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
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 institutionalisation 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 fragmentated 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, hipocracy, 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:
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 cults etc ...) ...

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 cults etc ...) ...

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 Scientology."

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:
Aggressive (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, misogyny
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 illiterate 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
alimentation 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
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