoft Word - Religious Education in Estonian General Education Schools - EELK UI (isevenezia.it)

PowerPoint Presentations (created for IO4 Pilot Training Course)

1) Christian Schools and Values in Estonia (PowerPoint Presentation) Microsoft PowerPoint - Christian schools and values in Estonia (isevenezia.it)

2) The Youth and the Church Nowadays irene-project.isevenezia.it/wp-content/uploads/2023/06/The-youth-and-the-Church-nowadays.pdf

3) Religious Education in the Finnish Educational System and in (Lutheran) Parish Environments (PowerPoint Presentation) Microsoft PowerPoint - Religious Education in the Finnish Educational System and in (Lutheran) Parish Environments (isevenezia.it)

4) Theological Education in Bulgaria during the Middle Centuries (PowerPoint Presentation) Microsoft PowerPoint - Theological Education in Bulgaria during the Middle Centuries (isevenezia.it)

5) Religious Education in Estonia (PowerPoint Presentation) Microsoft PowerPoint - Härm 2022[Compatibility Mode] (isevenezia.it)

6) Christian Spiritual Enlightenment and Religious Education in Bulgaria – Traditions, Problems and Perspectives Microsoft PowerPoint - Christian spiritual enlightenment and religious education in Bulgaria traditions, problems and perspectives - Kostadin Nushev (isevenezia.it)

7) The Christian perspective regarding socio-educational animation programs for children and young people: The Christian perspective regarding socio-educational animation programs for children and young people

Self-assessment/guidelines for teachers:

1) Quiz for educators: https://www.frr-bg.org/wp-content/uploads/2023/08/module-3-quiz.pdf

2) Course Self-Assessment: https://www.frr-bg.org/wp-content/uploads/2023/08/module-3-course-self-assesment.pdf

LEARNING MATERIALS FOR MODULE 4:

Video materials (Created for IO4 Pilot Training Course)

1) Introduction to Module 4: https://youtu.be/IECz0QP85Yc

2) Religious Diversity and Cultural Pluralism in Greece: mapping of the situation https://www.youtube.com/watch?v=xhMPZ4OAgZs&t=149s

3) Educating in Religious Diversity https://www.youtube.com/watch?v=4EHEhcbuteQ&t=18s

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4) **Religious Diversity and Pluralism in Europe:**
   https://www.youtube.com/watch?v=BRIqf61Ui-s&t=159s

5) **The Contribution of Ecumenical Theology to Education in Religious Diversity:**
   https://www.youtube.com/watch?v=qpmbBepvr2Y&t=936s

6) **Biblical and Religious Illiteracy in Europe:** https://www.youtube.com/watch?v=rrfMafUoUMo

7) **Religious Super-Diversity in Europe:** https://www.youtube.com/watch?v=k5Zud43fAdM

8) **Europe of the Religions** https://www.youtube.com/watch?v=ANEuPt9M-2w&t=819s

9) **Venice and the Religions: from Hospitality to Dialogue:**
   https://www.youtube.com/watch?v=zSrp9fyD5Zc&t=2439s

10) **Workshop led by prof. Panaghiotis Yfantis:**
    https://www.youtube.com/watch?v=EZQyyr5vELQ&t=33s

11) **Cultural pluralism and coexistence in the history of Thessaloniki**

https://www.youtube.com/watch?v=xuFbh7UAsPo&t=17s

Readings (created for IO2 Collection of Articles)

1) **Educating for Inter-Faith Dialogue**: Educating for Inter-Faith Dialogue - Brunetto Salvarani - ISE

2) **Religious Diversity and Pluralism:** Religious diversity and pluralism - Vincenzo Pace - ISE

3) **Some considerations about public theology:** Some considerations about public theology. Origins, trends and basic ideas - Calina Gelu - AV

4) **Learning from Diversity and Education in Pluralism**: Learning from Diversity and Education in Pluralism Challenges and Perspectives - Andrian Aleksandrov - RDF

5) **Religious diversity and multiculturalism in Estonia:** Liina Kilemit - EELK UI

6) **Religious diversity as political, educational and theological condition:** Religious diversity as political, educational and theological condition. - Athanasios Stogiannidis - AUTh

7) **Religious diversity and cultural pluralism in Greece: Mapping of the situation and educational prospects:** Religious diversity and cultural pluralism in Greece Mapping of the situation and educational prospects - Christos N. Tsironis - AUTh

PowerPoint Presentations (Created for IO4 Pilot Training Course)

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1) **Dialogue Education Tools for Effective Interfaith Dialogue:**
   https://www.frr-bg.org/wp-content/uploads/2023/08/module-2-dialogue-education-tools-for-effective-interfaith-dialogue.pdf

2) **Religious Diversity and Multiculturalism in Estonia:** Religious diversity and multiculturalism in Estonia (isevenezia.it)

