Sustainable Development as a Course:
Social Service Applications

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Abstract: This study includes a general analysis of the "Social Service Applications" course, which became part of the curriculum of Education Faculties in 2006-2007 in Turkey within the context of sustainable development. A holistic perspective that takes socio-cultural elements into account instead of a deterministic view which stresses only the economic factors is very important in sustainable development. Enhancing knowledge and policies must be shared in a cooperative way, as improvement of social life is very important for sustainable development. Therefore, the objectives and contents of the afore mentioned course is in line with the aim of utilizing human resources within the context of social problems, which is very important in social development. This approach which enhances the development of social life necessitates a new cooperation that will secure cooperation between universities and society. "Social Service Applications" course is, therefore, an important opportunity within the context of sustainable development. In this study, it is verified that university students who are conditioned not to take responsibility without being given homework get used to taking responsibility within the context of the course. The study also comprises evaluations of what can be done to make the course more useful and efficient, as well as its role in sustainable development. The study discusses the coordination between the university, civil society and public management in the applicability of the course, as well.

Introduction

Along with developments that have occurred in the international system since the 1990s, the growth-centered development approach has begun to change. Politically, the end of the Cold War, the East Europe's disengagement, a growing struggle for national independence, energy wars, ethnic turmoil, poverty, population movements, lack of education and deterioration of ecological balance brought about the sustainability problem, and thus, the orthodox economy that take man as the tool of development and the unmanned management have begun to be questioned.

Today man is face to face with risks he produced himself rather than natural risks. Moreover, it is known that these risks will not be limited to only one nation or region, because the fact that the world is an integrated whole has been understood better. According to a United Nations' Report (2001) it is estimated that the world's population will rise to 9.3 billion in 2050. Even this fact alone can lead to serious chaos in relation with basic needs such as environment, health, and nutrition, as well as social and political issues. According to the same projection, there is a high probability that in 2025, 48 countries will suffer from water scarcity and dozens of countries will be inflicted with poverty, hunger, terrorism and conflicts (Şenyüz, 2001).

85 years ago, B. Russell assumed that industrialization will bring abundance to the present generation, poverty to the second generation and famine to the third generation unless preventive measures are not taken. In modern world, where defense expenses and money paid for weapons reach tremendous levels, idealogies that are built on the idea that resources are scarce have no meaning. Probably the most lethal weapon is the idea that resources are insufficient, because human beings have been in a merciless struggle against each other and the nature over the issue of utilizing the resources since the industrial revolution, and thus have begun to threaten the future of humanity. Factors such as two world wars in the 20th Century, the cold war period, industrialization, unfair distribution of income, poverty, population growth have destroyed the natural and social environment rapidly.

Social and environmental problems obscure the issue of what is rational and what is irrational. Hence, the end of wealth state, Chernobyl disaster and the collapse of the Berlin Wall are actually seen as signs of ambiguous rationality/irrationality. The search for sustainable development has drawn a great deal of attention due to the risks these indicators point to. Risk society alludes to evident ambiguity, dread created by illusion about borders and the world's farewell to order (Bech, 1999: 9). Today, a new era has begun, in which security has replaced values such as

equality and freedom and impulse of 'fear' in societies with a cast system (Bech, 1992: 49). According to Baudrillard, these general feelings of insecurity are the price of being a consumption society. In fact, his insecurity and fear is not in vain. From this perspective, first of all, it is necessary to rethink the question whether environment is part of the economy or vica versa.

Method

In this study, first a literature survey on sustainable development was conducted and later the relationship between sustainable development, civil society, and education was probed. It also includes an account of the discussions among specialists at a worshop in Mersin, Turkey over the issue of the "Social Service Applications Course". Later, a focus group study was implemented within the context of the course and as part of this study leaders of the six groups formed earlier were asked to express their feelings and experiences concerning the course activities. The discussions were tape-recorded. In this qualitative study, the problems they encountered and their suggestions to solve the problems, their views about the course, their impressions of the host-institution, were evaluated. The focus group study took about four hours, and each participant talked for about 45 minutes. However, the speeches were not in the form of monologues, but rather conversations. The discussions and evaluations that took place in the focus group study were summarized and were included in the present study in the form of brief items.

Sustainable Development

Today, most countries argue for the best ways of development on the one hand and are face to face with a new concept, sustainable development, which criticizes present development perspective, on the other. The term 'sustainable development', which came around in 1970s, means programming the present and future in a way that addresses the needs of future generations by building a balance between human beings and nature and without exhausting natural resources. In this sense, sustainable development is a modernization style that is reflected in the aphorism that "the world is entrusted to us by our grandchildren". The term 'sustainable development', which stands for the permanence of a quantitative and qualitative development, has also been defined as "addressing today's needs without making a concession on future generations' opportunity to meet their own needs." (T.Ç.V., 1987: 31-67); (OECD, 2001). Although the term seems to emphasize the importance of environmental protection, it comprises topics such as improving life quality, immigration, population explosion, as well as social problems such as urbanization, health problems and poverty (TÜBİTAK, 2002: 3). For instance, at the Johannesburg Conference in 2002, issues such as fighting poverty, planning the utilization of natural resources in global action against poverty, and the relationship between poverty and the environment were discussed (UNDESA, 2003: 4).

