



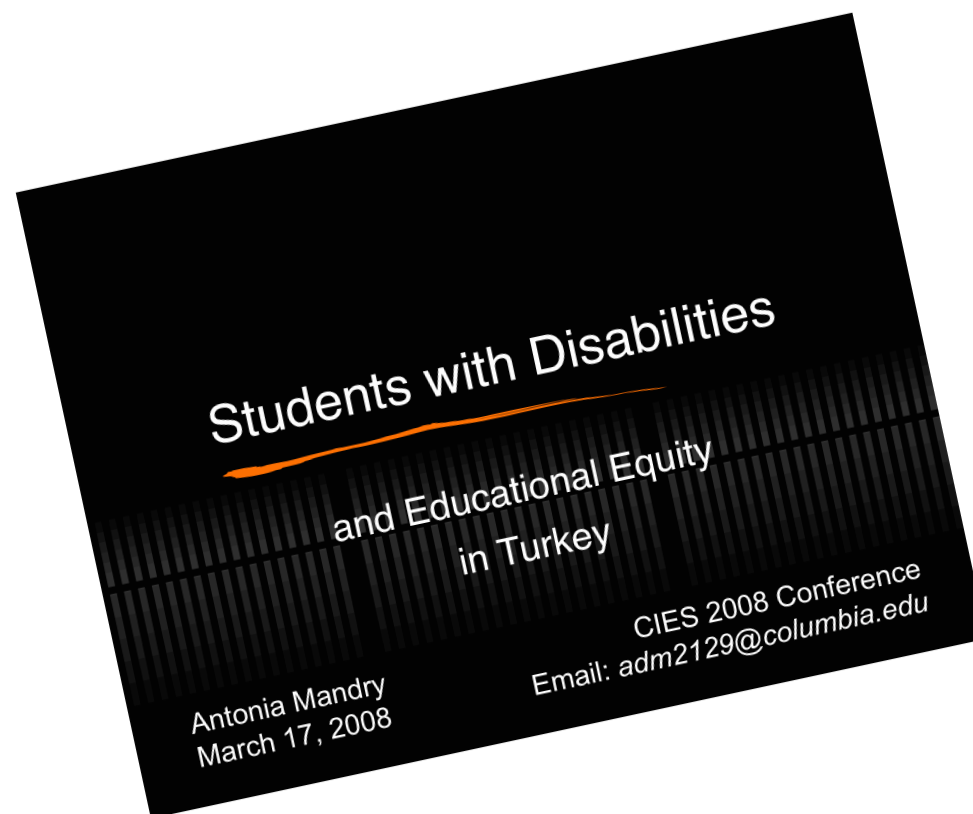
Turkey's good schools:

Citizenship education and human rights in a global context

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Previous Research



Questions

- What are the kinds of educational opportunities available to students at universities that build their knowledge and skill regarding human rights and notions of citizenship and democracy? What is the relationship between citizenship and human rights courses being offered at the tertiary level in Turkey? What is its basis in the education students are getting prior to this? How does this compare globally?

Being a Citizen, Being Human

- Previous research has examined the growth of human rights education globally. Scholars such as **Suarez** (2004, 2007) has looked at how globalization, human rights movements, and mass schooling have allowed the proliferation of human rights education globally.
- **Soysal** (1994), in her study on Turkish immigrants to Germany, examined how changing concepts of rights has moved from one grounded in a static notion of citizenship determined by national boundaries to a globally-based, locally-informed identity.

Relevant Courses in Turkey

Tertiary

- variety of courses available
- dependent on the individual university

Secondary

- Democracy and Human Rights; elective
- National Security Course; required

Primary

- Citizenship and Human Rights
- required course; Grades 7 & 8

Courses Offered

	Germany	Greece*	Turkey**
Grade 5		✓	
Grade 6		✓	
Grade 7	✓		✓ ✓
Grade 8	✓		✓ ✓

✓ = civic education, ✓ = human rights

*schooling in Greece is divided into Primary & Lower Secondary (age 12-15 years)

