

**NATIONAL COMMITTEE
ON THE DECADE FOR HUMAN RIGHTS
EDUCATION**

**HUMAN RIGHTS EDUCATION
PROGRAMME OF TURKEY
1998-2007**

**July 1999
Ankara**

FOREWORD

The present Human Rights Education Programme of Turkey 1998-2007 has been drafted by the Turkish National Committee on the Decade for Human Rights Education.

This National Committee has been established by the High Coordination Board for Human Rights (founded in 1997), to function as an advisory body during the United Nations Decade for Human Rights Education and assigned the task of preparing the national draft programme for the implementation, in Turkey, of the United Nations Action Plan for this Decade and of monitoring and evaluating the work carried out under this programme.

The Committee consists of one representative each from the Prime Ministry and from the Ministries of Justice, Internal Affairs, Foreign Affairs, National Education, Health, and Culture; representatives of four non-governmental organizations active in the field of human rights, and four university professors known for their work in human rights.

The Committee, which started working on September 3, 1998, has defined the priorities and initial target groups of the programme by taking into consideration the relevant needs and the principles set forth in the United Nations Action Plan. The present programme, to which new target groups will be added in the near future, is the outcome of a ten-month effort.

The Programme which contains suggestions relating to human rights education, as well as to its prerequisites, was adopted by the High Coordination Board for Human Rights, in its meeting of July 28, 1999, chaired by the Minister of State responsible for human rights, Mr. Mehmet Ali İrtemçelik.

The Committee, in cooperation with the Ministries to which the target groups of the Programme are subordinated and the relevant non-governmental organizations and professional associations, will now start making the necessary preparations for carrying out

This Programme has been forwarded by Prime Minister Bülent Ecevit to all relevant authorities, with the request that they report every three months on the progress in the implementation of the Programme, commencing in April 2000. (Circular Letter dated 2.8.1999, No. 1999/43)

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the work envisaged in the Programme and will begin implementing it.

Our Committee thinks that this cooperation will make a valuable contribution to the achievement of the objectives of the Programme, and therefore ascribes a special importance to this cooperation.

The National Committee on the Decade for Human Rights Education is well aware of the fact that uninterrupted training in human rights, which never loses sight of its principal goals, is the most important, although still not the sole, factor in the protection of human rights. It therefore feels it necessary to underline the necessity that, in addition to this Programme, an overall national programme for human rights should be prepared on the ground of clear knowledge of human rights and first-hand knowledge of the existing problems.

The National Committee on the Decade for Human Rights Education wishes to thank Minister İremçelik and former Minister Prof. Dr. Hikmet Sami Türk, who have sincerely supported its work during the preparation of the Programme; those members of the various governmental bodies who have assisted in the detailed identification of the relevant needs; the professional associations and non-governmental organizations which have already expressed their readiness to contribute to the implementation of the Programme; the members of the Secretariat of the High Coordination Board for Human Rights, particularly its head, Mr. Gürsel Demirok, as well as all those who, in one way or another, have contributed to the drafting of this Programme.

Prof. Dr. Ioanna KUÇURADI
President of the National Committee
on the Decade for the Education of Human Rights

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**NATIONAL COMMITTEE ON THE DECADE FOR
HUMAN RIGHTS EDUCATION**

INTRODUCTION

Human rights have become one of the most highly discussed issues of today's world. The concept of human rights is one of the paramount values which mankind has brought to the 21st century, which will bear the stamp of this concept.

Human rights are the common values of humankind. Yet success in the protection of human rights depends largely on public awareness and knowledge of human rights and on the upholding of said rights by the world's people. The concept of human rights must therefore be deeply implanted in everybody's mind, which, in turn, mainly depends on education in human rights. In order to ensure that human rights, which are steadily expanding and gaining new dimensions every day, be transmitted to our children and future generations as supreme values and universal principles, education in human rights should be provided in an extensive, systematic and effective manner.

Education in human rights which, in addition to informing people, aims at changing attitudes and behavior leading to human rights violations and thus at preventing such infringements, is one of the main instruments employed to foster respect for human rights while protecting and implementing them, to transform democracy into a way of life and to raise "free, active and participating citizens", who are direly needed.

Thus, protection and implementation of human rights depend on educating persons who will be able to protect and implement them as much as, or perhaps even more than it depends on applying the

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law and sanction mechanisms. They depend on people being aware of human rights and of why these rights should be protected, as well as on their possessing the sincere will to protect them and the knowledge of just what it is that has to be protected, and how. In short, education is the be-all and end-all of the protection of human rights.

I. Human Rights Education in International Instruments

Conventions and other instruments relating to human rights that have been adopted by various international organisations, notably by the United Nations, the Council of Europe and the Organization for Security and Cooperation in Europe (OSCE), attach a special importance to the right to education as a human right as well as to education in human rights, while imposing legal obligations on states which have endorsed and are parties to these conventions and instruments.

The first international instrument, which expressly provides for education in human rights, is the *Universal Declaration of Human Rights* adopted by the United Nations General Assembly on December 10, 1948. The Introduction to the Declaration calls on all individuals and all bodies of the society to exert efforts in order to foster respect for human rights and fundamental freedoms through education and to ensure that human rights and fundamental freedoms be promoted and effectively applied universally.

The Recommendation Concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, adopted by the General Conference of UNESCO in 1974, is the most comprehensive international instrument in the field of education in human rights.

On the other hand, a specific part of the European Council's annual programmes is devoted to education and information on human

rights since 1976. The Resolution on the Teaching of Human Rights, adopted in 1978, and the Recommendation of the Committee of Ministers to Member States on Teaching and Learning about Human Rights in Schools adopted in 1985, include concrete proposals relating to education in human rights which are also included in instruments adopted since the Helsinki Final Act signed in 1975 within the framework of the Organization for Security and Cooperation in Europe (OSCE), particularly in the documents of the Copenhagen and Moscow meetings of the OSCE Conference on Human Dimension.

As a result of these recommendations, international meetings regarding human rights education were held in 1978, 1987 and 1993 during which various proposals were endorsed. The most important of these meetings was the World Conference on Human Rights organized in Vienna in 1993. The Vienna Declaration and Programme of Action adopted at the end of this meeting emphasize that human rights education and raising public awareness of human rights are indispensable for strengthening harmonious and stable relations between communities and for promoting understanding, tolerance and peace. During the conference the participants underlined the need to fight against ignorance and to direct national efforts and education towards the full development of human personality and the promotion of respect for human rights and fundamental freedoms. They also urged all countries and organizations to include human rights, humanitarian law, democracy and the rule of law in the curricula of all public and private schools.*

In response to this call the United Nations General Assembly, in its meeting of December 23, 1994, adopted resolution no. 49/184, which proclaimed the years 1995-2004 as the Decade for Human Rights Education, with a view to paving the way for a universal

* For the relevant articles of this and other instruments, see Annex I.

culture of human rights, by promoting training in, and information on, human rights.

