



Managing cultural and religious diversity from the Education

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Introduction

Objectives

Methodology

Results

Conclusions

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



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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.



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**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



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Need of this management:
discrimination, patriarchy and
interreligious conflict

Foment of the intercultural and
interreligious dialogue

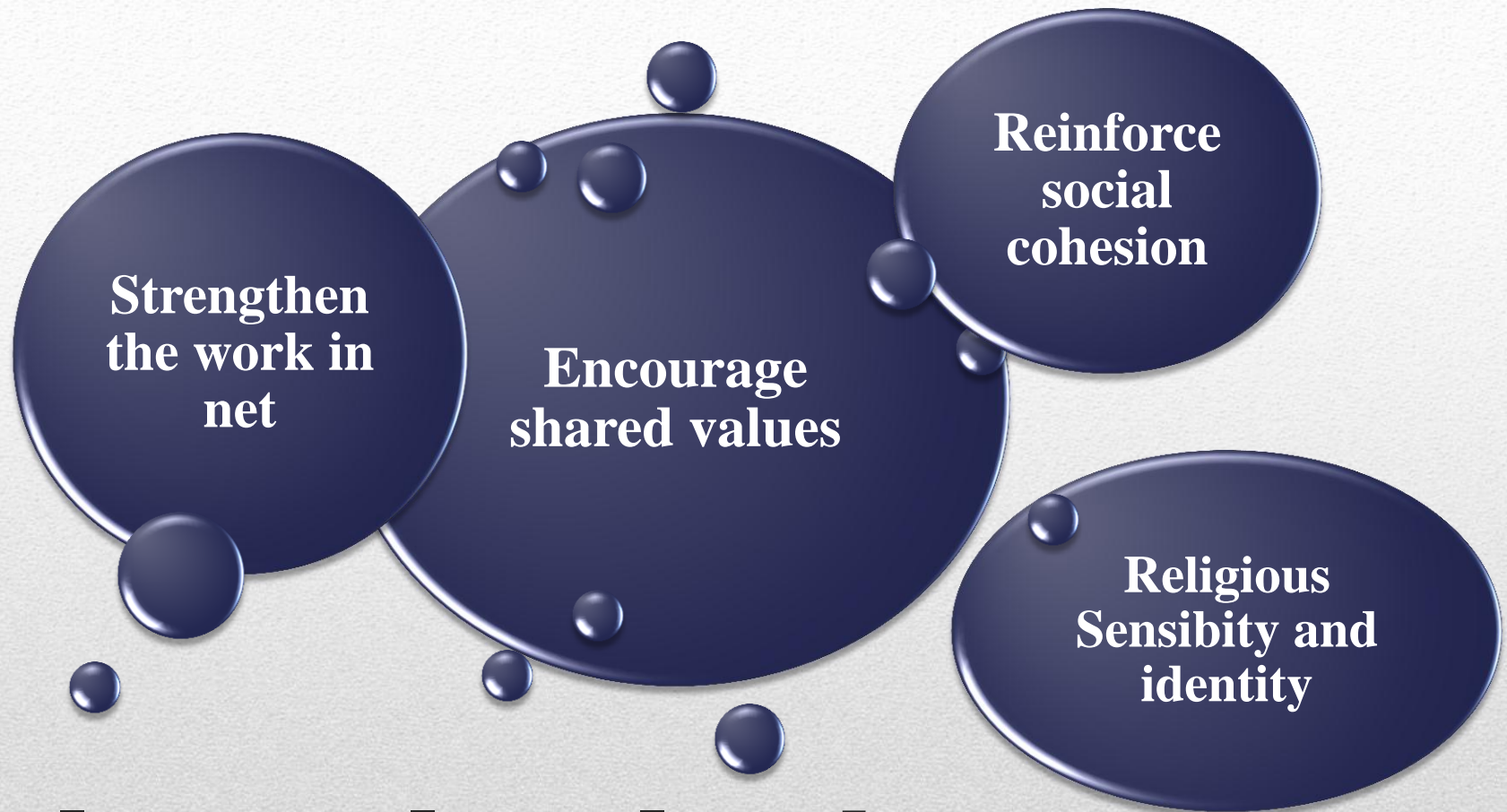
Management of
religious diversity
from education

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



Intercultural and interreligious Dialogue



FEELED NEED DETECTION



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- Objective: To Identify needs for the management of the religious diversity based on the intercultural and interreligious dialogue from the education.

 - Semi-structured survey to:
 - 11 Social administration and Academic context
-



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- 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 ”



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- 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 necessary 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

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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.



SCALES	DIMENSIONS		Alpha Crombach
Religious Diversity	Facilities / difficulties religious diversity		
	Discrimination: Some religious issues as source of conflict. Woman discrimination		
	Presence at the ublic Space		
	TOTAL	19	0.752
Intercultural and Interreligious Dialogue	Concept of religious and interreligious dialogue		
	Facilities to the Interreligious Dialaogue (Shared values, work in net, etc)		
	TOTAL	15	0.771
Role of Education	Formal Education		
	Other Social and Educative agents		
	Training of future agents at the Univdersity		
	TOTAL	15	0.851
TOTAL INSTRUMENT		49	0.906

Tool



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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



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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

Formation about religious issues



	N	Mínima teòrica	Intermitja teòrica	Màxima teòrica	Mitja empírica	Desv. típ. empírica
dim1.1	574				25,1742	3,88683
dim1.2	574				21,5470	3,53053
dim1.3	574				21,2596	4,16508
Total Escala 1	574	19	57	95	67,9808	9,35594
dim2.1	573				34,6283	5,65033
dim2.2	574				21,2160	3,36007
Total Escala 2	573	15	45	75	55,8412	8,06232
dim3.1	574				27,1864	5,29497
dim3.2	573				10,7853	2,63403
dim3.3	574				13,3084	3,59620
Total Escala 3	573	15	45	75	51,2583	10,22798

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- 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



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 find 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.