

reconstructing the higher education all over the Europe. In Prague, it was decided to accept other countries signed "European Culture Conventions" including Turkey. In the recent years the pace of the innovations and developments has increased considerably. Among the agreed implications there are a lot of reforms to help achieve the "Europe of Knowledge" which can be seen the greatest dream of Bologna Process. To that end, particular emphasis was put on some issues such as the role of students, academic quality and graduate employability as compatible aims, mobility in Europe, enhancing attractiveness of European systems of higher education, autonomy and quality assurance, degree structures, qualification frameworks, higher education as a public good, joint curricula and degrees, European Credit Transfer System and accumulation, lifelong learning. Although there have been more respects on higher education, it can be agreed that resistance against the reforms has been profound in many institutions. The position of Turkish Universities has still been controversial as of March 2001.

There are some fundamental issues predominantly spearheaded in most of the Universities of Turkey. Firstly, the degree framework systems have been adopted in mentioned universities. To fulfill the objective of a "system of easily readable and comparable degrees", the necessary adjustments have been done. Secondly, to achieve the objective of joint curricula within the European Higher Education Area, the universities in Turkey enable students to have the same kind of curricula with a rapidly increasing prospect for keeping track of new developments and ideas in European Union. Thirdly, there have been specific efforts of the universities with respect to the credit transfer systems of the process. Regarding credit accumulation, many universities have declared they have already adopted the system. However further examination can be suggested to have a deep understanding of the adaptations. Another controversial issue is the autonomy of universities in Turkey. Although quality assurance has had significant role in universities, autonomy of them has stopped short of the objectives the process set for itself. However in the National Report of Turkey in 2008 it was agreed that regarding developments on Quality Assurance, internal quality assurance processes in Turkish Higher Education Institutions are well in place and starting from January 1, 2007 each university in Turkey is preparing their annual strategic plans according to the Law on Public Financial Management. As far as lifelong learning is concerned, there have been exhaustive attempts of higher education institutions. For all that, in the light of the findings of this study, it is possible to confess that the awareness of the Bologna Process has not indeed gained importance yet. The paper gives some suggestions to gain awareness of the Bologna Process by doing some generalization. Finally it should be agreed that Bologna Process and its implications are good in theory; it remains to be seen if it works in practice in Turkey.

Keyword: Bologna Process, European higher education Area, Turkish higher education.

INTERNATIONAL INFLUENCES ON THE CURRICULAR POLITICS IN PORTUGAL

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Abstract

Similarly to other countries, Portugal has been implementing curricular changes that are justified by the need to improve student learning and results, as well as the schooling level of the population. As some scholars have pointed out (i.e. Ball, 2001; Dale, 2004) these changes arise under international influences within the framework of a global agenda. This is the focus of this paper that is aimed at answering the following question: how are the curricular politics in Portugal influenced or determined by the international politics? With that in mind we identified curricular measures that have been developed in the Portuguese educational system in the last two decades, and we matched up the discourses and principles they point out with the discourses and principles inherent to the international guidelines about the curricula produced in the same period. We made resource to content analysis (Bardin, 1979). Our analysis shows that the international agenda has greatly influenced the Portuguese political agenda that has impacted the curricular politics.

Since April 1974 Portugal has been through advances and fallbacks in what concerns the enactment of the principles of a democratic school. In this process, the decades of the 1980 and the 1990 were typified by a strong will for change in the educational system that culminated with the so-called "Basic School Curricular Reform" (1989), ruled by the decree law n. 286/89, 29th August. This Reform of the Portuguese Educational System occurred under the influence of the Portuguese adhesion to the European Economic Community (EEC).

In the 1980s, the OECD Report on education in Portugal, produced in 1982, which was designated "Review of the national educational politics" warned about the rural character of the country, while it made recommendations about the conditions of the educational institutions and the need to fight the high taxes of school failure.

This report had an influence in the politics for the Portuguese basic school, namely with the implementation in 1988 of the Inter-ministerial Programme to Promote School Success (IPPSE). Two of the main objectives of this programme were to "reduce the taxes of failure" and to create the conditions for the children who entered year 1 in that school year to attain compulsory schooling, which ended in year 9.

