Report on the implementation of the recommendations concerning International Understanding, Cooperation, Peace and Education in relating to UNESCO Human Rights and Fundamental Freedoms

Head Council of Education and Morality Report was prepared under two main headings. The activities which were carried out by a national committee under Head Council of Education and Morality in the context of 'Democratic Citizenship and Education for Human Rights' were examined under heading A and under heading B the activities carried out in the other fields were examined .

A- PROJECT ACTIVITIES ON THE EDUCATION FOR DEMOCRATIC CITIZENSHIP

European Council put into effect the Project Education for Democratic Citizenship in 1997. The Project aims at the empowerment of the pluralistic democracy, human rights and the supremacy of the law which is the fundamental mission of European Council. In the first phase of the Project (1997-2000) definitions, concepts and strategies were determined. In the second phase (2001-2004) policies were developed, communication networks were organized and activities were generalized. The year 2005 was declared as the European Citizenship year. At the end of the celebration events it was decided to continue with the project and the third phase started. For the third phase (2006-2009) development of the education projects through social participation and the implementation of citizenship, improvement of the new roles and competencies of the teachers and school managers and the improvement of the democratic administration are aimed at. In this context the activities carried out were given below on the basis of timing.

YEAR 2005

- The year 2005 was declared as the European Citizenship year through education in the context of Education for Democratic Citizenship Project which was implemented by Head Council of Education and Morality and supported by European Commission. A circular was issued so that the Project could be announced throughout Turkey and participation of all the schools could be achieved.

- A tour namely 'Citizenship History' was organized from14 to 21 June 2005. Overall 40 teacher participated in the tour .15 of the teachers were the social studies teachers from European Countries 15 were the social studies teachers from Turkey who can speak English the other 10 were the members of the Turkey EDCP National Committee. Istanbul, Çanakkale, İzmir and Ankara were visited during the tour and a panel discussion was held in Ankara.

- Theatre play 'Peace planet' was performed by Gazi University students from 20-21 to 2005

- Human Rights and democracy Education seminar was held in Yalova- Esenköy In-Service Training Institute from 22 to 26 August 2005. A teacher from each city total 81 teacher participated in the project.

- 'Children rights Education' was held in Esenköy In-service Training Istitute from29 August to 02 September 2005.A teacher from each city ,total 81 teacher participated in the Project. .

- A poster with the slogan 'know democracy and live it' was prepared in cooperation with Sabancı University Education Reform Initiative and British Council to raise awareness in the students and teachers in the context of Education for Democratic Citizenship Project.40.000 copies of this poster was printed and sent to the schools and Provincial Directorates for National Education.

YEAR 2006

- Human Rights and Democracy Education seminar was held in Rize In-service Training Institute with the participation of 81 teachers from 19 June to 23 June 2006.

- Children rights Education seminar was held in Yalova- Esenköy In-Service Training Institute with the participation of 81 teachers from 4 September to 8 September 2006.

YEAR 2007

- Human Rights and Democracy Education formatter Course was held in Mersin In-service Training Institute during from 05 March to 16 March 2007. In this seminar 81 teacher (a philosophy group teacher from each city) gained the right to be a formatter.

- Human Rights and Democracy Education formatter Course was held in Van during from 16 April to 27 April 2007. In this seminar 81 teacher (a philosophy group teacher from each city) gained the right to be a formatter.

- In 2007 162 teacher gained the right to be teacher trainers. A communication network on yahoo group was formed for these teachers to share experiences, applications, recommendations and opinions.
(http://groups.yahoo.com/group/EDCHRE)

YEAR 2008

- NGOs give direct or indirect support to the Democratic Citizenship Education. For example a seminar on 'discrimination against women and violence' was given by UAO authorities in two different cities with the total number of 40 (20 +20) teachers (philosophy ,history and literature) with the corporation of UAO and the Ministry of National Education.

- Democratic Citizenship Education Project Formatter Teacher Course was given to 78 teacher in Fethiye from 21 July to 01 August 2008 .Teachers from philosophy group ,history, geography and social studies were chosen

  An activity based education were given in the course.

- The site of Democratic Citizenship Education Project on yahoo group was updated between 2008 and 2009. In this context on this site there was the work 'tool' which includes the memberships of the new formatters examples of activities used for the education of the formatter teachers, group works, activity photographs and the examples of the human rights education activities.
- Yearly action plans were developed to determine the priorities in the application of the project and to development of the national application strategies For example National Committee 2009 Action Plan was prepared and began to be implemented.

