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Religious fundamentalism as a challenge for (inter-)religious education

Wolfgang Weirer, University of Graz

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**Religious fundamentalism as a challenge for
(inter-)religious education**

**(1)
Religious
fundamentalism?**

**(2)
Temptations for
young people**

**(3)
„prevention of
extremism“ and
RE**

**(4)
Aspects of a
didactics of
religion**

Religious fundamentalism

- „The fundamentals“ (USA, 1909ff)
- “Religious fundamentalism is guided by what is seen as a threat to the identity of religion, and tries to prove these threatened elements to be the true foundations of religion.”
(Schwöbel 2010, S. 11)



Religious fundamentalism

- Characteristics:
- direct, literal and unchanged validity of the original script
- rigorism of legal ethics
- infallibility of religious convictions
- bipolar thinking (halal / haram)



(Religious) fundamentalism for children and young people?

- Orientation in a complex world
- Experiences of discrimination

Findings from prevention work and deradicalisation projects

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Politik / Extremismus / Radikalisierungsprävention / Forschung & Qualitätssicherung / Serie: Diskussion über Thesen zu guter Präventionspraxis / 20 Thesen zu guter Präventionspraxis

HERAUSFORDERUNG SALAFISMUS
Infodienst Radikalisierungsprävention



7.2.2018 | Von: [Harald Weilnböck](#) > [Milena Uhlmann](#) >

20 Thesen zu guter Praxis in der Extremismusprävention und in der Programmgestaltung

Aus Anlass des Vortrags "Zum internationalen Stand der Extremismusprävention in Europa - Ansätze und Erfahrungen": 20 Prinzipien guter Praxis

Radikalisierungsprävention

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- > Ausstiegspraxis & Rückkehrer
- > Lokale & internationale Ansätze
- > Szene: Akteure & Propaganda



Findings from prevention work and deradicalisation projects

- appreciative and respectful treatment: “confidence building, respect, commitment, credibility and authenticity are the non plus ultra in prevention work ...” (Weilnböck and Uhlmann 2018)
- counteraction to dualistic thinking
- focus on emotional and social learning

Findings from prevention work and deradicalisation projects

- “... theologians are sent into the field ... who are supposed to correct undesirable developments with religious messages, which perhaps were not caused at all by religion.”
(Weilnböck and Uhlmann 2018)



Aspects of a didactics of religion

- Respect and appreciation
- Break through refusal of recognition
- Interfaith education
- Plurality competence – learning in and with diversity

**Thank you for your attention –
I am looking forward to your questions!**

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