

Intellectual Output 1: Appendix 1

Questionnaires from Teachers and Students in Spain, Italy and France: Summary of Results from each Country

France/Spain/ Italy/

1. Important subjects to be dealt with in relation to stereotypes and prejudices.

Priorities of teachers:

Religion 'as such'

Islam

Judaism/More specific topics: such as new religions, fundamentalism, religious pluralism et al

Buddhism NO

Hinduism NO

Chinese religions NO

Religion in itself N/D (?)

Islam (11)

Christianity (8)

Judaism (5)

Other topics (4)

Buddhism (3)

Hinduism (1)

Chinese religions (0)

More specific topics (1)?

Religion in itself 7

Islam 5

More specific topics (contemporary religious pluralism, immigration, fundamentalisms, new media, atheism, new cults etc...) 6

Christianity (including stereotypes concerning especially Catholics, Protestants or Orthodox) 4

Chinese Religions 2

Buddhism 1

Judaism 0

Hinduism 0

Summary of the most important 'things' to deal with according to teachers:

Islam,

other religions/more specific topic (sects, cults, diverse themes),

Christianity,

Judaism,

Buddhism,

Hinduism,

China.

Priorities of pupils (nothing from France):



Religion in itself 26
judaism11
Christianity(including stereotypes Concerning especially Catholics, Protestants or Orthodox)
30
Islam 26
Hinduism 2
buddhism5
Chinese Religions 5
More specific topics (contemporary religious pluralism, immigration, Fundamentalisms, new
media etc ...) 15
Other (specify) 0

Religion in itself 77,4%
judaism16,1%
Christianity(including stereotypes Concerning especially Catholics, Protestants or Orthodox)
38,7%
Islam 74,2%
Hinduism 3,2%
buddhism9,7%
Chinese Religions 3,2%
More specific topics (contemporary religious pluralism, immigration, Fundamentalisms, new
media etc ...) 77,4%
Other (specify) 3,2%

Summary of the most important 'things' to deal with according to pupils:

*Religion in itself,
More specific topics
Islam,
Christianity,
Judaism,
Buddhism,
Hinduism,*

NB: Almost the same as with the teachers

2. Own stereotypes/prejudices

2.1. Religion in itself: teachers

Seeing religion as obscurantism if in opposition to scientific progress
Opium of the people/religion in general as a tool for domination

as immutable truth
Opium of the people
Intolerance, anachronism
Transcendence, belief, eternity
(Religion in itself N/D) ?

bigotry

close-minded
separation
fanaticism, ipocrisy

Summary Teachers:

Religion: Opium for the people; something related to transcendence, to narrow-mindedness, fanaticism, intolerance; an anachronism.

2.1. Religion in itself: pupils

Religion is a good thing, originally, but was quickly corrupted by societies
Everything is imaginary
Injustice to women
Religious fanaticism (sect/cult)
Religion is the origin of wars.

Transcendence
Sexism

closed institution that is no closer to the spiritual needs of people;
Trigger of cultural identity that prevents dialogue (cf.. nationalism);
Censorship and hinder the legal and scientific progress.
People who do not believe thinks that religion is worthless
Sometimes extremist.
Loss of rationality
Extremist.
opium of the people
It is often cause to unnecessary wars
is the opium of the people, obscures the rational soul

Summary Pupils:

Opium for the people, something related to transcendence, to sexism, fanaticis; religion is originally good, then comes instituionalisation and degeneration; religion is irrational, in opposition to science; religion is dangerous: can lead to war and be used as a marker for cultural identity preventing dialogue.

NB: Not too far from teachers, or vice versa.

2.2. Christianity: teachers

Perceiving Catholicism as the core of Christianity

tolerance
corruption
Pharisaism
sexist and subjects women to man
Protestants very Puritan
Invades our culture and our concept of democracy
Protestants are related to effective workers and good traders
Political power

a fragmented religion

aggression

close-minded

Catholic Christians are bigoted, prone to the ecclesiastical hierarchy, far from true spirituality.

bigotry

Summary: teachers

Not really stereotypes rather (some) opinions: same opinions as regards religion in general, but noteworthy is: sexist, bigotry, corruption, hypocrisy, narrow-minded. But one says: tolerance.

NB: No one says love your neighbour.

