

REPUBLIC OF TURKEY
MINISTRY OF NATIONAL EDUCATION
BOARD OF EDUCATION



**CURRICULUM FOR
SECONDARY EDUCATION
DEMOCRACY AND HUMAN RIGHTS COURSE**

ANKARA – 2013

INTRODUCTION

Among the most important indicators of a modern society are a well-established democracy, an advanced human rights mechanism, a pluralistic view and peaceful settlement of disputes. Democracy can be defined in different ways, but in simplest terms it is defined as “the rule of people (the folk) by themselves for the sake of people”. Human rights are basically some universal inalienable and non-transferrable rights that everybody has, aiming at protecting human dignity. Pluralism accepts that various ideas and trends are valuable, they should be protected and they have the right to be represented. Conflict, on the other hand, includes a series of situations, incidents, processes, and acts which may range from a simple clash of opinions to violent acts. Although the literature suggests that these three concepts are cultural, world experience has shown that education plays an important role in the development and establishment of these concepts in a society.

Democracy is not only a political structure or a government system, but a life style as well. As John Dewey said democracy means more than a management structure, basically it encompasses common experiences and living together. For democracy to function properly in a country it is not enough to have a democratic management system, those who will operate this system should be well equipped with knowledge, values, attitudes and skills. In a democratic society, we need active, participatory, free and autonomous individuals are critical about their own knowledge, skills, values and attitudes and who make decisions and/or take action through reasoning based on this right knowledge filtered through critical thinking. Establishment and further development of democracy in a society requires the democratization of culture which is indeed the pattern of human behaviour in the given society. The establishment and development is possible when there is a democratic culture in the family, school, environment and society. And how will that democracy culture settle and develop in the family, school, environment and society? Although the family or the media contributes to the formation of a democratic culture, the school plays a very important role and makes a great contribution to this process. Schools provide students with the shared knowledge, skills and values required by democratic culture, and help them grow as individuals participating in the democratic process more actively.

Education in general; and school in particular, can contribute to development of democratic culture from various aspects. First of all, students should have a sound understanding of democracy at school and know about its fundamental principles. Fundamental values and principles on which democracy is constructed should be understood clearly. However, schools mission should not be limited to the provision of such knowledge and understanding. Democracy at school also requires these principles and values to be exercised in practice. Moreover, behaviours should be based on sound knowledge. Democracy needs an environment in which knowledge-based and value-based active citizenship skills can be put into practise.

Learning methods and techniques used in the classroom must support learner autonomy and participation, which will also contribute to establishing a democratic school culture at schools. Formal curriculum includes basic concepts and principles of democracy and human rights, but at the same time it should give the opportunity to the students to learn in an environment by discussing this content freely through active participation of students. One of the conditions to democratize this environment is the communication between teachers and students, and between students. A versatile communication free from violence, based on love, respect, and tolerance must be established in the classroom where everyone exercises his/her rights freely. It is also important from the democratic culture perspective that students are provided with

basic skills such as critical thinking, creative thinking, problem solving, decision making, and research which are the qualities of a democratic individual. It is not possible to expect these individuals to participate in society as active citizens without developing these skills.

A third area in which the school can contribute to the culture of democracy is to organise the school as an environment where basic principles and values of democracy are exercised in practise. Democratic school is not a place where democracy is taught as content but where it is put into practise. School should be turned into a kind of laboratory of citizenship in which all the principles and values of a democratic life are put into practice. If children take an active role in the family, at school, and in their surroundings they should learn the knowledge, values and skills this role requires at school through experience. In fact, this is suitable for the nature of education and democracy. Obviously, in order for education to be successful the subject should be exercised and experienced.

Concept of rights and freedoms are central to democracy. Recognition, protection and exercising of rights and freedoms are extremely important in terms of sustaining a democratic culture. Existence of a right is only possible when it is used. Schools should not be places where rights, freedoms and responsibilities are learned by heart but where they are genuinely exercised. Students should not be raised as passive citizens who fulfil their assigned duties and responsibilities without questioning, but as, individuals who know and exercises their rights and freedoms, and also who encourage others to use their own rights and freedoms. The school as a whole, from the physical conditions to the communication between its members, and from decision-making processes to teaching activities, should be a place where rights and freedoms are exercised.

There are factors that impede the development of a culture of democracy in a society, and disagreement and conflict are the leading ones. Conflict brings about the deterioration of democratic values and causes the democracy culture to regress. Hence, in terms of democracy culture, it is important that young people acquire the skills necessary for settling disputes peacefully.

Societies consist of individuals, groups, and institutions and their interaction. Both individuals and groups have some common features, but in some respects they differ from each other. These differences should be considered as diversity and should be accepted with a pluralistic point of view. It is an indispensable feature of a democratic culture that the new generation, whether there are individual differences or group differences, value and respect one another without considering other people as "others". It is not sufficient for democracy to develop when the state accepts these differences legally; individuals and groups should also consider one another as equal and as part of a whole. In this context, equipping young students with values and skills such as tolerance and fight against prejudice, social exclusion and discrimination will make important contributions to the development and healthy functioning of democracy.

As a result, for young people to participate in democratic process as knowledge-based, value-based active citizens, they should be equipped with necessary knowledge, values, attitudes and skills required by democracy. School is the most important institution where they can acquire this knowledge, values, attitudes and skills. Although the overall aim of the school is to provide the new generation with necessary knowledge, values and skills for democracy, it is obvious that there is a need for a course specifically focusing on developing the basic

concepts, values and active citizenship skills related to democracy and human rights. Democracy and Human Rights course is included in the secondary education curriculum to meet this need and to provide students with relevant knowledge, values and skills.

GENERAL OBJECTIVES

In line with the overall objectives and basic principles of the Turkish National Education, Democracy and Human Rights Curriculum aims at ensuring that students:

1. Get familiar with the functioning of a democratic state structure, and with the conditions required to sustain a democracy culture in the family, at school and in their social environment,
2. Understand human rights and freedoms and their role and importance in democratic life,
3. Actively participate in democratic life in the light of ethical principles through reasoning based on accurate and reliable information / knowledge,
4. Take active role, without being influenced by prejudices, in sustaining and further developing diversity which is considered as richness in a democratic culture,
5. Contribute to the establishment and development of a culture of peace and compromise in every field of life and to look for peaceful solutions,
6. Are aware of their duties and responsibilities to exercise and defend their rights and freedoms and genuinely want to protect human rights and freedoms,
7. Are willing to be active participants of social life as free and independent individuals,
8. Consider diversity as a cultural richness and want the society to live together and in harmony,

SCOPE AND STRUCTURE OF THE CONTENT

Democracy and Human Rights Curriculum aims at training students as knowledge-based, value-based active citizens. Within the framework of this basic understanding, the scope of the curriculum is based on knowledge, values and skills organized in five main themes. The source of the themes, understanding of modern democracy based on human rights and the concepts, values and skills that an active democratic citizen should possess so as to put this understanding into practice constitute the source of the themes. Special attention has been paid to ensure that the chosen themes and related concepts, values and skills are also consistent with the overall objectives and attainments of the curriculum. These themes were through a synthesis of the views of students, teachers, academicians and representatives of civil society and the data obtained by scanning domestic and external sources.