II. United Nations Decade for Human Rights Education and Action Plan

The United Nations General Assembly, in its meeting during which it declared the years 1995-2004 as the "United Nations Decade for Human Rights Education", also endorsed the Action Plan prepared and submitted by the Secretary General of the United Nations, and entrusted the coordination of this plan to the High Commissioner for Human Rights.

Inspired by the conviction that education in human rights and education for human rights are themselves a human right the United Nations has defined the goals of the Decade as training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes which are directed towards:

- a) The strengthening of respect for human rights and fundamental freedoms;
- b) The full development of the human personality and the sense of its dignity;
- c) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- d) The enabling of all persons to participate effectively in a free society;
- e) The furtherance of the activities of the United Nations for the maintenance of peace.

The *Action Plan*, prepared by the United Nations in view of these goals, has five main objectives:

- a) The assessment of needs and formulation of strategies;
- b) Building and strengthening human rights education programmes at the international, regional, national and local levels;
- c) Developing educational materials;
- d) Strengthening the role of mass media;
- e) Global dissemination of the Universal Declaration of Human Rights.

As first step towards the attainment of these objectives at the national level the United Nations has called on the member states to establish national committees in order to develop and implement their programmes. It has also recommended that the governments cooperate with non-governmental organizations and experts on human rights for this purpose.

The United Nations has emphasized the necessity of developing national plans for human rights education by enumerating the functions they are expected to fulfill. They would serve to:

- a) Establish and strengthen national and local human rights institutions and organizations;
- b) Initiate steps towards national programmes for the promotion and protection of human rights as recommended by the World Conference on Human Rights;
- c) Prevent human rights violations that result in ruinous human, social, cultural, environmental and economic costs;
- d) Identify those people in society who are presently deprived of their full human rights and ensure that effective steps are taken to redress their situation;
- e) Enable a comprehensive response to rapid social and economic changes which might otherwise result in chaos and dislocations;

- f) Promote diversity of sources, approaches, methodologies and institutions in the field of human rights education;
- g) Enhance opportunities for cooperation in human rights activities among government agencies, non-governmental organizations and professional groups and other institutions of civil society;
- h) Emphasize the role of human rights in national development;
- i) Help governments meet their commitments to human rights education under international instruments and programmes, including the Vienna Declaration and Programme of Action (1993) and the United Nations Decade for Human Rights Education (1995-2004).

The United Nations has also developed certain guidelines in order to promote a common understanding of the content of human rights education, to highlight minimum standards, to provide assistance in the planning and evaluation of national programmes and to draw attention to human, financial and technical resources needed for the implementation of these programmes. In addition, it has made recommendations concerning the procedure for establishing national committees, which should be composed of representatives of governmental bodies concerned and non-governmental organizations experienced in human rights issues as well as of experts experienced in developing human rights programmes.

Primary tasks of these committees at the national level are the following: to prepare national programmes based on the evaluation of the existing conditions; to define national objectives and strategies; to develop national plans and to identify financial sources; to facilitate the implementation of these plans and to monitor and evaluate the work done in terms of achievement of the objectives of the programme and if necessary revise it. At the international level they are expected to maintain relations with international and regional organizations charged with the realization of the objectives of the Decade; to exchange information with these organizations and to submit periodically to

the High Commissioner for Human Rights reports containing the progress made, their needs and their proposals.

The first action, which these national committees are expected to take, is to conduct or commission a comprehensive study relating to the state of human rights education in each country. The purpose of this study is to gather the curricula of existing programmes for human rights education at all levels of formal and extramural education; to identify human rights education activities which have been or are being undertaken by governmental bodies and non-governmental organizations; to collect legislation relating to human rights and the main human rights instruments; to inquire into possibilities of organizational and financial support for human rights education; to gather, if such exist, national development plans relating to women, children and indigenous people; to discover obstacles to be overcome in the field of human rights education; to identify national human rights problems in order to determine educational needs; as well as to put forward knowledge on the level of public awareness of human rights in view to identify potential target groups and create chances for marginalized groups to have access to education in human rights, and on the mass media (including television, radio, newspapers and popular magazines) in an objective manner.

Depending on the conclusions of this study national committees will define the priority target groups for education in human rights and develop education programmes for groups which have not undergone such an education, make suggestions to upgrade existing human rights education activities and subsequently will monitor their implementation and evaluate the results.

III. Promotion of Human Rights at the National Level

Turkey has taken part in a substantial part of the efforts to promote human rights education undertaken by international organizations of which it is a member. At the national level various arrangements have been made in this respect.

In the national legal system the basis of human rights education is found in the Constitution. Article 2 of the Constitution pertaining to characteristics of the Republic also includes the principle of "respect for human rights". In accordance with this principle human rights education appears to be a constitutional obligation. Apart from the "right and obligation to education", as defined in Article 42 of the Constitution, Article 2/2 of the Basic Law on Education no. 1739, enforced in 1973, stipulates that the goal of this law is to bring up "constructive, creative and efficient individuals who have the capacity to think freely and scientifically, who possess a broad vision and respect human rights, and who value personality and initiative - individuals, who feel responsible to society.

Over the past ten years significant progress has been made in Turkey in respect for and education in human rights. Firstly, the Human Rights Inquiry Commission of the Turkish Grand National Assembly was established by Law No. 3686 on December 5, 1990, in order to protect and improve human rights in accordance with contemporary, universal criteria. This was followed by the establishment, by virtue of the Prime Minister's Decree No. 1994/34 of August 26, 1994, of the High Advisory Council for Human Rights attached to the Human Rights Advisor's Office and abolished in March 1996; and the establishment, by virtue of the Prime Minister's Decree No. 1997/17 of April 9, 1997, of the High Coordination Board of Human Rights. All of these bodies have ascribed great importance to the dissemination of human rights awareness throughout the country.

On March 14, 1995, a Protocol between the Ministry of State Responsible for Human Rights and the Ministry of Education, concerning the teaching of human rights in schools, was signed by the Prime Minister, the Deputy Prime Minister and the Ministers concerned. The Protocol calls for the revision of the "Course on Civics", taught as an obligatory course in the second stage of the primary school, so as to cover human rights issues under the name of "Civics and Human Rights Education Course", as well as for the introduction of a course named "Democracy and Human Rights" as an elective course, in the curriculum of secondary education.

In order to put this Protocol into effect the High Coordination Board for Human Rights has decided that it would be pertinent to include the "Civics and Human Rights Education Course" as a compulsory subject in the curriculum of grades 7 and 8 in primary schools and the "Democracy and Human Rights Course" as an elective course in the curriculum of grade 2 of the high schools and notified its decision to the Ministry of Education to take the necessary action. Pursuant to this decision the weekly curriculum of the 7th and 8th grades of the primary school was revised in the academic year 1998-1999 so as to include the "Civics and Human Rights Education Course" one hour per week. The programme of the "High School Democracy and Human Rights Course" included as an elective subject in the high school curriculum, was prepared in the meanwhile and was approved by the Ministry's Board of Education on May 10, 1999.

