

Interview

Prof. Paul Silva, Editor-in-Chief, JAMMO, Interviews Dr. Hayal Köksal, Director General, World Council for Total Quality & Excellence in Education (WCTQEE), Turkey

Prof. Hayal Köksal, Rumeli Feneri Yolu, Sinpaş Boğaziçi Malikaneleri,
Safir 4, D.17, 34450, Zekeriyaköy, Sarıyer, İstanbul, Türkiye
hayal@hayalkoksal.com +905323738487

11 October 2012

PS: Dr. Koksal, you hosted the 11th International Convention on Students' Quality Control Circles (ICSQCC) {İmece*} organised by the twin organisations, you are directing, Turkish Centre for Schools of Quality and the Association for Continuous Improvement (Sü Ge Der). Give us some background on the work WCTQEE does around the world and the significance of the 11th convention held in Turkey in view of cooperation and global partnerships in the promotion and accountability of quality in education.

{*Readers: please note that in İmece the 'i' is pronounced 'i' as in illustration or Indian, and both 'ee' are pronounced as 'e' in egg. The 'c' as 'j'}.



HK: The World Council for Total Quality & Excellence in Education (WCTQEE) has had a unique responsibility through training, understanding and helping in the realization of TOTAL QUALITY PERSONS from its interaction with educational leaders, students, pupils, teachers, parents and politicians of member countries. Our President, Dr. Jagdish Gandhi, who is also the founding manager of the City Montessori School & College, Lucknow, India, which was awarded the UNESCO Peace Education honour, is aware of how huge the task to promote and achieve total quality and excellence in education is and it's upon this cognizance that he bases his leadership of the organization and his school.

Experience tells me that many advisors, managers and Directors General in various countries have been doing their best holding conventions, organizing seminars to train leaders even when some are struggling to meet the demands of any upcoming events. The trend has been that those in the management position of WCTQEE are supportive of each other and their work. A good example is the annual conventions hosted by WCTQEE where the management team is usually well represented physically and in sharing ideas and good practice.

In spite of the strides and successes we've achieved it's my belief that we must do more in:

1. Using technologies more effectively; to meet more often to share our ideas and thoughts. For instance, through Skype as ongoing endeavours rather than occasioned only at conventions and seminars.
2. Preparing a common book of terminology, of quality tools, projects and studies.
3. Preparing a LOG BOOK to include all the good models from member countries.
4. Being good role models for the newly trained Total Quality Persons (TQPs).

All this does tie in to the part of your question to do with cooperation and global partnerships given that each convention is partnered and hosted by a member country, not at the headquarters but in the member's own geographical area.

PS: And the 11th International Convention on Students' Quality Control Circles (ICSQCC) you hosted in Turkey?

HK: Yes, let me provide a brief background to the 11th International Convention which took place on 26- 28 August 2008 on the Yeditepe University's Kayışdağı campus Istanbul, Turkey and was significant in many respects as it served to consolidate and extend the efforts I have been leading to raise, in sustainable ways, higher levels of quality in education for the Turkish educators, students and parents since 1998. Bear in mind that the number of students' İmece Circles by the year 2000 has reached 1000, that's about ten thousand teachers and students. It is even more notable that by 2001 our Information, Communication, Technology (ICT) project had turned into an international project competition and by 2003 I was able to share these efforts during the 6th ICSQCC convention in Lucknow, India for the first time which led to my being honoured as the Director General for Turkey within the World Council for Total Quality & Excellence in Education (WCTQEE). In 2005, my İmece Circles Project for the Turkish schools was recognized by the World Bank as part of their 2005 Creative Ideas Competition for the Improvement of Turkey. This project was nominated among the first best 22 projects out of 739. More importantly, the Turkish word "İMECE" has become known to represent a good model of Students' Quality Control Circles in many other countries. The internationalizing of a localized Turkish cultural concept means a continuation of Atatürk's revolutionary spirit, for me.

