



# Transforming Humiliation and Violent Conflict through Effective Teacher Training Programs

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# ABSTRACT

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Education is one of the main ingredients of transforming humans into fruitful and dignified life-long learners. It starts from the very first times of life, blossoms with the first touches of families and then through a country-based teaching program goes on until gaining a profession. It is not the final destination. In order to be more qualified and visionary training goes on through the remaining years until the last minute of life. **Teachers, as the education providers are considered as the key elements of this process.** As a result, they hold a very special importance for all of us. Therefore, they must be the actors of a special care and interest during the pre-service education steps. **Teacher candidates should be trained in such a way that they should gain all the skills and attitudes of transforming humiliation and violent conflict which are, unfortunately, the most popular actions frightening of the current world citizens.** Boğaziçi University is one of the most outstanding universities of Turkey and of the world. The Faculty of Education, with the recommendation of the Peace Education and Application Research Center, started “Conflict Resolution” and “Nonviolence in Education” courses for the teacher trainees. As one of the designers and the instructors of those courses, the author will share the outcomes of those courses which have been continuing since 2010-2011 Academic year.



## PEACE-FOCUSED COURSES for PRE-SERVICE TEACHER EDUCATION

- NON-VIOLENCE in  
EDUCATION

( Designed by Hayal Köksal  
after the Curriculum  
seminar by ICNC)



- CONFLICT  
RESOLUTION

(Designed by BUPERC  
experts)





# Boğaziçi University Peace Education, Application and Research Centre (BUPERC)

BUPERC was established in 2007 as the first Peace Education centre in a university setting in Turkey. Based on the logic, that solving conflicts by non-violent methods and spreading a culture of peace are of vital importance since we live in a World where war, terror and violence are widespread in every part of life.

Peace Education involves trainings in effective and non-violent communication, empathy building, respect for human rights, conflict resolution methods, and anger management; it introduces awareness of one's own prejudices and thus helps developing critical thinking. It has been proved that such trainings increase emotional intelligence and help to establish a culture of peace. Peace Education can be regarded as preventive medicine.

BUPERC works towards this goal by organising seminars, conferences, conducting research and trainings for students, teachers and NGOs on related topics; during these activities it encourages cooperation between academics, non-governmental organizations, the media, teachers and students.

The main mission of BUPERC is to work towards and try to contribute to the creation of a culture of peace in our environment.



Prof.Dr Fatoş Erkman, President of the Peace Education, Application and Research Centre of Boğaziçi University (BUPERC)



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For more info please visit:  
<http://www.peaceedu.boun.edu.tr>

# SOME ACTIVITIES of BUPERC



Peace Statue designed by Boğaziçi students under the guidance of Füge Altınok, the sculture member of BUPERC.



With Johan Galtung, The founder of TRANSCEND





**Human Dignity and Humiliation Studies (Human DHS)**  
*Breaking the cycle of humiliation*

**15. Annual Conference: 28-30 April 2010, Istanbul/TÜRKİYE**







# ICNC

International Center for Nonviolence Curriculum

**Violent v. Nonviolent Power**

**“To End Violence...**

*New study of 323 violent and nonviolent campaigns, 1900 to 2006:*

*-Violent campaigns succeeded in 26% of cases.*

*-Nonviolent campaigns succeeded in 53% of cases.*

*Stephen & Chenoweth, “Why Civil Resistance Works”, International Security, Summer 2008*



**...Struggle for Justice”**

*Sign held by anti-apartheid protester, South Africa, 1986*





# The Global Women's Peace Network in Paris in 2013







The Peace-focused efforts of WCTQEE, founded in CMS, India





# Ed 493- NONVIOLENCE in EDUCATION

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**Course Objectives:** The main objectives of this course are;

- To develop a basic understanding related to conflict management and its practice to help make university students dignified, peaceful, contemporary and innovative citizens of the future world.
- To open new windows concerning nonviolent approaches in various fields including education, gender issues, leadership roles and skills, effective technology use, and problems of the challenged world,
- To improve “peace and quality” concepts at home, in the office and in the community.