The interaction of the themes, concepts, values, and skills are shown in Figure 1.

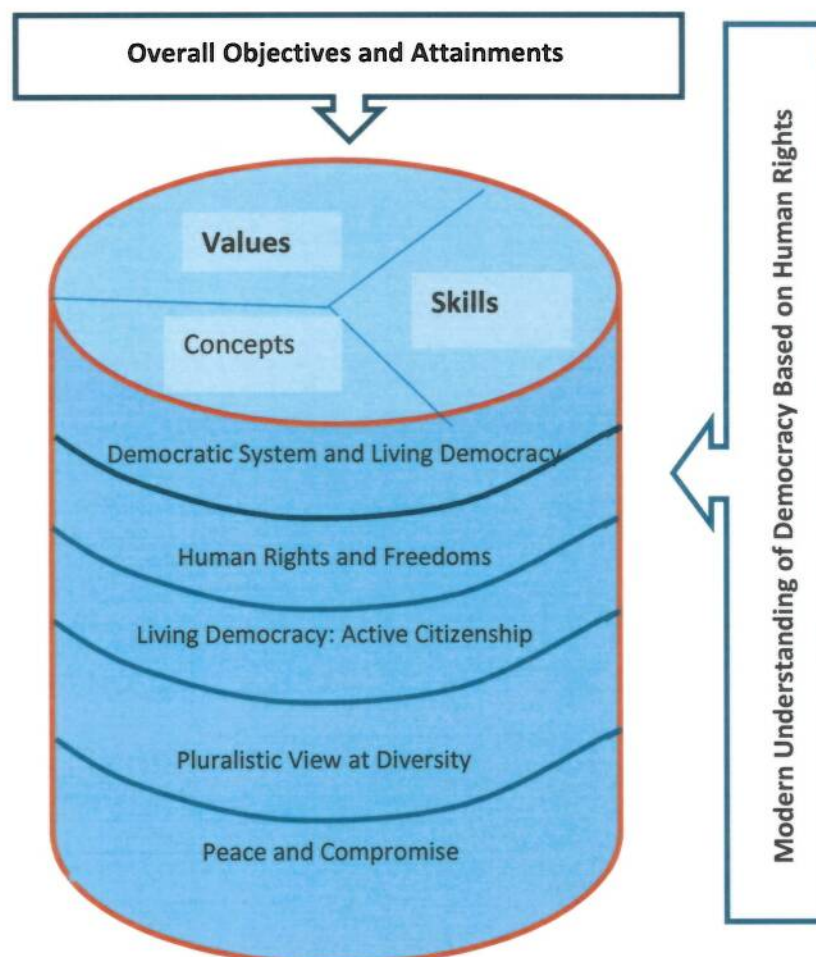


Figure 1: Interaction between themes, concepts, values and skills

"Democratic System and Living Democracy": This theme includes the meaning of democracy. Deriving from the fact that democracy is not only a management system, but also a way of life; the relationship between the democratic individual, democratic society and democratic state constitute the basic pattern of the theme. The basic principles and values of democracy, as well as different forms of practice and the basic structure of the democratic system in our country will also be covered in the scope of this theme.

"Human Rights and Freedoms": The focal point of the theme is the basic human rights and freedoms. Due to the fact that the human is an ethical being, is extremely important for the development of a culture of democracy to know, recognise, protect and exercise human rights and freedoms. Therefore, the historical development of human rights and freedoms, and its relationship with democracy culture is one of the important dimensions of the theme. This theme considers human rights and freedoms not as abstract knowledge to be known by the students but as a set of values that need to be put into practice in real life where necessary. The responsibilities that a citizen must uphold to the state and to other people in order for human rights and freedoms to be exercised are also a part of this theme.

"Living Democracy: Active Citizenship": The survival and development of democracy based on human rights is possible through active participation of citizens in democratic life. Young students should actively take part in the political, social, economic and cultural life in their own environments as citizens. This theme deals with students' active citizenship skills ranging from the use of human rights and freedoms and participation in school decision-making processes and the surrounding area to active participation in economic life, the protection of the natural environment and voluntary participation in many areas of civil society. Students' active participation in the democratic life by using information and communication technologies in accordance with the ethical principles within the scope of the concept of digital citizenship is also covered in this theme.

"Pluralist Perspective on Diversity": In modern democracies based on human rights, individual or collective diversity such as thoughts, beliefs, ethnicity and so on. are seen as richness and with a pluralistic approach, the co-habitation of any individual or group without marginalising the others (otherising). The main scope of the theme is to develop students' understanding and skills to live together as equal individuals respecting cultural differences and fighting against prejudice, social exclusion, and discrimination on a local, national and global level. This theme also deals with the fact that students should also be given the common values in order to improve the understanding of living together in diverse society. Developing the understanding and skills on gender inequality, and participation of disadvantaged groups such as the elderly and people with disabilities in the society is also addressed within the scope of this theme.

"Peace and Compromise/Reconciliation": Healthy functioning of democracy requires the settlement of disputes between individuals and groups without falling into conflict and violence. For this, first individuals should be at peace with themselves. In this theme, apart from developing the students' ability to be at peace with themselves, the aim is to equip them with the skills to solve their disputes peacefully in a reconciling manner. Our country's contribution to world peace and getting familiar with organisations that try to contribute to international peace are discussed in this theme. In addition, this theme seeks to develop students' skills to look for peaceful solutions in relation with topics such as sports where violence is the most prevalent, violence against women and children, and mobbing.

In order to achieve the general objectives and achievements of the program, the themes defined in accordance with the understanding of modern democracy based on human rights are composed of concepts, values and skills, as the nature of a theme requires. Basic concepts, values and skills for each theme are presented in Table 2.