PS: Your talking about Atatürk's revolutionary spirit seems to echo a comment made by Prof. Ali Baykal, Chairman, Education Committee, Turkish National Commission for UNESCO when he states:

For him {Atatürk} knowledge as a means of oppression, or as embroidery to show off, is worthless; but, it is invaluable as an instrument for development, for the betterment of society (Baykal and Köksal, 2008:6)

HK: This is very important because it not only represents us as being sons and daughters of the great leader Atatürk – it is also a sign of lateral thinking, friendly collaboration, timeliness, brave problem-solving, contemporary and scientific leadership for the youth and sharing boldly and

technologically. The 2008 convention in Turkey centred on the education of the future – a future of “Total Quality Persons (TQPs)”.

I am a proud member of the great World Council for Total Quality & Excellence in Education especially that the target is known and it is marvellous, and the methodology is clear; namely: Plan-Do-Check-Act (PDCA) mindset. I believe we ought to make use of the time and differences in the seasons between countries. For example, Turkey is in the Summer Holiday right now but many schools in many countries are not. That must be the correct time to share more.

If you're asking me what the role of Turkey is within the Council: I see Turkey as a unique role model due to her geopolitical location; the revolutions of Atatürk and the number of SQCs (İmece Circles) that are guided in Turkey through my efforts in collaboration with others not only in universities but also in teacher-training programs such as the Microsoft Innovative Teachers Program and other Information, Communication, Technology (ICT) projects for children and leaders of Non-Governmental Organisations (NGOs).

PS: What are some of the challenges and constraints to getting real benefits from the Quality Circle activities among students?

HK: As a result of a wrong policy the Total Quality movement in Turkey started as a top-down process by the Ministry of Education in the early 2000's. It was perceived as a materialist way of approaching schools since it came into the education world modelled after the business world. All the terms were seen as the tools of the business world, such as “customer or supplier”. But in fact, adapting Total Quality (TQ) philosophy to schools and the creation of such a philosophical approach was essential. Because we all know that quality is HUMAN FOCUSED and love, respect and tolerance are the main ingredients of its approach along with volunteerism and commitment. As a result of the above mentioned perceived weakness, school principals and teachers resisted it. Through İmece Circles (I adopted the Quality circles concept to Turkish culture focusing on team work and collaboration=İmece), I always try to include future teachers, parents and kids into it showing the real face of the quality. As one of the Director Generals of WCTQEE, this is the solution I've found to publicising the quality philosophy. Students should be inducted early into the quality paradigm to know the essence of being a quality human being, a responsive citizen. I must say that students love the methodology. If you visit the web page of ICT Seagulls Project (http://www.bilisimcimartilar.com/V2/?page_id=5&lang=en), you will see 260 projects focusing on İmece Circles, not only from Turkey but also from the USA, UK, India, Nepal and South Africa.

PS: Can you give us an overview of Teacher Education Programmes in Turkey and if WCTQEE, KALBE MER or Sü Ge Der have had any positive impact on the training of teachers at the primary, secondary/high and the tertiary levels.

HK: On the 24th November 1998, I started giving “Quality awareness seminars” in Turkey at Değirmendere, Kocaeli for teachers of English. Then, those seminars went on in collaboration with English Language Education Association (İNGED/ELEA) and with different Directorates of the Ministry of Education. They were mainly in-service training programs to inform the teachers and administrators about the philosophy and implementation of Total Quality in Education (TQE) in various cities of Turkey.

Meanwhile personally I was giving courses named; “Personal Quality & Leadership”, “Quality in ELT”, “Quality in Education” and “Innovative Teaching” at various educational faculties within Istanbul. They were for the pre-service education of teachers.

In 2005 with the New Curriculum, we designed “QOMER (now KalbeMer) Curriculum Academy” program along with some educators, and trained many teachers from state and private schools. It was mainly about using technology innovatively, imece circles and new measurement systems/rubrics and portfolios.

We prepared a CD for our program on using technology innovatively etc. as modules that can be applied to all subject areas within secondary schools.

