




IRENE -PROJECT

IO 1 COMPARATIVE STUDY - REPORT PRESENTATION

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 Erasmus+	<p>IRENE Innovative Religious Education <u>NEtwork</u>: educating to the religious diversity KA2 - Agreement Number: 2020-1-RO01-KA204-080071</p>
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TRAINING NEEDS AND CONTENTS BY COUNTRIES



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CONCLUDING REMARKS ABOUT TRAINING NEEDS AND CONTENTS

Framework and objectives of IRENE

- ❑ To improve the teaching methods of religion teachers, professional theologians and pastors who deal with diversity and multiculturalism.
- ❑ To facilitate the exchange of experiences, knowledge, and innovative methods around religious education.
- ❑ To increase the digital, social, and learning skills as well as the cognitive competence of the participants regarding multiculturalism.



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CONCLUDING REMARKS ABOUT TRAINING NEEDS AND CONTENTS

Framework and objectives of IRENE

- ❑ To promote interfaith practices dealing with religious diversity and social exclusion at the local level.
- ❑ To train teachers/professionals of religious education in order to take a more active role in society.
- ❑ To create a sustainable network of expanded collaborations with strategic goals between the members of the Program.



CONCLUDING REMARKS ABOUT TRAINING NEEDS AND CONTENTS

The target populations of a comparative study

□ Bulgaria

- The sample of Bulgaria consists ten (10) teachers, belonging to all three levels of education.

□ Estonia

- The sample of Estonian research consists of nine (9) teachers and all of those all were clergy.

□ Italy

- The sample of Italian research consists of ninety (90) people in two categories:
a) Eighteen (18) professors at Theological academic departments and
b) seventy-two (72) individuals among Catholic religion schoolteachers and/or Catholic educators, i.e. parish catechists, scout leaders and others





CONCLUDING REMARKS ABOUT TRAINING NEEDS AND CONTENTS

The target populations of a comparative study

Romania

- The sample of Romanian research consists of twenty-five (25) religion teachers of which 6 of the respondents are clergy and 19 are lay people.

Greece

- The sample of Greece consists of fifteen (15) informants.

Finland

- The sample of Finland of fourteen (14) people in three categories: a) three (3) interviewees worked in universities, six (6) at church organizations and five (5) general education.





CONCLUDING REMARKS ABOUT TRAINING NEEDS AND CONTENTS

WHO WERE THE RESPONDENTS?

- ❑ A total of 162 respondents from six different countries took part in the survey. The sample size ranged from 9 (Estonia) to 90 (Italy).
- ❑ The most homogeneous groups of respondents were in Estonia, Bulgaria, Romania and Greece.
- ❑ Among Italians there were clearly two distinct groups of respondents (teachers and priests).
- ❑ Among the Finns there were three groups (primary school teachers, university teachers and those working in church organisations).



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CONCLUDING REMARKS ABOUT TRAINING NEEDS AND CONTENTS

WHO WERE THE RESPONDENTS? (2)

- Most of the interviewees worked in religious education at different levels of education and in parish contexts.
- Of the Romanian interviewees, all were working in teaching positions only in compulsory schools.
- The Estonian informants were all members of the clergy. The other groups included both lay people and members of the clergy.





CONCLUDING REMARKS ABOUT TRAINING NEEDS AND CONTENTS

WHO WERE THE RESPONDENTS? (3)

- ❑ In five countries in total, almost equal numbers of women (32) and men (31) were interviewed. In the case of Italy, only two of the 18 theology professors interviewed were women.
- ❑ In Greece, Bulgaria and Romania the respondents belonged mainly to the Orthodox Church.
- ❑ In Estonia to the Lutheran Church and in Italy to the Catholic Church
- ❑ Among Finnish respondents, religious backgrounds were the most divergent (Christian and none).



CONCLUDING REMARKS ABOUT TRAINING NEEDS AND CONTENTS

WHO WERE THE RESPONDENTS? (4)

- The majority of respondents had a university degree (Bachelor's, Master's, Doctorate)
- In Romania, Bulgaria, Greece and Italy, respondents worked mainly in large, monoethnic and mono-religious towns with school groups of pupils under 25 years of age
- In Estonia and Finland, working environments were heterogeneous in terms of who you worked with





CONCLUDING REMARKS ABOUT TRAINING NEEDS AND CONTENTS

WHAT IS THE OBJECT OF RE?