# Course Organization:

- **Introduction:** Explanation of basic terms (e.g. human rights, peace, dignity, humiliation, gender issues, discrimination, education etc.); Distinction between violence and nonviolence; Sources of violence.
- **Brief history:** In the World, Neighbor Countries and Within Turkey. An analysis of the local/global problems using “7 Planning and Management Tool” of Brassard to determine the mid-term students’ circles (İmece Circles).
- **Introduction to Strategic Nonviolent Conflict / Why Need for strategy? Planning, unity and discipline**
  - The First Step: The Vision of Tomorrow (Social & Educational)
  - Power in Society: Models and Sources of power (Within the Community and in school)
  - Pillars of Support (Various stakeholders and partners)
  - Obedience (Community, school, family, business world, etc.)
  - Activating Nonviolent Power (Mechanisms of Change & Methods and choosing the right ones)
- **Midterm: İmece Circles (SQC) based upon the main problems of Turkey concerning violence in education.**
- **Planning Considerations:**
  - Strategy and Principles of Nonviolence in Various Fields like NGO Leading, Local governing and administering an educational institution
  - Planning Methodologies
  - Communication tools and types
  - Examples and explanations of failures & Successes
- **Organizational and Operational Considerations:**
  - Managing movement: Leadership, characteristics and types, gender sensitivity
  - Overcoming Fear
  - Security Culture
  - Plan Format
- **A Model School applying Peace Education: City Montessori School, Lucknow, India**
- **Model Schools from Turkey**
- **Evaluation of the Course**
- **Final project:** Create your own plan outline for an imaginative case for your future professional life.



# Course Materials

1. **Required Readings:** The Required Reading Package consists of:

- ICNC Journals from the web page of International Center for Nonviolent Curriculum (<http://www.nonviolent-conflict.org>) and (<http://nonkilling.org/node/182>).
- Popovic, S., A.Milivojevic, S. DjinoVIC, H. Merriman and İ. Marovic (2007), **A Guide to Effective Nonviolent Struggle**, Center for Applied Nonviolent Action and Strategies, Belgrade. **(It might be obtained from the libraries of Bogazici University or BUPERC.)**

1. **Suggested Readings:**

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

# Online Resources:

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- <http://www.nonviolent-conflict.org>  
**(Presentations can be accessed here:**
- <http://www.nonviolent-conflict.org/index.php/learning-and-resources/educational-initiatives/fletcher-summer-institute/fsi-2010>  
**and nonviolent conflict summaries can be viewed/download from:**  
<http://www.nonviolent-conflict.org/index.php/movements-and-campaigns/movements-and-campaigns-summaries> <http://wagingnonviolence.org/2011/01/egypts-moment/>
- Stanford University & Dalai Lama Panel:  
[http://www.youtube.com/user/StanfordUniversity#p/u/33/S\\_xqCg2nIQ8](http://www.youtube.com/user/StanfordUniversity#p/u/33/S_xqCg2nIQ8)
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- **Human Dignity and Humiliation Studies Network:** [www.humiliationstudies.org](http://www.humiliationstudies.org)  
**"Dignity or Humiliation: The World at a Crossroad." This lecture of Prof. Lindner has been video-taped and you can see it at** <http://www.sv.uio.no/tjenester/kunnskap/podkast/index.html>.
- Center for Global Nonkilling: <http://nonkilling.org/node/18>
- The Global Campaign for Peace Education (GCPE) e-newsletter: [news@peace-ed-campaign.org](mailto:news@peace-ed-campaign.org)



# Our Cyber Professor: Evelin G. Lindner

## Unity in Diversity



# Ed 313 – CONFLICT RESOLUTION

## (Theory & Application)(2-0-2 Hours)(3 Credits)

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**Course will Cover topics such as;** cooperation and competition, power, culture, justice, negotiation and mediation, and violence, as related to theoretical and practical issues of conflict management and resolution at the interpersonal, intergroup, and organizational levels for the realization of peace. It will emphasize the links between theory, research, and practice in conflict resolution. It is an applied course in the ideas and skills which are useful when intervening in inter-group conflicts. The main target is to focus on how to attain a peaceful life through conflict resolution for the future students and citizens as well.