I have designed, developed and taught a 14-week Innovative Education course at Boğaziçi University for 7 years and between 2004 and 2009, I acted as the advisor and localizer of Microsoft in Turkey, for the Innovative Teachers Program within the Partners in learning initiative. First of all, I attended some Microsoft seminars in Budapest, London, Stockholm, Philadelphia and Helsinki and then prepared a 32 hour innovative training program for teachers and another 32-hour innovative training for Coaches. After training 150 teachers on innovation in different cities of Turkey, we handed the program to the authorities of Educational Technologies Department (Eğitek) of the Ministry of Education.



BPL Children SQC

PS: Since social equity go hand in hand with excellence in the framework of Student Quality Circles, are there national or local education policies supportive, or which are impediments to these goals? And what can be done at the local, national, or international levels to assist in drawing down the negatives while accelerating the realisation of positive policies in schools and universities helpful to social equity and excellence in education?

HK: My work within the Quality association (KalDer) between 1998 and 2001 and as one of the founders of the Education Expert Group, Kalder was one of

facilitating collaboration with the Ministry of Education to analyse the main educational problems of Turkey. KalDer was collaborating with the Ministry of Education, to start TQE, but somehow it did not become successful at the time as the schools felt it was more business than education. I believe the way it started was wrong. It was perceived as a “Top-Down” process by the schools instead of a “Bottom-up” one. Nevertheless, it’s still going on in some schools and huge amount of money is still being spent on it. I think for the success of the quality approach, love and commitment and also volunteer actions are important. Because TQE was seen as money-making in Turkey by most educators from the onset, it has faded away as the years passed by. In order to re-vitalize its “noble” side, by which I mean the training of total quality persons (TQPs), which is our aim at the WCTQEE, I have started to use the İmece Circles as the most creative tool. It is much better than memorization. I wanted to teach critical thinking skills, managing time, conflict, meetings and daring to implement creative and innovative projects at schools. There are still some people who are against TQM and they think that it is out of fashion. In fact TQE philosophy is the essence of life and it focuses on lifelong learning.

285 Journal Academic Marketing Mysticism Online

So, you see how WCTQEE, an international organization through its work is helping to provide solutions to the Turkish problem regarding total quality and as demonstrated in our work with the İmece circles we're revitalising the application of total quality in education by modelling total quality persons throughout our education tiers; promoting lifelong learning for teachers, students and parents alike.

PS: So, you're saying education is the true arbiter of social equity, which brings me to the point where I have to ask you how you see the concept of Quality Control Circle in academics, its implications, orientation and the extent of its support in Turkey.

HK: I named Students' quality Circles as İmece Circles as I mentioned before. I have been teaching the methodology since 2001 and up to now, I have trained and guided nearly 3000 circles. That means nearly 15,000 persons. It has become so practical for me that, within 2 hours, I teach the methodology to the participants and after sharing some samples, I immediately move to the practice of it. For teachers, I use it (teach it) as a tool to be used within class for classroom management, for project management and for instructing the units of a subject area. For university students, I use it as the main tool of my course. Thus, students who are generally teacher trainees learn by doing. Each term, I conduct nearly 70 circles with each classroom averaging 50 students. I also use it within the international projects for youngsters. Even kindergarten students learn it and put into practice, especially, its environmental issues. I also use İmece Circles for the NGO groups, for the local governors' trainings. I usually get magnificent feedback from my students who are already working as teachers in many regions in Turkey. They find it fun and fruitful for their students. My expectation for the Quality Control Circles in Turkey is that all those who are party to the circles continue to find a platform within universities and schools to teach and apply the İmece philosophy.

PS: How does a school or college get results from Total Quality Management (TQM)?

HK: Schools and Colleges can get results through Personal Leadership, True Partnership, Systems Focus, Process Orientation, Commitment to Lifelong Learning and doing all these things with LOVE. Using the mind and scientific approaches and developing Empathy; Team work; Using ICT, all these put together and applied by a school will bring MIRACLE to the school. Starting from the correct position is the key element. A complementary explanation to your question from an organisational point of view was provided by David Hutchins, the Chairman and Founder of David Hutchins International in his article published in our 11th INTERNATIONAL CONVENTION BOOK pages 95 – 102. I can summarise them as:

Principle 1: Make use of the total corporate IQ	Principle 2: Make use of the full potential of all of your people
Principle 3: Give people the opportunity to present their ideas	Principle 4: Reward Achievement
Principle 5: Give praise when it is due	Principle 6: Use empathy
Principle 7: Create a positive work environment	Principle 8: Provide the opportunity to make improvements
Principle 9: Managers get results through people	Principle 10: Encourage a spirit of 'organisation mindedness' rather than departmental mindedness'
Principle 11: Employ the concept of Hoshin Kanri at the top management level and cascade the goals through to all levels of the organisation	Principle 12: Provide recognition for achievement
Principle 13: Your power is in your total supply chain	Principle 14: Do not live in a fool's paradise. Make sure you are up with the best
Product 15: Look after the process and the product will look after itself	

PS: You wrote with Gökhan Birakoğlu about 'affective ways of teaching history' using Istanbul European Cultural Capital City Project as a sample; could you summarise for our readers specific lessons learnt from this project.

HK: Gökhan is a History teacher in Adana. I met him through a friend during the 11th ICSQCC. We had noticed that what we were sharing about the wrong methodology which is popular for teaching History in Turkey was similar. As is seen everywhere, if you teach History based upon "memorization", the new generations cannot learn any lesson from the past events. The best way is through imagination, re-realization and keeping the lessons within the mind and heart. İmece Circles is also the best method for teaching it. A specific lesson was teaching the principles of Atatürk through İmece Circles. It was not learning by heart but it was solving the problems like him.

Thus, they could develop empathy about the issues pertaining to the problems. I believe in the future, when they become the leaders of any institution, they will be a real leader.

PS: This brings us to the issue of global peace, how do you think human rights and education can further global citizenship?

HK: All students (future citizens), starting from the early ages, should learn about Human rights, the importance of non-violence for humanity and the importance of peace to stay in dignity. We have a unique slogan about it: "Peace at Home, Peace in the world". Starting from the peace within, each person should learn how to realize and contribute to peace. In India, for instance, the founders and administrators of City Montessori School & College in Lucknow place "peace education" at the core of their school program and thus they have started training TQPs for the future world. In that school, every year through 34 international conventions, students meet with global leaders of various communities learning the different ways to process thoughts to address multi-faceted issues and find workable solutions (www.cmseducation.org). I think all countries should emulate this practice

and design Peace Education as the core of their school curriculum. It's not surprising that the Lucknow School & College was honoured with the Peace Education award by UNESCO.

PS: Prof. John Jay Bonstingl, the foremost leading light on TQM and an advisor to WCTQEE positions every child as a leader, using your own story tell us the journey you traveled to becoming a recognised global leader and how important has mentoring and innovations been to your success not leaving out what you're doing in your personal capacity to guide others to the ladder of leadership.

HK: First of all, I would like to thank you for naming me a recognised global leader on quality education.

PS: I appreciate your modesty. The truth is that you became visiting fellow of Kingston University, London in 2011. You're also the proud recipient of the Honorary Medal of the Ministry of Tourism due to your leadership in Archaeological projects; Gold and Silver medals of "NYDT" South Africa. You're also the coveted winner of the "Business-Education Partnership Award" of the Centre for Schools of Quality and Microsoft Turkey. Dr. Koksal, you're the Turkey representative of the Centre for Schools of Quality USA, the Turkish National Youth Development Trustee (NYDT) of South Africa, the Turkey's Director General of the "World Council for Total Quality and Excellence in Education (WCTQEE), and a member of the advisory board of "Centre for Quality People and Organizations (CQPO) USA". On 4th December 2005, you received the "World Quality Leader" award by the WCTQEE. The same World Council awarded you with "Nelum de Silva Human Excellence Award" due to your efforts convening the eleventh ICSQCC and "Helen Keller Human Excellence Award" for the challenged students' projects you have been leading. Your ICT Project supported by Microsoft Turkey has gained great success nationally and internationally to train students in innovation.

HK: You might want to add, Paul, that in 2000, I co-founded the Turkish Centre for Schools of Quality with John Jay Bonstingl, the world renowned Quality expert. That centre on the 16th January 2012 became the EURASIA CENTRE.