- ❑ The objectives of school education range from learning about religion itself to general knowledge and skills in the diversity of religions needed in social life
- ❑ In church organisations, teachers have more opportunities to influence the content and objectives alongside the methods
- ❑ Based on this in Estonia (Church background) and Finland (Lay Academy) the aim is to "lead to ecclesial life"



CONCLUDING REMARKS ABOUT TRAINING NEEDS AND CONTENTS

WHAT ABOUT THE METHODS?

- Respondents' descriptions of the teaching methods and applications used were positive
- There were traditional, teacher-centred models of frontal teaching, on the other hand very advanced, student-activating practices such as flipped teaching
- In Finland, university education seemed to be the most advanced in terms of teaching methods
- In school education, Romanian and Greek respondents listed many both the methods themselves and the various web-based applications used in connection with them
- In the ecclesiastical context, methods varied according to the organisation (Estonia, Finland)



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CONCLUDING REMARKS ABOUT TRAINING NEEDS AND CONTENTS

TEACHING MATERIALS?

- The Estonians were quite satisfied to teaching materials, but it was stressed that the materials should be provided locally and not "provided from elsewhere"
- Among Bulgarians, a lack of teaching materials for adult education was noted
- Greeks commented that the teaching materials for religious education published by their country's Ministry of Education are slightly out of date (not considering the child's level of development, lacking contents dealing with Islam
- The Finns were satisfied with the teaching tools and materials used by schools and church organisations, but there was room for improvement at university level





CONCLUDING REMARKS ABOUT TRAINING NEEDS AND CONTENTS INNOVATION?

- ❑ Among the methods and applications used in no innovative solutions were identified
- ❑ In Estonia group work and active teaching methods were perceived as innovative
- ❑ Among Bulgarians, emphasis was placed on audio-visibility
- ❑ Almost half of Romanians stated that "a very effective method is the direct contact of students with the life of the Church, their involvement in the projects carried out in the Church." Also, games and a platform for RE was mentioned





CONCLUDING REMARKS ABOUT TRAINING NEEDS AND CONTENTS

DIGITAL METHODS?

- ❑ The Greeks mentioned "digital" methods and teaching through art
- ❑ Finns had some reservations about digitalisation in education, even though Finland is otherwise a pioneer in digital learning and teaching
- ❑ In terms of teaching methods, the church organisations surveyed were the most advanced in terms of innovation
- ❑ In all countries, digital applications that had been tried and tested were also recommended to colleagues



CONCLUDING REMARKS ABOUT TRAINING NEEDS AND CONTENTS

FEEDBACK

- ❑ In school education (Bulgaria, Romania, Greece, Finland), feedback is both curriculum-based and voluntary
- ❑ It is collected through questionnaires, discussions, writings, observations during lessons and summative tests
- ❑ At the university (Finland), feedback is collected automatically at the end of the course by the university
- ❑ In church organisations (Finland) both written and oral feedback is used



CONCLUDING REMARKS ABOUT TRAINING NEEDS AND CONTENTS

The training needs

- ❑ The training needs in the six countries can be divided into two main categories such as
 - ❑ **the pedagogical and didactic development of teaching**
 - ❑ **the content issues**
- ❑ In Southern Europe, there is a greater emphasis on **theological themes** (Greece, Romania, Bulgaria and Italy).
- ❑ The need **for teaching methods is almost equal in all countries.**
- ❑ Bulgaria and Romania had the most similar emphasis on **content**, with the emphasis on theology, pedagogy, teaching methods, psychology and group work methods



