

PARTICIPANTS' CIVIC ENGAGEMENT BEHAVIOR:
EVIDENCE FROM A NON-FORMAL TRAINING ON DEMOCRACY AND
HUMAN RIGHTS

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BİLGEN KAHRAMAN

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Approval of the Graduate School of Social Sciences

Prof. Dr. Meliha Altunışık
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.

Assist. Prof. Dr. F. Umut Beşpınar
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

Assist. Prof. Dr. Hanife Akar
Supervisor

Examining Committee Members

Assist. Prof. Dr. F. Umut Beşpınar (METU, SPL) _____

Assist. Prof. Dr. Yaşar Kondakçı (METU, EDS) _____

Assist. Prof. Dr. Hanife Akar (METU, EDS) _____

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name: Bilgen Kahraman

Signature :

ABSTRACT

PARTICIPANTS' CIVIC ENGAGEMENT BEHAVIOR: EVIDENCE FROM A NON-FORMAL TRAINING ON DEMOCRACY AND HUMAN RIGHTS

Kahraman, Bilgen

M.S., Social Policy

Supervisor: Assist. Prof. Dr. Hanife Akar

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The purpose of this study was to examine participants' civic engagement behavior of a non-formal training on democracy and human rights through the case of Toplum Gönüllüleri Vakfı (TOG) Democracy and Human Rights Project. In order to achieve this, a survey was conducted to the participants who attended the trainer's training of TOG's Democracy and Human Rights Project. The entire population who completed the trainer's training at that time consisted of 154 TOG volunteers, and all population were aimed to be reached for data collection.

The study initiated with a needs analysis study to explore what elements were needed to be evaluated in the survey with regard to TOG's administrative group. Next, based on those findings, literature review on civic engagement and the indicators adapted by the Center for Information and Research on Civic Learning and Engagement (CIRCLE) a questionnaire containing both open-ended and close-ended items was developed to measure participants' civic behaviors. The data were collected through an online survey tool, Survey Monkey, an accessible number of population (N=56) was reached and a return rate of 43.4 percent was enhanced.

The results revealed that participants of trainer's training of TOG's Democracy and Human Rights Project could be regarded as active citizens who engage in civil society, participate in political actions, pay attention to current events and follow the news regularly. In addition, findings showed that there was a decrease in the frequencies in terms of participation in the civil society in time. Lastly, implications for further research on participants' civic participation from non-formal education perspectives are highlighted.

Keywords: Non-Formal Education, Civic Engagement, Political Participation

ÖZ

SİVİL KATILIM DAVRANIŞLARI: DEMOKRASİ VE İNSAN HAKLARI ÜZERİNE BİR YAYGIN EĞİTİM ÖRNEĞİ

Kahraman, Bilgen

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Bu çalışmanın amacı, yaygın eğitim yoluyla katılımcıların sivil katılım davranışlarını Toplum Gönüllüleri Vakfı (TOG) Demokrasi ve İnsan Hakları Projesi örneği üzerinden incelemektir. Bu amaçla, TOG Demokrasi ve İnsan Hakları Eğitimci Eğitimi'ne katılmış ve evreni 154 olan tüm gönüllülere ulaşılmaya çalışılmıştır. Ancak, bu evrenden 56 kişi çalışmaya katılmıştır.

Çalışma, TOG yönetimine göre projenin hangi açıdan değerlendirilmesi gereksinimi olduğunu görebilmek için bir ihtiyaç analiziyle başlamıştır. Daha

sonra, ihtiya analizi sonularına, literatür taramada elde edilen bilgilere ve Center for Information and Research on Civic Learning and Engagement (CIRCLE) tarafından geliştirilen sivil katılım göstergelerine dayanarak açık ve kapalı uçlu sorulardan oluşan bir anket hazırlanmış ve bu bağlamda katılımcıların sivil davranışları değerlendirmeye alınmıştır. Verilerin Survey Monkey adında çevrimii bir program aracılığıyla toplandığı alışmada tüm evrenden 56 katılımcı sağlanmıştır. Ankete katılım oranı %43.4'tür.

Araştırmanın sonuları, TOG Demokrasi ve İnsan Hakları Projesi Eđitmen Eđitimi'ne katılan gençlerin; sivil toplum etkinliklerine ve siyasi faaliyetlere katılan, güncel olay ve haberleri takip eden aktif vatandaşlar olduklarını göstermektedir. alışma buna ek olarak, sivil toplum faaliyetlerine katılım oranlarında zaman içinde bir düşüş eğilimi olduğunu göstermektedir. Son olarak, sivil katılım ve yaygın eđitimin birlikte değerlendirilebileceđi alışma önerileri sunulmuştur.

Anahtar Kelimeler: Yaygın Eđitim, Sivil Katılım, Politik Katılım

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LIST OF ABBREVIATIONS

CIRCLE- The Center for Information and Research on Civic Learning and Engagement

CivEd- Civic Education Study

CSOs- Civil Society Organizations

IEA- International Education Association

MONE- Ministry of National Education

NFE- Non-Formal Education

NGOs- Non-Governmental Organizations

TOG- Toplum Gönüllüleri Vakfı

UN- United Nations

WVS- World Values Survey

CHAPTER 1

INTRODUCTION

1.1 Background to the Study

The process of declining the ‘social’ which began with the increase of neo-liberalism in the late 1970s, has gained momentum with globalization. Mishra (1998) argued that in the current situation, social well-being of people is regarded as something that could be sacrificed for the sake of economic growth of nations.

In such an environment where social policies are seen as “residual” compared to economic policies, the idea of citizens’ participation in decision-making process, especially in the arena of social policy gained importance. In line with this argument, Cornwall and Gaventa (2001) stated that citizens should be considered as active participants in social policy making process rather than as users of state programs or as consumers of social welfare. Similarly, Barnes argued that engagement of social service users into decision making process makes them creators of the services rather than simple consumers (as cited in Cornwall & Gaventa, 2001).

So, how could civic engagement of citizens be enhanced? Indeed, this question have been on the agenda of governments as well as Civil Society Organizations

(CSOs) and International Organizations for a long time. Governments intended to improve civic engagement through citizenship education within formal education system¹. On the contrary, it is also argued that rather than extending school years or increasing hours of citizenship education, conducting participatory learning methods is a better way to enhance civic participation (OECD, 2007).

Besides the formal citizenship education given by the government, CSOs provide training programs on various subjects such as human rights, environmental protection, social activism, child rights, etc. through non-formal trainings in order to promote civic participation.

However, despite various formal and non-formal education programs provided to promote active citizenship, studies show that the level of participation is low, especially among young people. For instance, American Political Association's Report stated that "citizens participate in public affairs less frequently, with less knowledge, and enthusiasm, in fewer venues, and less equitably than is healthy for a vibrant democratic polity" (as cited in Kahne & Sporte, 2008, p. 3).

Another survey was conducted by Linda Sax (2000) on the influence of college education on civic values and behaviors of students. According to survey outcomes, college education has a positive impact on voluntary involvement;

¹ Citizenship education may take different forms depending on the education system of countries. It can be stated that in many European countries including Turkey, citizenship education is provided within compulsory education as an attempt to reach all future citizens (de Weerd, Gemmeke, Rigter & van Rij, 2005).

however, students are not engaging in politics. Indeed, it is also mentioned in Sax's study that voluntary involvement of college students is decreasing by years and after graduation from college, the level of voluntary involvement become very low.

Similarly, a three generation longitudinal analysis conducted by the World Bank reveals that young people's interest in politics is falling especially in middle-income and high-income countries (World Bank, 2006).

In addition, a study focused on Turkey shows that only one quarter (25%) of the youth in Turkey has engaged with a civil society organization including sports clubs. The same study indicates that more than half of the youth has no interest in politics at all (Yentürk et al., 2007).

1.2 Significance of the Study

Studies mentioned above (Kahne & Sporte, 2008; World Bank, 2006; Yentürk et al., 2007) raise the question whether trainings provided through formal and non-formal education methods have any impact on civic participation. Indeed, several international studies have been conducted such as Civic Education Study (CivEd) through which the influence of formal citizenship education on civic engagement could be measured and analyzed.

However, little effort has been made to assess non-formal trainings and their impact on civic engagement. Within this framework, this study aims to fill this

gap by examining participants' civic engagement behavior of a non-formal training.

The study aims to answer following research questions;

- What are participants' *levels of participation into civil society* after they attended a non-formal training on democracy and human rights?
- What are participants' *levels of participation into political actions* after they attended a non-formal training on democracy and human rights?
- How *attentive are the participants to current events* after they attended a non-formal training on democracy and human rights?

To achieve this goal, the study examined Democracy and Human Rights Project conducted by Toplum Gönüllüleri Vakfı. The main reasons for selecting this particular project is that the foundation has a long experience on non-formal trainings and also this particular project aims to enhance civic engagement and to increase awareness of young people on democracy and human rights issues through non-formal trainings.

1.3 Definitions of the Terms

Behavior: Behavior is described as “any act, verbal or non-verbal, that individuals generally assume to involve real commitment” (Schuman & Johnson, 1976, p. 164). In this study behavior is regarded as civic engagement behavior which includes political and civil actions as well as actions taken to follow the current events.

Civic engagement: Reuben (2004) described civic engagement as “the participation, which is conducted through direct or indirect interactions of civil society organizations and citizens at large with government, multilateral institutions and business establishments, of private actors in public sphere”.

In this study, “civic engagement” is used as an umbrella term that covers participation in civil society, political participation and attentiveness to current events. Also, within the context of the study, the concept “civic engagement” is used interchangeably with the concept “civic participation”.

Participation in civil society: In this study, participation in civil society is regarded as the superset of the following indicators: having membership in NGOs, number of hours engaged in volunteer work, volunteering at rights based project, attending the trainings under Youth and Social Rights Project of TOG, participating in events on human rights and participating in charity events.

Political participation: Verba and Nie (1972) described political participation as “those activities by private citizens that are more or less directly aimed at influencing the selection of governmental personnel and/or the actions they take” (p.2). In this study, political participation is regarded as the superset of the following indicators: membership of a political party, contacting the media, participating in a protest march, a sitting protest, and a campaign and boycotting.

Volunteer: Volunteers perform voluntary work which is described as “unpaid work provided to parties to whom the worker owes no contractual, familial and friendship obligations” (as cited in Wilson&Musick, 1997, p. 694). In this study, volunteering involves voluntary work in social activities such as volunteering in human rights projects, environmental activities, and welfare activities for the handicapped, old people, etc.

In order to provide theoretical background to the study, Chapter 2 assesses the literature mainly on the concept of civic engagement and its relation with non-formal trainings. The first section of the chapter discusses the main theories of citizenship so as to set the stage for the discussion on civic participation. The following section introduces some definitions of “civic engagement” and presents two different approaches to the concept, i.e. Social Capital Theory and Postmodernist Theory. After this brief introduction to the theories of civic engagement, indicators used for measuring participation in civic life are discussed. Then some significant studies conducted on civic engagement in Turkey are presented. The final section of the chapter debates the role of education in enhancing civic engagement. In line with the discussion on the relation between education and civic participation, first of all citizenship education in formal education system is presented with a specific emphasis in Turkish case. Later on, the concept of non-formal education is briefly defined and its role in civic engagement is discussed through reviewing particular studies conducted on this issue.

In Chapter 3, the methodology of the research in terms of the survey design, research questions, data sources, data collection process including data collection instruments and procedures and data analysis is presented in detail. In addition to that, in the last section, the limitations of the study are highlighted.

The results of the survey are indicated in Chapter 4. First of all, demographics of participants are presented. Results of the indicators regarding the training of trainers of TOG Democracy and Human Rights Project are shown afterwards. The chapter concludes with demonstration of the results on civic indicators, indicators of political voice and indicators of attentiveness.

The last chapter, Chapter 5, is mainly composed of two parts; namely, discussion and conclusion. In the former section, findings of the survey are discussed in terms of the particular non-formal training, which was selected as the case of this study, engagement in civil society, in political actions and on the attention to current events. The discussion is followed by the conclusion, in which policy recommendations and implications of the need for further studies are argued in the light of the substantive findings of the study.

CHAPTER 2

LITERATURE REVIEW

This chapter mainly covers the theories of citizenship and the debate on civic engagement. The chapter begins with a discussion on the concept of citizenship and is followed by an introduction to the main theories of citizenship. The debate on civic engagement and main approaches brought towards it are presented in the proceeding section. Indicators that show the engagement of citizens in social and political activities and international research studies conducted to measure civic participation rate are examined in the third section. The fourth section analyses the indicators of civic engagement in Turkey and discusses the results of research studies conducted on civic engagement in Turkey. In the last section, a brief history of citizenship education in Turkey is presented. The chapter concludes with an introduction to the concept of non-formal education and reviews studies that focus on the impact of non-formal trainings on participants' civic engagement knowledge, behavior and attitude.

2.1 Main Theories of Citizenship

The concept of citizenship can be traced back to the classical Rome and Greece where the members of polis had the right to speak and to govern (Turner, 1990);

however, the coverage of citizenship was limited and the rights were not benefited by women, children and slaves.

Citizenship concept in modern sense first emerged in the 19th century. T.H. Marshall (1963) regarding historical development of the concept starting from 19th century has divided citizenship into three elements; namely civil, political and social rights. According to Marshall, all these citizen rights were received in order in time. First of all, citizens received civil rights, i.e. the rights related with individual freedom, including freedom of speech, freedom of the person, etc. Political rights were acquired secondly, which composed of the rights to participate in political activity either as a member of a political body or as a voter through participation in the elections which were held to choose members of these political authorities. Lastly, social rights were received including the right to have economic welfare and the right to have a life in line with the standards prevalent in the society (Marshall, 1963).

The theory of citizenship raised by Marshall has influenced many writers and scholars so far; however, Marshall's evolutionary view on citizenship was also received objection from some writers. Turner (1990) criticized Marshall's theory for being focused on the British case. He argued that comparative and historical perspectives on rights had to be taken into consideration due to the differences in the character of citizenship in different societies. After conducting various studies on development of citizenship in different parts in Europe, Turner had come to a conclusion of typology of citizenship which could be analyzed in two dimensions.

According to him, whether citizenship grew from above or from below made the first dimension of citizenship which he called as active-passive citizenship. The second dimension of citizenship is based on the contrast between private and public realm (see Table 1).

Table 1

A Typology of Citizenship

ABOVE	BELOW	
Revolutionary context (French tradition)	Passive democracy (English case)	PUBLIC SPACE
Liberal pluralism (American liberalism)	Plebiscitary authoritarianism (German fascism)	PRIVATE SPACE

Source. Adapted from “Outline of a Theory of Citizenship” by B. S. Turner, 1990, *Sociology*, 24(2), p. 200.

Another classification of citizenship was brought up in line with rights and duties of citizens. George Armstrong Kelly (as cited in Reis, 1996) emphasized the civic and civil dimensions of citizenship. He argued that civic dimension is related with duties and responsibilities of citizens while civil dimension is mainly corresponded with rights of individual members.

Civic dimension of citizenship was also classified by a group of Durkheimian theories. In line with this classification, citizenship was not only about rights given by the state but it was also related with volunteerism and civic virtues that exist in civil society (Janoski, 1998). Civil society has a major role in this group of theories. Among them, Tocqueville argued that it is civil society that makes distribution of power easy and encourages citizen participation in public affairs (as cited in Hyden, 1997).

In conclusion, citizenship is a dynamic concept whose scope and characteristics are subject to change in line with historical and political developments. Although there is no particular definition of citizenship, contemporary use of the concept can broadly be described as “passive and active membership of individuals in a nation-state with certain universalistic rights and obligations at a specified level of equality” (Janoski, 1998, p. 9).

2.2 Civic Engagement

Civic participation or as it is called “civic engagement” is mainly related with so called “active” side of citizenship. Active citizenship is described as “political participation and participation in associational life, characterized by tolerance and non-violence and acknowledgment of the rule of law and human rights” (de Weerd, Gemmeke, Rigter, & van Rij, 2005, p. 18).

Various studies have been conducted on civic engagement through focusing on different aspects of the concept. For example, World Bank (2003) underlined the existence of private actors in public life and argued that citizens and CSOs engage directly with government or indirectly through other institutions such as multilateral institutions and business associations which have impact on decision making process in order to influence decision making.

In another study, Thomas Ehrlich (2000) emphasized the individual dimension of civic participation and the importance of developing the combination of

“knowledge, skills, values and motivation” to make difference in the civic life (p. VI).

Likewise, Schlozman, Verba and Brady (1995) focused on the voluntary nature of civic engagement and explained three main benefits of participation in voluntary activities. They argued that civic participation enhances capacities of individuals and makes them independent, respectful, thoughtful, responsible and competent human beings. Besides, they discussed that civic participation helps not only to increase capacity of individuals but also it enhances community and democracy through educated and skilled citizens who have taken part in voluntary involvement (Schlozman et al., 1995).

Throughout the twentieth century the debate on civic participation has been raised mainly from two different points of views. On the one hand social capital theorists argued that political apathy has been increasing. They showed the decline in the participation of citizens to elections as the major indicator of this political apathy (Putnam, 2002).

On the other hand, postmodernist theorists criticized social capital theory and emphasized the changing interest of citizens in terms of political and civil engagement (Norris, 1999). In the proceeding section, social capital theory and postmodernist theory will be discussed in line with their definition of civic participation.

2.2.1 Social Capital Theory

The theory of social capital has dated back to the early twentieth century. However, the concept has been expanded and has been brought to the attention of social scientists by Robert Putnam. Putnam (2002) described social capital as “social networks and the norms of reciprocity associated with them” (p. 3). He conducted a study in eight advanced democracies in order to understand how the character of civil society has changed over the last fifty years. Putnam concluded his study underlining that there has been a decline in electoral turnout, public engagement in political parties, union membership and church attendance. He argued that “narrower, less bridging and less-focused on collective purpose” social movements have been growing and this individualistic form of new civic engagement has resulted in citizens who are “bowling alone” everywhere (p. 412). The study of Putnam shows that when compared to older generation, young people are less interested in politics, trust less in politicians and are less willing to participate in social organizations for a long term (Putnam, 2002).

After analyzing Putnam’s theory of social capital, a Social Capital Index has been developed by Norris through “combining active membership in voluntary organizations with the cultural norms of social trust” (Norris, 2002, p. 149).

