TURKEY's report on UNESCO's Recommendation of 1974 on Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms

QUESTIONNAIRE

The questionnaire below to be completed by Governments contains questions that should be addressed in Member States' national reports. Please mark the specific answers with corresponding numbers of the questions. In addition to the questionnaire, supplementary information may also by provide as additional attachments to your report.2

1. **Information about the respondent**

- Date: 29.04.2013
- Institution responsible for completing this questionnaire: Ministry of National Education
- Responsible Department: Directorate General for European Union and Foreign Relations
- Contact person:
- Mailing address:
- Telephone number:
- E-Mail address:

2. Components of education for peace and human rights

A. Specific information on the legislative, judicial and administrative measures taken by the State at the national level

1. Please describe the specific legal framework governing the protection of the rights guaranteed by the Recommendation in the specific country. It should indicate whether the rights set forth in the Recommendation are protected by the constitution, by a basic legislative text or by any other text, and whether the Recommendation has been incorporated into national legislation. The report should make reference to the legal, administrative or other competent authorities and the scope of their competence in relation to the rights guaranteed by the Recommendation.

FORMAL STRUCTURINGS

In Turkey, Prime Ministry is responsible for institutionalization, monitoring and evaluation activities of human rights. In Prime Ministry, some units have been established through the tendencies of demilitarization, socialization and transparency. Basic units established within the Prime Minister are as follows:

- Human Rights Chair
- Supreme Board of Human Rights
- Human Rights Advisory Board
- Committee for Claims of Human Rights Violation
- National Committee for Human Rights Education

- Human Rights Boards in Provinces and Districts

The right of education is guaranteed to all citizens by law (42. Article). The fourth article of the 1739 Basic Education Law is as follows: Educational institutions are open to all without language, race, gender and religion discriminations. No individual, family, group or class can be granted privilege in education.
In our new curriculum, there is a sub-target named "human rights and citizenship". It is achieved in a connection with all courses. It is an interdisciplinary approach which is allocated in different courses instead of just in one course. This is also consistent with practices in the world.

- In 2009, syllabus, text books and course materials were begun to be prepared.
- In 2010-2011 Academic Year, it was implemented in 20 pilot schools and 10 provinces.
- Since 2011-2012 Academic Year, Citizenship and Democracy Education Courses have been taught as a compulsory course of 8th grade.
- Additionally, in secondary schools, the Course of Human Rights and Citizenship is offered to students as an elective course.
- And, in the process of restructuring of the Ministry of National Education, Citizenship and Democracy Education Course was renamed as "Human Rights, Citizenship and Democracy". This course is in the table as a compulsory lesson for 4th grade with two lesson hours in a week.

B. Methods introduced to draw the attention of various authorities in the country to the Recommendation and to counter possible obstacles

The report should contain an assessment of the effectiveness of the methods introduced to engage various authorities in the country and the methods that have overcome barriers. It should highlight the difficulties encountered in implementing the key provisions of the Recommendation.

2. Please describe the measures taken to raise awareness of the basic principles of the Recommendation. The report should specify the activities undertaken or supported by the national level for promoting the Recommendation and fostering debates on critical issues related to the rights enshrined in the Instrument.

DEMOCRATIC CITIZENSHIP EDUCATION PROJECT ACTIVITIES

The Council of Europe in 1997, implemented "Education for Democratic Citizenship Project". The project aimed to strengthen pluralist democracy, human rights and supremacy of law which are the main missions of the Council of Europe. The first phase of the project (1997-2000) was to identify and understand concepts, definitions and strategies. The second phase (2001-2004) included the policy development, establishment of networks and dissemination of activities. 2005 was declared as the European Year of Citizenship through Education, the continuation of the project was decided at the end of the festivities and The third phase (2006-2009) was initiated. The third phase (2006-2009) aimed the development

of educational policies through social inclusion and the implementation of democratic citizenship; and the democratic management of educational institutions. The events carried out according to this context in 2009 as follows:

THE YEAR 2009:

- Until 2009, totally 251 teachers whose branches were social sciences, philosophy, history and classroom teaching had been trained as teacher trainers.
- The members of "Education for Democratic Citizenship Project" Committee prepared a report on the works of Government Agencies and NGOs in Turkey.
- In February, "Democratic Citizenship and Human Rights Education File" was prepared in *Educational Journal in the Light of Science and Reason* of Ministry of National Education. It was published in both hard and soft forms. The journal in pdf format was sent to all the teacher trainers.
- Until 2009, totally 726 teachers were given in-service training for democratic citizenship and human rights. 25 of them became a teacher trainer in the field of Democratic Citizenship and Human Rights Education Project.

