

READY - Religious Education and Diversity

Sharing experiences of, and approaches to,
teacher education in the context of
"Education and Training 2020" (ET 2020)



READY

RELIGIOUS EDUCATION AND DIVERSITY

“Intellectual outputs” 1 – 7: Overview

IO 1: Guidelines for online communication

The READY project is one of the first to use eTwinning as a digital communications platform for teacher education sponsored by the European Union (access to the platform was officially granted by the eTwinning agency only in March 2016). The guidelines at hand were developed and tested together with teacher trainees of religious education and ethics from Tuebingen. Later, trainees in the READY-project partner institutions tried the guidelines out. The guidelines explain the opportunities and difficulties surrounding eTwinning-communication between teacher trainee groups from different education systems, and the eTwinning system is also compared with other online-communications options. Ten points for consideration pertaining to online-communication within the framework of teacher training are given to supplement the already existing eTwinning guides and handbooks. A selection of examples and experiences from the READY project provides inspiration for other teacher training projects.

IO 2: Guidelines for study visits and their evaluation

The study visit guidelines at hand have been tried and tested and are the first to be offered for Religious Education. They describe the objectives and the academic concepts which provide the basis for the reciprocal visits of RE educators, the necessary preparation work with regard to organisation and content, and also the questions pertaining to observation, analysis and evaluation of insights gained on-site by means of school visits, conversations, classroom observations and concept

comparisons, The guidelines provide a framework for the following areas: academic concepts and questions, objectives, planning, execution following a structured set of questions, evaluation and targeted learning results and their dissemination. The guidelines also include a template for reflecting on individual experiences and insights and another for structuring classroom visit observations. The central terms needed in the context of the READY project are defined in the attached glossary.

IO 3: READY case studies

The READY case studies examine how Religious Education (RE) and RE teacher education is organised in the countries of the READY partners. Next to a chart that compares key data on RE of the five different countries, certain issues are looked at in more detail for each country. The country reports are divided into 5 chapters: 1. Religious landscape, 2. Religious Education, 3. How RE teacher education is organized, 4. Current developments and 5. Challenges and perspectives. Ways of becoming an RE teacher are shown by the programmes of the participating READY organisations.

IO 4: Lesson plans and materials for teaching about "Religion and Diversity"

This document is intended to be of use to teacher educators of Religious Education (RE) student teachers. It may also be of interest to practising RE teachers, student teachers, pupils, parents and others interested in or responsible for lesson plans and materials for teaching about religion and diversity. We hope that this document will provide a useful set of guidelines, principles and resources related to learning and teaching about religion and diversity. Our concern in this project has not just been with inter- and intra-religious diversity, but extends to a wider range of diversities, such as those related to ethnicity, gender and sexuality. This represents the reality of the range of diversities which religion(s), and consequently religious education, encounters. The resources are a compilation of work produced by student teachers, teacher educators and teachers who have been directly and indirectly involved with the READY project.

IO 5: READY documentation – analysis and insights

This document summarizes and structures the READY material. It deals with student teachers' and teacher trainers' reflections on study visits, on student teachers' lesson planning and teaching, reflection papers, the produced DVDs and several other papers that are available on the READY website. The outcomes reflect on overarching national school cultures and on the organization of RE lessons in different national contexts. There are further analyses of aspects of neutrality and national values in RE, discussions on the concept of religious literacy and the issue of truth claims, as well as whether teachers should tell the student their own religious positioning. The issue on religious diversity in school and in the RE classroom are analysed as this is at the core of the READY-project. Finally, there are also reflections on religious education in relation to teacher education, voices on the importance of international exchange and challenges and concerns in all European countries.

IO 6: READY website - www.readyproject.eu



The READY project website is a platform for dissemination and communication. Here you can find information about the READY Project and the READY consortium, about Religious Education and RE teacher education in the different READY partner countries. You can study our "intellectual outputs", lesson plans and reflective papers on "Religion and Diversity" and you can read the travel journals of our READY study visits. Furthermore the READY Website offers material from our READY multiplier events, about eTwinning and gives much more information about RE across the world.

The READY YouTube channel includes inspiring and entertaining short videos from our partner institutions, the READY Facebook and Twitter Blogs document the history of the project, connect to interesting links and invite communication about project.

IO 7: READY print publication

The publication summarizes the main activities and outcomes of the READY project and presents issues, viewpoints and insights. It is offered to inform teacher educators, RE student teachers, RE teachers and other stakeholders of RE as well as politicians about main activities and products of the READY project. Readers may want to connect the presented material and insights to their own contexts and their concern for a value oriented school education where religions and non religious world views have a place and a space in an inclusive concept of education.

The book starts with a glossary of key terms of the project. It is then organized in four chapters.

Chapter 1 provides a general introduction of the READY Project and puts READY in the wider context of Religious Education in Europe. Chapter 2 introduces the wide range of elements and activities which sit under the umbrella of READY. During the course of the project a number of issues, viewpoints and insights came up that sharpened different “lenses” in the debate about Religious Education in Diversity. These are presented in chapter 3.

Finally chapter 4 promotes insights and conclusions via the rich input of academic speakers at the international multiplier event in Vienna (April 2018) and the national multiplier event in London (June 2017).

The publication complements the project website (www.readyproject.eu) as well as the other publications and outcomes of the project.



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