Figure 1 show forty-seven societies ranked in terms of their Social Capital Index values. When examining the outcomes of the index, Norris brought attention to

the relation between democracy and socioeconomic development. She emphasized that the societies highest in the ranking of social capital are also established democracies with rich economies such as Norway, Sweden and Finland. Findings of the study shows that Turkey ranks 46th among 47 societies in terms of social capital score calculated according to active membership in voluntary organizations and social trust.

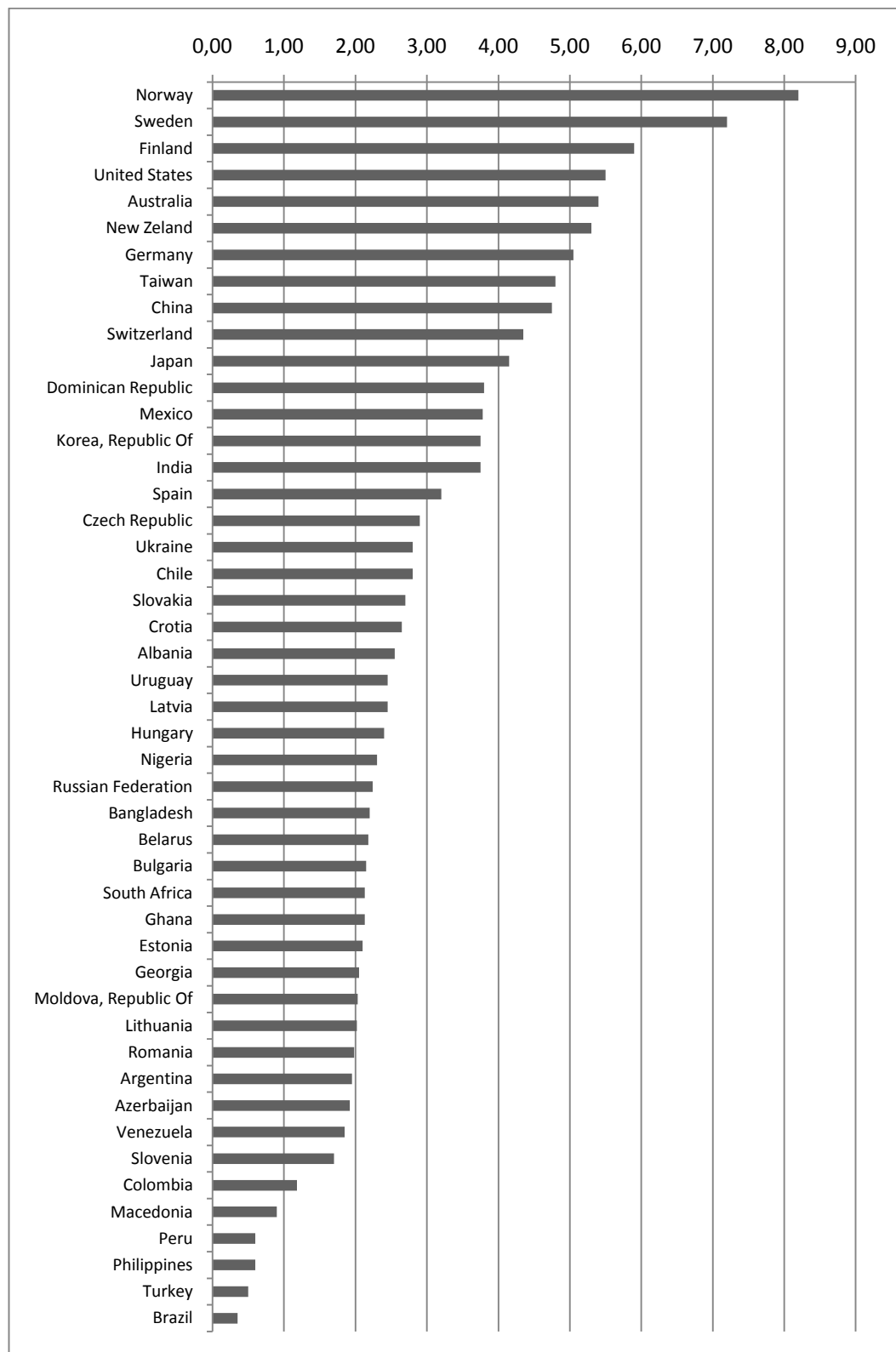


Figure 1 Distribution of Societies by the Social Capital Index. Source: Norris, P., (2002). *Democratic phoenix: Reinventing political activism*. USA: Cambridge University Press, p. 152.

Skocpol and Fiorina (1999) also focused on voluntary organizations and citizen engagement as social capital theorists did. However, while social capital theory focused on social network, declining electoral turnout and social trust, they emphasized changing nature of organizations and the aim and target audience of these organizations. They argued that rather than the level of participation, the important issue is who participates, for what purposes and whether less-privileged citizens participate in these networks and organizations or not.

2.2.2 Postmodernist Theory

The idea of declining citizen participation and rising political apathy raised by Putnam in his prominent social capital theory was highly criticized among those who explain the change in values and behaviors of citizens with the postmodernization process (Inglehart, 1999; Klingemann & Fuchs, 1995; Norris 2002; Topf, 1995).

Postmodernist theory argues that the relationship between the state and citizens has been changing with the developments in economy, technology and in social areas such as education. Inglehart (1999) discussed the reason of the shift to postmodernization in line with the economic developments in industrial societies. He argued that benefits and economic security provided to citizens by the modern welfare state has led to a decline in respect for religious and state authority and has resulted in increasing focus on subjective well-being rather than economic gain of the individual.

Also, Norris (2002) emphasized the changing nature of participation and she argued that civic engagement has been reinvented rather than become dead by a change in channels of civic participation through new social movements such as environmental actions, activism through the Internet and through new policy networks which are beyond national boundaries.

2.3 Measurement of Civic Engagement

Various indicators have been developed including from writing e-mail petitions to regular voting, from watching the news on television to fundraising for charity for measuring civic engagement both in qualified and quantified studies.

Traditional political participation indicators such as voting, having membership in religious institutions, engagement in political parties have been examined by social capital theorists to explain the level of individual participation in community affairs.

On the other hand, postmodernist theorists criticized using indicators such as voting in elections as the main indicator of political participation. They agreed with social capital theorists in declining voter turnout rates. However, they argued that declining interest among citizens for voting stems from the nature of voting which can be described as “a highly routine political act which takes place relatively seldom, and relates only indirectly to envisaged goals” (Klingemann & Fuchs, 1995, p. 18).

Among the studies that have been developed to measure the level of civic participation, World Values Survey is a major one which has been conducted five waves from 1981 to 2008 in 87 societies around the world to examine values and cultural changes of individuals and societies. The questionnaire of the survey includes wide range of questions that are aimed to help researchers to reach conclusions about membership of institutional and non-institutional organizations, kinds of environmental actions taken, and the reasons of voluntary work, etc.

Civic Education Study² conducted by International Education Association (IEA) is another significant study on civic engagement which is composed of two phases that aims to examine civic education and the civic knowledge, attitude and behavior of students. In 1999, IEA Civic Education Study was conducted in 28 countries with 90.000 14 year-old students. A year later, 50.000 students who were between 16-19 years-old were tested when they are near the age of first vote. Indicators of civic engagement used in the survey are as follows; reading newspapers articles, listening to news on TV, planning to join a political party and writing letters to newspapers (Amadeo, Torney-Purta, Lehmann, Husfeldt and Nikolova, 2002).

² For further information on IEA Civic Education Study see <http://www.iea.nl/cived.html>

In addition, the Center for Information and Research on Civic Learning and Engagement (CIRCLE)³ has developed quantifiable indicators to measure the behavior of the youth on civic engagement. Table 2 shows these indicators which are divided into four categories; namely, civic indicators, electoral indicators, indicators of political voice and indicators of attentiveness.

Table 2

CIRCLE's Indicators of Civic Engagement

Civic Indicators	<ul style="list-style-type: none"> • Community problem solving • Regular volunteering for a non-electoral organization • Active membership in a group or association • Participation in fund-raising run/walk/ride • Other fund raising for charity
Electoral Indicators	<ul style="list-style-type: none"> • Regular voting • Persuading others • Displaying buttons, signs, stickers • Campaign contributions • Volunteering for candidates or political organizations
Indicators of Political Voice	<ul style="list-style-type: none"> • Contacting officials • Contacting the print media • Contacting the broadcast media • Protesting • E-mail petitions • Written petitions • Boycotting • Buycotting • Canvassing

³ For further information on indicators for civic engagement developed by CIRCLE see http://www.civicyouth.org/practitioners/Core_Indicators_Page.htm

Table 2. *cont*

<p>Indicators of Attentiveness (News/Current Affairs)</p>	<ul style="list-style-type: none"> • Following government & public affairs most of the time • Talking often about current events with friends or family • Talking often about politics or government • Regularly reading the newspaper • Reading a news magazine with regularity • Watching the news on television • Listening to news on the radio • Regularly reading news on the Internet
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Source. Adapted from the Center for Information and Research on Civic Learning and Engagement (CIRCLE), website:
http://www.civicyouth.org/practitioners/Core_Indicators_Page.htm.

2.4 Civic Engagement in Turkey

This section mainly discusses the level of civic participation in Turkish case. In Turkey, there is a remarkable difference between the findings of traditional and post-modernist indicators of civic engagement.

If the indicators of traditional political participation, such as electoral turnout and union membership are taken into consideration to measure civic engagement, it could be argued that the level of civic participation in Turkey is not declining.

Indeed, the argument raised by social capital theorists on increasing political apathy is not valid for Turkey. Figure 2 shows voter turnout rates in general elections in Turkey from 1950 to 2007. It can be concluded from the figure that there is no steady decline in participation to elections. The ups and downs in the graph in different years can be explained with the state of political environment and political incidents in the country.

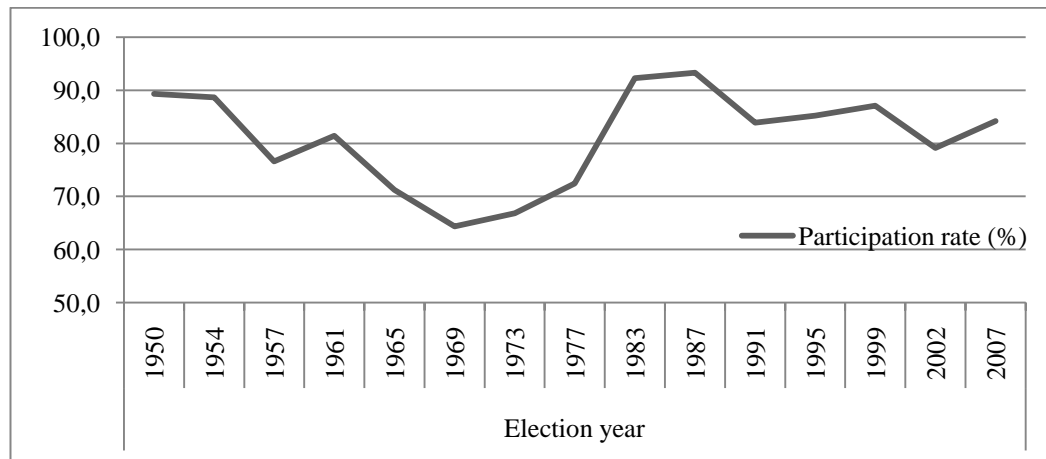


Figure 2 Voter Turnout Rates in General Elections in Turkey. Adapted from Turkish Statistical Institute, website: http://www.tuik.gov.tr/VeriBilgi.do?tb_id=42&ust_id=12.

In terms of the proportion among paid employees' membership of trade unions, there is no significant change during the time period examined (see Figure 3). As it can be seen in Figure 3, 61,5% of total paid employees were members of a trade union. Similarly, in 2008 the rate of having membership in trade unions among the employees is 58,7%.

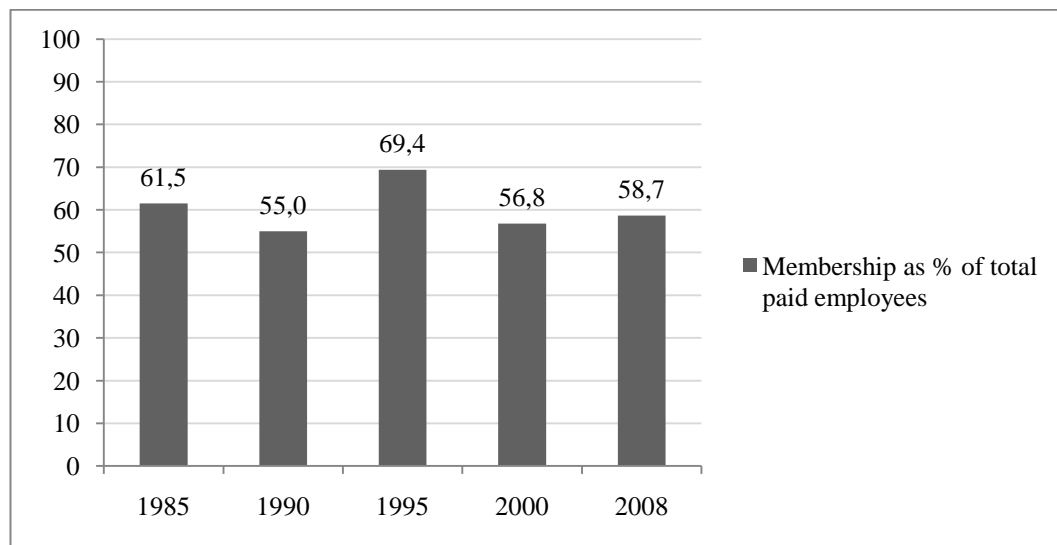


Figure 3 Membership of Trade Unions as Percentage of Total Paid Employees in Turkey. Adapted from International Labor Organization (ILO), website: <http://www.ilo.org/public/english/dialogue/ifpdial/downloads/dialdata/sources2006.pdf>

On the other hand, not all civic engagement indicators are as high as the traditional indicators of civic participation.

Table 3 shows the rate of citizens, who have ever signed a petition, have joined in boycotts and have attended peaceful demonstration so far in Turkey⁴. The proportion of participants who have signed a petition is 13%. The table indicates that the rate of participation in joining in a boycott and attending a peaceful demonstration are even lower than the proportion of participation in signing a petition. Moreover, the attitude towards such actions is not positive among citizens in Turkey. More than half of citizens stated that they would never participate in such actions.

⁴ Turkey is among those countries that World Values Survey has been conducted. The last survey in Turkey was conducted in 2007 with 1815 sample size and with a 74% response rate. The data is retrieved from World Values Survey 2007.

Table 3

Political Actions in Turkey, 2007(%)

	Have done	Might do	Would never do
Signing a petition	13%	35%	53%
Joining in boycotts	5%	30%	65%
Attending peaceful demonstrations	6%	30%	63%
Other	2%	98%	

Source. Adapted from World Values Survey Association, 2009, World Values Survey 1981-2008 Official Aggregate (v.20090901), Madrid: ASEP/JDS, website: <http://www.worldvaluessurvey.org>

If the proportions of participation in non-traditional political actions including signing a petition, joining in boycotts and attending peaceful demonstrations are compared with other countries, Turkey seems to have low participation rates. Figure 4 shows the proportion of participation of those political actions in Italy, Spain, United States, Mexico, Sweden, Germany and Turkey. According to the survey, the proportion of citizens who have signed a petition is 78% in Sweden, 21% in Mexico whereas only 12% in Turkey. Similarly, the rate of participation in boycotting is 5% in Turkey, compared to 28% in Sweden and 20% in Italy. Attending peaceful demonstrations is seen more popular in South Europe. In Spain and in Italy 36% of citizens have participated in a peaceful demonstration whereas the participation rate in Turkey is 6%.

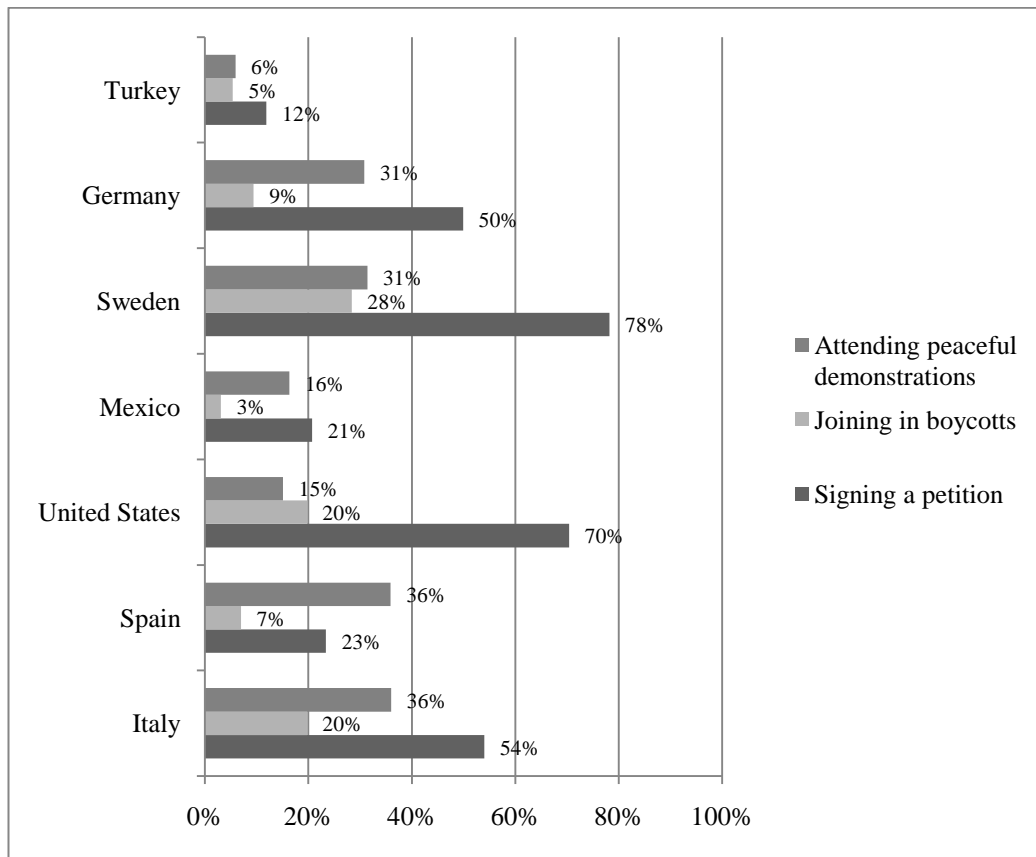


Figure 4 Political Action Indicators Among Italy, Spain, United States, Mexico, Sweden, Germany and Turkey. The year of the latest data available was used in the figure which is as follows; Germany (2006), Italy (2005), Mexico (2005), Spain (2007), Sweden (2006), Turkey (2007), United States (2006). Adapted from World Values Survey Association, 2009, World Values Survey 1981-2008 Official Aggregate (v.20090901), Madrid: ASEP/JDS, website: <http://www.worldvaluessurvey.org>

Table 4 shows active and inactive members of different kinds of organizations and institutions in Turkey. The table indicates that both active and inactive membership rate of political and non-political organizations is low in Turkey. According to the table, only 1% of people stated that they are active members of a humanitarian organization; similarly, the rate of active membership in labor unions is 1% and in political parties is 2%.

