



إيسيسكو  
ICESCO



كلية الشريعة والدراسات الإسلامية  
College of Shariaa and Islamic Studies  
QATAR UNIVERSITY جامعة قطر



جائزة قطر العالمية  
لحوار الحضارات

Qatar International Award  
for Dialogue of Civilizations

**ISESCO Chair for Alliance of Civilizations at the College of Sharia and Islamic Studies (CSIS) in Qatar University in collaboration with Qatar Committee for the Alliance of Civilizations and the Islamic World Educational, Scientific and Cultural Organization (ISESCO) organized by**

**The Fourth Edition (2023-2024)  
of Qatar Global Award for Dialogue Among Civilizations**

**Theme of the fourth edition**

**“Science Dialogue: Towards a Civilized  
Framework for Knowledge Integration”**

## 1. Background:

The value of social and human science has decline in second half of the 20th century. This decline affected the core of education in most civilizations, natural science and its standards curricula dominated the education's scene, and source that brought the fields of knowledge together was deteriorated and divided into many culture or three mind where each culture or mind is completely different from each other. Social and human science and its different branches suffered more than any other science and its researchers experienced more difficulty, because they were out of economic, trade and development calculation, in addition to media's focus on making general opinion to those convictions.

This situation of fragmentation, division and separation that social and human science experienced, was result of centralized and isolated system that does not look forward to the future of knowledge, nor unity of its kinds.

Knowledge is consist of separated and united group, each of them is bigger its total and that way both of them need other to other to achieve thematic understanding and a comprehensive vision of the thing, whether in thing itself or in its realty. Perhaps the contradiction that each party use to justify the disconnection represented in the eligibility and priority of each field. The normal researchers were highly considered that other sciences or other educational cultures (human and social), are not applied to notion of science and its characteristic, and they used it as field of make prose that only good for moving feelings and promoting emotions. It is hard to define in scientific term, because that require the need of finding correct facts far from ambiguity of self-moral rules and definitions. Other perspectives such the different problems related to research notions, standards and curricula, beside the loss of confidence in the effeteness of social and human sciences in solving the problem of humankind, especially after the appearance of new scientific branches, came sciences such biology and psychology beside the problem of contributions that human and social sciences provided in development. All of these things were a negative impact to the education system in many countries across the world, and created a condition of clear contradiction between fields of knowledge and education curricula.

The past three decades, circumstances were fair in helping the social and human sciences to find a place in the middle of strong competition among countries in all fields of civilizations, therefore, some of the great philosophers of science were interested in oriental studies, started to predict the possibility of entering into a new era of history that achieves the integration of knowledge and overcome the applicable modern pattern that been used since centuries to study the relation of between the existence and mankind . After that, the angle of dealing with the facts was determined by using experimental mind separate from all other manifestations of nature. That integration and communication that was existed in the Islamic heritage and in the original education curricula as well as in the curricula of Islamic Jurisprudence (Sharia), literature, history, sociology, medicine, chemistry and physics, and brought rich scientific heritage to Islamic civilization which formed the foundations for an integrated consistent knowledge founded the intellectual structure that forms the identity of society, and revised what was presented by the Greek, Chinese and Indian cultures, and added it the philosophy of the self, as well as methodologies of using measurement and study.

To correct the course of the relationship among the fields of knowledge in the context of the development of civilized dialogue and its elevation to local and international institutional action, care has been given to the field of education by allocating it as the most prominent approved field of work, whether in the national plans of countries, or in the academic and educational programs, or in the general plan of the High Commissioner for the Alliance of Civilizations, which oversees the file of the Dialogue Among Civilizations in the United Nations in coordination with the Member States involved in this path. A new vision was proposed in educational systems and in the field of programmes, curricula and research, accompanied by an effective strategy to correct the relationship between knowledge and science and to overcome the disconnect that was nothing more than a result of psychological reasons linked to environmental, ideological and cultural backgrounds rather than being a result of objective reasons. This strategy is based on two tracks, the first: practical, based on the inclusion of civilizational dialogue in the field of knowledge and science, since the establishment of dialogue between states, nations, religions and civilizations starts from the dialogue of sciences and knowledge and overcoming bias, centralism and epistemological disconnect. The second: theoretical, based on



the need to take into account the terminological lexicon specific to each knowledge and scientific field in the educational curricula, so that the concepts do not overlap and do not conflict with the definitions of the major basic hypotheses that are researched by using the three fields (natural, social, human) in their epistemological dimension, and record all the achievements and findings that each field of knowledge has offered to humanity.