The structure of the course will consist of; introductory presentations given by the instructor, as well as discussions, exercises, and in-class PPT presentations performed by the students on the various topic areas that focus on the links of theory to practice, as well as a supervised out-of-class project. Team teaching approach will be utilized and it will be organized by Hayal Köksal. The contributing faculty will include: Fatoş Erkman, Nur Bekata Mardin, Gamze Gazioğlu, Aylin Vartanyan, Maggie Pınar and more!



# Course Objectives

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At the end of the semester the students will:

1. Be well informed about the concept of conflict and conflict resolution, and
2. Have some practical skills in working with conflict.
3. Be familiar with the concepts of human dignity and humiliations.
4. Understand the importance of peace for the future of the world
5. Be applying the “Imece Circles Project Management” to their peace-oriented projects.

# Course Organization

- **Introduction:** Explanation of basic terms (e.g. human rights, peace, dignity, humiliation, conflict, discrimination, etc.) as well as the methodology of the course.
- **Brief History:** Historical & Current Perspectives on Peace Education & Conflict Resolution (CR). Current situation in the world, in neighbor countries and within Turkey.
- **Open Space Technology:** "Think, find, share, form your team, brainstorm & report Activity" for gaining awareness about peace, violence, conflict, etc. (Formation of Imece Circles)
- **Seminar on Methodology:** Imece Circles Training & Sharing the previous samples.
- **Peace & Conflict Perspectives over 50 years:** Choosing one of the perspectives from Galtung's Book (50 Years, 100 Peace & Conflict Perspectives) and preparing a Paper on it. (iC).
- **Competencies in Peace Education & Conflict:** Communication competencies will be presented and an example of good practice will be shared (CiCe p.14) & Relationship Tips by Hartling.(Maggie).
- **Living with Conflict:** Phases of Conflict, CR Processes. CR Techniques from Winpeace (Peace Education Book). Also an example of good practice concerning CR from CiCe (p.15). (Jenny)
- **Cultivation of Virtues:** as a means to avoiding conflicts (CiCe, p. 16). How can Human Rights Education help in spreading Value-Education? A sample case from India. (D. Mehrotra)
- **Mid-Term PPT Presentations.**
- **Strategic Nonviolent Conflict :** Need for a Strategy, Planning, Unity and discipline, The Vision of Tomorrow, Power in Society, Pillars of Support, Obedience, Activating Nonviolent Power, Examples and explanations of failures & Successes, Managing movement: Leadership, characteristics and types, gender sensitivity, Overcoming Fear .
- **Course Evaluation** as future educators, citizens & parents.
- **Final project delivery as a CD.**



# Course Evaluation

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1. Technical Seminar: **10%** (Project Management based upon SQC/IC)
  2. Open Space technology for the realization of Consensus & Paper presentation: **20%** (One related article: one-page summary, a 10-minute- PPT presentation) (= one page of notes as to an incident of conflict/humiliation that you experienced, witnessed, or reflected upon) (PERSONAL) (Step 1)
  3. Mid-Term Project: **30%** (Initial Phase of the final project: Literature reviewing, its summary, road map including causes and solutions)( One paper of 8-10 pages on your out-of-class project ) (TEAM)(Step 2)
- Final Project: **30%** (A report/Final Term Paper of 10-15 pages to solve a general problem causing conflict and its PPT presentation) (PERSONAL) (Step 3)

Attendance: 10%

**TOTAL: 100%**

# STUDENT REFLECTIONS

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This course was the third one I took from you. Hence, I reinforce some methods like fishbone and PDCA mind set so much. I had good feelings about it. We videotaped ourselves. This was really interesting, and enjoyable.

As it was related to the course content, I think it was structured in a logical way. In general, classes passed by discussions. We told our experiences about any conflict to each other. Also, we presented some solutions some ways to handle with these conflicts. This way was nice, and not boring for me.

Your attitude and approach toward us was warm, and promoter. Sometimes, you shared your experiences related to your job, and private life, I think this was good. I need to hear real life experiences from my teachers as a teacher candidate. I learned lots of things from both this course and you. Thanks to our presentation, we had a chance to evaluate different aspects of many conflict types. "İMECE CIRCLE" is one of the enjoyable and useful method that I learned from this course, and other ones I took from you. Thank you for your sincerity, and contributions you have made to me.

