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**Project acronym: REDCo**

**Project full title: Religion in Education. A contribution to Dialogue or a factor of Conflict in transforming societies of European countries?**

Instrument: Specific Targeted Research Project

Thematic Priority: Priority 7 Citizens and governance in a knowledge-based society

## **Final Activity Report**

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## **Executive Summary**

### **a) Objectives**

The main aim of the project “Religion in Education. A Contribution to Dialogue or a Factor of Conflict in transforming societies of European countries?” (REDCo) is to establish and compare the potentials and limitations of religion in the educational fields of selected European countries and regions in order to identify approaches that can contribute to making religion in education a factor promoting dialogue in the context of European development.

Our project aims at analysing conceptual and practical approaches to mutual understanding in the field of religious education. We are analysing how theoretical and practical approaches in schools and universities that encourage openness towards others and mutual respect across religious and cultural differences can be strengthened, without excluding existing tensions between people of different religion, culture and political opinion. Projecting into the future, we cannot hope to solve this task at the national level alone. A European perspective needs to be established by means of comparative studies. This is the stated aim and corresponds to the outcome structure of our project.

Theoretical, conceptual and empirical analysis will help to lay the foundation for our understanding of the contribution religion in education can make towards the current transformation processes in various European countries. By comparing different approaches we hope to gain the necessary historical perception and analytical clarity to address the core questions of dialogue and conflict in Europe and to find ways to stimulate a process of growing European identity/ies.

### **b) Contractors**

Nine research partners are involved as contractors:

- University of Hamburg (coordinator) in Germany. Coordinating person: Prof. Dr. Wolfram Weisse. Project leaders at the University of Hamburg: Prof. Dr. Thorsten Knauth and Prof. Dr. Wolfram Weisse.
- University of Warwick in England. Project leader: Prof. Dr. Robert Jackson.
- Ecole Pratique des Hautes Etudes, Sorbonne, Paris in France. Project leader: Prof. Dr. Jean-Paul Willaime.
- VU University Amsterdam in The Netherlands. Project leaders: Prof. Dr. Siebren Miedema, Dr. Ina ter Avest, deputy: Prof. Dr. Cok Bakker, University of Utrecht.
- University of Stavanger in Norway. Project leader: Prof. Dr. Geir Skeie.
- University of Tartu in Estonia. Project leader: Dr. Pille Valk.
- University of Muenster in Germany. Project leaders: Prof. Dr. Muhammad Kalisch and Dr. Dan-Paul Jozsa.
- Russian Christian Academy for Humanities, St. Petersburg in Russia. Project leaders: Prof. Dr. Vladimir Fedorov, Prof. Dr. Fedor Kosyrev.
- University of Granada in Spain. Project leaders: Dr. Aurora Alvarez Veinguer and Prof. Dr. Gunther Dietz.

## **c) Work performed**

### **First project year:**

1. *Analytical work with regard to the role of religion in education in Europe on the basis of documents and the development of a database:* All partners wrote analyses on their respective countries focusing on the role of religion in education. The reports include information on the developments in recent decades, the special contexts, debates on religion and education and new challenges in the countries taking part in REDCo and in Europe as a whole. This basic study underpins our ongoing research on the role of religion and education in Europe. Our ongoing work was also supported by a database including literature and different types of documents related to our REDCo-theme. This database will be publicly available and will constitute a valuable research tool for others working in the field of religion and education in Europe in the future.
2. *Preparation of the fieldwork and the start of the empirical work in all countries:* Our empirical work was discussed in detail. As a result we wrote a fieldwork guide in which our common approaches and methods of data were recorded, and another report including decisions on the detailed research design for our field work. This guaranteed a common basis for our empirical research. Additionally we began the fieldwork using different methods including participant observation, interviews and video-filming in school classes. One major piece of qualitative research was done by use of a written questionnaire, which was completed by at least 70 pupils in the age-group of 14-16 years in each participating country. On the basis of the data provided, preliminary reports for each REDCo-country and comparative analyses of the results were drafted. These were revised and completed within the next half year and have also been used to inform our quantitative research, which was structured and organised within the six months following.
3. *Establishing a theoretical basis:* During the first year, theoretical issues were raised mainly in seminars, and this preparatory work was followed up more thoroughly during the second year. The debate about the interpretive approach as a common theoretical framework showed that there was a need to further develop the balance between the descriptive and the prescriptive aspects of the approach. More input from the different projects on their use of the approach was needed in year two. Discussions of 'non-foundational education theory', 'neighbour-religions', 'citizenship education' and 'identity-formation' have been included in the participants' deliberations.

### **Second project year:**

4. *Field-work:* In the second year of REDCo we deepened our fieldwork applying an appropriate set of methods. Our focus was on research using qualitative and quantitative methods and on video-analyses of school lessons. Research using qualitative methods was conducted in all participant countries with a jointly developed qualitative questionnaire. The aim of this research was to gain insight into the personal views of pupils on and their experiences with religion, into the social dimension of religion in their lives, and into religious education in school. The data we collected proved to be of such importance that we decided to publish them in book form (see paragraph d) of the executive summary). On the basis of our qualitative analyses we developed a quantitative questionnaire in English which has been translated into all REDCo-languages. Our survey started in January 2008 and was completed in March 2008. In all countries we achieved a minimum of 400 completed questionnaires from pupils in the age group of 14-16 years. In most of the countries we collected 1000 or more questionnaires in order to create a sounder basis for

our analysis. The data analysis was undertaken from April 2008 onwards. Other lines of field work were also continued and deepened in the second year of our research. These focused mainly on classroom interaction and the role of teachers. Both areas of research were concluded in the third year of REDCo. We published our findings as a book and articles in refereed journals.

5. *Theoretical approaches*: During the second year, we continued our research on theoretical issues. The debate about the interpretive approach as a common theoretical framework was completed thoroughly and productively. In successive discussions by the REDCo project team, a number of factors became clear: The interpretive approach was a theoretical ‘stimulus’ (as indicated in the project proposal), but did not provide the theoretical framework for the project as a whole. The key concepts of the interpretive approach were used in field research in both methods and data analysis as well as in pedagogy. The project included scholars and researchers versed in a range of epistemological and theoretical positions and methodological approaches. This was regarded by the project team as very healthy, and permitted a constructive dialogue on issues of epistemology, theory and method. Other concepts were also addressed. The concept of ‘neighbour religions’ was used by participants to focus on local religious diversity and on neighbourhood interaction. The relationship between different forms of religious education and education for democratic citizenship as well as the question of plural identities of young people remained on-going issues under discussion by the project team.
6. *Information and Discussion Forums*: We extended our dissemination activities considerably. A series of discussion and information forums for schools, teachers, pupils and parents were organised in all of our countries. The numbers and intensity of the participation of REDCo-members in conferences and public meetings dealing with religion in education increased considerably: We presented our project on 147 occasions in Europe, Asia, North America, Central America and Australia with a total outreach of about 40.000 participants. The number of articles published by members of our consortium – about 100 – was also high and showed both the energy to publish on our theme and the readiness of publishing institutions to accept our articles. Plans were also being worked out to produce three films on REDCo which can be used for public events and for seminars at schools and universities.

### **Third project year:**

7. *Analyses based on field work*: We gained a plethora of results from our empirical data working with both qualitative and quantitative approaches.  
*Qualitative approaches*: At the beginning of the third year of REDCo, we published a comprehensive qualitative survey on the views of teenagers with regard to religious pluralism in school and society (Knauth et al. 2008). Throughout the third year we continued our qualitative research work with regard to classroom interaction and the role of teachers in heterogeneous classes. Both avenues of research resulted in publications. The first issue is covered in: ter Avest et al. (2009), *Dialogue and Conflict on Religion*; the second is dealt with in: Alvarez Veinguer et al. (2009), *Islam in Education in European countries* (see paragraph e).  
*Quantitative approaches*: The aim of this survey was to gain insight into the personal views of pupils on and their experiences with religion, into the social dimension of religion in their lives, and into religious education in school using quantitative methods. The data we collected proved to be of such importance that we decided to publish them in book form.

Our questions for the quantitative questionnaire were developed on the basis of our qualitative results. Throughout all REDCo-countries we deployed a total of more than 8.000 questionnaires, so that we were able to create a solid basis for our research. The results show that in all our countries, acceptance of religious heterogeneity is the mainstream position among youngsters in the 14-16-year age group. Nonetheless, the school has a central role to play in learning about and from religions. This is necessary, as many of the pupils have wrong information or prejudices about other religions. Nevertheless our findings are clear: Irrespective of their national and religious identity, pupils in Europe are open for a dialogue with different religious and cultural positions. We published our results in: Valk et al. (2009), *Teenagers' Perspectives on the Role of Religion in their Lives, Schools and Societies* (see paragraph e).

8. *Theoretical approaches in triangulation with empirical findings*: We applied the following theoretical approaches intensively: The approaches of “neighbour-religions”, “citizenship-education”, “non-foundational education”, “identity-formation” and the “interpretive approach”. Regarding “neighbour-religions”, a development away from studying foreign religions at a spatial and temporal distance and towards a concentration on the cultural and religious plurality in the home region or country was outlined. The commonly held opinion now is that it is vital for children from different world religions not to become 'alien' to each other, with all the stereotyping and divisions that entails, but rather to be seen as fellow humans and neighbours. The issue of Citizenship Education was also given considerable attention during the project. One of the reasons for this is, of course, that the diversity of political and societal systems had to be taken into account in terms of contextualising a particular country, but also to be viewed from a comparative perspective. The explicit support of all REDCo researchers for non-dogmatic, open and dynamic theoretical approaches towards addressing world views and religion in an educational context is clearly expressed in our research. Non-foundational education stresses the value of personal expression and dialogue for personal religious identity-formation and emphasises a concern for the otherness of the other as a core element of every form of religious education. This is especially the case with regard to the concept of religious identity formation. Using the latest insights from developmental education and developmental psychology, the religious identity-development of youngsters in the 15-17 year age group is theoretically conceptualised in the very apt terms of *exploration* and *commitment* (identity-formation). The debate about the interpretive approach as a common theoretical framework has been continued thoroughly and productively. The key concepts of the interpretive approach were used in field research, in method development and in data analysis as well as pedagogy.

9. *Dissemination*: In addition to more than a hundred academic articles and even more presentations at conferences worldwide, we used three exceptionally creative instruments and organised two especially high-level public events.

Our special instruments of dissemination work were three films produced on our REDCo-work. One provides a condensed impression of the overall work, one is focused on classroom interaction in Europe, and the last one presents a case-study from one of our members of the consortium. As elements for exhibitions, we also produced 14 roll-up-displays based on our research results. Last but not least, we formulated “policy recommendations”, which show the main results of our research and requirements of European and international organisations as well as educational institutions at a European as well as a national level.

We also had the opportunity to organise two high-level public events: One took place on 3

December 2008 at the European Parliament in Brussels. Commissioner Jan Figel gave an introduction, Member of the European Parliament Vural Oeger welcomed the REDCo-researchers, and we from REDCo had the opportunity to present our findings. More than 120 people attended that gathering. The other event took place on 19 March 2009 at the Council of Europe in Strasbourg. The Director-General Gabriella Battaini-Dragnoni introduced the theme with a very positive acknowledgement of REDCo, and we once more had the chance to present our findings.

#### **d) Overall Research Results**

Our project has carried out joint research in eight European countries simultaneously for the first time. Until the end of our project in March 2009 we successfully carried out research in the following fields:

- addressing the increasingly urgent question how dialogue between cultures and religions can be fostered and gaps bridged in the context of religion in education, including identifying effective pedagogical approaches and ways of dealing with religious conflict in educational settings.
- formulating a view of the possibilities and limits of interreligious dialogue at the conceptual and empirical levels, with particular (though not exclusive) reference to the 14-16 age range.
- combining national studies with very different profiles with agreed theoretical, methodical and thematic approaches from the outset.
- including research and development partners in schools and maintaining dialogue with and providing information for stakeholders in our education systems, including various religious groups, the general public, the media and politicians.

#### **e) Publications**

Our work shows the value of exploring our theme in joint analytical publications. All in all six books were published on the main results, exclusively by REDCo members.

- Jackson, R., Miedema, S., Weisse, W., Willaime, J.-P. (Eds.) (2007) *Religion and Education in Europe: Developments, Contexts and Debates*, Muenster: Waxmann.
- Knauth, T., Jozsa, D.-P., Bertram-Troost, G. & Ipgrave, J. (Eds.) (2008), *Encountering Religious Pluralism in School and Society – A Qualitative Study of Teenage Perspectives in Europe*, Muenster: Waxmann.
- ter Avest, I., Jozsa, D.-P., Knauth, T., Rosón, J. & Skeie, G. (Eds.) (2009), *Dialogue and Conflict on Religion. Studies of classroom interaction in European countries*, Muenster: Waxmann.
- Alvarez Veinguer, A., Dietz, G., Jozsa, D.-P. & Knauth, T. (Eds.) (2009), *Islam in Education in European countries - Pedagogical Concepts and Empirical Findings*, Muenster: Waxmann.
- Valk, P., Bertram-Troost, G., Friederici, M. & Béraud, C. (Eds.) (2009), *Teenagers' perspectives on the Role of Religion in their lives, Schools and Societies. A European Quantitative Study*, Muenster: Waxmann.
- Want, A. van der, Bakker, C., Avest, I. ter, Everington, J. (Eds.) (2009), *Teachers Responding to Religious Diversity in Europe*, Münster: Waxmann.

During the third project year we recorded an even higher research and dissemination output than within the first two years of the REDCo project. We wrote 26 reports, 21 of them

deliverables, 5 of them milestones. In addition to the five books with the project results in whose production all partners were involved, several more were published of special analyses written by members of REDCo with reference to our research. In terms of dissemination we continued our presentations in almost all parts of the world, produced three films on REDCo, one exhibition, and wrote more than one hundred articles in journals and books.

### ***f) Project logo, website, flyers and photos***

Since the outset we have been using a special logo for the REDCo project (reproduced below).



We have also developed a website for REDCo. The address is: <http://www.redco.uni-hamburg.de/>. In addition to the internet, we developed an intranet facility to promote easy communication between the researchers of REDCo. We have produced flyers in order to communicate the basic ideas of REDCo and to provide information about the consortium and contact addresses. These flyers are available in printed format and via our website in the following languages: Spanish, French, English, Dutch, German, Norwegian, Russian, and Estonian. Besides, photographs are available on our website.

### ***g) Policy recommendations***

All of our research results are focused in our Policy Recommendations, which were thoroughly discussed within the last months of our REDCo project and in a final intensive discussion and decision in our plenary meeting at Klingenthal (near Strasbourg) on 19 March 2009.

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19 March, 2009

## **Religion in Education: Contribution to Dialogue**

### **Policy recommendations of the REDCo research project**

**From:** REDCo (Religion in Education. A contribution to Dialogue or a factor of Conflict in transforming societies of European Countries)

**Funded** by the European Commission

**Coordinator** Prof. Dr. Wolfram Weisse, University of Hamburg, Germany

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Jean-Paul Willaime, EPHE Sorbonne, Paris, France; Prof. Dr. Siebren Miedema, Dr. Ina ter Avest, VU University Amsterdam in cooperation with Prof. Dr. Cok Bakker, Utrecht University, the Netherlands; Prof. Dr. Geir Skeie, University of Stavanger, Norway; Dr. Pille Valk, University of Tartu, Estonia; Prof. Dr. Muhammed Kalisch, Dr. Dan-Paul Jozsa, University of Muenster, Germany; Prof. Dr. Vladimir Fedorov, Prof. Dr. Fedor Kozyrev, Russian Christian Academy for Humanities, St. Petersburg, Russia; Prof. Dr. Gunther Dietz, Dr. Aurora Alvarez-Veinguer, University of Granada, Spain.

**To:** EU Institutions (Parliament, Commission, Council of Ministers), Council of Europe, United Nations (UNESCO, General Assembly, Alliance of Civilizations), National Educational Bodies of EU-member states, Educational Research Associations, Non-Governmental Organizations, Religious Organisations, Universities and Schools within the European Union.

## I. Introduction

Throughout the world, people are increasingly coming to recognise the implications of the renewed importance religion holds for both individuals and societies in national and international politics and public discourse. Growing religious diversity has given the question new urgency, and accordingly 'social cohesion' is a frequently cited policy goal when addressing the role of religion in European societies. This is especially evident in the attention paid to the study of religions as a part of intercultural learning and human rights education and is clearly expressed in international documents such as the Council of Europe's *White Paper on Intercultural Dialogue* (Council of Europe 2008) and the Organisation for Security and Co-operation in Europe's *Toledo Guiding Principles on Teaching about Religions and Beliefs in Public Schools* (OSCE 2007). Both documents stress the importance of dialogue between people of different faiths and convictions in the context of intercultural teaching and learning. This is also the focus of REDCo (**R**eligion in **E**ducation. A **C**ontribution to **D**ialogue or a **F**actor of **C**onflict in Transforming Societies of European Countries), a European comparative research project on young people's views of religion, religious diversity and possibilities for dialogue, as well as of classroom interaction and teacher strategies. REDCo is the first substantial research project on religion and education financed by the European Commission, running from 1 March 2006 until 31 March 2009. It has carried out qualitative and quantitative research in eight countries (Germany, England, France, The Netherlands, Norway, Estonia, Russia, Spain) mainly focusing on religion in the lives and schooling of students in the 14–16 age group. The students expressed their attitudes about personal experience with religion, the social dimension of religion, and religion in school. The REDCo findings can encourage further policy development in education at a European as well as at a national level.

## II. Key research findings of REDCo

- The majority of students appreciated the religious heterogeneity in their societies, although a range of prejudices were expressed.
- The most important source of information about religions and worldviews is generally the family, followed by the school.
- The school population includes a sizeable group of students for whom religion is important in their lives, a sizeable group for whom religion is not important and a sizeable group who hold a variety of occasionally fluctuating positions between these two poles.

- Irrespective of their religious positions a majority of students are interested in learning about religions in school.
- Students are well aware of and experience religious diversity mostly in, but also outside school.
- Students are generally open towards peers of different religious backgrounds. At the same time they tend to socialise with peers from the same background as themselves, even when they live in areas characterised by religious diversity.
- Students often express a tolerant attitude more at an abstract than a practical level. The tolerance expressed in classroom discussion is not always replicated in their daily life-world.
- Those who learn about religious diversity in school are more willing to enter into conversations about religions and worldviews with students from other backgrounds than those who do not have this opportunity for learning.
- Students desire peaceful coexistence across religious differences, and believe that this is possible.
- Students believe that the main preconditions for peaceful coexistence between people of different religions are knowledge about each other's religions and worldviews, shared interests, and joint activities.
- In most countries students support the right of adherents to a moderate expression of religious faith in school. For example, they do not oppose in school the wearing of *unobtrusive* religious symbols or object to *voluntary* acts of worship for students who are adherents of a particular religion.
- Students for whom religion is important in their lives are more likely to respect the religious background of others and value the role of religion in the world.
- Most students would like to see school dedicated more to teaching about different religions than to guiding them towards a particular religious belief or worldview.
- Students express their desire that learning about religions should take place in a safe classroom environment governed by agreed procedures for expression and discussion.
- Students generally wish to avoid conflict on religious issues, and some of the religiously committed students feel especially vulnerable.
- Dialogue is a favoured strategy for teachers to cope with diversity in the classroom, but students are more ambivalent about its value since in practice, not all students are comfortable with the way diversity is managed in schools.
- Students generally favour the model of education about religion with which they are familiar.

### III. Policy Recommendations

On the basis of the findings of REDCo we support the policy recommendations of the Council of Europe and the Toledo Guiding Principles. However, we suggest a need for a degree of differentiation at the national level regarding the implementation of policies in the educational system. This is due, for example, to different national traditions, norms, legal systems and

pedagogical approaches in dealing with religion in education. Each national context needs to be taken into account when policies are applied. At a European level we suggest making room in the classroom for dialogue and discussion about and between different religious (and non-religious) worldviews. Against the background of our research on the views of students we underline the importance of dialogue at classroom level which emphasizes the exchange of different perspectives of students, concerning religions and worldviews.

Proceeding from this general assumption, the following points should be taken into account both when addressing different national contexts and the European level.

### **1.) *Encouragement for peaceful coexistence***

Education policy development and implementation need to focus on the transformation of abstract (passive) tolerance into practical (active) tolerance.

Actions:

- Counter stereotypical images of religions, present more complex images that show the impact of religion on society and the individual.
- Develop and strengthen skills for dialogue between pupils concerning different religions and worldviews
- Provide opportunities for engagement with different worldviews and religions, (including cooperation with local communities in order to increase exchange between different religious and non-religious groups) and to offer opportunities for encounters between students of diverse positions vis à vis religion.

### **2.) *Promotion of diversity management***

Citizenship education tends to focus on homogeneity; but in turning from passive to active tolerance, it is necessary to value religious diversity at school as well as at university level.