Table 1. Concepts, Values and Skills related to the themes in the curriculum

	DEMOCRATIC SYSTEM AND LIVING DEMOCRACY	HUMAN RIGHTS AND FREEDOMS	LIVING DEMOCRACY: ACTIVE CITIZENSHIP	PLURALISTIC PERSPECTIVE ON DIVERSITY	PEACE AND RECONCILIATION/COMPROMISE
CONCEPTS	<ul style="list-style-type: none"> • Democracy • Democratic citizen • Democratic system • Democracy culture • Rule of law • Pluralism • Accountability • Separation of powers • Transparency • Laicism/Secularity 	<ul style="list-style-type: none"> • Human Rights • Equality • Freedom • Ethics • Responsibility 	<ul style="list-style-type: none"> • Active citizen • Free and autonomous individual • Conscious consumption • Natural environment • Ecological balance • Human rights • Freedom • Participation • Active citizenship • Digital citizenship • Digital citizen 	<ul style="list-style-type: none"> • Pluralism • Diversity • Gender • Prejudice • Social exclusion • Discrimination • Value • Stereotypes • Disadvantaged groups • Disability 	<ul style="list-style-type: none"> • Peace • Reconciliation • Violence • Fanaticism • Cyber bullying, mobbing • Inner peace (individual's inner peace) • Being in harmony with the society and nature • Conflict • World peace • Civil war • International society • Terrorism
SKILLS	<ul style="list-style-type: none"> • Analysis • Making inferences • Critical thinking • Communication • Accurate, decent and effective use of Turkish 	<ul style="list-style-type: none"> • Research • Interpreting • Making inferences • Empathy • Perceiving change and permanence • Critical thinking • Being sensitive to discrimination • Accurate, decent and effective use of Turkish • Using ICT • Creative thinking 	<ul style="list-style-type: none"> • Social participation • Entrepreneurship • Exercising one's rights • Social harmony • Decision making • Democratic thinking and behaviour • Making inferences • Planning • Effective and efficient use of resources • Using ICT • Critical thinking • Accurate, decent and effective use of Turkish • Interpreting • Creative thinking 	<ul style="list-style-type: none"> • Empathy • Living together • Social participation • Interpreting • Comparing • Making inferences • Social harmony 	<ul style="list-style-type: none"> • Observation • Research • Creative thinking • Problem solving • Conflict resolution • Making inferences • Communication • Social participation • Social harmony • Living together • Entrepreneurship • Using ICT • Empathy • Critical thinking • Conciliation
VALUES	<ul style="list-style-type: none"> • Equality • Freedom • Justice • Tolerance • Respect for differences 	<ul style="list-style-type: none"> • Commitment to ethical values • Responsibility • Equality • Tolerance • Self-respect • Peace • Love • Freedom • Justice • Respect for differences • Human dignity 	<ul style="list-style-type: none"> • Equality • Freedom • Justice • Tolerance • Self-respect • Honour • Peace • Love • Responsibility • Commitment to ethical values • Respect for differences 	<ul style="list-style-type: none"> • Equality • Peace • Love • Honour • Responsibility • Benevolence • Patriotism • Respect for differences • Being sensitive to national and moral values • Being sensitive to universal values • Solidarity • Tolerance 	<ul style="list-style-type: none"> • Peace • Self-esteem • Responsibility • Solidarity • Justice • Tolerance • Self-respect • Honour • Love • Respect for differences

LEARNING AND TEACHING PROCESS

Basic Principles

1. Dealing with knowledge, skills and values together: Democracy and Human Rights Course Curriculum aims to educate students as knowledge-based, value-based active citizens. Therefore, students should learn the knowledge, skills, values and attitudes that are beneficial in a coherent network of information both in the school and outside of school. Democracy and human rights course is more skill-based as it focuses on raising students as active participants in the democratic process. However, for any person to make the right decision to take action in any matter, s/he should have the right information and filter this information through reasoning. In this course, the learning-teaching activities to be given to the students should be composed of learning experience in which knowledge, skills and values are handled together. Figure 2 shows an example of this process.

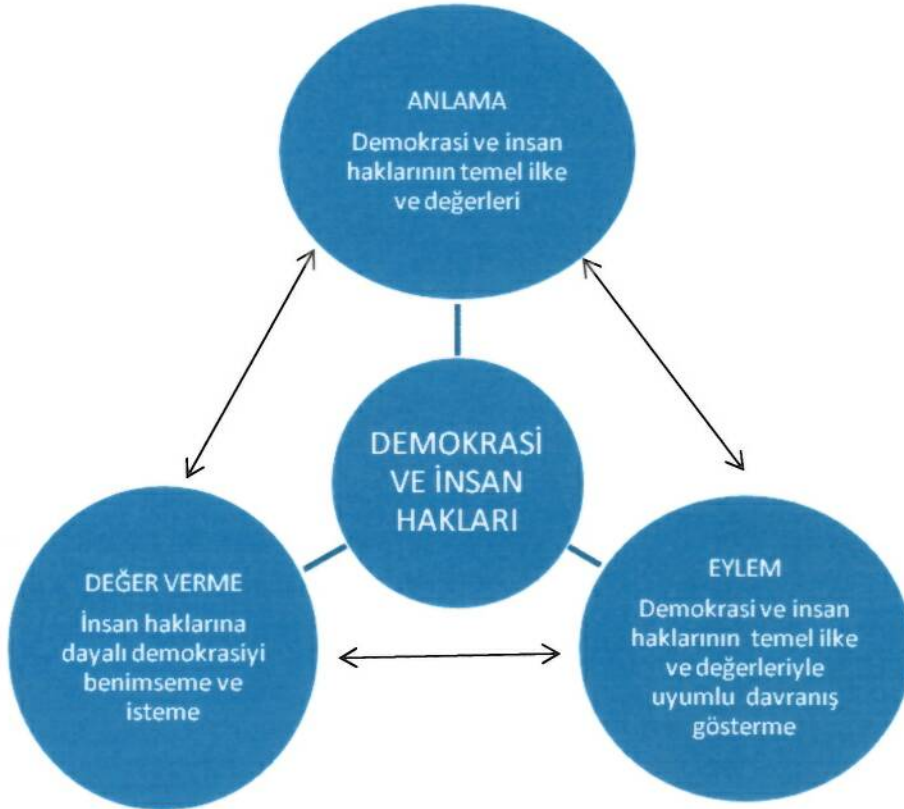


Figure 2: Integrity of knowledge, values and skills in democracy and human rights education

2. Putting knowledge, skills and values into practice: Democracy, citizenship and human rights education should see students as young citizens and focus on developing citizenship skills in their own lives, as well as preparing them as citizens of the future. One of the fundamental principles of democracy, citizenship and human rights education is not only to equip students with the basic democratic citizenship knowledge, skills and values but also to create opportunities for them to use these in their own lives. For this purpose, the students should be given the opportunity to participate in elections at school, take part in decisions that

concern them, use their rights and freedoms in a responsible manner, participate in the work of non-governmental organizations and so on.

