

Training Peace-Focused and More Qualified New Generations: Turkey Case

Dr. Hayal Köksal

**General Director, Eurasia & Turkish Center for Schools of Quality,
Director General (Turkey Chapter), World Council for Total Quality &
Excellence in Education**

Abstract

The last decades saw drastic changes in global relationships. More and more people became aware that global cooperation is needed to create a peaceful future for humanity that is sustainable and provides quality of life to everybody. Some values like, the integrity of the family, the importance of women in education, loyalty to our community, hospitality, compassion, collaboration, fairness, and respect for all human beings are at the core of the notion of dignity, and dignity is at the core of human rights. However, new generations seem to be lacking our values, including dignity. In order to train ‘dignified leaders’ for the future, a new approach with new contents at schools is needed based upon Human Rights. Various activities and outcomes of a peace-oriented course will be shared in this paper to realize “Peace at home, peace in the world” motto that encapsulates the message of peace, dignity and quality.

Key Words: Non-violence, training teacher trainees, new course, collaboration, SQC projects

BIOGRAPHY

Dr. Hayal Köksal is a teacher-trainer, researcher and author. She had her MA in English Language Teaching at Gaziantep University in 1992 and her Ph.D. in “Educational Sciences” in 1997. Dr. Köksal has been dealing with Total Quality in Education (TQE) since 1990s. She co-founded the Turkish & Eurasian Centers for Schools of Quality with John Jay Bonstingl in 1999. Dr. Köksal has also been the Director General of Turkey Chapter within the “World Council for Total Quality and Excellence in Education (WCTQEE) of India” since 2003. She has written fourteen books. She localized and coordinated the “Innovative Teachers” program of Microsoft Turkey and trained innovative coaches within the Ministry of Education. She has been trying to publicize the Students' Quality Circles philosophy, namely İmece Circles in Turkish, at Turkish schools. She was awarded by the World Bank 2005 Turkey Innovative Marketplace Competition because of her hard work on “İmece Circles Project” in May 2005. The same year, she was awarded as the “World Quality Leader” by the WCTQEE. She conducted nearly 3000 İmece circles by now. In 2003 he took part in a Peace and Women

Project within a non-profit NGO named (Did=Democratic Principles Society) and she presented a paper telling the contents and outcomes concerning it in an international Conference named; “Interdisciplinary Symposium at Women Studies” at Yeditepe University on 1-4 March 2004. Since 2008, her collaborative work with the disabled Students brought her “Helen Keller Excellence Award” in Mauritius in 2008. She still goes on leading projects with and for the disabled. Her efforts on training dignified young leaders started with her hosting the 10th Annual Conference of Human Dignity and Humiliation Studies on 28-30 April 2010. Dr. Köksal is giving some elective and compulsory pedagogic formation courses at the Educational faculty of Boğaziçi University like; “Introduction to Teaching Profession”, “Innovative Teaching”, “Nonviolence in Education” and “Conflict resolution”.

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Introduction

The world has been following some fundamental changes in the governing systems of some Muslim countries in North Africa and in the Middle East since the late months of 2010. Starting from Tunisia, Libya, Egypt and finally Syria, people seem to rebel against the governing parties with the demand of more democratic rights and equality between parties of people. The international community has been playing an important role in the success of nonviolent movements in a variety of different ways. Some of them are; providing financial support to these movements, adopting international boycotts and some other sanctions. However, it has been strongly felt that there is a need for a fuller appreciation within governmental and non-governmental organizations, local governors, media and community members of the dynamics and potential of strategic nonviolent conflict. Educational support for that might be the key to solve the problem.

