



A  
*Sign*  
FOR Academics  
for Peace Cases in  
Kurdish  
PEACE Cities



Hollanda  
Kraliyeti



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*Result .40*

*The report has been prepared by Fırat Çapan who is a dismissed academic. The report also prepared under supervision of New Life Association for the "Economy and Society Academy" Project in order to analyse the need for academics for peace and understand human rights violation in Kurdish Cities against Academics for Peace.*





# 01

*Introduction*





The “Academics for Peace” initiative emerged as a rights-based initiative that developed spontaneously and dared to issue a peace declaration against war for the ideal of a non-violent society. This study has been prepared in order to create a memory about the violations of the rights that faced by academics living in Kurdish Provinces by this initiative, which has signed a signature for peace petition.

Within the framework of the research, the rights violations and the experiences of the academicians who were dismissed by the "Decree Law" within the scope of the Matra program of the Dutch Embassy of the New Life Association based in Diyarbakır were prepared to examine together with their academic, psychological and economic effects. In the framework of the research, semi-structured and in-depth interviews were conducted with 20 academicians with Decree Laws, 1 physician, a laid-off teacher from the Ministry of National Education and 2 signatory academicians who are still on duty. This study has been prepared based on the information obtained. The interviewed academics are exported academics, known in the media as "Academics for Peace", who signed the statement "We will not be a party to this crime", working in universities in the Kurdish regions or living in the region. This study also analyzes whether the experience of living in the region differs at different societal levels by the academicians who had witnessed the conflicts that started in the region at the end of 2015 and were gradually expelled with the decrees declared under the State of Emergency on 21 July 2016. Within the scope of the research, face-to-face semi-structured questionnaires and in-depth interviews were conducted with 4 academics from Mardin Artuklu University, 11 from Dicle University, one academician each from Marmara, Van Yüzüncü Yıl and Adıyaman Universities, a teacher who was suspended, and a physician whose contract was canceled. An academic was interviewed over the phone due to its location in a different city. Within the scope of the research, the experiences during the signing period, the basic motivations for signing, the psychological and economic processes experienced during the expulsion process and afterwards, and the effect of dismissals in the universities in the region within the scope of academic freedoms in general. Interviews were mostly conducted in the office of the New Life Association and partly in public spaces or at the workplaces of the interviewers.





# 02

*Field Research Sampling*





The objective of this research was to evaluate the impact of emergency rule in the region therefore the majority of the academics are Kurds or work in universities in Kurdish cities. Apart from two of them, they were all dismissed. And a teacher was suspended from work. The titles of the people which took part in this research were like this: nine professors, an associate professor, three assistant professors, two lecturers, four researchers, a medical doctor and a teacher. In terms of their gender, they were four women and 17 men all together.

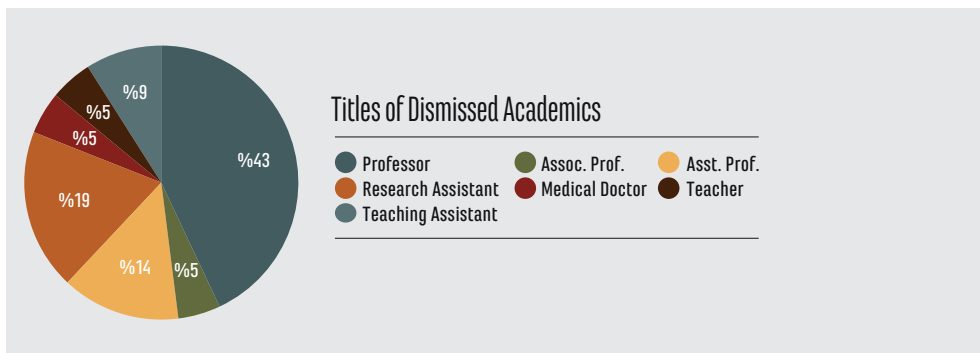
The research is based on face-to-face interviews with a physician and a teacher who live in Kurdish provinces or who are expelled from universities in the region, and who are also affected by the Statutory Decrees. Our focus is on participants who are mostly Kurdish or dismissed from universities in Kurdish provinces, as the state of emergency we want to measure has an impact on the region. The export figures from universities in Kurdish provinces are as follows. One-on-one interviews were conducted with 21 people among those dismissed academics in Kurdish Provinces.

