



Religion, Education, Dialogue and Conflict: Perspectives on Religious Education Research

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Religion, Education, Dialogue and Conflict analyses the European Commission-funded REDCo project, which addressed the question of how religions might contribute to dialogue or conflict in Europe. Researchers in education from eight countries – the UK, Estonia, France, Germany, the Netherlands, the Russian Federation, Norway and Spain – studied how young Europeans of different religious, cultural and political backgrounds could engage in dialogue in the context of the school.

Empirical studies conducted with 14-16 year old students included them offering their own perspectives and analyses of teaching and learning in both dialogue and conflict situations. Although there were some different national patterns and trends, most students wished for peaceful coexistence across differences, and believed this to be possible. The majority agreed that peaceful coexistence depended on knowledge about each other's religions and worldviews, sharing common interests and doing things together. The project found that students who learn about religious diversity in school are more willing to discuss religions and beliefs with students of other backgrounds than those who do not.

The international range of expert contributors to this book evaluate the results of the REDCo project, providing examples of its qualitative and quantitative studies and reflecting on the methods and theory used in the project as a whole.

This book was originally published as a special issue of the *British Journal of Religious Education*.

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Editorial Review

Review

"This collection of works emanating from the REDCo Project is a gem that is deserving of recognition from scholars, teachers and policy makers in Europe and beyond.' Michael T. Buchanan, Editor, *Religious Education Journal of Australia*, 30 (1) 2014, p37.

From the Author

This book gives a cross-section of reports on some of the wide-ranging research from the European Commission REDCo Project (involving 8 European countries), including discussion of the various uses of the interpretive approach by individuals and groups of REDCo researchers.

About the Author

Robert Jackson is Professor of Education at the University of Warwick, was founding Director of Warwick Religions and Education Research Unit (1994-2012), and is Professor of Religious Diversity and Education at the Council of Europe-related European Wergeland Centre in Oslo. He was Editor of the *British Journal of Religious Education* 1996-2012. In 2013 he received the William Rainey Harper Award from the Religious Education Association (USA), presented to 'outstanding leaders whose work in other fields has had profound impact upon religious education'.

Users Review

From reader reviews:

Angela Heller:

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