The keys are, I believe, a non-stop love for learning, for teaching and also for human beings. I love kids and I believe in the huge potential within them. Looking for change, showing empathy for everyone in need, improving communication skills and participating in seminars and conferences about the issues one is interested in are important as well. I have never focused on money up to now. My focal point has always been sharing and caring for each other and standing together supportively and helpfully. In order to address more and more people I make use of every opportunity I find. I found NGOs; collaborate with other NGO leaders. I design and teach courses. I collaborate with local governors and try to make learning fun for youngsters to be able to attract them into the learning cycle. I trust people and have made wonderful friends ('dosts', we say in Turkish) all around the world. Their lives and also their huge number is my pride. My main advice to my students is always to be positive, always keeping a smile on their faces and a huge love towards everything.

PS: ... 'a huge love towards everything', Hayal; do you really mean everything?

HK: Yes, Paul. I mean we can love to learn from everything negative and positive. We can become more loving to each one of us based on a deeper understanding.

PS: You mean making real efforts to re-programme our psyche from warmongering to peace-loving?

HK: That must be the real goal of lifelong learning.

PS: Thank you Hayal for the interview.

HK: It's my pleasure and thank you too for providing me the opportunity to share our work with your journal's international subscribers.

REFERENCES

Baykal, A. and Köksal, H. (2009). 11th *International Convention Book on Students' İmece Circles*. İstanbul: CB Printhouse

<http://www.hayalkoksal.com/V1/images/BookDesc.pdf> [VIEW ITEM](#)

Beevor, A. (2007). *Berlin: The Downfall 1945*. Penguin Books.

<http://www.amazon.co.uk/Berlin-Downfall-1945-Antony-Beevor/dp/0141032391> [VIEW ITEM](#)

http://en.wikipedia.org/wiki/Berlin:_The_Downfall_1945 [VIEW ITEM](#)

Beevor, A. (2007). *Stalingrad*. Penguin Books.

[http://en.wikipedia.org/wiki/Stalingrad_\(book\)](http://en.wikipedia.org/wiki/Stalingrad_(book)) [VIEW ITEM](#)

<http://www.amazon.com/Stalingrad-Fateful-1942-1943-Antony-Beevor/dp/0140284583> [VIEW ITEM](#)

Carr, E. H. (2008). *What is History?* Penguin Group.

http://en.wikipedia.org/wiki/What_Is_History%3F [VIEW ITEM](#)

<http://www.history.ac.uk/ihr/Focus/Whatishistory/#carr> [VIEW ITEM](#)

<http://www.history.ac.uk/ihr/Focus/Whatishistory/carr1.html> [VIEW ITEM](#)

<http://www.amazon.com/What-History-Edward-Hallet-Carr/dp/039470391X> [VIEW ITEM](#)

Chapagain, D. P. (2006). *Guide to Students' Circle: An Approach to Total Quality People*. Network for Quality, Productivity and Competitiveness. Nepal.

http://www.dineshchapagain.com.np/quality_mindset.php#4 [VIEW ITEM](#)

Chapagain, D. P. (2006). *Students' Quality Circle for Personality Development: An Approach to Prepare Total Quality People*. 4th ANQ Congress Proceedings. Nepal.

http://www.dineshchapagain.com.np/quality_mindset.php#4 [VIEW ITEM](#)

Chapagain, D. P. (2007). *Lessons Learnt during Students' Quality Circle Implementation in Nepal*. 5th ANQ Congress Proceedings. Nepal.

http://www.dineshchapagain.com.np/quality_mindset.php#3 [VIEW ITEM](#)

289 Journal Academic Marketing Mysticism Online

Hargreaves, A. (1999). *Changing Teachers: Teachers' Work and Culture in the Post Modern Age*. London: Cassell

<http://www.amazon.com/Changing-Teachers-Times-Professional-Development/dp/0807733407>
[VIEW ITEM](#)

http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED406352&ERICExtSearch_SearchType_0=no&accno=ED406352 [VIEW ITEM](#)