Actions:

- Offer opportunities for students to learn about and give space for discussions on religions.
- Develop innovative approaches to learning about religions and worldviews in different subjects including RE, history, literature and science.
- RE and learning about religion must incorporate education for understanding and tolerance and take account of children's differing needs as they develop.
- Encourage universities to give fuller consideration to religious diversity in research and teaching.

### **3.) *Including religious as well as non-religious worldviews***

School is a place where all students must be respected, regardless of their worldview or religious conviction. Religion is important to some of the students, and their beliefs must not be allowed to become an obstacle to their academic progress.

Actions:

- Inclusion of learning about different religious and secular worldviews in their complexity and inner diversity.
- Inclusion of the religious dimension into general intercultural education, education for democratic citizenship and human rights education.

### **4.) *Professional competence***

No changes can be made without education professionals and the required competence on their part. Such education would be needed both at initial training level and in the continuing professional development of teachers

**Actions:**

- Prepare educators in different subjects to treat religious topics relevant to their subject, ensuring the inclusion of students regardless of their religious or non-religious background.
- Train educators in methods that support and encourage students to be comfortable with difference and to engage with the diversity of their personal experiences.
- The curriculum for teacher training should include the development of skills to organise and moderate in-class debates on controversial religious issues and conflicting worldviews.

*For further references see:*

<http://www.redco.uni-hamburg.de>

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## **Section 1: Project objectives and major achievements**

### ***Objectives***

The project's main aim was to establish and compare the potentials and limitations of religion in the educational systems of selected European countries and regions. Approaches and constellations that can contribute to making religion in education a factor promoting dialogue in the context of European development have been addressed.

Looking at religion in the context of education, we analysed the position and importance of religions and religious values in various European countries with their very different traditions. Our main aim was to look at the challenges facing religious education in the context of current changes in European societies and their importance for dialogue and mutual understanding without disregarding potential problems. We believe it is vital in this context not only to further develop theoretical approaches, but also to look for possibilities for successful dialogue in actual, daily situations of encounter occurring at schools throughout the Union. Taking account of potentials for confrontation as well as dialogue, this will allow us to develop impulses for the future peaceful coexistence of people of different religions and beliefs.

In the context of historical development, we concentrated on questions of religions and religious values. Differences were not studied in the abstract or through history (there are numerous studies of this kind from both theological and religious studies perspectives), but in their impact on modern Europe and the lives of its citizens. We did research empirically on the question of how differences within European societies can be addressed and thematised without creating conflict or exclusion. Empirical studies, targeting students in the 14-16-year age group, looked into their own perceptions of dialogue or conflict within the different national contexts. These included a dual perspective of, on the one hand, the subjects' own perspectives and, on the other hand, analyses of observed teaching in both dialogue and conflict situations. Our subject selection also allowed for gender-specific results. It is particularly from those studies that we gained further insight into whether and how religious and value-based identity development can coexist or must clash with openness to other positions.

Our project analysed conceptual and practical approaches to mutual understanding in the field of religious education. The correlation between low levels of religious education and a willingness to use religion as a criterion of exclusion and confrontation has been pointed out before. We, conversely, looked into how, in the context of religious education in schools and universities, theoretical and practical approaches that further openness towards others and mutual respect across religious and cultural differences can be strengthened. Looking towards the future, we cannot hope to complete this task at the national level alone. A European perspective needed to be established through comparative study. This was the stated aim from the beginning and is reflected in the outcome structure of our project.

Theoretical, conceptual and empirical analyses helped to lay the foundation for our understanding of the contribution religion in education can make towards the transformation processes at work in various European countries. By comparing different approaches we gained the necessary perception of historical depth and analytical clarity to address the core questions of dialogue and conflict in Europe and to find ways to stimulate a process of growing European identity/ies.

## **Main achievements**

### **First project year:**

Within the first year of our research we answered the following questions:

- What is the historical background of religion in education in the participating countries? Does this history show more potential for conflict or opportunities for dialogue?
- Which legal and institutional frameworks for religion in education currently exist in the different countries and regions?
- What approaches used in participating countries show potential for a perspective in the development of European identities?

Our analyses are published in:

Jackson, R., Miedema, S., Weisse, W., Willlaime, J.-P. (Eds.) (2007) *Religion and Education in Europe. Developments, Contexts and Debates* (Muenster, Waxmann).

Additionally, a database has been produced. In cooperation with the Comenius Institute in Münster/Germany, we will transfer the database into a permanent format which will be made accessible to other projects/researchers.

Our main achievements were:

1. Profound analyses of the historical background of religion in education in the participating countries, the potential for conflict or opportunities for dialogue, of the current legal and institutional frameworks for religion in education in the different countries and regions, and of approaches used in participating countries, also focussing on the potential for a perspective in the development of European identities (see publication above).
2. Proceeding from the empirical work we produced 11 reports with analyses of a qualitative written questionnaire (see above): The same questions were answered by pupils in all of our countries. Fieldwork in schools and communities started in the second half of the first year. We discussed topics and approaches in detail in a plenary meeting in Granada in May 2006 and reported on our field work in our plenary meetings in Tartu in September 2006, and in Melilla in February 2007. Initial difficulties to get access to schools in Granada were successfully resolved. In all other countries the field work was possible without any major hindrances.
3. During the first year, theoretical issues were raised mainly in seminars, and this preparatory work was followed up more thoroughly during the second year. The debate about the interpretive approach as a common theoretical framework showed that there was a need to further develop the balance between the descriptive and the prescriptive aspects of our approach. More input from the different projects on their use of the approach was provided in year two. A discussion of 'non-foundational education theory', 'neighbour-religions', 'citizenship education' and 'identity-formation' was included in the participants' deliberations.

### **Second project year:**

In the course of the second year of our research we answered the following questions:

- Which conceptual approaches to religion in education can be further developed as a

basis for a form of religious education in schools and universities that aims at dialogue and understanding without excluding difference?

- Which empirical findings at the national and European level point toward those elements of religious education that further dialogue and understanding without excluding existing tensions between people of different religion, culture and political opinion?
- How can these theoretical and empirical findings be combined in order to provide strong and sustained impulses throughout Europe?

Our analyses are presented in the publication:

Knauth, T., Jozsa, D.-P., Bertram-Troost, G. & Ipgrave, J. (Eds.) (2008), *Encountering Religious Pluralism in School and Society – A Qualitative Study of Teenage Perspectives in Europe* (Muenster, Waxmann).

Our main achievements were:

1. In-depth analyses of the views of teenagers on religion, religiosity, dialogue and conflict between religions, and forms of inclusion of religion in education (see publication above).
2. In addition, progress was made concerning the quantitative survey. Carefully thought-out steps in the preparation guaranteed a solid basis for the quantitative questionnaire:
  - theoretical preparation of the quantitative survey
  - developing a system of research questions and hypotheses, and a set of variables and indicators
  - design of the instrument for the survey: development of the quantitative questionnaire as a follow-up of the qualitative questionnaire; development of the procedure for the comparative survey: design of a three-step procedure for creating the survey (pre-pre-test, pre-test and main survey); development of a set of guidelines (including translation issues) and documentation.

All these steps aimed to create conditions for a reliable comparative quantitative survey among pupils to collect valid data and to develop the preconditions to guarantee a high level of quality for the data analyses. The survey from January to March 2008, which included at least 4000 completed questionnaires across our REDCo-countries, formed a solid and productive basis for our analysis in year three.

3. In terms of field work, we made considerable progress in two other domains: classroom interaction, analysed on the basis of videotaped school lessons, and the role of the teacher in the classroom. For the discussion of methodological approaches and concrete interpretations we organised three workshops in different countries of our consortium in order to combine national and international analyses. The teacher as a key player for both learning processes and classroom interaction was a central focus of our research and from this perspective we analysed patterns of dialogical and/or patterns of hierarchical learning processes.
4. Last but not least we intensively continued our debates on theory. The *interpretive approach* as a common theoretical framework was discussed thoroughly and productively. In successive discussions by the REDCo project team, a number of factors became clear: The interpretive approach should be seen exactly as portrayed in the project proposal. It was a theoretical ‘stimulus’, but did not provide the theoretical framework for the project as a whole. The key concepts of the interpretive approach were used both in field research

in relation to methods and data analysis and in pedagogy. The approach provided a framework and stimulus for the discussion of issues in both of these contexts. Our project includes scholars and researchers versed in a range of epistemological and theoretical positions and methodological approaches. This was regarded by the project team as very healthy, and permitted a constructive dialogue on issues of epistemology, theory and method. The importance of the key concepts of the interpretive approach lay not in their ability to impose any uniformity in theory, epistemology or method, but to assist in the identification and clarification of issues in theory, methodology and pedagogy. Other concepts were also included: The concept of ‘neighbour religions’ was embraced by participants to focus on local religious diversity and neighbourhood interaction. The relationship between different forms of religious education and education for democratic citizenship and the question of plural identities of young people were regularly discussed by the project team.

### **Third project year:**

In the course of the third year of our research, we answered the following questions:

- How can the findings be formulated in a manner that allows them to be adopted and utilised by institutions at the national and European level?
- What can the findings add to the development of our goals for a peaceful coexistence of people from different cultural, religious and political backgrounds in Europe?
- What growth potential for elements of a European identity do the findings hold?

Our analyses have been published in the following publications:

- Avest, I. ter, Jozsa, D.-P., Knauth, Th., Rosón, J. & Skeie, G. (Eds.) (2009), *Dialogue and Conflict on Religion. Studies of classroom interaction in European countries*, Muenster: Waxmann.
- Alvarez Veinguer, A., Dietz, G., Jozsa, D.P., & Knauth, Th. (Eds.) (2009), *Islam in Education in European countries - Pedagogical Concepts and Empirical Findings*, Muenster: Waxmann.
- Valk, P., Bertram-Troost, G., Friederici, M. & Béraud, C. (Eds.) (2009), *Teenagers’ perspectives on the Role of Religion in their Lives, Schools and Societies. A European Quantitative Study*, Muenster: Waxmann.
- Want, A. van der, Bakker, C., Avest, I. Ter, Everington, J. (Eds.) (2009), *Teachers responding to Religious Diversity in Europe. Researching Biography and Pedagogy*, Muenster: Waxmann.

Our activities for dissemination (as already described in the Executive Summary) were the following: In addition to more than a hundred academic articles and even more presentations at conferences worldwide, we used three exceptionally creative instruments and were able to organise two especially high-level public events.

The special instruments of our dissemination work were:

- Three films were produced on our REDCo-work. One gives a condensed impression of the overall work, one is focused on classroom interaction in Europe, and the last presents a case study from one of the members of our consortium.
- Exhibitions: We produced 14 roll-up displays based on our research results for use in exhibitions.
- Policy Recommendations: Last but not least, we formulated “policy



recommendations” which show the main results of our research and the requirements of European and international organisations as well as educational institutions at a European as well as a national level.

We organised two high-level public events:

- European Parliament: The event took place on 3 December 2008 at the European Parliament in Brussels. Commissioner Jan Figel gave an introduction, Member of the European Parliament Vural Oeger welcomed the REDCo-researchers, and we from REDCo had the opportunity to present our findings there. More than 120 people attended that event.
- Council of Europe: The other event took place on 19 March 2009 at the Council of Europe in Strasbourg. Director-General Gabriella Battaini-Dragoni introduced the subject with a very positive acknowledgement of REDCo, and we had the chance to present our findings.

## Section 2: Workpackage progress

This section contains information on all workpackages. We include: Involved partners with lead contractor, status of the work package, objectives, progress towards objectives with deviations from the original plan (if this is the case) and deliverables.

### ***Workpackage 1: Planning and Contextualisation***

***Involved partners:*** All members of the consortium.

***Lead contractor:*** University of Hamburg

***Status:*** Completed

#### **Objectives:**

- To establish a solid background for the participating countries on historical and societal key-developments on the contribution of religion in education in European countries and regions,
- to work out a background on the development of ideas and actions within the Council of Europe's history
- to fix an agreement on the structure of cooperation for the field-work.

#### **Progress towards objectives and deviations from the original plan:**

We completed our work within the first half year of the project. There has been no deviation from the original plan.

#### **Deliverables:**

All deliverables (D1.1, D1.2, D1.3, and D1.4) have been completed on time.

#### **Milestones:**

All milestones (M1, M2) have been completed on time.

### ***Workpackage 2: Theories and Methods***

***Involved partners:*** All members of the consortium.

***Lead contractor:*** University of Warwick (Deputy: University of Stavanger)

***Status:*** completed

#### **Objectives:**

- to use, to check, to adapt, to correct, and to develop the interpretive approach
- to use impulses of “neighbour-religion”, citizenship-education, non-foundational education, and identity-formation and to develop them further
- to use methods and to adapt and to develop them for our purposes

#### **Progress towards objectives and deviations from the original plan**

##### ***First project year:***

This workpackage focused on theories and methods applied throughout the entire project. A variety of qualitative and quantitative methods were used within the overall project, with all studies being informed by key concepts related to the interpretive approach.

A crucial task during the first year was to discuss and clarify the different methodological approaches used in the individual studies and to find a common understanding of these. Some

studies used ethnographic fieldwork methods extensively, others mainly relied on quantitative methods. One used action research and in other cases a mixture of several methods was applied. Methodological issues were also discussed as part of all the main seminars (Hamburg, Granada, Melilla), and texts circulated in order to facilitate this discussion. We were able to clarify the following:

- The design of qualitative questionnaires (used in all participating countries)
- The development of quantitative questionnaires (used during the second year of the project)
- The development of a common understanding of the main elements of ethnographic fieldwork, and the development of fieldwork guides
- Possibilities and limitations of the use of video as a method of classroom interaction analysis in different national and local settings
- The development of methods of video analysis in smaller seminars with participation of those project members who are able to use this method actively
- The possibility of developing a publication dealing with the project's methodological issues is currently being considered.

During the first year, theoretical issues were raised mainly in seminars, and this preparatory work was followed up more thoroughly during the second year. The debate about *the interpretive approach* as a common theoretical framework showed that there was a need to further develop the balance between the descriptive and the prescriptive aspects of the approach. It became clear that more input from the different projects on their use of the approach was needed in year two. A discussion of 'non-foundational education theory' was included in the participants' deliberations.

Participants initiated an important and promising debate on the *main concepts* in the project title, 'dialogue' and 'conflict', and this was subsequently developed both in terms of conceptual and theoretical aspects, with an emphasis on how these concepts may be operationalised in the different studies. There was also an increasing focus on the issue of 'identity-formation', including a consideration of gender perspectives.

### ***Second and third project year:***

Groups of questions, each set corresponding to one of the three key concepts of the interpretive approach (representation, interpretation and reflexivity), were developed and used as a research tool by participants in relation both to research and pedagogy (see M2.1 report). These checklists were then used by participants in relation to the qualitative and quantitative surveys, video analysis and teacher interviews, and also by the Warwick community of practice. For example, issues of the *representation* of religion(s) were addressed in the design of both the qualitative and quantitative questionnaires used with 14-16 year olds in all participating countries, and in the analysis of qualitative data. In the analysis of the data of the qualitative questionnaire the difference in representation of the concept of religion, and of religious concepts such as 'God' and 'prayer', use was made of techniques of gendered discourse analysis.

In the quantitative research, the checklist of questions based on the key concepts of the interpretive approach was found to be a helpful tool to ensure that survey questions reflected religious traditions in their variety and left space for pupils' interpretations, and that issues of 'translation' and interpretation were addressed. The concept of 'interpretation' drew attention to the issue of the use of related but different concepts (and the translation of terminology expressing those concepts) in different cultural settings, which need to be compared and contrasted in order to promote understanding. The issue of interpretation arose in relation to

the development of both the qualitative and quantitative questionnaires. All participating groups wrote semantic analyses of the term 'religion' (and equivalent terms) in their languages. This material assisted the interpretation of data from the quantitative study, and especially facilitated the comparison between different representations of 'religion' in the 8 countries, reflecting the diversity of usages.

The issue of reflexivity was taken into account in the development of the qualitative research. For example, one researcher first 'interviewed' herself on the topics that constitute the interview, to raise awareness of her own presuppositions and ideas. These responses of the researcher interviewing herself were compared and contrasted with the responses of those being interviewed. This method was shared with other researchers. With regard to gender issues, reflexivity on the gender of the researcher in relation to the gender of the respondent raised questions on the 'social desirability' of the answers of the respondents: 'social desirability' in relation to the establishment of a relationship between researcher and respondent. For example for some young male Muslim respondents it seemed very embarrassing to be interviewed by a female researcher. Reflexivity has also been a key element in the research of the Warwick community of practice.

Representation and reflexivity both are key concepts in the 'teacher project' and the 'classroom interaction' project. In the process of analysing biographical interviews with teachers there was a focus on the representation of religion in relation to the biography of the teacher. In the analysis of the video taped RE lessons on classroom interaction researchers found striking examples of the concurrence of verbal and non-verbal communication, as well as verbal and non-verbal communication being different in character for male and female teachers. There is also a difference in the way boys and girls participate in RE lessons. Reflexivity of the researchers is stimulated by cultural differences in the participating countries as well.

The concept of 'neighbour religions' was used by participants to focus on local religious diversity and on neighbourhood interactions.

The relationship between different forms of religious education and education for democratic citizenship, and the question of plural identities of young people were on-going issues under discussion by the project team. Data from the qualitative and quantitative surveys especially informed the discussion about these issues and subsequent writing on these themes.

As a main outcome the book based on the work of the Community of Practice, which develops ideas from the interpretive approach through a series of related action research studies, went to press in April 2009:

Iprgrave, J., Jackson, R. & O'Grady, K. (Eds.) (forthcoming 2009), *Religious Education Research through a Community of Practice: Action Research and the Interpretive Approach*, Muenster: Waxmann.

**Deliverables:**

All Deliverables (D2.1, D2.2, D2.3, and D2.4) have been completed on time.

**Milestones:**

All Milestones (M2.1, M2.2) have been completed on time.

### **Workpackage 3: Empirical research**

**Involved partners:** All members of the consortium.

**Lead contractor:** VU University Amsterdam (Deputy: University of Granada)

**Status:** completed

#### **Objectives:**

Objectives of this workpackage are:

- to gain better knowledge on the question what pupils think about the function of religion in society, what experiences they have with religious education and how they see possibilities of RE at school (contributing to dialogue and/or conflict?)
- to understand better the dynamics of classroom interactions and factors contributing to dialogue and/or conflict,
- to know better the background of teachers and their resources, to use diversity as an opportunity or not.

### **Progress towards objectives and deviations from the original plan**

#### **First project year:**

The preparations for empirical research started three months after the kick-off meeting in Hamburg, that is at the second meeting of the complete REDCo team in Granada, Spain, from 25-29 May 2006. At that meeting the development of a *qualitative* questionnaire was begun, a questionnaire to be used by the ten participating research groups. After tackling several important conceptual problems in a small subgroup with the aim of making the questionnaire usable in the different research contexts, the instrument could be finalized and tested in a pilot study by all the groups. After some small changes the final instrument was used by the end of 2006. In the end of 2006 a “Structuring Guide” was composed to be used while writing the report. Around February 4 each group sent their regional report to Hamburg. A first, preliminary comparative analysis was done and the results were presented during the meeting held from 22-25 February 2007 in Melilla, Spain .

At the Melilla meeting the preparations for the collective *quantitative* study also commenced. Preliminary hypotheses for this study were formed on the basis of the qualitative research outcomes.

In general, the empirical research in the REDCo-project was conducted fully in line with the planning. The cooperation between the different research teams and within each research team was excellent. With the qualitative and quantitative comparative research carried out in the project, REDCo could make a unique contribution to the understanding of religion in education in Europe.

Finally, both during the Granada and Melilla meetings the different research teams reported back and co-ordinated their local empirical projects. Although locally rather different in their thematic emphasis as well as their methodologies, these local projects all focused on dialogue vs. conflict in RE from nationally and regionally complementary perspectives.

#### **Second project year:**

The empirical research in this period consisted of both a qualitative part and a quantitative part. Above (and in *Periodic Activity Report 1*) the first steps of both research parts were described. By that time, data collection with regard to the *qualitative research* was already finalized and a preliminary comparative analysis was done. In March 2007 decisions were taken about the publication of the results of the qualitative questionnaire. It was decided to prepare a book on the qualitative analyses. The steering committee concluded that Thorsten

Knauth, Dan Paul Josza and Gerdien Bertram-Troost were to be the editors of this volume. At a later stage Julia Ipgrave entered the board of editors as well, due to her research expertise and as a native English speaker.

In March 2007 *Guidelines for the revision of the regional reports* were developed. Within half a year, the preliminary analyses were completed and converted into articles. The regional reports formed the basis for the so-called bi-contextual analyses. The goal here was to compare data from countries that show certain contextual similarities. On the basis of the regional articles and the bi-contextual analyses a European comparison was written by the editors of the book for the final chapter. What is compared in this chapter is not data on the student populations of European countries in the abstract, but data generated by students from different religions, cultural, family and individual background from settings that differ not only by country, but also by region and environment. Nonetheless, the European comparison clearly shows tendencies and gives us a glimpse on the diverse European perspectives on religion, religious pluralism and religion in education. The work of researchers and editors resulted in the following publication: Knauth, T., Josza, D.-P., Bertram-Troost, G. D. & Ipgrave, J. (Eds.) (2008), *Encountering Religious Pluralism in School and Society. A Qualitative Study of Teenage Perspectives in Europe*, Muenster: Waxmann).

