

## SECTION 1

### INTERNATIONAL NETWORK FOR INTERRELIGIOUS AND INTERCULTURAL EDUCATION

This special edition of *Scriptura* includes papers, rewritten as articles, of the *International Network for Interreligious and Intercultural Education* held at Stellenbosch University in March 2004. This *Network* was established in 1994 between the University of Cape Town and the University of Hamburg to promote links between Southern African and Northern European research groups in these fields of study. Since 1994 many international scholars and researchers, especially in the field of religious education were invited to join this *Network*. Seminars between these groups are hosted every second year at a host University, where participants share their insights on their respective work on religion and education in culturally diverse democratic societies. Insights and discussions are an attempt to promote understanding and respect between future generations.

The theme of the seminar at Stellenbosch was *The Contribution of Religious Education to Intercultural Education*. The articles in this edition concentrate on theoretical underpinnings; discussing the concepts of intercultural education and multicultural perspectives; elaborating on new pedagogies and critical approaches to religious education and defining the church's acceptance of diversity in religious education at school. Religion in education is also explored as an emotive research domain with an emphasis on researchers and participants *walk the path* approach. Results and analyses of empirical research concentrated on importance of the *multi-voiced self* of the teacher; the perceptions and practices of student teachers during their training; the expectations of a Jewish community from religious education at a school in Berlin; the religious self-conceptions among Muslim adolescents in Hamburg and the comparison of two values education programmes in British schools and Hindu-related organisations. The description and comparisons of the exploration and the understanding of *Sacred Space* in Cape Town and Hamburg give an interesting review. The last two articles illustrate the need for the development and understanding of a balanced school ethos and a positive classroom climate with an empathetic approach to facilitate interreligious dialogue.

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