Another international influence in the domain of education occurred in face of the cultural diversity of the students that started to be present in the Portuguese public schools. The OECD Report (1985) was anchored on many of the principles that were argue for in the UNESCO report of the 1970s (Faure, 1972), which had warned to the need to take into account the "departing disadvantages" of the cultural minorities, namely of the immigrant children. Though, the repercussions at this level on the Portuguese educational system were only concretely revealed at the beginning of the 1990s, with the creation of the Coordinator Secretariat for the Multicultural Education Programmes, in 1991, together with the involvement of a variety of schools in projects that aimed at promoting intercultural communication (Stoer & Cortesão, 1999; Leite, 2002).

In that same period, the OECD Report (1990) about the evolution of the different schools programmes in the different member countries pointed out the process of mass schooling which occurred in the majority of these countries, and in Portugal as well, and also to the great cultural diversity of the school population. The awareness that the massification of school access should not correspond to a massification of the curricular procedures, influenced both the discourses about the curriculum and the processes to develop it.

The Worldwide Conference *School, for All* that took place in Jontiem in March 1990, also had great influence in Portugal. While it sustained the principle of "education for all" it gave rise to the *Programme of Education for All* (PEA). This programme was located in the line previously defined by the Basic Law for the Portuguese Educational System (Law n. 46/86, published after the April Revolution of the 1974) that enounced the State responsibility to provide all children and young people equal opportunity of school access and success.

In the mid 1990s, the Report for the UNESCO of the International Commission for Education (Delors, *et al.*, 1996), about the education for the Twenty First Century constitutes another international influence on the Portuguese school curricula. While recognising the concretization of the principle of "universal education", this report pointed out the Educational systems need to invest in politics of equity, this means, to "offer learning experiences adapted to the needs of the students who have diverse skills" (*ibidem*: 185-186).

Already at the beginning of the Twenty First Century the European Report about the Quality of Basic and Secondary Education (2000) and the sixteen indicators that it enounced constituted a guidance that has pressured the educational politics in Portugal. These are frequently marked by contradictory meanings: on the one hand they point out the decision making power of the local instances and of their agents and, on the other, they point out measures of recentralization (Pacheco, 2000).

The Programme Education and Training 2010 also constitutes an important referent towards the redefinition of a global training politics, especially in what concerns the adult population who lacks schooling. In this ambit, the creation of Fresh Start Centres (FSC) has constituted a measure with profound impact in the qualification of this public.

An analysis that focuses the international influences on the national curriculum cannot ignore the impact of the PISA reports. While they locate the countries in a ranking that scores the students, these reports have strongly determined the agenda of the curricular political priorities. These effects have been evident in the valuation of the Portuguese Language and Maths (the subjects that inform the rankings) and become apparent in the teaching time attributed to these subjects in the school schedule (which has increased), in the attribution of resources for teacher training and in the processes of educational management.

To sum up, these are some of the relationships between the international politics and the curricular politics in Portugal that are at stake in this paper.

Key words: curricula; curricular politics; international political agendas

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'EĞİTİMDE ŞİDDETSİZLİK' KONUSUNDA ÖĞRETMEN ADAYLARINA ULUSLARARASI DÜZEYDE FARKINDALIK KAZANDIRMAK

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Özet

Şiddet her an, her yerde. Şiddete uğrayan gruplar, ne yazık ki; başta kadın ve çocuklar olmak üzere yaşlılar, engelliler ve hayvanlar. Kalite ve mükemmellik çağı olması beklenen 21. Yüzyılın ilk on yılında hâlâ cinayet, terör ve savaşın yanı sıra kadınların ve çocukların hunharca katledilmesi siyasetçileri, hukukçuları ve eğitimcileri yeni çözüm arayışlarına itmede. Son yıllarda üniversitelerde kurulan Barış Merkezleri, Hukuk dünyasında geliştirilen arabuluculuk (Mediatorlük) çalışmaları ve Milli Eğitim Bakanlığı'nın okullara yönelik şiddeti önlemek adına atmakta olduğu fiziki ve yönetsel önlem adımları konunun vahametini gözler önüne sermekte. Son yıllarda ortaya çıkan baltalı ve testere katiller, okul basan, kız arkadaşlarına tecavüz eden öğrenciler, çocuklarının gözünü önünde anneleri, babaları acımasızca öldüren gözünü dönmüş caniler ve hatta annelerini öldüren evlatlar... Her gün gazetelerde ve televizyon kanallarında yeni sapkınlıklar ve katliam haberlerini okumaktan çaresiz kalmış aileler.