## 2. The questions where theme of fourth edition looking to answer:

- What is the nature of the relationship between sciences, and knowledge? What are the foundations on which this relationship is based on, and what is its explanations?
- How does the course of civilizational dialogue and its development affect the field of communication and integration among the fields of knowledge?
- How did educational systems through local and international institutions deal with the problem of disconnect between the fields of knowledge and the problem of integration and unity?
- How did the system of Islamic legal sciences contribute to the connection of the system of sciences and confirm the idea of integration?
- What practical means, methods and initiatives that can be innovated and used to achieve a realistic integration knowledge, within outcomes to meet the quality in education, research and education in the context of dialogue among civilizations?

## 3. Objectives of the fourth edition:

- To activate the first area of the national and international plans for dialogue and alliance of civilizations, which is the field of education, in the context of the dialogue of sciences and the celebration of all knowledge without exception.
- To explore in practical the aspects of the relationship between science and knowledge and ways of activating the idea of integration knowledge in educational curricula.
- To address the challenges related to the disconnect between knowledge and conflict, preventing epistemological biases through non-naturalization and centralization of knowledge, and searching for a common civilized framework for education and scientific research.
- To encourage innovative ideas and initiatives to achieve quality in education through interdisciplinary convergence by bringing together the natural, social and human disciplines, and finding appropriate curricula and tools to embody the integration system of the knowledge.
- To highlight the role of Islamic sciences historically in embodying the communication of knowledge and the service of science to each other.

## 4. Areas of the fourth edition:

- **First area:** Intellectual and cultural premises of the idea of sciences' dialogue and knowledge integration. The need to clarify the civilizational framework in which the idea of sciences' dialogue and knowledge integration has evolved and their connectivity and separation throughout history, by disclosing the governing values of the knowledge movement, the relations of its fields and cultural premises.
- **Second area:** The conceptual dimensions of the terminology of sciences' dialogue (integration, interface, bridging, communication, unity...), and the extent of their objectivity and realism: The idea of science communication and knowledge integration needs to sort the glossary of terminology, adjust concepts and rebuild problems and hypotheses that control the scientific formation of general research perception away from subjective judgments and ideology.



- **Third area:** The nature of the modern educational system that apprehends the dialogue of knowledge and sciences and their integration: The process of building scientific disciplines in modern educational systems is subject to the nature of these systems and their intellectual, political and civilizational backgrounds on the one hand, and the goals and outputs related to the development that each system wants on the other hand, and therefore the integration of the knowledge system would be influenced by that.
- **Forth area:** Challenges of embodying the educational system integration in the academic curricula, and in learning and education: (subjective - cultural - social challenges): Various challenges arise in a materialistic globalized context, which educational systems face to achieve knowledge integration in educational and learning curricula, between natural sciences on the one hand and the social and human sciences on the other, and their reflection on the education and upbringing of generations.
- **Fifth area:** Role of the Islamic system in Achieving communication between various sciences and knowledge; theoretical premises, scientific approaches and political means: Human civilization today owes much to Islamic civilization in the matter of knowledge integration and correcting the organic and realistic relationship between different sciences, through the foundational premises in viewing the world or in the practical aspects embodied in the human and experimental rights in which Muslims excelled.
- **Sixth area:** Modern learning and educational models, effective in reflecting the integration of knowledge and sciences in the context of national and international work of civilizational dialogue institutions: In modern history, we have witnessed continuous attempts by national and international institutions; educational, administrative, political and economic, to advance the reality of integration between scientific disciplines and communication between knowledge and bridge the gap between them, through curricula and initiatives with theoretical and practical impact, to serve civilization in its various dimensions.

