

# NEWSLETTER

inter-european commission on church and school

## Editorial

“What we commit ourselves to and what we offer to Europe is no longer to live for ourselves. Europe – and it is the impulse we can give as believers – can recover its place in the world working for a planetary humanism.” The message of Andrea Riccardi, historian and member of the Community of Sant’Egidio in Italy for the delegates to the 3rd European Ecumenical Assembly in Graz was an inspiration because he combined living faith with humanity for a Europe that cares for others in the world. The message to the Assembly was also a confession of “the painful wound of division between our Churches”. It emphasised the fact that in our generation “there is no alternative to dialogue: not compromise, but a dialogue of life where we can speak the truth in love. We all need to learn more about all religions, and the recommendations of the Charta Oecumenica should be developed further.” ICCS was present in Sibiu, where there was a rich opportunity to meet Christians of different confessions and to contribute to the European ecumenical pilgrimage. Personal contacts and meetings are of the utmost importance in starting a dialogue about the importance of the role of education for living together in Europe as well as about the contribution of churches and religious communities. Nevertheless, among churches in Europe, there are difference perceptions about the Eucharist, ministry and ecclesiology, with the result that there is no alternative to the ecumenical dialogue. ICCS and others can contribute a great deal in this dialogue.

We are happy to announce that the Norwegian School of Theology, with a financial grant from the Ministry of Education, has agreed to host the ICCS secretariat for the next three years. This financial grounding, together with the additional contribution of MF as an academic environment, provides us with a solid working structure not only for the secretariat but also for ICCS. We welcome Heid Leganger-Krogstad as new Secretary of ICCS.

*Peter Schreiner, ICCS President*

## Board Meeting in Muenster

**From left:** Roger Jensen, Norway; Lajos Szabó, Hungary; Elisabeth Löh Manna, Italy; Elza Kuyk, Netherlands; David Lankshear, England/Wales; James Barnett, France; Peter Schreiner, Germany; Heid Leganger-Krogstad, Norway; and Ronald Biewald, Germany.



## News from ICCS

### New ICCS Office



From September 2007 the new secretary of ICCS is Assoc. prof. Heid Leganger-Krogstad from Oslo /Norway. She takes over this central role in the work of ICCS for the next three years. Heid is also a member of the board of ICCS at which she

represents the Scandinavian countries. In financing the secretariat and its presence in Oslo the Ministry of Education is giving expression to its commitment to the building of bridges in the field of Religious Education in Europe. As for the profile of ICCS, its conscious orientation towards Eastern Europe is in line with the political strategies of the Norwegian government. The secretariat has its office at MF Norwegian School of Theology in Oslo. At a meeting with Rector Prof. Vidar L. Haanes and Prorector Prof. Sverre D. Mogstad at MF in August, ICCS president Peter Schreiner expressed his sincere gratitude that the university is willing to take over this service for ICCS. In this period ICCS activities will be directed at intensified contact with churches and organisations in central and Eastern Europe together with the issue of citizenship education in relation to religious education. Contact: [secretary@iccsweb.org](mailto:secretary@iccsweb.org).

At the annual board meeting of ICCS in May 2007 the board thanked Dr. Roger Jensen for his excellent and professional work as ICCS secretary for the last three years, 2003-2006. His tenure of office included supervising professional development of the ICCS Newsletter and working towards the new edition of "Religious Education in Europe". He is now back as senior lecturer in theology at the University of Oslo. The board also evaluated the 2006 conference in Otepää/Estonia and started to think about another conference in 2010 in Prague/Czech Republic. It also expressed a commitment to collaboration with other organisations in CoGREE. The next board meeting is planned for 18 September 2008 in Berlin.