Human-environment interaction takes place in essence upon the basis of values that determine the basic codes of human behavior. As culture is the damage inflicted on the nature on the one hand and a process of adaptation to natural environment on the other, improvement of culture and social behavior is very important for sustainable development. But, this is too difficult to be performed by modern culture. According to D. Bell, economization is the principle of modern social structure. That is, it means directing resources towards the targets of the least cost and highest profit. That is why there is a serious crisis in cultural tendencies in most countries today. Economization attaches importance to rationality, whereas new cultural movements stress antirational behavioral models. Bell thinks that this fact is the historical crisis of modern societies and it affects the society deeply (Belek, 1997: 154-155). In his Cultural Contradictions of Capitalism, Bell asserts that the modernist culture destroys the values of daily life and natural life. He argues that this atmosphere has incited hedonistic motives that do not comply with the professional disciplines in the society. Moreover, the modernist culture is in completely opposition to the moral bases of objectivist and rationalist life perspective. Besides, there are contradictions between sustainable development and not only ideologies but also national interests. Such elements reflect the tendency to spoil the ecosystem. The risk concept, which implies possible hazards in the ecological, social and cultural structure, is closely related to sustainable development. Risk entails threats that are efficiently estimated by taking future possibilities into account. The fact that risks pertain to modern societies rather than traditional ones is closely related to rational thinking and the need to determine the future (Yıldırım, 2000: 78-83). Ambiguity and unaccountability that occurred as a result of the extreme rationalism is an important criterion of a transition from industrial society to the risk society.

Modern capitalism differs from all previous systems with this conduct towards future and risks the future in its gain-loss estimation. The relationship between modernization and risk is hidden in the dynamism of risk, which leads to change and brings the society into action. This process which forms the notion of growth is thought to be an important cause of both environmental and social instability. According to Baudrillard, the current capitalist system

declines while expanding and at this point where it survives as its own parasite it consumes its own essence as it reproduces itself (Baudrillard, 1997: 35-36). In the next 50 years, the world's income is expected to increase by 3 % and this increase means that the world's annual gross product will quadruple. Such increase in income and gross national product may lead to constraints on environmental and social structures unless consumption and production models are changed. Taken with fast population growth, the consumption pressure on natural resources will reach alarmingly high levels. This trend of increasing consumption (both public and private) will not only further increase consumption in transportation, tourism, energy and commodities, but also result in the disposal of more harmful waste. Therefore, it is very important to adopt consumption and production models that will secure sustainability of natural resources. However, it is a fact that the patterns of sustainable consumption which is one of the most important factors of sustainable development is not covered in the social studies books. So, it is useful to insert into the curriculum the subjects such as the patterns of children's and adults' expenditures. In this curriculum, it is very important to teach the values related to thriftyness and economizing.

It might be argued that the capitalist rationalism, which does not care about future, uses the concept of sustainable development to overcome the current crisis (Minibaş, 2001). Hence, while taking into account the role given to education in sustainable development we have to contend that the logic producing this concept is the same as the logic that produces problems sustainable development. In this sense, we must underline not only the problems, but also the causes of problems and this consumer mentality in all course books from primary schools to university. So, it is the time to adopt values that care about the sustainability of life rather than the development that is based on excessive consumption; because, as Einstein said, "we cannot solve problems by residing in the logic that produced those problems". However, determining these values is not enough for sustainable development. What is more important is how to get students and the society to assimilate these values and behaviors. Thus, the main objective of education is to address the question of how to transfer these values.

Sustainable Development and Education

As sustainable development is based on an environment, economy and society-based knowledge, education and sustainability are inevitably linked to each other. Education is the key institution for a sustainable future. Actullay, many problems evaluated as part of sustainable development are based on ignorance. Today, population growth and poverty are two examples for such problems. So indeed, poverty and population growth account for natural and social problems. Rapid population growth and increasing needs cause the depletion of environmental resources. Population and poverty decreases environmental sensitivity.

Problems regarding this issue are related to people's behavior and attitudes, so individuals have to be educated from cognitive, affective and behavioral perspectives. Beyond technology and capital, sustainable development, necessitates a community's social and mental transformation, flexibility, self-reliance and entrepreneurship, creativity and problem solving skills. Therefore, the roots of development phenomenon lie in education, organization self discipline and self-confidence of individuals and the habit of cooperation, rather than economics, because development cannot be created by grafting operations of a handful of elite groups. This, in turn, requires a process that includes the education, organization and discipline of the community. Therefore, it was deemed to be important to have students gain awareness of a sustainable society within the framework of education for sustainable development, and decisions made for this purpose on various platforms began to take effect in time globally. Creating the necessary infrastructure to reach information and recognizing the value of education has been the most important issue in this process.