## 5. Conditions of Participation:

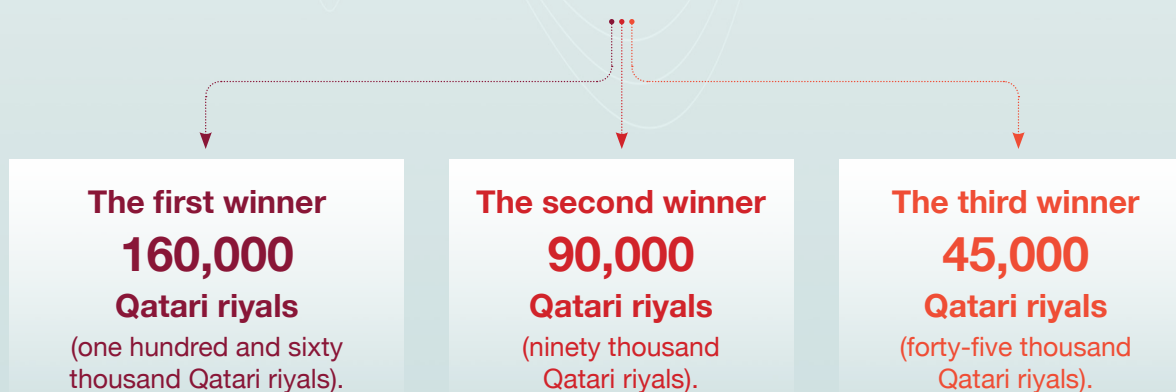
- Commitment with one subject of award's area
- Deep methodological roll-out in the research.
- The research should not be less than 100,000 (one hundred thousand words) (according to the required specifications in the styling and typewriting).
- Research should be innovative and objective, with depth and accuracy, following the recognized methodology for the preparation of scientific research, including the introduction with its components (The dilemma, questions, methodology and previous studies...) and a conclusion containing the summary of findings and recommendations, documented by reference to sources and references, and not derived from a previously published scientific letter.
- The reference should be complete when it is first mentioned in the footnote, the sources and references should be set in alphabetical order at the end of the research, and the conclusion should include a summary of the research ideas and the most important findings.
- The Reference should begin by mentioning the author's surname, Exp. Rosenthal, Franz. Methods of Muslim Scholars in Scientific Research, (Anis Freiha, Trans.), Dar Al-Thaqafa: Beirut - Lebanon, 1st Edition, 1961, P 195.
- As for the dimensions of the text in which the research is written, They should be as follows:
  - **Font Type in Arabic:** Traditional Arabic, Font size 16 / Footnote: 12.
  - **Font Type in English:** Times New Roman, Font size 12 / Footnote: 14.
  - **Line Spacing:** Single (on line).
  - **Margins:** Size A4 (210x297mm) 8.27x11.69.
  - **The list of Arabic references is written in the manner of:** Transliteration.

## 6. How to participate:

The participation should include the following:

- A brief Curriculum Vitae (CV) of the participant, highlighting the most important researches, writings, scientific and career path, with a recent high-resolution colored photo.
- The letter of intent to participate, containing a research abstract of not more than 500 words (including the research title, focused preparations, the idea of the search and its questions, and the additions it may provide), with mention of the e-mail and means of communication (mobile and fixed phone, mailing address in the country of residence), before 15 July 2023.
- A final copy of the research in (Word) or (PDF) format, to be submitted before 1 April 2024.
- Submission of an undertaking letter in which the participant pledges that the research is not extracted from a scientific thesis and has not been previously published.

## 7. The value of the prize is determined by the rank of the winner:



- Sponsors will print and distribute the winning researches, with the winner benefiting from 40 copies.
- The award may be withheld if the required scientific, methodological and referencing standards are not met.

## 8. Dates:

- The participating researchers will be answered back about their submitted abstracts either with acceptance or apology before August 31, 2023.
- The winners will be announced before 1 October 2024. The awards will be distributed at a distinguished ceremony in 2024, the date of which will be determined later on the occasion of the Doha Forum sponsored by His Highness the Amir of the State of Qatar. The winners will be invited to attend the ceremony and receive the awards. Organizers cover transportation and accommodation expenses during the awards ceremony.
- Abstracts and research must kept confidentially, the reason for rejecting any abstract or research from the supervising committee is not justified, and the arbitration reports remain confidential.

## 9. Means of Communication:

Participating researchers must exclusively sent their researchers to the following Award's email:

**[csis-worldhiwar@qu.edu.qa](mailto:csis-worldhiwar@qu.edu.qa)**