C. Process of the development and implementation of national policies

Reference: The Recommendation 1974 encourages Member States to develop and apply national policies (§7), this is also the main objective of the WPHRE.

4. Is education for peace and human rights incorporated in national plans and strategies including those listed below where they exist?

• National plans for Education for All (EFA)

• National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)

• National sectoral plans for basic education, higher education, etc.

• National human rights plans

• National poverty reduction strategies and other development plans

• Other types of documents (please specify)

If yes to any of the above, please specify and indicate also a timetable for implementation if there is any.

in 9th development plan,

7.3.1. Development of Education System

582. In order to ensure social development, It is stated to raise people who have a high ability of thinking, perception and problem-solving, are loyal to Atatürk's principles, democratic, liberal, open to new ideas, inclined to the use and production of science and technology, productive and creative, assimilate the national and spiritual values, have a sense of personal responsibility, contribute to the contemporary civilization, value the arts.

1739 National Education Basic Law refers to respect for human rights among the objectives of education.

There are recommendations of National Education Council for the development of

democratic behavior patterns, freedom of thought and tolerance in the curriculum and extra-curricular activities.

5. Has a specific committee or a special entity been established to develop and implement national policies related to education for peace and human rights?

• Yes

If yes, please describe which specific entity has been put in place, what mandates and functions are attributed to the entity, and what institutions and individuals are the members of the entity.

NATIONAL COMMITTEE FOR HUMAN RIGHTS EDUCATION

The National Committee consists of a representative from The Prime Ministry, The Ministries of Justice, Interior, Foreign Affairs, National Education, Health, Culture and Tourism and the General Directorate of Social Services and Child Protection Agency; six representatives from voluntary organizations operating in the field of human rights; and five faculty members who are well-known for their works of human rights. Representatives of the Ministries are chosen by their institutions, faculty members and the representatives of voluntary organizations are chosen by Human Rights Supreme Board.

The main task of the Committee is to prepare *a proposal* of the action plan to be able to implement the United Nations World Program for Human Rights Education in Turkey and submit it to Human Rights Supreme Board for the approval; to monitor the educational activities conducted in relevant issues and report the assessments of them to Supreme Board of Human Rights.

6. Which groups are targeted in the national policies? Please choose one or more categories below.

Preschool, early childhood
Primary school
Secondary school
Higher education
Technical and Vocational Education and Training
Teachers
Educational community
Ministry of education staff and users of their services

7. To what extent have the plans and strategies for education for peace and human rights been integrated into the following formal education components? Please describe the examples of actions undertaken for each component if applicable.

(a) Curriculum (e.g. obligatory or optional, subject-based or cross-curricular)

• Is education for peace and human rights obligatory or optional?

• Is it subject-based or cross-curricular?
• In which subjects is it integrated? (e.g. civic education, history, science, mathematics, languages …) and at what grade levels is it taught?

Curriculum

- **a.1** In 2009, syllabus and books involving Human Rights Education were started to be included in curriculum. In 2010-2011 Academic Year, it was implemented in 20 pilot schools and 10 provinces. It was an elective course. And in 2011-2012 Academic Year, Citizenship and Democracy Education Courses were included as a compulsory course of 8^{th} grade.
- **a.2** Both thematic and interdisciplinary approach are included in curriculum. Interdisciplinary approach is detailed in a.3.
- The syllabus of Citizenship and Democracy Education Course which is a compulsory lesson, was prepared according to the thematic approach. Four themes are included in the syllabus.

  1) In the first theme "Everybody is valuable", the protection of the human value and dignity taking part in international documents on human rights, the protection and promotion of human values, individual differences and these differences' necessity to live together are emphasized.