### New ICCS/IKO publication: RE in Europe

**Religious Education in Europe** Situation and current trend in schools.  
Elza Kuyk, Roger Jensen, David Lankshear, Elisabeth Löh Manna, Peter Schreiner (eds.)  
Oslo : IKO Publishing House, 2007. - 245 S.  
ISBN 978-82-7112-793-0  
**Price:** 24, 50 €  
Available from ICCS website or directly on:  
<http://www.iko.no/sider/produkt.asp?ID=286&vare=793>

For many years the Intereuropean Commission on Church and School has sought to help professional educators and others find out more about the situation of Religious Education (RE) in the countries of Europe. This has been achieved through publications containing information about this school subject and by increasing the exchange among experts and developing comparative work. This has provided the background for a broader and more detailed overview of the position of RE in different European countries. The information is available in this new publication. It is designed to form an introduction to the topic and to be a first point of reference for those specialists on Religious Education in their own countries who wish to understand what is happening in parts of Europe other than their own. It will also help those involved more generally in education to understand the importance of Religious Education within the school systems in Europe.

#### Content:

Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Netherlands, Norway, Romania, Russia, San Marino, Serbia and Montenegro, Slovakia, Slovenia, Spain, Sweden, Switzerland, Turkey, United Kingdom: England and Wales, Scotland, Northern Ireland.

### ICCS Website

Paul Hopkins is responsible for our website and has recently updated its design and made it easier to move around within it and to find the different levels. He has also added new information about the work of ICCS. The ICCS board is very grateful for all the work he puts into this editorial and creative work.

### OIDEL Conference in Lisbon

On 7 and 8 September, OI DEL (the International Organisation for the right to Education and Liberty in teaching) organised a conference entitled “Choice of School and Social Justice; Dilemma or a Mirage?” at the Catholic University in Lisbon. It was about the justification of independent education, beyond the confines of the state or public school system and open to all. The tightly packed timetable included five round tables and twenty-seven speakers over less than a day and a half.

The first *table ronde* covered fundamental rights. The church, with its historic role in education, should also take responsibility for its quality and facilities. In Portugal one may hear a lot of English in the street, for example in the Algarve; so flexibility is needed. 40% of Portuguese 18-24 year olds do not have a diploma, but in the EU the figure is 15-17%. It would help if we avoided the cleavage between private and public education. In learning about religion it is possible to study texts non-confessionally and to learn more about other people with whom one lives in society.

The state's role in education may lead to difficulty if it mixes the roles of guardian and supplier, or becomes the judge of quality as well as being responsible for it. In addition the state's attention may move pupils' needs to those of the school. The responsibility of a minister of education may come to relate only to the management of schools, curricula and teachers. School systems are collapsing, because they cannot cope with the challenges of contemporary society and the current expectations of pupils. There is also a totalitarian threat when a state educates its civilians.

Teachers need space for innovation and help to develop projects with values. Informal learning enables pupils to acquire skills and attitudes and to develop mind, body and spirit. Parents who are major advisers of children often have outdated information, but the school serves children and it must change as society changes.

We also considered the *carte scolaire* in France, which allocates pupils to a school related to where they live. The *carte scolaire* has an adverse effect on the quality of education, because there is no competition to attract pupils. The non religious *école laïque* is perceived as the place where all young French people meet (as equals). As for education, it is a public service, but a public service must relate to free choice although the middle classes have withdrawn from some areas.

Professor Glenn from Boston called for good quality schools with education that suits our convictions; and integration that only arises from a free school choice system with schools that differ from each other in colour and mission. When parents have a choice, integration follows on a voluntary basis. Teachers need to share in the mission of the school. The imposition of measured quality in England is a mistake because choice by parents should be based on the school's distinctive mission not just on raw results tables.

Although the Dutch private school system is a varied one, we should promote non-state schooling. Too many restrictions have been placed on private schools. Since compulsory schooling was realised in Portugal about twenty-five years ago, private schools have made a significant contribution. Now we need sociological parity so that private schools are not elitist and good practice to enable social mixing is required. An example is Seine St Denis (93), where 85-95 % of pupils succeed in the *brevet*, though the national figure is 79, 3 %. Free schools can contribute very well to social cohesion, and segregation is not the result of policy for admission but of housing policy and parental choice.

