1. GOALS & OBJECTIVES

- To make use of chess as an educational tool as the first step in preliminary education like all similar recreational lectures i.e. gymnastics, music and painting.
- Generating a world wide popularity of chess discipline, by achieving chess in school at the national levels.
- Creating upper level global and national academic disciplines for chess in school.
- In each national system, when the popularization of chess is achieved, starting club level development program (linked to training program of TRM)

Key Point !!
The aim of chess in schools is not to generate professional grand masters. The most important aim is to teach chess and give young generations a learning tool in their life.

2. BENEFITS OF CHESS FOR ALL STAKEHOLDERS

For individuals

- Makes people realize the importance and necessity of advanced planning
- Helps more analytic and accurate thinking; develops the ability to interpret cases accurately.
- Helps develop personality and character. It teaches how to attain and develop “self confidence.”
- By defining one’s strengths and abilities better, it allows display of individual strengths and helps for individual decision making.
- Teaches how to focus one’s concentration on a subject.
- Helps understand and comprehend the other disciplines of life better.
- Brings forth scientific method and encourages research.
- Endears a questioning outlook on things and avoids learning by routine.
- It develops people into a higher thinking, researching, and judging and awareness state and also helps provide a medium where free creativity can flourish.
- It demonstrates that success can best be achieved by working in a systematic and disciplined manner.
- It shows the necessity for a combative spirit, not to succumb to failure and the necessity of preparation and hard work for success.
- It shows the satisfaction of success which will influence them into becoming even more successful.
- By demonstrating new goals, it provides motivation towards these new goals.
- It quickly exposes a person’s negative aspects, weak points or behavioral disorders which can be corrected.
- It teaches people to play by the rules, fair play, conceding defeat and congratulating the victor.
- By forming close friendships it increases socializing and enriches the social life
For Federations

- Creates overall popularity of chess in nation for young generations
- Provides financial new sources due to gigantic popularity to federation
- Creates a good image and political respect for government to have a better relation with chess federation.
- Provides new sponsors on national and global level
- Changes federation’s organizational structure from amateur to professional management
- Generates new idols for ongoing process continuously produces new stars
- Generates output for club level carrier demand for kids (just after one year of chess in school pupils want to learn more, and then the second step starts in vertical level)
- Creates new chess clubs and city level competition for the sake of the quality of the chess.
- Generates Money!

For Chess Professionals

- Creates new job positions for GMs, IMs, FMs, professional and semi professional chess people due to high demand appears after the 1st step
- Creates respect for chess profession
- Creates carrier as coach, let us say after retirement of a chess person as player.

For Government

- Creates a respect since in nation there are so many citizens related with chess, and chess does have a perfect image as an intellectual sport.
- Decreases unemployment rate due to new job positions appears with the 1st and the 2nd step.
- Increases national intelligence level for citizens
- Decreases bad habits like using drug, smoking, alcohol among young generations

For Sponsors

- Creates new audience to make advertising
- Creates a new sport to be sponsor, which is absolutely do not have any bad image like harshness. Violence.
- Creates a new sport which is so symphatic since mainly audience is young children.
- Creates an image for sponsor to support intelligence and showing that they are intelligent
3. STUDIES AND EXPERIENCES RELATED WITH THE SUBJECT “CHESS IN EDUCATION”

The effect of chess on students has been demonstrated through higher scores in the Torrance creative thought test and the Watson-Glaser critical thought test in various studies. The intelligence of chess playing children, as well as their imagination, shape space knowledge, analytic and planning abilities, understanding capacity, vocabulary, memory, problem solving capacity and the ability of fast and logical thought – the effects on decision making have been proven by clinical studies.

These results provided the institution of chess as a lecture, as a part of the curriculum, in schools of 30 countries, including Venezuela, USA, Russia, Bulgaria, Iceland, Canada and Spain. Again in Yugoslavia and other countries exclusive chess schools were opened and the chess masters developed the children’s interest and talent in these schools.