3. Authentic learning experiences: Another important principle of democracy, citizenship and human rights education is the need to select the students' learning experiences from authentic encounters in students' own lives. Students face various human rights violations, environmental issues, various disputes and conflicts in their everyday lives. These experiences provide students with opportunities to learn democracy and human rights. The suitability of the school's physical conditions to exercise the rights and freedoms of disabled students, or to what extent the differences of students with different thoughts, religions and ethnic origin are seen as wealth and are respected offer a rich learning experience to gain values and skills of citizenship. Some of the problems in the school and the environment can be sensitive and controversial issues. Such issues are extremely important to develop the students' competence in terms of democratic citizenship.

Another important aspect of learning based on real-life experiences is its interdisciplinary nature. In this way, students have the opportunity to relate the subjects to what they have learned in other courses. For example, suppose that a factory sends toxic waste to nature without toxic waste. This is an environmental problem as well as a matter of chemistry. Students will have information on a topic related to chemistry while trying to determine the steps needed to protect the environment. Therefore, care must be taken to make the links between the topics and other disciplines.

4. Active learning: Democracy, citizenship and human rights education focuses on the education of students as active citizens. For this reason, democracy, citizenship and human rights learning approach must be also focus on active learning. Active learning is a learning approach where the learner takes the responsibility of learning, manages the learning process himself, and tries to make sense of his own experiences. It is not possible that the teacher presents the knowledge, values and immediately the learners/students take the responsibility for learning and to make sense of his/her own experiences. For this reason, active learning can only be possible when students actively take part in learning process through real-life experiences by doing and living. It is not viable to develop students' citizenship skills by preaching them to keep their surroundings clean, or telling them to resolve their disputes without practicing violence in a conciliatory approach, or saying that our differences should be seen as wealth and be respected. These skills can only be developed by giving students the opportunity to identify the problems they face, develop solutions, gather information about these solutions and analyze and synthesize them to make a decision. This process requires the students to use their mental skills and processes such as problem-solving, critical thinking, reflective thinking, decision-making, research, observation, and discussion.

5. High-level thinking: Democracy, citizenship and human rights education should give students a critical perspective on events and focus on developing students' high level thinking skills in the process of learning. High-level thinking means that students can draw a conclusion and grasp a new meaning by processing the data and the ideas in their minds. Students combine information and ideas such as facts, numerical data and so on, they synthesise, make generalisations, or form new ideas or meanings. Processing of data and ideas in this way helps students solve problems by exploring new meanings. Students' participation in the society as active citizens requires them to acquire thinking processes such as critical thinking, creative thinking, problem-solving, and decision-making as well as many cognitive skills such as comparison, analysis, synthesis and evaluation. For this reason, democracy and human rights course learning activities should focus on and developing these skills and processes. Any decision to take action on an economic, cultural, or environmental issue that is faced in one's surrounding requires the identification of the problem, acquisition and inquiry of relevant information, creation of alternative opinions by synthesising information from various sources, and a knowledge-based evaluation of these views. Thus, students acquire critical skills necessary for active citizenship.

6. Cooperation: Democracy and Human Rights Course Curriculum must ensure that students are trained as both free and independent individuals and as a responsible member of society. Democracy is indeed the culture of living together in peace and reconciliation exercising people's rights and freedoms without marginalising each other's differences. This situation emphasizes the need for democracy and human rights education to improve cooperation between the students and to teach them the culture of living together. For this reason, one of the fundamental principles of democracy and human rights education is the necessity to offer a collaborative learning environment. Cooperation-based learning will contribute to cognitive and affective learning of students as well as to skill-based learning. For example, the class group work, gathering of elements of diversity such as gender, socio-economic level, learning level, and ethnic differences in one group will have a positive effect on the acquisition of citizenship values and skills.

7. Democratic classroom and school culture as a laboratory of life: One of the basic principles of democratic citizenship and human rights education is to have a democratic school culture in the school and in the classroom in which all the principles and values of democracy are kept alive. This culture is one of the most powerful educational tools for democratic citizenship. A classroom and school environment where students are given equal value as individuals, where they can exercise their rights and freedoms responsibly and participate in decisions that concern them, where disputes are resolved by compromise, and where there is mutual love, respect, and a two-way communication, contribute to students' learning of democratic values and skills by living. In order to achieve the objectives of the Democracy and Human Rights Course Curriculum, the classroom and school environment must be a laboratory of life where democratic values and skills are learned through experience and are exercised.

8. Use of knowledge, values and skills in close surroundings: Having a democratic culture in the classroom and school environment is not enough for an effective democratic citizenship and human rights education. Students' should be given the opportunity to exercise democratic citizenship knowledge, values, and skills outside of school in their close surroundings. Students spend their life in the classroom, school, and in their surroundings. They should be able to use democratic values and skills in all areas where they need. Democracy and human rights education in the school should give students the chance to examine social, economic, political and environmental issues around themselves and to solve

them through direct experience. Students could be given some responsibility to launch a campaign for recycling in their districts, and to monitor the work of non-governmental organizations or to volunteer to work with them, or to write a collective letter to relevant institutions (local authorities at the national level administrative units, an international organization, etc. .) on a variety of issues (environmental pollution, conflicts, a historical preservation site, etc.) so that citizenship skills can be developed through practice.

9. Using information and communication technologies effectively in accordance with ethical principles: Use of information and communication technologies in all areas of life requires citizens to be equipped with necessary knowledge, skills and values to be able to use these technologies with ethical responsibility. For this reason, an effective democratic citizenship and human rights education should provide the new generation of students with knowledge and skills of information and communication technologies, and the values to use them in accordance with ethical principles. Students, as young citizens, should value the rights and freedoms of others while using information and communication technologies. Students must take care to use information and communication technologies responsibly for issues requiring social participation without misguiding others. One of the basic principles of democracy and human rights education is to provide students with the knowledge, skills and values on how they can use information and communication technologies to take part in social issues in accordance with ethical principles.