The High Coordination Board for Human Rights has also adopted decisions concerning in-service training in human rights for instructors and public officers and in 1998 established the National Committee on the Decade for Human Rights Education in order to implement the United Nations Decade Action Plan in Turkey and to organize and develop human rights education as a whole based on contemporary standards.

In addition, human rights centres and various departments of universities, as well as non-governmental organizations active in human rights have made substantial contributions to the expansion of public awareness of human rights in Turkey.

NATIONAL COMMITTEE ON THE DECADE FOR HUMAN RIGHTS EDUCATION

In accordance with the *Action Plan of the United Nations Decade for Human Rights Education*, the High Coordination Board for Human Rights established the "National Committee on the Decade for Human Rights Education". The Regulations relating to its establishment were published in the *Official Gazette* no. 23362 dated June 4, 1998 (see Annex 2).

Consisting of representatives of the Prime Ministry and the Ministries of Justice, Internal Affairs, Foreign Affairs, National Education, Health, and Culture, of representatives of four non-governmental organizations active in the field of human rights and of four university professors known for their work in this domain (see Annex 3) the National Committee has been assigned the tasks of preparing the National Programme in the light of the United Nations *Action Plan*, of following up and evaluating the work to be carried out under this Programme and of performing other duties which might be required by the High Coordination Board.

In its first meeting, held on September 3, 1998, the National Committee decided to make an inventory of human rights education that has been and is being provided in Turkey and of all other relevant work connected with this education; to identify the needs by considering human rights problems in Turkey; to define priorities and primary target groups for human rights education and to develop long-, medium- and short-term plans and strategies based on these findings.

- This Board consists of the Undersecretary of the Prime Ministry and those of the Ministries of Justice, Internal Affairs, Foreign Affairs, National Education, and Health, and is chaired by the Minister of State responsible for human rights.

I. The Conception of Human Rights Education Underlying the Work of the National Committee on the Decade for Human Rights Education

According to a conception of human rights still prevalent in most parts of the world, human rights aim at "protecting the individual against the state". As a consequence of this conception the purpose of human rights education is defined as "teaching individuals their rights" assuming that "individuals would claim their rights should they be aware of them". This approach causes a chain of results which leads to a human rights education confined to informing individuals about international documents and national legislation on human rights while ignoring the fact that human rights is an interdisciplinary issue.

In the face of some problems recently encountered particularly in some Western European countries due to immigrants coming from various parts of the world, pre-university human rights education is being provided as "inter-cultural education" based on the assumption that "peace and human rights can be protected more effectively if individuals from different cultural backgrounds know about, and thus learn to respect, each other's cultures".

Our Committee, however, thinks that education in human rights, which has as its final goal prevention and total elimination of human rights violations and implementation of these rights in everyday life, should be "human-centred", as also specified by the High Coordination Board for Human Rights, rather than being "law-centred" and "culture-centred", and give due consideration to the subjective, as much as the objective conditions necessary for the protection of human rights. In other words, human rights education should aim at bringing up individuals who possess the sincere will to protect not only their own rights, but human rights *per se*, including one's own rights as well as those of all human

beings; individuals who are equipped with the knowledge of how to do it in given real situations and the capability of transforming this knowledge into action, as well as of showing the ways and means to achieve this.

Our Committee thinks that human rights education based on this approach would be an effective way to reinforce the democratic legal system established on a sound basis and to promote the culture of peace.

In the light of these considerations our Committee finds it necessary to increase in the weekly curriculum the hours of the teaching of human rights provided at various levels and areas, so that this teaching might fulfill the purpose of its introduction; to include in the programmes other subjects or courses which are prerequisites for teaching human rights in conformity with its objectives; to put in clear connection the training of professional courses with human rights; and also to revise the curriculum of courses which are indirectly related to human rights and to eliminate, if such exist, elements contradicting human rights and expressions suggesting gender discrimination.

Taking into consideration the human rights violations of children due to their age and those of women due to their sex, as well as the fact that the United Nations Action Plan underlines that the human rights of women and children should be an integral part of national action plans, our Committee thinks that human rights education should also aim at increasing sensitivity to the human rights of women and children and the social role of genders.

II. Priorities of Human Rights Education in Turkey and Main Target Groups

Persuaded that increased public awareness of human rights and the consciousness of being a citizen, as well as grass-roots civic control, have great importance for the protection of human rights, our Committee has defined as follows the priorities of the programme and its main target groups, with the intention of adding to them new ones in the near future, particularly the employees of the Prime Ministry and its subordinated agencies and the personnel of the Armed Forces, the Ministry of Health and the Ministry of Finance.

• Priority objectives:

- Revision of the curriculum of human rights courses in primary schools and high schools in terms of the suitability of their content and of their prerequisites to attain the goal pursued by including them in the curriculum; taking the necessary measures for ensuring that instructors are equipped with the necessary skills for teaching these courses in accordance with their objectives.
- Revision of human rights courses provided in formal education for professionals in charge of law enforcement and during their probationary term, and where they do not exist, ensuring their introduction, and assistance in the development of their curricula; ensuring the introduction in the general education of these professions of subjects which are prerequisites for the fruitful teaching of human rights, and assistance in the development of their curricula; ensuring that efforts are exerted to link professional courses to the relevant human rights issues.
- Assistance in the preparation of written and visual materials needed for human rights education in all fields.

- Preparation of a plan for training instructors in order to ensure that in-service human rights training for members of various professions is properly provided until formal education in these professions begins to bear fruit.
- Ensuring the production of regular human rights programmes for broadcasting by radio and TV stations; preparation of educational programmes designed to increase the number of producers who are capable of producing such programmes.
- *Main target groups:*
 - Teachers who teach or will teach courses in human rights in primary schools and high schools.
 - Law enforcement officers (judges, public prosecutors, penitentiary personnel, police, gendarmerie and other public officers).
 - Members of the mass media.
 - Members of non-governmental organizations which carry out activities related to human rights.
 - Social workers and personnel at Community Centres who will provide education in human rights for families living in economically and socially underprivileged sections of the cities.

Within the framework of this national programme, the members of the mass media and of non-governmental organizations are considered "target groups" in two senses: on the one hand these groups will receive education in human rights, if it is deemed necessary, and on the other they will contribute to the implementation of the national programme, if they so desire.

