Global Issues & Challenges Relating to the Promotion of Diversity & Tolerance including Interreligious Dialogue

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„That since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed;”
Preamble of the UNESCO Constitution

Panel Discussion on: How can Education Effectively Promote Respect for Diversity and Tolerance?
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Which diversity?

- “Traditional” identities?
  - Culture
  - Nationality,
  - Social class
  - Language
  - Ethnicity
  - Religion
  - Gender
Diagram-Factors contributing to an individual’s cultural identity

James, Carl, (1999).

«Le Tout est l’ensemble des expériences et perceptions, idées, actions de chaque individu-e, au sein du collectif (le cercle), qui par son point de vue unique ajoutant à expérience collective»
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1. Which diversity?
   – “Traditional” identities?
   – School types?
     • Secular Schools (public/private/mix)
       – In majority secular countries
       – In majority religious countries
     • Religious Schools (public)
       – In majority religious countries
       – In majority secular countries
     • Religious Schools (private)
       – In majority secular countries
       – In majority religious countries
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Which diversity?

- “Traditional” identities
- School types
- Educational theories
  - Hierarchies of identities
  - Competing ideologies in theories
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Which diversity?

– “Traditional” identities
– School types
– Educational theories
– Learning styles: Theory of multiple intelligences (Gardner)
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- Which diversity?
  - “Traditional” identities
  - School types
  - Learning styles: Theory of multiple intelligences (Gardner)
  - InterWorldview theory of multiple identities & power dynamics (Brodeur)
Many different kinds of (sub-)identities:

- age, birth order, number of siblings,
- race, ethnicity, tribe, family,
- sexe, gender, sexual orientation,
- ability (physical, psychological, intellectual, spiritual)
- language, dialect, bilingual, multilingual,
- nationality, dual citizenship, refugee,
- social class, social status, professional status
- worldview, religion, spirituality, ideology,
- education, employment status, kind of work
- location, neighborhood, travel experi., networks
- etc., etc., etc.!
Vectors of identity construction & PD

Visible → majority

Changing → powerful

Powerless → minority

Invisible → unchanging

(P. Brodeur 2015) p. 26
Vectors of identity construction & PD

- Centralized
- Formal
- Codependency
- Informal
- Decentralized
- Interdependency
- Dependency
- Domination

(P. Brodeur 2015) p. 27
Contemporary Analytical Vectors

- Centralized
- Decentralized
- Educated
- Non-educated
- Conservative
- Non-conservative
- Exclusivist
- Non-exclusivist
- Militarized
- Non-militarized
- Mediatized
- Non-mediatized
- Structural
- Military
- Economized
- Collectivized
- Pluralist
- Non-pluralist
- Progressive
- Non-progressive
- State-ified
- Non-State-ified

(P. Brodeur 2015) p. 34
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• Which diversity?
  – “Traditional” identities
  – School types
  – Learning styles: Theory of multiple intelligences (Gardner)
  – InterWorldview theory of multiple identities & power dynamics (Brodeur)
  – Kinds of dialogue
inter-civilizational dialogue

inter-religious dialogue

inter-cultural dialogue
inter-worldview dialogue

inter-religious dialogue

inter-cultural dialogue
Dialogue within the self

Dialogue with the other (direct)

Dialogue with the Other (indirect)
Different Types of Interreligious Dialogue

1) Intra versus inter: for example:
   - Intra-Christian = oecumenical
   - Intra-Islamic = ummatic
   - Intra-judaic = ‘am yisrael

2) Representative official (top-down), middle levels, and grassroots

3) Bilateral

4) Trilateral

5) Multilateral

6) Theological

7) Activist
   - State *versus* NGO *versus* interpersonal
   - Thematic:
     - Share a desire to change things for the better
   - Collaborative:
     - Share a common approach
     - Overlapping moral commitment
     - Share a common interest
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2. Multiple Disparities: from IQ, to EQ, to…
   – political literacy
   – economic literacy
   – media literacy
   – educational literacy
     • what kind of learner am I?
     • what kind of teacher/coach am I?
   – identity literacy, from essentialist-exclusivist to multiple-pluralist
   – dialogical literacy (ex: intercultural, interreligious, interspiritual)
   – religious/spiritual/cosmogonical literacy (SQ)
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3. Conclusion:

Disparity in Awareness and Consciousness of Global Issues:

1. Each person is affected by a different mix of issues, and to different degrees (need for constant glocal contextualization)
2. Each person is only partially aware of 1)
3. Each person is only partially conscious of 2) and able to ‘connect’ to others/Other
4. Stumbling block to awareness: lack of dialogue opportunities
5. Stumbling block to consciousness: fears and grievances
Challenges Relating to the Promotion of Diversity & Tolerance including Interreligious Dialogue

Challenge #1: One size does NOT fit all

- Diversity of educational
  - Philosophies
  - Programmes
  - Environments
- Diversity of educational
  - Receptions
  - Budgets
  - Trainings
- Diversity of access to the Internet

• Short term conclusion:
  - Diversity of methodologies, each adapted to local context
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Challenge #2: Diversity looks different everywhere
  – Diversity in Disparities
  – Disparities in Diversities

• Medium term conclusion:
  – Need to integrate multiple identities and power dynamics
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Challenge #3: Hermeneutics of Diversity

- Diversity of hermeneutics leads to
- Hermeneutics of Diversity (Pluralism)

• Long term conclusion:
  - Need to ground philosophical learning in ethical praxis through on-going dialogues integrating heads, hands, and hearts
Conclusions:

• #1: Competing claims over national educational budgets were to the 20th century what competing transnational interests over allocation of glocal educational resources are to the 21st.

• #2: Competing ideologies were to the 20th century what competing hermeneutics are to the 21st.

• #3: Competing educational theories were to the 20th century what competing methodologies are to the 21st.
“He drew a circle that shut me out –
Heretic, rebel, a thing to flout,
But love and I had the wit to win;
We drew a circle that took him in!”

Markham, 1915
شكرا
谢谢
תודה
Danke
Gracias
Ευχαριστώ
ありがとうございます
Thank you
Obrigado
спасибо
धन्यवादा
Merci