3) **The Orthodox church of Greece in front of the religious diversity:** The Orthodox Church of Greece in front of the religious diversity

4) **Education and Religious Diversity** Education and Religious Diversity in Greece

5) **Educating in Religious Diversity for a new citizenship:** Educating in Religious Diversity for a new citizenship

6) **No One-Size-Fits-All : Religious Super-Diversity and Different Policies of Religious Pluralism in Europe:** No One-Size-Fits-All Religious Super-Diversity and Different Policies of Religious Pluralism in Europe

7) **The contribution of ecumencial theology to education in religious diversity:** The contribution of ecumenical theology to education in religious diversity - Cristiano Bettega - ISE
   The contribution of ecumenical theology to education in religious diversity

Self-Assessment for Module 4:
https://www.frr-bg.org/wp-content/uploads/2023/08/module-4-course-self-assesment.pdf

LEARNING MATERIALS FOR MODULE 5

Video materials (Developed for IO4 Pilot training course)
1) **Video: Introduction to Module 5 ICT Integration in Religious Education:**
   https://youtu.be/SYExeEq-1aY
2) **Introduction to IRENE project: https://youtu.be/BTO_gAyfnRE**
3) **The Erasmus + IRENE Platform: a useful tool for the religious literacy:**
   https://www.youtube.com/watch?v=D49F9OoOEkQ
4) **M5 Enhancing Technology in Religious Education: https://youtu.be/eqRB7KJhHyo**

Readings (developed for IO1 and IO2)

- **Report on ERASMUS+ IRENE project interviews/questionnaires: Italy**
- **Report on ERASMUS+ IRENE project interviews/questionnaires: Bulgaria**
- **ERASMUS+ IRENE project the Italian survey. A summary - Paola Magnani - ISE**
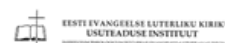
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- **The sense of community, mobile devices and social media in Finnish Lutheran confirmation preparation - Evelina Ojala**
- **Report on ERASMUS+ IRENE project interviews/questionnaires: Finland**
- **Report-on-ERASMUS-IRENE-project-interviews/questionnaires: Greece**
- **Report on ERASMUS+ IRENE project interviews/questionnaires: Romania**
- **Report on ERASMUS+ IRENE project interviews/questionnaires Estonia**

PowerPoint Presentations (Developed for IO4 Pilot Training Course)

- **ICT and Religious Education**
- **Information and Communication Technology in Confirmation Schools of Evangelical Lutheran Church of Finland**
- **ERASMUS+ IRENE project the Italian survey. A summary**

Teaching guidelines/quiz

- **Example of PowerPoint Presentation for Learners: Leveraging ICT in Religious Education (Module 5)**

- **Guidelines for Educators to use each slide of the PowerPoint presentation (Module 5)**

- **Guidelines for Educators. Analyzing Religious Imagery and Using Visual Tools (Module 5)**

- **Example for Lesson Plan: Exploring Religious Imagery Through ICT (Module 5)**

- **Final quiz for Module 5**

IX. PROGRAMMES FOR THE PILOT COURSE (VENICE) AND THREE INTERNATIONAL COURSES (JOENSUU, TALLINN, AND THESSALONIKI)

The 5-module pilot training course served as a foundational framework that was adapted into four distinct training programmes by the partners organizing each of the training courses in Venice,

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<u>Joensuu, Tallinn, and Thessaloniki.</u> The partner institutions drew upon the content within the 5 modules to identify suitable experts and speakers, leveraging their expertise in relevant topics. They adeptly customized the training content based on their own capacities and capabilities, ensuring a tailored and impactful experience for participants. This collaborative adaptation further enriched the value of the training course across various locations and contexts.

The first (Pilot) international course (blended mobility) in Venice underwent demonstration of the pilot course. Additionally, the refined training materials were trialed during the first course and the following blended mobility sessions in Joensuu, Finland (August 2022), Tallinn (September 2022), and Thessaloniki (November 2022). After the pilot international course in Venice, a second draft of the Pilot Course was created taking into account the advices of the participants. These modifications ensured the suitability and effectiveness of the subsequent courses.

The following programmes were suggested by the partners, including focus, objectives, and learning outcomes:

Programme for the Mobility in VENICE (ITALY), First Pilot International Course, 26th June – 2nd of July 2022

The pilot training course revolves around advancing religious education methods in multicultural environments. It aims to equip participants with diverse perspectives and skills needed to navigate religious diversity, promote dialogue, and foster understanding within educational settings.

Objectives:

Introduction and Orientation: Participants arrive, creating a conducive environment for learning and collaboration.

Engaging with Religious Diversity: Participants are introduced to the course's objectives and the weekly schedule, as well as the goals and activities of the ERASMUS+ IRENE project. A site visit enhances understanding of the local context.
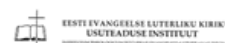
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Participant Introduction: Ice-breaking activities establish connections among participants and present partner organizations, fostering a supportive learning community.