Our Committee has established four working groups for these target groups and entrusted them with the following tasks: a) to inquire as to whether the related target groups receive education in human rights, and, if they do, to review the existing programmes

and evaluate them on the basis of our Committee's conception of human rights education and the United Nations Action Plan; b) to make recommendations, if needed, as a result of this evaluation; c) to prepare educational programmes in collaboration with the interested parties; d) to assist in the implementation of these programmes and e) to monitor the work done.

III. The Present State of Human Rights Education and the Relevant Proposals of the National Committee

In order to put forward the present state of affairs and to determine the needs, the National Committee has asked the Ministries of Justice, Internal Affairs, Foreign Affairs, National Education, Health, and Culture, as well as universities and approximately 150 non-governmental organizations and professional associations which carry out activities related, or which may be related, to human rights, to report, if any, on their educational activities carried out since 1995, and also to communicate their relevant views.

The results of this inquiry and our Committee's proposals based on these reports are summarized below:

1. Human Rights Education in Primary Schools, High Schools and Universities

1.1. Human Rights Education in Primary Schools and High Schools

1.1.1. Issues Related to Human Rights

According to the programme approved by the Board of Education of the Ministry of National Education on June 25, 1998 (res. No. 82) the "Primary School Civic and Human Rights Education

Course" is a compulsory course in the 7th and 8th grades of primary school. Our Committee deems it necessary that the Ministry of National Education, in collaboration with our Committee, revise this programme once again, as soon as possible, in light of the principles and values of human rights; that the textbooks be prepared according to the revised programme; that special care be taken that this course –as implied by the title– moulds attitudes in pupils of this age, instead of transmitting mere information, and that the course be taught in both classes at least for two hours a week.

Pursuant to the Protocol dated March 14, 1995 between the Ministry of State in charge of human rights and the Ministry of National Education, the curriculum of the elective course on "Democracy and Human Rights" was prepared in 1999 and approved under the title "High School Democracy and Human Rights Course Programme" by the Board of Education of the Ministry of National Education on May 10, 1999 (res. No 38).

There are certain prerequisites so that these two courses included in primary and high school curricula, might fulfill the purpose for which they are being introduced. The following two prerequisites have special importance:

- * In the 8-year primary education curriculum, a subject titled "Ethics", or "Human Relations and Ethics", should be introduced and taught before the "Primary School Education Civic and Human Rights Education Course" –its content to be developed keeping in mind the purpose of its introduction.
- * Taking into consideration the general scarcity of teachers who have acquired the necessary training for teaching these two courses on human rights in conformity with their objectives, a "Human Rights Education Certificate Programme" in the Philosophy Departments and/or MA and PhD programmes in

the Social Sciences Institutes of full-fledged universities should be initiated without delay – in the academic year 1999-2000, if possible.

The textbooks for these two courses, prepared by, or submitted to, the Ministry of National Education, before they are approved as teaching material, should be evaluated in collaboration with our Committee as to whether they promise to fulfill the goals of human rights education.

In addition, curricula and textbooks of other subjects taught in primary schools and regular and vocational high schools should be reviewed from the standpoint of human rights and the integrity and continuity of human rights education.

Our Committee deems it necessary that the Ministry of National Education gives momentum to its efforts aimed at preventing any child from being hindered from benefiting from the 8-year compulsory education programme; and taking into account that according to the Convention of the Rights of the Child every person is considered a minor until he or she reaches the age of 18, recommends that, after the necessary preparations are made until the year 2010, the compulsory education period is extended to eleven years, so that the right to education be protected in Turkey in accordance with contemporary standards.

Taking into consideration the increase in the number of juveniles classed as “homeless children” in certain cities, our Committee also recommends that a working group be established and assigned the task to study this issue in all its dimensions with the aim of preparing a project by the end of June 2001, to be implemented as of the year 2002. This group should comprise representatives of our Committee, the Ministry of National Education, the Directorate General for the Protection of Children and for Social Services and other concerned public institutions, representatives of non-

governmental organizations active in this field and of the UNICEF Turkish National Committee, should it accept to take part in the project.

1.1.2. In-service Training:

Our Committee has examined the human rights education programme prepared by the Ministry of National Education for the in-service teachers’ training courses organized in 1997, revised it in light of the newly approved human rights curriculum and submitted it to the Ministry of National Education.

Taking into consideration that the purpose of in-service training in general is to update and improve the knowledge of teachers in the fields in which they are already trained, but that a large majority of the teachers who would participate in this in-service training in human rights have received no education in this field until now, our Committee recommends that in order to minimise this disadvantage, in-service training should be first provided for teachers who are graduates from Philosophy, Psychology and Sociology Departments and from the Faculties of Law and Political Sciences and that the Ministry of National Education should implement these programmes in co-operation with our Committee and University Human Rights Centres or the Institute of Public Administration for Turkey and the Middle East. Thus, following the relevant plan to be prepared until the end of the year 1999, all these teachers should undergo this training and teach human rights in primary and secondary schools until a sufficient number of teachers trained in human rights during their formal education is achieved.

1.2.3. Human Rights Education in Universities:

The National Committee has reviewed the information related to human rights education furnished by universities, and has found

that subjects pertaining to human rights were mostly taught within the framework of other subjects, that some universities have been providing courses on human rights both for undergraduates and graduates, but that there was no graduate programme for human rights.

Taking into consideration that qualified university teachers are needed for the teaching of human rights in various scientific and professional fields, our Committee recommends that the Council for Higher Education promotes the introduction of graduate programmes in some universities in Turkey.

Our National Committee, aware of the fact that there is no field of study which is not, whether directly or indirectly, related to human rights, is of the view that inclusion of human rights courses in the undergraduate curricula of all universities at the end of a period to be specified in a plan formulated jointly by our Committee and the Council for Higher Education would be greatly beneficial, on condition that the necessary number of instructors are trained according to this plan.

2. Human Rights Education of Law Enforcement Officers Attached to the Ministry of Justice

The Committee has evaluated human rights education for law enforcement officers attached to the Ministry of Justice under the following seven headings:

2.1. Education of Candidate Judges and Public Prosecutors

Considering that a substantial part of human rights education for judges and public prosecutors should be provided during their probationary period, our Committee has reviewed the two-year probationary programmes for judges and public prosecutors, and has ascertained that human rights was included among the subjects

taught for a total of 664 hours at the Training Centre for Judges and Public Prosecutors under a 6-month programme, first in 1998 and that the total duration of this human rights course was 6 hours.

The National Committee deems it essential that human rights education which candidate judges and public prosecutors receive in this Training Centre during their probationary period and which is directly related to their professions, be improved and structured in 1999 by the Ministry of Justice in cooperation with our Committee in terms of its content and duration, and that it should be implemented as of the year 2000.