In a report published after a meeting in Founex, Switzerland in 1971, it is asserted that environmental problems are not related only to industrialized countries, but that poverty and under-development are also effective in environmental issues in the world (Karbuz, 2002: 9). This result, which created the sustainable development approach, caused many developing countries to join 'People and the Environment' conference held in Stockholm in 1972. The term 'development not excluding the environment' which was first coined by Secretary General Mauricoe Strong at the Stockholm Environment Conference in 1972, envisages a development strategy that aims at fair utilization from local resources. This term further expanded with Cocoyos Declaration in 1974 and contained helping people in their education and organization activities so that they can enjoy the resources in the economic system (Keleş and Hamamcı, 1993: 139). The 1972 Stockholm Conference on Environment and People is an important stage showing that the environment-related issues are also related to politics and ideology (Keleş, 1992: 152).

The environmental education gained a global dimension at the "United Nations Conference on Human Environment" in Stockholm in 1972, and with the impact of this conference, in 1975 a survey was carried out about "Evaluation of Resources for Environmental Education" in 136 countries that were UNESCO Environment Agency members (UNESCO, 1975). The survey showed that environmental education practices were very poor, and

therefore, the International Environmental Education Program (IEEP) was founded in cooperation with UNESCO and the United Nations Environment Program (UNEP) with the aim of resolving these limitations. In 1977, the first Intergovernmental Environmental Education Conference was held in Tbilisi in cooperation with UNESCO and UNEP, and ministers of various countries participated in the conference. The declaration and recommendations of Tbilisi Conference were a turning point in terms of giving environmental education due attention in national curriculums. The documents created at this conference specified the broad context of environmental education at national and international levels, as well as its characteristics, goals and teaching principles (UNESCO, 1977). At the United Nations Conference on Environment and Development held in Rio de Janeiro in 1992, the IEEP was commissioned to bring a "sustainable development dimension" to education (UNCED, 1992). Education for sustainable development was discussed for the first time at Rio Conference 1992 (Agenda 21, Section 36) under the heading "Encouraging teaching, public awareness and education", and in 1997 the United Nations organized a conference titled "International Conference on Environment and Society: Education and Public Awareness for Sustainability" in Thessanoilci (UNESCO, 1997). After this conference, the United Nations Economic Council for Europe (UNECE), defined education for sustainable development in a document titled "Vision of Education Strategy for Sustainable Development" as follows:

"Sustainable development for the education develops and strengthens individuals', groups', communities', institutions' and countries' capacity to make assessments and choices in favor of sustainable development. Changing perspectives of individuals, it makes the world more secure, healthier and more prosperous, and increases people's quality of life. Education for sustainable development may provide more opportunities for discovery of new visions and concepts and new methods/tools that are necessary for the development of critical thinking and more awareness."

As is seen in the above statement, four important issues come to the fore, which are the restructuring of education, development of human resources, social awareness and the development of quality of life. In this context, while a 'problem-based' approach was developed in Stockholm, an integrated approach sustainable economic growth and development of human resources was adopted in Rio (Füsunoğlu, 1997: 15). Taking these targets into account, achieving sustainable development does not seem to be possible through traditional education system (Hungerford and Peyton: 1994); Hungerford and Volk: 1994). In Turkey, environmental problems were addressed in a separate section for the first time in the 3rd Five-Year Development Program. The issue was handled in detail 6th Five-Year Development Program, and was evaluated as a whole within environmental, economic, health, educational and social context. Indeed, in 1991 the Ministry of Environment was established with the same concerns, and environmental education has been given in educational institutions since 1992 (Aydoğdu and Gezer, 2006: 215). However, it is difficult to say that environmental, economic, cultural and social values, on which sustainable development is based, are included in the syllabuses of higher education institutions as much as the process of re-regulation elementary education system. It is difficult to say that this topic draws due attention in higher education except for certain areas. For instance, within the context of a program designed to train environmental engineers was started at the undergraduate-level, but a program such as "environmental science teaching" has not been launched yet.

