

Special Issue

Religious Education and Freedom of Education: Challenges and Opportunities

Message from the Guest Editors

According to international human rights law, everyone has the right to education, which is directed towards “the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms”. The organization of denominational and confessional RE raises many issues with regard to the freedom of religion and education. According to human rights legislation, it is appropriate to provide exemption schemes if denominational and confessional RE is the norm in state schools, but does this regulation in practice always lead to the freedom of religion and education, or are there better alternatives? How does this relate to RE in faith-based schools? To what extent should these schools be given the freedom to teach religious views that are opposed to the standards of the “secular” curriculum? In order to shed light on this discussion, which is becoming increasingly important in a postsecular educational context, we invite scholars of various disciplinary backgrounds to reflect on the abovementioned issues.

Guest Editors

Dr. Leni Franken

Centre Pieter Gillis, University of Antwerp, 2000 Antwerp, Belgium

Prof. Dr. Sivane Hirsch

Department of Educational Sciences, University of Quebec at Trois-Rivières, Trois-Rivières, QC G8Z 4M3, Canada

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Editorial Office

MDPI, Grosspeteranlage 5

4052 Basel, Switzerland

Tel: +41 61 683 77 34

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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.

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Professorship Quality of Life, Spirituality and Coping, Faculty of Health,
Witten/Herdecke University, Gerhard-Kienle-Weg 4, 58313 Herdecke,
Germany

Prof. Dr. Klaus Baumann

Caritaswissenschaft und Christliche Sozialarbeit, Theologische
Fakultät, Albert-Ludwigs-Universität Freiburg, Platz der Universität 3, D-
79098 Freiburg, Germany

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