2.2. In-service Training for Judges and Public Prosecutors:

At present, in-service training provided for judges and public prosecutors who enter the professions by drawing lots after they successfully complete their probationary period, does not include human rights education. Our Committee, therefore, recommends that the Ministry of Justice, in cooperation with our Committee and one of the Human Rights Centres, draws up a project in order to provide human rights education for all judges and prosecutors during their in-service training and to start implementing it in the year 2000. Its completion is scheduled for the end of the year 2004.

2.3. Training for Candidate Civil Servants:

Personnel subject to the Civil Servants Law No. 657, who are employed in the central organization of the Ministry of Justice, penal institutions, and courts receive no education in human rights during their probationary periods despite Article 55 of the said Law and the provisions of the "Regulations on the Training of Candidate Civil Servants Attached to the Ministry of Justice". In fact, these officers do not receive any special professional training. Our Committee is convinced that this deficiency is one of the main sources of problems encountered particularly in penitentiaries and

various departments of the Organization. It, therefore, recommends that the following steps be promptly taken in the training of these civil servants, particularly those employed in penal institutions:

2.3.1. *Education of Prison Superintendents:*

Administrative personnel, to be carefully selected from among university graduates through a series of tests, including psychological tests, should receive upon their appointment basic education for a period not less than 2 months, preparatory training between 1 and 3 months and a minimum of 2 months of applied probationary training—provided that their profession is rendered more attractive from the moral and financial aspects. In other words, they must receive free training and education with board provided for a period around one year. During this training programme, intensive training in human rights, which is not currently included in the curricula, should be provided. Deputy superintendents in prisons should be appointed from among officials who have completed this programme and served successfully in a penal institution for a specific term, after the candidates for this position have completed a course designed for the post. Prison superintendents, in turn, should be appointed from among candidates who have successfully completed a special course designed for this post after serving as deputy superintendents for a specific term. In all the training phases defined above, human rights education should occupy a prominent place.

In addition to the probationary programmes, in-service training programmes for active personnel should be developed by a working group composed of representatives of the Directorate General of Penal Institutions under the Ministry of Justice, our Committee, a relevant professional organization and/or a non-governmental organization, as well as one of the Human Rights

Centres, and these programmes should be implemented by the Ministry of Justice and the centre concerned.

2.3.2. *Training for Health and Education Personnel in Penal Institutions:*

Physicians, psychologists, social workers and teachers employed in penal institutions upon their appointment should undergo candidate training, and those who successfully complete this one-year programme should be appointed permanently in accordance with Article 55 of Law No. 657.

Necessary assurance must be provided in order to enable penitentiary physicians to practice their profession in accordance with the Hippocratic Oath and international documents related to medical ethics, and general and specific pre-service human rights education must be provided to newly-appointed physicians before they assume their duties. Physicians who are at present working in prisons should also undergo in-service training in human rights. To this end, a project should be developed jointly by our Committee, the Ministry of Health and one or two relevant non-governmental organizations interested in this matter by May 2000, and this project should be carried out by the Ministry of Justice and the Ministry of Health.

2.3.3. *Candidate Training for Internal Security Personnel:*

Prison guards and security officers of penal institutions, known as internal security personnel, assume their responsibilities upon their appointment as candidate officers, without receiving any education or training.

The afore-mentioned internal security personnel should also receive candidate training for a period of one year covering professional subjects and human rights in accordance with the

provisions of the "Regulations on Training for Candidate Civil Servants Attached to the Ministry of Justice" before their permanent appointment. Only those who successfully complete this programme should be appointed permanently, taking into consideration their assessment records maintained by their superiors.

2.3.4. Candidate Training for the Ministry's Central Organization and Court Personnel

From the viewpoints of both the profession and human rights, it will be of great benefit that personnel appointed to the Ministry's Central Organization and courts as candidate civil servants receive training consisting of professional topics and human rights for one year.

2.4. In-service Training for Personnel Subject to Law No. 657

All personnel employed by the Ministry's Central Organization, courts, penal institutions and detention centres should receive in-service training periodically in accordance with the provisions of the "Ministry of Justice In-service Training Regulations", and human rights education should occupy a prominent place in this programme.

In order that all personnel working in penitentiaries develop their capacity to find out and apply the implications of human rights under the conditions prevailing in Turkish penitentiaries, while rendering employment conditions more attractive, a project aimed at ensuring that these personnel receive a candidate education and complete a probationary period prior to their permanent appointment as civil servants should be developed by a working group composed of representatives from the Ministry of Justice, the Board of Education of the Ministry of National Education, our Committee and a relevant non-governmental organization by the

end of 1999. This project should be implemented by the Ministry of Justice and the Ministry of National Education.

2.5. Education in Vocational High Schools of Justice:

Vocational high schools of justice, which train assistant personnel for the Central Organization of the Ministry of Justice, judiciary organs and their sub-departments, should provide an education with a specific emphasis on human rights; and, for this objective, plans and programmes should be set up jointly by the Ministry of Justice and our Committee. All of these should be ready before the end of the school year 2000-2001.

2.6. Education of Senior Personnel

In order to ensure the employment of qualified senior personnel, such as chiefs, directors, law enforcement chief officers and accountants employed in the Central Organization of the Ministry, courts, penitentiaries and their sub-units, applicants for these posts should be offered professional training courses with a special emphasis placed on human rights and democracy, and those who successfully complete these courses should be appointed to a specific title. Plans and programmes needed to achieve this goal should be prepared by the Ministry of Justice in cooperation with our Committee by the end of the year 2000.

2.7. Establishment of a School for the Personnel of Penal Enforcement Institutions

The establishment of a vocational school which will train personnel to be employed at penitentiaries following a 2-year education with free board, is considered a necessity.

A working group consisting of representatives of the Directorate General of Penitentiaries and Detention Centres of the Ministry of

Justice, our Committee, and a relevant professional association and/or non-governmental organization should draw up the curriculum of this school by the end of 2000, giving due importance to human rights education. This school should begin to admit students for the school year 2001-2002. The Pre-service (Candidate) Education Centre for the Penitentiary Personnel Project (PECPPP), prepared by the Ministry of Justice, should be set up and implemented promptly for penitentiary personnel to be appointed in the intervening period.

3. Human Rights Education of Law Enforcement Officers Attached to the Ministry of Internal Affairs

3.1. Staff of the Ministry of Internal Affairs

A briefing was held in Ankara on March 30-31, 1998 for Provincial Governors and Security Superintendents, who bear the greatest responsibility for the protection of human rights and the prevention of their violations in provinces. In 1996, 1997, 1998 and 1999, workshops on human rights, each lasting five days, were organized for deputy governors, district governors and representatives of the police forces and the gendarmery. A total of 1.840 persons attended these workshops. According to the information received from the Training Department of the Ministry of Internal Affairs all the district governors in Turkey attended these seminars by June 23, 1999.

Moreover, officers of both the Directorate General of Security and the Gendarmery General Command □one from each province□ attended workshops on human rights organized by the Training Department of the Ministry of Internal Affairs, in addition to the training they have received within their respective organizations.