In March 2007 a working group which was to be responsible for the *quantitative questionnaire* was formed (including members from the Estonian, Dutch, French and German REDCo-teams). The first and principal task of this working group was to formulate a questionnaire on REDCo's main research themes which could be distributed among youngsters aged 14-16 in the participating countries (minimum amount: 400 questionnaires per country.) In April 2007 this working group met in Hamburg to discuss the variables and categories which should be central in the questionnaire. A first version of the questionnaire was presented, serving as a starting point for discussion. The main research questions were formulated as follows:

1. What role can religion in education play concerning the issues of dialogue and conflict (view of the pupils)?

The sub-questions were:

- 1.1. What role does religion play in pupils' life?
- 1.2. How do pupils see religion in school?
- 1.3 How do they see the impact of religion in Education?

In the following period the working group maintained intensive contact via Skype and e-mail in order to prepare both the questionnaire and the field guide. As a result, the research questions were slightly reformulated. Alongside, research hypotheses were formulated, as tools for data analysis. The main research questions and hypotheses were discussed in the overall group at the St. Petersburg meeting. Finally, the main research question was formulated as follows:

What role can religion in education play concerning the way pupils perceive religious diversity?

The sub-questions were:

- 1.1 What role does religion have in pupils' life and in their surrounding (important others, peers, family)?
- 1.2. How do pupils see religion in school and the impact of religion in education?
- 1.3. How do pupils consider the impact of religions: do they contribute more to dialogue or

more to conflict?

#### 1.4. Which are the differences between the countries participating in the REDCo project, concerning the main research question?

A pre-pre test was conducted in May and June 2007. In each of the countries represented by the members of the working group at least five pupils filled in the questionnaire and gave their oral reaction. On the basis of the results of this pre-pre test, which was described in pre-pre test reports, further discussions via Skype and e-mail were held. Where needed, the questionnaire was changed on the basis of the pre-pre test. After a period of intensive discussions a next version of the questionnaire became available. This version was distributed among all the REDCo-members and was discussed during a group session in St. Petersburg in September 2007. One of the important issues for discussion was the issue of translation. A field guide for translation was created. In an international project, it is very important to be aware of contextual differences and connotations. The decision was made to use the “ask-the-same-question-model”, which means that translations need not be literal if a literal translation might prove less adequate to express the meaning of a certain question. During the discussions in St. Petersburg it became clear that a very important, and complicated, translation issue was the question how to translate ‘religion’. In order to get more information on how pupils use and understand this term, an open question was added to the pre-test version of the questionnaire. The answers of the pupils on this question gave a clear insight on which formulation should be chosen in the respective countries as a translation of the concept ‘religion’. Researchers were asked to reflect on the reactions of the pupils and to give their suggestions for the translation of the concept ‘religion’. All the documents on this issue were collected and used in further publications on the genesis and justification of the quantitative questionnaire.

In October/November 2007 the pre-test was conducted (at least with 50 pupils in each of the participating countries). A SPSS-data file was created so that the researchers could insert their data for comparison. This preliminary comparison, together with the reports on the pre-test, served as starting point for the discussions on the final questionnaire. Discussions on the final version of the questionnaire took place, again via Skype and e-mail, between the second half of November 2007 and the first half of January 2008. One of the main issues was how to shorten the questionnaire as it immediately turned out that the pre-test version was much too long. Along with this, the order of the questions was changed and some questions were reformulated to allow pupils to better understand the questions. Apart from the discussions on the questionnaire, an important task of the working group was to make decisions on the research sample. After all, the necessary documents and explanations on the quantitative research could be distributed to all the REDCo-researchers on 21 January 2008.

*In general*, the results of our qualitative research ended up in an excellent book publication which exceeds earlier expectations of this part of the REDCo research. On the other hand, it took more time to prepare the quantitative questionnaire than was expected beforehand. In-depth conceptual and method-technical deliberations and decisions were needed in order to guarantee fully valid and reliable outcomes.

Last but not least, during the St. Petersburg meeting (September 2007) the different research teams also reported on their local empirical projects and/or international sub-projects (like the project on the role of the teacher).

#### ***Third project year:***

After all necessary documents and explanations on the quantitative research were distributed

to all REDCo-researchers on 21 January 2008, all results were to be sent to the coordinator of the working group, that is Professor Pille Valk, Tartu University in Estonia, in electronic format by the end of March 2008. Although the main survey was finalised slightly later than initially planned, the REDCo research group was fully convinced that only an adequate and comprehensively tested questionnaire could guarantee fully valid and reliable outcomes. Thus, more time was needed in order to prepare the quantitative questionnaire than was expected beforehand. Specifically, in-depth conceptual and methodological deliberations and decisions were needed. With the final questionnaire in good shape, outcomes could confidently be expected to contribute valuable and useful insights into “religion in education” in Europe. This expectation was entirely fulfilled.

The next steps were the data analysis and the publication of the results. During the REDCo meeting in Amsterdam (6-10 March 2008) and a follow-up in Stavanger (29 May - 2 June 2008), the final decision was taken to publish them in book form, as had been done with the outcomes of the qualitative survey. The intention was to release that book in spring 2009, so that it would be available at the final meeting of the REDCo team in Klingenthal, France from 16-20 March 2009. That goal was met as the full manuscript reached the publisher (Waxmann) in time.

The empirical research carried out in the sub-projects such as the project on the role of the teacher and the project on classroom interaction was also finalized in early Spring 2008. Here, too, the decision was made to publish two books on the basis of the research results with Waxmann. These books were also available at the final meeting of the REDCo team in Klingenthal.

The REDCo team also agreed to publish articles based on the research done in peer-reviewed international journals during and after the 3-year project period. Some articles have already been published, some have been accepted for publication and others are being submitted or in preparation.

**Deliverables:**

All deliverables (D3.1, D3.2, D3.3, D3.4, D3.5) have been completed on time.

**Milestones:**

All Milestones (M3.1, M3.2) have been completed on time.

***Workpackage 4: Data Analysis***

***Involved partners:*** All members of the consortium.

***Lead contractor:*** University of Tartu (Deputy: VU University Amsterdam)

***Status:*** Completed

**Objectives:**

Objectives of this workpackage are:

- to work out a solid data basis for field work in Europe
- to set up valid structures for the comparative analysis of data from field work in Europe
- to set a standard for the triangulation of theory and empirical research data.



## **Progress towards objectives and deviations from the original plan**

### ***First project year:***

Following the structuring of the empirical research (see Workpackage 3) an important step of analyzing the *qualitative* data was the structuring of the data analysis. This process resulted in the development of the “Structuring Guide” by the end of 2006. This guide not only provided the format for the regional qualitative research reports, but also proved the crucial tool for the data analysis of the regionally collected data. On the basis of the data analysis by each regional research group that was sent to Hamburg around 4 February 2007 in the form of a report of approximately 50 pages, a first preliminary comparative analysis was carried out. The outcomes of that comparative analysis were presented in Melilla, Spain during the REDCo meeting from 22-25 February 2007. Further sophisticated follow-up analyses followed based on improved single regional reports, and resulted in the final research findings as well as in a final report on the qualitative research by the end of October 2007. Alongside the overall comparative analyses, bilateral analyses - that is region to region comparisons - were delivered by the end of September 2007. In general, the process of the data analysis in respect to the qualitative research undertaken by then went extremely well.

Preparation for the *quantitative* survey began in May 2006 in the seminar held in Granada (25-29 May 2006). Using brainstorming in the workgroups, the first outlines for the questionnaire design were chalked out. The scale of religious prejudice developed in the Estonian context was also introduced. The first round of the survey about religious prejudice among the students of Humanities in the University of Tartu was carried out in September 2006. The design for the data analysis of the quantitative research started during the period up to the summer of 2007. Networking with the researchers from the department of sociology from the University of Tartu and from the University of Hamburg contributed to the high standards of quantitative data analyses.

### ***Second project year:***

To continue the preparatory work for the REDCo *quantitative* research the above-mentioned special working group carried out the following tasks:

- theoretical preparation of the quantitative survey: developing a system of research questions and hypotheses, and set of variables and indicators;
- design of the instrument for the survey: working out of the quantitative questionnaire as follow-up of the qualitative questionnaire.
- working out the procedure for the comparative survey: developing a three-step procedure for the survey (pre-pre-test, pre-test and main survey), and developing a set of guidelines and documentation set.

All these steps aimed at creating conditions for a reliable comparative quantitative survey among pupils, to collect valid data and to develop preconditions to guarantee a high level of quality for the data analyses. Thus the following main efforts to improve the process can be listed:

- Analyses of the data and feedback reports about the pre-pre-test of the instrument, meant to examine the comprehensibility of the questions, and the time pupils need to fill in the questionnaire. A pre-pre-test was conducted in late May and early June 2007. On the basis of the outcomes, decisions were made in respect to the layout, the length and the formulations of the items used in the instrument.
- The pre-test was conducted in October and November 2007. In the process of preparation of the pre-test the working group of the quantitative study had to solve

several problems. First of all it became clear that the translation of the instrument into the different languages was quite challenging. To ensure that the collected data would be comparable in the analyses an additional exploration of the terms and expressions used in the questionnaire was needed. Thus researchers from different countries were asked to send clarifying notes on the usage of particular terms in their languages. Also respondents of the pre-test were asked to write down in their own words how they interpreted the word “religion”. This material was analysed by the national teams and could also be helpful at the time of data analyses of the main survey.

- Pre-test data from approximately 50-60 respondents from 7 countries were sent to Tartu University where the pre-test data analysis was conducted using an SPSS program. The results of the analyses, which circulated among the members of the working group, were helpful tools to finalise the work on the instrument for the main survey.
- Pre-test reports and the lists of questions raised in the process of data insertion were taken into consideration when finalising the procedure for the main survey. This was to ensure the quality of the main survey data collation.
- To ensure the possible highest quality of data collected during the survey, the working group for quantitative research worked out a sampling guide, a translation guide for the instrument, a field guide for fieldwork, forms for feedback and reports, and a basic file for data analyses. The research process itself was also documented.

In the process of designing the quantitative research, the working group faced several challenges. This was due to the different traditions and “schools” of quantitative research, the very different contexts in which the survey was to be conducted, and several logistical problems with organising such an extensive comparative study. That caused the initial time schedule to become very strenuous.

Alongside the main quantitative survey, some local projects also continued their data analysis (such as a project in Estonia on religious prejudices among students of humanities).

### ***Third project year:***

Data collection fieldwork for the main quantitative study began in January 2008 and ended by the end of March 2008. Thereafter the analysis of the extensive data set began at the University of Tartu, Estonia, under the leadership of Professor Pille Valk and her colleagues. The working group functioned as a support or reference group for decisions to be made in respect to data analysis in terms of methods and procedures. Alongside this extensive central data analysis, some analysis was undertaken by the national groups separately using other sources of input as well.

Although the working group faced several challenges related to the requirements of data analysis during the process of designing the quantitative survey due to the encounter of different traditions and “schools” of quantitative research, the very different contexts where the survey was conducted and a number of technical problems in organising such a comprehensive comparative study, the REDCo team nevertheless managed to complete these tasks in the period between the end of March and the meeting in September 2008 in France.

The very substantial book on the REDCo quantitative research project that was available at the final meeting of the REDCo team in Klingenthal, France from 16-20 March 2009 bears impressive testimony to the successful completion of the process of data analysis.

Concerning data-analysis in local projects as was mentioned above it can be stated that most of the local projects also continued and finalised their data-analysis in the period between the

end of March and early September 2008 (such as the mentioned project in Estonia).

**Deliverables:**

All deliverables (D4.1, D4.2, and D4.3) have been completed on time.

**Milestones:**

All milestones (M4.1, M4.2) have been completed on time.

## ***Workpackage 5: Comparison and Perspectives***

***Involved partners:*** All members of the consortium.

***Lead contractor:*** Ecole Pratique des Hautes Etudes/Sorbonne (Deputy: University of Hamburg)

***Status:*** completed

**Objectives:**

Aims of this workpackage are:

- to compare current concepts for the inclusion of religious education in the context of schools in Europe
- to further and to develop approaches for religious education with the potential to enable and to encourage interreligious dialogue
- to develop better concepts for Universities for teacher-training that reflects and takes up religious and cultural pluralism.

### **Progress towards objectives and deviations from the original plan**

***First project year:***

We started to lay the foundations of this workpackage through the following research activities:

- Discussions on concepts for the inclusion of religious education in the context of schools in different European countries,
- Workshop (Hamburg University, November 2006) on challenges facing universities in order to open up a perspective on demands for research and teaching that serves interreligious and dialogical teacher-training at universities,
- Discussion on the gender issue at our plenary conference in Melilla, February 2007.

***Second project year:***

We further developed the foundations of this workpackage through the following research activities:

- Our qualitative empirical data of the views of teenagers on religious pluralism in school and society in our REDCo-countries were analysed at three levels: contextual analysis (every single country), binational analyses, European comparison (cf. Knauth, Jozsa, Bertram-Troost & Ipgrave 2008).
- We composed a quantitative questionnaire for the same age group. After a pre-pre-test in month 16 and a pre-test in month 20, we finalised the design of the main questionnaire in month 22. The questionnaire was distributed in schools in all our countries. Thorough discussion on thematic and language issues ensured that we received a solid and unique basis for bi-national and European comparisons which were worked out in the third year of REDCo.

- We focused our discussions on approaches adequate for the inclusion of religion in education in a comparative manner. This ensured the development of a solid and future-oriented basis for a policy paper for “Religion and Education” at a European level. This was our task in the third year.
- We continued to address the challenges facing universities in order to open up perspectives on demands for research and teaching that serves interreligious and dialogical teacher-training.
- We continued our discussions on the gender issue and its relevance for religion and education.

### ***Third project year:***

At the beginning of the research process we intended to test the qualitative findings on the views of the 14-16 years old students in our different countries by using quantitative counter-checks: “On the basis of the results of the qualitative analysis, questions will be worked out for a quantitative questionnaire. This will be answered by 200 pupils in each country” (Weisse, 2007, 19). With a total of 8075 pupils surveyed it is apparent that this plan had to be expanded considerably. We surveyed a sample of high explanatory significance, according to the composition of pupils in each country. The publication of the findings is one of the few comparative surveys to address more than half a dozen European countries. It is the only quantitative study focussing on such vital issues as dialogue and conflict between religions as perceived by the students themselves. Additionally, these qualitative and quantitative surveys of pupils were supported by further comparative empirical studies of the REDCo project such as e.g. the sub-project on teachers and another study on classroom interaction. In the teacher sub-project a total of thirty-six teachers, i.e. six teachers in six participating countries, were interviewed in-depth about their perception of diversity and their pedagogical strategies to respond to diversity. Some of the national reports also draw on findings from the classroom interaction project that focused on both teachers and students and applied different qualitative research methods.

Qualitative and quantitative methods were combined in an effort to balance the breadth versus depth trade-off and to acquire knowledge of pupils’ attitudes toward religious education in both depth and breadth. This procedure also ensured that the research was very closely aligned with the young people's everyday lives and that in turn the results allowed drawing conclusions in terms of educational issues.

*Current concepts to include religion in European schools:* The conclusion of our research was that religion *in* education was an important issue in all of the countries participating in the REDCo project. However, the historical backgrounds, especially the particular configuration of the relationship of state and church and school and church, and the current contexts of religion in education in these countries greatly differed. We also concluded that our shared common ground at that moment was found in a strong convergence with respect to the aims of religion in education. With an eye to the growing religious plurality in each country and in Europe *in toto*, teaching *about* religions and worldviews was seen as a necessary condition for an adequate conceptualization of religious education. We further observed that pedagogically speaking and from the aim of the religious identity formation in terms of knowledge, experience and action, in many of the participating countries this was interpreted as a necessary but not sufficient condition.

*University training:* Even though teacher training at university level was not the focus of the research activities in the REDCo project, the findings stimulated reflection about

interreligious education at university among the REDCo professionals who again carried discussions forward in their home countries. For example, the participation of the Russian Christian Academy for Humanities (RChA) in the REDCo project raised interest in inter-religious education among professionals. As a direct result of this, the teacher-training program “Religious Studies” was developed on the basis of the St. Petersburg Academy of Postgraduate Pedagogical Education.

*Gender:* The focus of the REDCo research is on the students. In this contribution we focus on the comparison of boys and girls as separate groups. Although in recent debates on education, gender issues are usually articulated with respect to the so called ‘feminisation of education’, it is mainly the gender of the teacher that is focused upon. However, when it comes to the role of religion in education, any thematisation of gender is uncommon. When it comes to the gender of the students (a visible and decisive aspect of their identity development), it is even less usual that gender is seen as an important variable in the role of religion in education.

This work has enabled us to write *Policy Recommendations of the REDCo Research project* entitled “Religion in Education: Contribution to Dialogue”. We also drew some conclusions in order to open up perspectives on the demands made of universities for research and teaching that serves interreligious and dialogical teacher-training.

**Deliverables:**

All Deliverables (D5.1, D5.2, and D5.3) have been completed on time.

**Milestones:**

All Milestones (M5.1) have been completed on time.

### **Section 3: Project management (Workpackage 7)**

*Involved partners and Lead contractor:* University of Hamburg

*Status:* completed

**Objectives:**

- to work out and to maintain a productive structure of cooperation,
- to secure the realisation of the planned deliverables
- to manage the finances of the project
- to help in the organisation of the plenary meetings
- to manage problems within the consortium and to help finding solutions

#### **Progress towards objectives and deviations from the original plan**

***First project year:***

The overall organisation, communication and financial questions were solved with considerable input of time and energy, but without any substantial difficulties. In addition to members of the consortium, who had from the very beginning more than one project-leader, the following REDCo-members asked the steering committee to install the following co-project-leaders. University of Hamburg: Dr. Thorsten Knauth, University of Muenster: Dan-Paul Jozsa, University of Granada: Dr. Aurora Alvarez Veinguer. The steering committee of REDCo voted unanimously in favour, seeing a strengthening of the consortium in the three co-projectleaders . Our kick-off meeting in Hamburg (March 2006) proved to be highly effective. All questions arising could be resolved in a concentrated and productive atmosphere. We had a most effective start of the project and after half a year we completed the first five deliverables. We had plenary meetings with steering-committee sessions in Granada (May 2006), in Tartu (September 2006) and Melilla (February 2007). All those sessions have been most constructive for evaluating our progress and designing next steps of our research.

Cooperation started with other EU-Projects, e.g. with VEIL (Values, Equality and Differences in Liberal Democracies. Debates about Female Muslim Headscarves in Europe) and EMILIE (A European Approach to Multicultural Citizenship: Legal, Political and Educational Challenges). Additional cooperation with other research projects such as ‘Muslims in Europe and Their Societies of Origin in Asia an Africa’ funded by the German Federal Ministry of Education and Research has been set up.

***Second project year:***

A plenary meeting with steering-committee sessions took place in St. Petersburg (September 2007). This session and additional contacts by phone and email have been most constructive for evaluating our progress and designing the next steps of our research.

Within the second year there was only one major problem, which could be solved without any disadvantages for the proceeding of the project. This problem concerned the necessary termination of the participation of the Deutsches Orient-Institut. In a meeting of our steering committee on 13 September 2007 in St. Petersburg with representatives of all members, the REDCo-consortium unanimously took the decision to ask the European Commission to terminate the participation of the “Deutsches Orient-Institut (German Institute for Middle Eastern Studies) and to reallocate the tasks and the financial resources of the Deutsches Orient Institute to the University of Hamburg. The coordinator informed the authorities of the EC

immediately after this decision had been taken. As a result, an amendment was directed to the research officer of the EC asking for the termination of the Deutsches Orient-Institut to become effective on 1 March 2007. A request to extend the duration of the REDCo-project by a month was added to this amendment, so that the end date was now 31 May 2009 (instead of 28 February 2009). The EC reacted positively to both parts of the amendment.

Cooperation continued with other EU-Projects, e.g. with VEIL and EMILIE (see above). Two members of our consortium had a meeting with the coordinator of EMILIE in October 2007 in Athens, where an exchange of material took place and plans for further contacts were established.

As the number of deliverables and milestones for our REDCo-project grew, we established a reminding system, starting 5 months before the deliverable/milestone became due. Our experience with this system was very positive.

### ***Third project year:***

Plenary meetings with steering-committee sessions took place in The Netherlands (March 2008), Stavanger (May 2008), Paris (September 2008), Warwick (November 2008) and Klingenthal (March 2009). Again, these sessions and additional informal contacts were most constructive for the progress of the project.

Résumé: The REDCo-project altogether ran extremely well and the only major problem that occurred was solved in a positive manner and without any changes to or negative impact on the research process and the dissemination strategies of REDCo. Regarding the work package plan and status bar chart there were no deviations from our plans, laid down in Annex I – “Description of Work” of the REDCo-contract, pages 46-48.