Exploring Religious Diversity: Lectures and debates address topics such as religious diversity and pluralism in Italy, as well as strategies for religious diversity education. Participants engage in meaningful discussions and debates.

Contextual Perspectives: Discussions shift to Europe's religious landscape, including theological constants, migration memories, and education. Diversity within identity is explored.

Workshop on Diversity: Participants delve into diversity within religious identity through workshops, encouraging critical thinking and analysis.

Comparative Study Presentation: A presentation of the ERASMUS+ IRENE IO-1 Comparative Study deepens understanding through research insights.

Exploration of Religious Spaces: Guided tours and interactions with various religious communities within Venice provide firsthand experiences of religious practices and cultural contexts.

Round Table and Community Meetings: Engaging round-table discussions, visits to religious sites, and dialogues with diverse communities further enrich participants' understanding of religious coexistence and dialogue.

Educational Tools and Conclusion: Participants are introduced to practical tools for dialogue education. The course concludes with an evaluation of the training and its outcomes.

Learning Outcomes:

By the end of the pilot training course, participants will have achieved:

- A comprehensive understanding of religious diversity and pluralism, particularly within the Italian context.
- Enhanced skills in religious diversity education and fostering interfaith dialogue within multicultural educational environments.
- Insight into theological constants and migration memories shaping Europe's religious landscape.
- Critical thinking and analytical skills to examine diversity within religious identity.
- Proficiency in engaging with various religious communities through site visits and meetings.

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- A broader perspective on Venice as a city of religious coexistence, gained through interactions with diverse local communities.
- Familiarity with educational tools and strategies for promoting dialogue and understanding in religiously diverse contexts.
- Active participation in discussions and debates, nurturing effective communication and collaboration.
- Appreciation for the contributions of ERASMUS+ IRENE project's intellectual outputs, enhancing participants' abilities to navigate multicultural educational spaces.
- An evaluation of the training's effectiveness and relevance, contributing to the continuous improvement of religious education methods in diverse environments.

In summary, the pilot training course focuses on enhancing religious education methods in multicultural contexts. It seeks to achieve diverse objectives that enable participants to deepen their understanding of religious diversity, foster dialogue, and acquire practical tools for effective teaching in such environments. The course's comprehensive approach ensures that participants gain a holistic and actionable perspective on promoting religious coexistence and understanding.

Applied Training Programme :
Sunday, June 26th 2022
Arrivals during the day and the evening
Monday, June 27th 2022
9.30
In the Vineyard Closter
Welcome
Fr. Lorenzo Raniero – Dean of the Istituto di Studi Ecumenici (ISE) "San Bernardino" - Venezia
Fr. Stefano Cavalli – Guardian of the San Francesco della Vigna Friary and IRENE Project manager
Marco Dal Corso – Director of the Master in Interreligious dialogue - Istituto di Studi Ecumenici (ISE) "San Bernardino" – Venezia
Introduction to the course and presentation of the weekly programme and activities
Marco Dal Corso / Fr. Stefano Cavalli
IRENE - Innovative Religious Education NEtwork: educating to the religious diversity: goals and activities of the ERASMUS + project / (Based on Module 5)
Fr. Albert-Adrian Stănulică – Asociatia Vasiliada, Craiova, Romania

10.00
Where are we? Visit to the Friary, the Cloisters, and the Church of San Francesco della Vigna
Fr. Stefano Cavalli (Based on Module 2)

11.00
Coffee break

11.30
Ice-breaking: introduction of the participants
Presentation of the participants and of the 5 partner organisations
Fr. Adrian-Albert Stănulica, Elena Stănulica, Mihaela Moraras – Asociatia Vasiliada, Craiova, Romania
Diana Petrova, Nina Koleva, Velina Toneva, Stella Behar, Viktor Hazan – Fondatsiya za Regionalno Razvitie / Regional Development Foundation – FRR/RDF, Vidin/Sofia, Bulgaria
Panaghiotis Yfantis, Nikos Maghioros, Panagiota Psomiadi – Aristotelio Panepistimio Thessaloniki / Aristotle University of Thessaloniki, Greece
Triin Käpp, Kerstin Kask, Anar Ruubel - Eesti Evangeelne Luterlik Kirik - Usuteaduse instituut, Tallinn, Estonia

12.30
Lunch in the *Vineyard Closter*

15.00
In the Library – Conference Hall
Religious diversity and pluralism in Italy – **Vincenzo Pace** (Based on Module 4)
Presentation / Video Lesson / Reading

16.00
Debate (Based on all modules)

16.30
Coffee break

17.00
Religious diversity education – **Dario Vannozzi** (Based on Modules 3 and 4)
Presentation / Video Lesson

17.45
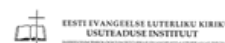
Debate

18.00
Conclusion

Tuesday, June 28th / Martedì, 28 Giugno 2022

9.30
In the Library – Conference Hall
Europe of the Religions – **Panaghiotis Yfantis (IT**): Orthodox theological constants, the memory of migration and religious diversity in migrants, experiences of welcome and hospitality of the Greek Orthodox Church, religious diversity in Greek education (Based on Module 4)
Presentation / Presentation / Video Lesson

