

# SCHOOL RESOURCES FOR SITUATIONS INVOLVING RELIGIOUS MATTERS

GABRIELA ABUHAB VALENTE

UNIVERSIDADE DE SÃO PAULO, BRAZIL

UNIVERSITÉ LUMIÈRE LYON2, FRANCE



- FEUSP

# INTRODUCTION

- TEACHING PRACTICES
- RESOURCES FOR TEACHING
- SOCIAL INSTITUTION -> UNEXPECTED SITUATIONS
- QUESTION: WHICH RESOURCES FOR RELIGIOUS MATTERS?
- APPROACH:
  - COMPARED EDUCATION: BRAZIL AND FRANCE



# METHODOLOGY

- 38 INTERVIEWS WITH MIDDLE SCHOOLS TEACHERS
- SITUATIONS – UNITY OF ANALYSIS
- 109 SITUATIONS RELATED TO THE RELIGIOUS MATTER
- CATEGORIES OF ANALYSIS: STRATEGIES OF ACTION, THEIR OBJECTIVES, RESOURCES AND LOGIC OF ACTION

# HYPOTHESES

- BRAZIL: NO RULES FOR REGULATING EDUCATION AND RELIGION IN SCHOOLS + RELIGIOUS POPULATION/TEACHERS = TEACHERS USE THEIR CREATIVITY BASED ON SACRED RESOURCES – DOMESTIC LOGIC OF ACTION
- FRANCE: MANY RULES RELATED TO SECULARISM – TEACHERS OBEY THE RULES – CIVIC LOGIC OF ACTION – LEGAL RESOURCES

# EXAMPLES OF SITUATIONS

- BRAZIL

- RELIGIOUS CENSORSHIP IN SCHOOL AUTHORITY
  - HALLOWEEN
  - BRAZILIAN FOLKLORE
  - LETTER FROM THE PRIEST - SATANISM
- OBSTACLE TO THE AUTONOMOUS PRACTICE

- FRANCE

- AFTER TERRORIST ATTACK IN NOVEMBER 2015
  - ENGLISH CLASS
  - DISCUSSION TO BREAK SOME STEREOTYPES
  - LEARNING HOW TO TWEET
  - WRITING A MESSAGE FOR PARIS

# RESULTS AND DISCUSSION

- RESOURCES RESULTS:
  - PROFESSIONAL RESOURCES IN FRANCE (PROFESSIONAL HABITUS)
  - PERSONAL RESOURCES IN BRAZIL (FROM MANY SOCIAL DIMENSIONS)
- RESULTS DISCUSSION:
  - COUNTRIES' PARTICULARITIES
  - INTERFACE BETWEEN RELIGION AND EDUCATION IN EACH STATE
  - LEARNING TO BE A TEACHER

# COUNTRIES' PARTICULARITIES

- BRAZIL – SOUTH COUNTRY
  - WEAK STATE
  - DEVALUATION OF PUBLIC SCHOOLS
  - INDIVIDUALS SEEK RESOURCES FROM SOCIAL TIES
- NO SEPARATION BETWEEN PUBLIC AND PRIVATE
- HYBRID DISPOSITIONS OF HABITUS
- FRANCE – NORTH COUNTRY
  - STRONG STATE
  - SCHOOL ROLE IN SOCIETY
  - WORKING CONDITIONS
  - PROFESSIONALIZATION PROCESS

# INTERFACE BETWEEN RELIGION AND EDUCATION IN EACH STATE

- BRAZILIAN HISTORY
- RELIGIOUS EDUCATION IN THE LAW
- NO DISCUSSIONS IN PUBLIC SPACE ABOUT THIS ISSUE
- FRANCE
- 1905: SEPARATION LAW
- 2004: RESTRICTION OF OSTENSIBLE SYMBOLS
- CHARTÉ DE LA LAÏCITÉ (2013)
- LIVRET DE LA LAÏCITÉ (2015)
- LA LAÏCITÉ À L'ÉCOLE (2018)



# LEARNING TO BE A TEACHER



- Teacher training courses in Brazil (theoretical approach) and in France (normative approach)
- Inseparability of the religious and professional identities in Brazil
- Professionalization Project in France – 1989
- Neutrality and discretion in France

# CONCLUSION

- SYNCRETIC CHARACTER OF THE PROFESSION
- HYBRIDIZATION OF SKILLS AND DISPOSITIONS
- TEACHERS AS PRODUCERS OF KNOWLEDGE
- PLURALITY OF RESOURCES – INTRINSIC TO THE PROFESSION
  - SITUATION
  - CONFIGURATION

The background of the slide is a light gray gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance.

**THANK YOU FOR  
YOUR ATTENTION !**

[GABRIELA.ABUHAB.VALENTE@GMAIL.COM](mailto:GABRIELA.ABUHAB.VALENTE@GMAIL.COM)