### **Deliverables:**

All deliverables (D7.1, D7.2) have been completed.

### **Milestones:**

All milestones (M7.1, M7.2, M7.3, M7.4, M7.5, and M7.6) have been completed.

## **Section 4: Other issues**

No other issues needed special attention at this stage of the project.

### **Ethical issues**

We observed all rules of ethical conduct in our field-work, especially concerning the protection of the pupils involved in interviews, photos and videotaping/filming.

### **Gender issues**

Throughout the approach and structure of our research project, gender issues are addressed. This also applies to our theoretical work as well as to our empirical studies, where gender issues are relevant from the very beginning (planning phase) to the interpretation of our results and our comparative analyses.

### **Policy issues**

Our project takes up challenges outlined by the Council of Europe and helps to spread awareness and knowledge through its dissemination activities which also emphasise the societal implications and organisational demands (especially with regard to religion and education in schools and universities). We succeeded in raising awareness of our research results through public events at the European Parliament in Brussels (3 December 2008) and at the Council of Europe (19 March 2009). On the basis of our research we formulated and distributed policy recommendations with the title “Religion in Education: Contribution to Dialogue” (published in eight languages on our website: <http://www.redco.uni-hamburg.de>).



## Annexe – Dissemination

### **Workpackage 6: Exploitation and Dissemination**

**Involved partners:** All members of the consortium. **Lead contractor:** University of Hamburg and University of Stavanger

**Status:** completed

#### **Objectives:**

- to use possibilities of dissemination in schools where our field work took place (teachers, pupils, parents and school officials)
- to use possibilities of information and discussion within universities and research institutions
- to use possibilities to inform stakeholders of political and societal institutions
- to use possibilities of information via the media.

### **Progress towards objectives and deviations from the original plan**

#### **First project year:**

We started work on the different sectors of this workpackage:

- We constructed a first version of information boards which could be used in information forums at universities and schools etc.
- We developed a concept and produced elements that could be used for a film on religious education in Europe.
- We developed different materials for the media, e.g. flyers in all languages spoken in the different REDCo countries.
- In addition we set up an internet page for REDCo which is visited quite often ([www.redco.uni-hamburg.de](http://www.redco.uni-hamburg.de)) by journalists contacting us.

Public REDCo events were organised in the context of our plenary meetings: in Hamburg at the end of March 2006 with 130 participants from the University, the media, schools, and different groups from civil society. In Tartu we had a public REDCo event in September 2006 with about 60 people attending from the university, schools and from other sectors in the town. In Melilla, the Spanish colleagues organised a public REDCo event with 60 people attending, including the Deputy Minister of Education, members of the university and schools, and the media. As a consequence of all these public events articles were published in newspapers and in some cases radio broadcasts made on the topic.

In cooperation with the European network for Religious Education in Europe through Contextual Approaches (ENRECA) we started a new book series with the title 'Religious Diversity and Education in Europe'. This series is edited by Prof. Dr. Cok Bakker, Prof. Dr. Hans-Günter Heimbrock, Prof. Dr. Robert Jackson, Prof. Dr. Geir Skeie and Prof. Dr. Wolfram Weisse. The first book of REDCo was published:

- Jackson, R., Miedema, S., Weisse, W., Willaime, J.-P. (Eds.)(2007), *Religion and Education in Europe. Developments, Contexts and Debates* (Muenster, Waxmann).

We also started a series of articles and academic lectures on REDCo, both nationally as well as internationally (for details see further down in this annex) and could even intensify this activity (e.g. by following invitations to conferences in Europe, Asia and the USA). We set up information forums with colleagues and in schools.

***Second project year:***

We continued to work in the different sectors of this workpackage:

- We organised information and discussion forums in REDCo countries with the counterparts of other members of our consortium and regular information and discussion forums in schools for teachers, pupils and parents (see D 6.7 and D 6.8).
- We developed information material (information boards, flyers, film material) which was used in information forums at universities and schools.
- We further elaborated concepts for different REDCo-films which can be used for dissemination and study purposes.

Public REDCo events were organised in the context of our plenary meeting in St. Petersburg in September 2007: 150 persons participated in a public event organised by our colleagues from St. Petersburg. Participants came from the media, from schools and from different groups of civil society. As a consequence of these public events by REDCo there were articles published in newspapers and members of our consortium were invited for a 60-minute radio talk on the most popular radio-station in St. Petersburg (about 200.000 listeners). We also had the opportunity to present an extensive series of public lectures, radio- and TV-segments, newspaper articles etc. in our different REDCo-countries (see details below)

In cooperation with the European network for Religious Education in Europe through Contextual Approaches (ENRECA) we continued our new book series with more publications. A second book with results of our research in the second year of REDCo was published:

- Knauth, T, Jozsa, D.-P, Bertram-Troost, G., Iprgrave, J. (Eds) (2008) *Interreligious Encounter in School and Society. An empirical study on teenager religiosity in Europe* (Muenster, Waxmann).

We intensified the writing of articles and academic lectures on REDCo, both nationally as well as internationally (for details see down in this annex) e.g. by following up invitations to conferences in Europe, Asia and the USA.

***Third project year:***

We published four further books on the research results of the REDCo project:

- Avest, I. ter, Jozsa, D.-P., Knauth, Th., Rosón, J. & Skeie, G. (Eds.) (2009), *Dialogue and Conflict on Religion. Studies of classroom interaction in European countries*, Muenster: Waxmann.
- Alvarez Veinguer, A., Dietz, G., Jozsa, D.P., & Knauth, Th. (Eds.) (2009), *Islam in Education in European countries - Pedagogical Concepts and Empirical Findings*, Waxmann: Muenster.
- Valk, P., Bertram-Troost, G., Friederici, M. & Béraud, C. (Eds.) (2009), *Teenagers' perspectives on the Role of Religion in their Lives, Schools and Societies. A European Quantitative Study*, Muenster: Waxmann.
- Want, A. van der, Bakker, C., Avest, I. Ter, Everington, J. (Eds.) (2009), *Teachers responding to Religious Diversity in Europe. Researching Biography and Pedagogy*, Muenster: Waxmann.

In addition to more than a hundred academic articles and an even greater number of presentations at conferences worldwide, we were able to use three exceptionally creative instruments and organised two especially high-level public events. The special instruments of our dissemination work were:

- Three films produced on our REDCo-work. One provides a condensed impression of

the overall work, one is focused on classroom interaction in Europe, and the last presents a case study by one of the members of our consortium.

- We produced 14 roll-up-displays based on our research results for use in exhibitions.
- We formulated “policy recommendations”, which show the main results of our research and the requirements of European and international organisations as well as educational institutions at a European as well as a national level.

We organised two high-level public events:

- One took place on 3 December 2008 at the European Parliament in Brussels. Commissioner Jan Figel gave an introduction, Member of the European Parliament Vural Oeger welcomed the REDCo-researchers, and we from REDCo had the opportunity to present our findings. More than 120 people attended that event.
- The other event took place on 19 March 2009 at the Council of Europe in Strasbourg with about 70 people attending. Director-General Gabriella Battaini-Dragnoni introduced the subject with a very positive acknowledgement of REDCo, and we had the chance to present our findings.

**Deliverables:**

All deliverables (D6.1, D6.2, D6.3, D6.4, D6.5, D6.6, D6.7, D6.8, and D6.9) have been completed.

**Milestones:**

All milestones (M 6.1, M6.2, and M6.3) have been completed.

## ***Dissemination activities in detail***

### **Contributions in the frame of conferences, workshops and public lectures (in chronological order):**

#### **First year:**

- Wolfram Weisse, 'Religion in Education. A contribution to Dialogue or a factor of Conflict in transforming societies of European Countries?' Presentation of a new EU-project, Arbeitskreis für Religionspädagogik (AfR), Berlin, 17 September 2005.
- Wolfram Weisse, 'Dialogischer Religionsunterricht für alle in Hamburg. Auf dem Weg zu neuen Prioritäten in Europa?' Bremen, 11 January 2006
- Cok Bakker, 'Zeg ken jij de Muzzelman?', Lezing VGL/VDL (Vereniging van Godsdienstleerkrachten / Vereniging Docenten Levensbeschouwing), Zwolle 10 maart 2006
- Cok Bakker, 'Normative professionalism and the reflective practitioner'. Lezing in het kader van de reeks VU-Podium/CHN, "Reflectief opvoeden en onderwijzen", 21 maart 2006, Stiltecentrum CHN, Leeuwarden.
- Wolfram Weiße, 'REDCo und das interdisziplinäre Zentrum „Weltreligionen im Dialog“', public event of REDCo, 30 March 2006, Universität Hamburg.
- Ina ter Avest, 'Der gefährdete innere Frieden in den Niederlanden', public event, 30 March 2006, Universität Hamburg.
- Jean-Paul Willaime, 'Révoltes des jeunes, société et religion en France', public event of REDCo, 30 March 2006, Universität Hamburg.
- Robert Jackson, 'The Place of Religions in Education in England', Korean Association for Religious Freedom, Seoul, Republic of Korea, 8<sup>th</sup> April, 2006
- Robert Jackson, 'The Interpretive Approach to Religious Education', The Korean Association for the Study of Religious Education, Department of Buddhist Studies, Dongguk University, Seoul, Republic of Korea, 9<sup>th</sup> April, 2006.
- Robert Jackson, 'Issues in Religious Education and Citizenship in EU Integration', International Conference on "EU Integration and Korean Unification", Sogang University, Seoul, Republic of Korea, 11 April 2006.
- Siebre Miedema, 'Democratic Citizenship and Religious Education: Challenges and Perspectives for Schools'. Otepää, Estonia, Invited keynote address at the Inter-European Commission on Church and School (ICCS) Conference 'Europe, democratic citizenship and education. Potential contributions of church and school', 8 July 2006.
- Cok Bakker, 'The growing interest in religion and its implications for (inter-)religious education', openingsrede IRE-conferentie (Netwerk Nederland – Zuidelijk Afrika 'Interreligious and Intercultural Education), Christelijke Hogeschool Nederland Leeuwarden, 27-29 juli 2006.
- Robert Jackson, 'Studies of Religious Diversity and Education for Democratic Citizenship: Some Developments in Europe', International Network for Inter-religious and Intercultural Education (IRED) conference, Leeuwarden, Netherlands, July 27<sup>th</sup> 2006.
- Wolfram Weisse, 'The European project REDCo and its relationship with the research-group "Inter-Religious and Intercultural Education" (IRE)' presented at the conference IRE (Interreligious and Intercultural Education), University of Leeuwarden, The Netherlands, end of July 2006.
- Bakker, School ethos in 490 short stories, paper presented at ISREV-conference, Landgoed De Horst –

- Driebergen, 30/7 - 4/8 2006.
- Robert Jackson, 'European Institutions and the Contribution of Studies of Religious Diversity to Education for Democratic Citizenship', International Seminar on Religious Education and Values (ISREV) Conference 'Religious Education in a World of Religious Diversity', Driebergen, Netherlands, Plenary Paper, 3<sup>rd</sup> August 2006.
- Fedor Kozyrev 'A Step Toward a New Level of Interchurch and Interdisciplinary Partnership between RE Educators in Eastern and Central Europe'. Driebergen, The Netherlands, Paper held at the collegial session 9 of the XVth ISREV (International Seminar on Religious Education and Values) Conference 'Religious Education in a World of Religious Diversity', 3 August 2006.
- Siebrren Miedema, 'Religious Education between Certainty and Uncertainty. Towards a Pedagogy of Diversity'. Driebergen, The Netherlands, Invited keynote address at the XVth ISREV (International Seminar on Religious Education and Values) Conference 'Religious Education in a World of Religious Diversity', 30 July 2006.
- Wolfram Weisse, 'Religion in Education. A contribution to Dialogue or a factor of Conflict in transforming societies of European Countries (REDCo)' presented at the conference ISREV in Driebergen, The Netherlands, 2 August 2006
- Fedor Kozyrev, 'Change of Paradigms in RE'. Paper held at the XIV Academic Consultation of Societas Oecumenica (Prague), 18 August 2006.
- Robert Jackson, 'Issues for Religious Education in Europe', The Council of Europe, the Russian Ministry of Regional Development and the Volga Federal District, International Conference (Volga Forum) on 'Intercultural dialogue: cultural diversity, the religious dimension and the role of the media', Nizhniy Novgorod, Russian Federation, 7-9 September 2006.
- Siebrren Miedema, 'Lid van het forum over "Godsdienstonderwijs voor alle brugklassers op alle middelbare scholen in Nederland"', Wiardi Beckman Stichting Werkplaats/PvdA, Amsterdam, 20 september, 2006.
- Gunther Dietz, 'Religious Diversity and Interreligious Education in Spain', held at the conference 9. *Nürnberger Forum: Visionen wahr machen: interreligiöse Bildung auf dem Prüfstand*, Universität Erlangen-Nürnberg, Nürnberg, 2006
- Fedor Kozyrev, Presentation of new movements in RE in Eastern Europe at the Symposium: "A soul for Europe? Experiences and perspectives" held within the framework of IX Nuremberg Forum "Making visions come true" (Nuremberg, 26-29.09), 28 September 2006.
- Wolfram Weisse, 'Herausforderungen für religiöse Bildung in Schule und Hochschule. Das europäische Forschungsprojekt REDCo und das interdisziplinäre Zentrum „Weltreligionen im Dialog“' presented at the conference 9. *Nürnberger Forum: Visionen wahr machen: interreligiöse Bildung auf dem Prüfstand*, Universität Erlangen-Nürnberg, Nürnberg, 27 September 2006.
- Robert Jackson, 'Religion in education - a rising issue in Europe' , public event of REDCo in Tartu, Estonia, 2 October 2006.
- Wolfram Weisse, 'REDCo. Basic ideas and aims of a European research project, public event of REDCo in Tartu, Estonia, 2 October 2006.
- Gunter Dietz, 'Inter-cultural education and Religion', public event of REDCo in Tartu, Estonia, 2 October 2006.
- Siebrren Miedema, Lid van het forum over "Alle onderwijs bijzonder", in het Politiek Café van GroenLinks Afdeling Amsterdam, Amsterdam, 12 oktober, 2006.

- Robert Jackson, 'Towards a Centre for Education for Democratic Citizenship, Human Rights, Intercultural Education and Education about Religious Diversity', presentation to Steering Committee for Education CD-ED, Council of Europe, Strasbourg, 19 October, 2006.
- Siebrren Miedema, 'Religion, Citizenship and Education: Challenges and Perspectives'. Klingenthal France, Invited concluding presentation given at the ICCS /COGREE Colloquy 'Religion, Citizenship and Education', 16 October 2006.
- Wolfram Weiße discussing with Prof. Dr. Peter L. Berger, Boston University/USA, 'Religious Diversity and Social Cohesion. An American Perspective.', Universität Hamburg, Germany, 31 October 2006.
- Cok Bakker, 'Understanding human rights through different belief systems; A critical review from the Netherlands', SANPAD conference (South Africa Netherlands Research Programme on Alternative development): Understanding human rights through different belief systems: intercultural and interreligious education, Stellenbosch University, 1 november 2006.
- Cok Bakker, 'Reflection on input of different universities', SANPAD conference (South Africa Netherlands Research Programme on Alternative development): Understanding human rights through different belief systems: intercultural and interreligious education, Stellenbosch University, 2 november 2006.
- Wolfram Weisse, (Introduction) and P. L. Berger (main contribution) on „Die Rolle von Weltreligionen im Kontext pluralistischer Gesellschaften“, Körber-Stiftung Hamburg, Germany, 2 November 2006
- Ina ter Avest, C. Bakker & S. Miedema, 'Different schools as narrative communities: combining identity narratives in threefold'. Paper presented at the Religious Education Association (REA) conference on 'Reconsidering the Power of Story in Religious Education', Atlanta, USA, November 3-5, 2006.
- Siebrren Miedema, 'Religious Education in the Netherlands: the state of the art'. Forum presentation and discussion at Emory University, Atlanta, USA, November 6, 2006.
- Ina ter Avest, 'Education and Psychology: Religion as a means for conflict prevention?' Duitsland, Berlijn, Geïnviteerde lezing op conferentie Trialoog van godsdiensten, Herbert Quandt Stiftung, Berlijn, 13 November 2006
- Dan-Paul Josza, Presentation of the REDCo-Project in the Conference "Münsteraner Gespräche der Muslime II" in Münster from November, 16 and 17, 2006.
- Wolfram Weisse, 'Auf dem Weg zur „Akademie der Weltreligionen“ in Hamburg' presented at Expert-Seminar on Training in Higher Education, University of Hamburg, Germany, 2 November 2006.
- Muhammad Kalisch, 'Islamische Theologie in Europa. Das Centrum für Religiöse Studien in Münster', presented at Expert-Seminar on Training in Higher Education, University of Hamburg, Germany, 2 November 2006.
- Robert Jackson, 'European Institutions and the Contribution of the Study of Religion to General Education in the Public Sphere', Foundation for Research in Islamic Sciences (ISAV) Conference 'Religious Institutions and Education in the Process of European Union: Comparative Analysis of Religious Institutions and Education in the European Union and Turkey', Istanbul, 17<sup>th</sup> November, 2006.
- Siebrren Miedema, Invited membership of the Seminar on 'Belief in the Public Domain' organized by the Netherlands Scientific Council for Government Policy (WRR), The Hague, December 20, 2006.

- Gunther Dietz, 'Religious Education in a Diverse and Transnational Europe: a contribution to intercultural dialogue or a factor of inter-religious conflict? Lessons from Spain', held at the *Segundo Coloquio Internacional sobre Migración y Desarrollo: Migración, Transnacionalismo y Transformación Social*, Red de Migración y Desarrollo, Morelos, Mexico, 2006
- Jean-Paul Willaime, Seminar « Ecole et religion en Europe », GSRL et IESR (2006-2007).
- Jean-Paul Willaime, 'Ecole et religion en Europe.' Participation à un stage de formation de formateurs, « Enseigner le fait religieux dans les disciplines », à l'IUFM de Nantes, organisé par Anne-Raymonde de Beaudrap. Trois journées en 2006-2007
- Séverine Mathieu, Présentation de la recherche REDCo par la Conférence sur la liberté de religion organisée par Rita Hermon-Belot (EHESS) le 17 janvier 2007, au collège Jean Zay de Bondy (Seine-Saint-Denis).
- Robert Jackson, 'Tolerance in religious and citizenship education: Interpretive and dialogical approaches', Oslo Coalition, UIN Makassar, Indonesia and STT, Intim, Indonesia Conference on "Teaching for tolerance in the Indonesian Context: The contribution of school education", Makassar, Indonesia, 19<sup>th</sup> January 2007.
- Robert Jackson and Kevin O'Grady, Residential Seminar and Workshop for teachers on the REDCo Project, Birmingham, UK, 26-28 January 2007.
- Wolfram Weiße, 'Religiöse Bildung als Mittel gegen fundamentalistische Instrumentalisierung? Das europäische Forschungsprojekt REDCo', Universität Hamburg, 5 February 2007.
- Siebren Miedema, 'A maximal interpretation of citizenship education and inter-religious education in common schools'. Invited address at the Conference "Commitment, Character, and Citizenship: Religious Schooling in Liberal Democracy. A Conference in Memoir of Terence H. McLaughlin", St. Edmund's College, Cambridge, UK, February 9-11 2007.
- Robert Jackson, 'Understanding religious diversity in the school curriculum: the interpretive approach', International Symposium on Religious Education Textbooks, to celebrate 80th anniversary of Taisho University, Taisho University, Tokyo, Japan, February 10, 2007.
- Robert Jackson, 'Living with difference through religious and citizenship education: Interpretive and dialogical approaches', Aoyama Gakuin University, Tokyo, 12 February 2007.
- Wolfram Weisse, 'Overview of the Redco project and of similar initiatives and projects, such as the Academy of World Religions', public event of REDCo, Melilla 22 February 2007.
- Dan-Paul Jozsa, 'Islamic Theology in Europe - Challenges of Diversity', public event of REDCo, Melilla 22 February 2007.
- Ina ter Avest, 'Interreligious Education. The Example of The Netherlands', public event of REDCo, Melilla 22 February 2007.