Our Committee recommends that a series of meetings be organized by representatives of our Committee and the Ministry of Internal Affairs by the end of June 2001; and they be held in Ankara and in other provinces during the implementation of the national programme commencing from the second half of 2001. The purpose of these meetings will be the exchange of experiences and views among governors, deputy governors, district governors and human rights specialists –scholars and professionals working in this field.

It will be pertinent on the part of the Ministry of Internal Affairs to encourage the staff of the Ministry, particularly the provincial administrators, to obtain M.A. and Ph.D degrees in the field of human rights.

District governors should receive an education in human rights during their probationary period. To this end, a working group, composed of representatives of the Ministry of Internal Affairs and our Committee, should be formed to prepare an education programme to be implemented as of the year 2000.

3.2. Human Rights Training for Police

3.2.1. Pre-service Education:

Pre-service education for police officers is provided by three different police educational institutions, namely the Police College and the Police Academy attached to the Directorate General of Security, as well as by 26 Police Schools attached to the Education Department and located throughout Turkey.

3.2.1.1. Present Situation:

◆ Police Schools:

Graduates from high schools and equivalent institutions are admitted to Police Schools in order to receive a professional education for a period of nine months. One hour of the weekly curriculum is devoted to *Human Rights* and one hour to *Public Relations*, in addition to professional subjects and law courses.

Our Committee noted with satisfaction that the report submitted upon its request by the Education Department of the Directorate General of Security, prepared on the basis of the results of a survey successfully conducted and of careful observations, gives a precise description of many problems related to these schools. Some of these problems, directly related to the human factor of education, can be summed up as follows:

- * Programmes which function as a bridge between theory and practice have not been drawn up in accordance with scientific principles*.
- * Subjects being taught in Police Schools consist of field description or introductory level information, which are not sufficient to acquire knowledge, skills and attitudes pertaining to this profession.
- * Numbers of subjects and hours devoted to their study have not been determined on the basis of a scientific study.

* According to information furnished by the Education Department of the Directorate General of Security, a cooperation programme was launched in 1997 between this department and the Cirquest Company of the Netherlands under the coordination of the European Council and efforts are underway to develop "Interactive and Multi-media Supported Education Programmes with Specimen Case Solutions", with a view to establishing a connection between practice and theory in police training. In this context, a specimen CD-ROM was prepared between October 1998 and April 1999 as the first part of efforts to revise all educational programmes so as to link practice with theory. This project is expected to cost approximately 2 million U.S. dollars.

- * Textbooks and curricula have not been updated to reflect current developments and changes.
- * There are discrepancies between practice and theoretical knowledge taught in these schools.
- * Candidates are not subjected to any tests aiming at determining their psychological condition.
- * There are certain shortcomings and problems on the part of the instructors. The unwillingness of some instructors has a negative effect on the motivation of the other instructors.

◆ Police College:

The Police College has been founded with the purpose of providing a source for the Police Academy, which trains medium and higher level supervisors, and for various departments of universities depending on requirements of the Directorate General of Security.

The Police College, a free boarding school whose students wear an official uniform, admits male junior high school graduates who receive four years of training including a preparatory class where a foreign language is taught. It has a curriculum prescribed by the Ministry of Internal Affairs in accordance with the curricula of the science section of public junior high schools which teach some of the subjects in a foreign language, and of high schools teaching primarily in a foreign language and approved by the Ministry of National Education.

◆ Police Academy:

The Police Academy is an institution of higher learning providing a four-year undergraduate programme. It is a boarding school, and its students wear an official uniform. The Academy admits high school graduates after passing an examination. Children of those killed in the line of duty are not required to pass this examination.

The curriculum of the Academy contains 39 subjects. One third consists of legal subjects while the remaining is made up of professional courses and other subjects (Foreign Language, Turkish Language, Computer Science, Economics, Political History, Sociology, Psychology, Atatürk's Principles, Human Rights, etc.).

3.2.1.2. *Suggestions:*

◆ *General Suggestions:*

In order to ensure that human rights education programmes provided for the police achieve their objectives the formal education system of the police should be revised as a whole.

- In police education in general, in addition to law, a larger portion of the programmes should be devoted to subjects such as psychology, ethics, sociology, economics and anthropology, and to cultural themes, all of which constitute a basis for education in human rights and contribute to the development of a modern approach to policing.

- New curricula, particularly those related to human rights, should be prepared for police education programmes which should focus on training police officers who are specialized in their respective disciplines, instead of training police who are not equipped with sufficient knowledge in any discipline. In the development of the curricula, a special emphasis should be given to specialisation, and each policeman should work in his or her respective discipline.

- Professional subjects should be taught in connection with human rights.

- The education provided should be subjected to regular control, the method used for evaluating success should be revised and

students should receive grades proportionate to their knowledge.

- No one should be given an opportunity to be admitted to Police Schools without taking the required examinations and tests.

In order to plan and develop such a police education programme, a working group should be established, which consists of representatives of the units of the Directorate General of Security concerned with human rights and education, our Committee and appropriate non-governmental organizations. The preparation of this programme should be completed within one year.

◆ *Suggestions Related to Police Schools:*

The Police Schools which train police officers who are in direct contact with the public should be converted into vocational schools with a programme lasting not less than two years. The law required for this purpose must be put into effect as soon as possible.*

These schools should admit students by way of a general examination organized by the National Selection Examination Centre and candidates should also undergo a psychological test.

The curriculum of these schools must be revised by the working group referred to above and considering the social status of a majority of the students admitted to these schools, a considerable part of the curriculum should cover subjects such as psychology, ethics, sociology and cultural themes in addition to professional courses.

* Our Committee is glad to know that in the meanwhile such a bill has already been prepared, discussed and approved by the Council of Ministers and submitted to the Grand National Assembly of Turkey.

A new curriculum must be prepared for the human rights course provided in these schools and a book should be prepared on the basis of this curriculum. Taking into account, however, that students currently enrolled and those who will be enrolled until the year 2005, have not attended human rights courses in primary and high schools, these students should also take the "Primary School Citizenship and Human Rights Course" and the "High School Democracy and Human Rights Course".

Professional courses which are directly related to human rights, especially those on interrogation methods, should be provided in an applied way and a portion of these courses should be devoted to application. To this end, the curriculum and methods of such professional courses should be revised by teachers of these subjects and the working group referred to above and submitted to our Committee by the end of June 2000.

Trained personnel must also complete a probationary period in their respective fields in connection with human rights. Those who successfully complete this period should be assigned to related units. Particularly, personnel to be assigned to detention and interrogation units should receive a very special training in human rights and only those who successfully complete such a training programme should be appointed to these units.

Students, during their admittance, during their education period and upon completion of the programme, should take psychological texts, which, according to information received from the Directorate General of Security, have been recently put into effect.