In the thinking of Steiner Schools, problem-posing models of education go against the interests of children. The aim is human becoming for educators as well as children. The movement was founded about 90 years ago with 650 European schools and about 1000 in the world

There was also reference to Benedict XVI's observation on the dangers of fundamentalism that denies liberty and relativism that denies truth. Religion can be intolerant. Peace and justice lead to freedom but dialogue needs a notion of truth. The emphasis on liberty and creativity at the conference is to be approved and the variety of approaches left it not devoid of interest. Nevertheless, we needed more time for reflection, meeting and discussion. There was plenty of food for thought but not enough chance for debate.

*James Barnett*

## Religious Education in Europe

### EFTRE Conference on Citizenship

"The contribution of religious education to active citizenship – developing a European perspective" was the theme of the European Conference of the European Forum for Teachers of Religious Education EFTRE. The conference took place in Budapest/Hungary at the end of August 2007. Prof. Liam Gearon introduced the complex field of which the debate about citizenship is an element. He particularly emphasised the political character of each of the existing concepts. Prof. Bert Roebben's theme was "Fellowship of fate and fellowship of faith" as two perspectives that shape living together in Europe. Dr.



Svein Sando from Trondheim/Norway explored the link of city and citizenship through the work of three architects. He highlighted the importance of 'sensing' and the combination of impulse and utility. Dr. Chris Doude van Troostwijk reflected on the nature of the European spirit. In his "Visions for the Future" Peter Schreiner argued for a stronger awareness of the political agenda in Europe and a commitment of EFTRE to a Europeanisation of religious education. All conference documents, pictures and other material are available through [www.eftre.net](http://www.eftre.net).

### More solid structure for CoGREE agreed

Advocacy for Religious Education was the driving force in the creation of **CoGREE**, the Coordinating Group for Religious Education in Europe, some years ago.

At its meeting in January 2007 the steering group of CoGREE took some decisive steps.

CoGREE has changed its name to Coordinating Group for **Religion in Education** in Europe. This relates to collaboration with Council of Europe and to the wider range of issues with which CoGREE member organisations deal.

CoGREE has also established a part-time paid office in Voorburg/NL with support from the Dutch organisation Bestuurenrad. New CoGREE secretary is Swier Frouws, contact: [sfrouws@besturenraad.nl](mailto:sfrouws@besturenraad.nl)

CoGREE has agreed on statutes that state the following aims:

- Exchange of information among the member organisations
- Clarification of common interests
- Agreement on common activities
- Representation of common interests beyond CoGREE.

CoGREE has also agreed on a common statement about Education, Religion and Europe as a starting point for further activities.

The text includes:

*Religious education as an ordinary school subject in most countries of Europe offers a substantive contribution to education for democratic citizenship. Education for tolerance and peace is incomplete without religious education.*

The text of the statutes and the common statement is available through [www.cogree.com](http://www.cogree.com).

### Denmark: Religion and Citizenship in Danish Teacher Education

With the latest revision of teacher education in Denmark citizenship has become a compulsory subject related to the general teacher qualifications for each student since August 2007. Formerly Danish teacher education included a compulsory subject called “Christian Studies/Life Enlightenment”. It focussed on the study of Christianity and other religions, culture and cultural encounters, history of ideas and ethics. In the 2007 revised scheme of teacher education, citizenship has been added to the title, so that it is now called: “Christianity studies/Life Enlightenment/Citizenship” - in Danish:

*Kristendomskundskab/Livsoplysning/Medboergerskab*, in short form: **KLM**.

To understand the content and purpose of the subject, it is necessary to know more than the title. The goal is to combine three central fields of knowledge and reflection:

- Religion and culture
- History of ideas and ethics
- Democracy and citizenship

A prime intention is the combination of three different approaches related to questions of values and education (in Danish: *dannelse*, which corresponds to the German concept of *bildung*). Thus the intention is to combine religious studies, history of ideas and perspectives of citizenship. Christianity continues to hold a central place in relation to the broader study of religion and culture, just as the impact of the Evangelical Lutheran tradition on democracy, the welfare state and schools in Denmark is specifically mentioned. Islam and Judaism are to be studied with special regard to their position in history and now as minority religions in Europe.