However, the increasing rates of literacy and rising educational levels are not sufficient for countries to become sustainable societies in terms of development. One of the biggest reasons for this fact is the educated people's alienation to the society and the environment especially in Turkey. It is very strange that this problem has not been resolved yet despite the fact that formal education has an institutional history of approximately 150 years in Turkey. Adequate steps have not been taken to solve this problem, which is expressed in the gap between students and the school itself; that is, between schools and social problems despite the fact that this is often expressed (Ergun, 1987: 88-89). The same problem caused teachers to stay away from social problems for a long time and, therefore, brought about the expectation that candidate teachers would also disregard social problems. Although this social alienation expectation was because of the roles of neutrality, efficiency and change, this situation, in which political worries were the main determinant, has prevented teachers from taking social responsibility (Tezcan, 1984: 323-324). Some conflicts and revolutions in Turkey led teachers, as well as other officers to stay away from society prevented them from being interested in social problems, participating in charitable organizations. It is not possible to activate the sensitivity and large-scale participation necessary for sustainable development in this atmosphere, effects of which are currently continuing. As a result, it is not realistic to expect students who have been taught to believe that "if there is no homework, there is no responsibility" to develop social responsibility and bring proposals for the solution of problems. From this perspective, students should be allowed to observe problems and be close to related areas and groups so as to develop their social and environmental awareness. In this sense, just as swimming cannot be taught by telling, social awareness cannot be gained by telling. From this perspective, "Social Service Applications" course should be seen as a responsibility projects and it should be given due importance.

Besides this, it is a serious mistake to believe that it is sufficient to educate only those who have access to school, for education provides people with knowledge, skills and perspectives throughout their life. Transfer of information acquired in education for sustainable development to the society by students is very important in the implementation of acquired information and occurrence of behavior change. There seems to be a habit of providing information to the public about this issue from time to time or only after instances of danger. As there is a tendency in non-formal education towards enabling people to get a profession according to general preferences, environmental education seems like as a secondary problem (Aydoğdu and Gezer, 2006: 220). Moreover, solutions to the problems cannot be found right away, since there is no co-operation between official institutions and voluntary organizations regarding this issue.

Civil Society and Sustainable Development

The problems caused by growth-centered approach to development and the necessity of sustainable development thought led to reevaluation of the role of nongovernmental organizations in the process of development. Indeed, in contemporary democracies the political participation does not mean only voting, but also people's participation to the execution with various nongovernmental organizations and audition of the process. Moreover, functions of nongovernmental organizations in modern society are becoming more important, because the risk society is a self-critical society.

The OECD has highlighted the importance of a good participant management; that is governance, so as for policies to be consistent with realization of sustainable development objectives (OECD: 2002a). This insistence is not in vain, because even in places with the worst practice of democracy the existence of a more efficient structure in tackling environmental issues has been observed, compared to authoritarian regimes. As sustainable development is closely related with democracy, the impact power of civil society should not be ignored. Today, corruption, poverty and environmental disasters in many parts of the world are known to be closely related with nondemocratic structures (Sen, 1997). Therefore, to strengthen democracy and reduce problems the Civil Society Development Program was started by the EU, and thus civil society initiatives were supported. One of the most important reasons is functions of non-governmental organizations such as their participation in the management, problem-solving abilities, supervision, and molding public opinion. Active, conscious individuals and volunteering are important elements of the sustainability of development, for initiatives in the public sphere are the basis of democracy, which is also the basis of citizenship. Therefore, today many of the international funding institutions have set as the primary principle of their agenda to increase local capacities, and help people to solve their own problems (Çakmak, 2002: 33-35).

As development is a social phenomenon, it is indispensable to consider institutions that form the social structure as an integrated structure to make development sustainable. This situation necessitates an approach that activates economic, cultural, educational, political and psychological factors together, instead of an approach with a single-cause determination in a comprehensive phenomenon like development, which means the change in social system (Tezcan, 1991: 198). Taking the comprehensiveness of these factors into account, there is a need for a holistic approach, in which not only decision-makers' but also everyone's participation and support is provided. In this sense, educating people on various topics and making them voluntary parts of the change program, for goals with both social and environmental content, is only possible through civil society. Today, it is claimed that these organizations can be faster and more efficient than the state in the development and implementation of policies due to their prevalence, representative power, and flexible, open and small-scale structures.

However, today non-governmental organizations have serious problems both in quantity and quality. For example, it is known that civil society organizations are deprived of qualified staff and research, analysis and implementation tools. Project studies, which are popular nowadays, cannot be carried out without qualified volunteers even if financial resources are provided, for consensus building, project preparation, implementation and reporting require as a tedious work. Although problems concerning civil society differ from region to region, we can easily say that there is a similar situation throughout the country.

According to data reflected in "World Values Survey 1999", the rate of NGO membership in Turkey is 7.8%. Parallel to low rates of participation in civil society in Turkey, the rate of citizens volunteering for charity activities is also very low. According to the same research data, the rate of people who volunteer for charities in Turkey is only 1.5%. However, it should be specified that professional chambers and trade unions, membership of which is not voluntary, are included in these rates (Bikmen and Maydanoğlu, 2006: 44-47). However, according to the World Values Survey in 1991 71% of people in the United States 38% in France, 64% in Canada, 52% in England and 67% in West Germany were members of a voluntary organization (Fukuyama, 2000: 188).