◆ *Suggestions Related to the Police Academy:*

The curriculum of the Police Academy should be modified and subjects, which help individuals improve their understanding of

current global problems, should be included in addition to those related to law.

Human rights courses should be organized as done in Police Schools and an applied human rights course should be included in the curriculum and conducted in connection with professional courses. Police Academy graduates should complete a probationary period prior to their appointment which should be based on their success in the protection of human rights during this probationary period.

Graduates of the Academy and of universities should be provided with the opportunity to attend M.A. and Ph.D programmes on human rights and police officers who have received a Ph.D. degree should be also employed as instructors.

◆ *Education of Police Chiefs:*

A 2-year complementary education programme should be instituted for police officers who will be appointed police chiefs and it should be put into effect in 2005. Successful completion of this education programme (or Ph.D. in human rights) must be one of the conditions for being appointed police chief as of the year 2010.

◆ *Planning of Education:*

This human rights-centred project, related to the education of the police as a whole, should be drawn up in detail by the working group mentioned above by the end of 2000 and should be submitted to our Committee and the High Coordination Board for Human Rights. After completion of its preparations by the end of the year 2002, the project should start being implemented in 2003.

3.2.2. *In-service Training:*

According to information received from the Ministry of Internal Affairs, a total of 300 senior police officers attended 5-day workshops organized for senior provincial administrators in 1996, 1997, 1998 and 1999.

After reviewing the programmes of these workshops, our Committee is of the opinion that the continuation of this type of workshops will be useful, nevertheless, deems it necessary that human rights in-service training be carried out mainly as an applied course. For this in-service training, a group of approximately 100 instructors should be trained. To this end, a working group, composed of members of our Committee, the Human Rights Section and the Education Department of the Directorate General of Security, must prepare a programme for these instructors by the end of 2000 and all police officers below the age of 50 must attend this in-service training course beginning in the year 2002.

In addition, our Committee is of the view that police officers who are to be assigned to interrogation units should receive applied and systematic in-service training with a duration of not less than three months and that 30 % of police officers attending this programme should consist of female officers. The Committee recommends that the curriculum of this education programme should be prepared by the above-mentioned working group by the end of June 2000 and that instructors should receive training and necessary visual materials should be prepared by the end of 2000. The programme should be implemented as of the year 2001.

3.3. *Human Rights Education for the Gendarmerie:*

The gendarmerie functions as a security force over 93 % of Turkey's total area where 41 % of its population live. Only a part of these security forces consists of professional officers and petty

officers while privates who are completing their compulsory military service account for a substantial part.

Our Committee has reviewed the curriculum regarding the course on human rights, four "Information Notes" and a textbook related to the course, prepared by the Gendarmerie General Command and taught in the Gendarmerie Officer Basic Course for 28 hours during the academic year 1988-1999, as well as a "Human Rights Booklet" published in 1998. From the Committee's point of view this curriculum is appropriate to achieve the goals of the course and the four "Information Notes" used in the course have been drafted successfully. The textbook, however, must be revised by the author(s) of these "Information Notes" in line with these documents and should be submitted for evaluation by the National Committee. The results of the implementation of the programme should be monitored and evaluated until the end of the year 2007.

Gendarmerie conscripts on a temporary assignment should attend an orientation course regarding human rights and behaviour during their basic drill. The duration of this course must be a minimum of two hours per week. In addition, the booklet which was prepared in 1998 and distributed to gendarmerie stations for providing guidance to privates during their pre-service and in-service training, should be reviewed by the author(s) of the four "Information Notes" mentioned above.

3.4. *Human Rights Education of Senior Security Officers:*

Police Chiefs and Gendarmerie Commanders in 80 provinces are responsible at the highest level for ensuring that the police and the gendarmerie respect human rights. These officers, therefore, should receive a high level education in human rights by the end of 2002. In order to organize this education programme a working group, consisting of representatives of our Committee, the Directorate

General of Security and the Gendarmerie General Command must be established.

4. Education in Human Rights and Mass Media

Since mass media is one of the primary tools to ensure the protection and increase awareness of human rights, education of members of the mass media, particularly an ethically-based education in human rights, is considered essential. For those engaged in the field of the mass media, it is imperative that they carry out their duties without violating human rights, while helping people form their own opinions and protect their other rights, and that thus contribute to the extramural education in human rights.

4.1. Education in Human Rights and the Press

Considering the existing needs in this domain, the Committee has contacted press organizations in Ankara and Istanbul and the sub-programme of the United Nations Action Plan related to strengthening the mass media's role in the education in human rights has been presented during a meeting held with the leaders of press trade unions and associations. Representatives of these organizations, who attended the meeting, have expressed their interest in organizing an education programme for their members provided that it receives financial support. They believe that such programmes would be more beneficial if they were organized on a regional basis outside major cities.

As a result of the contacts held with press organizations, a seminar was organized by the National Committee in Istanbul in cooperation with the Journalists' Association of Turkey in June – July 1999. Our Committee is of the opinion that similar seminars should be organized in other cities as well.

4.2. Education in Human Rights and Radio-Television

4.2.1. Turkish Radio and Television Corporation (TRT)

Our Committee has asked the Directorate General of the Turkish Radio and Television Corporation (TRT) as to whether its members required an in-service course and requested information about productions undertaken by the TRT pursuant to the "Protocol" signed by the Ministry of State in charge of human rights and the TRT. TRT's Directorate General has reported that 8 programmes, the titles of which include the term "human rights", were broadcast in 1998 and that certain producers included human rights issues among various topics discussed in 36 programmes.

To date, no response has been received from the Directorate General of the TRT as to whether its employees need a course in human rights as part of their in-service training.

Although the Committee welcomes the programmes that have been produced by the TRT in accordance with the "Protocol" mentioned above, it is of the opinion that these programmes are not sufficient for an extensive extramural education in human rights which would increase public awareness on this issue. It asked therefore the TRT, through a letter dated December 22, 1998, to prepare "package programmes" in 1999 and to broadcast these programmes in 2000. In connection with the preparation of such a package programme the Prime Ministry's Undersecretariat (Secretariat of High Coordination Board for Human Rights) and the TRT (GAP TV) signed a protocol on May 18, 1999 and work has begun in order to start broadcasting the programme series on December 10, 1999.

4.2.2. Private Radio and TV Stations

Pursuant to Article 6 of the "Regulations on Provisions Related to Types and Ratios of Broadcasts in Education, Culture, Turkish Folk Music and Turkish Classical Music to be Included in the

Programmes of Private Radio and Television Organizations, private radio and TV stations are expected to devote % 5 of their overall programmes to educational programmes. Our Committee keeping in mind these Regulations, recommends that private radio and TV stations allocate a minimum of 1/5 of their educational programmes to human rights.