Other parts of the subject will focus on human rights in relation to religion as well as in connection with the European humanistic tradition and history of ideas. The study of democracy and citizenship will include ethical dimensions, questions of religion, culture and identity and different concepts of citizenship, among them juridical, political, social, and cultural aspects.

The general intention of the KLM subject is to study and discuss citizenship not only in political terms, but also in connection with questions of culture, religion and identity. Some of the goals are stated as:

- The ability to relate to the impact of Christianity and other views of life as well as to fundamental values in the European and Danish context
- The ability to relate to the educational task toward the pupil as an individual, and as a citizen of Denmark and the world
- Enabling the teachers of the future to prepare pupils to participate in a society based on equality, freedom of mind, and democracy; and to develop critical sense and ability to judge and act when meeting new challenges, and finally to enable pupils to live together in mutual respect.

The teaching of KLM has only just begun, nevertheless it seems to have the potential to become a subject that can challenge concepts and ideas about citizenship, culture and religion and to encourage discussions with significant relevance to the work and responsibilities of teachers in a school of many cultures and religions.

*Lakshmi Sigurdsson*

*Senior Lecturer, Religious Studies and KLM*

*Copenhagen college of Teacher Education, DK-2720 Skovlunde, las@cvustork.dk*

### Italy

At the beginning of this year, the Minister of Public Instruction determined that catholic religious education (IRC) should have the same status as all the other subjects in the process of evaluation of the last three years of secondary school. As a result IRC would contribute to the overall result of the school-leaving examinations (*maturità*). IRC is a voluntary, extra curricular, subject in Italy and every student elects to participate or to choose an alternative subject though this may not be offered in every school. The decision of the Minister discriminates against all those students that have decided or decide not to participate in IRC or the alternative subject if it is available. Many associations and churches appealed against the decision of the Minister in the regional administrative court which upheld their objection. The

judgement was overturned on appeal. The whole issue will now go to the next level.

*Elisabeth Löh Manna, ICCS board member*

### Conference of European Churches / Community of Protestant Churches in Europe (CEC / CSC / GEKE)

#### **Ecumenical Assembly in Sibiu – no alternative to ecumenical encounter**

Dr. Gerhard Pfeiffer for the International Association for Christian Education IV and Peter Schreiner for the Intereuropean Commission on Church and School were official delegates at the Third European Ecumenical Assembly (EEA3) that took place in Sibiu/Romania from 4 to 10 September 2007. IV and ICCS presented a paper with ideas and proposals on how sub-themes of EEA3 include an educational dimension. The Assembly theme: *The Light of Christ shines upon all – Hope for Renewal and Unity in Europe* was treated in nine fora that discussed perspectives for the churches, for Europe and the world (unity, spirituality, witness, Europe, religions, justice, peace, creation).

The presence of José Manuel Barroso, President of the European Commission, of the EU Commissioners Ján Figel' and Leonard Orban and of the President of the Parliamentary Assembly of the Council of Europe René van der Linden together with that of the President of Romania Traian Basescu, signified political recognition of the importance of the assembly.

In respect of the role of the churches for Europe President Barroso made the point that:

“The churches can and should contribute to a better understanding among people through promotion of mutual respect on the basis of our common values. The High-level-group of the Alliance of Civilisations Project makes the point that, “religion is an increasingly important dimension of many societies and a significant source of values for individuals. It can play a critical role in promoting an appreciation of other cultures, religions and ways of life to help build harmony among them.”

The Assembly Message was drawn up by a drafting committee and two drafts were discussed in plenary where delegates expressed their dissatisfaction with the texts presented. It was a matter of concern that the Assembly should not lag behind the earlier commitments undertaken by the Assemblies in Basel (1989) and Graz (1997).