**Second year:**

- Thorsten Knauth, RE and dialogue. The Hamburg case as a model for dealing with religious diversity at schools. Presentation on the conference of the research group "Schoolidentity of Christian Schools", Leeuwarden, 9–10 March 2007.
- Siebrén Miedema, *Levensbeschouwelijke leren samenleven: jong geleerd, oud gedaan*. Drachten, Geïnviteerde lezing op de Christelijke Scholengemeenschap Liudger, 14 March 2007.
- Fedor Kozyrev, "Education for tolerance: challenges and approaches" - open lecture for principals of state secondary schools, held at Russian Christian Academy for Humanities, 14 March 2007.
- Séverine Mathieu, *Rencontre à Paris dans les locaux de l'IESR du groupe de travail de l'Université de Warwick* (Prof. Robert Fine) sur « l'antisémitisme en Europe ». Participation de au titre de la recherche REDCo, Paris, 15 March 2007.
- Vladimir Fedorov, Presentation "Tolerance attitude development in ecumenical and interdisciplinary cooperation" at the Regional Pedagogical Workshop in the framework of International Conference "Jan Comenius and contemporary educational problems", 16 March 2007.
- Marie von der Lippe, 'Youth, identity and religion in a European perspective', No to the EU conference « Plurality in Europe – Europe in change », Suldal/Stavanger, 17 March 2007.
- Ina ter Avest, *The child in context – context in the child*. Utrecht University, Soesterberg, Paper presented at the ENRECA conference "Accounting for Context in Religious Education: Implications for Research Methods and Theory", Faculty of Theology, 17 March 2007.
- Siebrén Miedema & Gerdien Bertram Troost, Researching the religious education researchers' own normativity. Paper presented at the ENRECA conference "Accounting for Context in Religious Education: Implications for Research Methods and Theory", Faculty of Theology, Utrecht University, Soesterberg, 17–20 March 2007.
- Fedor Kozyrev & Vladimir Fedorov (organizers) International Theological Workshop "The perspectives of interchurch partnership in contemporary education" at Interchurch Partnership "Apostolic City" (St. Petersburg), 18 March 2007.
- Wolfram Weisse, 'Overview of the Redco project and of similar initiatives and projects', Institute on Culture, Religion and World Affairs, Boston, 21 March 2007.
- Siebrén Miedema, *The Relationship of Religious Commitment and Academic Practice*. Faculty of Philosophy, VU University Amsterdam, Amsterdam, Invited presentation for the students of the international MA "Christian Studies of Science and Society", 21 March 2007.
- Robert Jackson, 'Teaching about Religion: An Overview of Issues and Experience in Europe', Organisation for Security and Co-operation in Europe, Office for Democratic Institutions and Human Rights, Conference (by invitation), to prepare 'Toledo Guidelines on Teaching about Religion in State Schools in the OSCE Region', Toledo, Spain, 26 March 2007.
- Vladimir Fedorov, Presentation "Teaching Teachers". Preparatory Meeting in Toledo for Toledo Guidelines on Teaching about Religion in State Schools in the OSCE Region. 26 March 2007.
- Jean-Paul Willaime, Invitation to Redco members to take part in the Scientific Council of the IESR (Gunther Dietz, Robert Jackson and Wolfram Weisse). First meeting with a presentation of Redco by Wolfram Weisse: 31 March 2007.
- Wolfram Weisse, 'REDCo – projet européen de recherche'. Scientific Council of the Institut Européen en Sciences des Religion (IESR), First meeting, Paris 31 March 2007.
- Anne-Raymonde de Beaudrap, Jean-Paul Willaime, Philippe Gaudin, Colette Briffard, Nicole, *journées de formation à l'IUFM des Pays de la Loire*. Organisation d'une formation de formateurs autour du thème suivant. Enseignement du fait religieux dans le cadre des disciplines (Français, Histoire, Langue etc.) : Quels contenus? Quelles pratiques? March 2007.
- Siebrén Miedema, *Good Teaching, Good Teachers and Good Schools. Today's Pedagogical Debate in the Netherlands*. Donaueschingen, Germany, Invited keynote address given at the International Association for Christian Education Conference on 'Good teaching – good teachers – good



- schools', 11 April 2007.
- Vladimir Fedorov, Presentation "Ecumenical religious education as a resource of overcoming of xenophobia". IV International conference "Religious situation in North-West Russia and Baltic countries". Russian State Pedagogical University. St Petersburg, 16-17 April 2007.
- Thorsten Knauth, Zwischen Harmonieerwartung und Differenznutzung. (Inter)religiöses Lernen und Dialog aus Schülersicht. Vortrag an der Universität Duisburg/ Essen, 17 April 2007.
- Marie von der Lippe, Introducing REDCo and the Norwegian sub project during *Praksisrettet FoU i lærerutdanningen* (Conference on research and teacher education), Trondheim, 18–20 April 2007.
- Siebre Miedema 'Down to earth' vorm geven aan de identiteit binnen VU-VUMC-WH. Amsterdam, Lezing gehouden op de Strategiedag van de Raad van Toezicht en het College van Bestuur van VU-VUMC-WH, 19 April 2007.
- Javier Rosón, lecture on "The structure of Muslim associations in Granada", held at the University of Granada continuous education course "The Contribution of Muslim Communities to Citizens' Security", attended by teachers and students of different religious faiths, Granada, 20 April 2007.
- Vladimir Fedorov & Fedor Kozyrev organize and moderate a session on "Tolerance and Religion" in the framework of Annual International Conference "Tolerance and intolerance in the modern society" at St. Petersburg State University,. Papers held: a) V. Fedorov "The problem of discrimination in the Church-State and interconfessional relations", b) F. Kozyrev "The topic of tolerance and discrimination in religious education", 24-25 April 2007.
- Fedor Kozyrev , "New developments in RE" - paper held at the International Network of theologians in Scandinavian countries 'Nordplus', St. Petersburg, IP "Apostolic City" – RchA, 26-28 April 2007.
- Pille Valk, Introducing REDCo project during the NORDPLUS conference in St. Petersburg, 26–28 April 2007.
- K.H. ter Avest, Een nieuw begin: leren in relaties; vallen en léren vallen. Vught, Paascongres, 29 April 2007.
- Javier Rosón Lorente, Lecture on "The Associative Structure of Islam in Granada", presented by at the course "The Contribution of Muslim Communities to Citizenship Security", Centro de Formación Continua, Universidad de Granada, April 2007.
- REDCO-Spain team, Meeting with the University of Oslo's Faculty of Theology & the Oslo Coalition on Freedom of Religion or Belief (Prof. Oddbjorn Leirvik), in Granada, April 2007.
- REDCO-Spain team, Several meetings with local and neighbourhood associations in order to present REDCO and its activities; meetings held and to be held with the Purias Neighbourhood Association (Murcia), with the Youth Council of Lorca (Murcia), with the Women's Association of Purias (Murcia), and with the participant schools' parents' associations in Murcia, April / May 2007.
- REDCO-Spain team, Several meetings with Catholic and Islamic religious authorities in the participant cities, such as the Iglesia del Carmen in Lorca (Murcia), the Iglesia Regina Mundi in Granada, the Iglesia de Santa Micaela in Granada, the Iglesia de los Dolores in Granada, the Diocese of Cartagena (Murcia), the Moroccan Immigrant Association Futuro of Granada, with members and the president of the Islamic Council of Granada, with the Islamic Community of Melilla and with two mosques in Lorca (Murcia), April – October 2007.
- Javier Rosón Lorente and Gunther Dietz, Paper on "The Return of Islam and the appropriation of heritage in the Albayzin in Granada (Spain): a multicultural neighbourhood between ethnicized religious diversity and tourism gentrification", presented at the V Coloquio Internacional de Religión y Sociedad: Patrimonio Cultural, Turismo y Religión, Asociación Latinoamericana para el Estudio de las Religiones (ALER) and Asociación Andaluza de Antropología (ASANA), Seville, Spain, May 2007.
- Thorsten Knauth, Das vernachlässigte Geschlecht des RU?! Die Perspektive der Jungen in einer geschlechtergerechten Religionspädagogik. Vortrag auf der ALPIKA-Konferenz, Sekundarstufe I, Kiel, 7 May 2007.

- Siebrén Miedema, *De persoonlijke godsvraag als vernieuwende focus van een eigentijdse godsdienstpedagogiek*. Tilburg, Geïnviteerde lezing ter gelegenheid van het afscheid van de prof. dr. Bert Roebben, 10 May 2007.
- Siebrén Miedema, *Over de zogenoemde verloederding van het onderwijs en de stem van pedagogen in het publieke debat*. Universiteit van Groningen, Lezing gehouden op de 13e Landelijke Pedagogendag, Universiteit van Groningen, 11 May 2007.
- Marie von der Lippe, 'Norwegian RE in a European perspective', Gyldendal Agency (a major Norwegian publishing house), Oslo, 11 May 2007.
- Ina ter Avest, paper on 'The teacher, pivotal in difference', EAWRE conference in Vienna, 12–17 May 2007.
- K.H. ter Avest, & S. Miedema, *Mein Got. Everyday experiences in nursery school of four year old children in multicultural and interreligious context of the Netherlands*. Köln, organized by the Ravensburger Verlag Foundation, 21 May 2007.
- Robert Jackson, University of Surrey, Guildford, presentation to Council of Europe Intercultural Autobiography Project, 23–24 May 2007.
- K.H. ter Avest, *The teacher pivotal in difference*. Wenen, conferentie EAWRE, tweejaarlijkse conferentie, 28 May 2007.
- K.H. ter Avest, *Acquiring culture and tradition, learning from the heart?* Athens, Conference Athens Institute for Education and Research, 28 May 2007.
- Fedor Kozyrev, The role of religion in interdisciplinary integration - a plenary paper at the Annual conference of the World Association of Christian Teachers in St. Petersburg. - St. Petersburg, Kargel & Bedecker Private School, 30 May 2007.
- Vladimir Fedorov, Presentation "Mission and ecumenism – two aspects of the one educational process". International conference on mission in Eastern Europe. St Philaret Theological Institute. Moscow, 31 May –1 July 2007.
- Wolfram Weisse, Paper on „Intercultural and interreligious Learning: The research project REDCo' at the UNESCO-conference in Almaty on ‚intercultural Dialogue in Central Asia and Interreligious Dialogue', Almaty, 3–7 June 2007.
- Robert Jackson, Is diversity changing religious education? Religion, diversity and education in today's Europe, Keynote lecture, The 9th Nordic Conference of Religious Education, Stavanger, Norway, 5–9 June 2007.
- Vladimir Fedorov, Presentation "Main challenges for religious and theological education in XXI century. Tolerance and pluralism as new values". Reformed Seminary in Papa (Hungary), 6–11 June 2007.
- Wolfram Weisse, information on REDCo at the University of Hamburg, "Long night of knowledge", 9 June 2007.
- Thorsten Knauth, Empirical findings on dialogue in class-room, at the University of Hamburg, "Long night of knowledge", 9 June 2007.
- Geir Skeie, Presentation of REDCo, Nordic Conference on Religious Education, Stavanger, 5–9 June 2007.
- Siebrén Miedema, *Religious and intercultural education in the Netherlands: Personal, social and citizenship aspects*. Goslar, Germany, Invited address at the Intercultural Summer University organized by the Centre of Religious Education at Wolfenbüttel, 11 July 2007.
- Geir Skeie, Presentation of REDCo for primary school leaders in the Karmøy area, Rogaland, Norway 14 June 2007.
- Marie von der Lippe and Dag Husebø, 'Visual methodologies – and use of video in a European project (REDCo)', Nordic Conference on Religious Education, Stavanger, 5 – 9 June 2007.
- Interreligious Dialogue – chances and Limitations, Forum for Continuing University Education at the university of Hamburg, 15 June 2007.

- REDCo-Spain team, Several meetings with Islamic RE teachers, to be held at the Principal Mosque of Granada and at the Fundación Mezquita de Granada as well as in Melilla, June 2007.
- Vladimir Fedorov, Presenting of REDCo project in the course of 12 lectures “Ecumenism and his fruits in Eastern Europe”. Diaspora Institute of the University of Leipzig (Germany), 15—23 June 2007.
- Fedor Kozyrev, School religious education facing the challenge of post-modernity. – paper presented at the Round Table on ‘Christianity in interaction with science, culture and education in Europe’ within the framework of International Conference ‘*Christianity, Culture and Moral Values*’, co-organized by the Institute of General History of the Russian Academy of Sciences, the Department for external Church relations of Moscow Patriarchate, the Pontifical Council for Culture and the Pontifical Committee for Historical Sciences (the Holy See). F. Kozyrev co-chairs the Round Table with a member of the Pontifical Council Rev. Joseph Zycinski. REDCo is discussed with the President of PACE M. Rene Van der Linden, Moscow, 19–21 June 2007.
- Vladimir Fedorov, Presenting REDCo at the Meeting of the International commission on ecumenical education. Ecumenical Institute of the WCC. Bossey. 26–30 June 2007.
- Wolfram Weisse, Interreligious learning: The example of Muslim Schools in Europe and South Africa. An introduction, (workshop organised by W. Weisse), Hamburg, 26 June 2007.
- Robert Jackson, ‘Public Education about Religious Diversity: An International Perspective’, Keynote lecture, 5th National Symposium on Religious Education & Ministry, Australian Catholic University, Brisbane, 26 June 2007.
- Robert Jackson, ‘From Phenomenology via Ethnography to the Interpretive Approach’, workshop, 5th National Symposium on Religious Education & Ministry, Australian Catholic University, Brisbane, 27–28 June 2007.
- Thorsten Knauth, presentation of empirical findings to a forum of pupils of Ida-Ehre-School, 29 June 2007.
- Thorsten Knauth, Presentation on RE in the perspective of the pupils, conference about the development of RE in Hamburg, 29 June 2007.
- Wolfram Weisse, RE in Hamburg and the European Perspective, conference about the development of RE in Hamburg, 29 June 2007.
- Thorsten Knauth: presentation of empirical findings in the working group on „Heterogeneity and Intercultural Education” (Ida-Ehre-School), June 2007.
- Gunther Dietz, Paper on “Beyond National Catholicism? The ethnicization of religious diversity in contemporary Spanish schools”, to be presented at the conference “Nationalism and National Identities: Multidisciplinary Perspectives”, University of Surrey, Centre for Research on Nationalism, Ethnicity and Multiculturalism (CRONEM), Surrey, UK, June 2007.
- Gunther Dietz, Ph.D. Course on “The Praxis of Citizenship: paradoxa and contradictions of cultural and religious diversity”, to be taught at the Doctoral Studies Programme “Cultural Diversity and Citizenship: social anthropological perspectives” at the Complutense University of Madrid, June 2007.
- Javier Rosón Lorente, Report on REDCo Spain, to be presented at a research seminar organized by the Department of Human Geography, Universidad de Barcelona, June 2007.
- REDCo-Spain team, Several meetings with Catholic RE teachers and teacher trainers at the Colegio Santa Juliana (Granada) and at the University of Granada as well as in Melilla, June 2007.
- REDCo-Spain team, Meetings with catholicism youth groups of the Iglesia del Carmen in Lorca (Murcia) and in a church in La Chana (Granada), 06/2007.
- Thorsten Knauth: Lange Nacht des Wissens: Exhibition and video documentation, June 2007.
- Kevin O’Grady, presentation to Sheffield Heads of RE conference on O’Grady’s PhD study and the REDCo project, June 2006.
- Fedor Kozyrev & Vladimir Fedorov present REDCo to the group of American teachers at RchA, 8

*July.* The meeting is organized by the Fulbright Committee in Russia.

Vladimir Fedorov, Presenting of REDCo to the members of the expert group at the Workshop on preparation of the World Justice Project's (WJP). American Bar Association. Prague. 13.07 2007.

K.H. ter Avest & Eringa, K. *Structured Encounter*. London, Conference of the Institute of Education: Learning Together, Reshaping Higher Education in a global age, 22 July 2007.

Siebrren Miedema, *The need for religious citizenship education*. Leipzig, Germany, Invited presentation in the Symposium "Citizenship and pluralism at school" at the 29th International Society of the Study of Religion Conference on "Secularity and Religious Vitality" 23 July 2007.

Vladimir Fedorov, Presenting REDCo to Ukraine religious pedagogues with discussion on possible cooperation. Summer theological Institute. Kiev, 23-29 July 2007

Ina ter Avest, paper presentation on 'Structuring Encounter: a necessary precondition for the development of intercultural competencies', conference on 'Learning Together – Reshaping higher education in a global age, conference of the Institute of Education of the University of London, 22–24 July 2007.

Wolfram Weisse, Interreligious Learning as factor of peace education. Contribution to the public forum with the Dalai Lama, Hamburg, 21 July 2007.

Jean-Paul Willaime and Céline Béraud, paper given in the Thematic Session «Citizenship and Pluralism at School» at the Conference of *International Society for the Sociology of Religion* in Leipzig, July 2007.

Siebrren Miedema, Religious and intercultural education in the Netherlands: Personal, social and citizenship aspects. Invited address at the Intercultural Summer University organized by the Centre of Religious Education at Wolfenbüttel, Goslar, Germany, 11-13 July 2007.

Kevin O'Grady, presentation to Birmingham University PGCE students and RE staff on O'Grady's PhD study and the REDCo project, July 2006.

Geir Skeie, Presentation of REDCo for primary school leaders in the northern part of Rogaland Rogaland, Norway, at a leadership conference, 9 August 2007.

Gunther Dietz, Lecture on "Muslim Communities in Contemporary Al-Andalus: religión, ethnicity, gender and intercultural relations", presented at the "Foro de la Especialidad de Etnología", Universidad Nacional Autónoma de México, Instituto de Investigaciones Antropológicas, Mexico-City, August 2007.

Marie von der Lippe: Presentation of REDCo at a teacher seminar in Stamsund, Lofoten 5 September 2007.

Fedor Kozyrev participate in Fulbright Interfaith Community Action Program, USA. REDCo project is presented to:

- a) interfaith and peacemaking organizations in Los Angeles (such as: The American Jewish Committee, Islamic Center of Southern California, Muslims for Progressive Values, Progressive Jewish Alliance, Ecumenical and Interreligious Affairs Dep. of Archdiocese of Los Angeles etc.), 1-8 September 2007.
- b) University scholars during seminars at University of California, Santa Barbara (18-31 August 2007), Religious Studies Dep. of University of Virginia (15 Sept. – 25 Nov. 2007), Dialogue Institute of Temple University, Philadelphia (15-18 October 2007).
- c) Virginia school teachers during seminars organized at Wytheville Covenant Christian Academy (9 Oct. 2007), Charlottesville High School (12 Oct. 2007), Tandem friends school in Charlottesville (31 Oct. 2007).
- d) The Bureau of Educational and Cultural Affairs, U.S. Department of State, Washington (28 Nov. 2007).

Wolfram Weisse, REDCo: Religion in Education. A Contribution to Dialogue or a Factor of conflict in Transforming societies of European Countries, public event of REDCo in St. Petersburg, 14 September 2007.

Wolfram Weisse, paper on 'Religion and Education. A Contribution to Dialogue or a Factor of conflict? The European project REDCo' at the conference of the DVRW/EASR,

- ‘Bremen/Germany, 23–27 September 2007.
- Vladimir Fedorov, Presenting REDCo to the participants of the International Inter-disciplinary Conference “Accommodating Religious Diversity”. St Petersburg State University. Sociological Department. 26–27 September 07.
- Robert Jackson, ‘Theory, Policy and Practice in Public Education about Religious Diversity: An International Perspective’, Keynote Public Lecture, Conference of the European Association for the Study of Religions (EASR) & the Deutsche Vereinigung für Religionswissenschaft (DVRW), University of Bremen (keynote public lecture in Bremen city hall), 25 September 2007.
- Siebrren Miedema, *Educating for Europe? Shared Differences and Common Goals*. Tartu, Estonia, Invited keynote address given in the International Symposium ‘Theology’s Contribution to Europe’ of the Academic Society of Theology, 27 September 2007.
- Pille Valk, Introducing REDCo project in the framework of the Finnish-Baltic Initiative in Developing RE (FBI) conference in Riga, 2–5 October 2007.
- Vladimir Fedorov, Presenting REDCo at the two open lectures “Prevention of the ethno-religious conflicts”. Participation at the conference “Holistic education” (in cooperation with Comenius Muenster Institute). Theological Department of the State University. Riga (Latvia) 3-7 October 2007.
- Wolfram Weisse, Keynote Lecture on “The religious dimension of intercultural education”, Council of Europe meeting in Athens, 8-9 October 2007.
- Robert Jackson, Public Education about Religious Diversity: The Context for the Council of Europe project on ‘Intercultural Education and the Challenge of Religious Diversity and Dialogue in Europe’ 1<sup>st</sup> Regional Debate on “The religious dimension of intercultural education”, Organised in co-operation with the Greek Ministry of Education and Religious Affairs in the framework of the Council of Europe Project “Intercultural Education and the Challenge of Religious Diversity and Dialogue in Europe”, Athens, Greece, 8- 9 October 2007,
- Pille Valk, Introducing REDCo project during the Conference in Espoo (Finland), 10–12 October 2007.
- Marie von der Lippe, Øystein Lund-Johannessen, Geir Skeie: Video analysis workshop in Stavanger 15-16 October 2007 with participants from Estonia, Germany, Netherlands and Norway.
- Marie von der Lippe, Øystein Lund-Johannessen, Geir Skeie: Introduction of the subproject on ‘The role of the teacher’ in Norway 15-16 October 2007.
- Siebrren Miedema, *Nicholas Wolterstorffs opvoedingsfilosofische visie: christelijk, open en kritisch-geëngageerd*. Amsterdam, Geïnviteerde voordracht gehouden op het Dies Natalis 2007 Symposium ‘Veelheid en eenheid in het werk van prof.dr. Nicholas P. Wolterstorff’, 19 Oktober 2007.
- Dan-Paul Jozsa, ‘Vernunft in der islamischen Theologie und ihre Bedeutung für die Gegenwart’, Vortrag im Rahmen des 5. Symposiums der Muslimischen Akademie “Der Beitrag der Musliminnen und Muslime zur Wertedebatte in Deutschland“, Hamburg, 20-21 October 2007.
- Geir Skeie: Presentation of elements of the overall REDCo project and the Norwegian part in a seminar honouring Prof. Sven G Hartman in Stockholm, 26 October 2007.
- Vladimir Fedorov, Presentation “Ethno-religious Aspects of Tolerance”, St Petersburg State University. Journalism Department. 30-31 October 2007.
- Dan-Paul Jozsa, ‘Theologische Reflexionen zur “Da’wa (Mission) in Deutschland“, Workshop des Forschungsprojektes „Muslime in Europa“, Berlin, 31 October 2007.
- Ina ter Avest, introducing the ‘Role of the Teacher’- REDCo project during the conference at the CHN University on schoolidentity related to the role of the teacher, 31 October 2007.
- Gunther Dietz, Paper on "Muslim Communities in Contemporary Al-Andalus: religión, ethnicity, gender and intercultural relations", to be presented at the "Foro de la Especialidad de Etnología", Universidad Nacional Autónoma de México, Instituto de Investigaciones Antropológicas, Mexico-City, October 2007.