*Benay Çakaloğlu, Science Department, Senior Student.*





In ED313 Conflict Resolution course, I feel that I am attending the most appropriate course in the university. Because we study in Turkish, debates or arguments are very helpful. We also discuss about the Turkey's current social and political situation, which is totally perfect. Because at lots of lectures, teacher choses not be involved those problems. Nevertheless, being able to discuss this current situation makes me proud.

Additionally, the assessment style, issues covered in class, the style of teaching by slides, winpeace book, imece circles should be draw a good example of active learning. Instead of trying to memorize hundreds of pages articles, preparing powerpoints, arranging activities and workshops from win peace book are much better for real and active learning. Becoming fully participants of the class by arguing and by doing presentations is the most beautiful part of this course. Thanks for everything that I acquired from this course such as the concept of peace.

Doruk Acar, A Student



I wanted a selective course for this semester and I decided to take this course because of its instructor. I heard a lot of good things about her. To be honest, I had no idea the content of it firstly. In the first lesson, I understood that I made a good choice for me. Since, Conflict Resolution may be one of the most helpful ways to keep the peace in society. Especially, we have had various difficulties in living together regardless of discrimination in recent times in Turkey.

In this course, I learnt very interesting things, happenings and etc. Conflict Resolution raised my awareness about stereotypical issues in terms of society. I realized that I evaluated or categorized some things with secondhand information. In other words, I had a lot of bias about several points such as Kurdish people and Alevis. I thought that certain circumstances about them were exaggerated in Turkey but various difficulties about these subjects that some students in our class experienced changed my viewpoints about them. In contrast, when I told about my thoughts in several topics, I understood that I was not alone. To illustrate, my political opinions were suitable with other some headscarfed girls. This situation shocked me. I altered some of my opinions and broke down my prejudices with the help of Ed 313. Because our teacher was very open-minded and also tolerant in order to discuss every subject and even if her thoughts were incompatible with them. Every person has a right to speak.

Also, we chose a subject that was conflict with people with paraplegia with my group friends for our final project. Absolutely, it was an unforgettable experience for me. In the past, I only took pity on these people when I always saw them. To go to TOFD, to talk to them and to see them up close and to be a witness to their joy of living were quite effective. When I came home from TOFD, I was grateful for my health and I also realized that I was troubled about very little things in my daily life. Health is the most important thing in our lives. In spite of everything, their energy of life was encouraging to join their social responsibility project in order to increase their life standards and to include them in society as an individual.

Ed 313 helped the development of my character and it boosted my tolerance and sensibility to other people around me. Because of all of them, I want to thank warmly to Dr. Hayal KÖKSAL.

Duygu Gürel, Undergraduate in Science Education





Conflict resolution course is the one of the best course I have ever taken in the Boğaziçi University. And taking this course by Dr. Hayal Köksal is the one of the other best thing. Why?

First of all, this course covered the topics such as cooperation and competition, power, culture, justice, negotiation and mediation, human rights, peace and violence, dignity and humiliation, discrimination and equity. We discuss the explanation of all these topics. All these are related to theoretical and practical issues of conflict resolution at the interpersonal, intergroup and organizational levels for the realization of PEACE. (Retrieved from the course syllabus.)

In this course our instructor Dr. Hayal Köksal focused on how to attain a peaceful life through conflict resolution for us. And at the end of the semester we are well informed about the concept of conflict resolution. We have lots of practical skills in working, in relationships and in community. We are able to make stronger relationship by these practical skills with conflicts. We have realized the importance of peace for the home, office and the world.

Also we used WINPEACE book. All students choose an activity from the book. We present and apply our activity in the class. Thus we are informed of lots of peace activity can be applied in our future classes. We are able to apply non-violence and non-killing education approach to our future classes by means of this course and our instructor Hayal Köksal. Our future classes will be able to have more peaceful atmosphere.

Other important point about the course is village institutes. This course includes one lecture about this important topic: VILLAGE INSTITUTES. As the village institutes are falling into oblivion, it was a good idea to give a place it in the course.

The most important thing of this course is IMECE CIRCLES. It is a kind of project management method. Imece means collaboration. In this way we collaborate with group members. We have learned both application of this project management and collaboration. At the end of the course we are able to apply this method to prepare a peaceful-oriented project.