Education for sustainable development refers to people's effort for a sustainable living and development knowledge, skills, and the social values needed for increasing democratic participation and supporting sustainable behavior. Some actions are recommended so that Turkey can achieve its long-term environmental goals; the need for intensifying information and sensitivity is highlighted and adoption of European Union's environmental standards and regulations is envisaged (T.Ç.V. 2001: 99). Prior actions proposed for increasing the level of information and sensitivity are addressed on axis of informing groups, consciousness raising education and civil society. Yet, the main elements that need to be active in creating awareness and information, that is, non-governmental organizations are quite inadequate in quality and quantity in terms of human resources. The fact that civil society cannot extend to the masses creates weaknesses in terms of protecting democracy and life spaces against governments (Çakmak, 2002: 3).

Although there is a lot to do in these institutions, the volunteers working in such places run out of energy due to insufficient number of volunteers, and this brings about negative consequences such as becoming professional or losing their efficiency (Çakmak, 2002: 19). In this sense, we believe that with "Social Service Applications" course university students will reduce NGOs' professionalization risk in the process by supporting them with their voluntary work. Most non-governmental organizations are in need of professional staff today and this has a cost, yet we do not believe that these organizations cannot contribute to the solution of problems by developing appropriate ideas without professional people. Such institutions, which have a dialectical relationship between public and private spheres, are known to have the capability to create a power/synergy that operates in society from below upwards. But, this cannot happen if NGOs do not get the support of society.

Social Service Applications Course

It is known that education is an essential element of society with its social, economic and cultural functions. The function of education cannot be denounced in improving individuals according to the needs of society, addressing the needs in the light of contemporary developments, and providing solutions. Realizing most environmental and social problem in a rapidly changing world and developing appropriate strategies in related issues necessitate a flexible, responsive, participatory understanding of man and education. Such an understanding requires cooperation and responsibility of different people from all classes of the society in the subtle way from education to democracy. The "Social Service Applications" course might be an important means of accomplishing this goal. Social Service Applications might play an important role in reducing problems and helping the underprivileged in Turkey, where the principle of social state has not sufficiently developed yet.

The expectation that this course, which is taught at education faculties, will put candidate teachers into action about development and environment issues is actually parallel to traditional roles set earlier for teachers.[1] As it is known, nearly half a century ago, teachers were expected to serve as leaders in many issues such as development, poverty reduction, adult education, citizenship education, health problems, leisure-time activities, and being a model for young people in Western Europe and Turkey (Tezcan 1984: 323). It has often been stressed in related works that the mission of modernizing Turkey enabled professional groups of the one-party era to identify themselves with the government (Bora, 2000). However, this idea was found to be unrealistic and due to increased change and professionalism, teachers are, nowadays, expected to provide guidance in such issues instead of serving as leaders. From this perspective, with this course students can be expected to develop awareness for social and environmental problems and guide the society various problems.

Rapid changes parallel to industrialization have created the need for teacher candidates to be acquainted with what happens in the world adjust themselves accordingly. The need to set a balance between school pedagogy and social pedagogy is an issue of importance in industrial society today. Because of increasing leisure time and the positive impact of the wealth of outside school experience, teachers should also be active in non-educational activities. As education is the process of producing solutions to problems in accordance with social needs and needs of the age, the "Social Service Applications" course should be considered as multifaceted for sustainable development. Besides, applied courses, in which students act with the information they acquire and the group

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[1] Ministry of Aducation, too, joined the efforts to endow teachers with the mission of leadership. One of the most interesting events was the translation, publication and free distribution of "Beyaz Zambaklar Ülkesinde" to teachers in 1928. The novel is by Russian author, Grigori Petrof and sketches the life of an idealist teacher (See, Yahya Akyüz. Türkiye'de Öğretmenlerin Toplumsal Degişmedeki Etkileri, Ankara: Dogan Basımevi, 1978.).

dynamics, are seen as an important chance in not only the changes in behavior but also the changes in attitudes and feelings. Another dimension of this issue is that there are a lot of young people who have great ideas but no opportunity to realize their ideas. So, this course may be chance for young people.

As sustainable development is ultimately a project of change, no change project can be successful unless supported by educational institutions. According to Toffler, education should be oriented towards future and young people should develop plans for the future by understanding the direction and pace of social change (Ergun, 1994: 248). Toffler asserts that as the pace of change increases, it may become more difficult for people to build relations with each other and therefore they have to struggle with problems. In this sense, the course is considered to be an important means of sustainable development with its feature that prepares the ground for this. As is known, material changes are accepted more rapidly, while spiritual/mental elements take longer time to be adopted. This cultural lag, which has created problems in terms of sustainable development, can be eliminated by effective sharing of information. Max Weber states that education creates certain personalities according to varying social structure and economy. In this context, Weber implies that the aim of educating "cultured people" in the old bureaucratic structure will be replaced by the aim to educate the "expert people" in industrial society (Tezcan, 1997: 254-255). But in the current global age, the "expert people" model does not suffice and the "responsible people" model is needed, which can educate people sensitive to environmental problems.