10.45
Coffee break

11.15
Debate (Based on all modules)

12.30
Lunch in the *Vineyard Closter*

15.00
In the Library – Conference Hall
Workshop: A look at current reality: diversity within identity led by **Panaghiotis Yfantis**: Two Orthodox Churches find themselves in conflict with each other. Should we speak of diversity within the same Church? (Based on Module 4)
Video Lesson

16.00
Coffee break – Pausa caffè

16.30
Presentation of the ERASMUS+ - IRENE IO-1 Comparative Study (Based on Module 5)
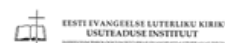
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Triin Käpp - Eesti Evangeelne Luterlik Kirik - Usuteaduse instituut, Tallinn, Estonia
Presentation / Reading

17.00
Introduction to the San Francesco della Vigna Library – **Fr. Rino Sgarbossa**
https://www.bibliotecasanfrancescodellavigna.it/ (Based on Module 3)

20.45
Knowing each other: socialization and screening of short videos from partner countries (Based on Module 1, 2, 3, 4)

Wednesday, June 29th 2022

9.00
Walking tour "Venice of the Religions": visits and meetings with the religious communities in the city ((Based on Module 2)

9.15
Visit the Waldestein-Methodist Church and meet with the local congregation (Based on Module 2)
Introductory Video Lesson

11.15
Visit the Lutheran Church and meet with the Lutheran congregation
Introductory Video Lesson

15.00
Guided visit to the Synagogues and the Jewish Museum (Based on Module 2)
https://www.museoebraico.it/en/

16.15
Seminar "The Jewish in Venice" and meeting with the Jewish community (Based on Module 2)
Introductory Video Lesson

17.45
Guided visit to the Jewish area ("Ghetto") (Based on Module 2)

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Thursday, June 30th 2022

9.00
Round table - Venice and the Religions: from hospitality to dialogue – **Giuseppe Goisis, Francesa Grisot**, **Antonio Rigopoulos**, **Reza Rashidy**, **Avivit Hagby.** Lead by: **Marco Dal Corso e Daniele Spero** (Based on Module 2)
Video Lesson

14.20
Visit the Greek Cathedral of St. George - https://istitutoellenico.org/it/home/(Based on Module 2)

16.00
Visit the Islamic Centre of Marghera and meet with the Imam and the local Islamic community (Based on Module 2)
Introductory Video Lesson

19.00
Dinner with the local Islamic community (Based on Module 3)

Friday, July 1st 2022

9.30
Dialogue education: some useful tools: A collection of articles in an e-book format - ERASMUS+ -
IRENE IO-2 - **Panaghiotis Yfantis**
ERASMUS+ - IRENE IO-3 e-platform – **Fr. Stefano Cavalli / Diana Petrova** (Based on Module 5)

10.30
Evaluation of the 1st ERASMUS+ IRENE International Training Course and conclusion - Fr. Stefano Cavalli / Diana Petrova (EN) (Based on Module 5)

14.00
Optional excursion by boat in the lagoon to the little island of San Lazzaro degli Armeni and meeting with the **Armenian Mechitarist Congregation - https://mechitar.org/en**
Introductory Video Lesson

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Programme for the mobility in JOENSUU (FINLAND), second International Course, Joensuu 21st-27th August 2022

</div>

The course focuses on various aspects of religious education in different countries and aims to train RE teachers/professionals to play an active role in the society.

The course will improve the teaching methods of RE professionals to deal with diversity and multiculturalism and will facilitate the exchange of experience and transfer innovative RE knowledge and methods.

Objectives of the course:

1. **Understanding religious diversity and pluralism**: Participants will gain an in-depth understanding of religious diversity and pluralism, based on the findings of the IRENE Comparative Study.
2. **Exploring different approaches to religious education**: Participants will explore and analyze diverse pedagogical approaches to religious education, considering methods that foster tolerance, understanding, and interfaith dialogue.
3. **Examining religious education systems**: Participants will examine the religious education systems in various countries, including Romania, Italy, Finland, Estonia, Greece, Bulgaria, and others, to understand their goals, methods, and challenges.
4. **Analyzing religious education pedagogy**: Participants will analyze effective pedagogical strategies for teaching religion, including practical methods and techniques for engaging learners in religious education.
5. **Applying religious education in different cultural contexts**: Participants will explore how religious education is adapted and integrated into different educational systems and cultural environments and how it takes into account minorities.
6. **Exploring historical and modern perspectives**: Participants will examine the historical, mythological, and contemporary aspects of Christianity and Islam in Bulgaria and other regions, gaining a comprehensive understanding of their impact on religious education.