Table 4

Membership in Organizations in Turkey, 2007 (%)

	Active member	Inactive member
Charitable/humanitarian organization	1%	1%
Sport or recreation	2%	2%
Art, music, educational	2%	1%
Environmental organization	1%	1%
Labor unions	1%	2%
Political party	2%	3%
Professional organization	1%	1%
Religious organization	1%	1%
Any other organization	1%	2%

Source. Adapted from World Values Survey Association, 2009, World Values Survey 1981-2008 Official Aggregate (v.20090901), Madrid: ASEP/JDS, website: <http://www.worldvaluessurvey.org>

The issue of low membership rates in CSOs is also raised by Yentürk, Kurtaran, Uran, Yurttgüler, Akyüz and Nemutlu (2007). They conducted a survey with 1014 young people living in Istanbul between the ages of 15 and 24 with the objective to assess the impact of being a CSO member on civic engagement. Findings of Yentürk et al.'s survey showed that only 13% of participants have membership in CSOs. The indicators used in the study to measure the influence on civic participation included reading a newspaper regularly, reading books and magazines, using internet for research, following government and public affairs, regular voting, volunteering for political organizations, etc. The outcome of the survey was explained according to the differences between CSO members and

non-members' knowledge, values and beliefs on civic participation. According to the survey results, young people who are engaged in civil society are more participatory and more attentive to current events. However, the youth in general is not interested in politics. Although there is an increase of interest in politics among CSO members than those who are not participated in any organizations, it is still stated as low by the authors (Yentürk et al., 2007).

2.5 Education and Civic Engagement

Even though indicators applied to measure civic participation differ among scholars, significance of education in fostering civic participation in democracies is always accepted. Brady et al. (as cited in Kuenzi, 2006) argued that education promotes engagement in civil society which also increases civic skills of citizens, and this enhances political participation as well.

Similarly, Thomas Ehrlich (2000) argued that in order to make difference in civic life the combination of 'knowledge, skills, values and motivation' of civic engagement should be developed at individual level.

So as to develop "knowledge, skills, values and motivation" and to encourage civic participation various education programs are provided to citizens. On the one hand, citizenship education is taught to students through formal education at primary or secondary schools. Kahne and Sporte (2008) have conducted a study to examine "the impact of civic learning opportunities on students' commitment to

civic participation” (p. 22). They intended to see how classroom based curricular experiences impacts students’ commitment to civic participation compared with other factors such as demographics, feature of students’ family, etc. Indicators used in the analysis of the measure civic participation included being actively involved in community issues, working on community projects that involve a government agency, having good ideas to solve community problems and being concerned about state and local issues. The study found that experiences focused on civic and political issues in classroom have significant impact on enhancing civic participation of the student.

On the other hand, many CSOs provide training programs to their staff, to volunteers and to ordinary citizens through non-formal education (NFE) methods in an attempt to enhance civic participation. In the following two subsections, formal citizenship education and non-formal education are discussed in detail.

2.5.1 Citizenship Education

In various countries citizenship education is provided to students within formal education system. Citizenship education, however, differs widely among countries in terms of the curricula, hour, the type of the course (elective, compulsory, etc.) and the educational level at which the course given, i.e. at what grade citizenship education is provided (de Weerd et al., 2005).

In Turkey, citizenship education has been provided through formal education system since the foundation of the Turkish Republic (Çayır & Gürkaynak, 2008). In the early years of Turkish Republic, a book dictated by Atatürk named “Civic Knowledge for the Citizen” was used as the textbook for citizenship education classes. Throughout history textbooks and curricula of citizenship education has changed many times in accordance with the approach of the government to education policy and citizenship education.

In 1994, the United Nations (UN) proclaimed the ten year period starting from 1995 as “United Nations Decade for Human Rights Education” (Gözütok & Alkın, 2008). In line with this initiative, Turkey put human rights education on the agenda and in 1998, National Committee on the Decade for Human Rights Education was constituted and citizenship education course in formal education system was renamed as Citizenship and Human Rights Education (Mısırlı-Özsoy, 2010). Çayır and Gürkaynak (2008) argue that even though human rights issues have been included in the curricula, a nationalist and authoritarian aspect of citizenship education in Turkey that encourages passive notion of citizenship has remained the same.

In 2009, the program which was initiated in line with the UN Decade for Human Rights Education composing of two parts as to be taught in 7th and 8th grade in primary education, was decided to be ceased by the Ministry of National Education and the curricula was merged with the social studies education curriculum (Akşit, 2010).

Number of studies has been conducted on citizenship education in Turkey. Doğanay (2010) conducted 1999 IEA Civic Education Study Questionnaire to 495 14 year-old Turkish students from Adana district of Turkey in order to examine IEA Civic Education Study results in Turkish case. The outcomes of the survey were compared with the 28 countries that IEA Civic Education Study was conducted before. The results showed that the concept of democracy was not clearly understood by the 14 year-old Turkish students. Doğanay argued that even though students in Turkey have perception of civil society, active participation, etc., the mean scores of the level of understanding of positive impacts of democracy for all 10 items in the study are lower for Turkish students than their peers in the other 28 countries.

Besides Doğanay's study, Mısırlı-Özsoy (2010) also conducted a research on primary school children's perception of active citizenship, using IEA Civic Education Study as a survey instrument with a sample of 2497 8th grade students in 21 provinces of Turkey. The descriptive results of the study showed that students consider both conventional and social movement citizenship activities as significant. Yet, although students mentioned that they were planning to vote in the future, more than half of the students stated that they were not planning to take part in a political party. In conclusion, she argued that if more topics regarding civic issues are included in the curriculum, level of civic participation would increase in the future.

In addition to formal citizenship education, some schools provide extra-curricular activities in order to enhance students' active citizenship skills. Keser, Akar and Yıldırım (2011) conducted a case study to examine the impact of extra-curricular activities on students' values and skills of active citizenship. According to the results of the study, extra-curricular activities which are provided as supplementary of formal citizenship education, enhances students' civic knowledge and skills. The study emphasizes the significance of embedding civic education in daily school activities which is beyond the formal curriculum.

2.5.2 Non-Formal Education

Non-formal education was not a new phenomenon when it was first named by Philip Coombs in his seminal work on education, *The World Educational Crisis*, in 1968 (Rogers, 2005). In the early 1970s, non-formal education has started to be discussed among people just after Coombs has published his prominent study in which the term non-formal education had arisen. Since then, non-formal education has been defined many times by various people from academia, public sector or civil society organizations.

In a broader sense, non-formal education is described as all education outside the formal education (Rogers, 2005). Coombs and Ahmed (1974) defined non-formal education as “any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to

particular subgroups in the population, adults as well as children” (p. 8). In accordance with this description, non-formal education includes various training programs and peer trainings in human rights, health, gender, etc. conducted by CSOs, vocational trainings given outside the formal system and adult literacy programs, etc.

Since the concept of non-formal education in terms of providers and types of trainings is not defined clearly, it would be of help to describe formal education as well as informal education to draw the concept clearly in mind. One of the generally accepted definitions of formal education goes as follows “the highly institutionalized, chronologically graded and hierarchically structured ‘education system’ spanning lower primary school and upper reaches of the university” (Coombs & Ahmed, 1974, p. 8).

The main commonality between formal and non-formal education is their organized and systematic feature. According to Hoppers (2005), formal education requires admissions, has hierarchical ordering, standardized curricula whereas non-formal education has adopted a demand side approach that takes the needs and circumstances of the participants into consideration. Three different kinds of relationship between formal and non-formal education has been argued by several writers. First group of writers stated that non-formal education should be complimentary to the system; second group argued that non-formal education

should be supplementary to formal education and the last group argued that non-formal education should be an alternative to formal education (Rogers, 2005).

Lastly, informal education is described as “the lifelong process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposures to the environment” (Coombs & Ahmed, 1974, p. 8). Informal education is distinguished from non-formal education by its unstructured, incidental characteristics; and by having no mediator (Eshach, 2007). Due to its unplanned nature, informal education may occur anywhere and anytime; such as while listening to the radio at home, reading newspaper at work, talking with friends at café, watching a movie, etc. Since informal education is not planned and organized, the concept is widely discussed by writers whether it can be considered as education or not.

Rogers (2005) argued that today non-formal education has a wide range from small group individual activities to nationwide programs, from adult education to children education and from literacy education to vocational professional development programs. In addition, he described formal education as “decontextualised” which is not designed to need of participants; non-formal education as “partially decontextualised”; and informal education as “contextualized” which is individualized.

Figure 5 below shows the continuum of education in Rogers' view (Rogers, 2005, p. 261).

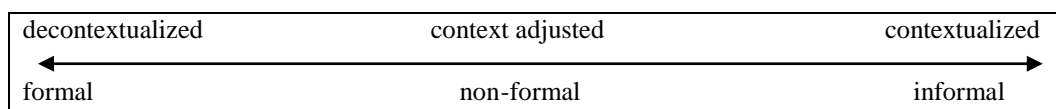


Figure 5 Continuum of Education. Adapted from “Non-Formal Education: Flexible Schooling or Participatory Education?” by A. Rogers, 2005, New York: Springer, p. 234.

Among all those definitions and interpretations, Coombs and Ahmed's description (1974) of non-formal education as “any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children” will guide this study.

While many studies examined the impact of formal education on participation, very few studies paid attention to the relation between NFE and civic engagement (Kuenzi, 2006). One of those studies was conducted by Finkel (2002) in which he investigated the impact of adult civic education programs on political participation in two developing democracies; the Dominican Republic and South Africa. In the analysis four dependent variables were used to measure political participation: “taking part in organized community problem-solving activity; attending a local government meeting; working in an election campaign; and contacting a local elected official” (Finkel, 2002, p. 1002). Results of the survey indicate that when it is compared with the control group, the level of participation among civic education trainees is higher than that of the control group. Finkel also argued that

the impact of the programs on adult civic education differs in both countries with regard to the duration of education, to the methodology of education, i.e. to what extent trainings are provided with active participation of trainees and to the level of resources of participants.

Kuenzi (2006) has also conducted a study in which the impact of formal and non-formal education in rural Senegal was compared. He argued that both formal and non-formal education has positive impacts on political participation. Nonetheless, he stated that in rural Senegal, NFE has stronger impacts on civic participation than formal education has.

2.6 Summary

This review mainly discusses the concept of citizenship with a focus on participation of citizens in civil and political actions. Studies carried out show that there is no universally accepted definition of civic participation which is resulted in wide differences among the approaches in accordance with the indicators of civic participation.

Studies revealed that there is no decline at the level of traditional indicators of participation in Turkey such as participation rate to general elections; however, the proportion of participation in political actions such as joining boycotts, attending peaceful demonstrations, etc. and membership in CSOs is low compared to other European countries (World Values Survey, 2007).

Also in this chapter, the role of education in enhancing the level of civic engagement is mentioned and formal citizenship education taught in schools is discussed. Lastly, the literature on non-formal education is reviewed and non-formal trainings are discussed in the light of the studies conducted on this issue. Studies showed that non-formal trainings have a positive impact on participants' level of civic engagement (Finkel, 2002; Kuenzi, 2006).

CHAPTER 3

METHODOLOGY

This chapter presents the research method used in the study. The first section gives a description of the overall research design. In the following section, research questions of the study are presented. Data sources of the study are discussed in the third section. Following that, data collection instruments and procedures are explained. Finally, limitations of the study are discussed.

3.1 Research Design

The study aimed to examine participants' civic engagement behavior after they attended a non-formal training on democracy and human rights through the case of Toplum Gönüllüleri Vakfı (TOG) Democracy and Human Rights Project. To conduct the study, a survey design was utilized with the help of a questionnaire including both qualitative and quantitative items. Details of the study are explained in the proceeding sections.

The research started with a needs analysis study which was conducted to several people having different roles related with the project. A qualitative research method was applied in conducting the needs assessment so as to understand how the project was perceived in terms of its strengths, weaknesses, etc. from different

perspectives. In accordance with the results of the needs assessment study, the survey questionnaire was developed to be conducted to participants of trainers' training of Democracy and Human Rights Project. Afterwards, a pilot study was implemented to make the final version of the questionnaire (see Section 3.4.1). The final questionnaire was conducted online through SurveyMonkey, an online survey tool, as the participants of the training were spread throughout Turkey.

3.2 Research Questions

This study aimed to answer following research questions;

- What are participants' *levels of participation into civil society* after they attended a non-formal training on democracy and human rights?
- What are participants' *levels of participation into political actions* after they attended a non-formal training on democracy and human rights?
- How *attentive are the participants to current events* after they attended a non-formal training on democracy and human rights?

3.3 Data Sources

In this section, first of all a brief description of TOG and Democracy and Human Rights Project are presented so as to provide the status of the participants at the time of the survey. Following this part, the sample of the survey is presented.

3.3.1 Toplum Gönüllüleri Vakfı (TOG)

Toplum Gönüllüleri Vakfı (TOG) is a non-governmental organization established in 2002 that aims to provide “social peace, solidarity and change” through the participation and leadership of the youth. The foundation has been implemented various local, national and international activities such as projects and campaigns to raise awareness of rights of disabled people, women, students, etc., to tackle discrimination, to promote environmental awareness; and has conducted trainings on entrepreneurship, democracy and human rights, reproductive health, and other socio-political issues.

Through the above mentioned activities, the foundation has a mission to contribute to the formation of self-confident young generation who is aware of their social responsibilities, believes in participatory democracy and respects differences among people in terms of ideas, values and beliefs.⁵ As of December 2010, the foundation has reached 23.880 volunteers aged between 18-29 and has increased 94 youth organizations in 60 cities in Turkey and in 2 cities in Turkish Republic of Northern Cyprus. The foundation implemented 794 projects in 2010 (Toplum Gönüllüleri Vakfı, 2011).

⁵ For further information on Community Volunteers Foundations kindly see their website on <https://www.tog.org.tr>.

3.3.2 TOG Democracy and Human Rights Project

Democracy and Human Rights Project of Toplum Gönüllüleri Vakfı was selected as the case of this work. Although various other CSOs and international organizations such as Regional Environmental Center Turkey, United Nations in Turkey, Anne Çocuk Eğitim Vakfı, Türkiye İnsan Hakları Vakfı, etc. provided non-formal trainings on human rights, women rights, environment, health and on other social issues, TOG was selected over those organizations as it focused on democracy and human rights motivation and also it had a nationwide organizational structure and a long term experience on non-formal trainings.

Democracy and Human Rights Project of TOG was initiated in November 2004 as a one year project funded by the European Union. However later on, it became a long term project which is still active today. The project aims to enhance democracy, general rights, and justice access mechanisms through non-formal trainings; and to contribute to the personal development of TOG volunteers.

Two different training programs developed under the project, i.e. trainings of trainers and peer trainings. Training of trainers program was a five day training program that aimed to train TOG volunteers as a trainer to make it possible for them to transfer their knowledge and experience on democracy and human rights issues to other TOG volunteers through peer trainings. Also, in order to raise awareness on democracy and human rights issues among a large number of TOG

volunteers a two-day peer training program was created to be provided by the participants of the training of trainers.

Both the training of trainers and the peer training programs were designed to provide an environment where volunteers can easily express their opinions during the training so as to inspire them to research and explore more, and to enhance their participation. (Akyüz, Kaynak, Nemutlu & Yurttagüler, 2004)

In line with the objectives and purposes of the project mentioned above, the training of trainers was designed as a five-day training program with 20 participants for each training (see Table 5).

Table 5

Agenda of Training of Trainers Program of TOG Democracy and Human Rights Project

	1. Day	2. Day	3. Day	4. Day	5. Day
09:30 11:00	Get started!	Workshop 1 – Gender Workshop 2 - Discrimination	Learning	Workshop 1 and its evaluation	International Human Rights- Documents and Mechanisms
11:00 11:30	<i>Coffee Break</i>	<i>Coffee Break</i>	<i>Coffee Break</i>	<i>Coffee Break</i>	<i>Coffee Break</i>
11:30 13:00	My Rights and I	History of Human Rights	Designing a training program and its techniques	Workshop 2 and its evaluation	Human Rights Activism
13:00 15:00	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
15:00 16:30	Human Rights and Citizen Rights	Clash of Rights	Group Works	Workshop 3 and its evaluation	Means and Resources for Personal Development
16:30 17:00		<i>Coffee Break</i>	<i>Coffee Break</i>	<i>Coffee Break</i>	<i>Coffee Break</i>

Table 5 *cont.*

	1. Day	2. Day	3. Day	4. Day	5. Day
17:00 18:30		Human Rights Education or Human Rights in Education	Group Works	Workshop 4 and its evaluation	Evaluation and closure of the program
18:30 19:00	Daily Evaluation	Daily Evaluation	Daily Evaluation	Daily Evaluation	
19:00 20:30	<i>Dinner</i>	<i>Dinner</i>	<i>Dinner</i>	<i>Dinner</i>	<i>Dinner</i>
21:00 --:--	Movie	Movie	Group Works	Celebration of the end of workshops	Farewell party

Source. Adapted from “Demokrasi ve Haklarımız Eğitimci Eğitimi Kitapçığı” by A. Akyüz, E.Kaynak, G. Nemutlu & L. Yurttagüler, 2004, Toplum Gönüllüleri Vakfı, p. 12.

The first two days of the training were mainly dedicated to workshops through which participants experience various cases in different circumstances. It was intended to emphasize the universality of human rights, to make participants think on human rights, and to underline the existence of human rights in our daily lives, etc. through these workshops. Besides, two movie sessions, composed of human rights related movies, were also included in the first two days of the training program to improve the understanding the concept of human rights that participants had been exposed during the workshops. The third day of the training enabled participants to evaluate the experiences they have learnt during the workshops. In the fourth day, participants were expected to create and implement their own workshops on human rights issues. The training of trainers was completed with the presentation on how to find knowledge, documents and mechanisms on international human rights (Akyüz et al., 2004).

