

Special Issue

Islam and/in Education in the Netherlands

Message from the Guest Editors

This Special Issue of *Religions* is dedicated to Islamic Education in the Netherlands and includes formal (in schools) and informal education (in mosques) and religious socialization in the family. In addition to the overview on Islamic education in Europe in earlier publications (e.g., Daun & Arjmand 2018, Berglund 2018; Aslan 2020), in this Special Issue the focus is narrowed down to Islamic education in one of the European countries (the Netherlands), in particular to issues related to religious socialization in the family and religious education in schools and mosques. The purpose of this issue is to give an insight in the relation of Islam and pedagogy/Islamic pedagogy, the didactics of religious education, and actual processes of the development of religious literacy and religious identity (as part of citizenship) in the context of the Dutch plural society. Results of quantitative and qualitative research are welcomed, together with recommendations for future development of Islamic education in the specific context of the Netherlands—a plural society.

Guest Editors

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Deadline for manuscript submissions

closed (31 July 2022)



Religions

an Open Access Journal
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Impact Factor 0.6
CiteScore 1.3



mdpi.com/si/90142

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Message from the Editorial Board

Fresh developments in the disciplines that consistently make significant contributions to our understanding of religious personality, authority, devotion, and community – disciplines ranging from psychology, sociology, and anthropology to history, art history, philosophy, literary criticism, and political science – fuel general, as well as scholarly, interest in the world's religions.

Religions is inviting innovative and comparative contributions. Please consider Religions as an exceptional, exciting enterprise ready to reward your trust, attention, and participation.

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