7. **Exploring religious pedagogy in Finnish schools**: Participants will examine the religious pedagogy practices in Finnish schools, understanding how religious education is integrated into the curriculum.
8. **Introducing the e-Platform**: Participants will be introduced to the e-platform developed as part of the course, enabling them to access resources and materials for enhancing their religious education practices.

Learning Outcomes:

By the end of the course, participants should be able to:

1. Describe the religious diversity and pluralism landscape based on the IRENE Comparative Study findings.
2. Apply diverse pedagogical approaches to religious education, considering their benefits and challenges.
3. Analyze and compare different religious education systems, identifying key similarities and differences.
4. Utilize practical pedagogical strategies to engage learners and promote thoughtful discussions on religious topics.
5. Play an active role in the society by adapting and implementing religious education techniques within their own cultural and educational contexts.
6. Evaluate the historical and modern influences of Christianity and Islam on religious education in specific regions.
7. Analyze the religious pedagogy methods used in Finnish schools and identify effective approaches to religious education.
8. Utilize the e-platform to access relevant resources and materials for enhancing their religious education practices.

Programme

DATE	ACTIVITY	OBS
Sunday 21	Arrivals to Joensuu	

Monday 22	**09.00** Welcome and presentation of UEF/SKOPE. Pls, Open the links to see the venue (University of Eastern Finland) at EDUCA-building., **Vice head of Department Anssi Salonen** **09.45** Introduction to the course and presentation of the weekly programme and activities. Getting to know each other. **Senior Lecturer Risto Aikonen** **11.00** Coffee break **11.30** Partner presentations A. Istituto di Studi Ecumenici (ISE) "San Bernardino" – Venezia – ITALY and a presentation (**Based on Module 3)** Presentation "Religious diversity and pluralism in Italy according to the findings of the IRENE Comparative Study" curated by Paola Magnani and Lorenza Ferrari - Teachers of Religious Education. (**Based on Module 3**) Presentation / Reading **12.30** Lunch (Self-paid) at nearby restaurants **14.00** A pedagogical approach to Religious education – Floor Pictures. Godly Play **Lecturer Raili Keränen-Pantsu (Based on Module 3)** Video Lesson / Video Lesson **16.30** Coffee break and Discussions **19.00** Dinner (self-paid)	**E200, Educa Building**
Tuesday 23	**09.00** Partner presentations and video lessons part B/Discussions (**Based on Module 1**) Vasiliada Association – Craiova - ROMANIA *Religion teaching system in Romania* Video Lesson **10.00** RE in the Finnish Educational System and Parish Environments. **Senior Lecturer Ismo Pellikka (Based on Module 3)** Presentation **11.00** Coffee break **11.30** Discussions **12.30** Lunch (self-paid) at nearby restaurants	**E200, Educa Building**

	13.30 Leaving to Rantakylä in front of the AURORA building by bus (based on Module 2) **14.00** Visit to Rantakylä University´s Normal School (Based on Module 3) **16.30** Coffee break and Discussions **19.00** Dinner (self-payed)	
Wednesday 24	**09.00** Partner presentations and video lessons part C/Discussions (Based on Module 2) Eesti Evangeelne Luterlik Kirik – Tallinn- ESTONIA **10.00** Partner presentations and video lessons part D/Discussions (Based on Module 5) Aristotle University of Thessaloniki – GREECE **11.00** Coffee Break **11.30** Discussions **11.45-12.30** Observing Orthodox RE lesson at university training school. Mr. Juha Pössi **(Based on Module 3)** **13.00** Visit to the Orthodox Seminary and the Church of John Theologian and coffee **Rev. Mikko Sidoroff** (Based on Module 3) **14.00** Visit to the Joensuu Orthodox Parish and to the church of St. Nicholas **(Based on Module 2)** **15.15** Visit to the Joensuu Lutheran Parish. Rev. Sanna Kauppinen. **(Based on Module 2)** **19.00** Dinner (self-paid)	**E200, Educa Building**
Thursday 25	**08.30 -16.00** Visit to Lintula convent and Valamo monastery, guided tour at the monastery and Lay Academy. Leaving to tour in front of the AURORA building by bus. **(Based on Module 2)** **09.45- 11.00** Lintula Convent, igumenia Mikaela **(Based on Module 2)** **11.30-12.30** Lunch at Trapesa, self-paid (Valamo monastery) **12.45-14.00** Valamo Lay Academy, Dr. Juha Riikonen **(Based on Module 3)**	