So far, 9 trainings of trainers had been conducted to 174 participants. Distribution of trainings in years and the corresponding number of participants are as follows:

- 2005- 3 trainings with 54 participants
- 2006 – 3 trainings with 61 participants.
- 2008- 2 trainings with 41 participants.
- 2010 – 1 training with 18 participants

Those 174 trainers conducted 92 peer trainings to 1582 participants in various parts in Turkey. These peer trainings were two-day trainings conducted by volunteers who have received the training of trainers. During this two-day period, trainers aimed at creating learning environments where they shared their knowledge and experience on democracy and human rights to peer TOG volunteers.

It should also be mentioned that the project had a well developed monitoring and evaluation component. The monitoring and evaluation expert of the project had created various evaluation means and materials to be conducted to participants and trainers such as pre tests and post tests, personal evaluation forms, expectation forms, daily evaluation meetings, evaluation forms for peer trainings, etc. Through analyzing results from all these evaluation materials “Annual Evaluation Report” for the project was being prepared annually since 2005.

However, so far, the project had only been analyzed on an annual basis. This study tries to fill this gap by examining participants' civic engagement behavior through the volunteers who had received the training since 2005.

3.3.3 Sample of the Survey

Since the research focuses on the training of trainers, the population of the study had been limited to the participants of trainings of trainers under the Democracy and Human Rights Project conducted by TOG.

As mentioned before, so far, 9 trainings had been provided to 174 participants in line with the training of trainers' component of the project. However, one of those trainings had been conducted to 20 participants from the General Directorate of Youth and Sports. In order to keep the study within TOG volunteers, those 20 participants were excluded from the population of the study which resulted with a population of 154 people. Due to small population size the whole population was reached for data collection.

Although TOG had a well developed archive of the names and e-mail addresses of participants of the Democracy and Human Rights Trainings conducted throughout Turkey since 2005, 20 of the participants could not be reached. Moreover, 5 respondents were also excluded who have taken part in the pilot study. Therefore, the questionnaire could be distributed to 129 Human Rights and Democracy Project trainees and a return rate of 43.4% ($N=56$) was reached.

3.4 Data Collection Instruments

In this section, data collection instruments including needs analysis study, questionnaire and pilot study are discussed.

3.4.1 Needs Analysis Study

The first phase of the research initiated with a needs analysis study. The researcher aimed to explore what elements were needed to be evaluated in the survey with regard to the needs revealed by TOG's administrative group at that time through a needs analysis study.

With regard to the objectives mentioned above, a needs assessment was decided to be developed through qualitative research method which enabled the researcher to examine the project in detail. In line with this thinking, interviews were directed to share holders who took part in the project in different roles; i.e. TOG Training Coordinator, TOG Democracy and Human Rights Project Coordinator, a TOG Democracy and Human Rights trainer and a TOG volunteer who had already participated in TOG Democracy and Human Rights training.

Due to limited time and resources a trainer and a trainee were conveniently selected from the TOG volunteers located in Ankara and interviews were conducted in Ankara, in March 2010. A month later, in April, two additional interviews with TOG coordinators were conducted in Istanbul. Questions posed in

the interviews aimed to explore the strengths and weaknesses of the project and were mainly focused to find more about the following subjects: aim and scope of the project, advantages and disadvantages of the project and researches implemented so far on the project. All questions asked in the interviews were open-ended and all interviews were conducted by the researcher herself.

The needs analysis study showed that the main target group of the project was trainers including TOG volunteers who participated in the five-day trainers' training program under the project. In accordance with the needs assessment results, the focus of the research shifted to the trainings of trainers.

The second outcome of the needs analysis is about the content of the questions. Before posing the interview questions, the research was planned to be developed so as to examine participants' knowledge and behavior on civic participation. However; interviews with the coordinators resulted in putting the measurement of knowledge aside and sticking to the idea of examining only behaviors of the participants.

In line with the outcomes mentioned above, the first draft of the questionnaire, which contained 36 questions, was developed. Later, consultation meetings with TOG training coordinator, TOG Democracy and Human Rights Project coordinator, TOG Democracy and Human Rights Project monitoring and evaluation specialist, and an education specialist were set up by the researcher to

have the questions checked so as to provide content and face validity for the research.

According to the feedback provided from these meetings, six more questions were added while excluding a question on regular voting. These additional questions were based on participant's incentives to attend the training of trainers and their satisfaction level with regard to the training they attained on in TOG Youth and Social Rights Project; and the news portals regularly followed. Thus, the questionnaire was redesigned to include a total of 42 questions.

Therefore, content validity of the study was enabled based on the findings of the needs analysis study with TOG's administrative stakeholders the expert feedback from an academician who researched civic education, and three coordinators who have been involved in the development and implementation of Democracy and Human Rights Projects' trainings for 6 years.

3.4.2 The Survey Instrument

The questionnaire, which is developed with the help of the literature reviewed, feedbacks gathered from interviews and consultation meetings and CIRCLE indicators, was composed of indicators such as participating in a campaign, boycotting, and writing petitions, participating in a protest, and engaging in other civic activities.

The indicators of attentiveness to current events including talking about current events, reading the newspaper, reading a magazine, watching the news on television, listening to news on radio, following the news on the internet were adapted from CIRCLE's indicators of civic engagement.

Before applying the questionnaire, a pilot study was conducted to five respondents from the sample list. The respondents were asked to read the questionnaire carefully to examine if the wording of the questions and answers were clear, and if the arrangement of the questions was appropriate. In line with the feedback gathered from the pilot study, some changes were made in question wording and question ordering. Then the final version of the questionnaire was developed. A field expert on program evaluation validated the final version based on the feedback of the piloting process.

The final questionnaire composing of two parts had questions which were mainly designed to examine how the behavior of the participants are influenced by the training they received. The first part of the questionnaire was composed of 29 questions about the training, indicators of participation in civil society such as membership in NGOs, hours of volunteer work, etc., indicators of participation in political activities such as participating in boycotts, rights based events, petition campaigns, and etc. and indicators of the attention to current affairs such as frequency of following the news, reading newspapers⁶, talking about current

⁶ The 13 newspapers listed in the questionnaire are all national dailies in Turkey with high circulation numbers. Those newspapers can be categorized into four in terms of political views they represent; Birgün, Cumhuriyet and Evrensel as left-wing; Radikal and Taraf as liberal; Akşam,

events, and etc. The second part of the questionnaire included questions about 10 demographic indicators such as participant's age, gender, size of family, level of education of the family, and other demographic features. An open ended question on participants' overall opinion and comments regarding the training was included in this part as well (see Appendix A).

3.5 Data Collection Procedures

Before conducting the survey to the participants of the training of trainers of Democracy and Human Rights Project, several stages were attained in order to make sure that the data collection method used in the study is appropriate to meet program evaluation standards.

First of all, when the Democracy and Human Rights Project of TOG was picked by the researcher as the case of the study, the director of the foundation and the coordinator of the project had been informed about the study to be conducted. Later, as mentioned before, several interviews were made with share holders who have different roles in the Democracy and Human Rights Project as part of the need assessment study.

In line with the outcomes of the needs assessment, a questionnaire was designed as the survey instrument to be conducted to the participants of the training of trainers of the Democracy and Human Rights Project. Afterwards, a pilot study

Habertürk, Hürriyet, Milliyet, Sabah and Vatan as mainstream; and lastly, Yeni Şafak and Zaman as Islamic.

was conducted to see whether the questionnaire was ready to be applied or not. The questionnaire was finalized with the feedback of the pilot study.

Later on, the questionnaire was submitted to Ethics Committee⁷ to be controlled whether the survey respects to the human rights and universal ethical principles. Furthermore; before dissemination of the survey, the project coordinator sent an email to all trainees so as to inform them about the study and to encourage them to participate in the survey.

Ultimately, the questionnaire was conducted online through SurveyMonkey, an online survey tool and was sent out to participants via email in which the link to the online questionnaire was provided. Participants were acknowledged that their responses were kept confidential and nobody else but the researcher would have access to the data processed.

3.6 Data Analysis

The period of collecting data lasted two months from mid December 2010 to mid February 2011. The data collection period of the study should be considered within the framework of political events that occurred in Turkey during that period. To overcome history becoming as a threat to internal validity of the study,

⁷ Ethics Committee of Human Researches aims to protect the rights and welfare of human participants of the studies conducted by researchers. The Committee belongs to the Middle East Technical University Research Center for Applied Ethics.

several news were collected from the media regarding the political situation in data collection period to deal with history internal validity threat.

Only a week before the questionnaire was distributed, on December 4, 2010, university student groups protested a meeting between the prime minister and university rectors. Students claimed that they have the right to be represented at the meeting; however, they were met with excessive use of force by the police (Hurriyet Daily News, 2010). One of the female protestors had a miscarriage caused by a kick from the police (Bianet, 2010). This incident escalated the tension between students and the government officials. Just four days after the student protests in Istanbul, on December 8, 2010, at a panel held at Faculty of Political Sciences of Ankara University in which AKP and CHP representatives were among the participants, students performed a demonstration and threw eggs to the AKP deputy. One more time, students were violently suppressed by the police (Hurriyet Daily News, 2010).

Therefore, when the survey was spread out to the participants, the freedom of protesting government officials in Turkey was a hot debate on the agenda where Turkish government showed no tolerance to protestors. Since the survey was directly related with democracy and human rights issues including political actions, participants of the survey might be influenced by above mentioned events that occurred in the period of data collection.

After data collection period ended, the quality of the data was checked whether they were in appropriate range and they had logical consistency. Two of the responses were eliminated due to their inadequate number of answered questions. Thus, with the sample size of 129, the number of valid responses is 56 and the response rate is 43.4% overall.

Following that, the quantitative data were compiled in an Excel spreadsheet. Excel was used as the data analysis tool for this study. The data was calculated and analyzed through Excel by the use of descriptive statistics including frequencies, means, percentages, as well as quotes from open-ended questions. The tables and figures were also created through the same data analysis tool, i.e. Excel.

3.7 Limitations

The main limitation of the study was that, the questionnaire was not implemented by the researcher herself. There were more than 90 youth organizations that belonged to TOG in 60 cities around Turkey; likewise, the sample population was located in various cities in Turkey. The scattered organizational structure of the foundation, as well as the limited time and resources impeded to conduct face to face questionnaire.

Therefore, the questionnaire was applied online through SurveyMonkey, an online survey tool. Besides providing an opportunity to reach high number of internet

users irrespective of the location, online surveys may end up with low response rates. Even though the coordinator of Democracy and Human Rights Project had sent an information message before dissemination of the questionnaire to all subjects in the sample list of the study, the survey yielded a response rate of 43.4% ($n=56$).

Secondly, this was a survey study with a representative sample of 56 TOG volunteers who have participated the training of trainers of TOG's Democracy and Human Rights Project; therefore, the study was limited to this particular case and shall not be generalized to other NGOs or other non-formal trainings. Moreover, since the study was focused on the continuity of trainees' participation rather than the change in participation rate before and after the training in general, a t-test was not applied to the data.

Lastly, as stated in previous sections, the survey mainly aimed to make a comparison between the participants' civic engagement behavior before and after the non-formal training; however, since the trainings had already been conducted, there was no possibility to apply pre-test and post-test to the sample. Therefore, questions were designed retrospectively assuming participants' sincerity regarding their previous experiences.

CHAPTER 4

RESULTS

In this chapter the results of the survey are given under these sections: demographics, the training, civic indicators, indicators of political voice and indicators of attentiveness.

4.1 Demographics of Participants

In this section, demographic information about survey participants including the data about participant's gender, age, marital status, city in which they live, education level, area of study and employment status are shown in attempt to create a framework of demographic characteristics.

Before indicating the demographic profile of survey participants, readers should bear in mind that those who attended the training of trainers under Democracy and Human Rights Project were among TOG volunteers who were mainly university students aged between 18-30.

The distribution of participants in terms of gender is shown in Table 6. As the table indicates, 43% of respondents were female and 57% were male.

Table 6

Gender of the Participants

Gender	%
Female	43%
Male	57%

Note. Number of participants is $N=49$

Respondents' age varied from 21 to 31. More than half of the respondents ($n=26$, 58%) were at the age of 21-25 and the rest ($n=19$, 42%) were in the age group of 26-31 (see Table 7). Since Democracy and Human Rights Project dated back to 2005, those who had participated the training in the first years of the project were above 25 and a few were above 30 years of age at the time of the survey. The age average of all survey participants was $M=24,8$.

Table 7

Age of the Participants

Age	%
21-25 ages	58%
26-31 ages	42%

Note. Number of participants is $N=45$

Marital status of the respondents is given in Table 8. As it can be seen in the table, high majority of respondents ($n=46$, 96%) were single, whereas only 4% was married.

Table 8

Marital Status of the Participants

Marital Status	%
Single	96%
Married	4%

Note. Number of participants is $N=48$

The survey participants stated that they lived in following 12 cities of Turkey at the time of the survey: Istanbul, Ankara, Izmir, Adana, Balıkesir, Diyarbakır, Elazığ, Erzurum, Kocaeli, Mersin, Samsun and Şanlıurfa.

The proportion of the highest education level attained by respondents is shown in Table 9. While 2% ($n=1$) achieved two-year grade, an additional 14% ($n=7$) accomplished graduate degree and more than half of the respondents ($n=26$, 53%) attained undergraduate level. Another 31% ($n=15$) of respondents attained high school or vocational high school level.

Table 9

Education Level of the Participants

Level of education	n	%
High school/ Vocational high school	15	31%
Two-year grade	1	2%
Undergraduate	26	53%
Graduate	7	14%

Note. Number of participants is $N= 49$

Respondents were studying at/graduated from various departments including architecture, business administration, civil engineering, chemistry, economics, industrial engineering, law, pharmacy, political science, public administration, etc., however considerable proportion of respondents who attained tertiary education level ($n=22$, 61%) stated that they studied in a department associated with social and administrative science.

Employment status of the respondents differs in terms of the years that they received the training (see Figure 6). While nine out of ten ($n=14$) of the respondents who attained the training in 2005 had a regular job, none of the respondents of 2010 training had a regular work. Part-time and free-lance work was more popular among the respondents who had received the training in 2008 and 2010.

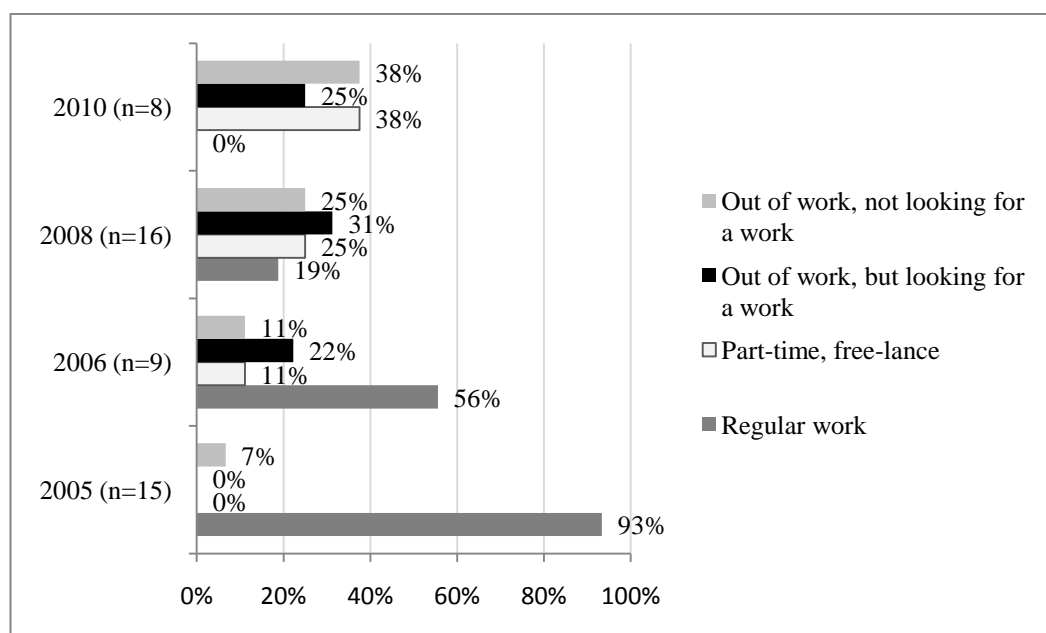


Figure 6 Employment Status of Participants by Years that They Received the Training. Number of participants is $N=48$.

4.2 The Training

This section shows the results of the survey in terms of the indicators regarding the trainers' training of TOG's Democracy and Human Right Project. , such as the year of attendance to the training, incentive of participation, level of satisfaction attained, number of peer trainings conducted by respondents, etc.

Figure 7 indicates the distribution of respondents according to years they participated in the training of trainers under Democracy and Human Rights Project. As it can be seen from the figure, almost half of the participants of the survey had attained the trainer program in 2005 and 2006.

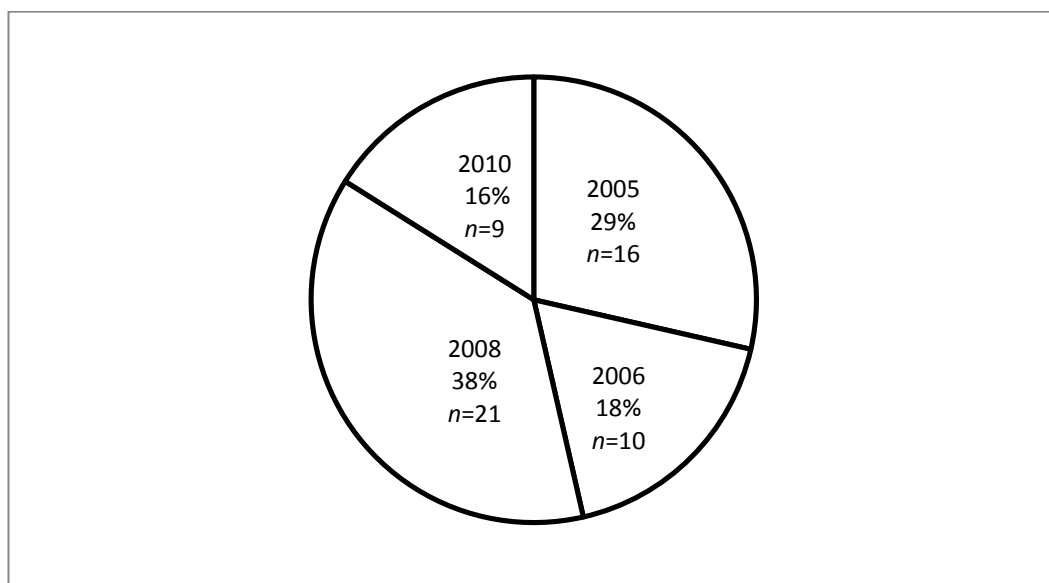


Figure 7 Distribution of Participants by Years that They Received the Training. Number of participants is $N=56$.