4.3. Members of the Mass Media as Related to Education in Human Rights:

It is essential that the members of both public and private mass media organizations carry out their duties based on a conscious sensitivity to human rights and human dignity. Our Committee, therefore, is of the opinion that a significant contribution would be made towards motivating this sensitivity by providing members of the mass media organizations with an opportunity to attend courses in human rights prior to their appointment, while those already employed should receive in-service training in this field. In addition, human rights must be included in the curriculum of journalism schools and subjects concerning journalism should be linked to human rights.

5. Education in Human Rights and Non-governmental Organizations

5.1. Education of Human Rights Instructors of Non-governmental Organizations

The National Committee has sent a questionnaire to approximately 150 non-governmental organizations (NGOs) which carry out activities in the field of human rights, in order on the one hand to identify the needs of NGOs related to education in human rights and on the other, to inquire into possibilities of collaboration with

NGOs presently engaged in activities related to human rights in the implementation of the national programme.

41 organizations have responded to this questionnaire, which aimed at putting forward activities, needs, priorities and suggestions of non-governmental organizations in the field of education in human rights. The results show that the demand for general knowledge of human rights tops the list of issues regarding the organization of educational programmes. This topic is followed by the demand for programmes related to women's rights and children's rights. Financial problems and availability of instructors were among the problems most frequently encountered in connection with education programmes, while awareness-increasing programmes and education of instructors were listed as educational programmes which should be accorded priority.

The Committee invited representatives of organizations, which have completed the questionnaire, to a meeting in Ankara in order to inform them of the results of the survey and to learn their views concerning the elaboration of a working plan. The meeting was held on February 22, 1999 with the participation of representatives from 21 organizations. It served as a forum for exchange of information on numerous issues. A preliminary working plan, outlined below, has been drawn up in connection with future work, taking into consideration the above-mentioned priorities identified as a result of the survey. The Committee and the representatives of the non-governmental organizations, who took part in this meeting have decided:

- to organize a general human rights programme for all instructors of the participating non-governmental organizations; and in the courses developed on this basis to place special emphasis on human rights of women and children;

- to hold the seminars for training instructors during five working days for two or three weeks sequentially, and inquire about leave possibilities from their employing organizations for those who will attend these seminars;
- to make contacts required to ensure that the organization and execution of these educational programmes, envisaged to be implemented in 2000, are assumed by the Institute of Public Administration for Turkey and the Middle East in Ankara, by the Helsinki Citizens Association in Istanbul and by the Union of Turkish Physicians in Izmir, and if necessary to use services provided by other professional associations and NGOs, particularly by the Union of Bars of Turkey for the implementation of the programme.

5.2. Human Rights Education at the Community Centres of the Association for the Protection of Children and for Social Services:

As part of a cooperation effort with non-governmental organizations regarding education in human rights, the Committee is of the opinion that an integrated human rights educational programme, focussing on the family as a target group in less developed parts of cities where local norms still prevail, would be extremely useful. Motivated by this idea, the Committee has taken an initiative in order to develop a programme as of October 2000, in cooperation with the Association for the Protection of Children and for Social Services (APCSS) Community Centres and the "Project for the Human Rights of Women" and to carry out a pilot application of this programme before it has been finalized and then to extend it to all Community Centres. As part of this cooperation effort, the above-mentioned Project will provide education in human rights for social workers attached to APCSS Community Centres.

CONCLUSION

Taking into account that it commenced its work in September 1998 and wishing to ensure that projects carried out under the national programme generate sustainable products, the National Committee on the Decade for Human Rights Education recommends that 1998 be officially declared as the first year of the Decade and that the years 1998-2007 be accepted as the Decade for Human Rights Education in Turkey.

The Committee will review this programme every year on the basis of on-site observations, revise it if necessary, and add new target groups during its implementation.

In order to ensure success of the national programme, our Committee deems it necessary that close cooperation be established between public institutions and non-governmental organizations and professional associations which could contribute to education in human rights and that transparency be respected in all stages of the programme.

Programme implementation will be monitored by the Committee and the first *interim* evaluation report will be drawn up at the end of the Year 2000.

Any ministry and its sub-units, which are represented in the Committee and intend to undertake any other project in connection with human rights, are advised to inform the Committee thereof and to consult the National Committee and the High Coordination Board for Human Rights, particularly in respect to costly joint projects to be carried out with foreign organizations.

On the other hand, it is essential that adequate funds be transferred to the budgets of the Ministries in order to fund expenses related to

the execution of the programme and action should be taken to ensure that the amounts requested are not reduced. In addition, an adequate amount of funds must be transferred to the Prime Ministry's budget in order to help finance expenses that are incidental to the National Committee's work.

Furthermore, financial resources should be sought in order to support the activities of non-governmental organizations related to human rights education.

The Committee is of the view that civil servants, who have received education in human rights, in order to show a sincere effort to protect human rights while performing their duties, should feel that the implications which human rights bear for them are carried out. It recommends therefore that working conditions – working hours, rest hours, rehabilitation, etc. – of the police who are one of the target groups of this programme and their social and economical rights in general be reviewed. Moreover, those who are to receive a special and systematic education in human rights, should not be transferred frequently and be provided with the opportunity to work in their respective fields of speciality as well as being accorded certain supplementary advantages.

Taking into consideration that gaining experience in this field takes a long time, personnel who have received an education in human rights and have been assigned to human rights units of the Directorate General of Security and the Gendarmerie General Command should work in these units without being transferred to other units and that these units should be organized at least as Departments.

Similarly, social, economic and work conditions of penitentiary personnel, who will receive special and systematic human rights training, must be improved. They should be granted some additional benefits. In addition, all civil servants responsible for the

protection and implementation of human rights, particularly teachers, should have a living standard compatible with human dignity.

In order to ensure that education in human rights, provided for in this programme, is successfully implemented and attains its objectives, universities should play an important role in training instructors at various levels. The Committee, therefore, strongly recommends that human rights graduate programmes be introduced in the Human Rights Centres in Universities and that research staff who work at these Centres be granted scholarships for master's and doctorate programmes in Turkey and abroad. In addition, the possibility of becoming associate professor and professor in the field of human rights must also be secured.

The Committee is of the view that in order to make strides in the field of human rights in a short time, the legal arrangements needed to implement this programme should be made by the Grand National Assembly of Turkey as soon as possible.

Finally, taking into consideration that education in human rights is the most important factor, but not the only one, in the protection of human rights, and that the United Nations has repeatedly recommended that member states, in addition to human rights education plans, establish independent national institutions in accordance with the *Principles on the Status of National Institutions* adopted by the United Nations General Assembly in 1993 by resolution No. 48/134, in order to protect and further develop human rights in general at the national level, the Committee recommends, that a national council be reestablished in order to prepare a general action plan for human rights in Turkey.