As a result, the governments of almost 70 countries have adopted chess in various ways and believed that the exposure to chess training, of the children who make up the nations future, is beneficial.

Turkey, albeit belatedly, has appreciated this reality and chess has now been adopted and promoted in various ways by both the Ministry of Youth and Sports as well as the Ministry of Education. Presently in a lot of Turkish schools, chess is taught on the personal and group levels. Again in these schools, certified chess teachers are giving lectures and capable students participate in interschool chess tournaments.

By September 2005, the Chess will be an elective course in all primary schools of Turkey. It will be obligation for school and elective course for teacher. In Turkey we have 16 Million Primary Schools Children! The aim of nation is to increase the intellectual level of young generations.

On the other hand, the progress that chess has shown in recent years, both in Turkey and in other countries in the world, that we should also engage in new projects. For these reasons, we feel that chess should be taught in our schools and that all students should have at least a basic knowledge of chess. The importance that the USA has given chess is especially striking in the last 20 years. In a lot of states, chess is a part of the curriculum and there are many chess centers.

Noteworthy developments in chess have especially occurred in the University setting. Universities such as Virginia Tech, Texas Brownsville, South Dakota, South Carolina, Maryland Baltimore County, Oberlin College, MIT, Harvard, Columbia, Bucknell, Tulane, Dallas Texas, and Texas A&M Commerce, teach chess as a lecture and prepare chess courses.

Venezuela and Iceland introduce chess to preschool children and chess is taught in class from the first years. In both countries interschool chess tournaments are met with great interest. In Bulgaria, where chess is taught to all age groups, the students show great interest to the chess department which has founded 30 years earlier in the sports academy.

The Bulgarians who have not forgotten that chess is a psychological game, direct graduates of the sports academy chess department to take psychology masters. Bulgaria and Greece were some of the first countries after Russia to establish international chess school unions and lead to the development of the international union of chess playing schools, ISCU.

One of the biggest success of chess in school was achieved by Turkish Chess Federation. Starting by September 2005, TCF has achieved to make chess an elective course in all kind of schools in the country. Primary schools, high schools have started chess course by September 2005. By the end of 2005, 31st December, TCF has achieved 128.000 members of Federation and 400.000 students getting chess course in country.
4. STEPS FOR INTRODUCING CHESS IN SCHOOLS

TRM, proposes pragmatic steps, to make chess as a course in schools in each nation. This steps are defined by respecting different experiences in different countries. Steps must be modified according to national dynamics and laws of each different country. It is very clear that each nation does have different rules and laws for education. Therefore, to describe a global and precise system to make chess in school in each nation is not so much reliable. However, a global guideline for each federation to follow on their nation is possible.

These steps must be enriched with many documents and academic needs. Here is given are main lines.

a. Persuading National Government

No doubt that the most important achievement is to persuade a government or let say national education ministry why the chess in school is so important.

An old fashion classical politician will never like maybe his/her citizens become more intelligent. However, a contemporary politician will demand and support this. Fortunately both of them may not refuse to accept the idea publicly. The key point is the most important issue. There is not any education ministry, its priority is to increase the popularity of a sport in country. However, all ministries will accept that the highest priority is to increase the intelligence level of young generation.

TRM will make other supportive affords to persuade national education ministers in each country. With this aim, the Turkish Republic National Education Ministry will organize an international conference in 2007 in Antalya for all countries invited. The conference will be organized by the co-operation of TSF (Turkish Chess Federation) and FIDE. The President of each national federation and Education Minister will be invited. Ministers will be provided full accommodation in suites and all delegates will be given very high quality conditions.

The aim is to show them directly the benefits of chess in schools in short and medium term. The key point is here that the message will not be given by a chess person but it will be given by minister’s colleague, in this case it would be the Education minister of the Turkish Republic.

Thus, the aim is to get following benefits:

- Chess is an elective course in all kind of schools (public and private, primary or secondary)
- Teachers who are eligible to give chess courses will be certified only by the national chess federation
- Students will be motivated by this system to be a member of the Federation
- The books and course curriculum will be developed with the co-operation of the national federation and the national ministry.