Table 10 shows the proportion of survey respondents to total number of participants of the training in terms of years. The table indicates that participation to the survey was higher among the trainers who received the training in 2008 and in 2010. More than half of the trainers of 2008 and 2010 had participated to the survey whereas it was limited to 30% ($n=16$) among participants of 2005 and 16% ($n=10$) among participants of 2006.

Table 10

Proportion of respondents to total number of participants by years

Year	n	%
2005	16	30%
2006	10	16%
2008	21	51%
2010	9	50%

Note. Number of participants is $N=56$

Respondents of the survey stated various reasons for their participation in the training of trainers under Democracy and Human Rights project (see Figure 8). According to the survey, the main motivation of participants to attend the training was to disseminate information on democracy and human rights ($n=42$, 75%). The second most frequently mentioned motivation ($n=40$, 71%) was to gain knowledge in human rights. To increase awareness of violation on human rights ($n=39$, 70%) and to improve personal development ($n=39$, 70%) were other reasons remarked by respondents as their motivation to participate in the training.

It could be stated that volunteers participated in the training of trainers both to improve their own knowledge and to transfer it to the others.

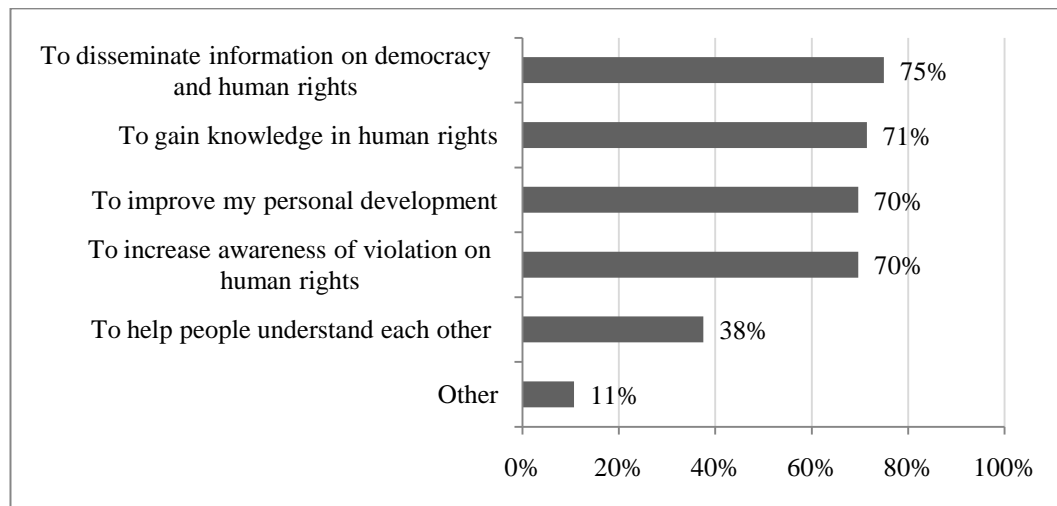


Figure 8 Motivations for Participation in the Training of Trainers of Democracy and Human Rights Project. Number of participants is $N=56$.

The survey showed high level of satisfaction among respondents about the training. Respondents were asked to rate their response on a five point Likert-type scale ranging from “very dissatisfied” to “very satisfied” to indicate their level of satisfaction about the training they attended. Results showed that the level of satisfaction of the training among respondents was $M=3,91$ in average out of 5. A small proportion of respondents ($n=5$, 9%) stated that they were very dissatisfied with the training they received; however, the overall rating average showed that the participants overall evaluated the training as satisfactory (see Figure 9).

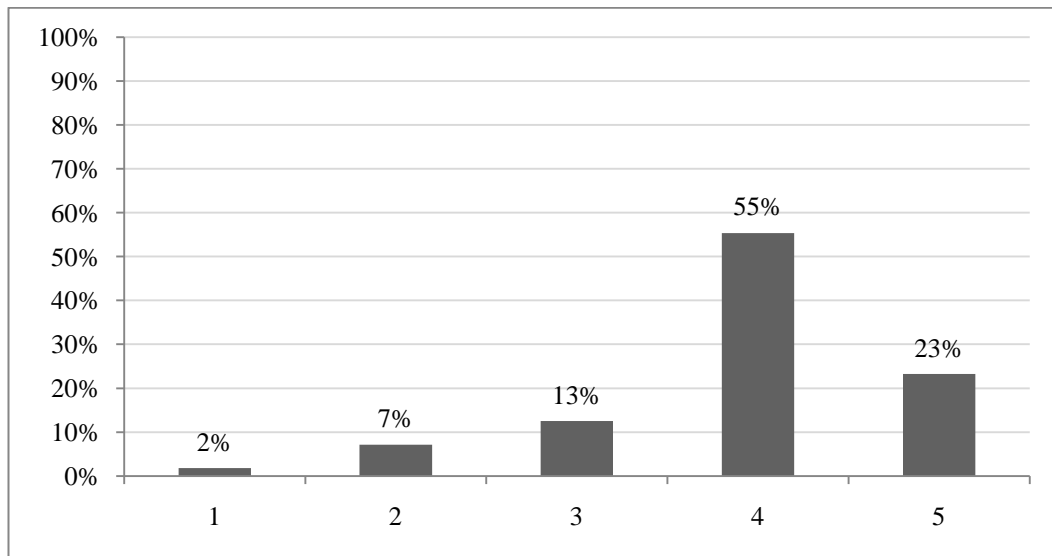


Figure 9 Level of Satisfaction. Numbers in the axis refer to the following: 1=very dissatisfied, 2=dissatisfied, 3=unsure, 4=satisfied, 5=very satisfied. Number of participants is $N=56$.

Distribution of the number of trainings have been conducted so far by the respondents is shown in Figure 10. The figure indicates that 91% ($n=50$) of the participants of the training of trainers had actively taken part in a training as a trainer. Aforementioned motivation of respondents to transfer knowledge on democracy and human rights and high level of satisfaction with the training clearly confirmed the high proportion of participation to the peer trainings as a trainer. Only few participants ($n=5$, 9%) stated that they had never given a peer training even though they had received the training of trainers. It was surprising that respondents who had not conducted any training so far were not among those whose level of satisfaction was low. The respondents mentioned that their reason for not having participated in a training as a trainer was due to the limited time they had had.

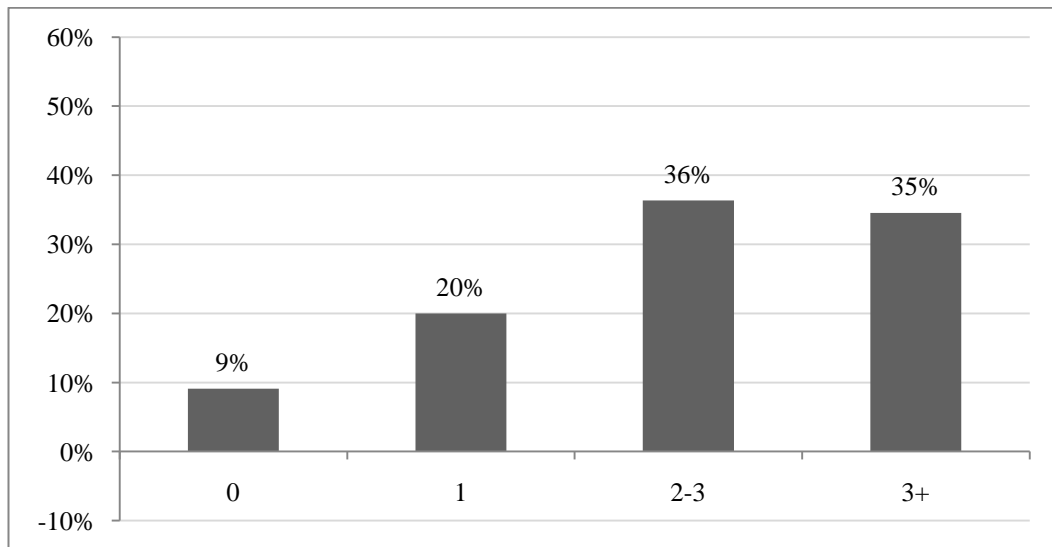


Figure 10 Number of Peer Trainings Conducted by Respondents. Number of participants is $N=55$.

Peer trainings conducted by the participants under the project had taken place in various cities such as Çanakkale, Diyarbakır, Bolu, Adana, Edirne, Muğla, Malatya, Kars, and etc.

Despite the high rate of participation to peer trainings as a trainer, the proportion of active trainers among respondents was quite low. According to the survey results, less than half of the respondents ($n=23$, 41%) of all participants indicated that they actively took part in a peer training as a trainer as part of Democracy and Human Rights Project in the last year. The largest number of respondents ($n=26$, 79%) stated that they did not have enough time to conduct a peer training in the last year (see Figure 12). Keeping this reason in mind, it would be meaningful to see the results of the distribution of active trainers in terms of years in which they received the training of trainers.

As it is indicated in the Figure 11, only 6% ($n=1$) of the participants who attended the training of trainers took part in a peer training as a trainer in the last year. The rate of active trainership in the last year had risen gradually in line with the year that the training of trainers was received. Thus, it reached 100% ($n=9$) among the respondents who received the training in 2010, which means that all of the respondents who attended the training of trainers under Democracy and Human Rights Project in 2010, conducted at least one peer training in the last year.

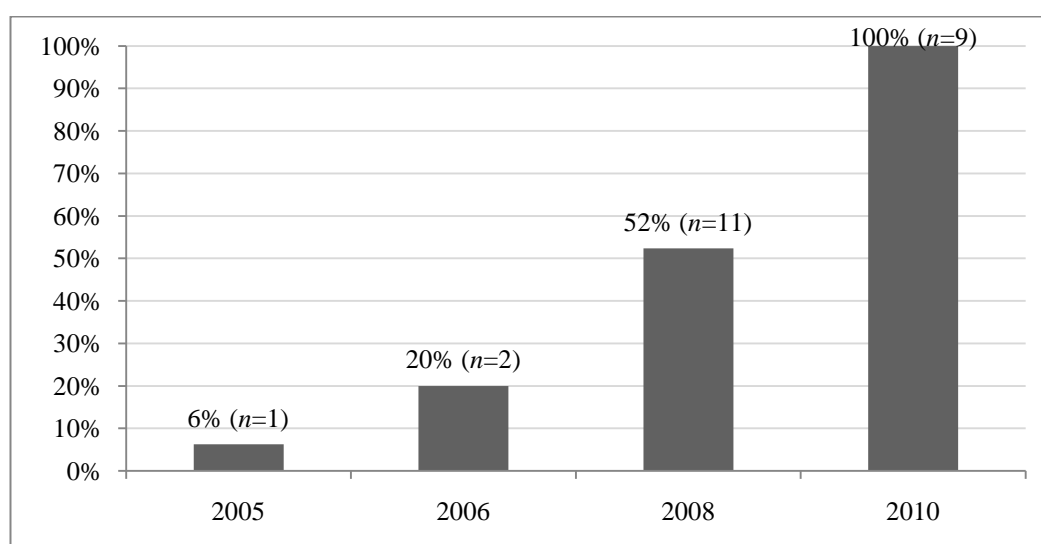


Figure 11 Rate of Trainers Taking Part in a Training as a Trainer in the Last Year. Total number of active trainers is 23.

Among those respondents who did not engage in a peer training in the last year, more than three-quarter ($n=26$, 79%) stated that they had no time to do so, while some 21% mentioned that they were not called for trainings. Almost one out of five respondent ($n=6$, 18%) among those who did not conduct a training in the last year stated that they had no longer members of TOG. For a small share of

respondents ($n=3$, 9%) told that they did not see themselves competent to conduct a training.

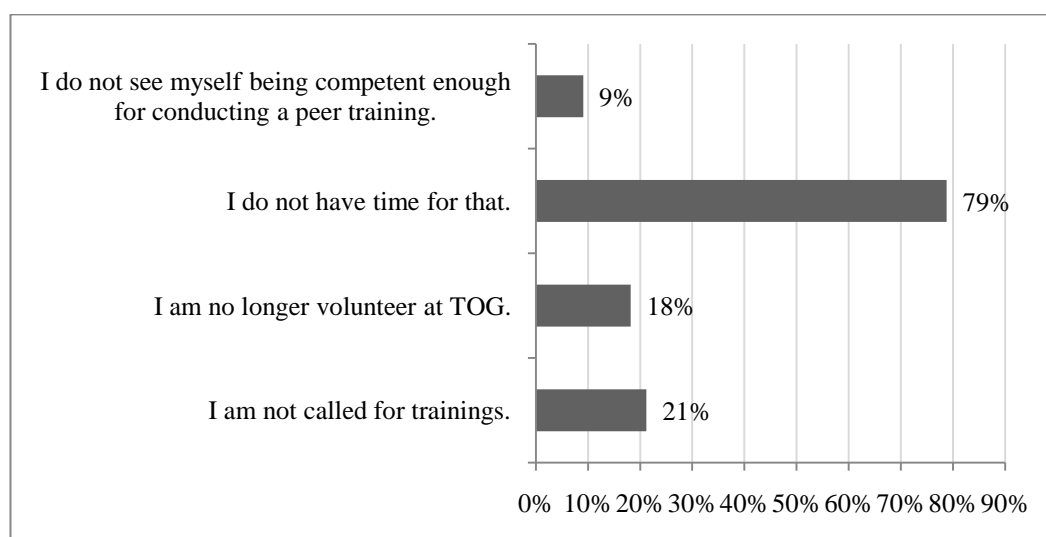


Figure 12 Reasons of Not Conducting a Peer Training in the Last Year. Number of participants is $N=33$

Respondents were asked to mention their opinions about the Democracy and Human Rights training they received through an open-ended question. On the one hand, the training of trainers was considered as a successful tool for improving personal development, for raising awareness and advocacy and for gaining knowledge in human rights issues. One of the respondents appreciated the training and said that *“I could say the training has changed my life a lot. Now, I am more inclined to take responsibility and to take initiative.”*

On the other hand, some participants have criticized the present training program and provided some suggestions on the program. One participant stated that

Especially in the training of trainers, participants were told to gain theoretical knowledge on human rights by themselves after the training. However, majority of the participants do/can not do so in their busy daily lives. I argue that theoretical knowledge should be provided during the training where participants are away from outside factors.

As it is seen in the quote above, the training had been criticized for lack of theoretical content.

4.3 Civic Indicators

In this section the focus will be on the indicators of civic engagement in the area of civil society. Indicators available for the measurement of civic engagement with regard to civil society are namely; having membership in NGOs, number of hours engaged in volunteer work, volunteering at rights based project, attending the trainings under Youth and Social Rights Project of TOG, participating in events on human rights and participating in charity events.

As it was mentioned in previous chapters, all respondents were/used to be volunteers of TOG. In accordance with the survey, respondents were asked if they had membership in any NGOs. Fully 66% of all respondents stated that they were member of at least one NGO other than TOG. Table 11 indicates the names of NGOs in which respondents had membership and shows the subject areas of these NGOs. The results showed that participants had membership in various NGOs working on different subjects. Uluslararası Af Örgütü, Greenpeace and Türkiye Eğitim Gönüllüleri Vakfı were the most popular three NGOs to be a member

among participants. In terms of subject area, youth, human rights and environment are the most preferred areas to be involved in.

Table 11

Membership in NGOs

Subject area	Number of members (total)	Rate of membership (%)	Name of NGOs including number of members
Youth	36	64%	TOG ⁸ (33), AEGEE (2), Türk Tıp Öğrencileri Uluslararası Birliği (1), Alevi Gençlik Platformu (1), Gençlik Merkezi (1)
Human rights	25	45%	İnsan Hakları Derneği (2), Uluslararası Af Örgütü (15), Sosyal Değişim Derneği (1), İnsan Hakları Merkezi (1), Helsinki Yurttaşlar Derneği (2), Temel İlaçlar İçin Üniversiteler İttifakı (1), Mazlumder (1), İnsan Hakları Ortak Platformu (1)
Gender	8	14%	Kadın Adayları Destekleme Derneği (3), Sosyal Kalkınma ve Cinsiyet Eşitliği Politikaları Merkezi (2), Uçan Süpürge (1), TOG (4)
Environment	20	36%	Doğa Derneği (2), Çevre Derneği (1), Greenpeace (8), Nükleer Savaşa Karşı Uluslararası Hekimler Birliği (1), TEMA (3), Buğday Derneği (1), Küresel Eylem Grubu (1), TOG (3)
Child rights	14	25%	Türk Eğitim Gönüllüleri Vakfı (6), Bilgi Üniversitesi Çocuk Çalışmaları Birimi (3), Marmara Üniversitesi Çocuk Hakları Kulübü (1)
LGBT rights	8	14%	Kaos GL (3), Lambda İstanbul (1), TOG (4)
Sports	4	7%	Bisikletliler Derneği (1), Doğu Anadolu Gençlik Spor Klubü (1), Genç Spor Adamları Derneği (1), Galatasaray (1)
Other	8	14%	Erzurum Yerel ve Bölgesel Kalkınma Derneği (1), Türkiye-Avrupa Vakfı (1), Hangar Sanat (1), Peyzaj Mimarları Odası (1)

⁸ Number of TOG members shows the number of active members among participants.

The results revealed that less than half of the participants ($n=25$, 46%) engaged in volunteer work in the last year. Among those who attended the training of trainers of Democracy and Human Rights Project in 2010 and in 2008, hours that spent in volunteer work in a month is $M_{2010}=37,8$ and $M_{2008}=31,5$ in average respectively; whereas far fewer hours dedicated to volunteer work among participants of 2005 and 2006 training (see Figure 13).