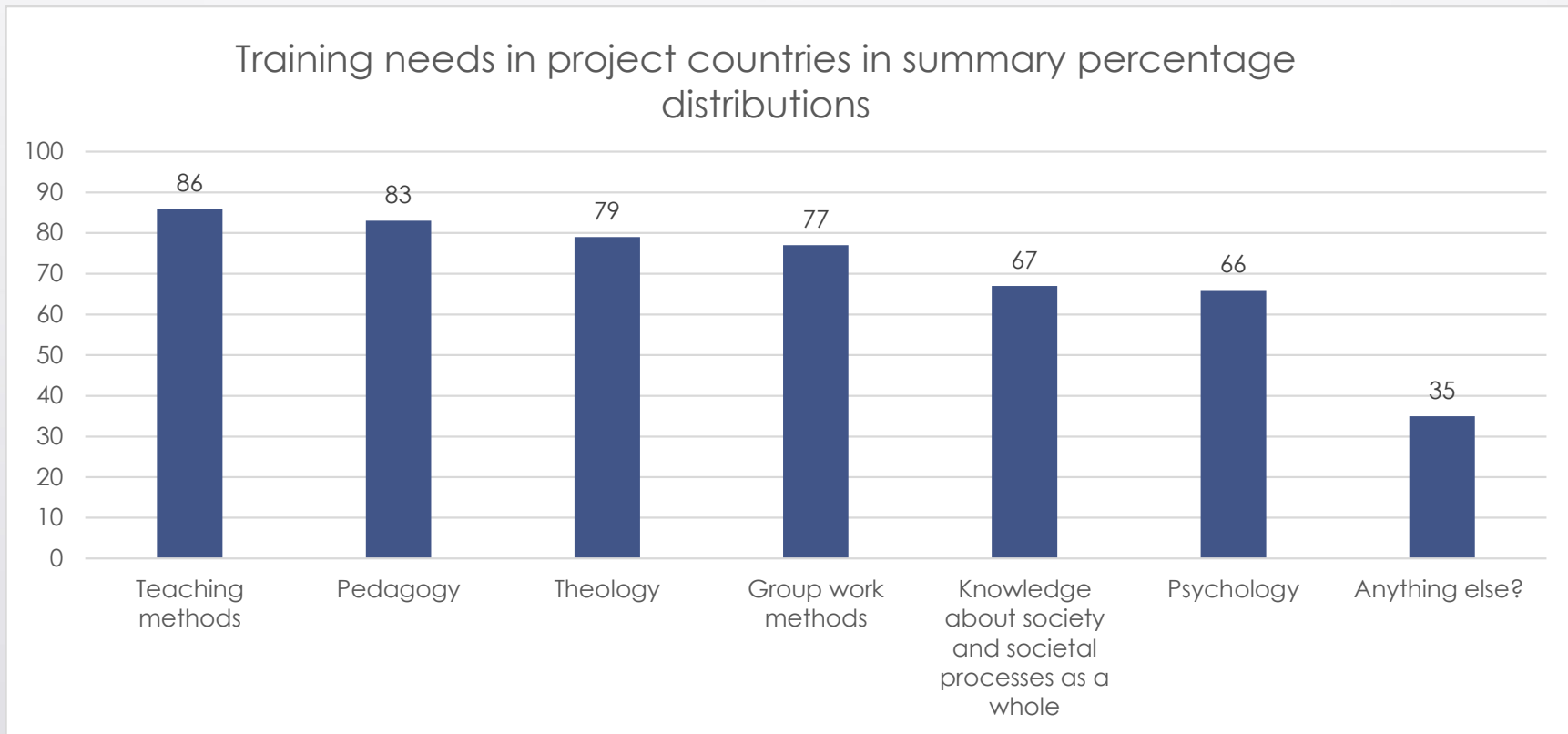
CONCLUDING REMARKS ABOUT TRAINING NEEDS AND CONTENTS

- ❑ The **group work** methods was emphasised by Greek respondents with the Estonians
- ❑ The greatest need to **develop pedagogy and teamwork methods is in Bulgaria** (100%).
- ❑ It seems that the training contents listed in the research among the Finns did not meet their needs, as their main need was for "anything else"
- ❑ Surprisingly, the second most needed support among Finns was for **teaching methods**, even though teachers have a Master's degree



CONCLUDING REMARKS ABOUT TRAINING NEEDS AND CONTENTS

The training needs



GRAPH 2. The summarized training needs.