2.2. Christianity: pupils

They eradicate other religions they are all crusaders

God is only love, but Christians have made great massacres

Conservatives and outdated

Church (Catholic) = wealth

Corruption

wealth

pedophilia

they are superior to all other religions

Summary: pupils

Christianity seems tolerant but is not; according to dogmatics it is love but actually hate and war: linked to wealth; outdated, or/ and conservative.

2.3. Islam: teachers

Confounding Islam and Muslims

Downplaying the diversity within Islam

The issue of women, their freedom and independence

Intolerance, machismo, extremism

Muslims are fanatics

radical and veil.

Islam is related to fundamentalism and terrorism

Radicalism.

Promotes backwardness

sexist

aggression

danger

orthodoxy

not inclined, or not at all, to interreligious dialogue

fanaticism

Summary teachers

Intolerance, machismo, extremism, Muslims are fanatics, radical, the veil, Islam is related to fundamentalism and terrorism, narrow-minded, backward.

2.3. Islam: pupils

terrorism

all extremists /

Machismo

They are all of Arab origin

Jihadists

Women, Islamic laws

terrorism, radicalization

Radicalization, and the "all by god"

I think it's wrong to use the burka in women

Allah is the king, holy book

terrorists

Islam = Isis

Differences between sexes.

often associated with terrorists

All fundamentalists

Summary pupils

Same as teachers but in addition to that: Muslims and Islam= Arab; Allah is "the king".

2.4. Buddhism: teachers

Seeing Buddhism as a religion of peace

Is a good practice of meditation, not a religion

Peaceful

Grandiosity

Buddha, Nirvana, Karma

Realistic

Philosophy rather than religion

Promotes passivity

Summary Buddhism teachers

Philosophy rather than religion; peace; passivity

2.4. Buddhism: pupils

Everything is zen

Very peaceful religion

a philosophy not a religion.

Peace and quiet

Summary Buddhism pupils

Same as teachers.

2.5. Judaism: teachers

Judaism as an "ethnic" religion

victim complex

Intolerance,

Selfishness, extremism,

Greedy

Macho

aggression

orthodoxy

Summary teachers:

Greed, money, victim complex, big noses, orthodox= stuck in tradition

.

2.5. Judaism: pupils

Jews in relation to money

Jewish bankers and thieves

Community very closed and secretive

They have distinctive facial traits, They have big nose

Stinginess, they are racist

close-minded people, Stucks in the tradition

They have so much money and make good films ...

Summary pupils:

Same as teachers: Greed, money, victim complex, big noses, orthodox= stuck in tradition

2.6. Hinduism: teachers

Poverty

Idolatry

Passive acceptance of injustice and poverty

Hinduism as religion that justifies caste division

Summary teachers:

caste system= acceptance of injustice and poverty

2.6. Hinduism: pupils

They all have a dot on the front

Polygams

the caste system

ancient and respectable religion

Summary pupils:

caste system= acceptance of injustice and poverty

2.7. Chinese Religions: pupils

They do not exist no more, Mao killed all people with a religious faith

2.8. Teachers: More specific topics related to religions (contemporary religious pluralism, immigration, Fundamentalisms, new media,atheism, new cultsetc ...) ...

Intolerance, extremism, persecution
immigration: impossible to integrate Islam

The sects as capable of brainwash and denials of freedom
little freedom
sectarianism
close-minded

Summary teachers:

brainwashing, 'sectarianism', credulous members, hypnotic leaders, dangerous, intolerant

2.8. Pupils: More specific topics related to religions (contemporary religious pluralism, immigration, Fundamentalisms, new media,atheism, new cultsetc ...) ...

Members gullible

Sexism

That people in sects/cults have mental illnesses

Sects/Cults

The new sects/cults that in my opinion are literally all crazed by fanatics eager for power and control.

Conquest of a personal concept (faith) by religious who "dictate" a way of thinking and praying, a way of thinking, to the faithful when they should be free in their faith.

Sects like Scientology

dangerous

Fundamentalism is a degeneration of religion caused by men

Summary pupils:

Same as teachers plus mentioning of a sect, "like Scientologi."

3. Other teachers' stereotypes/prejudices (Teachers' answers)

3.1. Religion in itself

thinking of religion(s) in terms of intolerance, fanaticism, sectarianism, dogmatism, conservatism with no discrimination

Religion itself of such a nature that not in teaching
intolerance, anachronism, no scientific basis

superstition to be eradicated
bigotry
close-minded

Summary teachers about other teacher's on 'religion in itself':
Same as own.