The "Social Service Applications" course, which was prepared by Board of Higher Education within the framework of the Higher Education Council Law No. 2547, became part of the revised syllabus of education faculties, which has been implemented since the 2006-2007 school year. The course is taught in the 6th term of all education faculties as 1 theory hour and 2 application hours, which makes 3 credits. The University Council describes the work related to this course as follows: Students will identify current problems of society and develop projects to produce solutions in this course, which is obligatory for all teacher training programs. Also within the scope of this course, students will be encouraged to participate in events such as panel discussions, conferences, congresses, symposia as viewers, speakers or organizers. Students' success in these studies will evaluated as part of the "Social Service Application Course" (Coşkun, 2008: 3). In this sense, it is important to know the guidelines identified in the workshops. The workshops identified the following principles (Tezbaşaran, 2006: 4-6) :

1)In the Social Service and Applications course and in the defined activities of the course, it is aimed to provide teacher candidates with social sensitivity and awareness, cooperation, solidarity, effective communication and self-assessment skills, social responsibility and self-confidence.

3)Activities defined in the Social Service Applications projects should be original and different from the activities defined in the programs.

4)Activities defined in the Social Service Applications projects should enhance scientific, critical and creative thinking in the target audience, and should motivate them and make them curious for reading, learning, research, analysis.

The goals here show that the candidate teachers are projected as a development element that tries to bring solutions to problems rather than a technician teacher who has been designed to do what he/she is told to do. In this course, although it is aimed to develop candidate teachers' co-operation, awareness, personal development, communication, and self-enhancements skills, it is also aimed to produce benefits for society. Through the course, candidate teachers are expected to socialize, become integrated with the society, and consequently play their role of social leadership (although criticized today). Besides being aware of social problems, they are also expected to take responsibility to solve various problems and get emotional and behavioral accomplishments related to their profession.

Implementation of the Course

With regard to this course, participants at the Mersin workshop discussed whether this course was aimed at removing certain shortcomings that are in responsibility of public administration or it was an awareness creating process in which students will actively participate. Moreover, it was observed that there were different ideas as to whether this course should be compulsory as it is now or elective. Those who thought that the course should be elective argued that a compulsory course would disrupt the voluntary character which formed the implementation philosophy of the course and that this would adversely affect individuals' tendency to do voluntary work. Those who were against its being elective contended that especially because of military revolutions people shun from civil

associations, foundations and social service organizations and that there would not be sufficient participation if the course was elective.

Additionally, some other suggestions about how to apply this course were put forward as follows (Tezbaşaran, 2006):

1)Not limiting the social service applications to only one term, starting the activities in the first year, and designing each activity with a "project-based" approach

2)Creating "Social Service Applications Project Pools" and sharing the proposed projects with other faculties by publishing them on the internet

3)Monitoring of realized projects and award the best project in project festivals

It was recommended at the workshop that new students should be informed about this course each year and that course-related activities and projects should be announced, thus encouraging students to attend activities and projects starting from their first year at school. It is stated that the course will be completed with the evaluation of various activities the students have attended with their own preference in a 3-year period (6 semesters). As the activities students participate in this process will be documented in the personal files approved by the advisor or coordinator, monitoring and evaluation projects will be accomplished without any problem. However, current organization is insufficient for realizing all these suggestions. For example, as noted above, it is uncertain who will monitor students' activities to be carried out until the 6th semester and how. Therefore, the first thing to be done about this is to create a unit about this course and employ a group of two or three social scientists who are familiar with social problems and applications such as sociologists, psychologists, social service professionals and anthropologists in this unit. The course may provide important contributions to sustainable development goals if such a unit takes the responsibility for issues such as the general organization of the course, identification of project areas, creation of the project pool, announcement of projects at certain times, and budgeting. Otherwise this course cannot be carried out effectively and productively under the coordination of faculty members who have to teach for 20-25 hours per week as is the case in current applications.

Such a coordination that will be undertaken for a low tuition and abandoned with such worries from time to time cannot be effective in neither the preparation of original projects and guidance nor the creation of a project pool, monitoring and evaluating applications. Concerning social service, the contribution of faculty members can only be effective during the implementation of the project, predetermined or organized with students by "Social Service Applications Course" Coordinators. During this implementation faculty members can guide them in the process of monitoring and evaluation of activities and provide the project unit with some ideas about problems and other original projects. Otherwise, the school year will be over before identifying what project should be done and how and organizing the activities.