We have to mention that these benefits are not a dream but they are a practical result of the agreement made by the TSF and the Turkish Republic Educational Ministry

b. Starting Chess in School (1st step)

The most difficult part of the work is persuading the Education ministries. Then the real ground work will start. We propose that for chess in schools there must be at least 2 different category of books which need to be prepared.

i. books and curriculum

1. Book for students (three different category for different age and classes)
2. Book for teachers (A unique book covering three levels)
Of course the curriculum is also important to develop books and agenda of course. TRM already has all the appropriate material to support the national federations on this issue. Translation of this material is recommended in all the FIDE languages.

c. Generating Club Level Development Programs (2nd step)

Through the Turkish experience, we have noticed that chess in schools has a high degree of attractiveness. In one year, there will be dozens of thousands of students selecting chess. Then after one year, a nice problem occurs. At least 20% of these students want to get better training out of school.

Then the second step (a revenue generating step) starts. Who will manage and standardize these clubs’ training? It will be made by the national chess federation. It means that coaches must be eligible to give different levels of training. This step will be linked to the training module of the TRM’s white papers.

d. Supportive tools

There are many tools must be used for this program as additional instruments. For example the Chess Academy of the Netherlands. The system is being used by the Royal Dutch Chess Federation and the Turkish Chess Federation. It is an online teaching system, including 5 steps developed by IM Van Wijgerden (Netherlands).

The system is based on flash technologies to teach chess from zero level to candidate master, using a fantastic methodology. Also the French system must be taken under consideration, with a similar concept but different technology.

The idea is to satisfy the need of mass training occurs due to the chess in schools program. Nowadays, most schools in countries over the world have an internet connection. By using such methodology it will make it easier to access local areas to teach chess in schools. We should not forget that these electronic materials are based on the real books but may be used by pupils to follow the curriculum.

The other issue is software e.g. Chessbase products which can fulfill the gap of chess education for kindergarten or primary schools. Chesster and Fritz, Playchess, Fritz 9.0 are some products, and TRM has made already an agreement to provide each country with a packet of software that will be subsidised to ensure adequate exposure to the realities of the new digital world.

If TRM is elected, each Federation will be given 1,200 € value of leading Chessbase software, free of charge by the new FIDE.

5. FIDE LEVEL ACTIVITIES

Without FIDE’s overall support and a strategy for creating a road map of chess in schools, global success of chess would not be possible. This is the problem of the current management of FIDE. Fortunately it will change by June 2006.

Ideas of world class management of chess in schools programs means to create a road map to be followed by each national chess federation. The idea is to help national chess federations to solve many of problems they will face.

The most important one is to organize an international world level Chess in School Congress, annually. FIDE has failed to do this in the last ten years. Even the attempts carried out by some national chess federation such as Royal Dutch Chess Federation could not find enough support from FIDE.
World Chess in School Congress will be organized by TRM as soon as possible in 2007 and then in the 1st quarter of each year annually thereafter. It is very important for each national federation to participate to share different experiences, problems, ideas, to learn solutions, to exchange information.

The second issue is the conference of national education ministries, first proposed by TSF in the Dresden Congress of FIDE in 2005, and accepted by FIDE. This activity is also important to carry out, and must be repeated till achieving at least 50% of the world countries having an effective chess in schools program.

The third issue is a program developed by FIDE and maybe adopted by each nation in their country. This white paper builds the main backbone of this road map.

6. CONCLUSION

✓ Chess is an educational tool which provides numerous benefits for students.

✓ It needs to be instituted as a lecturing discipline, as a part of the curriculum in the preliminary schools, schools, colleges and universities in many developed countries.

✓ The development of chess goes almost parallel to the development of a country.

✓ Chess, which strengthens and preserves its position among the changing global values in today’s globalizing world, has become one of the indispensable common, basic cultures.