10. Teacher as a model: One of the most basic principles of democracy and human rights education is that the teacher demonstrates good characteristics of democratic citizenship his/her discourse and actions as a role model. In the process of teaching and learning in the classroom, democratic behaviour of the teacher in his/her communication with the students will contribute greatly to the democratization of classroom and school culture. Otherwise, it would not be possible for a teacher who does not possess democratic attitudes in the class and at school to teach such values and behaviours. Therefore, a teacher who tries to teach democracy and human rights in school must be an example of democratic citizen and a leader in his/her own life and behaviour.

Effective Strategies, Methods and Techniques to be used in Democracy and Human Rights Education

• Research – Review

With an inductive approach, research and review strategy is a process of identifying a problem concerning citizenship, posing questions or hypotheses about it, collecting relevant information about these questions or hypotheses from various sources and analysing them to reach a conclusion. This process which is based on the constructivist approach, serves for the provision of numerous skills for active citizenship. For example, identifying and restricting a problem, posing a question or hypothesis, gathering information by means of observation, interview, questionnaires and so on., inquiring the reliability of the information collected, finding evidence, making associations, analysis, synthesis, inference and evaluation are some important skills to be gained in this process. These skills are also among the skills of research process, problem solving and critical thinking, which are all high-level cognitive skills.

Students could be asked to detect a problem concerning citizenship, to pose questions or hypotheses about it, collect information from various sources, and draw conclusions by analyzing them. This task can be done in writing, the students can also be given the opportunity to present the results in the classroom. At the end of the task, asking the students

to devise an action plan in accordance with the decision taken on the issue may play an important role in terms of developing active citizenship skills.

- **Discussion**

Discussion plays an important role in democracy and human rights education in the classroom. Discussion gives the students the room to create an opinion on the matter, to share and advocate their views with others, hear about the opposing views and review their own opinion. All of these are extremely important in terms of active citizenship education. Discussion can be used in order to solve a problem, make a decision or clarify an issue. For example, students can gather information about a problem in their school or classroom environments and use discussion to find solutions to the problem. For discussion to be effective, certain precautions must be taken. First of all, topics to be discussed should be determined in advance. Deviation from the subject should be avoided. In addition, all students should be given equal opportunity to speak. Apart from these, determining the rules of debate/discussion together with the students is important in terms of democracy and human rights education. During the discussion, it should be stated that the students need to think before expressing their opinion, they should provide evidence to support their views and indicate the source of their ideas, they should take criticism with respect for different views and they should be open-minded, and most importantly, they should listen effectively and critically.

Discussion can be conducted in small groups or as a whole class discussion. In the discussion of issues related to democracy and human rights in the school or in close surroundings, techniques such as panels, forums, symposia and debates can be used.

- **Role Play and Drama**

A well-organized role play is an effective tool for citizenship education. Role play is the act of dramatizing a particular case, a problem, behaviour, or thinking. Role play encourages students to look from different viewpoints. Thus, it contributes to their understanding of the others' feelings and opinions. It is also a very useful method to understand that there is no single solution to the problems. For example, the relationship between two students in conflict at school can be presented in a role play in which the conflict will turn into a dispute. Later in another role play the problem may end up in reconciliation, showing that there are different solutions to a problem. Afterwards, the students can discuss these two different solutions and decide together what behaviours would be more appropriate. Through this method students can develop values and skills such as empathy, prejudice, understanding others, critical and creative thinking which are extremely important in terms of citizenship education.

In drama, as in role play, students are encouraged to understand and interpret situations you may face in real life by dramatising constructed or improvised situations.

- **Case Study**

One of the methods that gives the students the opportunity to better understand the real-life situations and problems is case study. It involves understanding, examination, interpretation and discussion of a specific given case encountered in real life. For example, several violent incidents, experiences of a person seeking to use his/her rights, or the activities/work of a non-governmental organization can be brought to the class as a case to be discussed. Discussing such real-life problems in the classroom in a multi-dimensional approach asking why and how they happen and discussing their results help students to find more effective solutions to similar problems much more quickly.

- **Collaborative Learning**

Collaborative learning is one of the most effective methods used for democracy and human rights education. With this method, students form small groups in the classroom and learn together working for a common purpose. Collaborative learning contributes to the attainment of values such as cooperation, responsibility, solidarity, working together and skills such as research, analysis, and synthesis which are very important in terms of both academic learning and in terms of citizenship. Another important aspect of this method in terms of citizenship education is that it ensures diversity of gender, socio-economic status, assertiveness / passivity, academic achievement, etc. through group work and contributes to developing the habit of living together and understanding each other.

- **Project-based Learning**

Democracy and human rights course aims to educate students as individuals who are active, participatory, inquisitive, critical in social life, and who creative thinking, problem-solving, and decision making skills. Project-based learning can offer significant contribution to the achievement of this goal. Project-based learning covers the investigation of real-life problems applying the scientific research methods, drawing conclusions and report writing. Students are given to make research on environmental issues, disagreements and conflicts, or issues related to active participation in economic life and they are asked to collect information, to reach a conclusion by analyzing this information and they may be asked to prepare a report including recommendations. Thus, many of the students will obtain the values and skills necessary for active participation in society.

- **Problem-Based Learning**

Problem-based learning is a process which prioritizes the problems of real-life based on problem solving and learning, hence, it encourages problem solving. This process is a decision-making process affected by the learner's abilities, motives, beliefs, attitudes, and experiences. The individual is selective, constructive and active in the process of learning; s/he takes responsibility. For example, a potential problem of environmental pollution in the school area can be given as a task and the students could be asked to gather information on this issue, consider the problem and develop solutions on how it might be eliminated.

- **Learning Through Community Service**

One of the methods that will contribute to democracy and human education is learning through community service. Learning through community service is a learning approach which gives the students the opportunity to put the academic learning they acquire in democracy and human rights courses into practice through meaningful experiences in their school and in close surroundings. Community service method sees the environment/surrounding as a laboratory for citizenship but beyond that it also covers activities regarding the solution of the problems around, meeting the needs of people and the environment, influence policies. In this way, young students have the opportunity to gain first-hand experience regarding their rights, freedoms and responsibilities as democratic citizens. For example, applying to the closest municipalities, or institutions such as the police for the safety a park nearby; initiate a campaign for recycling in their neighbourhoods, writing collective letters to relevant organizations (international organization, local government, national level of administrative units, etc.) on various issues (environmental pollution, conflicts, a historical preservation site, etc.), monitoring the work of civil society organizations can be considered as learning activities through community service.