YEAR 2009

- By 2009, 251 teachers from social studies, philosophy group, history and classroom teaching fields were given formatter education.

- Efforts of government agencies and NGOs on Democracy and human rights Education were examined and a report was prepared by DCEP Committee members.

- 'Democratic Citizenship and Human Rights Education File' was prepared for the February issue of MoNE's 'Education in the Light of Science and Wisdom' Magazine. The magazine was published both in print and on the Internet. Pdf format of the magazine was sent to all the formatters.

- 842 mail coming from the members during 2006-2009 were published on the internet site of the Project.

- By 2009 total 726 teachers were given in-service training on Democratic Citizenship and Human Rights .251 of this teachers became formatter teacher taking DCEP Formatter Education.

- By 2009 1200 'Democratic Citizenship and Human Rights' seminars were given by 251 formatter teacher in their cities. Approximately 24 thousand primary and secondary school teachers participated in these seminars. These teachers learned techniques and methods of teaching effectively the concept and attainments of human rights and democracy and applied them in their classes.

B- HUMAN RIGTHS AND DEMOCRACY IN OTHER WORKS OF HEAD COUNCIL OF EDUCATION AND MORALITY

1-**Human Rights and Democracy in Curriculum**

a. Due importance is given to Human Rights , Democracy and Democratic citizenship concepts and attainments. These are all included in the new primary and secondary school curriculum programs explicitly or implicitly.
b. In secondary schools Democracy and Human Rights lesson is an elective lesson. These concepts and attainments were included in all the lesson equipments.
c. Human rights and Citizenship lesson was removed from the curriculum and its attainments were integrated into the 1-8 grade programs.

2- **Human Rights and Democracy in the lesson equipments analysis**

All the lesson equipments presented to the Head Council of Education and Morality are being analyzed in view of the criteria: student levels, pedagogy and counseling principle, equality, freedom, justice, identity, receiving sufficient education, basic rights and freedoms, multicultural, minority, tolerance, civil society, corporation and living together.

APPENDIX-1:

a-THE MATCHING TABLE OF ATTAINMENTS IN HUMAN RIGHTS AND CITIZENSHIP AND CURRICULUM (1-5 GRADES)

	ATTAINMENTS	MATMATICS	TURKISH	SCIENCE AND TECHNOLOGY	SOCIAL SCIENCES	SCIENCE OF LIFE
1.	students realizes that rights and freedoms should be shared					x
2.	realizes the importance of protecting the rights				x	x
3.	is aware of the UN agreement on children rights					x
4.	reads and discusses the texts about human rights		x			x
5.	realizes that Atatürk reforms and human rights are important for the development of the country				x	x
6.	knows how to make use of statistics about human rights	x				
7.	knows that men and women gained rights with the Republic				x	
8.	knows that he/she has to observe the rights of his/ her friends					x
9.	grasps the meaning of being a citizen					x
10.	realizes the responsibilities of being a citizen					x
11.	understands the importance of being a free individual					x
12.	acquires the mental abilities of listening to others and defending his/her opinions		x			
13.	knows that obeying the rules in a game is a behavior pertaining to human rights					x
14.	cooperates to ensure that human right are observed in the society.					
15.	respects scientific studies and the persons who did these studies			x	x	

16.	knows that informing authorities in case of human rights violations is a civic duty					x
17.	realizes that he/she should contribute to the improvement of democracy in the school	x				x
18.	knows that he / she should obey the rules					x
19.	learns not to use his/her friends' belongings without permission					x
20.	fulfills his/her duties at home or in the school				x	x
21.	takes responsibility in group works and tries to fulfill these responsibilities		x			
22.	accepts the legal rules as a system of values which makes life easier.				x	
23.	becomes aware of Turkish Constitution				x	
24.	realizes the importance of Convention on the Rights of the Children				x	
25.	knows that obeying traffic rules is a civic duty.					x
26.	likes to cooperate and creates opportunities to cooperate		x			
27.	knows that common heritage must be protected					x
28.	is aware of the fact that every person deserves respect					x
29.	knows that he / she shouldn't discriminate against his/her disabled friends					x
30.	is aware of the importance of freedom of thought and expression					x
31.	knows the adverse effects of prejudice, discrimination and conflict					x
32.	accepts that everybody can make mistakes.					x

