

Content

Preface	5
Introduction	11
Part I: Theoretical Basics and Terminology	12
1. Practical-theological approach	12
2. Starting position of research	13
3. Children's right to difference	15
4. Opportunities and challenges of religious education	16
5. Religious difference in early childhood institutions	18
6. Terminological clarifications	19
6.1 General explanation of terms	20
6.3 Culture	22
6.4 Relationship between culture and religion	23
6.5 Religion and Religiousness	24
6.6 Perception and forms of expression	27
6.7 Religious Education	29
6.8 Plurality – Difference	32
6.9 Religious Difference	36
Part II: State of research	37
1. Research results on dealing with religious difference	37
1.1 Selected studies with children of primary school age	38
1.2 Empirical studies with children in early childhood education	42
1.2.1 Eva Hoffmann: Interreligious Learning in Kindergarten?	42
1.2.2 Friedrich Schweitzer, Albert Biesinger, Anke Edelbrock: Tübingen projects	43
1.2.3 David Elkind: Research on the Development of Faith	47
1.2.4 Ina ter Avest: Experiences in dealing with others	48
1.2.5 Daniel Bar-Tal: Concept of an “Arab” in Israel	49
1.2.6 Paul Connolly et al.: Attitude towards groups in Northern Ireland	50
1.3 Summary of research results	53
2. Research question	54
3. Concern of the study	55
4. Developmental psychological findings	56
4.1 Cognitive development of pre-school children	57
4.2 Social and emotional development of pre-school children	59
4.3 Importance of developmental psychological findings for the study	60

5.	Possibilities and limits of childhood research	60
5.1	Three levels of recognition processes	64
5.2	Methodological approaches in childhood research	68
Part III: Methodological approaches of the study		73
1.	Qualitative-empirical Research	73
1.1	Principles of qualitative empirical research	73
1.2	Data gathering	77
1.3	Triangulation within qualitative research	78
2.	Ethnographic access	80
3.	Grounded Theory	81
3.1	Basic assumptions of the Grounded Theory according to Corbin and Strauss	81
3.2	Data Analysis using Grounded Theory	82
4.	Thematic coding according to Uwe Flick	85
5.	Reasons for access to research	86
6.	Overview of the methods used	89
6.1	Participant observation	90
6.2	Group discussion	91
6.3	Group discussion procedures in childhood research	93
6.4	Interview with experts	94
Part IV: Study Design and Conduct		97
1.	Methods used in the investigation	97
1.1	Expert interview with the management of the two kindergartens	97
1.2	Participant observation	98
1.3	Group discussions with the children	99
1.3.1	Group discussions initiated by the children	99
1.3.2	Group discussions initiated by the researcher	100
1.4	Group discussions with the teachers	101
2.	Selection of kindergartens	102
3.	Examination procedure	105
3.1	Field access	105
3.2	Declaration of Consent	106
3.3	Data gathering	107
3.4	Documentation of Data	107
3.5	Transcription of the collected data	107
4.	Reflection on the examination procedure	108
4.1	Reflection on the researcher's understanding of her role	108
4.2	Influencing the context by going into the field	109
4.3	Unintended expert role of the researcher	110
4.4	Availability of time, space and personnel resources	110

Part V: Evaluation	112
1. Notes on evaluation in this study	112
2. Presentation of the kindergartens	113
2.1 Catholic Kindergarten	113
2.1.1 Field access	113
2.1.2 Sponsorship	114
2.1.3 Framework conditions	114
2.1.4 Personnel staffing	114
2.1.5 Kindergarten room	115
2.1.6 Socio-demographic data of children	115
2.1.7 Routine	116
2.2 Islamic Kindergarten	117
2.2.1 Field access	117
2.2.2 Sponsorship	117
2.2.3 Framework conditions	118
2.2.4 Personnel staffing	118
2.2.5 Kindergarten room	118
2.2.6 Socio-demographic data of children	118
2.2.7 Routine	120
3. Short case descriptions	121
3.1 Interview with experts	121
3.1.1 Catholic Kindergarten	121
3.1.2 Islamic Kindergarten	122
3.2 Participant observation (with focus on religious difference)	123
3.2.1 Catholic Kindergarten	123
3.2.2 Islamic Kindergarten	124
3.3 Group discussions with the children	125
3.3.1 Catholic Kindergarten	125
3.3.2 Islamic Kindergarten	128
3.4 Group discussions with the teachers	130
3.4.1 Catholic Kindergarten	131
3.4.2 Islamic Kindergarten	133
4. Data Analysis	135
4.1 Dealing with religious difference in kindergarten	137
4.1.1 Conceptual reflections on religion and religious difference	138
4.1.2 Recognisable elements of religious difference	141
4.1.3 Verbal communication about religious difference	147
4.1.4 Dominance of a religion	151
4.2 Dealing with and Thematising Religious Difference by Children	152
4.2.1 Interest in religious difference	152
4.2.2 Question of affiliation	157

4.2.3	Dealing with disagreements in discussions	161
4.2.4	Children's aspirations of belonging	163
4.3	Overview of the two core categories	164
Part VI: Discussion	.....	166
1.	The kindergarten as an organisation	166
1.1	Organisation and environment	167
1.2	Kindergarten as a social space	168
1.3	Family and family environment	169
1.4	The kindergarten as a learning organisation	171
1.5	Organisational culture – Kindergarten culture	173
2.	Plea: Development of a culture of recognition of religious difference ..	176
2.1	Organisational development	178
2.1.1	Developing the kindergarten as a <i>safe space</i>	178
2.1.2	Support the development of the respective organisation	193
2.1.3	Offer self-evaluation of the respective kindergarten	196
2.2	Development of teaching	198
2.2.1	Recognising situations in everyday kindergarten life as a learning opportunity	198
2.2.2	Offering factually correct explanations of religious difference	201
2.2.3	Guiding initiatives to promote the handling of difference	203
2.3	Human resources development	205
2.3.1	Recognise the importance and tasks of those working in the kindergarten	206
2.3.2	Take causes of low thematisation of religious difference seriously ..	210
2.3.3	Promote interreligious aspects of education and training	215
3.	Review – Outlook	221
3.1	View of children	221
3.2	View of the organisation	222
3.3	Research desiderata	223
References	.....	224
List of tables and figures	.....	253
Appendix	.....	254
Abstract	.....	256