- **Empathy as a Method of Teaching**

Empathy is the process of alienating oneself from his/her own feelings and putting oneself in someone else's shoes in an effort to understand his/her feelings and thoughts and transforming this understanding into behaviour. Empathy gives them the chance to look through the glasses of the other party, so it contributes to the development of a culture of tolerance. In this context, the use of empathy as a teaching method can provide important contributions to citizenship education. In an activity where empathy method is used, students can put themselves in place of another person, or in the place of a living or non-living thing. For example, a role of a student who is excluded and threatened by his/her fellow students in the classroom, or a bird affected by environmental pollution, or role of a student with disabilities could be used as empathy activities. Case study, role play and drama, are among the methods used effectively in empathy activities.

- **Learning Through Sensitive and Controversial Issues**

Students face many controversial and sensitive issues in their social life. Controversial issues are issues for which there is no consensus and which have social, cultural, political, or personal impact. For example, some people are in favour of possessing a firearm, while others are totally against it. For students as young citizens, how to form an opinion about a controversial issue they face is important in the process of active participation in the society. For this reason, by means of examination of controversial issues in the democracy and human rights course, and reasoning based on accurate and reliable information about these issues students should be given the necessary skills and values.

MEASUREMENT AND ASSESSMENT

Measurement and assessment is one of the basic dimensions of the curriculum. Measurement and assessment is an important part of the whole dynamic body together with the objectives, attainments, and content of the curriculum, as well as teaching-learning process. Measurement and assessment of the attainments targeted in the Democracy and Human Rights curriculum to educate students as knowledge-based, value-based active citizens should be different from the traditional understanding of measurement and assessment, it should be designed in a more process-oriented and learner-centered way rather than using a results-oriented approach. Measurement and assessment of this course must be in line with the competences of active citizenship that are targeted in the curriculum. Measurement and assessment activities, therefore, should be planned together with learning activities at the beginning of the process of learning and teaching. To make an effective measurement and assessment planning the questions “why, what, where, when, who and how” must be answered. First of all, the purpose of measurement and evaluation should be clearly defined. Then “what” features to be measured should be laid down clearly. Determining how to measure these properties, and which methods and techniques to use are other important aspects to be considered in the planning stage. The qualities to be gained in the democracy and human rights course are not limited to school environment, so “when” and “where” these properties need to be taken into account should also be considered in the planning stage. These qualities can be measured not only by the teacher, but also by the students themselves. For this reason, the executor of the measurement should be considered while planning.

Due to the nature of democracy and human rights course, assessment of performance must be one of the essential approaches to the measurement and assessment of attainments. The assessment process to evaluate the work, activities, or products produced by the students by putting their skills and knowledge is referred to as "performance evaluation". In this process, students can work individually, or in groups depending on the requirements of the performance Evaluation process does not students create unnecessary anxiety and fear in students.

When preparing measurement and assessment activities for democracy and human rights course some basic principles must be pursued. These basic principles are briefly described below.

1. To be compatible with the objectives and attainments: The main purpose of measurement and assessment of democracy and human rights course should be designed to measure the progress in the acquisition of knowledge, values and skills determined in the course objectives and attainments in accordance with the general characteristics of active democratic citizenship. In traditional measurement activities, the focus is on the amount of information. This situation is due to traditional habits and the ease of measurement of the amount of knowledge. However, democracy and human rights course requires the knowledge and values in the form of active citizenship skills. Therefore, measurement activities for this specific course should focus on the measurement of values and skills.

2. Integrity of the learning-teaching process (evaluation of the process): Measurement and assessment for democracy and human rights course and evaluation should not only aim to determining to what extent attainments have been achieved but also serve to

support and enhance the learning process. For this reason, the data obtained from measurement is a valuable source of feedback for improving the learning process in the classroom. This feedback should be used both to improve the effectiveness of the teacher's teaching, and should be shared with students. In this way, students will have the opportunity to see their progress in achieving the attainments of the course. From objectives and attainments to the content, from learning activities to measurement and assessment, the curriculum aims to give students the specified important and valuable features. Hence, all aspects of the program should serve this purpose. Accordingly, measurement and assessment of democracy and human rights course is not just an activity to be carried out at the end of course, it should be a part of an integrated teaching and learning process.

3. Being authentic: Measurement techniques to be used in Democracy and Human Rights should focus on measuring citizenship competencies that students use in school and in their environment as young citizens. In this course, the students are expected to use the skills they have learned at school and in their close surroundings. For example, what the students do to protect the rights of students at school and in their close surroundings, to encourage others to protect their rights, or to protect the environment should be within the scope of the measurement and assessment.

4. Variety of measurement tools: Democracy and human rights must include information that is collected from a wide variety of measurement and evaluation course. This course is intended to give students knowledge, values and skills which are quite different from each other. It is not possible to measure all these qualities by a single method of measurement. For example, observation is a good method to measure the participation skills of students, a written measurement would be more appropriate to detect whether the students have grasped the basic concepts or not. Even in some cases, a variety of tools might be needed to gather information in order to measure the same property. For example, to measure student behaviours in environmental protection, observation can be used along with project and performance tasks. In addition, all the work done by the students can be stored in the product file (portfolio).

5. Self-evaluation: One of the ultimate aims of democracy and human rights course is to educate students as self-confident citizens who are at peace with themselves and who can take their own decisions and take action without waiting for instructions or orders from others. For this purpose, in this course, students should be given opportunities to evaluate themselves and their friends. Students should be a partner for the teachers in the process of measurement and assessment. Students' self-evaluation, may increase their motivation for course but at the same time it will make an important contribution to becoming independent citizens. In this context, another activity in support of their participation in the process of measurement and assessment is to provide them with the opportunity to reflect on their learned knowledge, and the values and skills they gained. In this way, students will have the opportunity to think about their own behaviour and its impact on others. Students might be asked to do this reflective thinking in writing and store it their files.

6. Individual differences: Students' learning styles, individual differences need to be considered in the process of learning and teaching such as multiple intelligences are the features that should be taken into consideration in measurement and assessment process. Individual differences exist among students, and at the same time the capability of a student is not equal in all matters. Different students may have different learning styles, and similarly a student with a high numerical ability may verbally be less capable. For these reasons, measurement and assessment activities designed for Democracy and Human Rights course should take individual differences into consideration. Contemporary understanding of

measurement and assessment requires taking the starting point and the result for each student and focusing on the progress in between rather than considering all students the same and try to assess them for the same standards. For this reason, in this course students can be assigned different projects and tasks depending on their interest and abilities.

