Managing cultural and religious diversity from the Education

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Our society live in a diverse cultural society

Map of diverse expressions of religious

Frequently the diversity is perceived as a danger, a problem or a identity loss

Challenges for the education and its students
1. To identify needs emerged for the management of the religious diversity, based on the intercultural and interreligious dialogue from the education.

2. To analyze the attitudes of the students of Education related to intercultural and interreligious dialogue.

3. To develop proposals for the management of the religious diversity from the education.
FASE 1. DETECCIÓN DE NECESIDADES NORMATIVAS

FASE 2. DETECCIÓN DE NECESIDADES SENTIDAS

FASE 3. DIAGNÓSTICO DE LAS ACTITUDES DE LOS FUTUROS AGENTES SOCIOEDUCATIVOS

FASE 4. PROPUESTAS PARA PROMOVER EL DIÁLOGO INTERCULTURAL E INTERRELIGIOSO EN LA EDUCACIÓN
NORMATIVED NEED DETECTION
Need of this management: discrimination, patriarchy and interreligious conflict

Foment of the intercultural and interreligious dialogue

Management of religious diversity from education

Need of a conceptual clarification related to the confessional position by the secular states

Need of actions and initiatives from the education
Discrimination, patriarchy and inter religious conflict

- Presence in the public space
- Get over the patriarchy
- Remove the discrimination
- Get over the interreligious conflicts

- Centros de culto
- Símbolos en el espacio público
- Imaginario social
- Miedos y actitudes defensivas
- Prejuicios y discriminación
- Diálogo intercultural
- Desequilibrio entre hombres y mujeres
- Valores alternativos al patriarcado
- Conciencia crítica
- Valores innegociables dificultan la resolución de conflictos
- Diálogo intercultural

Presence in the public space

Get over the patriarchy

Remove the discrimination

Get over the interreligious conflicts
Intercultural and interreligious Dialogue

- Encourage shared values
- Strengthen the work in net
- Reinforce social cohesion
- Religious Sensibility and identity
Objective: To Identify needs for the management of the religious diversity based on the intercultural and interreligious dialogue from the education.

Semi-structurated survey to:
- 11 Social administration and Academic context
• Educative model at the School fairly appropriate for the management of the religious issues from a plural approach.
• Little openness to manage the religious diversity because:
  • Public Schools are defined themselves as secular
  • Private Schools choose an unique religion
• There are other positions in neighborhoods with large plurality
  “Where coexist students of diverse religious, the school trays to management the religious diversity "

Introduction
Objectives
Methodology
Results
Conclusion
• There is not an integral treatment of the religious fact. This is consequence of the missmeaning of the sucular nature of the european states

• There is necesary the education of the religious culture “Do not educate to students about religion means to educate future citizenship without a religious bases involved to the literature, the art, the celebrations and the coexistence....”
ATTITUDES OF FUTURE SOCIO-EDUCATIONAL AGENTS
Method

- Survey

Participants
574 students last course

- Pedagogía (22%),
- E. Primaria (43%),
- E. Infantil (16%),
- Educación Social (9%)
- Trabajo Social (11%).
- UB (62%), URV (20%), UdL (14%), UdG (5%).
- Index of answer 22.5%. Error 0.037.
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• 84.8% woman and 15% man.
• Average of age: 23 years.
• Born in Catalonia (92.7%), Other Spain (4.7%). Other countries (2.6%).
• 60.7% non believers and 39.3% believers.
• 17% think there are better religions than others. 79% think that there are religious more closer than others to interreligious dialogue.
Introduction

Objectives

Methodology

Results

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Formation about religious issues

85% have not studied any content related to the religion in their degree

46% has received formation about religion in other settings

49% have experience with religious diversity (p.e. Practicum)

72% think that their formation for the promotion of interreligious dialogue is not enough

74% think this formation for the promotion of interreligious dialogue is very important
### Attitudes

- UB has the most positive attitudes
- Social Education and Social Work have more positive attitudes than Pedagogy and Teachers Training
- Experiences of cultural diversity are related to the positive attitude to the interreligious dialogue

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WORKSHOP
• What do you think a about these results?
• Which do you think about the feeled needs in your country?
• Do you want to add some prescriptive needs?
• Do you think in your country would be different in relation the students results?
• Which risks and challenges related to the interreligious dialogue do you think students can found in the formal educative setting?

• And in the Social Networks?

• Which competences for the intercultural and interreligious dialogue should have priority at secondary education?
MOLTES GRÀCIES.