#### ***Extracts from the Message:***

In Sibiu we again felt the painful wound of division between our Churches. This even concerns our understanding of the Church and its unity. Distinctive historical and cultural developments in Eastern and Western Christianity have contributed to these differences, and understanding them requires our urgent attention and ongoing dialogue. (...)

Being aware that our common roots lie much deeper than our divisions, while looking for renewal and unity and the role of the Churches in today's European society, we focussed on our encounter with people of other religions. Aware in particular of our unique relationship with the Jewish peoples as people of the Covenant, we reject all forms of contemporary anti-Semitism and, with them, will foster Europe as a continent free of every form of violence. There have been periods, in our European history, of harsh conflict but there have also been periods of peaceful co-existence among people of all religions. In our day there is no alternative to dialogue: not compromise, but **a dialogue of life** where we can speak the truth in love. **We all need to learn more about all religions**, and the recommendations of the *Charta Oecumenica* should be developed further.(...)

Recommendation Six: We recommend developing the *Charta Oecumenica* as a stimulating guideline for our ecumenical journey in Europe.

We reject war as a tool for resolving conflict, promote non-violent means for conflict resolution, and are concerned about military re-armament. Violence and terrorism in the name of religion are a denial of religion.

The Light of Christ shines on the term 'justice', linking it to divine mercy. Thus enlightened it escapes any ambiguous pretence. Throughout the world and even in Europe the current process of radical market globalisation is deepening the division of human society between winners and losers, harms the value of countless people and it has catastrophic ecological implications. More specifically, in view of climate change, is not compatible with sustaining the future of our planet.

**Recommendation Seven:** We urge all European Christians to give strong support to the Millennium Development Goals of the United Nations as an urgent practical step towards the alleviation of poverty.

**Recommendation Eight:** We recommend that a consultative process, addressing European responsibility for ecological justice, facing the threat of climate change; European responsibility for the just shaping of globalisation; the rights of Roma people and other European ethnic minorities, be initiated by CCEE and CEC, with the Churches in Europe and with Churches of other continents.

**Recommendation Ten:** We recommend that the period from 1st September to 4th October be dedicated to prayer for the protection of Creation and the promotion of sustainable lifestyles that reverse our contribution to climate change.

The whole text and other documents from the Assembly are available through [www.eea3.org](http://www.eea3.org).

A statement from young delegates was added as an attachment to the official final message. The text consists of 9 paragraphs referring to the sub-themes of the Assembly. Among them:

### Unity

Unity does not mean uniformity, but can exist as unity in diversity. We commit ourselves to meet other denominations and traditions with open minds and hearts. One example is the Ecumenical Youth Movement, which unites young people of all denominations in following Jesus Christ. These young women and men are not the future of the churches, but their present.

### Europe

Every person is created by God and as such has dignity and value. Thus, we insist that European churches and European states stand up for the protection of Human Rights. This is the basis for shaping a Europe according to the needs of the people.

### Annual Meeting of CSC Staff

Religion in the Public Arena has been the main theme of the 5th meeting of CSC Secretaries of CEC held in Leuven/Belgium in October. The meeting was attended by ca. 60 participants and all CSC staff from Brussels and Strasbourg. The theme was discussed in working groups, presented in country reports and introduced in plenary.

The working groups exchanged information about the legal status and perception of churches in different countries, the influence of churches e.g. on politics and disputes about religious symbols in public. The plenary introduction to the theme was based on results of the "Atlas of European Values", 2005 (Leiden & Tilburg: Brill) and research on the social significance of religion in Europe (Habermas: Religion in a post-secular society; Hans Joas, secularisation and diversification, Davie: "believing without belonging", Hervieu-Léger, "belonging without believing".)

At a round table 3 representatives from Poland (Joanna Mizgala), Hungary (Gergely Pröhle) and Serbia (Slavisa Sanjic) introduced the situation of religion in their country. Gergely Pröhle, who represents the Evangelical- Lutheran Church of Hungary, emphasised the importance of the contribution of church schools to the public school system.