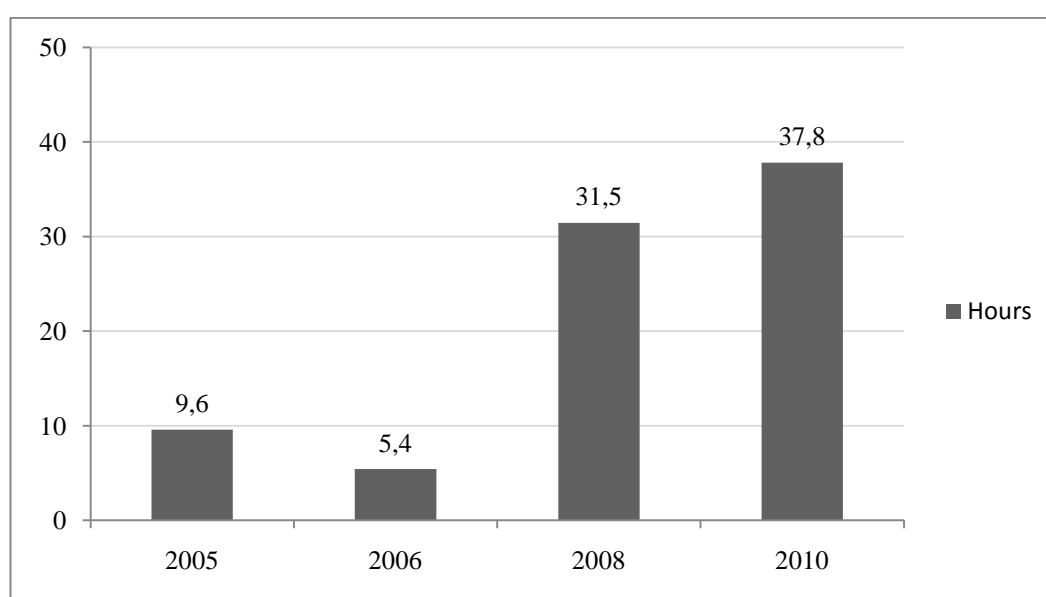


Figure 13 Hours Engaged in Volunteer Work in a Month in the Last Year. Number of participants is $N=25$.

Figure 14 shows the proportion of subjects of projects and activities that the respondents had participated in. As it is shown in the figure, participants had taken part in activities in wide range of subjects from HIV/AIDS to political issues, from environment to right to education, etc. Not surprisingly, all respondents stated that they took part in a project or activity on human rights.

Environmental issues were the second most preferred area among the participants to be engaged in ($n=34$, 71%), followed closely by activities on gender ($n=32$, 67%). In addition, more than half of the participants engaged in activities or projects on these following six subjects: human rights, environment/climate change, gender rights, youth rights, HIV/AIDS and freedom of thought, conscience and religion.

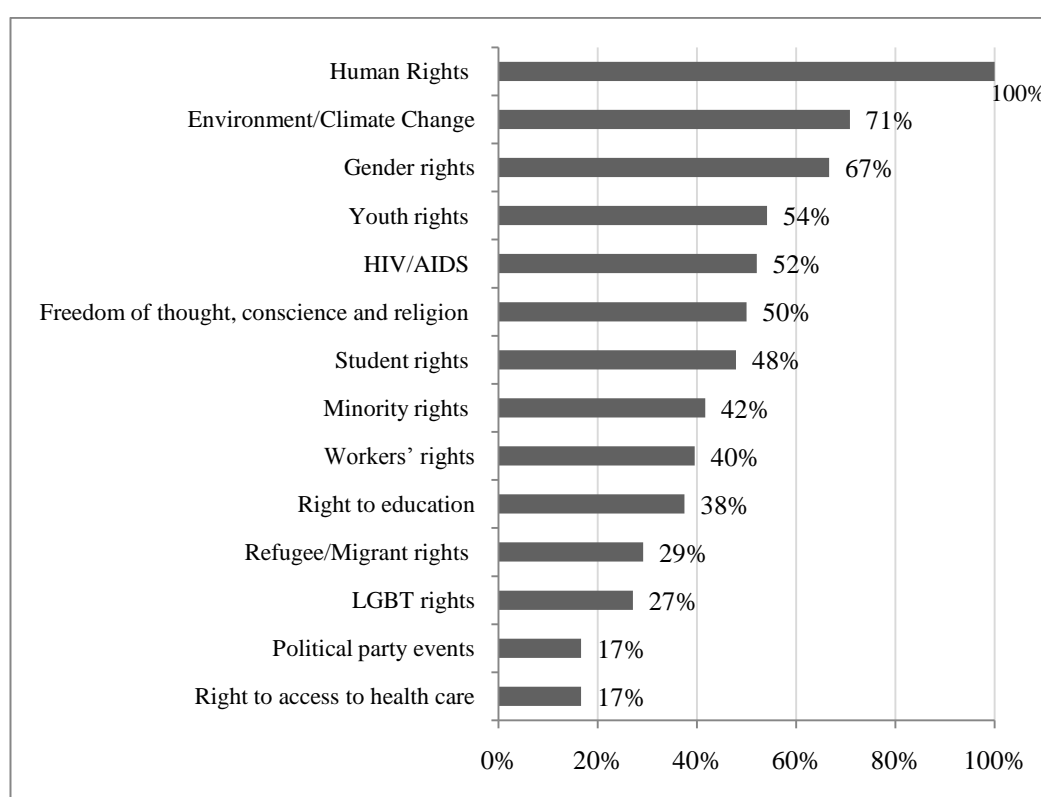


Figure 14 Subjects of Projects/Activities That Have Been Participated In. Number of participants is $N=48$

In retrospective questions, respondents were asked to state their status of participation in rights based events and projects before the training of trainers of

Democracy and Human Rights Project that they attended and at the time of collecting data.

Table 12 indicates the proportion of respondents who took part in civic activities. The table shows that almost half of the participants (27% attended before the training, 16% attended after the training) attended to a peer training of Youth and Social Rights Project⁹ conducted by TOG. In addition, one-quarter ($n=13$, 25%) of all respondents stated that they participated in the training of trainers of the same project.

Fully 80% ($n=41$) of all respondents had taken part in a rights based project. There was a considerable difference in frequency of participation between those who volunteered at rights based projects after receiving the training of Democracy and Human Rights and those who participated in such projects before the training. Seven out of ten of the respondents ($n=35$, 69%), volunteered at rights based projects after the training, compared to 39% ($n=20$) which had done before the training.

The proportion of respondents who participated in events on human rights, such as a conference, a symposium, etc. was even higher. Taken together, 88% of the respondents attended to an event on human rights, 84% of whom participated after

⁹ Youth and Social Rights Project has been initiated in 2007 by TOG and Bilgi University as a complementary project of Democracy and Human Rights Project. The project is funded by European Commission and aims to deal with youth policies and social rights. For further information regarding this project see <http://genclikvesosyalhaklar.tog.org.tr/>

the training whereas 49% did before the training. In addition, almost a third of participants (n=15, %30) stated that they participated in such events both before and after the training.

Table 12

Participation in Events and Projects in Line with Civil Society

	Before <i>n</i> (%)	After <i>n</i> (%)	Both before and after <i>n</i> (%)	Total <i>n</i> (%)
I have attended to <u>the training of trainers</u> as part of the Youth and Social Rights project conducted by TOG.	5(10%)	8(16%)	-	13(25%)
I have attended to <u>training</u> as part of the Youth and Social Right project conducted by TOG.	14(27%)	8(16%)	-	22(43%)
I have volunteered at rights based projects (Human rights, women rights, youth rights, rights of disabled people, etc.).	20(39%)	35(69%)	14(28%)	41(80%)
I have participated in events on human rights (conference, symposium, etc.).	22(43%)	38(75%)	15(30%)	45(88%)
I have participated in a charity event (concert, marathon, etc.).	22(43%)	22(43%)	10(19%)	34(67%)

Note. ‘Before’ refers to frequencies of engagement before participation in training of trainers of TOG Democracy and Human Rights Project. ‘After’ refers to frequencies of engagement at the time of collecting data. Number of participants is *N*=51.

Almost 7 out of 10 respondents (*n*=34, 67%) stated that they had taken part in a charity event, such as a marathon, a concert, etc. so far. Among those who participated in a charity event, 30% of them attended those events both before and after the training, while 43% before the training and 24% only after the training did so.

4.4 Indicators of Political Voice

Indicators for civic engagement developed by CIRCLE categorized electoral indicators and indicators of political voice as two different areas; whereas in this study these indicators demonstrated under the title of “indicators of political voice”. The results of the survey in line with political actions of citizens such as membership of a political party, contacting the media, and participating in a protest march, a campaign, boycotting, etc. are stated in this section.

According to the survey, all respondents engaged with at least one of the nine following political activities listed in Table 13. Almost nine out of ten respondents ($n=45$, 88%) stated that they participated in a signature campaign for supporting human rights, environmental protection, etc. Participation in a campaign such as “One Minute of Darkness for Constant Light” campaign was the second most popular type of political action among respondents. The table also indicates that 76% of participants took part in a protest march, while 35% participated in a sitting protest.

The proportion of respondents who had contacted the media for some reason is indicated in Table 13 as well. Fully 69% of respondents stated that they filed a complaint regarding public services and similarly 63% expressed an opinion or complaint through contacting with the media.

Among the indicators of political action, electoral indicators had the smallest participation rate. Only 20% of respondents told that they were a member of a

political party. Likewise, 20% of participants stated that they volunteered for an election campaign.

Table 13

Participation in Political Affairs, Events

	<i>N</i>	%
I am a member of a political party.	10	20%
I have volunteered at an election campaign.	10	20%
I have expressed an opinion/complaint through written or visual media.	32	63%
I have participated in a protest march.	39	76%
I have participated in a sitting protest.	18	35%
I have participated in a campaign.	44	86%
I have participated in a boycott.	42	75%
I have participated a signature campaign for human rights, environmental protection, etc.	45	88%
I have filed a complaint regarding public services (via e-mail, phone or petition).	35	69%

Note. Number of participants is *N*=51

Among indicators of political actions mentioned above, two indicators were available for the measurement of electoral indicators: membership of a political party and volunteering at an election campaign. The proportion of engagement of the respondents in political parties and elections before and after receiving the training of trainers are shown in Table 14. According to the survey, 12% of respondents had membership in a political party before they attended the training. Similarly, 12% of participants stated that they became a member of a political party after the training.

Table 14

Engagement in Political Parties and Elections

	Before <i>n</i> (%)	After <i>n</i> (%)	Both before and after <i>n</i> (%)
I am a member of a political party.	6(12%)	6(12%)	2(4%)
I have volunteered at an election campaign.	3(6%)	7(14%)	-

Note. ‘Before’ refers to frequencies of engagement before participation in training of trainers of TOG Democracy and Human Rights project. ‘After’ refers to frequencies of engagement at the time of collecting data. Number of participants is N=51.

However, it should be noted that fully 20% of participants were currently a member of a political party; and this meant that not all of the respondents who had a membership in a political party before the training sustained their membership. Also, it could be concluded that 8% of respondents became a member of a political party after the training.

Table 15 summarizes the participation rates of respondents in political actions before and after the training. As it is shown in the table, proportion of participants who took part in political actions after the training increased in all indicators. The highest increase was seen among participation rates in protest marches. 65% (*n*=33) of respondents stated that they took part in a political march after the training, where as 41% (*n*=21) told they did so before the training. However, among those who participated in a protest march after the training, some 30% (*n*=15) stated that they took part in a protest march before the training as well. Therefore, the proportion of respondents who attended a protest march only after the training is 35% (*n*=18).

Table 15

Participation in Political Actions

	Before <i>n</i> (%)	After <i>n</i> (%)	Both before and after <i>n</i> (%)
I have expressed an opinion/complaint through written or visual media.	18(35%)	25(49%)	11(21%)
I have participated in a protest march.	21(41%)	33(65%)	15(30%)
I have participated in a sitting protest.	11(22%)	14(27%)	7(14%)
I have participated in a campaign.	29(57%)	36(71%)	21(42%)
I have participated a signature campaign for human rights, environmental protection, etc.	32(63%)	33(65%)	20(40%)
I have filed a complaint regarding public services via e-mail, phone or petition.	21(41%)	27(53%)	13(26%)

Note. ‘Before’ refers to frequencies of engagement before participation in training of trainers of TOG Democracy and Human Rights project. ‘After’ refers to frequencies of engagement at the time of collecting data. Number of participants is N=51.

The second highest difference in participation rates before and after the training occurred in campaign attendance. Seven out of ten participants ($n=36$, 71%) stated that they have participated in a campaign after the training, while 57% ($n=29$) mentioned they attended before the training. The proportion of those who took part in a campaign only after the training is 29% ($n=15$).

Table 15 also shows that the rate of contacting the media also increased after the training. Almost half of the respondents ($n=25$, 49%) stated that they expressed an opinion or a complaint through the media after the training, whereas 35% ($n=18$) contacted the media before. Similarly, more than half of the survey participants ($n=27$, 53%) told that after the training they filed a complaint

regarding public services, while 41% ($n=21$) stated they did so before the training. Among those respondents who contacted the media and contacted officials, more than one fourth ($n=14$, 27%) stated that they contacted them after the training.

The survey results indicated that there was a slight difference between the participation rates of signature campaigns before and after the training. The rate of attending a signature campaign for supporting human rights, environmental protection, etc. was 65% ($n=33$), while 63% ($n=32$) of respondents participated in a signature campaign before the training. However, the survey showed that one-quarter ($n=13$, 25%) of participants took part in a signature campaign only after the training. Thus, it can be concluded that 40% ($n=20$) of respondents participated in a signature campaign both before and after the training. On the other hand, some 23% ($n=12$) of respondents, who attended a signature campaign before the training, had not participated in any signature campaigns since then.

Fully 75% ($n=42$) of respondents took part in a boycott by doing at least one of the following: not buying products of a certain brand, a certain company or from certain stores; not watching certain TV channels and not using public services. Table 16 shows the proportion of involvement in different boycotting types among the respondents who have participated in a boycotting activity. According to the table, the largest number of respondents who participated in a boycotting ($n=32$, 76%) said that they boycotted a certain brand and did not buy the products

of this brand. On the other hand, far fewer respondents ($n=13$, 31%) stated that they did not buy the products of a certain country.

Table 16

Participation in Different Boycotting Types

Type of boycotting	<i>N</i>	%
Not buying products of a certain brand.	32	76%
Not buying products of a certain country.	13	31%
Not buying products from certain stores.	23	55%
Not watching certain TV channels.	23	55%
Not using public services.	15	36%
Other	3	3%

Note. Number of participants is $N=42$.

The second most popular boycotting type among respondents was boycotting TV channels. More than half of the respondents ($n=23$, 55%) told that they did not watch certain TV channels. Similarly 55% ($n=23$) stated that they did not buy products from certain stores. Just over one-third of participants ($n=15$, 36%) did not use public services in order to show their discontent with the public services.

In addition to the boycotting types indicated in Table 16, 7% of the respondents told that they involved in following boycotting activities; not eating at university cafeteria in order to protest high prices of low quality food, not reading certain newspapers and not voting in elections.

4.5 Indicators of Attentiveness

The questions used in the survey which aims to assess the attention of respondents to current events and politics are about topics discussed with family and friends, frequency and means of following the news, newspapers and news portals followed, and motivations for selecting a newspaper.

Respondents were asked to state about which topic they usually discuss with their family and friends. Figure 15 shows the proportion of selected topics that participants discussed with their family and friends. According to the results of the survey, the largest number ($n=43$, 88%) of respondents told that they talked about social issues with their family and friends. Second most popular discussion topic among the participants ($n=40$, 82%) was politics. Cultural issues and art was the third most mentioned topic ($n=33$, 67%). Also, more than half of the participants ($n=27$, 55%) said that they discussed about foreign policy, while 39% ($n=19$) stated that they talked about economic issues.

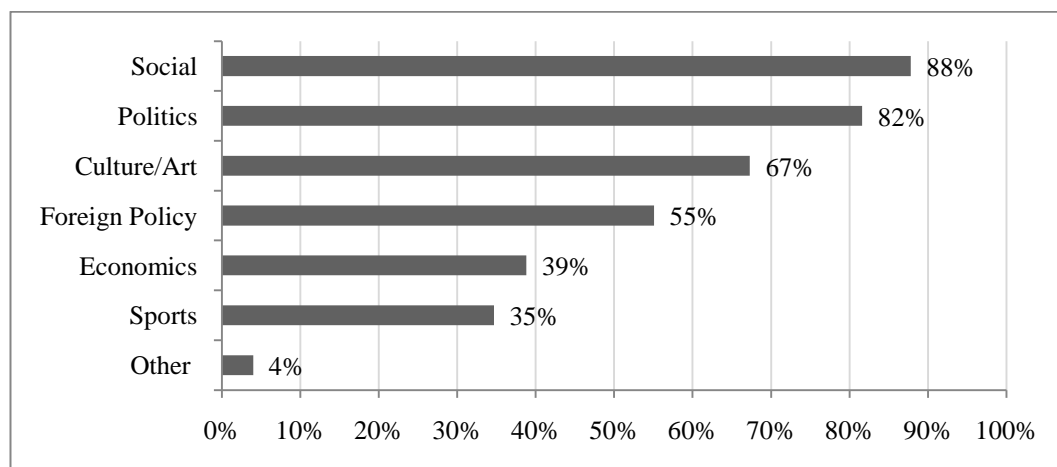


Figure 15 Topics Discussed with Family and Friends. Number of participants is $N=49$.

Among six discussion topics listed in the table, sports were seen as the least popular topic to talk about. Only about one third ($n=17$, 35%) of the respondents told that they discussed sports with family and friends. Besides these six topics, few respondents ($n=2$, 4%) also stated additional topics that they talked about, i.e. education, ecology, consumption, localization, youth policies and career development.

Table 17 indicates the means of following the news and how frequently they were used. Not surprisingly, all of the respondents stated that they followed the news via the Internet. Considerable proportion of them ($n=46$, 92%) mentioned that they read the news via the Internet every day, while 8% follow the news through the Internet few times a week.

Watching the news on TV was the second most popular way to follow the news. All of the respondents told that they use the TV as a means of following the news. Almost half of the respondents ($n=21$, 46%) stated that they watched the news on TV every day, while 39% did so few times a week and 15% watched the news on TV only few times a month. Reading a newspaper was another popular way to follow the news. More than half of the participants ($n=26$, 54%) read newspapers daily, whereas 35% read few times a week.

Table 17

Means and Frequency of Following the News

	Every day (%)	Few times a week (%)	Few times a month (%)	Never (%)	Number of respondents
Newspaper	54%	35%	6%	4%	48
Magazine	2%	33%	55%	10%	42
Television	46%	39%	15%	0%	46
Radio	15%	17%	32%	37%	41
Internet	92%	8%	0%	0%	50

Reading a magazine and listening to the radio to follow the news were the two least preferred means among the respondents. Only 2% of respondents stated that they read a magazine every day, while 33% stated they read few times a week and 55% responded they read few times a month to follow the news.