10 out of 21 comes from faculty of sciences, nine are from social sciences and two are from applied science.

Dicle University	23 + 1 (Contracts were not renewed)
Adıyaman University	4
Ağrı İbrahim Çeçen University	1
Batman University	3
Bingöl University	1
Hakkâri University	2
Mardin Artuklu University	11 + 1 (Ankara University ÖYP'li)
Munzur University	14
Muş Alparslan University	3
Van Yüzüncü Yıl University	13
Şırnak University	+ 1 (Marmara University Duty is with Article 35.)
<b>Total</b>	<b>78</b>

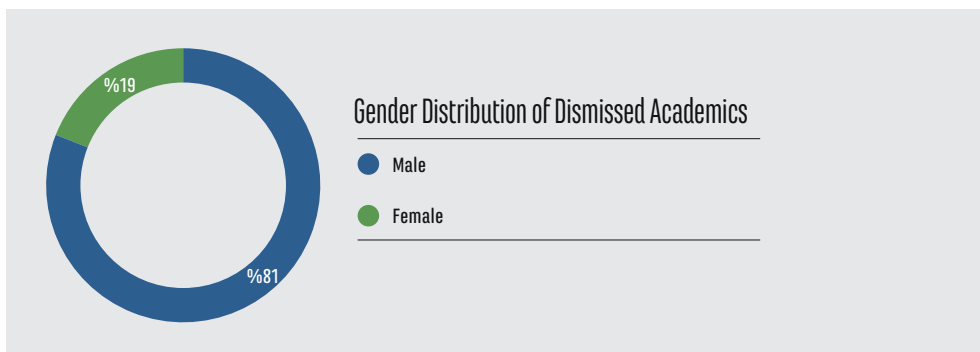


Since the signature text that causes the participants to suffer violations of their rights is about the conflicts in the region between 2015-2016, this different social framework causes different experiences and different effects. The distribution of regional academicians included in the study by academic titles is given in the graphic below. Accordingly, 9 professors, 1 associate professor, 3 Asst. Assoc. (with the name of that period) 2 lecturers, 4 research assistants, 1 physician and 1 teacher were included in the study.



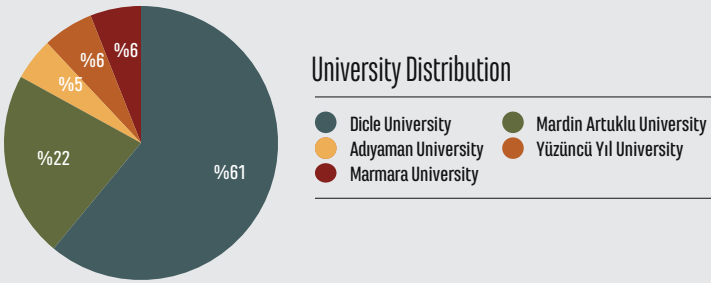
More than half of the research participants were dismissed while holding an academic title of assistant professor or higher in terms of academic career.

When the distribution according to gender is examined, among the 21 people included in the research sample, 4 of the participants are female and 17 are male.





When the academicians interviewed within the scope of the research are examined in terms of the institution they work at, it is seen that the participants consisted of 4 from Mardin Artuklu University, 11 from Dicle University, and 1 from Marmara, Van Yüzüncü Yıl and Adıyaman Universities. 61 % of the academicians participants were dismissed while conducting academic work at Dicle University.