One important part of the program was a 3 hour seminar at the European Commission in Brussels "Religions and the European Institutions". A draft report presented by Laurens Hogebrink gave an excellent survey on 17 years of dialogue between churches and the EU. He has investigated 85 meetings that have taken place since 1990, when Jacques Delors appealed to the churches to contribute to the 'heart and soul' of Europe. Hogebrink's introduction to the report reached the following tentative conclusions:

- Churches must accept the secularity of the political structure;

- churches must accept that they have no special status in the eyes of politicians;
- secular structures must accept that churches are not just cultural and social organisations.
- They can be seen as faith based part of civil society;
- Politicians should not decide what churches should be.

The talk and discussion with a member of Barroso's cabinet, Pedro Cymbron, responsible for Dialogue with Churches, Religious and Humanistic Organisations as well as with the new policy advisor for dialogue with religious communities Jorge Cesar das Neves, was inspiring and confirmed the positive approach towards religion and dialogue with religious organisations that EU President Barroso mentioned at his speech in Sibiu. "We try to give a better answer to your needs", through an open, regular and transparent dialogue. The point was also made that churches are closer to the needs of the people on the ground and that they can bring in their concerns on the European level.

The meeting provided good opportunities to introduce ICCS and IV concerns about religion in education and the possible role of the churches.

Peter Schreiner

## Council of Europe and European Union

### Council of Europe: White paper on intercultural dialogue

In order to formulate a coherent and long-term policy for the promotion of intercultural dialogue within Europe and between Europe and its neighbouring regions, the Council of Europe is preparing a "White Paper on Intercultural Dialogue". It is addressed to policy makers and practitioners at national, regional and local levels, to whom it will provide guidelines and analytical and methodological tools for the promotion of intercultural dialogue.

The White Paper will evaluate the results of recent activities of the Council of Europe, of examples of good practice and recent scientific studies on intercultural dialogue, and will formulate the conclusions to be drawn for their implementation.

It will formulate a long-term vision of what is to be expected from a policy promoting intercultural dialogue within European societies, across national borders and between Europe and neighbouring regions.

The White Paper will suggest policies and initiatives that the various stakeholders may consider implementing in different contexts, in order to support intercultural dialogue and to maximise its benefits.

It will identify, more specifically, how the Council of Europe – through model actions and follow-up programmes – can help create better conditions for the promotion of intercultural dialogue, how it can support dialogue and how it can pursue its policy of dialogue with neighbouring regions.

The White Paper will provide standards and tools and in particular examples of good practice.

IV and ICCS have contributed to the consultation process as well as the CEC/CCME.

### Recommendation on State, Religion, secularity and human rights

The Parliamentary Assembly has adopted a recommendation (1804) 2007 end of June 2007 that notes that religion is an important feature of European society. In recognising the existing state of affairs, the recommendation says that the Council "(3)...welcomes and respects religion, in all its plurality, as a form of ethical, moral, ideological and spiritual expression on the part of European citizens, taking account of differences between the religions themselves and the circumstances in the country concerned." *Concerning the separation of church and state it is said, (8)... that inter-religious and interdenominational dialogue is not a matter for states for the Council of Europe.*" The para 11 co 14 focuses on the positive values of religion and the importance of education.

11. Governments should take account of the special capacity of religious communities to foster peace, co-operation, tolerance, solidarity, intercultural dialogue and the dissemination of the values upheld by the Council of Europe.

12. Education is the key to combating ignorance, stereotypes and misunderstanding of religions and their leaders, and plays a central role in forging a democratic society.

13. Schools are an essential forum for intercultural dialogue and also lay the foundations of tolerant behaviour; they can effectively combat fanaticism by teaching children the history and philosophy of the main religions with restraint and objectivity. The media and families can also play an important part here.

14. A knowledge of religions is an integral part of knowledge of human history and civilisations. It is different from belief in, and worship of, a particular religion. Even countries where one religion prevails have a duty to teach the origins of all religions.