3.2. Judaism

victim complex
aggressive
orthodoxy

Summary:
Agressive (new)

3.3. Christianity

A religion of the past, an identity marker

*Hypocrisy, conservatism
Catholicism the right Christianity
as with religion itself*

Hypocrisy, interference in public life
considered alienating and irrational
The lack of free thought
fragmentary
aggression
close-minded
bigotry

Summary: Nothing new to be added

3.4. Islam

*Religion of the Third World
A threat to freedom
Woman teacher not accepted as an authority*

*Religion of the past
Dangerous
Fanaticism, misogynism
Terrorism*

terrorism
Fundamentalism, lack of openness
inherently violent
aggression
danger
orthodoxy
can easily lead to fanaticism and oppression against women.

fundamentalism

Summary:

Nothing new to be added

3.5. Hinduism

Exoticism

Summary:

Nothing to be added

3.6. Buddhism

Buddhism as a religion of peace

Kind religion

Happiness in simplicity

Peaceful

Buddhism is a belief immune from fundamentalism

Summary:

Nothing new to be added

3.7. More specific themes

Some pupils cannot see the difference between religious education and education about religion

Fundamentalism is always dangerous and bound to illetterate people, new sects are always deceptive

little freedom

sectarianism

close-mindedness

Summary:

Nothing new to be added

4. Which stereotypes/prejudices are most spread amongst students?(Teachers'answers)

4.1. Religion in itself

Only one way of having religion and being religious

Established religions set the standard for the judgment of other religions

Religion an individual truth rather than a constructed cultural tradition

Seeing 'natural laws' as some sort of world order determining range of human and social freedom

Religious pupils see religion as something good, non-religious something bad

"They perceive a religion, whatever it may be, as an immutable whole."

students not interested

Antiquated

conservative

sectarian, repressive
My religion the only right one
Religion is an invention

been superseded
religion is not necessary for everyday life
bigotry
Religion is based on family imposition and conformist choices
atheism

Summary:

religion an anachronism; world religions paradigm, personal belief before institution; experience before socialisation; religion in itself good; reification; bigotry

4.2. Judaism

"Judaism is made of one piece, ethnic, and religious unity, without diversity or internal conflicts."
Greed
Stingy, avarice, money, wealth

greedy and misogynist
fundamentalism
(and as about religion in general)
Avarice
Money and business

victim complex
greedy money
orthodoxy
racism...

Summary:

Nothing new to be added

4.3. Christianity

Roots of Europe are Christian
Christianity is the only one to teach true moral values on the subjects of society, while atheism or agnosticism cannot give legitimate moral positions

The true religion
Goodness
Anachronistic, misogynist

Corruption
Worthless and invasive
anti-woman
Christianity commits violence and contemporary sins (pedophilia), its wealth and power are contradictory to its message (hipocracy)
close-minded
fanaticism

Summary:

Roots and provider of morals, the true religion (of Europe). As so often: not really stereotypes.

4.4. Islam

"one piece" religion without varieties, nuances, internal conflicts or own historicity.

Confusion between Islamic religion and Arab culture

Islam more archaic religion than Christianity

a threat / or the supreme and absolute truth

robbery

alimentionation without pork, veil and submission of women

Islamic / Christianity / Judaism antagonism and ignorance of what brings them closer together

Terrorism

Muslims are fanatics and murderers

Dangerous fundamentalisms

terrorism

equated to terrorism

Fanaticism

violent and fundamentalist religion

can easily lead to fanaticism and oppression against women

fundamentalism

Summary:

Nothing new to be added

4.5. Hinduism

Peaceful

Summary:

Nothing new to be added

4.6. Buddhism

Good way to happiness

Peace

Summary:

Nothing new to be added

4.7. Chinese Religions

None

4.8. More specific issues

Intolerance

Immigrants and other religions a danger

Immigration leads to fundamentalist Islam, ISIS,

close-mindedness

intolerance

Summary:

Nothing new to be added

5. What should be tackled as a priority to foster interculturality? (teachers' answer)

Courses devoted to the phenomenon of religion/ belief (in general) and its modalities. This anthropological, philosophical, and historical approach seems necessary even before approaching the established religions in their cultural context.

Courses on the internal complexity and dynamics of the established religions, and the complexity of the links between these religions and finally their articulation with the other aspects of society

Knowledge of religious facts and of their history; study of the functioning of the media and the Internet

Place of religion in society and the different societies (European, Asian, Middle Eastern) - Knowledge of the history and construction of French secularism.