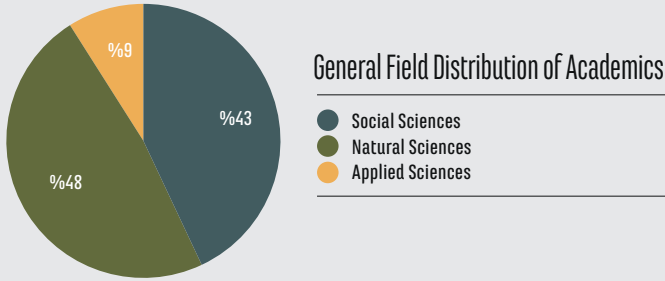




*Sample Distribution By Academics' Field*



When we examine the issuance of academic field distribution table it is slightly different to those in Western Turkey ыл. While the vast majority of signatory academics from Western provinces work in the fields of Social Sciences, the majority of expelled academics in Kurdish provinces work in the fields of Science. Accordingly, 10 of the participants included in the study stated that they carried out academic studies in the field of Science, 9 from Social Sciences, and 2 in the field of Applied Sciences.







# 04

*Research Questions*





The questions were asked to signatories on the period of under signing the statement, economic and academic effect of that thereafter. Questions were designed to understand experiences of academics, the impact of living in the region, the effect of their identities on what they went through as well as to understand solidarity amongst academics. Also, questions on family and social area were included to show whether or not the dismissed academics had impact in there too. Permissions were obtained prior to the interviews to record it.





# *Essential Findings*



The main findings obtained in the study were categorized under main headings. The findings were examined under two main categories, namely the signature process and the dismissals process that started after the signature process. The developments experienced after both the signature process and the signature process are classified in terms of the exposure of signatory academics to very different levels of pressure, and the effects of the violations of rights. Accordingly, the personal impact of the basic findings was briefly mentioned.





# 06

*Personal Findings*





- Three participants' close family members were also dismissed or suspended.
- Seven participants felt forced to move homes and three others changed cities.
- Those signatories who worked in Dicle University were taken into court for the statement of "*We will not be a party to this crime*" and also probed for allegedly "being members of organisation". From the case, they were all acquitted and as for the probe it led to non-persecution.
- Those who were given travel ban only seven of them had their ban removed and others are still awaiting.





# 07

*The Period of Signing The "Petition"*



- The document was sent over internet.
- Participants expressed that they saw this document as like any other document distributed online and did not expect it to bring this much noise.
- Academics said they signed "*We will not be a party to this crime*" document with the hope of stopping conflicts and to return to peace process.
- Majority of participants told there was not any direct relation between their identity and signing. Some said there was a link in between but this was not the main reason. They said their political thoughts are formed around humanitarian universal principles rather than identities.
- Participants drew attention to the fact that large chunk of signatories came from western Turkey universities' Turkish academics along with smaller number of Kurds. This ,in their eyes, proves the support came in line with the rule of law belief and basic human rights demand. The number of participants from universities of Kurdish town stand out as relatively lower this is partly due to pressure and fear culture there.
- Participants found the content of the statement normal, as they witnessed what happened on the ground during conflicts, they thought the wording was suitable. Two of them said the wording of the statement could have been softer. Another said the criticism was rightful and an appeal to PKK should also have been included in the statement as there were predictions of civilian losses.



- Academics were asked whether or not they would sign the same statement today. Two refrained from answering and all others said they have still been in support of the statement and would sign it today as well despite its consequences.
- Living in conflict area led to academics witness atrocities, make them feel they are not able to stop warfare. This feeling had a role in them signing the statement. One said direct effect of warfare and received pressure at the same time dissuade others from signing.
- They all said without external interference they signed the statement.
- Signatories said after the speech of the president, the statement became topical at the time and they received verbal threats which worried them. However, signatories also said due to living in Kurdish cities they have been used to this anxiety partly therefore their lives were not affected that much with the renewed threats.
- The statement did not stop conflicts and it led to academics being demonised however it helped to expose it to the world media and public. So in the short term although it did not bring much positive effect, in the long term there is belief that it will be positive.
- Soon after signing, dismissed academics and other participants were deprived of their all citizenship rights: *freedom to travel, freedom to work and freedom to express.*