In this paper a new curriculum, which was developed not only for the academic world, but also for the CSO and NGO leaders, Local governors, under the light of the lessons learned from past nonviolent campaigns will be presented to the participants. The name of the course was; “Nonviolence in Education” and it had been designed by the author for the students of all faculties of Boğaziçi University, Istanbul, Turkey. The main objectives of the course were to;

1. Develop a basic understanding related to conflict management and its practice to help make university students dignified, peaceful, contemporary and innovative citizens of the future world,
2. Open new windows concerning nonviolent approaches in various fields including education, gender issues, leadership roles and skills, effective technology use, and problems of the challenged world, and

3. Improve “peace and quality” concepts at home, in the office and in the community.

The audience will have the chance of learning the projects which were prepared by the students who elected it.

Violence vs. Non-violence

Violence is defined as; “the use of physical force to cause injury, damage or death” within Wikipedia. The word violence covers a broad spectrum. It can vary from between a physical altercation between two beings to war and genocide where millions may die as a result. The causes of violent behaviour in humans are often topics of research in psychology and sociology.

It is believed by the writer that nonviolence can be taught through lecturing and modelling. As a result, the writer not only did she take place among the first members of the Peace Education and Research Center of the Boğaziçi University (BUPERC), but she also designed and piloted a new course for the students of the Faculty of Education at the Boğaziçi University during the spring term of 2010-2011 Academic Year. The course was given as an elective one under the name of: “Nonviolence in Education”. 45 students elected it and they prepared 61 peace- and nonviolence-focused projects through students’ quality circles (SQC) methodology (Köksal, 2011). The next term the same course was given and during the fall term of the 2012-2013 Year, “Conflict Resolution” course was opened to enlighten the young teacher candidates.

Reasons of Designing a Nonviolence Course

As it is known by everyone, the basic learning environments of any society are home, school, business world and community in general. In addition to the warm and care-focused home environments, schools at various levels try to teach knowledge, attitude and skills to young people who are supposed to be the future leaders of the world. The role models of the community are not only parents but teachers as well. That is why if one of the main problems of the community is “Violence”, then “nonviolence” must be one of the main issues of education both at home and in the school. The writer has been dealing with violence and nonviolence issues on the way of obtaining peace since 2003. Her efforts started with attending the Global leadership Forums held in “Bahçeşehir” and “Istanbul Commercial” universities in Istanbul. She has both gained awareness about the topic and has also obtained a large portfolio of the names of peace experts. She collaborated with the experts from the Peace Center of Bahçeşehir University and the Association of Turkish.

In 2003, the writer caught another opportunity concerning peace. She was invited to City Montessori School in Lucknow, India to give a talk. That school was awarded by UNESCO in 2002 for its contemporary peace and quality education to train total quality

persons (TQPs). The curriculum, the peace oriented school environment, the love within the eyes of school people has impressed her a lot. She noticed the importance of such efforts to establish nonviolence in a school. Furthermore, with her invitation to the World Council for Total Quality and excellence in Education (WCTQEE), she decided to work more on peace issues. In 2004, she met Prof.Dr. Evelin G. Lindner, the president of a Network named; "Human dignity and Humiliations Studies" in the cyber world and she had been offered to organize the 15th International Conference of Human Dignity and humiliations Studies in Istanbul (www.humiliationstudies.org). She accepted it and she organized it with the collaboration of some organizations and Boğaziçi University from Istanbul. It was held in Boğaziçi University with the participation of 23 peace experts coming from different countries on 28-30 April 2010. The report of the event might be seen from the link (www.humiliationstudies.org/whoweare/annualmeeting15.php).

In 2007, a new Center was opened in Boğaziçi University. Its name is Peace Education and Research Center (BUPERC). The aim is to conduct research about the conflict and violence, to develop new programs and seminars to lead teachers and community members and also publish some books. One of the partners of the above mentioned Conference was BUPERC and the writer still goes on collaborating with it. For instance; during the spring term of 2009-2010 academic year, the president of BUPERC, Prof. Dr. Fatoş Erkman, opened an elective course for the students of all faculties. It was: "Conflict Resolution". Every member from BUPERC gave a definite part of the course. The writer was the one who gave "Anger Management".