Bilindiği gibi toplumun temel öğrenme ortamları; önce aile, sonra farklı düzeylerdeki okullar ve sonrasında ise iş dünyası ve toplumdur. Aile yuvalarının sevgi, şefkat odaklı, temel bilgi ve becerileri kazandırma sorumluluklarına ek olarak okullar da, farklı disiplinlerde istendik davranış değişikliklerinin oluşmasına yardımcı olarak geleceğin liderlerini yetiştirmeyi hedefleyen temel kurumlardır. Ailede anne veya baba olarak rol oynayan yansırı okulların da temel direği olan öğretmenlerin şiddetsiz eğitim konusunda yönlendirilmeleri geleceğin liderlerini yetiştirmelerinde önemli bir kazanım olacaktır. Bu konuda 28-30 Nisan 2010 tarihlerinde ülkemizde gerçekleştirilen "15. Uluslar arası İnsan Saygılığının Geliştirilmesi ve Küçümsemenin Önlenmesi Konferansı" için İstanbul'a gelen barış uzmanlarının kapalı ve açık oturumlarda şiddet konusunun önem ve aciliyetine dikkat çekmeleri önemlidir (www.humiliationstudies.org/whoware/annualmeeting15.php). 27-28 Temmuz 2010 tarihleri arasında, yine İstanbul'da gerçekleştirilen "Uluslar arası Şiddetsiz Program Geliştirme Eğitimi"nde uzmanlar üniversitelerde bu bağlamda açılacak derslerin önemli olduğunu vurguladılar. Özellikle üniversite öğrencilerinin ve toplumun diğer paydaşlarını bilgilendirmek amacıyla gerçekleştirilecek programların taşıyacağı özellikler, içeriğin nasıl düzenleneceği ve kullanılacak yöntem konularında katkıda bulundular, doküman ve her türlü kaynak sağlama konusunda de işbirliği sözü verdiler.

Boğaziçi Üniversitesi, Barış Eğitimi Uygulama ve Araştırma Merkezi'nin (BUPERC) üyesi ve yukarıda sözü edilen etkinliklere katılan bir eğitimci olarak 2010-2011 Akademik Yılı, Bahar Döneminde Boğaziçi Üniversitesi, Eğitim Fakültesi, Eğitim Bilimleri Bölümü bünyesinde, ancak tüm fakültelerin öğrencilerine açık olan seçmeli bir ders açılması önerim kabul gördü (Köksal, 2011). Barış ve saygılılık odaklı olarak tasarlanan ve "Eğitimde Şiddetsizlik" ismiyle açılan bu dersin ana hedefi; geleceğin öğretmenleri ve ebeveynleri olacak üniversite öğrencilerine, mezun olmadan önce, barış ve hoşgörü kültürünü vermek, şiddetsiz eğitim için gereken koşulları, süreçleri ve olası sonuçları anlatmak, uygulamaya yönelik ulusal ve uluslararası paylaşımlarla şiddet konusunda analitik çözüm yollarını öğretmekti. Biliyoruz ki; "Okul dört duvarı olan ama içinde yarım barındıran binadır (Kamran, 2004)". Okulun ve eğitimin öneminin farkında bireyler olarak, gelecek kuşakların şiddetten uzak, uzlaşmacı bir anlayışla yetiştirilmelerine destek vermek, özel olarak yetiştirilmiş öğretmenlerle onları küçük yaşlarında yakalamak toplumda barış ve sevgi kültürünün, en azından bundan sonraki yıllarda