	14.15- n.16.00 Guided tour at Valamo monastery, igumen Mikael **(Based on Module 2)** **19.00** Dinner (self-paid)	
Friday 26	**08.00-09.30** Observing Lutheran (247) Mrs. Minna Ursin/Orthodox RE lesson Mr. Juha Pössi (XXX) at University training school **(Based on Module 3)** **10.00** Christianity and Islam in Bulgaria - between history, mythology and reality. **Assist. Prof. Ventsislav Karavaltchev**, Faculty of Theology, Sofia University. Lecture shared by Teams connection from Sofia **(Based on Module 2)** Presentation / Video Lesson / Reading **11.00** Coffee Break **11.30** Presentation of the e-platform. Fr. Stefano Cavalli and Mrs. Carla Cavallini (based on Module 5) **12.30** Lunch (self-paid) at nearby restaurants **14.00** Coffee and evaluation of the second ERASMUS+ IRENE International Training Course and conclusion (based on all modules) **19.00** A farewell dinner (self-paid)	**E200, Educa Building**
Saturday 27	**Departures**	

Programme for the Mobility in TALLINN (ESTONIA), Third International Training course, Tallinn 18- 24 September 2022

The course aims to equip participants with a comprehensive understanding of religious education practices, historical influences, and the importance of educating for religious diversity.

Participants will gain practical insights from visits to various sites, enabling them to apply their knowledge in diverse educational and interfaith contexts.

Objectives of the course:

1. **Exploring religious pedagogy in Estonian schools**: Participants will examine the religious pedagogy practices employed in Estonian schools, understanding how religious education is integrated into the curriculum.
2. **Analyzing theological education in Bulgaria**: Participants will delve into the history of theological education in Bulgaria during the Middle Centuries, gaining insights into the cultural and religious influences of the region. Also participants will explore the traditions and contemporary challenges of religious education in Bulgaria, understanding how they shape the religious education landscape.
3. **Promoting education in religious diversity**: Participants will learn about the importance of educating for religious diversity, fostering new forms of citizenship that promote tolerance, inclusivity, and interfaith dialogue.
4. **Experiencing practical visits**: Participants will engage in practical visits to various churches, schools, and religious communities to gain experiences of different educational, social and religious environments.
5. **Promoting cross-cultural and interfaith understanding**: Participants will learn how to bridge cultural gaps and promote dialogue between different religious traditions, fostering an appreciation for diversity and shared values.
6. **Understanding IRENE project and e-platform**: Participants will gain an understanding of the IRENE project's goals, activities, and the results of IO1. They will also be introduced to the e-platform and its resources for enhancing religious education.

Learning Outcomes:

By the end of the course, participants should be able to:

1. Analyze the religious pedagogy methods used in Estonian schools and identify effective approaches to religious education.
2. Discuss the historical context and significance of theological education in Bulgaria during the Middle Centuries and evaluate the traditions and challenges that impact religious education in contemporary Bulgaria and other regions.
3. Advocate for educating in religious diversity and demonstrate an understanding of its role in fostering new forms of citizenship.
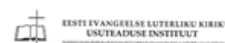
4. Apply insights gained from practical visits to churches, schools, and religious communities in discussions and educational contexts.
5. Facilitate interfaith understanding and dialogue through effective communication and teaching methods.
6. Explain the objectives and outcomes of the IRENE project, and effectively utilize the e-platform for enhancing religious education practices.

Programme

18.09 Arrival

Depending on the time of arrival, there is a possibility to participate in a Sunday service/liturgy; near the accommodation in Tallinn there are churches in many confessions nearby.

19.09 Monday

9.45 Morning Prayer (EST)

10:00 Introduction
Getting to know each other and getting to know Estonia (incl presentation about Religious diversity by Ringo Ringvee) (based on Module 4 and all modules)

12:00 Lunch

13:30 Excursion in the Old Town and Lennusadam (based on Module 2)

16:00 Round table about „Religious diversity" (based on Module 4)

Dinner

20.09 Tuesday

9.15 Morning prayer (BULGARIA)
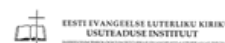
	IRENE
![Erasmus+ logo]	**IRENE** Innovative Religious Education NEtwork: educating to the religious diversity

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9.30 Results of the IO1 and introducing of the e-platform for different RelPed materials (Based on Module 5)

11.00 Coffee break

11.15 Lecture dr. Silja Härm "Religious pedagogy in Estonian Schools (Based on Module 3)

Presentation / Reading

12.30 Lunch

13.30 Excursion / Discussing to Kaarli (lutheran) ja Püha Johannesse (St Johns´s orthodox) schools. (Based on Module 3)

Dinner

21.09 Wednesday

9.00 Morning prayer (IT)

9.30 Country presentations (Based on all modules)

9:30 *Assoc. prof. Sveto Riboloff, PhD* Theological Education in Bulgaria during the Middle Centuries (Based on Module 3)

Presentation / Reading

10:20 *Assoc. prof. Kostadin Nushev, PhD* Religious Education in Bulgaria - Traditions and Contemporary Challenges. (Based on Module 3)

Presentation / Reading

11:00 Coffee

11:30 Dario Vannozzi, "Educating in Religious Diversity for a new citizenship" (Module 4)