The complete text is available through [www.coe.int](http://www.coe.int)

### Publication from Council of Europe:

Religious diversity and intercultural education: a reference book for schools (2007)

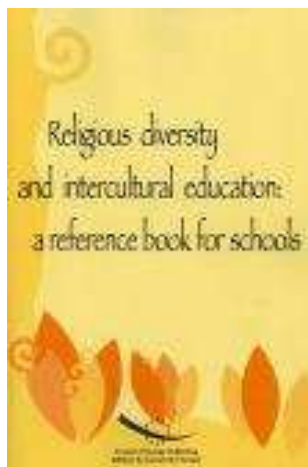
ISBN 978-92-871-6223-6 (15 €)

The book is now available in both English and French from:

[http://book.coe.int/EN/ficheouvrage.php?PAGEID=36&lang=EN&produit\\_aliasid=2191](http://book.coe.int/EN/ficheouvrage.php?PAGEID=36&lang=EN&produit_aliasid=2191)

ICCS has been heavily involved in the project "The Challenge of intercultural education today: religious diversity and dialogue in Europe" in the Council of Europe through Peter Schreiner and Heid Leganger-Krogstad. The main outcome of the project is a reference book for schools on *Religious diversity and intercultural education*.

The reference book is intended to help teachers, teacher administrators, policy makers and others deal with the important issue of religious diversity in Europe's schools. The religious dimension of intercultural education is an issue that affects all schools, whether they are religiously diverse or not, because their pupils live and will work in increasingly diverse societies. The book contains both a theoretical framework, educational conditions, approaches to learning, whole school issues and examples of current intercultural practice from different school subjects.



#### Content

##### Introduction - Intercultural learning

##### Part I. The theoretical and conceptual basis for religious diversity and intercultural education

Chapter 1 - The religious dimension in intercultural education

Chapter 2 - Religious and cultural diversity: some key concepts

##### Part II. Educational conditions and methodological approaches

###### A. Educational conditions

Chapter 1 - Co-operative learning

Chapter 2 - A "safe space" to foster self-expression

Chapter 3 - Use of "distancing" and "simulation"

Chapter 4 - Empathetic communication

###### B. Learning approaches

Chapter 1 - The phenomenological approach

Chapter 2 - The interpretative approach

Chapter 3 - The dialogical approach

Chapter 4 - The contextual approach

##### Part III. Whole school issues of intercultural education and the religious dimension

##### Part IV. Examples of current practice

### New Programme of Lifelong Learning 2007 – 2013

The Commission published on 20 December the 2007 general Call for Proposals for applications for grants under the programme.

The Lifelong Learning Programme comprises four sectorial programmes on school education (Comenius), higher education (Erasmus), vocational training (Leonardo da Vinci) and adult education (Grundtvig). All this is completed by a transversal programme focusing on policy cooperation, languages, information and communication technology and dissemination and exploitation of results. Finally, a Jean Monnet programme focuses on European integration and support for certain key institutions and associations active in the field. The programme budget will be € 6,970 million for the total period 2007-2013.

The aim of the new programme is to contribute through lifelong learning to the development of the Community as an advanced knowledge-based society, with sustainable economic development, more and better jobs and greater social cohesion. It aims to foster interaction, cooperation and mobility between education and training systems within the Community, so that they become a world quality reference.

In respect of the four sectorial programmes, quantified targets have been set in order to ensure a significant, identifiable and measurable impact for the programme. The following targets were set:

- **For Comenius:**  
To involve at least three million pupils in joint educational activities, over the period of the programme;
- **For Erasmus:**  
To contribute by 2012 to the achievement of three million individual participants in student mobility under the present programme and its predecessors;
- **For Leonardo da Vinci:**  
To increase placements in enterprises to 80,000 per year by the end of the programme;
- **For Grundtvig**  
To support the mobility of 7,000 individuals involved in adult education per year, by 2013.