As it was mentioned above, fully 96% ($n=48$) of the participants read newspapers in order to follow the news. Table 18 shows the list of the newspapers followed by the respondents and indicates how frequently they were read.

Table 18

Frequency of Following Newspapers

	Every day (%)	Few times a week (%)	Few times a month (%)	Never (%)	Number of respondents
Akşam	0%	0%	20%	80%	30
Birgün	13%	19%	29%	39%	31
Cumhuriyet	3%	9%	43%	46%	35
Evrensel	0%	6%	23%	71%	31
Habertürk	6%	31%	34%	29%	35
Hürriyet	20%	35%	20%	25%	40
Milliyet	31%	31%	17%	22%	36
Radikal	37%	42%	14%	7%	43
Sabah	3%	17%	27%	53%	30
Taraf	21%	21%	21%	37%	38
Vatan	9%	12%	21%	58%	33
Yeni Şafak	0%	3%	7%	90%	30
Zaman	3%	15%	27%	55%	33

Note. Number of participants is $N= 46$

Among the newspapers listed in the table, liberal newspaper Radikal was the most popular among participants. Taken together, 93% of respondents read Radikal, 78% read Milliyet and 75% read Hürriyet.

On the other hand, 90% of participants said that they never read Yeni Şafak, 80% never read Akşam and 71% never read Evrensel. In addition to the list, *Günlük Gazetesi* is also mentioned by some respondents (4%).

Respondents were also asked how they choose the newspapers they read. The results indicate that columnists were the main driving force for the respondents while selecting their newspaper (see Figure 16). Nine out of ten ($n=37$, 90%) respondents stated that they selected their newspaper by looking its columnists. The second most stated motivation for choosing a newspaper was the reliability of the newspaper. Almost half of the participants ($n=20$, 49%) mentioned that they decide to read a newspaper due to the reliable news they publish.

More than four out of ten participants ($n=18$, 44%) emphasized the objectivity of the news and told that they selected the newspaper they read since it published objective news. Likewise, almost four out of ten respondents ($n=15$, 37%) stated that they prefer to read the newspapers in which their views were reflected. The survey shows that the least important motivation for choosing a newspaper is its price. Only 7% ($n=3$) of the participants told that they take the price of the newspaper into consideration before buying it.

In addition to the motivations presented in the questionnaire, 15% ($n=6$) of the respondents stated that they preferred to read several newspapers in order to be able to see the news from different point of views.

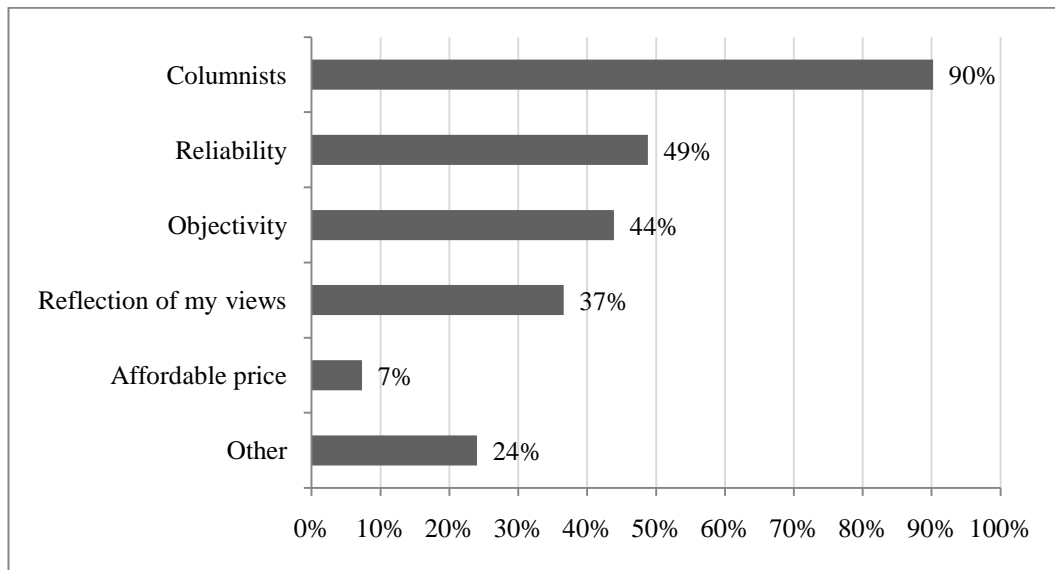


Figure 16 Incentives for Choosing Newspaper. Number of participants is $N=41$.

Besides the newspapers, the respondents were asked which news portals, i.e. the news portals that broadcast news on human rights, women's rights, environment, social rights, etc.; they followed at least once a week as an indicator used to measure their level of attentiveness. Since the respondents were recommended during the training to follow news portals especially those who produces rights based news, the question was designed accordingly.

Table 19 shows the proportion of respondents who followed rights based news portals at least once a week. Taken together, nearly three quarter of participants ($n=34$, 71%) followed the news portals at least once a week, whereas three out of ten ($n=14$, 29%) stated that they did not follow them regularly.

Table 19

News Portals Followed with Regularity

News portal	<i>N</i>	%
Bianet (www.bianet.org)	32	67%
Kadının İnsan Hakları (www.kadininsanhaklari.org)	11	23%
İnsan Hakları Ortak Platformu (www.ihop.org)	11	23%
Sosyal Haklar (www.sosyalhaklar.org)	8	17%
Çevreciyiz (www.cevreciyiz.com)	7	15%
Medyakronik (www.medyakronik.net)	3	6%
I do not follow news portals regularly.	14	29%

Note. Number of participants is *N*=48

Among the news portals suggested to the respondents during the training, Bianet seems the most popular one. Considerable proportion of respondents (*n*=32, 67%) stated that they followed the news on Bianet, while 23% followed Kadının İnsan Hakları, 23% followed İnsan Hakları Ortak Platformu, 17% followed Sosyal Haklar, 15% followed Çevreciyiz and 6% followed Medyakronik.

CHAPTER 5

DISCUSSION AND CONCLUSION

The last chapter provides a discussion on participants' civic behavior after they attended a non-formal trainings on civic engagement in terms of frequencies for participation in civil society and in political actions; and discusses the level of attentiveness of participants to current events through the results of the survey conducted. Lastly, policy recommendations on the issue are introduced and the chapter is concluded with suggestions for further research.

Before initiating the discussion on the results of the survey, following details on the results of demographic indicators are presented to set clear basis for discussion.

First of all, the question on participants' education level was designed to ask the highest education level attained. Therefore, respondents who were currently students at undergraduate programs or two year graduate schools at the time of the study stated their education level as graduates from high school or vocational school. During the discussion on the results it should be taken into consideration that the great majority of TOG volunteers are university students.

Secondly, since the sample of the study is limited to participants of the training of trainers of TOG's Democracy and Human Rights Project, it would not be surprising to have similar demographic profiles in terms of education level and age cohort in the survey.

5.1 Discussion on Civic Behavior of Participants

This section discusses the results of the survey with regards to the engagement in civil society, participation in political actions and level of attentiveness to current events.

Considering the results of the survey in accordance with the civic indicators, two main conclusions could be drawn; first of all, there was an increase in frequency of the participation in civil society specifically in rights based projects and events; and the other deduction is that, the sustainability of participation in civil society was problematic.

It would not be surprising to examine a high level of participation in civil society for respondents who had already taken part in civil society as volunteers. The surprising point is that according to the survey results, considerable number of respondents who have not volunteered at any rights based project ($n=21$, 41%) before they had attended the training, stated that they have volunteered at their first rights based projects at the time of collecting data. Likewise, 23 respondents (45%) mentioned that they have participated in a rights based event for the first

time after they received training. Moreover, 25 respondents (45%) stated that they have membership in 8 different human rights organizations other than TOG itself. The results indicated that participation in rights based projects and events almost doubled after the training they received.

While the results of indicators of this survey were compared with the results of *TOG Etki Arařtırması*¹⁰ in terms of membership in NGOs, there was a remarkable difference in subject areas of NGOs in which volunteers have membership. For example, while more than a quarter (27%) of participants of this survey was members of Uluslararası Af Örgütü, less than 2% of TOG volunteers had membership in the same NGO (Toplum Gönüllüleri Vakfı, 2010).

Thus, it can be concluded that at the time of collecting data, the rate of participation in civil society especially in the field of human rights was higher than participation rates before the training. This deduction also verifies the discussion in *TOG Etki Arařtırması* which argues that the different kinds of events that the youth had participated in may have impact on different social areas in various levels (Toplum Gönüllüleri Vakfı, 2010).

On the other hand, the results of the survey showed that there was a decrease in the frequency of the participation in civil society in time. According to the survey

¹⁰ TOG Etki Arařtırması is a study led by Ass.Prof. Ekrem Düzen which aims to examine the scope, quantity and quality of overall effect of Toplum Gönüllüleri Vakfı on its volunteers. The survey is conducted with 2242 university students 1944 of whom are TOG volunteers (TOG, 2010).

findings, all respondents who received the training in 2010 were stated themselves as active trainers; whereas, only a few respondents (%6) among those who attained the training in 2005 actively took part in a training in the last year. Furthermore, the mean of the number of hours engaged in volunteer work in a month was 37,8 hours among the volunteers who received the training in 2010, while it drops to 5,4 hours among respondents participated in the training in 2006.

The main reason of this decline was stated as lack of time. But, why did participants have no time for participation into civil society? From the findings, the answer could be deduced from the employment status of the participants. As the survey results indicated, majority of the respondents who received the training in 2005 and 2006 had a regular work at the moment. This could explain the decrease in participation rates as a trainer in peer trainings. Also, since trainers were mostly directed to peer trainings which would be held in cities other than the city they lived, it might be difficult to go outside the city to conduct a peer training for trainers who had regular jobs and a settled life.

Another reason for the decline as stated by the participants was that they had quit their TOG membership. As it is discussed in previous chapters, TOG is a youth NGO having been organized as student clubs in universities. Not surprisingly, great majority of volunteers of the foundation are university students. Moreover, there is no well structured mechanism for graduated volunteers within the foundation. Thus, young people who used to be a member of TOG when they

were university students might get away from the organization after graduation which might result in less or no participation for them in civil society.

Likewise, Sax's study (2000) reported similar results about sustainability of voluntary participation. It was concluded in the survey that voluntary involvement of students were at peak in the first several years of college and then it started to decrease in following years and even lowered after college.

The level of political participation after the training was the second discussion topic of the study. Comparing the results of indicators of political participation of the survey conducted as a part of this study with World Values Survey's findings, it could be seen that the participation rate of respondents in political actions such as participating in a protest march, a campaign, a boycott, and etc. is remarkably high. For example, according to World Values Survey results, only 5% of people in Turkey joined in boycotts, whereas, 75% of participants of Democracy and Human Rights trainers' training did so.

However, since the respondents of the study had already been members of NGOs, their engagement in political activities before the training was also high. The results of the survey revealed small increases in all political indicators of the survey, but it could not be deduced that the training resulted in high participation rates in political actions.

Similarly, Kuenzi (2006) mentioned that the effects of non-formal trainings might not be direct and immediate. It was also discussed in TOG Etki Araştırması that the changes in participation behavior of volunteers took more time comparing the changes in attitudes (Toplum Gönüllüleri Vakfı, 2010).

The last discussion point was the participants' level of attention to current events. It is not surprising that the attentiveness to current and political events among participants was high. All participants followed the news either via television, the Internet or newspapers. Among these the internet was the most popular tool to follow the news. In addition to this, social issues and politics were the most preferred topics to be discussed among family and friends.

Daily newspaper preferences of participants of the study differ with the circulation numbers of newspapers in Turkey. Zaman is the most circulated newspaper in Turkey which is followed by daily Posta and daily Hürriyet.¹¹ However, findings of the survey showed that, Radikal, Milliyet and Hürriyet were the three most popular daily newspapers among participants.

The result of the survey in line with daily newspapers preferences also showed differences from the findings of Yentürk et al.'s study (2008). In their study, it was reported that Posta and Sabah were the most preferred newspapers among the

¹¹ The list of the most circulated newspapers is compiled according to the circulation numbers in the week of May 9-15, 2011. For further information see <http://www.reytingler.biz/gazete-tirajlari.html>.

youth. Nonetheless, in the same study, it was also argued that the youth who had membership in NGO's preferred to read Radikal daily more than the youth having no engagement with NGOs. This difference was explained through relating the target population of Radikal with the youth engaged with NGOs, and it was argued that both were from higher socio-economic levels of the society (Yentürk et al., 2008). However, findings of this study are contradictory with this argument. The study indicated that participants' main incentive for choosing the newspaper was its columnists. Reliability and objectivity of the news were stated as the other most important motivations being considered while choosing a particular newspaper.

Following rights based news portals was also common among the participants. Seven out of ten respondents stated that they followed a rights based news portal such as Bianet, Kadının İnsan Hakları or İnsan Hakları Ortak Platformu at least once a week. It should be noted that during the training of trainers a list of rights based news portals were recommended to participants to follow the news regarding human rights.

Above mentioned discussions show that participants of trainer's training of TOG's Democracy and Human Rights Project could be regarded as active citizens who engages in civil society, participates in political actions, pays attention to current events and follows the news regularly. However, the findings indicated that there was a decrease in the frequencies in terms of participation in civil society in time.

5.2 Implications for Practice

As it is indicated in this study, the level of participation especially in terms of engagement in civil society increased after participation in a non-formal training. Moreover, according to the study, participants of non-formal training were all attentive to current events and tend to talk about social issues with their friends. Therefore, it can be stated that promoting civic engagement through non-formal trainings could enhance the range and quality of social policies.

In Turkey, the three most important actors that may/can play significant roles in extending non-formal trainings to enhance civic participation are NGOs, local authorities and the Ministry of National Education (MONE).

As the literature shows (Finkel, 2002; Kuenzi, 2006; Rogers, 2005) one of the most important implementor of non-formal trainings are NGOs. Therefore, if NGOs increase the number of non-formal trainings they conduct, the coverage of trainings would be extended. As it is mentioned before, non-formal trainings require active participation of trainees regardless of the training's subject; so, even if non-formal trainings would be conducted on different issues with respect to different subject areas of NGOs, civic participation would be promoted. Moreover, peer trainings could be implemented to reach more people, as it is seen in the TOG case.

The second agent that may help to enhance non-formal trainings is local authorities, i.e. municipalities and local level institutions of central government in Turkish case. It is known that, municipalities and other local institutions provide some kinds of non-formal trainings such as vocational trainings, adult literacy trainings, and other adult learning programs. These trainings could be seen as opportunities for promoting civic engagement. If these trainings are conducted in accordance with the participatory methods of non-formal trainings, participatory intentions of citizens could be enhanced.

The last important actor in fostering civic participation through non-formal training is Ministry of National Education (MONE). Doğanay's study (2010) showed that; in Turkey, the concept of democracy was not clearly understood by students who were provided citizenship education within formal education. In addition, Keser, Akar and Yıldırım (2011) argued that extra-curricular activities enhance students' civic knowledge and skills. As being the main institution responsible for planning and programming education, MONE could promote policies that implement non-formal trainings as supplementary tools to formal citizenship education to foster civic engagement.

5.3 Implications for Further Research

There are various studies conducted both in Turkey and in other countries on the impact of education on civil and political participation. It should be noted that most of these studies (de Weerd et al., 2005; Doğanay, 2010; Mısırlı-Özsoy, 2010) are focused on the formal citizenship education, e.g. CivEd, IEA.

On the other hand, studies that analyze the impact of non-formal trainings are very limited. This study, which aims to examine a non-formal training on civic participation, intends to fill this gap, and provide an incentive to conduct more research on the role of civic engagement through non-formal education.

Although, this study is important in understanding the influence of non-formal education on participants' civic development and learning, due to limited time and resources this study was based on survey study, a case, which examines the training of trainers of TOG's Democracy and Human Right Project. Therefore, further studies on non-formal trainings from a more indepth perspective can be examined and data obtained from different NGOs could provide an opportunity to compare the results of this study with other similar studies.

In addition, if further studies on the same issue would be conducted with participants from different age cohorts and from different education levels, probable age and education related differences could be demonstrated and analyzed through comparative studies with a larger sample to understand the

impact of larger set of NGO's on civic engagement of volunteers and how certain variables may influence the engagement level volunteers.

Moreover, Kuenzi (2006) argued that non-formal training has an impact on promoting democratic values in the long run. Indeed, TOG's study (2010) analyses the impact of the foundation on its volunteers both with regards to the non-formal trainings they provide and projects they implement. However, since the current study is conducted on active volunteers most of whom were university students at the time they completed the training, the long term impact on the behavior of participants could not be examined through this study. Thus, a longitudinal study, could provide extensive information on the long-term impact of non-formal trainings on civic participation.

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APPENDIX A

THE SURVEY INSTRUMENT

Toplum Gönüllüleri Vakfı (TOG) Demokrasi ve İnsan Hakları Projesi Eğitmen Eğitimi Anket Formu

Bu form, “*Sivil Katılım Davranışları: Demokrasi ve İnsan Hakları Üzerine Bir Yaygın Eğitim Örneği*” başlıklı yüksek lisans tezi için oluşturulmuştur. Aşağıdaki sorular Toplum Gönüllüleri Vakfı (TOG) tarafından yürütülen Demokrasi ve İnsan Hakları Projesi kapsamında gerçekleştirilen eğitmen eğitimi katılımcılarının sivil katılımcılık davranışlarını araştırmayı hedeflemektedir. Çalışmanın sonucuyla projeye katkı sağlamak amaçlanmaktadır. Anket 42 sorudan ve 9 sayfadan oluşmaktadır. Ankette yer alan tüm bilgiler sadece bu araştırma için kullanılacak ve katılımcıların kimlikleri gizli tutulacaktır. Bu çalışmaya katıldığınız için teşekkür ederim.

Bilgen KAHRAMAN

ODTÜ Sosyal Politika Yüksek Lisans Programı

BÖLÜM I

Aşağıdaki soruları dikkatlice okuyunuz; gerekli yerleri işaretleyiniz veya doldurunuz.