If I were the instructor of this course, I would focus all these, too. And I will use lots of things learned in this course in my future classes to provide non-violence and peaceful education. My dream concerning peace is that improving PEACE and QUALITY in education.

Thanks to Dr. Hayal Köksal for everything!



Conflict resolution is one of the subjects I am curious about. Actually, at the beginning of the term I had supposed we would cover misbehavior of the students and problems occurring in the class. However, the lesson has more broad area than I think. The channel used in the class and a conversation atmosphere in the class made the students more comfortable in that lesson. Also, the topics that were chosen and presented by the students were interesting and current issues like child brides, homeopathy and street children. These topics drew the attention of all of us.

The instructor of this course is very dedicated to her job. All students in the class must have noticed that to teach something and to see her students make her happy. The way of covering the lesson is the slide show presented by the students and the discussion after that. The students shared their research on a subject to the class and had a class discussion. I think this process to cover the lesson was very effective and communicative.

I had supposed myself to be very tolerant to different people before taking this course. After that lesson, I noticed there are lots of different people and groups in the world and I learned that requires being more and more tolerant. Namely, my level of being tolerant to the people became higher. Also, I learned not to ask why question about their life style or their beliefs to the people, I have to accept people as they are without questioning. As our friend drew on the board during the lesson, I learned what makes a person human being is differences like race, language, religion.

Ayşe Günalay





This course was different for me. My program was so full and their necessities were so much. In this course, we made a project which is about a social issue. And I am afraid of being unsuccessful doing project because of limited time. In fact, we made a lot of searches and literature reviews etc. but it was different as I said above. I learned a lot. I think this method is so beneficial for such a course. Our main subject was conflict resolution and we talked about a lot of its sub-subjects. Before beginning the lesson, I thought more different things about courses; my prediction was that it may be only direct instruction and it will be difficult process for me. However, it was so different and I like this type of class. It was interactive and all subjects are important for discussing and thinking about it. The class was a session in which we moved away the stressful world of school. We heard different ideas from different perspectives. And our presentations are assessed not only instructor but also students have a right, which was so good application. The atmosphere of class was calm and relaxing. I am associated it with the attitude of instruction and her approach to subjects. I have awareness about some subjects after that course. Additionally, win peace book activities are good for me. I was happy by applying them in class with my classmates and I can use them at the future with my students.

Moreover, we talked about peace, we tried to define. It was a good method for this course. Despite of making the definition of conflict, we made the definition of peace and be positive to subjects. My peace terms include some terms which are independence, respect, and tranquility. I learned to consider events in various ways.

Another important thing was to learn how to do a project and present. IMECE Circle Education was so beneficial by studying about our project. We followed the steps in order. It was a good experience for me.

Embie Karaali



My name is Gizem and my department is a science education. I will be a teacher and I am so exciting about being a teacher. This semester I attended a conflict resolution course and I did not have any idea about this course. I was a little bit nervous when I went to the first lesson. Then, I learned what we would do all of this semester. We had to choose a conflict issue with whatever we want and we have to work on this issue. In addition to this project, we should do an activity from Winpeace book. I and my three classmates did an activity about “I-Messages”. First of all, we prepared a presentation and we presented this in the class. After presentation, we got our classmates to do our activities about “I- messages”. By doing these, we learned how we should behave each other without being experienced to any conflict and we learned how we should talk other people when we discuss them. Actually, this activity was most useful for me and I learned how I behave when I discuss someone. Before learning this way, I could not success in behaving like this.

On the other hand, we chose an issue about people with disability with my four classmates. Firstly, we made a literature review and we made an interview in the TOFD. We met a lot of people with disability. Meeting these people and talking about their experiences got me to be more sensitive person for their conflicts. Before talking and meeting these people, I could not talk, look and touch them. I was afraid of them unnecessarily. After working on conflict with people with disability, I try to do something for eliminating their conflicts and I try to help them when I see them outside. That was the main aim of our instructor Dr. Köksal; creating empathy for the disabled.

Moreover, I learned many things about conflict resolution and being teacher. To sum up, this course teach many good things like thinking positive and always smiling.