On 27-28 July 2010, the writer registered to an international Nonviolent Seminar which was held by the International Center on Nonviolent conflict in Istanbul. ICNC is an online learning platform for the study and teaching of Civil Resistance (<http://civilresistancestudies.org>). The writer learned some new issues regarding Civil Resistance started by Gandhi in India many years ago. During the seminar she met 30 experts coming from different parts of the world and met some well-known expert- writers such as Jake Duvall, Gene Sharp and Howard Clark. Making use of all those experiences, she designed a new course titled: "Nonviolence in education" and presented it to the governing body of the Department. It was approved and that course was opened to all faculties during the spring term of 2010-2011. 45 students elected it and after a very productive term, it ended with 61 projects within the portfolios of students.

Non-Violence in Education

In this part; the objectives, the contents, suggested and required reading packages including the online resources, the evaluation methodology, tools to be used, calendar and the

reflections of the students will be shared. In addition to e-group of the students; a Blog was opened to share the expected and gained knowledge (<https://nonviolenceineducation.wordpress.com>).

Course Objectives: The main objective of this course is to develop a basic understanding related to nonviolent conflict and its practice for being a dignified, peaceful, contemporary and innovative citizen of the future world. As it is easily felt, the future world will be holding various interest groups belonging to various cultures. The world will be felt smaller through technology and teaching will be one of the challenging professions. Future citizens should be aware of the issues and problems waiting for them and must be prepared accordingly. This course will be opening new windows before the university students concerning; nonviolent approaches concerning various fields including education, gender issues, leadership roles and skills, effective technology use, problems of the challenged world and ways of dealing with them on the way of improving “peace and quality” concepts at home, in office and in the community.

Target Group: This course is designed for the future professionals and citizens who are at the edge of graduation. It is beneficial not only for teacher trainees but also for the whole university students who belong to different fields. It is open to junior and senior students.

Course Contents:

1. Introduction: Explanation of basic terms (e.g. human rights, peace, dignity, humiliation, gender issues, discrimination, education etc.); Distinction between violence and nonviolence; Sources of violence.
2. Brief history: In the World, Neighbour Countries and Within Turkey. An analysis of the local/global problems using “7 Planning and Management Tool” of Brassard to determine the mid-term students’ circles (İmece Circles).
3. Introduction to Strategic Nonviolent Conflict / Why Need for strategy? Planning, unity and discipline
4. Activating Nonviolent Power (Mechanisms of Change & Methods and choosing the right ones)
5. Planning Considerations:
6. Strategy and Principles of Nonviolence in Various Fields like NGO Leading, Local governing and administering an educational institution,
7. Planning Methodologies, Impacting Audiences, Communication tools and types,
8. Examples and explanations of failures & Successes.
9. Organizational and Operational Considerations:
10. Managing movement: Leadership, characteristics and types, gender sensitivity
11. Overcoming Fear and Security Culture
12. Plan Format

13. Analyzing some sample cases and Course Conclusions as Educators, Economists, Engineers, etc.

Midterm: İmece Circles (SQC) based upon the main problems of Turkey concerning violence in education.

Final project: Create your own plan outline for an imaginative case for your future professional life.

Tools needed: Glossary, handouts, exercises/games, power points, video, audio, workbook (SWOT analysis), 7 Planning and Management Tool by Brassard.

Required

Readings:

The Reading package consists of: ICNC Journals, All recommended web sites and links of all academic environments in addition to the following books:

- Ackerman P., & J. Duvall (2000), A Force More Powerful: A Century of Nonviolent Conflict, Palgrave, USA.
- Ennals, R., (2007), From Slavery to Citizenship, John Wiley & Sons Ltd., UK.
- Freire, P., (2010), Pedagogy of the Oppressed, Continuum, London.
- Fullan, M., (2001), Leading in a Culture of Change, Jossey-Bass, USA.
- Gök, F. & A. Şahin, (2003), İnsan Haklarına Saygılı bir Eğitim ortamına Doğru, Tarih Vakfı, İstanbul.
- Kite, D., (2006), The Joy of a Child, KülSanat, İstanbul.
- Kongar, E., (2006), 21. Yüzyılda Türkiye, Remzi Kitabevi, İstanbul.
- Köksal, H., (2010), Engelleri Empatiyle Aşmak, Apozitif Yayıncılık, İstanbul.
- Lindner, E.G., (2010), Gender, Humiliation and Global security, Praeger, USA.
- Moroglu, N., (2009), Kadınların İnsan Hakları Sözleşmesi, XII. Levha Yayıncılık, İstanbul.
- Popovic, S., A.Milivojevic, S. Djinovic (2007), Nonviolent Struggle, 50 Crucial points, Center for Applied Nonviolent Action and Strategies, Belgrade.
- Popovic, S., A.Milivojevic, S. Djinovic, H. Merriman and İ. Marovic (2007), A Guide to Effective Nonviolent Struggle, Center for Applied Nonviolent Action and Strategies, Belgrade.
- Sertel, J., G. Kurt, (2004), Winpeace Barış Eğitimi, Eymür Kültür Vakfı, İstanbul.
- Sharp, G., (2007), Waging Nonviolent Struggle, Porter Sergeant Publishers, Boston.

Online Resources:

Presentations from our 2010 Fletcher Summer Institute can be accessed here:

<http://www.nonviolent-conflict.org/index.php/learning-and-resources/educational-initiatives/fletcher-summer-institute/fsi-2010>

Nonviolent conflict summaries that can come handy in your teaching can be viewed/downloaded here: <http://www.nonviolent-conflict.org/index.php/movements-and-campaigns/movements-and-campaigns-summaries>

<http://wagingnonviolence.org/2011/01/egypts-moment/>

Stanford University & Dalai Lama Panel:

http://www.youtube.com/user/StanfordUniversity#p/u/33/S_xqCg2nIQ8

Human Studies and Humiliation Studies Network: www.humiliationstudies.org

Center for Global Nonkilling: <http://nonkilling.org/node/18>

Basis for Evaluation:

Seminar: 10 pts., Mid-Term: 30 pts., Final Project: 40 pts., Attendance & Active Participation: 20 pts.

Course Designer & Instructor: Dr. Hayal KÖKSAL hayal@boun.edu.tr

Visiting Professor: Prof. Hadjipavlou Maria from Cyprus University (mariat@ucy.ac.cy). She is working a lot with a bicomunal women's group -the Gender Advisory Team (GAT) trying to promote the gender perspective and gender provisions in the peace negotiations and the future constitution of a federal bicomunal Cyprus. So, she keeps busy at different levels but always within our shared philosophy of peace, dialogue and gender equality.

Projects Prepared by the Students

In the course two different types of projects were conducted:

Since it was a newly designed and presented course, the writer wanted to explore the state of readiness of students for such a nonviolence study, and she used “Open space technology” to determine the level and leaders of the group. Students performed well and the following students’ quality circles (SQCs) appeared to present the areas they were interested in. The format was free. They prepared their projects as PPT presentations. They were as follows:

1. Violence against Women,
2. Family Violence within Family
3. Spouse Violence within Family
4. Violence to Students in Schools
5. Humiliation of Principals towards Teachers
6. Why do we humiliate the disabled?
7. The Violence through Religion
8. Exploiting Children
9. Violence in Sports

10. Children in prison
11. Direct Violence (Personal) Stories from your New Environment: causes, Results.
12. Why do we make war?
13. Violence within Us: Causes and cures
14. Violence to Students in pre-school classes.
15. Violence of Teachers to Teachers.
16. Why do we humiliate the poor?
17. Peace movement in India through Gandhi.
18. Analysis of recent developments in Libya: causes and results.
19. Violence to children who live in orphanages.
20. Ataturk and Peace.
21. Reflections of the Students