1. Demokrasi ve İnsan Hakları Projesi Eğitmen Eğitimi’ne hangi yıl katıldınız?

☐ 2005 ☐ 2006 ☐ 2008 ☐ 2010

2. Demokrasi ve İnsan Hakları Projesi Eğitimci Eğitimi'ne katılmak isteme sebebiniz nedir? (Birden fazla seçenek işaretleyebilirsiniz.)

- ☐ İnsan hakları konusunda bilgilenmek
- ☐ İnsan hakları ihlalleri konusunda çevremde farkındalık sağlamak
- ☐ Kişisel gelişimime katkıda bulunmak
- ☐ İnsanların birbirini anlaması için katkı sağlamak
- ☐ Demokrasi ve insan hakları konusunda insanları bilgilendirmek için aracı olmak
- ☐ Diğer (belirtiniz)

3. Söz konusu eğitim beklentilerinizi ne ölçüde karşıladı? Uygun olanı işaretleyiniz. (1=hiç karşılamadı, 5=tamamen karşıladı)

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

4. Demokrasi ve İnsan Hakları Projesi kapsamında kaç eğitimde eğitimci olarak görev aldınız?

.....

5. Lütfen eğitim verdiğiniz Toplum Gönüllüleri örgütlenmelerinin isimlerini yazınız.

.....

.....

6. Son bir yıl içinde Demokrasi ve İnsan Hakları Projesi kapsamında eğitimci yaptınız mı?

- ☐ Evet
- ☐ Hayır

7. (6. soruya cevabınız hayır ise) Eğitimci yapmama sebebiniz nedir?

- ☐ Çağrıldığım eğitimler çeşitli nedenlerle iptal edildi.
- ☐ Eğitimlere çağırılmadım.
- ☐ Toplum Gönüllüleri'nden ayrıldım.
- ☐ Eğitimciliğe ayıracak vaktim yoktu.
- ☐ Kendimi eğitim vermek için yeterli görmüyorum.
- ☐ Diğer (belirtiniz)

8 - 20. sorularda verilen durumları katıldığınız Demokrasi ve İnsan Hakları (DvH) Eğitimci Eğitimi öncesi ve sonrası olarak ayrı ayrı değerlendiriniz. Lütfen uygun olanları işaretleyiniz.

	Önce	Sonra
8. Toplum Gönüllüleri tarafından yürütülen Gençlik ve Sosyal Haklar projesi kapsamında <u>eğitmen eğitime</u> katıldım.		
9. Toplum Gönüllüleri tarafından yürütülen Gençlik ve Sosyal Haklar projesi kapsamında <u>yaygınlaştırma</u> eğitime katıldım.		
10. Hak temelli projelerde gönüllü olarak görev aldım. (İnsan hakları, kadın hakları, gençlik hakları, engelli hakları, vb.)		
11. İnsan hakları konusunda düzenlenen etkinliklere katıldım. (konferans, sempozyum, vb.)		
12. Yardım amaçlı düzenlenen bir etkinlikte yer aldım. (konser, maraton, bisiklet turu, vb.)		
13. Bir siyasi partiye üyeyim.		
14. Bir seçim kampanyasında gönüllü olarak çalıştım.		
15. Yazılı ve/veya görsel basın kuruluşları aracılığıyla şikayetimi/isteğimi dile getirdim.		
16. Protesto yürüyüşüne katıldım.		

	Önce	Sonra
17. Oturma eylemine katıldım.		
18. Bir kampanyaya katıldım. (Örn., Sürekli aydınlık için bir dakika karanlık kampanyası)		
19. İnsan hakları, çevre sorunları, vb. konulara dikkat çekmek için düzenlenen bir imza kampanyasına katıldım.		
20. Kamu hizmetleri ile ilgili olarak şikayette bulundum. (E-mail, telefon veya dilekçe yoluyla)		

**21. Aşağıdaki boykot çeşitlerinden hangi veya hangilerine katıldınız?
Lütfen uygun olanları işaretleyiniz.**

	DvH Eğitmen Eğitiminden <u>Önce</u>	DvH Eğitmen Eğitiminden <u>Sonra</u>
a. Belirli bir markanın ürününü almamak.		
b. Belirli bir ülkenin ürününü almamak.		
c. Belirli mağaza/marketlerden alış-veriş yapmamak.		
d. Belirli TV kanallarını seyretmemek.		
e. Kamu hizmetlerini kullanmamak. (Biletlere yapılan zamdan dolayı belediye otobüsü kullanmamak gibi)		
f. Diğer (belirtiniz)		

☐ Bugüne kadar bir boykota katılmadım.

22. Lütfen katıldığınız projelerin/eylemlerin ilgili olduğu konuları işaretleyiniz.

- ☐ Çevre/ İklim değişikliği
- ☐ İnsan hakları
- ☐ Düşünce, vicdan ve din özgürlüğü
- ☐ Kadın hakları
- ☐ LGBT hakları
- ☐ İşçi hakları/Sendika yürüyüşleri
- ☐ Öğrenci hakları
- ☐ Gençlik hakları
- ☐ Eğitim hakkı
- ☐ Sağlık hakkı
- ☐ Azınlık hakları
- ☐ Mülteci/Göçmen hakları
- ☐ Politik parti eylemleri
- ☐ HIV/AIDS
- ☐ Diğer (belirtiniz)

23. Lütfen üyesi olduğunuz STK'ların isimlerini ilgili konu başlığının yanına yazınız.

- Gençlik
 - İnsan hakları
 - Kadın
 - Çevre
 - Çocuk hakları
 - LGBT hakları
 - Spor
 - Diğer (belirtiniz)
- ☐ Şu an aktif olarak bir STK üyesi değilim

24. Gönüllü çalışmalara ayda ortalama kaç saatinizi ayırıyorsunuz?

.....

25. Güncel gelişmeleri/haberleri hangi yollarla, ne sıklıkta takip ediyorsunuz?

	Her gün	Haftada bir kaç kez	Ayda bir kaç kez	Takip etmiyorum
Gazete				
Dergi				
Televizyon				
Radyo				
İnternet				
Diğer (belirtiniz)				

26. Aşağıdaki gazeteleri ne sıklıkla okuyorsunuz? (alfabetik sıralanmıştır)

	Her gün	Haftada bir kaç kez	Ayda bir kaç kez	Okumuyoru m
Akşam				
Birgün				
Cumhuriyet				
Evrensel				
Habertürk				
Hürriyet				
Milliyet				

	Her gün	Haftada bir kaç kez	Ayda bir kaç kez	Okumuyor m
Radikal				
Sabah				
Taraf				
Vatan				
Yeni Şafak				
Zaman				
Diğer (belirtiniz)				

27. Okuduğunuz gazeteleri tercih etme nedenleriniz nelerdir?

- ☐ Haberlerini güvenilir buluyorum.
- ☐ Haberlerini objektif buluyorum.
- ☐ Görüşlerime yakın buluyorum.
- ☐ Köşe yazarlarını beğeniyorum.
- ☐ Fiyatı uygun.
- ☐ Diğer (belirtiniz)

28. Aşağıdaki haber portallarından hangilerini haftada en az bir kez takip ediyorsunuz?

- ☐ İnsan Hakları Ortak Platformu (www.ihop.org)
- ☐ Medyakronik (www.medyakronik.net)
- ☐ Çevreciyiz (www.cevreciyiz.com)
- ☐ Bianet (www.bianet.org)
- ☐ Sosyal Haklar (www.sosyalhaklar.org)
- ☐ Kadının İnsan Hakları (www.kadinininsanhaklari.org)
- ☐ Diğer (belirtiniz)
- ☐ Düzenli olarak takip ettiğim bir haber portalı yok.

29. Çevrenizdekilerle hangi güncel konular hakkında sohbet edersiniz?

- ☐ Ekonomi
- ☐ İç Politika
- ☐ Dış Politika

- ☐ Sosyal
- ☐ Kültürel/sanatsal
- ☐ Spor
- ☐ Diğer (belirtiniz)
- ☐ Güncel konular hakkında sohbet etmiyorum.

BÖLÜM II

Bu bölümdeki tüm soruları lütfen yanıtlayınız.

30. Yaşadığınız şehir/ilçe:

31. Cinsiyetiniz:

- ☐ Kadın ☐ Erkek

32. Yaşınız:

.....

33. En son bitirdiğiniz okul

- ☐ Lise ve lise dengi meslek okulu
- ☐ Ön lisans
- ☐ Lisans
- ☐ Yüksek lisans
- ☐ Doktora
- ☐ Diğer (belirtiniz)

34. En son bitirdiğiniz bölümü yazınız. (Ön lisans ve üstü için)

.....

35. Çalışma durumunuz

- ☐ Düzenli Çalışıyor
- ☐ Yarı zamanlı çalışıyor (part-time, free-lance)
- ☐ Çalışmıyor, iş arıyor
- ☐ Çalışmıyor, iş aramıyor
- ☐ Diğer (belirtiniz)

36. Medeni durumunuz

☐ Evli ☐ Bekar ☐ Diğer (belirtiniz)

37. Hanenizde yaşayan kişi sayısı (kendiniz dahil)

.....

38. Hanenizin aylık net geliri

.....

39. Annenizin/ babanızın/kardeşlerinizin eğitim durumu (Lütfen uygun kutuları işaretleyiniz)

	Anne	Baba	Kardeş (1)	Kardeş (2)	Kardeş (3)	Kardeş (4)
a. Okur-yazar değil						
b. Okur-yazar olup bir okul bitirmedi						
c. Halen ilköğretime devam ediyor						
d. İlkokul/İlköğretim						
e. Ortaokul /Orta dengi meslek						
f. Lise / Lise dengi meslek						
g. Ön lisans						
h. Lisans ve üstü						

40. Annenizin/ babanızın çalışma durumu (Lütfen uygun kutuları işaretleyiniz)

	Anne	Baba
Düzenli çalışıyor		
Yarı zamanlı çalışıyor (part-time, free-lance)		
Çalışmıyor, iş arıyor		
Çalışmıyor, iş aramıyor		
Emekli		
Diğer (belirtiniz)		

41. Toplum Gönüllüleri Vakfı Demokrasi ve İnsan Hakları Projesi kapsamında katıldığınız eğitmen eğitimi ile ilgili belirtmek istediğiniz bir durum yada öneriniz varsa lütfen yazınız.

--

42. Ek bilgiye ihtiyacımız olduğu durumda sizinle iletişime geçebilmemiz için e-posta adresinizi yazarsanız araştırmam açısından yararlı olacaktır. (isteğe bağlı)

.....

Anket soruları burada bitiyor.

Zaman ayırdığınız için teşekkür ederim.

ENGLISH VERSION OF THE SURVEY INSTRUMENT

Questionnaire of the Training of Trainers under Democracy and Human Rights Project of Toplum Gönüllüleri Vakfı (TOG)¹²

This questionnaire is formed for the masters thesis titled “Participants’ Civic Engagement Behavior: Evidence From a Non-Formal Training On Democracy and Human Rights”. The objective of the study is to examine democracy and human rights trainings and participants’ civic engagement behavior through the case of Toplum Gönüllüleri Vakfı (TOG) Demokrasi ve İnsan Hakları Project through analysing the responses given to the questions provided below. The study also aims to enhance the implementation of the project. Below questionnaire is composed of 42 question with 9 pages. Responses and personal data will be kept confidential. Thank you for your participation.

Bilgen KAHRAMAN

METU, Social Policy Graduate Program

CHAPTER I

Read the following questions carefully; please check the appropriate boxes or fill in the blanks.

1. What year did you attend the Training of Trainers of Democracy and Human Rights Project?

☐ 2005 ☐ 2006 ☐ 2008 ☐ 2010

2. What is your motivation to attend the Training of Trainers of Democracy and Human Rights Project? (you can choose more than one)

- ☐ To gain knowledge in human rights
- ☐ To increase awareness of violation on human rights
- ☐ To improve my personal development

¹² The questionnaire applied to the participants was in Turkish. This is an unpiloted translation of the Turkish version of the questionnaire.

- ☐ To help people understand each other
- ☐ To disseminate information on democracy and human rights
- ☐ Other (please specify)

.....

3. How satisfied are you with the training? Please select the appropriate level of satisfaction. (1= not satisfied at all 5=very satisfied)

- ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

4. How many trainings have you conducted as part of Democracy and Human Rights Project so far ?

.....

5. Please write names of the Community Volunteers Foundation organizations that you have conducted Democracy and Human Rights training.

.....

6. Did you take part in a training as a trainer as part of Democracy and Human Rights Project in the last year?

- ☐ Yes
☐ No

7. (If Q.6 is “yes”, skip to Q.8) Please indicate your reason for not conducting a training. (You can choose more than one)

- ☐ Trainings that I am called were cancelled due to some reasons.
- ☐ I am not called for trainings.
- ☐ I am no longer volunteer at Community Volunteers Foundation.
- ☐ I do not have time for that.
- ☐ I do not see myself being competent enough for conducting the training.
- ☐ Other (please specify)

For question 8 through 20 please consider each question twice; i.e. your status before and after the Training of Trainers of Democracy and Human Rights Project that you have attended. Please check the appropriate boxes.

	Before	After
8. I have attended to <u>the training of trainers</u> as part of the Youth and Social Right project conducted by Community Volunteers Foundation.		
9. I have attended to <u>a training</u> as part of the Youth and Social Right project conducted by Community Volunteers Foundation.		
10. I have volunteered at rights based projects. (Human rights, women rights, youth rights, rights of disabled people, etc.)		
11. I have participated in events on human rights. (conference, symposium, etc.)		
12. I have participated in a charity event. (concert, marathon, etc.)		
13. I am a member of a political party.		
14. I have volunteered at an election campaign.		
15. I have expressed an opinion/complaint through written or visual media.		

	Before	After
16. I have participated in a protest march.		
17. I have participated in a sitting protest.		
18. I have participated a campaign (such as the campaign of “One Minute of Darkness for Constant Light”		
19. I have participated a signature campaign for human rights, environmental protection, etc.		
20. I have filed a complaint regarding public services. (via e-mail, phone or petition)		

21. Which of the following types of boycotts have you participated in? Please consider each question twice; i.e. your status before and after the Training of Trainers of Democracy and Human Rights Project that you have attended, and check the appropriate boxes.

	Before	After
g. Not buying products of a certain brand.		
h. Not buying products of a certain country.		
i. Not buying products from certain stores.		
j. Not watching certain TV channels.		
k. Not using public services. (Ex: Not using public buses in order to protest price increase in public transportation)		
l. Other (please specify)		

☐ I have not participated in a boycott.

22. Among following list of subjects which are related to the projects/activities you have participated in? Please check the appropriate boxes.

- ☐ Environment/Climate Change
- ☐ Human Rights
- ☐ Freedom of thought, conscience and religion
- ☐ Gender rights
- ☐ LGBT rights
- ☐ Workers' rights
- ☐ Student rights
- ☐ Youth rights
- ☐ Right to education
- ☐ Right to access to health care
- ☐ Minority rights
- ☐ Refugee/Migrant rights
- ☐ Political party events
- ☐ HIV/AIDS
- ☐ Other (please specify)

.....

23. Please write the names of NGOs that you are member of next to the related subject area.

- Youth.....
- Human Rights.....
- Gender
- Environment.....
- Child rights
- LGBT rights
- Sports
- Other (please specify)

.....

☐ I am no longer an active member of an NGO.

24. How many hours do you engage in volunteer work in a month?

.....

25. How often and through which channels do you follow the news?

	Every day	Few times a week	Few times a month	Never
Newspaper				
Magazine				
Television				
Radio				
Internet				
Other (specify)				

26. How often do you read following newspapers? (Newspapers are alphabetically ordered)

	Everyday	Few times a week	Few times a month	Never
Akşam				
Birgün				
Cumhuriyet				
Evrensel				
Habertürk				
Hürriyet				
Milliyet				
Radikal				

	Everyday	Few times a week	Few times a month	Never
Sabah				
Taraf				
Vatan				
Yeni Şafak				
Zaman				
Other (specify)				

27. Which of the following do you take into consideration while choosing the newspaper that you read?

- ☐ Reliability
- ☐ Objectivity
- ☐ Reflection of my views.
- ☐ Columnists
- ☐ Affordable price
- ☐ Other (please specify)

28. Which of the below news portals do you follow at least once a week?

- ☐ İnsan Hakları Ortak Platformu (www.ihop.org)
- ☐ Medyakronik (www.medyakronik.net)
- ☐ Çevreciyiz (www.cevreciyiz.com)
- ☐ Bianet (www.bianet.org)
- ☐ Sosyal Haklar (www.sosyalhaklar.org)
- ☐ Kadının İnsan Hakları (www.kadinininsanhaklari.org)
- ☐ Other (specify)
- ☐ I do not follow news portals regularly.

29. Which of the following general topics do you discuss with your friends? Please check the appropriate boxes.

- ☐ Economics
- ☐ Politics

- ☐ Foreign Policy
- ☐ Social
- ☐ Culture/Art
- ☐ Sports
- ☐ Other (specify)
- ☐ I do not talk about current events.

CHAPTER II

In this section, please answer all questions below.

30. City:

.....

31. Gender:

- ☐ Female ☐ Male

32. Age:

.....

33. Highest education level attained:

- ☐ High school/ Vocational high school
- ☐ Two-year grade
- ☐ Undergraduate
- ☐ Graduate
- ☐ Postgraduate (PhD)
- ☐ Other (specify)

.....

34. The name of the last completed department. (for two-year grade and above).....

35. Employment status

- ☐ Regular work
- ☐ Part-time, free-lance
- ☐ Out of work, but looking for a work

- ☐ Out of work, not looking for a work
☐ Other (specify)

36. Marital status

- ☐ Married ☐ Single ☐ Other (specify)

37. Number of people in household (including you)

.....

38. Average net monthly income of household

.....

39. Education level of mother/father/siblings (Please check appropriate boxes)

	Mother	Father	Sibling (1)	Sibling (2)	Sibling (3)	Sibling (4)
i. Illiterate						
j. Literate						
k. Primary school (continuing)						
l. Primary school						
m. Secondary School						
n. High school						
o. Two-year degree						
p. Graduate and above						

40. Employment status for mother and father (Please check appropriate boxes)

	Mother	Father
Regular work		
Part-time or free lance		
Out of work, but looking for work		
Out of work, not looking for work		
Retired		
Other (specify)		

41. Please write here any opinions or comments you would like to mention regarding the Training of Trainers of Democracy and Human Rights Project that you have attended.

42. It would be appreciated if you write your email adress in case the need of further information regarding this study. (optional)

.....

End of questions.

Thank you for your time.