Besides, while coordinating the "Social Service Applications" course the type of projects that can be done should be discussed in detail with Governorate, Municipality and related Civil Society Institutions and necessary permissions must be taken and organizations must be made in advance so as to minimize the potential risks for students' activities. Otherwise, getting permission from related institutions every time and doing the same things over and over again for organization will lead to serious loss of time. In this process, students may be directed to public institutions as well as civil society organizations in order to participate in their projects. However, some projects produced by students may be related to groups that these institutions serve and therefore it may be necessary for them to cooperate with such institutions. However, cooperation with local government is needed to identify relevant non-governmental organizations beforehand because of the risk that some student might be directed towards illegal groups. So as to do all these, serious organization with universities, civil society and local government is needed. In this organization, significant synergy can be attained for sustainable development if local governments can cooperate to facilitate the activities and reduce the risks and if civil society organizations can cooperate to decide what to do about what subjects.

At the faculty of education the following activities were done within the framework of the Social Service Application Course:

1)Education support for those who cannot read and write
2)Preparing secondary school students for national examinations
3)Organizing muzical entertainment programs on behalf of the poor
4)Blood donation campaign

5)Teaching grown-ups how to read and write
6)Reporting the problems of the city to authorities
7)Planting trees and environmental design
8)Collecting books for schools in villages

In the focus group study, participants expressed that the activities were beneficial for both themselves and the target groups. They also expressed that participating in various social activities at different institutions was very useful for themselves in terms of their professional and personal development in general. However, they also asserted that the course was a real opportunity for the target groups with special needs; that they felt insufficient or unefficient in certain cases and that they were distressed in such cases. The focus group study revealed that especially the students who were interested in problematic target groups encountered with problems and felt helpless in some situations. So, they must be guided and directed towards activities that they can do easily. Some of students' problems concerning the implementation of the course are as follows:

Difficulties concerning the supervision of students
High amount of expenses concerning activities
Disagreement between students about working together
Misconduct by some students during the sharing of responsibilities
Not considering the course as a real course and disreagard towards it by teaching staff
Difficulties in evaluating students' success or performance in the course
Excess of reports about the course and tedius formalities
Indifference and authoritarian conduct towards students at the host institutions
Boring nature of some activities for students
Abuse of students during the activities from time to time
Insufficiency of students' qulifications related some specific activities
Delays resulting from the identification of activities
Host institutions' disregard for some of the activities
Inadequacy of the place where the activies are planned to take place
Discrepancy between the program of students' department and that of the host institution

Concerning the implementation of this course at Faculty of Education, Kilis 7 Aralık University, I observed that students do not perceive this lesson as a normal course and that they had positive views about it. Two important factors seem to be effective in this. First, because the course is based on activities proposed by students and implemented in a social environment generally outside the university setting, it is perceived differently. Moreover, students are active rather than being passive in this course. Also, as they do the planning themselves when arranging the activities, they act within a more flexible and freer atmosphere. Besides, as this course contains a sense of expressing themselves, participation, collaboration, product creation, solidarity, and competition with other groups, group dynamics allow them to receive more satisfaction this course. This course, which entails learning by doing or learning through experience, may provide a significant contribution in terms of emotional wellbeing. However, personal characteristics of coordinators will be the determining factor in this.

The project format of the course will have important cognitive contributions during the preparation and reporting of the activities such as planning and self-discipline. However, implementing the course in a fashion similar to other courses, assigning students to do very difficult projects and making them struggle with too many formalities in the preparation and reporting process will result in serious consequences. In this sense, there is a need for an atmosphere in which the course is planned in a completely student-centered way and the students are told what to do only in the manner of guidance. In this sense, the method of handling the course will be more decisive on the perception of the course, rather than it is being defined in the curriculum as compulsory or elective. However, defining it as an elective course in the curriculum will be more appropriate to the voluntary nature of it in general. The fact that the spirit of volunteering is essential for this course requires such a quality on behalf of teaching staff that can create such an atmosphere, and therefore, carrying out the course only for course tuition will not be fruitful.

Results and Evaluation

Industrial revolution which takes an important place in the history of civilization has turned into a process in which environmental resources are destroyed in an irreversible manner as a result of humankind's quest for establishing control over the nature. Population growth, distribution of commodities among individuals, and unemployment have been the most important problems the humanity have had to face in the last two hundred years.

However, as the environmental dimension of these three problems is ignored, even in optimum processes where these problems are thought to be overcome, economic growth has been found to unsustainable. As the sustainability of economic growth, which is the basic paradigm of our age, is not considered, social and environmental impoverishment is increasing. Determining economic growth only with the increase in the level of gross national income means not understanding what development sustainability is. Negative experiences undergone so far have brought about a new debate in which the whole capitalistic system is questioned together with the positivist-materialist paradigm. Although the concept of sustainable development, which came into use in such an atmosphere, is evaluated as a step taken within the system itself, the discussions it has are important for the future of humanity.