7. Written expression: Measurement and assessment for democracy and human rights course and evaluation should also include the opportunities for the students to explain what they understand in writing. Nation-wide multiple-choice constitute important factor preventing them from expressing their feelings and opinions. Indeed, active citizenship, also requires the expression of opinions and ideas in writing. For example, to overcome a problem encountered at school or nearby if the student has to refer to the school management or to a local agency, s/he needs to declare their views and wishes in writing. For this purpose, the students may be asked to do a research about a problem and report the results in writing and also to make a written list of recommendations to overcome the problem.

8. Cooperation: Measurement and assessment activities related to democracy and human rights course need to cooperate with relevant stakeholders starting from the planning stage throughout implementation. In order to determine the level of target properties acquired assessment of learning in the classroom is not sufficient. To determine to what extent the students are able to use the qualities targeted in this course at the school and in their own surroundings, support of other teachers and administrators at the school and the support of families should be sought for. In addition, teachers should cooperate with students in the planning and implementation of measurement activities. The teachers might cooperate with parents and may ask them to monitor/observe to what extent the students use the acquired properties, especially the values and skills, within the family and in their close surroundings.

THEMES AND ATTAINMENTS

THEME	ATTAINMENTS	EXPLANATION
<p style="text-align: center;">THEME 1 DEMOCRATIC SYSTEM AND LIVING DEMOCRACY</p>	<p>1. Explains the fundamental principles of democracy.</p>	<p>[!] Issues such as separation of powers, rule of law, secularism, elections, political parties, pluralism, civil society, being based on human rights, etc. will be dealt with briefly.</p>
	<p>2. Evaluates the role and function of democracy culture in terms of the functioning of democracy.</p>	<p>[!] Basic values of democracy such as equality, freedom, justice, tolerance and respect for differences will be dealt with. [!] It is emphasised that having a democracy culture in the family, at school and in social surroundings will contribute to the functioning of democratic system in a better way.</p>
	<p>3. Understands how being a democratic citizen contributes to the functioning of democratic processes.</p>	<p>[!] Features of a democratic citizen are mentioned; being aware of one's rights and responsibilities, do what is required by one's duties and responsibilities, being active, being able to act freely, etc.</p>
	<p>4. Compares different forms of democracy and analyses functioning of the democratic system in Turkey in terms of the basic features of democracy.</p>	<p>[!] The ambiguity between the concepts of "Democracy" and "Republic" will be clarified. [!] Attention is drawn to various practices of democracy including direct democracy, semi-direct democracy, and representative democracy (parliamentary system, presidential system, semi-presidential system, and parliamentary government.</p>
<p>Basic concepts to be delivered under this theme: Democracy, democratic citizen, democratic system, democracy culture, democratic system, rule of law, pluralism, accountability, separation of powers, transparency, laicism/secularism.</p> <p>Basic skills targeted under this theme: Analysis, making inferences, critical thinking, communication, accurate, fluent and effective use of Turkish.</p> <p>Basic values targeted under this theme: Equality, freedom, justice, tolerance, respect for differences.</p>		

[!]Attention

THEME	ATTAINMENTS	EXPLANATION
<p style="text-align: center;">THEME 2 HUMAN RIGHTS AND FREEDOMS</p> <p>Basic concepts to be delivered under this theme: Human rights, equality, freedom, ethics, responsibility. Basic skills targeted under this theme: Research, interpretation, making inferences, empathy, being sensitive to discrimination, using Turkish correctly, fluently and effectively, using information technologies, creative thinking. Basic values targeted under this theme: Commitment to ethical values, responsibility, equality, tolerance, self-respect, peace, love, freedom, justice, respect for differences, human dignity.</p>	<p>1. Understands the meaning and characteristics of human rights and freedoms.</p>	<p>[!] It is emphasised that human rights and freedoms are valid and equal for everyone regardless of language, religion, ethnic origin, gender, and socio-economic and cultural differences.</p>
	<p>2. Explains the ethical grounds of human rights.</p>	<p>[!] Starting point is relevant international documents including Universal Declaration of Human Rights, Convention on the Rights of Children, and Convention on the Elimination of all kinds of Discrimination Against Women.</p>
	<p>3. Interprets important developments concerning human rights in our country and in the world based on documents and in terms of universal principles of human rights.</p>	<p>[!] Examples of Atatürk's statements on human rights and freedoms are provided. [!] There will be emphasis on the important developments of the recent past and today in our country and in the world.</p>
	<p>4. Follows-up current incidents concerning human rights and freedoms.</p>	<p>[!] As conscientious media literate, positive and negative national and international current developments concerning human rights and freedoms are underlined.</p>
	<p>5. Establishes links between human rights and freedoms and social life.</p>	
	<p>6. Feel responsible for practising his/her rights and freedoms.</p>	<p>[!] There will be emphasis on the fact that a person should not violate others' rights while exercising his/her own rights.</p>
	<p>7. With regard to practising rights and freedoms, evaluates the duties and responsibilities of the state to the citizens and citizens to the state in terms of realisation of democracy.</p>	<p>[!] Eliminating barriers hindering entrepreneurship, keeping communication channels open and facilitating communication.</p>

[!] Attention

THEME	ATTAINMENTS	EXPLANATION
<p style="text-align: center;">THEME 3 LIVING DEMOCRACY: ACTIVE CITIZENSHIP</p>	<p>1. Exercises their rights and freedoms as a free and autonomous individual.</p>	<p>[!] “Autonomy is the freedom of one to choose independent of external forces and conditioning in line with his/her voice of conscience .”</p>
	<p>2. Encourages others to exercise their rights and freedoms.</p>	<p>[!] It is emphasised that those who are subject to violation of their rights and freedoms in the family, at school or in their surroundings should be encouraged to claim his/her rights through democratic ways.</p>
	<p>3. Participates in decision making in democratic processes that concerns them.</p>	<p>[!] It is mentioned that participation in decision making processes is a right and responsibility of being a citizen.</p>
	<p>4. Takes active role in organisations or formations appropriate to their age and position to solve problems in their surroundings.</p>	<p>[!] It is mentioned that getting actively involved in non-governmental organisations carrying out activities in education, health, environment and similar fields contribute to the solution of problems in the scope of their corporate regulation.</p>
	<p>5. Guides others around in being a conscious consumer.</p>	<p>[!] It is emphasised that conscious consumption avoids surplus production and ensures efficient use of resources and prevents non-environmental production. [!] It is emphasised that being aware of needs, prioritising them, defining alternatives to satisfy one’s, and purchasing items by analysing them is important. [!] Copyright and licensing rights for printed and visual media an in the IT sector are emphasised.</p>
	<p>6. Establishes a link between the protection of natural environment as a common living space with human health, production and ecological balance.</p>	<p>[!] It is emphasised that preferring recyclable packages and materials contributes to the protection of environment. [!] It is also underlined that one should avoid purchasing goods and services that contain harmful materials or those whose production process is detrimental to human health (such as stonewashed jeans)</p>
	<p>7. Plays an active role in activities for the protection of environment.</p>	<p>[!] It is emphasised that one can take an active role in environment protection by participating in recycling activities. It is also pointed out that responsible persons or institutions could be warned if recycling facilities are not available or such practises are non-existent.</p>

¹ Geçtan (2010), s. 24.

