



UNIVERSITAT DE
BARCELONA

Institut de Recerca en Educació
Instituto de Investigación en Educación
Institute of Research in Education

INTERRELIGIOUS AND INTERCULTURAL DIALOGUE IN EDUCATION

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GRUPO DE INVESTIGACIÓN EN EDUCACIÓN INTERCULTURAL (GREDI)

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Foster intercultural and interreligious dialogue

Dialogue benefits all partners
but the 'fear of identity loss' can prevent this dialogue

- To reduce this fear, we must work with **shared values** in **shared spaces** as well.
- **Shared spaces as natural spaces** shared by the whole population and the school.
- Need for a dialogue between active agents in the territory, **networking** at a community level.





Actions & initiatives through education

- **Initiatives at school** with students and their families.
- Proposals to **create networks and avoid the isolation** of good practices of some educational centers.
- Importance of **the independence of politics in educational decisions** to promote dialogue and work on religion from a plural perspective.
- Need of a **subject that addresses religion** from the perspective of **dialogue** and knowledge of **religious diversity**.





Research goals

Analyze the attitudes of future socioeducational agents towards religious diversity, intercultural dialogue and the role of education.

Do our 'future professionals of education' have the attitude needed for the management of religious diversity and interreligious dialogue with the groups with whom they will work?





Methodology by survey: participants

		Bachelor's degrees					
		Pedagogy	Teacher of Primary Eduation	Teacher of Early Childhood Education	Social Education	Social Work	Total
University	URV	7,5%	6,6%	5,6%	,2%		(114) 19,9%
	UdL		13,2%	,3%			(78) 13,6%
	UdG	,3%	1,9%	,5%	,3%	1,4%	(26) 4,5%
	UB	13,8%	21,4%	9,8%	8,0%	9,1%	(356) 62,0%
Total		21,6%	43,2%	16,2%	8,5%	10,5%	(574) 100,0%





Methodology: participants

Course: last year of the degree

Sex: 85% women

Average age: 23 years old

Place of birth: 93% Catalonia, 5% Spain, 2% others





SCALES	DIMENSION	Alpha
	<ul style="list-style-type: none">Religious diversity is a threat to peaceful coexistence in a territory.Discrimination against certain religions threatens coexistence and peace.The state acts in a neutral way when it limits the construction of spaces of worship, especially of the religions that are not part of its own cultural ethos.	
	TOTAL Items : 19	0,75
	<ul style="list-style-type: none">Religions share values of great value (peace, justice, etc.) that need to be strengthened and put into practice through dialogue and cooperation.Interreligious dialogue can guarantee acceptance of the beliefs of others.	
	TOTAL Items :15	0,8
	<ul style="list-style-type: none">Religions should be better considered in the school curriculum.It is necessary to favor the participation of the local religious communities in the civic life of the municipality.It is important to promote teacher training on intercultural and interreligious dialogue.	
	TOTAL Items Survey tool: 49	0,9





Results: religious experience

39% of the students
are believers

76% Christianity
6% other religions
15% spirituality
3% agnostic, atheist

Beliefs

80% have
participated in some
religious ritual,
regardless of beliefs

50% have experience
in religious diversity





Results: religious experience

15% have studied some religious content in the university

72% think it is insufficient for dialogue

Pre-service training

46% have studied some religious content in another context

74% think it is important to be trained





Results: religious experience

50% think they are interesting to know about religious diversity

21% believe they are useful for interreligious dialogue

The Role of Networks

17% believe that they favor the spread of fundamentalism

3% use them with some religious purpose





Results: attitudes

	N	Theoretical min	Theoretical intermediate	Theoretical max	Min	Max	Average	SD
Religious diversity	574	19	57	95	35	93	67,98	9,35
Intercultural and interreligious dialogue	573	15	45	75	23	73	55,84	8,06
The Role of Education	573	15	45	75	21	75	51,25	10,22



Results: Attitudes according to university

Religious Diversity		Discrimination		Presence in the public space	
		Average	SD	Average	SD
University	URV	21,38	3,30	20,68	3,99
	UdL	20,83	3,25	20,44	4,14
	UdG	20,04	4,94	21,23	5,70
	UB	21,87	3,50	21,63	4,07
Contrast Stats		F=3,767 p=,011		F=2,724 p=,044	





Results: Attitudes according to studies

		dim1.1	dim1.2	dim1.3	Total Diversity	
Bachelor	Pedagogy	Average	24,70	21,15	21,12	66,98
		SD	3,87	3,53	4,08	9,18
	Teacher in Primary Ed.	Average	25,36	21,44	20,90	67,70
		SD	4,01	3,23	4,02	9,13
	Teacher in Early Ch. Ed.	Average	24,30	20,86	20,56	65,72
		SD	3,66	3,44	3,84	8,84
	Social Education	Average	26,61	23,53	23,27	73,41
		SD	3,81	3,65	4,25	8,80
	Social Work	Average	25,55	22,23	22,50	70,28
		SD	3,43	4,16	4,72	10,00
Contrast Stats		F=3,661 p=,006	F=5,951 p=,000	F=5,506 p=,000	F=7,090 p=,000	





Conclusions

- The attitude towards religious diversity and interreligious dialogue is moderate in students, being lower in the role of education. An attitude possibly influenced by the lack of formation and the historical heritage of our country linked to Catholicism.
- The greater favorability found in the University of Barcelona towards cultural and religious diversity could be explained according to the reality of the city.
- The greater favorability found in the degrees of Social Education and Social Work towards cultural and religious diversity could be due to the fact that its professionals work with groups of diverse settings
- In general, we can say that the students live a religious plurality, because although many do not consider themselves as believers, they have been brought up around different religions and beliefs.
- They are aware of the lack of training in this regard in the university and they agree with the need to be trained as future socio-educational agents.
- The results encourage to promote a plural formation in this subject in the degrees of education.





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