CONCLUDING REMARKS ABOUT TRAINING NEEDS AND CONTENTS

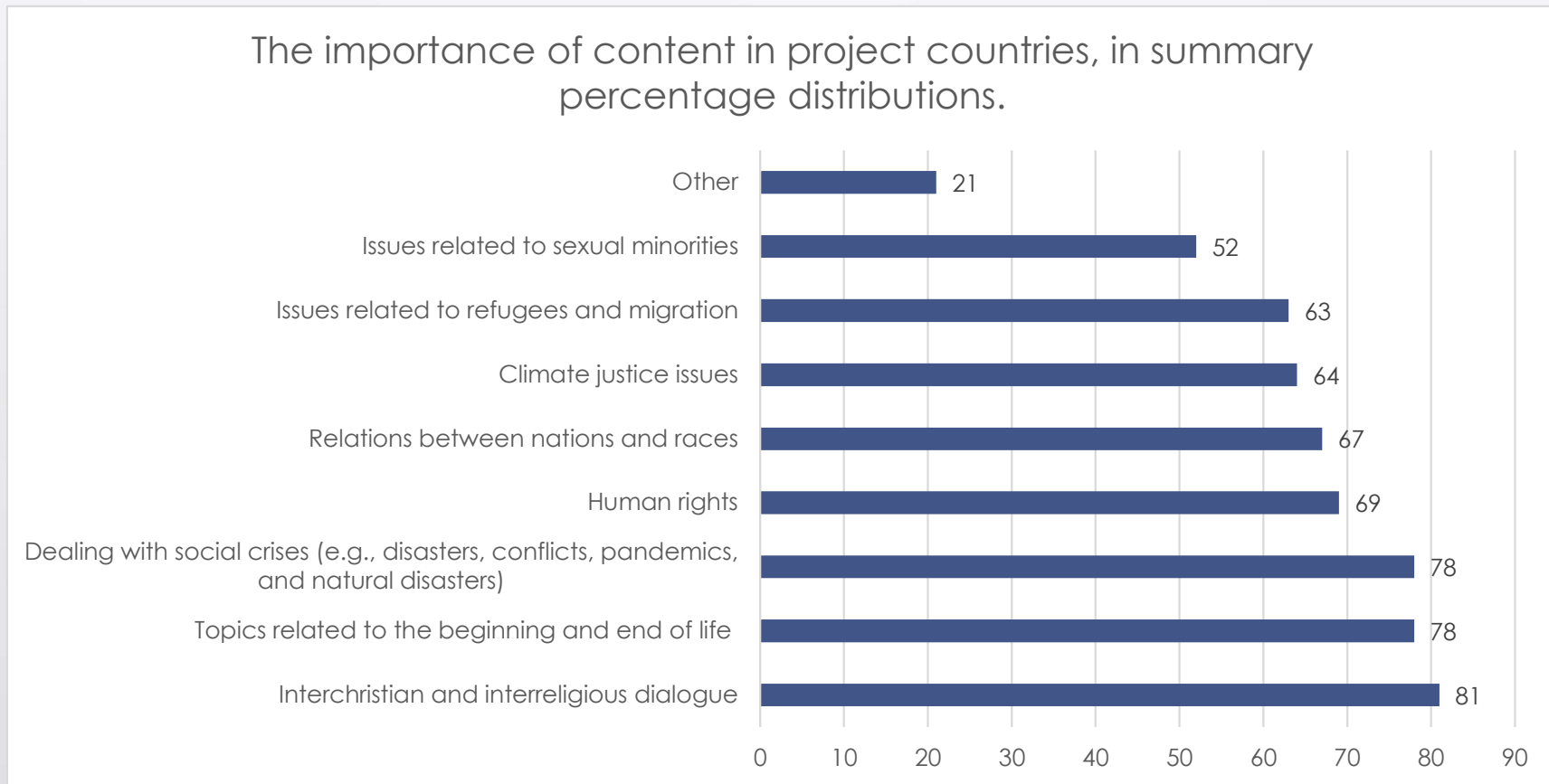
The training contents

- ❑ The training contents in the six countries states that a multireligious approach in teaching is covered in a good way
- ❑ That orientation in RE takes into notice in a relevant way the **changing and changed environment in Europe** about the different religions, both Christian and non-Christian as seen 4/5 of the respondents
- ❑ Another important aspect of religious education is the **humanistic approach** shared by 3/4 of the respondents
- ❑ This result can also be interpreted in some ways the other way around as training needs: *the less important the educational content is, the more important it is to consider it as training content.*



CONCLUDING REMARKS ABOUT TRAINING NEEDS AND CONTENTS

The training contents



GRAPH 4. The summarized training contents.



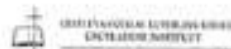
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