33.	is able to solve the conflicts without violence					X
34.	sees the differences as the cultural richness	X				X
35.	knows that compromising is an ethic value					X
36.	respects his/her friends' physical and personal characteristics					X
37	respects others' beliefs					X
38.	understands the importance of family					X
39.	knows that having a democratic atmosphere in the family is important					X
40.	knows that his rights in the family are guaranteed by UN Convention on the rights of the children					X
41.	knows his right to be protected against every kind of abuse and negligence					X
42.	knows that he / she must beware of the bad habits which will harm his/ her right to live and have education.					X
43.	accepts that recourses should be used efficiently.			X		X
44.	realizes the importance of cooperation					X
45.	understands the importance of democracy and its principles.				X	
46.	realizes that democracy is an indispensable value for human rights				X	
47.	knows that democracy is based upon freedom and equality.				X	
48.	finds democratic solutions for the problems he / she encounters at school					X
49.	Participates in the social clubs in the school					X

50.	realizes the importance of Civil society				X	
51.	knows that the efforts of the nongovernmental organisations are legal				X	
52.	Is aware of the activities of the nongovernmental organisations around				X	
53.	knows which units centralized management consists of				X	
54.	knows that the government comes to power with voting				X	
55.	knows which units local governments consists of				X	
56.	knows that tolling is a civic duty	X				
57.	knows that receiving health service is his / her right			X		X
58.	realizes the sacredness of right to live and behaves in accordance with this.			X		X
59.	realizes the importance of thought and speech freedom		X			
60.	Is aware of his / her right to write a petition and exercises this right to solve the problems he / she encounters		X			
61.	realizes the importance of the right to be elected				X	
62.	participates in the decision making process in the school		X			X
63.	knows that private life is secret					X
64.	knows that no one can interfere with others' personal lives without a appropriate reason					X
65.	knows his rights as a consumer and exercises them.				X	X
66.	protects his/ her rights when his 7 her rights violated.				X	
67.	realizes that paying attention to the expiration dates of the products is a	X		X	X	

	consumer right					
68.	knows the environment rights.			x		x
69.	knows that protecting environment and leaving it to the next generations is a civic duty.			x		x
70.	knows the importance of the right to select and exercises it.				x	

b. THE MATCHING TABLE OF ATTAINMENTS IN HUMAN RIGHTS AND CITIZENSHIP AND CURRICULUM (6-8.GRADES)

NO	ATTAINMENTS	MATMATICS	TURKISH	SCIENCE AND TECHNOLOGY	SOCIAL SCIENCES
1.	Students realizes how human rights were gained throughout history.				x
2.	volunteers for participating in the activities done in the context of human rights.		x		
3.	realizes that receiving education is a right				x
4.	knows that compulsory and free primary education is a right.				x
5.	makes speeches which will improve tolerance and solidarity		x		
6.	follows the news about human rights from the written and visual media		x		
7.	makes suggestions to ensure that human rights are observed properly .		x		x
8.	realizes that peace is an indispensable value for humanity		x		
9.	knows that children must work in accordance with the 32.article of the convention on rights of the children				x

10.	collects information about the common heritages around him / her.		x	x	
11.	exercises the right to elect and to be elected participating in the 'school assembly' Activities.	x			
12.	tries to buy legal books cassettes and CDs .				x
13.	tries not to discriminate against his/ her disabled friends.			x	
14.	knows the responsibilities of being a citizen.				x
15.	knows that appealing to the authorized bodies is a civic duty when one's rights are violated.		x		x
16.	realizes the importance of thought and speech freedom in life		x		x
17.	knows that private life cannot be interfered without dijudication				x
18.	knows that every individual is free and equal in terms of rights				x
19.	knows that travelling is a right.				x
20.	knows that human rights are guaranteed by international documents.				x
21.	realizes that violence in the family is against human rights.		x		
22.	tries not to use words of gender discrimination		x		
23.	knows that helping the persons whose rights were violated is a humane behavior		x		
24.	realizes that to live in a clean and healthy environment is a right which must be advocated.			x	
25.	knows that common heritage must be protected			x	x
26.	knows that legislation, execution and jurisdiction are free				x

27.	knows that media organs should be able to work without constraint.				x
28.	realizes that freedoms can be limited legally in view of public security and public health				x
29.	tries to find out what he /she can do about human rights and freedoms		x		
30.	makes use of the statistics about human rights	x			
31.	knows that ever person has the right to work and choose his/her job freely				x
32.	knows that Turkey is among the countries which signed European Convention on Human Rights				x