** these courses in addition to the required National Security Knowledge course

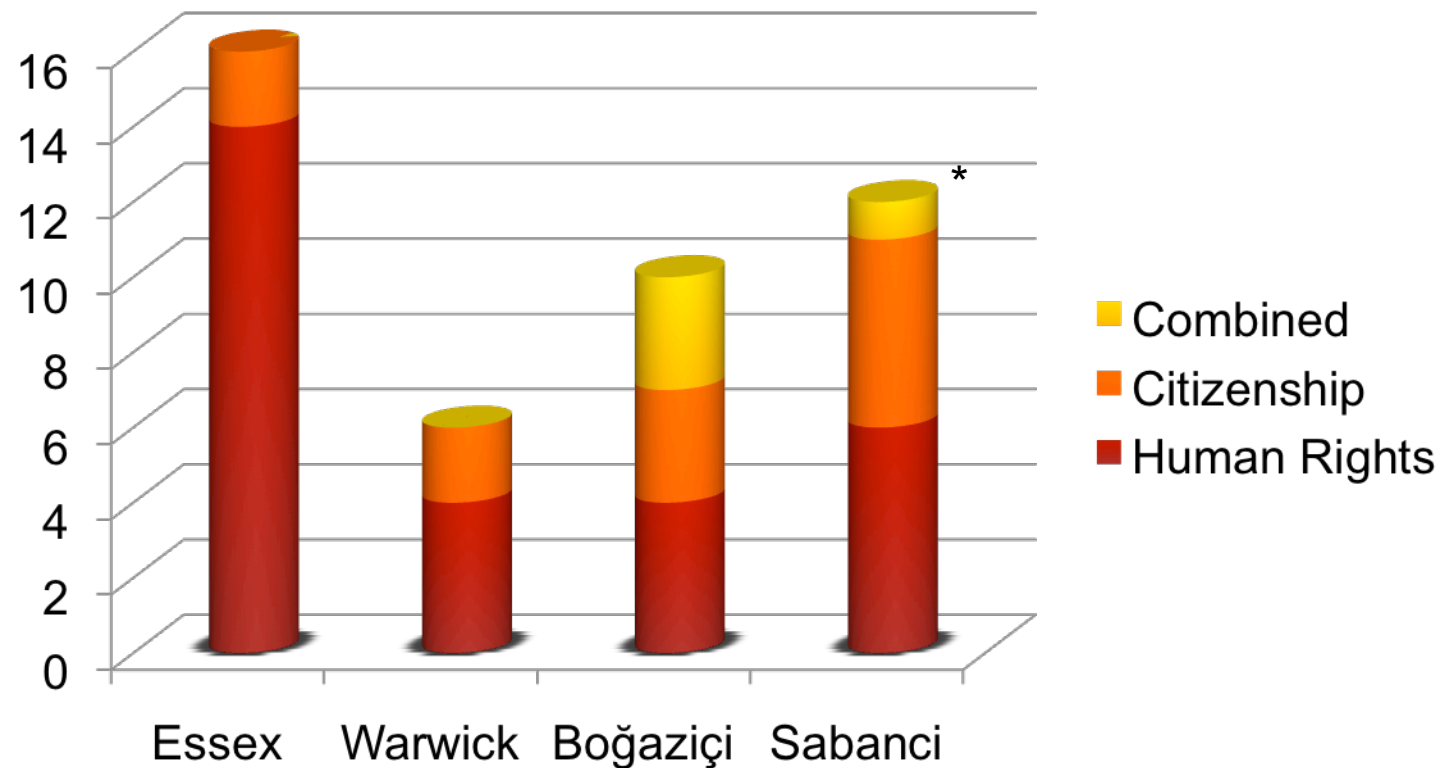
Information about the German and Greek civic education courses is pulled from Smith, Fountain and McLean's (2002) study of *Civic Education in Primary and Secondary Schools in the Republic of Serbia*

Potential Student Impact

1.2 Öğretim yılı ve eğitim (8 yıllık zorunlu eğitim) seviyesine göre okullaşma oranı
Schooling ratio by educational year and level of education (8-year compulsory education)