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Ed 313, conflict resolution is so important topic for people because we face with many problems in every area of our lives and we sometimes have trouble with these problems. Thus, I think this course added many things to our lives and we learned to look at problems and conflicts from different perspectives. And we also learned to evaluate them from different aspects. On the other hand, when we prepared our presentation, we used some methods such as fishbone, and PDCA mind set and these methods helped us to construct our project.

Course instructor, Hayal Köksal also helped us to share her experiences and methods. Her attitude and approach was warm and helpful toward us. I think it was very nice for us because her experiences are so important for me as a teacher candidate. I learned many things from my instructor and course and also presentations. Because of presentations, we learned many conflict topic and also learned how to evaluate these conflicts.

Melis



In the last semester of my university life, I took an interesting as much as beneficial selective lesson which is ED 313. At the beginning of this semester, we have tried to see how much degree we are aware of conflicts in our lives and how we can deal with them. At this point our instructor Dr Hayal Köksal helped us to investigate our conflicts. Also she has guided us to find solution each of them. Then she gave us the meaning of peace with our sentences as homework. Thanks to our instructor's assessment, I recognized the importance of peace. This is because the peace is the key point on the solution of almost all type of conflicts. For instance if we have problems with ourselves, we can eradicate it as being at peace with ourselves. So we can decide the solution ways calmly. Also if peace, in other words, prosperity, peace, trust environment are provided in our world, most of conflicts can be ended.

Later, we have become more familiar with conflict types while presenting them from "win peace book". Our teacher's and friends' suggestions and criticism were helpful to make more effective presentations in later times. I think that teachers should benefit from it to provide students to express their feelings well. Our second assessment was to prepare power point of our presentation in the win peace book. By this homework, we found the chance of seeing how we can add new techniques or develop existing ones in win peace book.

After process of analyzing conflict feelings, we have chosen the conflict type topic as a group. Every group selected a problem which is related to conflict resolution lesson and have studied on it to analyze it and to develop solutions. We have benefitted from our instructor's clear project guided documents. She helped us every step of project. Also during our project, we have enjoyed from studying together and also we have learned many things about our topic. Even I am happy to meet my group friends.

Before presentations, we had a guest, Kübra Hanım in our class. She informed us about stray dogs. Thanks to her presentation, we recognized the being conscious and more helpful against stray dogs. Also it was beneficial for us to see how a good project can be prepared to solve a conflict. Then we have presented them group by group during a few weeks in the lesson. Thanks to these presentations, we have confronted with many interesting and previously unrecognized problems. Also we have understood the importance of problems in our environment over again. We have learnt what we can do as individual to deal with them.

All in all, I can say that I have benefited from this lesson very much as a teacher candidate. Our instructor' assessment techniques, instruction styles are very effective to have an ideal lesson. We found to chance of share our views in the class. While debating them, we had very funny times, too. I feel myself to be lucky since I took this lesson from Dr Hayal Köksal. I hope she would be fine and she would continue to be ideal, effective and cheerful instructor.

Hilal Köksal





# CONCLUSION

No matter how hard we try, we are going to hit speed bumps on our spiritual path. We are human beings, not saints. We feel all emotions and all emotions are normal. There will be times of pain and sadness, anger and resentment, doubt and frustration.

If we learn the ways how to deal with all these emotions peacefully, we can establish better relationships. That is why it is very important to train teachers in such a way that they will internalize peace on the way of attaining peace-oriented future leaders.

As a result, it can be concluded that;

1. Above mentioned courses or similar ones should be opened at the faculties of education where future teachers are educated.
2. Nonviolence and peace should be one of the in-service training topics for working teachers.
3. Parents must also be trained in such a way that our kids must witness peace and safety in their homes, as well.
4. Local governors, policemen, politicians ad all partners of the community must aim peace in the society as Atatürk said: «PEACE AT HOME, PEACE IN THE WORLD.»

We need to prepare many documents, books and articles in order to attract attention of the public to peace and dignity.

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Catch kids young!







# FINAL WORDS

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If there is to be peace in the World,  
There must be peace in the nations.  
If there is to be peace in the nations,  
There must be peace in the cities.  
If there is to be peace in the cities,  
There must be peace among neighbors.  
If there is to be peace between neighbors,  
There must be peace in the home.  
If there is to be peace in the home,  
There must be peace in the heart.

- Lao-Tzu



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