

## **Learning to live with Different Worldviews**

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Every person has a more or less articulated worldview that I define in its most brief form as ‘a view on life.’ That might be a religious view and could be with or without a God-concept, but the religious domain forms a sub-domain of the embracing domain of worldview. We can make a distinction between organized and personal worldviews. A worldview is part of the developing personhood or identity development of every student in school. I will argue that pedagogically speaking schools should be aware of the value and relevance of worldview education especially focusing on the development of the students’ personal worldview as an integral part of their personhood formation (‘Bildung’).

Worldviews are part of the public and the social domain, although not undisputed, and that’s why I make a plea for worldview education as part of citizenship education. Already in the school as an embryonic society (John Dewey) students should learn to live together with differences and this should also include learning to live with different worldviews. So, worldview education as part of citizenship education can foster students to learn to live peacefully together.

From empirical research projects in the Netherlands and from the European REDCo-project we know that students want to learn from and are interested in the worldview of their fellow students. They are also in favor of schools where they can meet a diversity of worldviews among teachers and students. Thus, dialogue and encounter are important to them. Finally, I will present as an example of ‘good practice’ the case of a cooperation school in Amsterdam, a joint venture of a State, an Islamic and a Christian school.