  2) In "Democracy Culture" theme, democracy and democratic attitudes are highlighted. Besides the emphasis of democracy on "human"; requirements of democratic citizenship, the recognition of all forms of discrimination and counting against discrimination, the necessity of dialogue and effective communication for co-existence, differences' being social wealth, the negativity of bias, taking a role in promoting gender equality, cooperation and division of labor are highlighted. Thus, it is aimed to increase the awareness of democracy, develop democratic attitudes, the adoption of democracy as a way of life.

  3) In "Our Rights and Freedoms" theme, human rights and freedoms are emphasized. Some skills such as to protect and develop rights and freedoms, understand the role and importance of non-governmental organizations on this issue, to recognize the relationship between democracy and the use of rights and freedoms, to use the ways of legal remedies, to bring democratic solutions to violations of rights and freedoms.

  4) In the last theme "Our Duties and Responsibilities"; duties and responsibilities to individuals in the democratization of living areas are highlighted. With the specified duties and responsibilities; respect for human life and dignity, protection and improvement the country's unity and integrity are aimed. It is assumed that students can gain these skills: participating in decision-making period, becoming aware of their responsibilities towards state, society and each other, conscious use of public property, obeying the rules governing social life, supporting egalitarian and equitable implementations.

a.3 With the interdisciplinary approach, other courses also includes Human Rights and Citizenship Education.

(b) Training of teachers and other educational personnel (e.g. pre-service and in-service training) (Reference: §33-37)

• Is education for peace and human rights included in:

 pre-service teacher training
 in-service teacher training
 head teacher training

• Is the participation voluntary or mandatory?

Until 2009, 726 teachers had been trained in-service about the democratic citizenship and human rights. The 25 of these teachers obtained EDC/HRE trainer certificates.
Up to 2009, within the framework of local in-service training, 1200 "Democratic Citizenship and Human Rights Seminar" was organized by 251 teacher trainers in their cities and about 24.000 primary and secondary school teachers participated in these seminars. These numbers werexpected to reach 26 thousands by the planned 81 in-service training in 2009. 26 thousands teacher learned methods and techniques to teach human rights and the concept of democracy more effectively and implemented these information in their classrooms. Teachers from different branches participated in these seminars.

(c) **Teaching and learning process and tools** (e.g. textbooks and other materials, teaching methodologies that are learner-centred, encourage participation, etc.) (Reference: Recommendation 1974, §10-19, §38-40)

8th Grade curriculum that was prepared and 11th Grade curriculum which is implemented in pilot regions prepared by student-centered approach. Activity based activities have been prepared for students active participation.

(d) **The learning environment** (i.e. psychosocial environment and organizational climate of classrooms, schools and other learning spaces promoting values and principles such as peace, human rights, democracy, tolerance, non-violence and respect)

"Democratic Citizenship and Human Rights Education Project" that is carried out by Ministry of National Education within the framework of IPA 1, the issues about the

Democratic School Culture working group is addressed in detail and the strategies and implementations that is provided with expert support are in pilot implementation phase. The studies are being carried out by an integrative manner in which all school employees, students and parents are included.

8. Which institution is responsible for the implementation, and with which partners does it cooperate (e.g. teacher training institutions, national curriculum development institutions, etc.)?

- Coordination-
- Curriculum- Directorates General, Approval of the Board of Education
- Teacher Training- Universities, Teacher Training and Development Directorate General
- Teaching Materials- prepared by the Directorates General, approval of the Board of Education
- Learning Environment- Directorates General

9. Is a specific budget allocated to the implementation of the policies?
• No

10. Does a systemic mechanism of monitoring the implementation of the policies exist?
• No

D. Contents of the national implementation of education for peace and human rights

11. Please describe briefly the themes, questions and topics related to the 1974 Recommendation that are integrated into the education of your country (e.g. the information on the existing frameworks and mechanisms on democracy and human rights; topics related to the learner's everyday life such as violence in schools and HIV and AIDS; moral and ethical values such as a culture of peace, justice, rights and responsibilities).

The main themes of 8th grade lesson and 11th grade lesson which is implemented in pilot regions are given below.