<http://www.history.org>

<http://www.history.ac.uk/education/conference/starkey.html>

http://www.standards.dfes.gov.uk/schemes2/secondary_history

Hutchins, D. (1985). *Quality Circles Handbook*. US: University of Michigan

<http://books.google.com.tr/books?id=YQMPAQAAAJ&q=inauthor:%22David+C.+Hutchins%22&dq=inauthor:%22David+C.+Hutchins%22&hl=tr&sa=X&ei=75KJUICDPIXAhAfgjYGwDQ&ved=0CD4Q6AEwAw> [VIEW ITEM](#)

Hutchins, D. (1992). *Achieve Total Quality*. Director Books.

http://www.hutchins.co.uk/Bk_AchTQ.aspx [VIEW ITEM](#)

<http://books.google.com.tr/books?id=3ewOsNjYBWcC&q=inauthor:%22David+C.+Hutchins%22&dq=inauthor:%22David+C.+Hutchins%22&hl=tr&sa=X&ei=xJKJUMmeNYy7hAelhoDYBw&ved=0CDkQ6AEwAg> [VIEW ITEM](#)

Hutchins, D. (2001). *Just in Time*. UK & US: Gower

<http://books.google.com.tr/books?id=Q6zO-UwJ1i0C&printsec=frontcover&dq=inauthor:%22David+C.+Hutchins%22&hl=tr&sa=X&ei=TZKJUJzuOoexhAfks4HwAQ&ved=0CDYQuwUwAQ#v=onepage&q&f=false> [VIEW ITEM](#)

<http://books.google.com.tr/books?id=Q6zO-UwJ1i0C&printsec=frontcover&dq=inauthor:%22David+C.+Hutchins%22&hl=tr&sa=X&ei=TZKJUJzuOoexhAfks4HwAQ&ved=0CDYQuwUwAQ#v=onepage&q&f=false> [VIEW ITEM](#)

Hutchins, D. (2008). *Hoshin Kanri: The Strategic Approach to Continuous Improvement*. UK & US: Gower

http://books.google.com.tr/books?hl=en&lr=&id=te1PKf2i8PYC&oi=fnd&pg=PP1&dq=Hoshin+Kanri:+The+Strategic+Approach+to+Continuous+Improvement&ots=SH7BCri56&sig=xH5gYIYmW0eYpHl1muL58DoTdd0&redir_esc=y [VIEW ITEM](#)

Pennington, M. C. (1992). *Motivating English language teachers through job enrichment*. Language and Curriculum, vol. 5(3), 199-217.

<http://www.tandfonline.com/doi/abs/10.1080/07908319209525126> [VIEW ITEM](#)

http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ479577&ERICExtSearch_SearchType_0=no&accno=EJ479577 [VIEW ITEM](#)

Roberts, J. (2007). *Language Teacher Education*. Arnold.

http://scholar.google.com/scholar?q=Language+Teacher+Education&hl=en&as_sdt=0&as_vis=1&oi=scholart&sa=X&ei=tpOJUL_sNceg4gT51oGoCg&ved=0CBwQgQMwAA [VIEW ITEM](#)

Rudduck, J. (1998). *The ownership of change as a basis for teachers' professional learning*. In J. Calderhead (ed.) *Teachers' Professional Learning*. London: Heinemann.

<http://www.educ.cam.ac.uk/people/formermembers/rudduck/> [VIEW ITEM](#)

Somekh, B. (1997). *Duality in educational research – The contribution of classroom teachers*. In J. Edge and K. Richards (eds.) *Teachers Develop Teacher Research: Papers on Classroom Research and Teacher Development*. London: Heinemann.

<http://www.esri.mmu.ac.uk/resstaff/profile.php?surname=Somekh&name=Bridget> [VIEW ITEM](#)

Starkey, D. (2001). *Elizabeth-Apprenticeship*. London: Vintage.

<http://www.antiqubook.com/search.php?action=search&author=David%20Starkey&l=en> [VIEW ITEM](#)

<http://www.abebooks.co.uk/servlet/BookDetailsPL?bi=5563557488&searchurl=an%3DDAVID%2BSTARKEY> [VIEW ITEM](#)