

INTERRELIGIOUS AND INTERCULTURAL DIALOGUE IN SECONDARY SCHOOLS IN CATALONIA



Ruth Vilà ruth_vila@ub.edu
M. José Rubio mjrubio@ub.edu
Montse Freixa mfreixa@ub.edu

PURPOSES

- To present the analysis of the professionals of the management teams of secondary education centres towards religious diversity, intercultural dialogue and the role of education in them.
- To analyse the possibilities of confluence between entities and secondary education centres for interreligious and intercultural dialogue.

SAMPLE

- The sample consisted of a total of 275 centres of secondary education in Catalonia.
- 73% from province of Barcelona, 12% from Girona, 7% from Tarragona and, finally, 4% from Lleida.
 - 60% is public property, and 40% is concerted.
 - 63% are considered non-religious, 37% are.
 - 52% men and 48% women.
 - Average age is 50 years

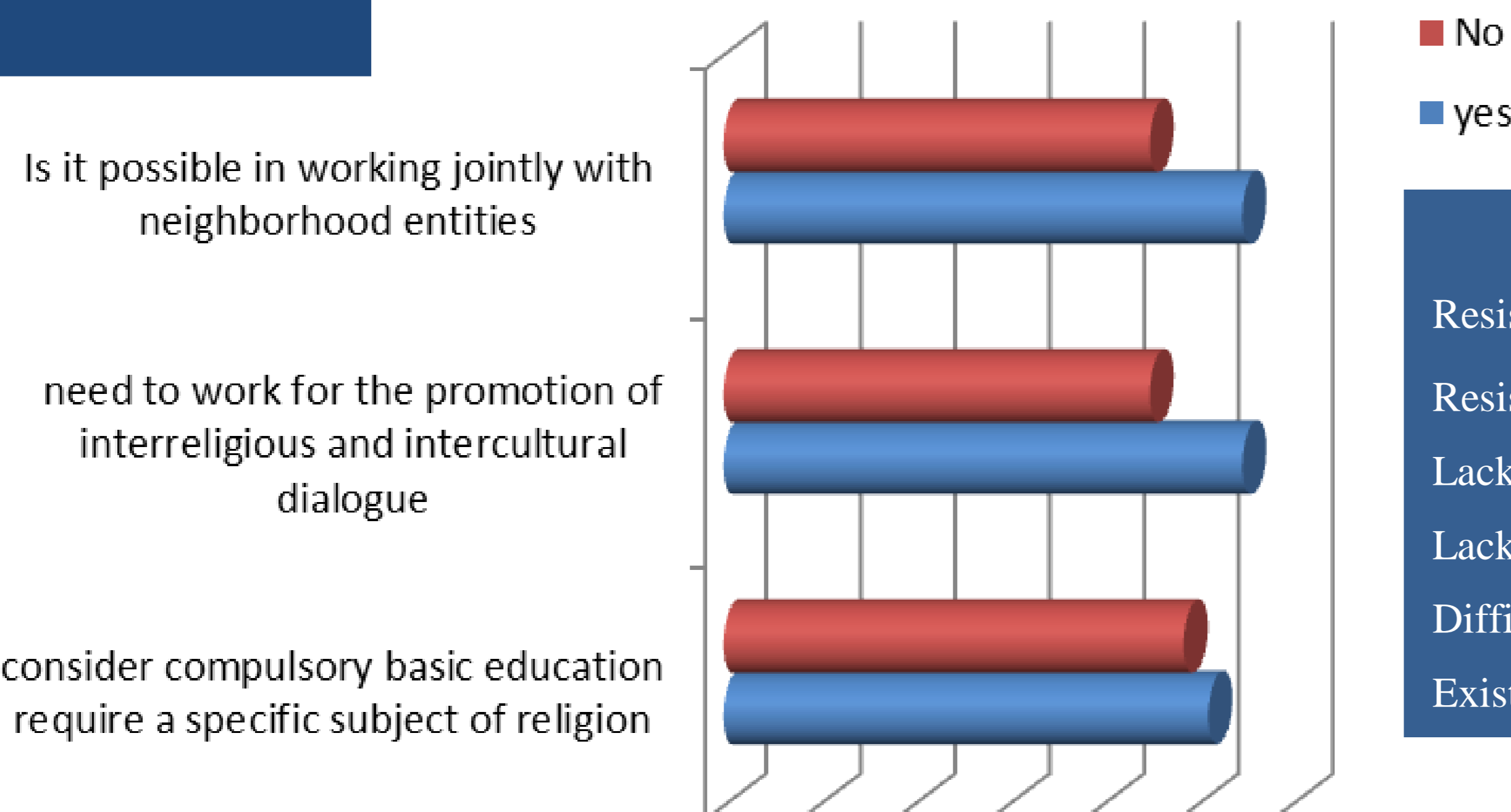


METHOD AND MATERIAL

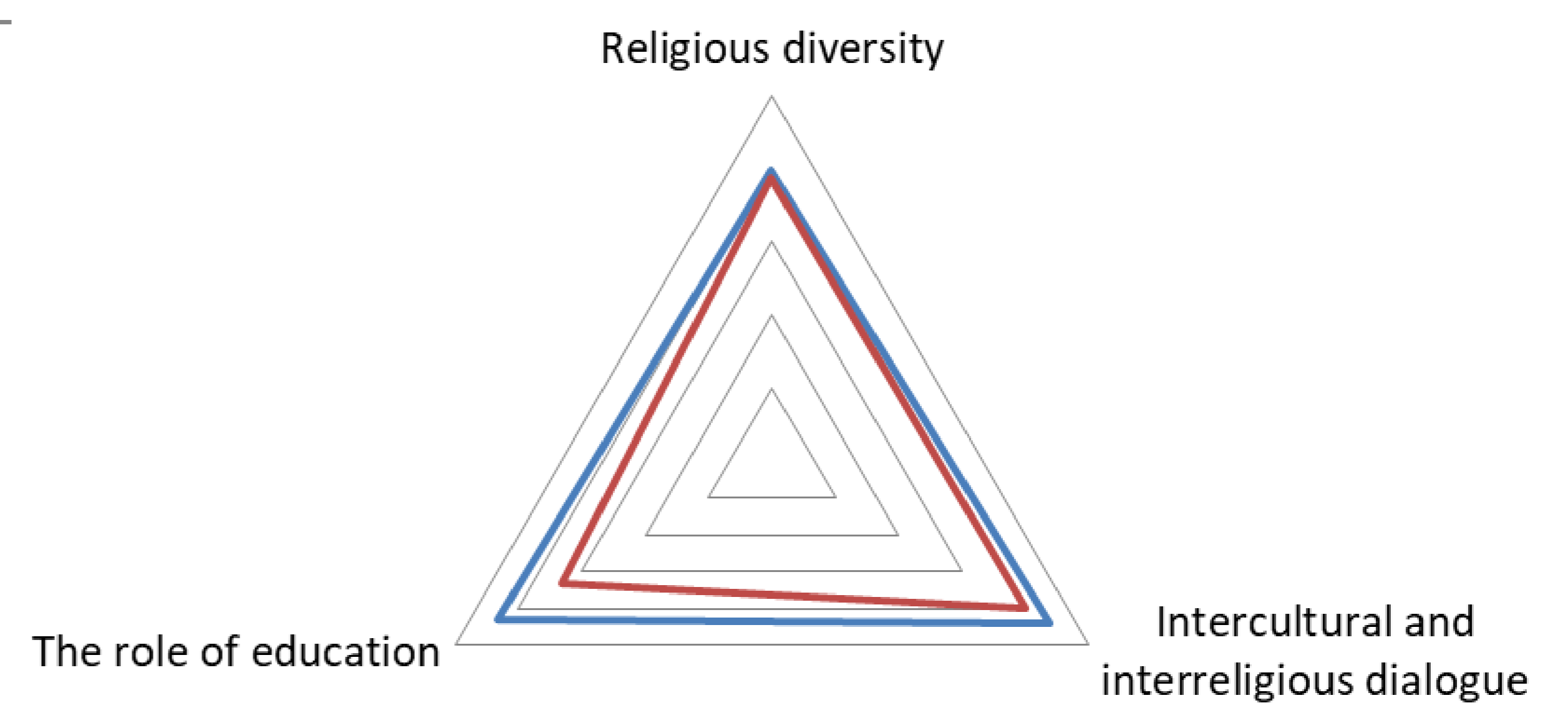
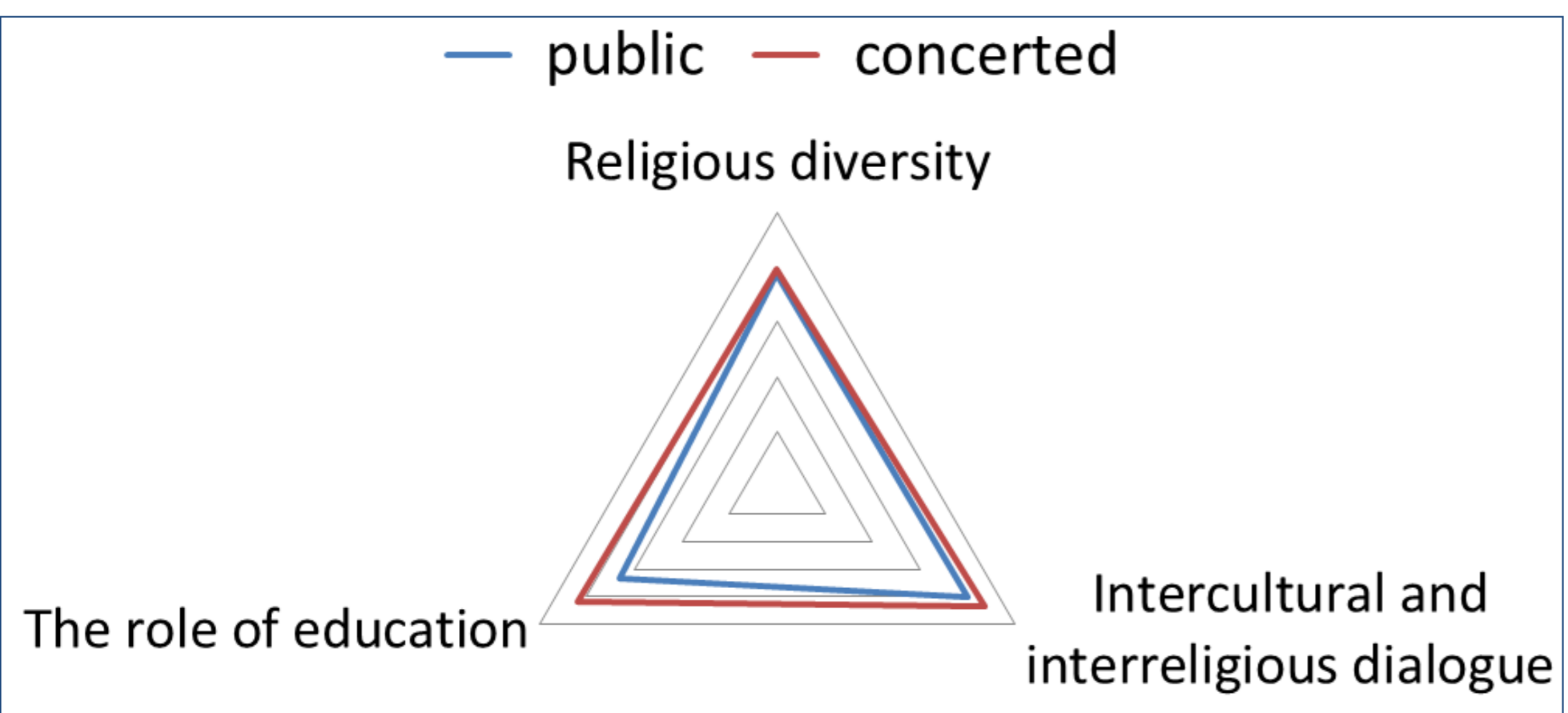
A study was conducted by survey on the attitudes of the management teams (management, head of studies, academic secretariat and pedagogical coordination) of public and private secondary education centres in Catalonia. A Likert scale was designed to measure attitudes, of 49 items. The instrument was considered valid and reliable, with a Cronbach's alpha of 0.906.



RESULTS



		%
Resistances of the professionals of the educational center	31	11,3%
Resistance of the families of the students	23	8,4%
Lack of teacher training at the center	32	11,6%
Lack of entities that work for interreligious dialogue	42	15,3%
Difficulties of fit with the entities (logistics, schedules, etc.)	42	15,3%
Existence of other priorities in Secondary Education	60	21,8%



CONCLUSIONS

- A notable sensitivity on the part of the centers in view of the need to promote interreligious and intercultural dialogue among the educational community, although do not consider compulsory basic education require a specific subject of religion.
- Although a very large number of centers detect the need to work for the promotion of interreligious and intercultural dialogue, more than half recognize that they do not carry out any type of adaptation or specific treatment with the different religious groups.
- More than half of them raise the interest in working jointly with neighborhood entities dedicated to this issue. However, they maintain at the same time that the issue of interreligious dialogue is not one of the main priorities of compulsory secondary education.