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Dossier: Religion and Education

Dossiê: Religião e Educação

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We are pleased and happy to present the next issue of HORIZONTE, journal of theology studies and "sciences of religion", whose current dossier deals with the theme "**Religion and Education**". This binomial, which is present in many societies, cultures and human realities, although it portrays different realities, has been characterized by having many possibilities of interface: sometimes it is possible to verify the existence of some mismatches; at other times, the aforementioned encounter between religion and education has been somewhat tense. However, it can be said that often, the referred encounter between religion and education is present. And when such an approximation occurs, both realities are certainly enhanced.

**Religion and education** are linked to societies and human beings, who experience dynamic processes which are by no means static; processes that are made from chosen paths or choices in the face of imperative situations which materialize in the search for ideals to be realized and implemented.

We understand that the interfaces between **Religion and Education** occur in different ways, as for example, in the tangents provided by the education of faith and religiosity, in the sense that each religious tradition is prepared to form its members and followers in the experience of its main values and opening up to their face-to-face experiences. These processes make it possible to learn a tradition, that is, to carry out its improvement in the sense of placing itself at the service and of developing a unique and specific way of being

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and looking at religious belonging, which can open paths to the summit of the mystical-religious experience.

In the faith education field, we can also witness the existence of more systematized studies, which develop knowledge and research in the theological perspective, as ways to improve the intelligence of the faith, its applicability in the contemporaneity, and the varied services to the faith communities. This type of perspective, the theological one, often academically oriented, points, in turn, to the discussions concerning the relationship between faith and reason, as well as the relationship between religion and science, which, at the very least, slip into the theme of our dossier.

On the other hand, in educational processes, there is also the presence of the religious phenomenon in public spaces, such as in the Religious Teaching and the confessional schools and universities. These spaces are fundamental for the education of different dimensions of human beings, not always present in the formal systems of education, such as the religious, symbolic and spiritual dimensions; as well as the possibility of educating to deal with death, human fragility, and vulnerability; educating for solidarity and fraternal social coexistence. Likewise, these spaces are important for the ethical development of citizens and for learning to welcome diversity, whether or not religious, including atheists, agnostics, and those with no religion. When in partnership and guided by citizen and ecumenical projects open to all who share the Common House and live there, **religion and education** can contribute - and much - to the creation of a more tolerant, diverse, sustainable, and integrated society, in which all are brothers and sisters and the human rights of all beings are respected.

They can contribute in the same way to the knowledge of the roots of a nation. In the Brazilian case, studying the Afro-Brazilian, indigenous and popular culture and religiosity, besides the religiosity coming from Europe, helps to apprehend our “Brazilian soul”. It provides an understanding of the interactions between religious traditions that have been established here: they settled down, dialogued, clashed, suffered intolerance, and creatively, resisted, leaving great legacies in culture, arts, language, and many of our customs and

ways of seeing the world. This is fundamental to reach the depth and uniqueness of a people's identity.

In this way, a mature, inclusive, and humanized education that promotes intercultural dialogue could provide us with very rich access to our roots and our being, also the fruit of encounters and mismatches, of mestizations and exchanges. All of this would contribute to the creation of peace, respectful coexistence, and the overcoming of intolerances, which are often also constructed and reinforced by religious positions and conceptions, which also need to be educated.

In this direction, another tangency between **religion and education** places itself in the space of politics and social coexistence. This is where we come across fundamentalist visions, religious benches, and proposals such as the “School without political parties”, “homeschooling” or the discussion of the confessional teaching in Religious Education. These proposals are often associated with a conservative way of life and have been included in recent election agendas.

Horizonte wants to collaborate with these debates on these two areas and their intercessions. In this direction, the **Editorial**, by Élcio Cecchetti (Unochapecó), General Coordinator of the Permanent National Forum of Religious Education (FONAPER), with the title **Religious Education: current contexts and perspectives**, discusses Religious Education, presenting perspectives of its historical constitution in Brazil, as well as the actions of several groups of educators who advocate for more inclusive and citizen practices, with repercussions in Latin America.

In its dossier, we have the following articles: **Religious Studies in a democratic context: debate in contemporary public schools** by Aurenéa Maria de Oliveira (UFPE); **Religious teaching in the Brazilian public school and the issue of secularism**, by Paulo Agostinho Nogueira Baptista and Giseli Siqueira do Prado (both from PUC Minas); **Catholic Church and religious education in Brazil (1889-1930)**, by Eraldo Leme Batista (PUCCAMP); **Religious education: a field of application of the**

**Science of Religion**, by Elisa Rodrigues (UFJF); Religious Education: for a practice that promotes awareness, by Júlio César Brotto and Waldir Stephanini (both from FUV); all focused on the issue of Religious Education.

Our dossier also includes approaches that have a diversified focus, such as: **Religion and Education in Brazil: the “Schools without Party” program as an obstruction to Religious Education and citizen formation**, by Andréa Silveira (UFJF); **Human training in higher education: Edith Stein's onto-anthropological and theological approach**, by Clélia Peretti (PUC PR) and Vera de Fátima Dullius (FAE University Center); **Care and knowledge: human formation and dialogical relationship in educational environments**, by Roberlei Panasiewicz (PUC Minas); **Vulnerability as an anthropological condition according to the motif “Ladder of Life” in a woodcut from the 19th century**, by Helmut Renders (UMESP) and Elizabete Cristina Costa-Renders (USCS); **The reading the Sacred: an active methodology in Religious Culture**, by Edile Maria Fracaro Rodrigues (PUC PR); **Human rights education: implications for religions in the brazilian context**, by Adriano Souza Lima (UNINTER); **Between Church and school: catholicism and field school in Marajó in connection**, by Eliane Miranda Costa (UFPA); **To beat or not to beat children? Analysis from the Biblical Proverbs**, by Valmor da Silva (PUC Goiás).

In the Free Theme section, this issue contains the following articles: Professors Flávio Augusto Senra Ribeiro (PUC Minas), Cláudio de Oliveira Ribeiro (UFJF) and Dilaine Soares Sampaio (UFPB) sign **Reviewing the experience of professional programs in the Religious Studies and Theology area/CAPES in Brazil**; Abdruschin Schaeffer Rocha and Kenner Roger Cazotto Terra (both from UNIDA) sign **Religion and language: a reading of religion in the *Writing of God* by Jorge Luis Borges**; and Leandro Alves Teodoro (UNICAMP and UNESP) signs **Discourses about the conquest and retaining of Ceuta**.

In the Free Theme section – translation, Rita Macedo Grassi (EPHE - France) translates a conference by Raimon Panikkar, **The Pluralism of Truth**.

Finally, the reader will find in this issue summaries of thesis and dissertations, as well as reviews.

HORIZONTE's editorial team wishes all our readers to make good use of the articles and papers published here. That they collaborate with the growth of our area of Theology and Religious Studies, as well as to the development of research on the presented themes. Enjoy your reading!