



### 1. Relational context

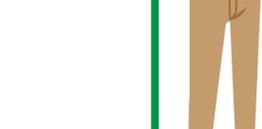
Religious diversity is well accepted in the school. Whatever their belief, every student is welcomed with respect, with dignity, and without judgement. Yet, being enrolled in a Catholic school, students have to attend the Catholic religion course. Attending this class is usually not a problem, given the open-mindedness in this course. The course lets everyone express their beliefs, question the students' reasons to believe or not to, to discuss in a benevolent environment

### 2. Teacher's Role

In my course I often broaden the scope to the different religious traditions and beliefs; they express and share what they are and what they experience. They don't hesitate to ask me the questions that matter to them: I listen, discuss the best I can, searching information when necessary

### 3. Skills and practices

Numerous skills are exercised, including: - Practising philosophical questioning - Reading and analysing the biblical text (the Christians, Jews and Muslims know biblical texts since they have common roots) - Practicing interreligious, ecumenical and interdenominational dialogue - Distinguishing and analysing the social dimension of human life - Distinguishing the classes of life and language



### 1. Relational context

I have never cooperated in this field with my pupils' parents. I have not feel such a need so far. It took place only in the field of education

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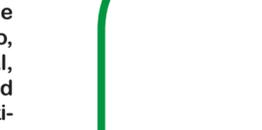
...including the trip to Assisi, for which I meet parents. Often, I hear the message that their children should open to, discover and better know the Catholic religion. I have also, organised a multicultural meal, where parents meet and discuss. Wish to show a positive face

### 2. Teacher's Role

I use news to organise discussions, opinion sharing, debates. Social reality as well

### 3. Skills and practices

We have to make students aware of their own values and their potential. Through our themes, we also teach them self-esteem and perseverance. Feeling confident allows them to be open-minded to God's kindness and not to be afraid to express their faith



### 2. Teacher's Role

I emancipate every minority during the class with the admiration I express. My authority strengthens such pupils. They feel recognized in this way as members of a multicultural school community

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It doesn't exist an efficient organization in term of management and, most of the time, it is exclusive responsibility of [Catholic] religion teachers

### 2. Teacher's Role

I am a Catholic religion teacher and I work in primary school, so my intervention is obviously focused on the contents proposed by CEI and the Ministry

### 3. Skills and practices

Some interviewees remarked interesting practices that link religions and culinary traditions, such as during an "event based on religious feasts food, in which everyone offered to each other, explaining origin and tradition of the dishes. Everything went on in harmony: an event with smells, colours and flavors"



### 1. Relational context

There are religion teachers for both orthodox and catholic confessions. Neo-protestant students bring in certifications with the obtained marks in religion classes that take place at the said cult. There are catholic and neo-protestants that happily attend orthodox religion classes, without being noted. There is an excellent collaboration between all the religion teachers

### 2. Teacher's Role

I encourage students through an open attitude, based on a continuous conversation, to say their opinion, their fears and their preoccupations but mostly to manifest their experiences through practical actions (participation at church services, confession and the sacrament, volunteer work, etc.)

### 3. Skills and practices

I always ask my students to put the emphasis on tolerance, honesty, but also on deepening of knowledge and a good check of the information sources, in order to hold an open interconfessional dialogue with use