# 00

*Period of Dismissing and Impacts*



It has been determined in the field study that the effects of the violations of rights suffered by the academicians who signed a signature for Peace during the signing process caused permanent damages in many areas such as spiritual, social, psychological and economic. In this part of the study, the permanent effects, psychological, academic and economic effects of the pressures and violations of the rights faced by academics during the signature process are analyzed.

## 8-1. Psychological Impacts

- Signatories expected to be dismissed from their jobs therefore they did not feel that big of a shock when they first heard, having said that it had an effect on them thereafter.
- Most of the family members of signatories were also affected in this period however despite this, signatories felt their support. As an advantage of living in Kurdish cities, participants felt support and solidarity.
- Only some academics and acquaintances still on duty in universities distanced themselves.
- Three participants had issues with partner; two of them managed to continue their marriage and the third came to verge of divorcing. Others in the research said their marriage was not affected in that period.
- Four received psychological support, three used psychiatric medication. All of the women participants have taken psychological support.
- Four had health problems related to stress.
- After losing jobs worthlessness and the feeling of being left out was felt partly but the most highlighted they felt included thanks to living in Kurdish cities.



- After the constitutional court decision on back to work, expectations formed up however given universities' situation a real hope did not occur.
- Upon their return, the dominant feeling would be pride and honour of rightfulness.
- Having lived in Kurdish cities, a level of pressure due to being there and their ethnic identity is already felt as it is pervasive therefore participants at the time of signature and expel did not feel anything extra.
- Women participants were psychologically affected worse in home raids.
- After losing jobs, the most intense emotion was anger and disappointment.
- Unemployed term happened to be a time for learning for academics. Most found more time for social activities. Having left corporate structure, participants felt they started having more real interactions with outside world to develop work and keep up solidarity.



## 8-2. Economic Impacts

- Five were left with retirement option and one of them was not given retirement pay.
- Except three, others could not find work in their field and forced to look for work else where.
- Six stopped looking for work or never tried.
- 12 of those married, their partners do work. Three participants are single.
- Nine participants receive union's financial support. Two others do not receive any kind of NGO support.
- Most received help from relatives or were offered help.
- Those who were able to find work are active in the fields of supplementary schools, language training, sports saloon management, agriculture, NGO management, interpreter-ship and counselling.
- Except two, others have experienced disadvantages of being removed from public work.
- Most endured economic problems but thanks to support from family and other social circles, they managed to pick up strength.
- Two thinks apart from Egitim Sen union, other NGOs and Kurdish political movement did not do much for signatories in terms of supporting them.



### 8-3. Academic Impacts

- All of the participants are well known credible academics and have had many citations in academic world. One of the academics was the most cited in the university he had worked for.
- The universities in the region ranked lower in national lists after the expulsions.
- In terms of academic work, participants regressed. Most gave up on academic output and felt hopeless for progress. And some said even if they have returned they would not have had the same academic motivation.
- Those who stick to their academic positions produced fewer papers. Therefore it is observed that expulsions led to their regress.
- Three said after expulsion they felt freer to express themselves but all others applied self-censorship.
- Turkish universities failed in support as only a few solidarity initiatives were organised.
- Compared with Turkish universities, world universities have shown more support for Academics for Peace members.
- Due to travel ban, half of the participants could not take advantage of international connections and felt deprived of work and education opportunities abroad.
- Professors' expulsion from Dicle University amounted to 10 per cent of all of the professor academics amongst Academics for Peace members. These academics are amongst the most cited in their universities and even after expulsion from jobs their institutions benefited from their citations.



- PhD candidates and masters students lost contact with their supervisor due to expulsions and sought advice from academics who come from other fields.
- A participant was removed from a jury of a magazine and two others had their TUBITAK projects come to naught.