- Ina ter Avest & C. Bakker, Structural Identity Consultation: Storytelling as a culture of Faith transformation Boston, MA, USA, Paper presented at the Religious Education Association (REA) conference on 'Culture that matters: intercultural explorations in religious educations', 1 November 2007.
- Siebrén Miedema & B.H.M. Roebben, *Culture and tradition: two contested concepts in religious education*. Boston, MA, USA, Paper presented at the Religious Education Association (REA) conference on 'Culture that matters: intercultural explorations in religious educations', 2 November 2007.
- Wolfram Weisse, Religion, Education and Society. Opening address at the "Gebets-Kongress" at Hamburg University, 3 November 2007.
- Ina ter Avest, *Each after his own tradition*. Klingenthal, conferentie van Klingenthal, 5 November 2007.
- Ina ter Avest, *'Luister ... het verhaal is begonnen'*. Ede, IKO studiedag, 6 November 2007.
- Wolfram Weisse, Dialogue of cultures – the example of dialogical learning in European schools, Symposium in Brussels, 7 November 2007.
- Ina ter Avest, introducing of the REDCo-project at the GERFEC annual meeting of the steering committee, Paris, 4 – 7 November 2007.
- Wolfram Weisse, Lecture on 'Religion and Education in Europe: The REDCo Research Project' at the AAR-coference at San Diego, 19 November 2007.
- Céline Béraud and Jean-Paul Willaime, two papers presented related to Redco Project at the International Colloquium in Boulogne: « God in school : Education and Religion in North Western Europe and North America from 1800 to today : tradition and transformations », 19-21 November 2007.
- Vladimir Fedorov, Presentation "European project on religious education" at the International conference "Religion in the today system of international relations. Human rights and religion". St Petersburg State University. International Relations Department. 23 November 2007.
- Dag Husebø and Geir Skeie, Presentation of REDCo for an audience of regional teachers in 'the open day' at University of Stavanger, 28 November 2007.
- Robert Jackson, during 2007 R. Jackson worked with a team of international lawyers and social scientists in Toledo (May) and Vienna (July) on international guiding principles for teaching about religions and beliefs. The work has been done for the Office for Democratic Institutions and Human Rights of the Organisation on Security and Co-operation in Europe [OSCE] (56 participant countries including most European states plus the USA and Canada). R. Jackson spoke at the launch of the 'Toledo Guiding Principles' in Madrid, 28 November 2007.
- Thorsten Knauth, Presentation of empirical findings at the Consultation of the network "Evangelische Lehrerbildung in Europa", organized by the International Association for Christian Education at the Chateau de Klingenthal (Obernai, Strasbourg), November 2007.
- Wolfram Weisse, Presentation of the REDCo-Project with preliminary empirical findings. Section 5 of the Faculty of Education, Psychology and Human Movement, University of Hamburg, 5 December 2007.
- Olga Schihalejev, presentation to doctoral students writing thesis on pedagogical issues from Tallinn and Tartu Universities on the REDCo project and its methodology during Winterschool "Qualitative Research methods" in Pärnu 7-8 December 2007.
- Fedor Kozyrev, The issues of tolerance and the place for religion in secular educational system. – Paper held at scientific-practical conference "Traditions of religious tolerance in St. Petersburg: past and present" organized by the Department of religious affairs of the Government of St. Petersburg, Paper is published, 7 December 2007.
- Siebrén Miedema, *Levensbeschouwelijk leren samenleven: jong geleerd, oud gedaan*. Eindhoven, Geïnviteerde voordracht gehouden in de serie "Begijnenhofgesprekken. Platform voor bezinning buiten de kerk", 9 December 2007.

- Fedor Kozyrev led a discussion on “Religious and Cultural Identity in Europe today” between Russian teachers and members of the board of European Society for Ecumenical Research ‘Societas Oecumenica’. - St. Petersburg Academy of Post-diploma Pedagogical Education. The discussion is organized in the framework of Annual Pedagogical Conference “Znamenskiye Chteniya”, 11 December 2007
- Vladimir Fedorov, Presenting REDCo to the participants of the Kazakhstan Conference on Tolerance. Presentation “Tolerance problem in religious and theological education”. Alma-Ata (Kazakhstan). 14 December 2007.
- Marie von der Lippe, Participation in the REDCo Video analysis workshop in Tallinn 14-15 January 2008.
- Jean-Paul Willaim, Proposition de module au Plan Académique de Formation des personnels de l’Education nationale (formation continue) de Paris (2007-2008) : « Religion, Etat et école : la France et l’Europe ». Une journée.
- Wolfram Weisse, Presentation on “Ecumenical Learning and new research on interreligious learning: REDCo”, Arbeitsgemeinschaft ökumenische Forschung, Missionsakademie Hamburg, 11 January 2008.
- Siebre Miedema, Presentatie over “Bijzonder onderwijs en artikel 23 van de Grondwet” bij de Jonge Socialisten in de PvdA, Hulshorst, 12 January 2008).
- Øystein Lund Johannessen, Participation in the REDCo workshop on ‘The role of the teacher’ in Tallin, 13-14 January 2008.
- Ina ter Avest, *From the teacher’s knee, Chances and hindrances for religion in the classroom adjusted to ‘the voice of the child’*, invitational lecture at the minisymposium of Dutch and South African researchers on Spirituality in Interreligious Education, Teacher Training College ‘Driestar’, Gouda, 16 January 2008.
- Wolfram Weisse, Intercultural, interreligious and contextual learning in Europe: The REDCo-project, University of Boukarest, 18 January 2008.
- Wolfram Weisse, Interreligious and intercultural education. The example of Religious Education in Hamburg, with new empirical findings, Seminar Prof. Neumann, University of Hamburg, 22 January 2008.
- Wolfram Weisse, Dialogue at local level: Interreligious encounter at schools in Hamburg, Arbeitsgemeinschaft interreligiöser Dialog, University of Hamburg, 23 January 2008.
- Olga Schihalejev, Pille Valk, Presentation to the board of Estonian Association for RE Teachers on the REDCo project, 25 January 2008.
- Olga Schihalejev, presentation to doctoral students in Theological faculties from Tartu University and Tallinn Theological Institute on the REDCo project and its methodology during a seminar held in Tartu, 25 January 2008.
- Vladimir Fedorov, Presenting REDCo to the participants of the Round table on religious education in the Higher Roman-Catholic Seminary “Maria – Queen of the apostles”, 25 January 2008.
- Fedor Kozyrev’s paper “Toward Religious Education of a new type: humanitarian perspective” is read to the participants of the International Symposium “Tradition and integration. Unity in diversity”, co-organized by the Ministry of Education, Research and Youth and Romanian Orthodox Diocese of Arad, Romania, 26 January 2008.
- Gunther Dietz, Guest lecture on “The Return of Al-Andalus? Muslim communities, identity politics and ethno-religious discrimination in southern Spain”, presented at Universidad de Colima, Centro Universitario de Investigaciones Sociales, Colima, Mexico, 12 February 2008.
- Fedor Kozyrev, On the relevance of Christian ideals of education to the ethos of public school. – paper held at the Annual scientific conference “Psyche and Pneuma”, RchA, 22 February 2008, Chair of the session “Christian education in Russian educational system”.
- Fedor Kozyrev, Presenting REDCo project at the regular meeting of theological educators from Catholic, Lutheran and Orthodox Theological Higher schools with participation of the Roman-

Catholic Archbishop Paolo Pezzi. St Petersburg, RchA, 26 February 2008.

Wolfram Weisse, Trialogue of Cultures and European research on dialogue at class-room level, School-Forum in Berlin, organized by the Quandt-Stiftung, Berlin, 29 February 2008.

### **Third year:**

Weisse, Wolfram: Religious Education for all and Muslim Education, BMBF-Conference, Muslims in Europe and their Countries of Origin in Asia and Africa, Berlin, 7 April 2008.

Miedema, Sieben: REDCo meets the Netherlands, the Netherlands meet REDCo. Soesterberg, Opening lecture in the public event of the Conference of the REDCo research group, March 07, 2008.

Miedema, Sieben: 'Religion in Education, of hoe in te tunen op contextuele mogelijkheden vanuit een eigen identiteitsvormgeving. Utrecht, Seminar Bijzonder onderwijs? De rol van christelijke organisaties in het basisonderwijs in ontwikkelingslanden, March 11, 2008.

Kozyrev, Fedor: V Scientific Conference "Religious situation in the North-West of Russia and in Baltic countries" held at Herzen Russian State Pedagogical University, St. Petersburg (Presentation "Religion in Education: A contribution to Dialogue or a factor of Conflict? Participation of the North-West of Russia in European discussion), 17 March 2008.

Bakker, Cok: Religie als opvoeder. Studium Generale - Universiteit Utrecht (FSS): 25 March 2008.

Bakker, Cok: Opvoeding, identiteit en geloof. City-lecture/Stadslezing RotterdamOnderwijs, 26 March 2008.

Lippe, Marie von der. Presentation on « The use of video in classroom research », Pedagogical network meeting at University of Stavanger, 28 March 2008.

Fedorov, Vladimir and F. Kozyrev. International Conference "Religion and Education: Russian and International experience", held at Russian State University for Humanities, Moscow (Presentations: Kozyrev "Participation of Russian researchers in European project REDCo", Fedorov "Theological and secular education"), 31 March, 2008.

Beaudrap, Anne-Raymonde de, « Lire les textes bibliques en sixième, une bibliothèque implicite : pourquoi ? », Public lecture : 9ème Rencontres internationales des chercheurs en Didactique de la littérature, Bordeaux, March 2008

Beaudrap, Anne-Raymonde de, « Quel enseignement, quelles pratiques pour l'enseignement de français à propos du fait religieux comme culture humaniste ? », Public lecture : INRP Lyon, Colloque INRP, Lyon, March 2008

Jackson, Robert : 'Education, Democratic Citizenship and the Religious Dimension', Exchange on the Religious Dimension of Intercultural Dialogue, Council of Europe, Strasbourg, April 8, 2008.

Weisse, Wolfram: Religious education or all: New research-results of REDCo with focus on Hamburg, Presentation and discussion in the "Lehrerkammer" (central body of teachers and headmasters of all schools in Hamburg), 24 April 2008.

Fedorov, Vladimir and F. Kozyrev. VI International Conference "TOLERANCE and INTOLERANCE in THE MODERN SOCIETY: THE EAST - THE WEST". St Petersburg State University, (Kozyrev: chairing session "Tolerance and religion". Fedorov: Presentation "On the concept of tolerance in Orthodox and Ecumenical Theological Education."), 24–25 April 2008.

Lippe, Marie von der: Presentation on « Religious diversity in Kindergarten », NAFO conference, Nord-Trøndelag University College, 29 April, 2008.

Weisse, Wolfram: Present developments in Religious Education in Hamburg and on the question of an Academy of World Religions, workshop 5 May 2008.

Lippe, Marie von der: Presentation on « Dialogue and Conflict : A study of classroom interaction in religious education in Norway », research seminar at University of Stavanger, 6 May, 2008.

Weisse, Wolfram: The REDCo-Project. Basic Ideas, preliminary findings and future activities, Public Event of REDCo in Soesterberg, The Netherlands, 7 March 2008.



- Miedema, S. Subjekt und -oder - statt Institutionen? H.-G. Heimbrocks Lebenswelt-Konzeption und religiöse Erziehung. Frankfurt am Main, Invited Festvortrag, Fachbereich Evangelische Theologie, Johann Wolfgang Goethe Universität, May 15, 2008.
- Van den Kershove, Anna, « Le christianisme entre unité et diversité : l'Antiquité », Workshop dispensée dans le cadre de la formation de l'IUFM de Créteil, à destination des enseignants-stagiaires du secondaire, 21 May 2008.
- Kozyrev, F. Regional Conference "Urgent issues and perspectives of development of cooperation between state and confessions in St. Petersburg and regions of Russia" held by the Department for relations with religious bodies of St. Petersburg Government, St. Petersburg (Presentation "Perspectives of the development of religious pedagogy in St. Petersburg), 22 May 2008.
- Øystein Lund Johannessen, Presentation of the PhD-project "Religious Diversity and intercultural competence in an Inclusive school" focusing on coping strategies in religiously diverse RE-classes – cases from the REDCo Role of the teacher project. PhD-seminar on professionalism in the public services, University of Aalborg, 22-23 May 2008.
- Weisse, Wolfram: Religion in Education. A Contribution to Dialogue or a Factor of Conflict in transforming Societies of European Countries, World Conference of Religions for Peace, The Rovereto Encounter for Peace, Rovereto/Italy, 23 May 2008.
- Valk, Pille, Young Europeans' views on the role of religion, Presentation of the REDCo project in the University of Stavanger, 29 May 2008.
- Geir Skeie, Religion and classroom interaction, Public event in the frame of the REDCo-meeting in Stavanger, 29 May – 2 June 2008.
- Marie von der Lippe and Geir Skeie, Public event in the frame of the the REDCo meeting in Stavanger 29 May – 2 June 2008.
- Weisse, Wolfram, Public event in the Frame of REDCo, Introduction to the aims and preliminary findings of the REDCo-project, Public event Stavanger 29 May 2009.
- Valk, Pille: Young Europeans' views on religion in education, Public event Stavanger 29 May 2009.
- Bakker, Cok: The role of the teacher in religious education, Public event Stavanger 29 May 2009.
- Fedorov, Vladimir: WOCATI CONGRESS. IV International World Conference of Associations of Theological Institutions (in cooperation with the ETE, WCC and the Department of Theology of the AUTH) in Thessaloniki and Volos (Greece). THEOLOGICAL EDUCATION: A RADICAL REAPPRAISAL, 31 May - 7 June 2008.
- Iprgrave J.: 'Including the religious viewpoints and experiences of Muslim students in an educational environment that is both plural and secular' at colloquium 'Minority Islam and Education: Integration and Transformations' Université de Montréal, Montreal, May 2008.
- Kozyrev, Fedor: Conference of Scriptural Reasoning in the University group (SRU) within the framework of Cambridge Inter-Faith Programme, University of Cambridge, UK 2–4 June 2008.
- Weisse, Wolfram: Academy of world religions: Information and discussion for colleagues from different departments and faculties of the University of Hamburg, 3 June 2008.
- Weisse, Wolfram: Religious education in a dialogical form: Experiences in Hamburg in the context of the REDCo-project and its findings, Panel-discussion in the Johanneum, Hamburg, 5 June 2008.
- Weisse, Wolfram: Management of a European Research Project: REDCo, Presentation and discussion at the University of Boukarest, 6 June 2008.
- Weisse, Wolfram: Comparative analysis on religion, heterogeneity and dialogue at school, workshop at the University of Boukarest, 7 June 2008.
- Weisse, Wolfram: What is meant by dialogue in religious education and beyond? Presentation and discussion in a workshop at the University of Hamburg, 9 June 2008.
- Jackson, R.: 'Materials used in schools to teach world religions', series of presentations at the Department for Children, Schools and Families, London, 16 June, 17 July, 12 November, 2008.

- Miedema, S.: *Godsdienstpedagogiek: levensbeschouwelijke opvoeding, pluralisme*. Amsterdam, Geïnviteerde lezing gehouden op de VISOR-bijeenkomst Geloven in het publieke domein, 17 June 2008.
- Weisse, Wolfram: *Muslim didactics or religious education for all? Models and experiences in a European Context*, International Workshop on “Institutionalisation and Representation of Religion in Europe”, Berlin 18–20 June 2008.
- Fedorov, Vladimir: *World Justice Forum, American Bar Association, Vienna*, (This inaugural Forum brought together leaders from 84 countries and a multitude of disciplines – including architecture, the arts, business, education, engineering, environment, government, faith, human rights, labour, law, law enforcement, media, military, public health, public safety, and science. Presentation of the project REDCo was done for the section “Faith”) 3–5 July 2008.
- Weisse, Wolfram: *Religious Education for all in Hamburg and Muslim Religious Education*, Workshop with experts, PTI and Hamburg University, 5 July 2008.
- Josza, D.-P. „Religionsunterricht im Spannungsfeld zwischen Dialog und Konflikt - Ergebnisse empirischer Untersuchungen, Überlegungen zur Gestaltung eines 'islamischen Religionsunterrichts““, Vortrag im Rahmen des Studententages „Islamische Religionspädagogik“ an der Universität Hamburg, PTI, 5 July 2008.
- Weisse, Wolfram: *Interreligious dialogue. Approches in Europe and China* (with Prof. Dr. Zhuo Xinping, Beijing), 9 Juli 2008.
- Weisse, Wolfram: *Religious Education for all – a need for religious communities and for the city of Hamburg*, Presentation in a public event, organized by the Ahmadiya-community, 11 July 2008.
- Everington J: ‘The challenges of creating an M level PGCE in RE: the use of the Interpretive Approach to bridge academic and professional development’, Annual Conference of the Association of University Lecturers in Religious Education, Homerton College, Cambridge, July 22nd 2008.
- Valk, Pille: *Young Europeans' views on Religion in Education*, International Seminar of Religious Education and Values, Univeristy of Ankara, 27 July 2008.
- Avest, K.H. ter (2008). *Children's right to learn from religion*. Paper presented at the Conference International School Psychology Association, July 2008, Utrecht University
- Fedorov, Vladimir and F. Kozyrev: *XVI Session of International Seminar on Religious Education and Values (ISREV), Ankara* (Fedorov “Religious education as a significant means of preventing ethno-religious conflicts in Russia”, Kozyrev “Ivan Ilyin’s phenomenological approach to religion and its pedagogical implications”), 27 July – 1 August 2008.
- Marie von der Lippe: *Paper on ‘Tolerance and religious education: An empirical study of young people’s attitudes towards Islam’*, ISREV conference Ankara, 27 July-1 August, 2008.
- Geir Skeie, *Presentation of paper related to the REDCo research at ISREV 2008*, Ankara 27 July – 1 August 2008.
- Bertram - Troost, G.D.: *Learning to live together? The impact of religious diversity or homogeneity in Dutch schools for secondary education*. Ankara, Turkey, 16th Seminar on Religious Education and Values (ISREV), 28 July 2008.
- Weisse, Wolfram: *Presentation on REDCo research at the International Seminar on Religious Education and Values (ISREV) 2008*, Ankara, 29 July 2008.
- Everington J, ‘The role of theory and research in the personal and professional development of beginning RE teachers’, International Seminar on Religious Education and Values, Ankara, Turkey, July 29th 2008.
- Avest, K.H. ter & Bakker, C. (2008). *Self-understandings of (RE-)teachers in SIC, contributing to school identity*, ISREV-conference 2008, July 31, Ankara, Turkey.
- Øystein Lund Johannessen, *Presentation of the PhD-project “Religious Diversity and intercultural competence in an Inclusive school” focusing on core theoretical and methodological aspects relevant to the project, in particular to classroom observation*. PhD-seminar on qualitative

- educational research, School of Mission and Theology, Stavanger, 21 August 2008.
- Kozyrev, Fedor. XIV Consultation of the Societas Oecumenica 'Re-imagining Religious Belonging: Ecumenical Responses to Changing Religiosity in Europe', Leuven, Belgium (Charing plenary session), 21–26 August 2008.
- Kozyrev, Fedor. "Religious education in Russia: new challenges and old problems" – lecture held at the theological faculty of Leuven University, Belgium, 27 August, 2008.
- Weisse, Wolfram: Religious Education for all in Hamburg in the context of Europe. Symposium at the Pädagogisch-Theologische Institut, Hamburg, 29 August 2008.
- Avest, K.H. ter (2008). I, myself and me/we. Paper presented at the 5th Conference of the Dialogical Self, Cambridge, August 2008.
- Weisse, Wolfram: Religious Education in a plural Situation, Key-note lecture at the yearly meeting of the Arbeitsgemeinschaft für Religionsunterricht, Erfurt, 12 September 2008.
- Geir Skeie, REDCo – a project on religion and education in European societies, Presentation in research group, Univeristy of Oslo, Faculty of Education 15 September 2008
- Jackson, R. 'Teaching about Religious Diversity in the Public Sphere: European Policy Initiatives', Keynote lecture at the Conference: 'Diversity shapes Europe's future: the contribution of intercultural and interreligious education for living together in Europe', sponsored by the Intereuropean Commission on Church and School, the International Association for Christian Education and the Protestant Academy in Berlin, Berlin September 18, 2008.
- Weisse, Wolfram: REDCo: "Religion in Education: A contribution to Dialogue or a factor of Conflict in transforming societies of European Countries – a comparative research project", presented at the European Conference "Diversity Shapes Europe's Future: the contribution of intercultural and interreligious education for living together in Europe", InterEuropean Comission on Church and School (ICCS), Berlin, 19 September 2008.
- Dietz, G. Paper on "Islamic Religious Education in Spain", held at the European Conference "Diversity Shapes Europe's Future: the contribution of intercultural and interreligious education for living together in Europe", InterEuropean Commission on Church and School (ICCS), Berlin, 19 September 2008.
- Schihalejev, Olga: Tartu Catholic school in REDCo quantitative survey. The anniversary conference of the Tartu Catholic school, "Home, school and church", Estonia, Tartu, 19 September 2008.
- Miedema, S.: The Warwick Interpretive Approach under Discussion. A Response to Jean-Paul Willaime's Critique. Paris, France, Presentation at the French REDCo Conference, 27 September 2008.
- Avest, K.H. ter: Interreligious Learning. Presentation at the REDCo Conference: Paris, France, September 25 – 29, 2008.
- Weisse, Wolfram: REDCo: Présentation du projet européen REDCo : « La religion dans l'enseignement. Contribution au dialogue ou facteur de conflit dans des sociétés européennes en mutation », Public event in the frame of the REDCo-meeting in Paris, 25–29 September 2008.
- Willaime, Jean-Paul: L'Institut européen en sciences des religions de l'École pratique des hautes études, Introduction, Public event in the frame of the REDCo-meeting in Paris, 25–29 September 2008.
- Van den Kerchove, Anna & Mercier, Charles L'enseignement des faits religieux dans les cours d'histoire : l'expérience de deux professeurs d'histoire et géographie en collège Public event in the frame of the REDCo-meeting in Paris, 25–29 September 2008.
- Bertram - Troost, G.D.: Religious identity development of adolescents. Paris, France, Meeting of the European research group on Religion in Education (REDCo), 27 September 2008.
- Øystein Lund Johannessen: Presentation of the PhD-project "Religious Diversity and intercultural competence in an Inclusive school" focusing on critical perspectives on the Role of the teacher in Norwegian religious education. PhD-seminar on critical perspectives in classroom research, University of Stavanger, 30 September 2008.

