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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, andbelieved 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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