The Main Themes of 8th Grade Compulsory Citizenship and Democracy Education Lesson

UNITS	Number of Goals	Rate %	Recommended lesson hours
Everybody is valuable	6	19	6
Democracy Culture	9	28	11
Our Rights and Freedoms	7	22	9
Our Duties and Responsibilities	10	31	12
Total	32	100	36

The Main Themes of 11th Grade Democracy and Human Rights Lesson

THEMES	Number of Goals	Rate %
Democratic System And Living Democracy	**6**	**19**
Human Rights And Freedoms	**7**	**22**
Living the Democracy: Active Citizenship	**8**	**25**
Pluralist view on diversity	**6**	**19**
Peace and reconciliation	**5**	**15**
Total	**32**	**100**

12. Please give a few examples of actions/practices undertaken in the following strands. Please focus on major initiatives that are considered successful and innovative.

(a) Celebration of diversity (e.g. intercultural education, intercultural and interfaith dialogue)

The answer of 11th question includes this question

(b) Bilingual and multilingual education

There is no bilingual and multilingual education.

(c) Promotion of the gender-sensitive education systems

Improvements on gender equality were made by scanning the curriculum. In addition, textbooks were revised and corrections were made in terms of gender equality. New curriculum and text books have been revised in terms of gender equality. "Promoting Gender Equality in Education Project ", prepared within the framework of component of IPA 1 2010 programming and co-ordinated by our ministry, is expected to start in 2013. The project which targets the students, teachers, parents and other servants related to education at pre-school, primary, secondary school levels aims to contribute gender equality, promote gender equality for both girls and boys and establish gender-sensitive approach to all education system.

(e) Civic engagement of youth

Democratic School Assembly Project Since 2004, Ministry of National Education and the Grand National Assembly of Turkey have been carrying out this project to develop democracy culture of students, create awareness of tolerance and pluralism, raise generations who adopt their own culture and universal values and dedicated to national and spiritual values, make students participatory, create skills of adopting democratic leadership and communicating. Every year Democratic School Assembly organizes meetings with the participation of selected students from 81 provinces. Ministry of National Education and the Grand National Assembly of Turkey have been carrying out this project according to the following principles: a) Approving the indispensability and inalienability of human rights and freedoms and the indivisible integrity of his/her country and nation, b) Giving importance to the individual, social, and human values, c) respect the rights and freedoms of others, treat people fairly and equally, d) accepting the individual differences and the necessity of the common rules of law, e) being sensitive to the social developments and finding solutions in peace,

f) knowing and adopting of your own culture, recognizing different cultures and approaching them with tolerance,
g) paying attention to the principle of equality and applying it in the life,
h) adoption and implementation of democratic principles in the life,
i) believing in the importance of personal responsibility and accepting the one's continuous improvement as a main principle,
j) developing an understanding away from all kinds of prejudices and discrimination

13. Please describe some examples of activities and/or partnership associated with the following particular institutions and levels.

(e) International cooperation (Reference: §43-45): (e.g. exchange programmes for education professionals and students, research projects, symposium and workshops, cooperation with civil society organizations, universities, school networks, etc.).

Democratic Citizenship and Human Rights Education Project is carried out with the technical assistance of Council of Europe.

The overall objective of the project is to foster a more democratic society by strengthening democratic citizenship and human rights education (EDC/HRE) that corresponds with European core values. The purpose of the project is to increase the institutional capacity of Ministry of National Education on EDC/HRE through developing and revising regulations and curricula on EDC/HRE; producing educational materials and increasing the capacity and awareness on EDC/HRE of pre-school, primary and secondary school communities (teachers, pupils, students, non-teaching staff, parents and community leaders) and fostering a democratic school culture from pre-school to the end of the secondary education.

Result 1: Education regulations and the present curriculum is analysed and strengthened based upon the principles of EDC/HRE and a compulsory course on EDC/HRE is developed at primary school level.

Result 2: Educational materials on EDC/HRE are developed and distributed to pilot schools.

Result 3: Basic skills and knowledge of MoNE personnel and concerned groups developed on EDC/HRE through awareness raising activities and trainings.

Result 4: Democratic School Culture is promoted and Democratic School Competence Framework is prepared.