More information through [http://ec.europa.eu/education/programmes/newprog/index\\_en.html](http://ec.europa.eu/education/programmes/newprog/index_en.html).

## The World Council of Churches (WCC)

Ecumenical formation, as well as faith nurturing at community and academic levels, are vital for the renewal of the ecumenical movement.

The WCC itself provides ecumenical formation and supports churches, ecumenical bodies and institutions which deliver ecumenical formation and faith nurturing by helping them to develop capacity, contextualised curricula, and methodologies.

### Projects

#### *The Ecumenical Institute in Bossey*

The Ecumenical Institute offers seminars, graduate and post-graduate education in ecumenical studies, opportunities to explore challenging ecumenical issues and a unique experience of ecumenical worship and community life.

#### *Ecumenical lay formation and faith nurture*

This project is creating a network of ecumenical and faith formation practitioners that can share concepts, methodologies, curricula and resources; organise workshops and seminars to train teaching staff and share good teaching practices.

#### *Ecumenical theological education*

This project develops and shares with theological educators and institutions curricula designed to prepare church leaders and pastors to engage ecumenically and theologically with difficult social issues like HIV/AIDS or disability.

#### *Scholarships*

This project supports the educational ministry of churches and the ecumenical movement by identifying their training/education needs, and providing individual and group theological and non-theological scholarships at their request.

#### *Library and Archives*

Managing information and preserving the institutional memory of the ecumenical movement.

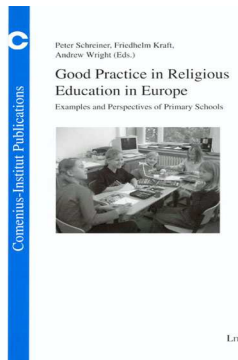
This outline of the new profile of the Education and Ecumenical Formation programme will guide activities in the coming years. More information through [www.oikumene.org](http://www.oikumene.org)

## Publications from ICCS

CD ROM from the July 4-9 2006 ICCS conference in Otepä in Estonia is now available.

CD ROM from the Klingenthal colloquy October 16-20 2006 is now available.

Both CD ROMs contain the lectures and papers held and valuable information. They can be ordered directly from: [boekestein@comenius.de](mailto:boekestein@comenius.de). Cost 5 € each.



Peter Schreiner, Friedhelm Kraft, Andrew Wright (Eds.)  
**Good Practice in Religious Education in Europe**  
Examples and Perspectives of Primary Schools  
Reihe: Schriften aus dem Comenius-Institut  
Bd. 15, 2007, 160 S., 19.90 €, ISBN 978-3-8258-9076-6  
Available: <http://www.lit-verlag.de/isbn/3-8258-9076-6>

Case studies from different countries are presented with examples of successful and innovative classroom practice in religious education in Primary Schools in Europe. Religious education contributes to learning about religion that focuses on knowledge and understanding of religions and beliefs in the world today together with learning from religion that offers students opportunities for personal reflection and spiritual development. It also contributes to learning through religion that incorporates a more integrated approach to these aims and to different approaches to religious education in the countries. The articles reflect the relationship between religious education, the wider curriculum and whole school initiatives.

With contributions from Austria (Gerlind Herrgesell and Helmar Pollitt), Bulgaria (Bojidar Andonov), England and Wales (Derek Bastide), Estonia (Pille Valk and Olga Schihalejev), Finland (Sari Nevalainen and Juha Luodeslampi), Germany (Petra Freudenberger-Lötz and Friedhelm Kraft), Italy (Maria Luisa Mazzarello), the Netherlands (Henk Kuindersma and Johan Valstar), Northern Ireland (James Nelson) and Norway (Elisabeth K. Haanes and Heid Leganger-Krogstad) and an introduction by Peter Schreiner.

Oslo / Münster 16 December 2007  
Heid Leganger-Krogstad / Peter Schreiner

#### Colophon

This Newsletter is edited under responsibility of the board of the Intereuropean Commission on Church and School.

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