Presentation

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12:30 Lunch

13:30 Visiting Vabamu <mark>(Module 5)</mark>

Free time and dinner

20:30 Visiting/discussions Mustamäe church (leaving appr at 20.00) <mark>(Module 2)</mark>

22.09 Thursday

8:00   Excursion to Tartu by train

10:30 Round table with Dr Olga Schihalejev „Curriculums of RE in University of Tartu" <mark>(Module 3)</mark>

Presentation / Video Lesson

12.00 (12:15) Lunch at St Peter´s School

12:45 Visiting/discussions St John's Church and Estonian National Museum <mark>(Module 2)</mark>

Dinner on your own

20.00 Train back

23.09 Friday

Different visits to religious communities/discussions with the representatives of religious communities/share of good practises in social field and education of youth education. <mark>(Module 2)</mark>

24.09 Saturday – departure

Programme for the Mobility in THESSALONIKI (GREECE), Fourth International training Course 03-09 November 2022

The course aims to improve the teaching methods of RE professionals to deal with diversity and multiculturalism.

Participants will gain insights from theoretical lectures and experiential visits, enabling them to contribute positively to religious education and interfaith understanding in their respective contexts and increase their social and multicultural competences.

Objectives of the course:

1. **Analyzing Christianity and Islam in Bulgaria**: Participants will examine the historical, mythological, and real aspects of the interactions between Christianity and Islam in Bulgaria.
2. **Understanding Islamic studies and religious diversity**: Participants will explore the Islamic Studies Program of AUTh, focusing on how it contributes to religious diversity education.
3. **Developing teaching strategies**: Participants will learn about innovative teaching strategies, including a teaching suggestion and a school laboratory for diversity, and how to effectively engage students in discussions about diversity and acceptance.
4. **Exploring European values and religious education**: Participants will understand how religious education can contribute to promoting European values of tolerance, respect, and understanding.
5. **Understanding Ecumenical Theology's role in education**: Participants will explore the contribution of ecumenical theology to education in religious diversity.
6. **Promoting interreligious coexistence and collaboration**: Participants will engage in a round table discussion focused on the experiences and challenges of interreligious coexistence and collaboration.
7. **Experiencing theatrical event and skills workshop**: Participants will engage in a theatrical event and skills workshop to develop practical skills related to inclusion and diversity.
8. **Understanding IRENE project and religious diversity**: Participants will gain a comprehensive understanding of the IRENE project, including the e-platform and its results, while also learning about the importance of religious diversity in contemporary society.

Learning Outcomes:
By the end of the course, participants should be able to:

1. Evaluate the historical and contemporary interactions between Christianity and Islam in Bulgaria, considering both historical narratives and current realities.
2. Discuss the significance of Islamic Studies programs and their role in promoting understanding of religious diversity.
3. Apply innovative teaching strategies, including school laboratories and student discussions, to engage learners in diversity-related topics.
4. Examine how religious education aligns with European values and contributes to building an inclusive society.
5. Assess the role of ecumenical theology in fostering education in religious diversity and dialogue.
6. Engage in informed discussions about interreligious coexistence and collaboration, considering various perspectives and challenges.
7. Apply practical skills related to inclusion, diversity, and dialogue through participation in a theatrical event and a skills workshop.
8. Explain the goals and outcomes of the IRENE project and effectively utilize the e-platform for enhancing religious education.

Programme

Thursday, November 3ʳᵈ 2022
Arrivals during the day, accommodation to the Hotels.

Friday, November 4ᵗʰ 2022
10:00
Conference Hall, Department of Theology, AUTh.
Welcome to the Faculty of Theology
(**Dean of Faculty, Chrysostomos Stamoulis**)
Tour of the School premises / Prof. **N. Maghioros** - Prof. **Ilias Evangelou -** Prof. **P. Yfantis** - Prof. **Timoleon Galanis** (based on Module 3)
11:00
Coffee at the terrace of the 4ᵗʰ floor.
11:30
Conference Hall AUTh.
Presentation of the Faculty of Theology and the Department of Theology of AUTH / Prof. **Nikos Maghioros** (based on Module 2)
12:00
Presentation of the members.
Introduction to the course and presentation of the weekly program and activities / Prof. **P. Yfantis**, Prof. **Thomai Chouvarda**
13:00

Lunch
17:00 - 19:30
Visit to religious monuments of Thessaloniki.
City center, Aristoteles Square: byzantine church Panaghia Chalkeon, Samaritan Synagogue / Discussion guided by Prof. T. Galanis (Based on Module 2)
Visit/discussions: Greek orthodox church of Saint Minas and Holy Cathedral Church of the Immaculate Conception (Based on Module 2)
20:00
Dinner