- Geir Skeie, Presentation of the REDCo project in research group, University of Stockholm, 1 October 2008.
- Valk, Pille: Spirituality of the Child, Conference of the European Lutheran Sunday School Association, Estonia, Valga, 03 October 2008.
- Miedema, S.: Religie en/in het onderwijs: Learning apart together!. Ter inleiding. Amsterdam, Openingsreferaat op het symposium 'Religie en/in het onderwijs: Learning apart together! Door de bril van leerlingen en docenten, October 3, 2008.
- Bakker, Cok: De docent aan het woord. Verslag van het deelproject D-3.5 van het REDCo-project 'The role of the teacher'. VU Amsterdam, Amsterdam, 3 October 2008.
- Bertram - Troost, G.D.: Enkele resultaten van het kwantitatieve REDCo onderzoek in Nederland. Amsterdam, Symposium related to the Dutch findings of the REDCo project, 3 October 2008.
- Fedorov, Vladimir. XV International conference "Law and Religion" held at Brigham Young University in Provo, Utah, USA (Presentation "Orthodox understanding of the today understanding of the concept Freedom of Religion") October 5-8, 2008.
- Weisse, Wolfram: Introduction on religion and research, with special focus on REDCo. Symposium on "Muslim Minority Rights, Islamic Education and Democratic Citizenship", organized by the Centre for Contemporary Islam (University of Cape Town) in cooperation with the University of Hamburg, University of Cape Town, 8 October 2008.
- Weisse, Wolfram: Between equality and separation. Religious education for all or separated along the lines of religions? A European perspective, Presentation and discussion at a symposium on "Muslim Minority Rights, Islamic Education and Democratic Citizenship", organized by the Centre for Contemporary Islam (University of Cape Town) in cooperation with the University of Hamburg, University of Cape Town, 8 October 2008.
- Avest, K.H. ter & Rietveld - van Wingerden, M. (2008). Processes of civilization: Lessons to learn? In Dialogue of civilizations - Education and enlightenment as means of collaboration of sides. Paper for the conference in Tbilisi, 8-11 October 2008.
- Miedema, S.: Brief History of VU University Amsterdam. Amsterdam, Invited lecture presented to a delegation of the Chinese State Administration for Religious Affairs, October 9, 2008.
- Fedorov, Vladimir. International Conference on Freedom of Religion at Georgetown University, Washington, D.C. (Participation in the discussion on tolerance with discussing of the problem of religious education and remarks on Project REDCo), October 9-10, 2008.
- Weisse, Wolfram: Dialogical Religious Education. Presentation and discussion at the Seminar on Muslim Education, University of Stellenbosch (South Africa), 11 October 2008.
- Weisse, Wolfram: European research in the field of religious education, with special focus on REDCo, meeting at the University of the Western Cape (South Africa), 13 October 2008.
- Jackson, R. 'Teaching about Religions and Beliefs in Public Schools: Initiatives from the Council of Europe and the OSCE Office for Democratic Institutions and Human Rights', Conference on "*Education for Intercultural Understanding and Dialogue*", 21 – 22 October 2008 sponsored by the Royal Danish Ministry of Foreign Affairs and the Danish Centre for Culture and Development in collaboration with UNESCO, the Organization of the Islamic Conference (OIC), the Islamic Educational, Scientific and Cultural Organization (ISESCO), the Arab League Educational, Cultural and Scientific Organization (ALECSO), the Council of Europe, the Anna Lindh Euro-Mediterranean Foundation for the Dialogue between Cultures, and the UN Alliance of Civilisations.
- Fedorov, Vladimir and F. Kozyrev Memorial Ananievs' International Conference "Religious worldview and religious practices – factor of risk or resource for preventing of conflicts" within the framework of city program "Tolerance" held at the Psychological Department of State University, St Petersburg (Fedorov: plenary paper "Psychology of ethno-religious conflict and dialogue of cultures", Kozyrev: chairing of the section "Psychology of ethno-religious conflict and dialogue of cultures", paper "Religious education in public school: risk of the conflict or education for tolerance? European experience), 21–24 October 2008.

- Van den Kershove, Anna, “Les récits primordiaux – Exemples de démarches pédagogiques” (en collaboration avec Laurent Klein) et “Enseigner les faits religieux à partir des textes, œuvres et monuments”, Workshop dispensé dans le cadre d’une formation de l’Académie de Paris sur “Laïcité et faits religieux”, à destination des enseignants du primaire, 24 October 2008.
- Van den Kershove, Anna, participation à un voyage d’étude organisé par l’association Talens de l’ENS, Workshop dispensé pour de jeunes lycéens : visite de l’église Saint-Étienne-du-Mont à Paris, 31 October 2008.
- Geir Skeie, Presentation of the REDCo project as part of a lecture at the international conference ‘Teacher diversity in a diverse school – challenges and opportunities for teacher education’ in Hamar, Norway November 3-5, 2008.
- Øystein Lund Johannessen, Presentation of the PhD-project “Religious Diversity and intercultural competence in an Inclusive school” focusing on the perspectives of inclusion and exclusion in the project and in relation to Norwegian religious education. PhD-seminar in the seminar series on Inclusive Pedagogy, University of Stavanger, 5 November 2008.
- Weisse, Wolfram: Neighbour-religions. A Christian-Jewish comparison. Workshop with Prof. Jonathan Magonet at Hamburg University, 5 November 2008.
- Miedema, S. (2008). Heart and reason. A comparison of John Dewey's A Common faith and his 'religious' poems. Paper presented at the Religious Education Association (REA) Conference on 'Fiction as truth: Seeking religious depth in short stories, poetry, and film': Chicago, Ill., USA, November 7, 2008.
- Weisse, Wolfram: Religious education for all. Approaches of an interconfessional and interreligious education in Hamburg and Europe, Presentation at the Conference on “Religious Education in a secular society and in laicist states, Istanbul (Turkey), 7-8 November 2008.
- Weisse, Religion and interreligious dialogue: Academy of World Religions at Hamburg University, lunch-time lecture for Lyon’ club Hamburg, 10 November 2008.
- Weisse, Wolfram: The REDCo-project. Basic aims and preliminary results, public lecture at Hamburg University, 10 November 2008.
- Weisse, Wolfram: Interdisciplinary “Centre World Religions in Dialogue” and REDCo, presentation at a conference of the Bertelsmann-Foundation, Frankfurt am Main, 11 November 2008.
- Lippe, Marie von der : Presentation on “Hermeneutic video analysis in ethnographic research”, research seminar at University of Stavanger, 20 November, 2008.
- Kozyrev, Fedor. International Conference “The future of religion” held at Nizhny Novgorod State Pedagogical University (plenary paper “Humanitarian Religious Education as a Response to the Challenges of Post-modernity”), 21 November 2008.
- Schihalejev, Olga, The Eesti eestlaste ja venelaste religiooni tunnetus [The perception of religion by Estonians and Russians living in Estonia], First CECT (Centre of Excellence in Cultural Theory) Autumn Conference, Estonia, Tartu, 22 November 2009.
- Valk, Pille, Interpreteeriva lähenemise kasutamise võimalusi kultuuriuuringutes [The prospects to use interpretive approach in cultural studies], (Centre of Excellence in Cultural Theory) Autumn Conference, Estonia, Tartu, 22 November 2009.
- Valk, Pille, Young Europeans' views on the role of religion - some outcomes from the European quantitative study, REDCo conference, University of Warwick, 26 November 2008.
- Weisse, Wolfram: REDCo: The European Research Project REDCo. Public event in the frame of the REDCo-meeting in Warwick, 27 November 2008.
- Jackson, Robert: REDCo in the context of European Policy, Public event in the frame of the REDCo-meeting in Warwick, 27 November 2008.
- Iprgrave, Julia: REDCo qualitative research with children, Public event in the frame of the REDCo-meeting in Warwick, 27 November 2008.
- Valk, Pille: REDCo quantitative research, Public event in the frame of the REDCo-meeting in

- Warwick, 27 November 2008.
- Bakker, C. (2008). The role of the teacher. A report of the sub-project D-3.5 of the REDCo-project. Public event University of Warwick, 27 November 2008.
- Geir Skeie, Dialogue, conflict and religious education, Public event in the frame of the REDCo-meeting in Warwick , 27 November 2008.
- Avest, K.H. ter (2008). The voice of the pupil (f/m) on God. Paper presented at the Conference on Gender Studies 'Gender op drift', Utrecht University, November 2008.
- Iprgrave, J. *English Pedagogies of Religious Education* at A Study-of-Religions Approach to RE in Europe and Norway, Fagutvinlingskonferanse, Universitetet i Agder, Kristiansand November 2008.
- Weisse, Wolfram: REDCo: A European Research Project. Public event in the European Parliament, Brussels, 3 December 2008.
- Willaime, Jean-Paul: "Religion in Education: Challenge for a 'laïcité d'intelligence' in Europe. Challenges of the REDCo-Project", Public event in the European Parliament, Brussels, 3 December 2008.
- Jackson, R. 'The contribution of teaching about religions and beliefs to education for democratic citizenship in Europe and beyond: consequences of the REDCo Project', Meeting on 'Religion in Education: a Contribution to Dialogue or a Factor of Conflict?' European Parliament, Brussels, 3 December 2008.
- Valk, Pille, Väärtuskasvatue mudelid üldhariduskoolis [Models of value education in the framework of public schools], Conference "Values – choices and possibilities in the schools of the 21<sup>st</sup> century, Estonia, Tartu, 03 December 2008.
- Van den Kershove, Anna, « Athéisme, agnosticisme et libre pensée » et, en collaboration avec Dominique Borne, « Culture historique sur les trois monothéismes », dans le cadre d'une formation de l'Académie de Paris sur « Laïcité et faits religieux », Workshop à destination des directeurs d'école du primaire, 9 December 2008.
- Van den Kershove, Anna, « Les hérésies dans l'Antiquité : mirage ou réalité ? La construction de la notion d'hérésie », Workshop dispensé dans le cadre de la formation continue de l'EPHE –IESR, Mardi 18 novembre 2008 Gaudin, Philippe, Workshop dispensé au Rectorat auprès de directeurs d'écoles primaires à Paris sur laïcité et vie scolaire, 9 December 2008.
- Van den Kershove, Anna, « Les protestantismes des Réformes à nos jours », dans le cadre de la formation de l'IUFM de Caen sur « Le christianisme », Workshop à destination des enseignants du secondaire, 9 December 2008.
- Weisse, Wolfram: Der Hamburger Religionsunterricht im Kontext Europas. Ergebnisse des REDCo-Projektes, Universität Essen, 11 December 2008
- Jackson, R. 'Teaching about Religions and Beliefs in Public Schools: Initiatives from the OSCE Office for Democratic Institutions and Human Rights, the Council of Europe and the REDCo Project', Conference on l'istruzione Religiosa Nell' Europa delle Differenze, 11 and 12 December 2008, University of Perugia, Italy.
- Weisse, Wolfram: Intercultural Education and Interreligious Theatre. Symposion at the University of Hamburg, 12 December 2008.
- Gaudin, Philippe, monothéisme et rationalité, Workshop dispensé pour les professeurs de l'académie de Créteil, 16 December 2008.
- Iprgrave, J. *Religious Diversity: Models of Inclusion for Schools in England* at 'International Colloquium on Multicultural Education' McGill University, Montreal, December 2008.
- Weisse, Wolfram: Religious Diversity in Europe and the need for academic resources: Academy of World Religions at Hamburg University, public event at the Körber-foundation, Hamburg, 18 December 2008.
- Weisse, Wolfram: Theology in the Plural. Implications of religious diversity for European Universities. Workshop at Hamburg University, 18-19 December 2008.

- Schihalejev, Olga. Students of the Old Town School in REDCo quantitative survey. The general assembly of the Collegium Educationis Revaliae, Tallinn, 06 January 2009.
- Van den Kershove, Anna, « L’histoire du christianisme dans les programmes scolaires », dans le cadre de la formation de l’IUFM de Créteil sur « Enseigner les faits religieux », Workshop dispensé aux enseignants du secondaire, 13 January 2009.
- Van den Kershove, Anna, « La gnose et les textes gnostiques : une contribution à l’histoire du christianisme antique », Public lecture dispensé dans le cadre de l’association Bible en Soissonais, Soissons, 15 January 2009.
- Weisse, Wolfram: Religious education for all in the context of endeavours for a Muslim education, contribution at a conference in Osnabrück, 16 January 2009.
- Van den Kershove, Anna, « Émergence des textes et constitution du corpus chrétien, entre canon et apocryphes », dans le cadre de la formation de l’IUFM de Paris sur « Les trois monothéismes et leurs textes fondateurs », Workshop dispensé à des enseignants du secondaire, 21 January 2009.
- Gaudin, Philippe, Les trois monothéismes et leurs textes fondateurs, Workshop pour les professeurs de l’académie de Créteil, 21–22 January 2009.
- Weisse, Wolfram: Religious education in Europe. New trends on the basis on findings of the REDCo-project, Conference in Potsdam (Berlin, Germany), 6-7 February 2009.
- Gaudin, Philippe, Laïcité et enseignement des faits religieux, Workshop dispensé à l’IESR pour les élèves professeurs de l’IUFM de Créteil, 9 – 10 February 2009.
- Van den Kershove, Anna, « Le christianisme entre unité et diversité, de l’Antiquité à nos jours », dans le cadre de la formation de l’IUFM de Créteil sur « Laïcité et enseignement des faits religieux », Workshop dispensé à des enseignants-stagiaires du secondaire, 10 February 2009.
- Schihalejev, Olga. REDCo uuring: õpilaste arusaamu religioonist ja maailmavaatelisest mitmekesisusest [REDCo survey: students’ views about religion and religious diversity] The conference for RE teachers, Tallinn, 14 February 2009.
- Fedorov, Vladimir, F. Kozyrev and Wolfram Weisse. Annual Sretensky Psychological-Pedagogical Scientific and Practical Conference “Psyche and Pneuma” held at Russian Christian Academy for Humanities, St. Petersburg (Weisse: plenary paper “Religious Education for All – Hamburg Approach”, Fedorov: plenary paper “Tolerance as a Religious Value, Kozyrev: chairing of the pedagogical session, presentation of preliminary REDCo results), 19 February 2009.
- Schihalejev, Olga. Eesti teismeliste arusaam religioonist, selle kohast koolis ja religioosest mitmekesisusest [The views of young Estonians about religion, its place at school and religious diversity]. The general assembly of Sürgavere school, 23 February 2009.
- Weisse, Wolfram: Muslim Religious Education or religious education for all? A critical comment, Universität Erfurt, 27 February 2009.
- Weisse, Wolfram: Practical philosophy and practical theology: A combined effort for school education? Conference at Hamburg University, 28 February 2009.
- Bakker, C.: Remarks on the Final Report 2005-2008. Contribution 4 collaborating South-African Universities: SANPAD-project ‘Understanding human rights through different belief systems: intercultural and interreligious education’, seminar Potchefstroom, South Africa, March, 1-3, 2009.
- Van den Kershove, Anna, participation à un Workshop pour les éducateurs stagiaires de l’École Nationale (à Roubaix) de la PJJ (Protection Judiciaire de la Jeunesse) sur le thème « Laïcité et pratiques religieuses des jeunes aujourd’hui », 3 March 2009.
- Van den Kershove, Anna, « La(es) Bible(s) chrétienne(s) », Workshop dispensé dans le cadre de la formation de l’IUFM de Reims sur « La Bible », à destination des enseignants-stagiaires du secondaire, 10 March 2009.
- Van den Kershove, Anna, « La croyance », Workshop dispensé dans le cadre de la formation du Master Pro de l’EPHE « Religions et société dans la vie professionnelle et associative », 13 March 2009.

- Weisse, Wolfram: Findings of REDCo. An overview. Public event in the Council of Europe, Strasbourg, 19 March 2009.
- Iprgrave, Julia: The White Paper “Living together as Equals in Dignity” of the Council of Europe and the results of the REDCo-project, Public event in the Council of Europe, Strasbourg, 19 March 2009.
- Avest, Ina ter: Teacher training in European societies shaped by religious plurality – Research findings of the REDCo-project and future priorities, Public event in the Council of Europe, Strasbourg, 19 March 2009.
- Willaime, Jean-Paul: Towards a “*laïcité d’intelligence et de dialogue*” – Impulses for the future developments in Europe on the basis of REDCo findings, Public event in the Council of Europe, Strasbourg, 19 March 2009.
- Van den Kershove, Anna, « Les sources du monothéisme : la Bible chrétienne » et « La figure de Jésus », Workshop dispensé dans le cadre d’une formation de l’IUFM de Lille sur « Textes et lieux, le fait religieux », à destination des enseignants du secondaire, 27 March 2009.
- Beaudrap, Anne-Raymonde de, « La littérature a-t-elle sa place dans une école ouverte à l’interculturel ? », Public lecture 10ème Rencontres internationales des chercheurs en Didactique de la littérature, Sousse (Tunisie), March 2009.
- Weisse, Wolfram: Religiosity of teenagers in 8 European countries – consequences for religious educations in schools, Presentation at a conference at the Protestant Academy in Arnoldshain/Frankfurt, 30 March 2009.



## Publications

### *Books*

#### **Results of REDCo, published exclusively by members of REDCo:**

- Alvarez Veinguer, A., Dietz, G., Jozsa, D.P., & Knauth, Th. (Eds) (2009): *Islam in Education in European countries - Pedagogical Concepts and Empirical Findings*, Waxmann: Münster.
- Avest, I. ter, Jozsa, D.-P., Knauth, Th., Rosón, J. & Skeie, G. (Eds) (2009): *Dialogue and Conflict on Religion. Studies of classroom interaction in European countries*, Muenster: Waxmann.
- Jackson, R., Miedema, S., Weisse, W., Willlaime, J.-P. (Eds.) (2007) *Religion and Education in Europe: Developments, Contexts and Debates* (Muenster, Waxmann).
- Knauth, T., Jozsa, D.-P., Bertram-Troost, G. & Iprgrave, J. (Eds.) (2008) *Encountering Religious Pluralism in School and Society – A Qualitative Study of Teenage Perspectives in Europe* (Muenster, Waxmann).
- Valk, P., Bertram-Troost, G., Friederici, M. & Béraud, C. (Eds) (2009): *Teenager's perspectives on the Role of Religion in their Lives, Schools and Societies. A European Quantitative Study*, Waxmann: Muenster.
- Want, A. van der, Bakker, C., Avest, I. Ter, Everington, J. (Eds) (2009): *Teachers responding to Religious Diversity in Europe. Researching Biography and Pedagogy*, Waxmann: Muenster.