		<p>[!]The importance of engaging in campaigns organised by NGOs or leading in the organisation of such campaigns is stressed.</p>
	<p>8. Actively gets involved in democratic processes by using information and communication technologies in line with ethical principles.</p>	<p>[!] The importance of getting involved in democratic processes through the use of electronic communication and social media while adhering to ethical principles (complying with general courtesy rules, not manipulating others, avoiding offensive or criminal acts, etc)</p>
<p>Basic concepts to be delivered under this theme: Active citizen, free and autonomous individual, conscious consumption, natural environment, ecological balance, human rights, freedom, participation, active citizenship, digital citizenship, digital citizen. Basic skills targeted under this theme: Social participation, entrepreneurship, exercising one’s rights, social cohesion, decision making, democratic thinking and behaviour, making inferences, planning, using resources effectively and efficiently, using information technologies, critical thinking, using Turkish correctly, fluently and effectively, interpreting, creative thinking. Basic values targeted under this theme Equality, freedom, justice, tolerance, self-respect, honour, peace, love, responsibility, commitment to ethical values, respect for differences.</p>		

[!]Attention

THEME	ATTAINMENTS	EXPLANATION
<p style="text-align: center;">THEME 4 A PLURALISTIC VIEW TO DIVERSITY</p>	<p>1. Being aware of the fact that cultural differences on local, national and universal levels are natural, respects the culture of other people.</p>	<p>[?] Several examples of cultural elements (food-beverage, dressing and attire and various rituals belonging to different aspects of life, etc.) can be given</p>
	<p>2. Based on the fact that all people are equal, acknowledges diversity as richness and advocates that diversity in terms of thought, belief and ethnic origin should be preserved.</p>	<p>[?] There is emphasis on the common values of our national culture, such as language, history, patriotism, independence symbols, tolerance and hospitality.</p>
	<p>3. Being aware of the importance of common values in establishing social unity and solidarity, gives importance to the values of their own national culture.</p>	
	<p>4. Takes over appropriate responsibility in ensuring gender equality.</p>	
	<p>5. In order for diversity to be maintained in peace, objects to prejudice, social exclusion and discrimination.</p>	
	<p>6. Takes over responsibility to ensure that the elderly and the disabled are actively involved in social life.</p>	
<p>Basic concepts to be delivered under this theme: Pluralism, diversity, gender, prejudice, social exclusion, discrimination, value, stereotypes, disadvantaged groups, disability. Basic skills targeted under this theme: Empathy, living together, interpreting, comparing, making inferences, social harmony. Basic values targeted under this theme: Equality, peace, love, honour, responsibility, benevolence, patriotism, respect for differences, being sensitive to national and moral values, being sensitive to universal values, solidarity, tolerance.</p>		

[!] Attention

THEME	ATTAINMENTS	EXPLANATION
<p style="text-align: center;">THEME 5 PEACE AND COMPROMISE</p>	<p>1. Establishes a link between an individual who is at peace with themselves and social peace.</p>	<p>[!] Based on the idea that individual is fundamental for social peace, the importance of being at peace with one’s self is underlined.</p>
	<p>2. Develops suggestions for a non-violent solution of conflicts at school and in their close surroundings.</p>	<p>[!] It is mentioned that it is normal for people to have different opinions and it is not possible for everyone to have a single point of view. [!] It is emphasised that when there are differing opinions concerning problems, first of all ethical processes (talking to one another, polite warning, informing others to mould a public opinion, etc.) should be followed and if all these do not yield any result then the legal processes should be initiated instead of resorting to violence.</p>
	<p>3. Adopts a peaceful attitude refusing all kinds of violence in order to ensure the unity and sustainability of social structure.</p>	<p>[!] The issues concerning violence against women, violence against children, violence in sports, and psychological violence (mobbing) and violence at work place are emphasised. [!] It is mentioned that all kinds of violence prevent the society from living in unity and integrity peacefully. [!] It is emphasised that violence applies force and pressure on people and damages them either physically or psychologically. [!] Issues such as fanaticism, cyber-bullying, etc. are dealt with.</p>
	<p>4. Evaluates the efforts of our country to establish and maintain international peace and develops new ideas on how to contribute to world peace.</p>	<p>[!] Attention is drawn to the importance of Atatürk’s statement “Peace at home, peace in the world”.</p>
	<p>5. Follows-up the activities of international organisations striving for world peace.</p>	
<p>Basic concepts to be delivered under this theme: Peace, reconciliation, violence, fanaticism, cyber bullying, psychological pressure at work place (mobbing), inner peace (one’s being at peace with her/himself, being at peace with the society and nature, conflict, world peace, civil war, international community, terrorism. Basic skills targeted under this theme: Observation, research, creative thinking, problem solving, conflict resolution, making inferences, communication, social participation, social cohesion, living together, entrepreneurship, using information technologies, empathy, critical thinking, reconciling. Basic values targeted under this theme Peace, self-esteem, responsibility, solidarity, justice, tolerance, self-respect, honour, love, respect for differences</p>		

Table 1: Number and Percentage of Attainments in relation with the Curriculum Themes

T H E M E S	N O . O F A T T A I N M E N T S	R A T I O (%)
DEMOCRATIC SYSTEM AND LIVING DEMOCRACY	4	13
HUMAN RIGHTS AND FREEDOMS	7	23
LIVING DEMOCRACY: ACTIV CITIZENSHIP	8	27
PLURALISTIC PERSPECTIVE ON DIVERSITY	6	20
PEACE AND RECONCILIATION	5	17
T O T A L	30	100