Sustainable development, which consists the planning of social, economic and natural resources in a supporting and holistic manner, requires a broad participation which cannot be addressed with only state policies, limited efforts of law makers or civil society members. Today we cannot expect the state to deal with every problem and solve them with the decisions it makes. Rapidly changing nature of modern society and the complex nature of the needs and problems it has brought necessitates lifelong learning, sensitivity and responsibility. Nevertheless, it is a fact that people cannot cope alone with social problems. The advantages provided by group dynamics to cope with such problems increases the importance of civil society institutions and reveal the need to support these institutions. As the voluntary service of qualified staff is the most important part of this support, university students' familiarity with these institutions and working for them for a while will be an important start and these institutions will gain a significant vision and dynamism with their participation.

A culture of civil society has not developed enough in Turkey due to historical, political and cultural reasons. It is known that civil society institutions are not effective enough and are unable to realize their goals mainly because of financial reasons and many other reasons. One of the most important reasons behind the fact that civil initiatives are inadequate in their intervention to problems is that they are deprived of qualified human resources and participant individuals. As these institutions lack human resources, they experience serious difficulties in project development and implementation. Indeed, today many projects with social, economic, cultural contents and supported by the EU are known to have not been implemented because of insufficient human resources. This difficulty can be overcome with "Social Service Applications" course, because the topic, purpose and procedures of this course are suitable for a project-based work. It can be said that this will help civil society organizations especially in their project applications concerning overseas funds. To give a simple example, foreign language requirement during the project preparation and reporting process is a cause of worries for many civil society organizations. However, students at foreign language departments can help civil society organizations in this regard.

With the "Social Service Applications" course, which will be implemented at universities, there will be a higher probability that not only young people but also lecturers and professors will be more interested in social problems and provide more contribution to solve the problems. Faculty members' guidance to students especially in identification and implementation of activities within the framework of this course will produce effective results because of ensuring expert participation in social problems. So, this course can be applied as a instrument of active politics. But for this, it is needed the coordination between university and other institutions such as civil and formel establishments. An organizing of office related to tihs course helps realizing the this coordination and activities.

Sustainable development, which has many economic, social and environmental dimensions, requires a collective struggle which includes not only governmental agencies or businesses but also various groups. Therefore, for a sustainable world, democratization of management and conscious participation of citizens in the management is needed. A conscious society will support the state to accomplish its sustainable development objectives easier and quicker, because society's being aware of the goals of sustainability makes it easy to achieve sustainability goals in terms of knowledge and skills. As in all over the world, in Turkey, too, there is a need for citizens with sufficient information and environmental awareness and human power that can provide guidance in the application of sustainability plans. However, this is really difficult to achieve. That is to say, asking people to participate in the solution of problems does not guarantee their participation. In this respect, the education system should devise ways encouraging and guiding participation. We can argue that the Social Service Application Course has a format which serves this aim but, ıf this course isn't paid attention to as ıt should be, it is misused, easily. If this course is misused or this organization is not done competently, this fact destroyes volunteerness, deeply.

Because of various reasons, young people in Turkish society are quite insufficient in terms of developing awareness to problems, participating in civil society, and working in cooperation with others. From this perspective, it can easily be presumed that university students are more important for the dynamic and ever-changing nature of the society compared to other groups, and that they can take responsibilities in sustainable development, which has many sub-headings such as environmental, economic and social problems. However, especially in developing countries, where literacy rate is very low, it is difficult to do this without participatory training programs that will

reach audiences outside the formal education to mobilize and incite awareness and consciousness in them. From this perspective, there is no other large group as acceptable as university students in terms of their energy, participation, qualifications and organization. In this sense, it is believed "Social Service Applications" course will provide an important function. Within the framework of this course, adult individuals can be informed and made conscious about environmental, cultural, economic and social issues with various educational programs (vocational training, service training, etc.). Otherwise, carrying out these programs at a limited level is not suitable to the logic of sustainable development, which requires broad participation, because the desired results cannot be derived without spreading this type of program to the society and securing a wide range of participation.

The most important difference of this course from other courses is the fact that it is suitable for group work and that provides individual and group satisfaction. If this course, which is very convenient to the cultural background of Turkish society (e.g. imece, the spirit of collective labor) in terms of social assistance and expectations of group dynamics, can be organized well, it can be maintained that universities will become significant units for sustainable development. Of course neither this course, nor students can be perceived as saviors of heroes. But with efficient implementation of this course, thousands of students will go down from the grandstand like audience to touch on problematic issues and contribute to the efforts of finding solutions to society's different problems. Thinking that with this course thousands of students at faculties will take action on various topics with the aim of social service, we are face to face with a huge group of people who wait to be organized and informed. These huge groups can contribute actively to the solution of many problems assailing sustainable development and become experienced volunteers, experts or workers for many issues related to their background later in life. From this perspective, "Social Service Applications", which can be considered as a kind of social internship, can function as a response to expectations concerning university-industry cooperation in social life.

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