All that concerns the representations of the 3 monotheisms.

Islam, Religious fundamentalism, and pluralism, integration of Muslims in the West

we must counter the irrationality of close-mindedness

Strive for respect for other cultures.

Islam, religion itself, Chinese religions

violence

orthodoxy

Peace

Racism, fundamentalism, immigration

6. What kind of knowledge, skills, approaches or skills do you think are important to address the stereotypes and / or prejudices associated with religions found in your students or at home?

6.1. Teachers responses

1- Ability to approach any religion and belief from a critical point of view through debates and criticism of documents. - Develop a conceptual and lexical finesse on religion. - Address the topic of religion, secularism and the different religions as such in the programs.

2 Knowledge of the origin of sacred texts, of mythological accounts, of their modes of transmission.

Comparison with the development of scientific theory.

3 Concrete knowledge of religious facts and critical reflection

4 An historical, scientific, literary and artistic knowledge about many different cultures and civilizations. Ability to discuss, confront different points of view while respecting the opinions of others and thus develop reflective and expressive abilities. Ability to think in a transversal way by breaking down the barriers in knowledge

5 textual resources

6 Discover the Other

7- Analysis and understanding of text. - Comparative literature. - Interdisciplinarity; Science and literature.

8 To position oneself in time and in history, to have a critical and curious mind, to understand the cultural and religious social differences.

9 seriousness of the approach / confrontation to and verification of sources

10 Approaching religion from the point of religious facts (history, anthropology, arts ...); Emphasize the diversity of spiritual positions; Reflect on the relationship between political / civic and religion (s);

11 Knowledge about religions -> understanding the construction of the stereotype (= skills to deconstruct it). Ability to independently seek scientific knowledge about religions.

12 Decrypting information on social networks

"I'm not interested in addressing stereotypes or prejudices. They serve as a comprehensive framework of life."

Direct coexistence with people of different religions and cultures. Traveling more to open the mind.

link people through stories of people. To fight against the idea of anonymous enemies (in terms of Islam, which is considered to be the most hostile religion)

scientific historical research

Understanding the method of science and that of religion. I.e. Understanding the world according to different approaches.

knowledge of religions, understanding of the religious logic

A thorough knowledge of history and of religious texts

knowledge of the multi-religiosity

Suggested approach: choose a topic of discussion (for example in the social sphere) in a multicultural classroom, promoting dialogue between students of different religions, including the externalization of possible prejudices against the other, to determine its truth through the expression of the different points of view and highlight similarities and points of contact.

Promoting active citizenship

6.2. Pupils responses (fixed answers, max 3)

A.

General knowledge of religions (concept of "religion" and general understanding of most the religious traditions). **16**

Specific knowledge of religion (concept of "religion" and a deeper understanding of one or two religions which you deem are more affected by stereotypes and prejudices). **11**

Knowledge of the historical roots/ origin & factual counter-arguments of stereotypes and prejudices in religions. **21**

Develop a critical stance towards simplification and stereotypization in general and in particular with regards to religions. **4**

Develop the ability to gather information and investigate multiple source of information to counter stereotypes and prejudices. **4**
Understand diverse perspective. **13**
Developing open-mindedness and value of diversity. **13**
Other (specify) **1**

General knowledge of religions (concept of “religion” and general understanding of most the religious traditions). **26**
Specific knowledge of religion (concept of “religion” and a deeper understanding of one or two religions which you deem are more affected by stereotypes and prejudices). **14**
Knowledge of the historical roots/ origin & factual counter-arguments of stereotypes and prejudices in religions. **14**
Develop a critical stance towards simplification and stereotypization in general and in particular with regards to religions. **17**
Develop the ability to gather information and investigate multiple source of information to counter stereotypes and prejudices. **11**
Understand diverse perspective. **18**
Developing open-mindedness and value of diversity. **9**

General knowledge of religions (concept of “religion” and general understanding of most the religious traditions). **9**
Specific knowledge of religion (concept of “religion” and a deeper understanding of one or two religions which you deem are more affected by stereotypes and prejudices). **12**
Knowledge of the historical roots/ origin & factual counter-arguments of stereotypes and prejudices in religions. **12**
Develop a critical stance towards simplification and stereotypization in general and in particular with regards to religions. **14**
Develop the ability to gather information and investigate multiple source of information to counter stereotypes and prejudices. **4**
Understand diverse perspective. **15**
Developing open-mindedness and value of diversity. **12**