The second group projects were prepared for the Mid-Term Examination. The students formed teams, namely İmece Circles formed by students (SQC) and after a 6-week preparation on them they presented the projects before their peers. The assessment was done by the peers based upon the rubrics determined in advance by the whole group guided by the writer. They are:

- Domestic Violence (SQC PUZZLE)
- School Violence (SQC PIGEONS OF PEACE)
- Dangers of Racism (SQC UNITY in DIVERSITY)
- Social Exclusion of Refugees (SQC VOICES OF REFUGEES)
- Street Children (CAÏLOU CIRCLE)
- Love Murders at High Schools (CIRCLE LOVE MURDERERS)
- Social Injustice (HARRANLILAR CIRCLE)
- Insensitivity of Violence (SEAGULLS CIRCLE)
- Violence against children (CIRCLE KIDS)
- Violence against the Disabled People (CIRCLE FİZİKOKİMİYA)
- Violence to Women (SQC GYB)
- Violence to the Old (SQC İY)
- Mobbing in the Business World (SQC OE)
- Discrimination between Siblings (SQC BO)
- Source of Pain in Turkey: Child Brides (SQC MÜ)
- The Violence of The Police towards Community members (SQC MZ)
- Children in Prison due to their Mothers (SQC ÖB)
- Violence to Animals (SQC MT)

Reflections of Students

After the final presentations, students were asked to give their reflections about the course materials, content, methodology, instructor and evaluation. Here are some of them given by e-mails:

M.Ö.: Hi Dr. Koksal. I had a very productive and joyful term with you. I am thankful to you.

N.D.: To know you was a great happiness for me. I am proud of this. I would like to be in your projects in the near future if you intend to make one for street children and their problems. I feel so sorry for them. Have a lovely summer holiday.

B.Y.: I would like to thank you for that wonderful term. I am so sorry that I have not been the student I dreamt. You will be one of my loveliest teachers and I will never forget about you. If you give permission, I would like to ask your recommendations and support during my professional life in the near future. Hope to see you soon.

Ö.B.: I am very happy that I got a course from you the myth instructor of Boğaziçi university. I feel very lucky myself because of being your student.

A.G.: This course and its instructor Dr. Hayal Köksal helped me learn about the Turkish educational system and nonviolence in many respects. Thanks to this course and the amazing presentations of my friends with the guidance of our dear instructor. I got some ideas about how to solve the problems. The method of presentation used in the course was very efficient.

While preparing presentation, I learned how to work in İmece Circles and PDCA Mindset which are very helpful. This course showed me the situation of the educational system in Turkey, and I saw what has been done wrongly and what is still being done wrongly in this educational system. I understood that we have some problems with methods of instruction, reaction of the public against the education and institutions' working properly. And there are various obstacles in solving these problems. İmece Circles was a very helpful method. Thanks to it, I had a chance to work in a group and share ideas with my friends. In addition, PDCA Mindset showed me how to prepare a work in a well-organized and effective way. Innovative and effective instruction methods were conducted. I would like to thank my dearest instructor for her help and patience with us.

Conclusion and Recommendations

For ages, schools have functioned in the autocratic style of the line-staff model: principals are managers and teachers are their employees, often voiceless and powerless to influence their students. However, recent changes in the structure of the community and technology, TQE implementations and global communication have changed the role of

teachers. Schools making this change are creating and expanding teachers' roles as leaders, coaches and team members.

Some experts say that the only leadership that will make a difference is that of teachers. Teachers can be dynamic forces fully capable of effecting change (Gabriel, 2005). This is also valid for the current educational problems such as violence in schools. In order to start a peaceful atmosphere within the school, some leader teachers are needed. The aim of the course designed and presented at Boğaziçi University, like some similar ones, is to train such visionary leader teachers for the schools. Although the traditional teacher leaders is still important in a school, other leadership positions can have as much influence in ensuring peace of the school and also student achievement.

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