Saturday, November 5th 2022
09.00 - Visit to "Rotonda". Exhibition «Thessaloniki 1922: Monuments and Refugees» / Discussions guided by Prof. P. Mastora (Based on Module 2)
10:15-11:00
Conference Hall, Department of Theology, AUTh.
Lecture: "Thessaloniki. An interreligious and intercultural city" / Prof. Pelagia Mastora (Based on Module 4)
Video Lesson
Discussion
11:00
"The Islamic Studies Program of AUTh and religious diversity" / Prof. N. Maghioros – Prof. Angeliki Ziaka (Based on Module 2)
11:15
Coffee break
11:30-12:00
Lecture. "Christianity and Islam in Bulgaria – between history, mythology and reality" / Dr. Ventzislav Karavaltchev (Based on Module 2)
Presentation / Reading
Discussion
12:00-13:00
A teaching suggestion / Dr Nikos Tsirevelos (Based on Module 5)
Discussion
13:00
Lunch
17:00
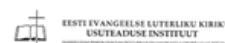**Visit/discussions to Greek Evangelical Church of Thessaloniki (Based on Module 2)**
20:00
Dinner

Sunday, November 6th 2022
11:00
Visit to the Vlatades Monastery.

Meeting with **Nikiforos**, bishop of Amorion and Prior of the Monastery.
Guided tour by Dr. **Ioanna Kliari**. (Based on Module 2)
13:30 Synagogue / Discussions guided by Prof. T. Galanis (Based on Module 2)
14:00
Lunch
17:30-19:30
Visit to religious monuments of Thessaloniki.
Church of Saint Demetrios, Achiropoiitos, Saint Sofia / Discussions guided tour by Prof. Glykeria Chatzoyli
(Based on Module 2)
20:00
Dinner

Monday, November 7ᵗʰ 2022
9:30
Departure for the "Arsakeion" School of Thessaloniki (Based on Module 3)
10:00
Arsakeio Gymnasium Amphitheatre (Based on Module 3)
Reception, introduction
10:05-10:20
The European trajectory in the acceptance of Otherness:
From "Ode to Joy" by Friedrich Schiller and Ludwig Van Beethoven in Domenico's monologue from Andrei
Tarkovsky's "Nostalgia" / Thanasis Nevrokoplis MTh, with students of Gymnasium (Based on Module 3)
Discussion
10:30-10:45
Debate about diversity and its acceptance / Alexis Alexiou, Greek teacher - Stella Sarmi, Sociologist with
students of Gymnasium (Based on Module 1,3)
Discussion
10:55-11:10
Skills workshop on inclusion: Structure, experiential scenario and impressions from a visit of Arsakeio
students to the School for the Deaf / Stelios Boutsikas, Physicist - Nikoleta Satsli, Mathematician with
students of Gymnasium (Based on Modules 1,3)
Discussion
11:20-11:35 *Christ's encounter with the Samaritan.*
Creative writing texts about the timeless right of every human being to quench their thirst. / Giota
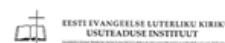Psomiadou, Theologian, with students of Gymnasium (Based on Modules 1,3)
Discussion
11:45-12:00 Christian architecture of Otherness based on C. S. Lewis's "Mere Christianity" (1943) - Book
Review / Vangelis Dimos, English Teacher with students of Gymnasium (Based on Modules 1, 3)
Discussion
12:10-12:35
Principal's office

Coffee break
12:35-13:00
Arsakeion School Theatre of Thessaloniki
Theatrical event "The Fallen Dervish" by Alexandros Papadiamantis. (Based on Modules 1, 3)
Because the Other is the only possibility for our relationship with the world to have reciprocity / Antonis Neonakis, Theologian with students of Theatrical Group of Lyceum
13:30
Lunch
17:00-18:00
Conference Hall AUTh.
"Religious Education and European values" / Prof. **Ath. Stoyannidis** (Based on Module 3)
Video Lesson / Reading
Discussion
18:00
Coffee break
18:15
Biblical Museum
20:00
Dinner

Tuesday, November 8ᵗʰ 2022
09:00-09:30
"The contribution of ecumenical theology to education in religious diversity" / Prof. **Cristiano Bettega- ISE – ISE (Based on Module 4)**
Presentation / Reading
Discussion
9:30-12:00
Round Table: "Witnesses and experiences of interreligious coexistence and collaboration"/Prof. St. Tsobanidis prof. of Ecumenical Theology in AUTh, Prof. Petros Panagiotopoulos, Mrs. Dorothea Vakali, Mr. Sotirios Boukis, ioasnnis Samaras, π. Andrei Maximilian, Mr. Mohamed Abdeltawab and one representative of each group (5'-10' min. every participant). Coordinator: Prof. N. Maghioros (Based on Modules 1-4)
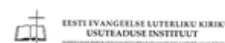Video Lesson
Discussion
13:00
Lunch
Free Time
20:00
Dinner

Wednesday, November 9ᵗʰ 2022
Departures