## 8-4. Signature Period

With the aim of urging government return to peace "We will not be a party to this crime" petition was announced to public soon after conflicts started in Kurdish cities on 11 December 2016. At a time curfews were in place in Kurdish cities, in total 1126 academics signed the petition. From the second half of 2015 and onwards in Kurdish cities, conflicts between PKK militia and the government escalated which led to long periods of curfews being put in place. Renewed attacks stand out from the ones in previous decades as this time warfare was in city centres where civilians were settled. This led to right to live being violated along with freedom of expression. According to International Crisis Group report, over 21 months starting from July 2015 and onwards at least 2,748 people lost their lives. Almost 100,000 people lost homes and 400,000 were displaced temporarily during same period. According to Human Rights Association Diyarbakir branch 320 civilians got killed, including 75 children. Throughout conflicts in 40 boroughs, curfews were declared; some lasting for months. Some neighbourhoods were evacuated and left unusable after the warfare ended. *"We will not be a party to this crime"* statement came out in opposition to what was happening at the time. Highest ranks in the government reacted harshly to the statement. The president slammed the signatories and said "so called intellectuals portray the state as doing massacre. Hey intellectuals, you are in dark. Relevant government bodies will follow our laws along with our constitution and act upon your betraying crime." Following his comments, academics were targeted in defamation campaigns by political parties, universities and the media. Some newspapers put headlines as "PKK's Crime Partners" "Betrayal of Armenian Lover Signatories" "Sack Them" "Let Them Go To Mountains" In his third targeting of academics, president named signatories as "cruel and nefarious". Following that, many universities began investigations against academics. In reaction to that, the number of signatories went up to 2112. Those who then signed lost their jobs and their contracts were not renewed.



Istanbul Republic's Prosecutor overviewed probes started against academics who were investigated under the Anti Teror Laws. This led to four academics being arrested and stayed in prison for 40 days before they got released.

Participants shared that this was the only way left for them to defend human rights and never expected that supporting it would bring such noise.

1-) A Participants said when they first read the statement they thought it was strong worded but then things happened during warfare was tough so this is how they decided to sign and support it.

*"For example, Cemile's death was grave. Civilians were left waiting in cities whilst civil government workers were taken out. I took this to my heart. Government evacuated its workers as mostly they were outsiders, but at the same time left children and others there. If the government decided to remove everyone then it would be more acceptable but taking out some made me feel they were more important. That's why I signed."*

2-) A participant said this kind of petitions would never bring a result and it was one of them circulated online. Without thinking much, he just signed.

*"There is an analogy those religious use so often in Turkey. An ant started making its way to Mecca for pilgrimage. Those who saw it said you cannot reach there. Ant said in response at least I would die on its way. This is how I thought when I signed. At least I spoke out. I did not think this would bring a change on the way the government acts in terms of curfews and conflicts."*

3-) A participant said he signed the statement in solidarity and thought due to high number of signatories in his university and in general would make it hard to put pressure on them.

*"Those who felt responsible and act accordingly would have more pressure if they were few in numbers. This was my main motivation. In the beginning, I was distant. But later I have seen the insult of the president on tv. And I have listened to Sedat Peker's blackmails. As a*



*reaction to that, I signed."*

5-) A participant said: "It was like hell all around us. Wherever you step on to, it shakes you with bombs. I was ashamed. Remembering it now makes me even more ashamed. Conflicts were ongoing and each day people were dying as a result. Families were keeping their children's dead bodies in their fridge."

6-) A participant summed up his motivation for solidarity: *"I was in the hell. I thought it would be better if academics in western Turkey signed it. However, a couple of days later, I thought without thinking much we should all have signed. I have not read it thoroughly. As a reaction, it has been important and respectful. The main reason was to make noise and to draw attention to crimes. Because everyone was keeping silent."*

7-) A participant said living in conflict zone played major part in him signing the statement. His aim was to stop civilians' deaths and ensure there would be a return to peace process days of 2013-2015.

