Graduate School of Global Studies, Sophia University

Symposium and Workshop Series 2024-2025

Workshop Report: How Proximity to the Government Influences Religious Education in Changing Societies

Author/Organizer: Tomoka Takeda

Date and Time: 25th February 2025 (14:00-16:45)

Place: L-821and Online

Presenters:

■ **Tatsuya Abe** (Area Studies Program of GSGS, Sophia University, Ph.D. Student)

"Religious Education in Modern Turkey: A Comparative Analysis of Madrasah and Imam Hatip Schools"

■ **Tomoka Takeda & Mayu Eguchi** (Area Studies Program of GSGS, Sophia University, MA Student)

"The Impact of Israeli State Establishment on Education System: Focusing on Haredi Schools"

■ **Pratiwi Tri Utami** (Center for the Study of International Cooperation in Education, Hiroshima University, Research fellow)

"Religious Inherency Formation: Reflecting on Religious Education for All Religions Practices through Formal Education and Edu-community in Indonesia"

Moderator:

■ **Yuta Higashi** (International and Area Studies Course of Graduate School of Global Studies, Tokyo University of Foreign Studies, MA Student)

Commentators:

■ **Akimitsu Ikeda** (Center for Liberal Arts, Meiji-Gakuin University, Assistant Professor)

■ **Hiroko Kushimoto** (Area Studies Program of GSGS, Sophia University, Associate Professor)

Summary:

This workshop focused on how religious education has been influenced by societal changes, examining the impact of different levels of government involvement in religious education across

three countries. The event was structured into three parts: student presentations, followed by a Q&A session and commentators' feedback. The workshop was held both in-person and online.

The first presenter, Tatsuya Abe, shared his research on religious education in modern Turkey. He compared the government-established Imam Hatip Schools with traditional Kurdish Madrasas, which are traditional Islamic schools for Kurdish students, to explore whether the Imam Hatip Schools serve as an alternative to Madrasas. The findings revealed that the religious education provided in these two institutions differs significantly, and the Imam Hatip Schools do not function as a replacement for Madrasas.

The second presentation, by Tomoka Takeda and Mayu Eguchi, focused on Agudat Israel, an Orthodox Jewish movement and organization, and how its educational approach was influenced by the establishment of the state of Israel. Agudat Israel emerged as a movement opposing the flexible reinterpretation of Judaism in the context of the Emancipation and also opposed Zionism. However, for various reasons, the movement eventually participated in the construction of the state of Israel, and as a result, its schools were integrated into the national education system. The presentation highlighted that the status of Agudat Israel's schools has changed since the founding of Israel. Despite these changes, however, the system for training rabbis has been maintained. Additionally, questions have arisen regarding the extent of secular education in these schools.

The third presenter, Pratiwi Tri Utami discussed religious inherency, using Indonesia as a case study. She introduced Two concepts: "religious inherency," which is a connection of an individual towards the religion driving him/her respect, impartiality, and open-mindedness, and "Edu-Community," which is derived as an educational practice which existed in the community for empowering the practice of education for all. The presentation highlighted how religious community established educational system to support religious education for all, and religious education for all religions and Edu-community contributes to the transmission of religious values and culture to religious inherency formation. It also emphasized that religious education for all, Edu-Community, and religious inherency are interconnected to prevent religious tension in the multi-religious society based on Indonesia's case.

Following the presentations, a brief Q&A session was held with the audience (both in-person and online). Afterward, the commentators shared their opinions on each presentation and posed some questions to the presenters. With the discussions and insights shared, the workshop concluded, leaving participants with a deeper understanding of the topics discussed.