A. Toplam - Total		B. Erkek - Males			C. Kadın - Females			(%)		
Öğretim yılı Educational year	Okullaşma oranı Schooling ratio	İlköğretim (1) Primary education			Ortaöğretim Secondary education			Yükseköğretim Higher education		
		A	B	C	A	B	C	A	B	C
1997/'98 (2)	Brüt - Gross	89.51	96.26	82.43	52.79	60.20	44.97	19.52	22.92	15.95
	Net - Net	84.74	90.25	78.97	37.87	41.39	34.16	10.25	11.28	9.17
1998/'99 (2)	Brüt - Gross	94.31	100.72	87.60	57.15	64.89	48.99	21.67	25.47	17.68
	Net - Net	89.26	94.48	83.79	38.87	42.34	35.22	10.76	11.81	9.67
1999/'00 (2)	Brüt - Gross	97.52	103.31	91.47	58.84	67.10	50.15	21.05	24.55	17.42
	Net - Net	93.54	98.41	88.45	40.38	44.05	36.52	11.62	12.68	10.52
2000/'01 (2)	Brüt - Gross	100.93	106.32	95.31	60.97	69.67	51.84	22.25	25.55	18.79
	Net - Net	95.28	99.58	90.79	43.95	48.49	39.18	12.27	13.12	11.38
2001/'02 (2)	Brüt - Gross	99.45	104.19	94.51	67.89	76.94	58.38	23.37	26.59	19.99
	Net - Net	92.40	96.20	88.45	48.11	53.01	42.97	12.98	13.75	12.17
2002/'03 (2)	Brüt - Gross	96.49	100.89	91.91	80.76	93.36	67.52	27.12	31.00	23.04
	Net - Net	90.98	94.49	87.34	50.57	55.72	45.16	14.65	15.73	13.53
2003/'04 (2)	Brüt - Gross	96.30	100.31	92.14	80.97	90.80	70.67	28.15	32.23	23.88
	Net - Net	90.21	93.41	86.89	53.37	58.08	48.43	15.31	16.62	13.93
2004/'05 (2)	Brüt - Gross	95.74	99.48	91.85	80.90	89.53	71.88	30.61	34.79	26.63
	Net - Net	89.66	92.58	86.63	54.87	59.05	50.51	16.60	18.03	15.10
2005/'06 (2)	Brüt - Gross	95.59	98.83	92.24	85.18	95.07	74.88	34.46	38.78	29.94
	Net - Net	89.77	92.29	87.16	56.63	61.13	51.95	18.85	20.22	17.41
2006/'07 (2)	Brüt - Gross	96.34	99.21	93.37	86.64	96.24	76.66	36.59	41.07	31.89
	Net - Net	90.13	92.25	87.93	56.51	60.71	52.16	20.14	21.56	18.66
2007/'08 (3)	Brüt - Gross	104.54	106.41	102.57	87.55	94.04	80.70	-	-	-
	Net - Net	97.37	98.53	96.14	58.56	61.17	55.81	-	-	-

Courses Offered about Human Rights



Course Descriptions

LAW 405 International Human Rights Law

This course covers the general principles of international human rights law and deals especially with European Human Rights Convention and with some selected decisions of European Court of Human Rights. The definition of human rights, the basic mechanisms for enforcing human rights and the role of the political realities in promoting human rights are some of the topics.

LA320 Comparative Human Rights

The course aims to provide a wide-ranging and in-depth study of theoretical and practical aspects of human rights law and practice ... [and] traces the development of human rights discourse in the post World War II era ... issues have included the scope and historical development of human rights; the relationship between individual human rights and minority rights; cultural relativism and human rights ...

Citizenship, Globalisation and Identity

This half course introduces students to notions of collective identity, citizenship, and globalization - with a specific focus on national & transnational forms of belonging. We will consider both the ways in which these concepts have been sociologically theorized and findings of empirical research. The main objective of the course is to expose the current debates about collective identities, citizenship and globalization

Sociology of Citizenship and Human Rights

An attempt to historicize and contextualize two notions that have been central in Western political thought: citizenship and human rights. The historical conditions of the emergence and transformation of notions and practices of citizenship and human rights, theoretical accounts and critiques from various political and theoretical positions.

Thinking Globally

- In Greece, there is a current initiative to establish specific courses on human rights at the university level (OHCHR, Special Report 1999-2004)
- In 1998, the Human Rights Education National Committee in Turkey aimed to create institutes at a variety of universities regarding human rights.

One University: One Course

➤ Sabanci University

- **Civics Involvement Project**, established 1999¹
- “This program for Participatory Democracy is designed to give students an understanding that every individual not only can, but also has a responsibility to contribute positively to society.”
- CIP I is a mandatory class for undergraduates
- CIP II-VI exist as optional electives
- 1,800 students have completed 194 projects between the years 2000-2005¹

¹Hopkins, T. (2007). *Measuring Effectiveness of Civic Participation at the University Level in Turkey: A Case Study of the Civic Involvement Project at Sabanci University*

Thank you

- Teşekkürler!
- Please visit my website, <http://www.mandry.net/toni/>, to download this and previous presentations.
- Comments, suggestions and constructive criticism is always welcome. Please feel to contact me at adm2129@columbia.edu.