*"Never instructions were given to us to sign this. It was only based on conscience. We were finding it hard to explain to our children what was happening. It had strong effect on our psychology. Our rooms and dwelling rooms were shot at and bullets penetrated into walls. One of our friends were injured in our garage space. We could not close our eyes to all of these"*

8-) A participant defined those days as being "schizophrenic"

*"...Bombs were going off whilst we were lecturing as if everything was normal. Signatures were put in place as a reaction to this."*

9-) A participant also believed this statement would not bring that much noise but it did due to targeting by others. He said he was living near where the most hurt was settled.

10-) A participant explained how despite her apolitical personality she decided to sign:



*"I was feeling uneasy about things. People were dying one by one and we were not able to do much. This made me feel depressed. It is hard to get people understand this; I did not have relatives there but I was unhappy in my consciousness. As a mother, as a woman I had empathy for them. Although I was in a stable condition in terms of my personal finances and career, my friends were finding me weeping. Happiness at individual level was not sufficient. When people are dying, you cannot be happy. I was traumatised. I am not someone active politically. I just had an ordinary life. Then I came across this petition. I hoped someone would hear and this would lead to a solution. Therefore I signed."*



## 8-5. Belonging and Signature Relation

The possible link in between the feeling of belonging and its effect on signature was also asked. Turkey is going through identity politics era; polarisation of identities have been observed. At a time this happens, participants said that being Kurd, Turk or Alawaite did not play any part in their decision making. Some participants admitted the role of belonging and connection to the era however



they also said this did not determine their decision. Therefore, the petition can be seen as a platform in the country where identity politics penetrated deep down society and it is pervasive. Participants welcomed the support coming from the western part of the country to highlight sorrow in the region and those who signed acted independently of their identities but in support of basic human rights.

A participant explains the role of his identity:

*"... as I'm Kurd, I don't necessarily have to vote for HDP. In my eyes, Turkish and Kurdish students are in same position. But of course being left leaning had an impact on my decision making process. If same things happened in Isparta, I would have signed again. I have belief in universal values. If a mother feels forced to keep her child in a fridge I would sign and support, it does not matter where."*

Another participant said even if his identity played a role in his decision, it would have been negative:

*"I am an Alawaite Kurd and noticed this: I have been more comfortable when it comes to supporting other ethnic groups. But when it is for Kurds, I'm self-critical and question myself whether or not I am nationalistic doing that. Having said that, the statement put Kurds into its center however it was defending the freedom of members of public coming from different backgrounds."*

A participant said the statement reached wide circles and got support of those non-Kurd academics due to volume of sorrow in the region. The participant added that the Kurds did not make up the largest portion of signatories. The support for the statement came based on political leanings of signatories as those who signed have been unhappy of state's handling of Kurdish issue. Those liberals and feminists were also in support of the statement asking for more democratic ways to solve Kurdish issue.









# *The Process of Removal and Impacts*



The pressure and violations of rights faced by the Academics for Peace, who need to sign a signature for peace, were not limited to the signature process. It is one of the important findings that it has been determined that the process of intense violations of rights has been multiplied with the expulsion process. Unconstitutional violations such as the right to work and freedom of travel, which are taken away with psychological effects, are effects that are destructive to social life as well as much longer lasting psychological effects.

## 9-1. Psychological Impacts

Soon after signing the petition, academics went through probes, repeal of work contracts and removal from scientific meeting groups however the real pressure applied on to academics after the coup attempt of 15 July and with the emergency rule imposed thereafter. Although the coup attempt did not have any link to academics and their signature, the state used its increasing security measures under emergency rule to remove them from work. 406 academics lost their jobs under emergency rule orders. It was banned for them to find full time jobs with social security insurance paid. Those academics who were dismissed from Dicle University had an ongoing case of "making propaganda for an organisation" were taken into custody for a day on May 1, 2017 in alleged connection with a membership of an organisation. Later the case was dropped due to lack of evidence.