#### **Books of members of REDCo, partly building on the REDCo research:**

- Avest, Ina ter (Ed.) (2009). *Education in conflict*. Waxmann, Muenster.
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- Bertram-Troost, G.D.: Radio interview by Mathilde Swift with Gerdien Bertram-Troost for Dutch Language Program SBS Radio Sydney Australia, broadcasted on 3 January 2008.
- Bertram-Troost, G.D.: Short news message by ANP (Algemeen Nederlands Persbureau, [general Dutch Press office] on the preliminary outcomes of the Dutch REDCo qualitative study. This news message appeared in several newspapers, internet pages and forums on the twelfths and thirteenth's of December 2007.
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- Knauth, T., Geschlechtergerechtigkeit in einer Pädagogik der Vielfalt. Fünf Fragen zu einer geschlechtergerechten Pädagogik, in: rpi-virtuell, September 2007.
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- Weisse, W., Der Dalai Lama. Ein Religionsführer mit Humor und Menschlichkeit, website [www.dieGesellschafter.de](http://www.dieGesellschafter.de), 26 July 2007.
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- Bakker, C. (2009). Interview January 2009; *VPRO gids* over de documentaire 'Jesus Camp'
- Bakker, C. (2009). Interview *Algemeen Dagblad*, February 2009 over het oprichten van nieuwe zuilscholen
- Weisse, W. (2009) Der Religionsunterricht hat Grenzen, in: *Frankfurter Rundschau* 23 January 2009

Information about REDCo has been placed on the following websites:

1.) Main website:

<http://www.redco.uni-hamburg.de>

2.) Additional websites:

Warwick Religions and Education Research Unit (WRERU) website

<http://www2.warwick.ac.uk/fac/soc/wie/research/wreru/research/current/redco/>

[http://www2.warwick.ac.uk/fac/soc/wie/research/wreru/research/current/redco\\_warwick/](http://www2.warwick.ac.uk/fac/soc/wie/research/wreru/research/current/redco_warwick/)

<http://www2.warwick.ac.uk/fac/soc/wie/research/wreru/aboutus/latestnews/>

National Association of Teachers of Religious Education (NATRE) website

<http://www.natre.org.uk/>

SHAP Working Party on World Religions in Education website

<http://www.shapworkingparty.org.uk/>

RE-Net website

<http://www.re-net.ac.uk/index.aspx> and

<http://www.re->

[net.ac.uk/Search.aspx?Keyword=redco&SearchOption=And&SearchType=Keyword&RefineExpand=1](http://www.re-net.ac.uk/Search.aspx?Keyword=redco&SearchOption=And&SearchType=Keyword&RefineExpand=1)

Co-ordinating group for religious education in Europe (Co-GREE) Website:

<http://www.cogree.com/>

## ***Dissemination plan after the formal end of REDCo (selected examples)***

### **Invitations to conferences etc.**

Lippe, Marie von der : Presentation on « Young believers in a secular youth culture », research seminar at Norwegian University of Science and Technology (NTNU), 1 April 2009.

Jackson, Robert, 'Religious Education Research in Europe', British Educational Research Association (BERA), Keynote Lecture, Conference to launch the Special Interest Group on Research in Religious Education, University of Cumbria, Lancaster, 3 April, 2009.

Weisse, Wolfram: Akzeptanz des/r Anderen. Ein zentraler Wert für das Zusammenleben von Menschen in modernen Gesellschaften, Zentrum für Buddhismuskunde, 14 April 2009.

Weisse, Wolfram: Dialog zwischen Menschen verschiedener Religion. Das interdisziplinäre "Zentrum Weltreligionen im Dialog" an der Universität Hamburg und die Planung einer Akademie der Weltreligionen VHS Quickborn, 15 April 2009.

Weisse, Wolfram: Introduction to the international conference on "Muslim education and Muslim Schools", University of Hamburg, 5-6 May 2009.

Jackson, Robert, Francis, Leslie and Ipgrave, Julia, 'Young People's Attitudes to Religious Diversity', Arts and Humanities Research Council and Economic and Social Research Council joint conference on 'The Religion and Society Programme', University of Lancaster, 12-13 May 2009.

- Weisse, Wolfram: Results of the REDCo project: The policy recommendations, ENRECA-meeting, Stavanger 15-18 May 2009
- Mathieu, Séverine, « La perception de l'évolution par les élèves de collège et lycée », colloque "Théorie de l'évolution et religions de 1859 à nos jours", organisé par M. Veuille, Ph. Portier, J.P. Willaime, Séverine Mathieu et Ph. Gaudin, Paris, 14 et 15 May 2009.
- Weisse, Wolfram: Religionsunterricht für alle in europäischer Perspektive, Detuscher Evangelischer Kirchentag, Bremen, 23 May 2009.
- Rosón, J. (2009) Paper on "Disagreement on the use of the term islamophobia", at Seminar of "Debating Islamophobia", Casa Árabe e Instituto Internacional de Estudios Árabes y del Mundo Musulmán, Madrid, May 28, 2009.
- Jackson, Robert, 'A European Agenda for Religious Diversity and Education' Keynote Lecture, Official Opening, European Wergeland Centre, Oslo, 29 May 2009.
- Jackson, Robert, 'Minority Communities and RE: The Evolution of Religious Education in England', presentation at *Researching and Developing of Minority Religious Education – A Conference for Experts in Religious Education*, University of Helsinki, 1 June, 2009.
- Lippe, Marie von der: Paper on « Youth and religion in Norwegian and French schools », Nordic Conference on Religious Education (NCRE), Umeå (Sweden), 9-13 June, 2009.
- Josza, Dan-Paul: Islam in Education: A Contribution to Dialogue or a Factor of Conflict?, Umea Congress, Changing Societies, Values, Religions, and Education, 10 June 2009.
- Alvarez, Veinguer, A, Roson, J. and Dietz, G. (2009) Paper on "Teenagers' Attitudes and Experiences Towards Inter-religious Cohabitation: An Approach to the Spanish Context", at the IAIE Annual Conference. Intercultural Education: Paideia, Polity, Demoi. Athens- Greece, June 22nd to June 26th 2009.
- Wolfram Weisse (2009) Results of REDCo, presentation at the IAIE Annual Conference. Intercultural Education: Paideia, Polity, Demoi. Athnes- Greece, June 22nd to June 26th 2009.
- Jackson, Robert, 'Religious Education Research and Policy in Europe', Conference of the Association of University Lecturers in Religious Education, Exeter, July 21, 2009.
- Arweck, E., Everington, J. Francis, L., Jackson, R, Nesbitt, E. and Robbins, M. 'The Research Programme of Warwick Religions and Education Research Unit', Conference of the Association of University Lecturers in Religious Education, Exeter, July 21, 2009.
- Körs, Anna: European Comparison: Religion in school, 30th Conference of the International Society for the Sociology of Religion (ISSR), Santiago de Compostela (Spain), 27-31 July 2009.
- Rosón, J. (2009) Paper on "Studies on Contemporary Converts to Islam in Spain", at the Annual Conference of the Société Internationale de Sociologie des Religions International Society for the Sociology of Religion, Santiago de Compostela, July 27 - 31, 2009.
- Beaudrap, Anne-Raymonde de, « Dans la mise en place de l'enseignement du fait religieux dans le système scolaire français (public ou privé), quel accueil et quelle place pour les appartenances religieuses individuelles ? », 30ème Conférence de la SISR « Les défis du pluralisme religieux », Santiago de Compostelle, Spain, 27-31 July 2009.
- Körs, Anna: European Comparison. Religion in school. 9th Conference of the European Sociological Association (ESA), 02-05 September, Lissabon.
- Béraud, Céline, Willaime, Jean-Paul (eds.), *Les jeunes, la religion et l'école*, Paris, Bayard, Septembre 2009.
- Beaudrap, Anne-Raymonde de, *Enseigner le fait religieux en cours de français : État des lieux, paradoxes et perspectives*, INRP, September 2009.
- Avest, I. ter (2009). Boekpresentatie 'Geloven in samen leven'. VU Amsterdam, September 2009.
- Jackson, Robert, 'European Developments in Religious Diversity and Education', Symposium on the teaching of Ethics and Religious Culture in public schools, McGill University, Montreal, October

2nd 2009.

- Avest, I. ter (2009). Boekpresentatie van 'Samen leven, samen botsen', Amsterdam, de Rode Hoed, 16 April 2009.change into: 8th of October 2009.
- Wolfram Weisse: Intercultural and interreligious education. Results of REDCo. Universtiy of Bukarest, 9-10 October 2009.
- Jackson, Robert, 'Religious Diversity and Education: The Council of Europe and the OSCE Toledo Guiding Principles', School of Education, University of Iceland, Reykjavik, November 7<sup>th</sup>, 2009.
- Wolfram Weisse, Postsecular Society and Religion. Results of the REDCo project, AAR conference, Montreal/Canada, 7-10 November 2009.
- Jackson, Robert, 'Religions and Education: Developments in Europe with special reference to England and Scandinavia', Conference on *Religious Education in a Plural, Secular Society*, University of Antwerp, Belgium, 27 November, 2009.
- Borne, Dominique (dir.), *Récits de création ("Récits primordiaux")*, Paris, La Documentation Française, 2009.
- Van den Kershove, Anna, *Histoire du christianisme ("La Documentation photographique" 8069)*, Paris, La Documentation Française, 2009.
- Neill, Sean. Teenagers' Perspectives on the Role of Religion in their Lives, Schools and Societies: structural models of data from a European survey. 10<sup>th</sup>. International Conference of the European Affective Education Network, University of the West of Scotland, Ayr, 5-th. July 2009.

### Planned articles and books

- Allouche-Benayoun, Joëlle, « l'Enseignement privé juif », in Céline Béraud et Jean-Paul Willaime (dir.), (forthcoming 2009), *Les jeunes, l'école et la religion. L'approche française en perspective européenne*, Paris, Bayard.
- Avest, I. & G.D. Bertram-Troost (eds.) (2009). *Geloven in samen leven*. Amsterdam: Science Guide (in press).
- Avest, I. ter & C. Bakker (2009). Structural Identity Consultation: Story telling as a Culture of Faith Transformation. *Religious Education* 104.3 May/June 2009 (in press).
- Avest, I. ter & C.Bakker (2009). Self-understandings of (RE-)teachers in SIC, contributing to school identity. In: M. de Souza, K. Engebretson, G. Durka & L. Gearon (Eds.). *International Handbook for Interreligious Education* . Springer: Dordrecht/Boston/London (in press).
- Avest, I. ter & S. Miedema (2009). Learn Young, learn fair. Interreligious encounter and learning in Dutch Kindergarten. In: M. de Souza, K. Engebretson, G. Durka & L. Gearon (Eds.). *International Handbook for Interreligious Education* . Springer: Dordrecht/Boston/London (in press).
- Avest, I. ter (2009). Pedagogische strategieën om de leerling aan het woord te laten komen. In: I. ter Avest & G.D. Bertram-Troost (eds.). *Geloven in samen leven*. Amsterdam: Science Guide (in press).
- Beaudrap, Anne-Raymonde de, Van den Kershove, Anna, « La mise en œuvre de cet enseignement : exemples de thèmes et séquences », in Céline Béraud et Jean-Paul Willaime (dir.), (forthcoming 2009), *Les jeunes, l'école et la religion. L'approche française en perspective européenne*, Paris, Bayard.
- Bertram-Troost, G.D. (2009). Havo-vwo leerlingen aan het woord. In: I. ter Avest & G.D. Bertram-Troost (eds.). *Geloven in samen leven*. Amsterdam: Science Guide (in press).
- Bertram-Troost, G.D.& I. ter Avest (2009). De leerling in ontwikkeling. In: I. ter Avest & G.D. Bertram-Troost (eds.). *Geloven in samen leven*. Amsterdam: Science Guide (in press).
- Bertram-Troost, G.D., S.A. de Roos & S. Miedema (2009). The relationship between religious education and religious commitments and explorations of adolescents. On religious identity development in Dutch Christian Secondary Schools. *Journal of Beliefs and Values*, 30, no 1 (in

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- Decormeille, Patrice, Saint-Martin, Isabelle & Béraud, Céline (dir.), (forthcoming 2009), *Comprendre les faits religieux. Approches historiques et perspectives contemporaines*, Dijon, Scérén, CRDP de Bourgogne.
- Everington, J (forthcoming 2009) *The Use of the Interpretive Approach in the Professional Development of Student Teachers of Religious Education* in J. Ipgrave, R. Jackson & K. O'Grady (Eds) (forthcoming 2009) *Religious Education Research through a Community of Practice: Action Research and the Interpretive Approach*, Münster, Waxmann.
- Everington, J (forthcoming 2009): *The Community of Practice: A Journey* in J. Ipgrave, R. Jackson & K. O'Grady (Eds) (forthcoming 2009) *Religious Education Research through a Community of Practice: Action Research and the Interpretive Approach*, Münster, Waxmann.
- Gaudin, Philippe (dir.), (2009), (forthcoming Réédition), *Les grandes religions*, Paris, Ellipses.
- Ipgrave, J. (forthcoming 2009) 'The language of friendship and identity: children's communication choices in an inter faith exchange' *British Journal of Religious Education*.
- Ipgrave, J., Jackson, R. & O'Grady, K. (Eds) (forthcoming 2009) *Religious Education Research through a Community of Practice: Action Research and the Interpretive Approach*, Münster, Waxmann.
- Jackson, R and O'Grady, K.. (forthcoming 2009) *The Interpretive Approach to Religious Education and the Development of an Action Research Community of Practice* in J. Ipgrave, R. Jackson & K. O'Grady (Eds) (forthcoming 2009) *Religious Education Research through a Community of Practice: Action Research and the Interpretive Approach*, Münster, Waxmann.
- Jozsa, D.-P. (forthcoming 2009) *Islam in Education: A Contribution to Dialogue or a Factor of Conflict?* (Springer).
- Kozyrev, F.. *Religious education and religious freedom in Russia*, in: Liam Gearon (Ed.) *Inter-religious education for citizenship and human rights, a book in the series "International Handbooks for Religion and Education"*.
- Massignon, Bérengère, « L'enseignement privé catholique », in Béraud, Céline, Willaime, Jean-Paul (éds.) (forthcoming 2009), *Les jeunes, la religion et l'école*, Paris, Bayard
- Massignon, Bérengère, « Les élèves et la laïcité », in Béraud, Céline, Willaime, Jean-Paul (éds.), (forthcoming 2009), *Les jeunes, la religion et l'école*, Paris, Bayard
- Massignon, Bérengère, Mathieu, Séverine, « Le rôle de l'enseignant et les interactions maîtres-élèves », in Béraud, Céline, Willaime, Jean-Paul (éds.), (forthcoming 2009), *Les jeunes, la religion et l'école*, Paris, Bayard
- Mathieu, Séverine, « Les adolescents et la religion », in Béraud, Céline, Willaime, Jean-Paul (éds.) (forthcoming 2009), *Les jeunes, la religion et l'école*, Paris, Bayard
- Miedema, S. (2009). *A maximal interpretation of citizenship education and inter-religious education in common schools*. In: H.A. Alexander & W. Feinberg (Eds.). *Commitment, Character, and Citizenship: Religious Schooling in Liberal Democracy* (in press).
- Miedema, S. (2009). *Educating for Europe? Shared Differences and Common Goals in Religious Education*. In: F. Schweitzer & C. Schwöbel (Eds.). *Theology's Contribution to Europe*. Gütersloher Verlaghaus: Gütersloh (in press).
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- Miedema, S. (2009). *The Role of Tradition in Religious Education*. *Religious Education*, 104, no 2 (in press).
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- Proechel, Claude, Tiscer-Angot, Sylvie, « Orientations et débats français autour de la conception de l'enseignement des faits religieux », in Béraud, Céline, Willaime, Jean-Paul (éds.) (forthcoming 2009), *Les jeunes, la religion et l'école*, Paris, Bayard
- Rosón, J. and Dietz, G. (2009) *Ethnicised Inter-Religious Conflicts in Contemporary Granada, Spain*. In: David Clark, Maria Kousis and Tom Selwyn (eds.): *Contested Mediterranean Spaces: ethnographic essays in honour of Charles Tilly*, London: Middlesex University Press, 2008 [in print]
- Schihalejev, Olga (accepted) (forthcoming 2009) „Dialogue in Religious Education Lessons in Estonia – Possibilities and Hindrances” in *British Journal of Religious Education*.
- Skeie, Geir (2009): Discussion of Community of Practice findings in an European Perspective. In Iprgrave, J., Jackson, R. & O’Grady, K. (Eds) (forthcoming 2009) *Religious Education Research through a Community of Practice: Action Research and the Interpretive Approach*, Münster, Waxman.
- Tavecchio, G. (2009). *Vmbo-leerlingen aan het woord*. In: I. ter Avest & G.D. Bertram-Troost (eds.). *Geloven in samen leven*. Amsterdam: Science Guide (in press).
- Van den Kershove, Anna, (forthcoming 2009), « La naissance des dieux chez les Grecs », dans Dominique Borne (dir.) *Récits de création (“Récits primordiaux”)*, Paris, La Documentation Française, p. 24-35.
- Weisse, Wolfram (forthcoming 2009), *Muslim Religious Instruction or ‘Religious Education for All’? Models and Experiences in the European Context*, in J. Malik (Ed) "Institutionalization and Representation of Religion" (working title).
- Weisse, Wolfram (forthcoming 2009) *Islamunterricht als Mittel zur Integration oder Separation?* in: Erhard Friedrich GmbH, Publikationsreihe SCHÜLER. Wissen für Lehrer Heft 2009: *Leben und Lernen in der Einwanderungsgesellschaft*.
- Weisse, Wolfram (forthcoming 2009), *Between equality and separation. Religious education for all or a special Muslim education?*, in: I. Niehaus/A. Tayob/W. Weisse (eds), *Muslim Minority Rights, Islamic Education and Democratic Citizenship*, Münster/Cape Town 2009.
- Weisse, Wolfram (forthcoming 2009), *Religionsunterricht im Horizont Europas. Impulse durch das europäische Forschungsprojekt REDCo*, in: L. Bednorz u.a. (eds) forthcoming.
- Weisse, Wolfram (forthcoming 2009), *Religionsunterricht in Europa und die Frage nach einem Dialog der Kulturen*, in: Clauß Peter Sajak (Ed) *Der Dialog der Kulturen und Religionen*.

**Overview table on Dissemination activities**

<b>Planned/ actual Dates</b>	<b>Type</b>	<b>Type of audience</b>	<b>Countries addressed</b>	<b>Size of audience</b>	<b>Partner responsible / involved</b>
From March 2006 to March 2009	Press release (press / radio/ TV/ internet)	10 newspaper articles, 14 internet articles, 3 TV transmission	all REDCo countries		all REDCo partners
Media-briefings connected with all plenary meetings from March 2006 to March 2009	Media briefing	Media briefing before our plenary meetings in: Hamburg, Tartu, Melilla, St. Petersburg, Stavanger, Paris, Warwick, Klingenthal/ Straßburg	all REDCo countries		all REDCo groups
March 2006-March 2009  Further invitations exist for 2009/2010 to conferences in Europe, Asia, North America, Middle America, Southern Africa	Conferences: 385 contributions  <i>Details see in chapter above</i>	Research	Europe, USA, Middle America, Asia, Australia	Out-reach to appr. 50,000 persons	all REDCo partners
From March 2006 to March 2009	Discussion forums	Schools, universities, NGOs: Information and discussion forums in our states with counterparts of two of three other members of our consortium, regular information	all REDCo-Countries		all REDCo partners

Planned/ actual Dates	Type	Type of audience	Countries addressed	Size of audience	Partner responsible / involved
		and discussion forums in schools for teachers, pupils and parents.			
March 2006 – March 2009	Publications: 20 books and 252 articles  <i>Details see in chapter above</i>	Scholars and everybody interested in the theme	Europe and international outreach		all REDCo-partners
Since March 2006 with updates every 6 weeks	<i>Project website:</i> <a href="http://www.redco.uni-hamburg.de">www.redco.uni-hamburg.de</a>		International outreach		Germany with all partners
REDCo Flyers since May 2006, translation in other languages since winter 2006/7	Flyers: REDCo-flyers in all languages of participating countries		Europe and international outreach		all partners
March 2006 – March 2009 Production of three films	Film / video: 3 films  1) focused presentation of the overall work of REDCo, 2) film on classroom interaction in Europe, 3) Religion and dialogue with focus on RE in Hamburg.		all REDCo countries		all REDCo partners