

Religious Education in Schools in Turkey





Our presentation is consist of these topics

- **General fremework of formal education system**
- **The course of Religious Culture And Ethical Knowledge**
- **The Curriculum of The Course**
- **Aims of The Course**
- **Teachers**
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- **Materials**
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General Framework of Formal Educational System

- In Turkey compulsory education is eight years. It begins from seven ages to fifteen ages. The period of compulsory education is called **primary education**.
- **Pre-primary education** is not compulsory. According to the 2009 statistics the rate of attendance to pre-primary education is 33 percent. But there are some endeavour and effort to generalize it and to make it compulsory.

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- After the primary education, students enroll in a **secondary school** optionally. Secondary schools are takes four years from 9 to 12.
 - Eighty five percent (%85,2) of graduates of primary education enrolled in a secondary school in 2008 – 2009 academic year.
 - The government is planing to increase this figure to hundred percent in 2012 – 2013 academic year. (12. 06. 2009 Tarih ve 2009/52 sayılı genelge.)


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- At secondary education there are different kinds of high schools. These are Science High Schools, Anatolian High Schools, Ordinary High Schools, Vocational High Schools, İmam Hatip High Schools, Military High Schools.
 - The students at last three years of the primary education have an exam per year and these determine their next school at the secondary education.

- Students who successfully complete secondary education in according to their score from the general examination made at last year of the secondary education, they enroll in university which they wish to continue their higher education.
- 2007 – 2008 student enrollment rate in higher education including formal and open education, undergraduate and graduate is thirty eight (%38,2) percent. (14.10.2008 Tarih ve 4078 sayılı kanun tasarısı.)





The course of RELIGIOUS CULTURE AND ETHICAL KNOWLEDGE


- In Turkish education system, religious education courses begin at the 4th grade of primary school and continue throughout secondary/high schools.

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- It is compulsory for Muslims. But not for Christians and Jews. They have exemption right.
 - **From the 4th to the 8th grade, courses consist of two hours per week. At the high school level, there is one hour per week.**

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- Religious culture and ethical knowledge course as a **compulsory part of school curriculum** to pass class or **for graduation with other courses** are **equally effective**.
 - Students have to take and be successful in the **exams (4)** , at least two **performances** and a **project homework**.
 - Compared with other courses student's success is higher.

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- **In general examinations** applied for transition from primary to secondary schools non-exempt students has been asked questions in content of religious culture and ethical knowledge course.
 - The transition examination from secondary education to higher education is not included any questions of the course .

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- **There are different style of examinations, written questions, multiple choices, gap fillings and pairings.**
 - **Activities to determine performance** may be drama; making a slogan; writing a poetry, story or a letter; preparing a presentation, group works, preparing a poster or model...
 - In works to determine the performance of the students with their teachers, **friends and families are also make contribution.**
 - Each student keeps a portfolio and save his /her works in it throughout the year.



Aims of The Course

- Individual
- Social
- Ethical
- Cultural
- Universal

Individual Aims: to enable students

- to answer basic religious and ethical questions
- to understand religious concepts accurately
- to be able to fulfill their religious beliefs and rituals without being misused by others
- to comprehend Islam and other religions or beliefs from the basic sources
- to be happy and in a peaceful relationship with his/her belief

Social Aims: to enable students

- to recognize religious and ethical behaviours practiced in the society
- and to acknowledge them as a social fact which reflects the social richness
- to be conscious about protection of physical and social environment
- to distinguish unreliable religious formations based on superstition



Ethical Aims: to enable students

- to internalize the ethical values
- to notice the positive effects of the believes and religious practices on beautifying the behaviours
- to support students to be virtuous persons who know ethical values and respect them



Cultural Aims: to enable students


- to comprehend that religion is one of the elements of culture
- and to notice that religion can affect the other elements of culture
- to have knowledge how Turks accepted Islam
- to comprehend that religion is one of the values combines the nation


Universal Aims: To enable pupils

- to participate in universal values with self-religious knowledge and conscious
- to have knowledge about other religions and to be tolerant towards them
- to notice that the universal values are in accordance with the Islamic values




Teachers


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- **Teachers of the religious** culture and ethical knowledge have been trained through a similar processes with the other class' teachers.
 - The teachers who teach a course in primary school being appointed after graduating from religious culture and ethical knowledge teacher departments of universities.

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- Secondary school teachers for religious education should be graduated from faculty of theology + to complete initial teacher training.
 - Like other teachers, **teachers' salaries** funded by the state.



Textbooks

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- The Ministry of Education gives **textbooks** each student and guidance books each teacher per year.
 - The books for each level may be prepared by the Ministry or private sector and are approved by the Ministry of Education.

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- The **learning activities in the textbooks** are depended on the interpretation of the verses, advices of prophets especially prophet Muhammed, proverbs, poems and stories...
 - There are different activities such as interpretation of photos, puzzles, making acrostic in the books.
 - Examples from pages of the textbooks

[hasan-birlestirilmis.pdf](#)


Materials

- Teachers share their materials which they have prepared for lesson via websites. There are many websites, one of the biggest website is:

www.dkab.org


[DIN KULTURU VE AHLAK BILGISI OGRETmeni'NIN WEB SITESI.mht](http://DIN.KULTURU.VE.AHLAK.BILGISI.OGRETMENI.NIN.WEB.SITESI.mht)

- Student works also can be found in these websites.

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- Examples of student's products
kabe maketi (model of Kabe)
 - There are some movies prepared in accordance with curriculum and provided to all teachers by the Ministry of Education.
 - AHLAKİ DAVRANIŞLAR yardımlaşma ve dürüstlük.DAT


The Curriculum of The Course


- **The course curriculum** following same procedure with other courses shall be prepared by the Ministry of Education.
- The curriculum must be applied in the same way across the country and each type of the school.
- Teacher's authority to make changes in implementing the curriculum is limited only by setting times or regulating the distribution of the subjects.


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- **Last preparation of the curriculum** in primary school was held in 2006 and in secondary in 2005.
 - **The new curriculums** brings new approaches and gives more importance to the student-centered learning methods and activities such as drama, concept maps, interpreting of story or picture and, group work, problem solving, painting, making a slogan, and picture or model, poetry and story writing, making acrostic and brain storm.

The Content of The Course

- The official name of this course is “Religious Culture and Ethical Knowledge”.
- Religious culture and ethical knowledge in the name of the course is a course that highlights the culture and information.

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- As highlighted in the twenty-fourth article of the Turkish Constitution students "should not be compelled to worship, or to participate in religious ceremonies and rites.
 - During the process of teaching the principles of secularism and freedom of conscience must be taken in the consideration. Accordingly among the objectives of the course include cognitive expressions.

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- Nearly half of the **content of these courses** concerns religions, especially Islam and remaining topics ranging from secularism to humanism and from ethical values to etiquette.
 - The major world religions such as Judaism, Christianity, Hinduism and Buddhism are included in the content of the course.

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- Course curriculum in primary education includes six learning areas and in secondary education seven learning areas for each year.
 - **Faith, Worship, Prophet Muhammad, the Koran and Its Interpretation, Ethics and Values, Religion and Culture.**
 - Secularism and Religion in secondary schools in addition to these learning areas is located.
 - Let us just a glance the content of the fourth and eighth grade:



4th Grade

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8th Grade

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Some Videos From The Classroom

[aileye mektup yorumla betül.AVI](#)

[rabbena alışması son.wmv](#)

[renklerin diyalogo 0001.wmv](#)



THANK YOU