As many as 78 academics who used to work in the region were removed from jobs in universities which are relatively new and had fewer staff members in comparison to other universities in the country. In terms of contributions, those removed academics took part in large volumes of academic publications. Most academics were not surprised with the removal but felt sad when they first heard and in following days their lives changed fundamentally.



Participants were able to share their removal with people around them without it leading to any pressure imposed on them and said their family members supported them in every possible way. Even those who were sacked as part of 15 July coup attempt operations said they felt comfortable expressing themselves. Three participants shared that they had serious issues with their partners, leading to one of them being divorced. Another participant said the partner had to go through psychiatric support, whilst three others had psychiatric medicine.

A participant said after losing job, she had to work a lot more hours which caused her having less time with her family. This created issues for her.

Almost three years after the removal from jobs, academics found ways of getting by and overcome the first shock. For some reasons, being unemployed made them stronger although the move wore them out.

A participant highlighted the advantages of living in the region in this period:

*"Whilst some avoided saying hello on street, others welcomed us with open arms. For some respect, we, dismissed academics, have been lucky in Diyarbakir as large numbers of people in society either get arrested, taken into custody or lost jobs already therefore they developed empathy for us. Having said that, the institutions of the city did not have same supportive approach towards us."*

Another participant drew attention to the fact that the high volume of position removals created an empathy for all of them:

*"We did not have discrimination in Diyarbakir as there are many teachers, town hall staff were removed from their work too. This was the difference of Diyarbakir."*



A participant who moved out of Diyarbakir after losing job speaks of the differences:

*"If I was living in Diyarbakir, I would have said openly that I was dismissed. But in my new city, only one student knows this fact about me. I keep quiet about it. I feel it needs to be this way."*

Those who feel comfortable in society after removals say they did not get the same support from universities where only a handful of academics kept in touch with them. Most academics who still keep their jobs distanced themselves from those removed ones. Towards their this treatment, bitterness, disappointment and anger were felt. Almost half of the participants locked themselves at home in the very first days of removal due to feeling worthlessness. They noticed academic titles and labels were given unnecessary importance.

Some put in efforts to carry on with academic work but felt if someone is contributing from outside it is not taken seriously.

Most academics tried to find space in another field as time carries on. Except three, other participants thought their academic identity faded and moved towards other fields of work. Some thought they were able to see things beyond the narrow perspective of academia. Those days helped them understand solidarity better so were able to respond to social issues accordingly. Therefore, it can be said that three years being away from academic positions made these people learn things and be stronger though it was heavy.

*"We will not be part of this crime"* statement was seen as part of freedom of expression act by the constitutional court of Turkey which also opened way for academics to return to their work. Most felt hope for return process and this feeling boosted their morale.

A participant said he would feel honourable relief upon returning to work toppled with the feeling of surviving amidst



difficulties. Although this process made academics go through a civilised death in a way and managed to do that for a while however following that, academics came out stronger. With bitterness in heart for some who did not stand by them, still academics feel honoured.

## 9.2 Economic Impacts

As explained in previous chapters, thanks to large family structures academics managed to get by though the quality of living conditions has dropped. Some sought for work for long periods whilst others were left with working long hours. Due to their earned high qualifications, finding work was a challenge for some as they were overqualified.

Signatories had to move homes after losing jobs. Paying off credit card debts and school expenses of children put them into financial difficulties. Those who approached their retirement had to wait. Majority said they have received help from their relatives. One of the participants said although he qualified for retirement, he did not demand this instead he awaited his return to work. Eight participants did not have full time work. Others who had work were employed temporarily without any social security. Six participants were receiving retirement salary. And some academics said they found jobs abroad but could not accept due to travel ban.

A participant shared his work experience

*"I applied to schools and supplementary schools. No one rang me. Then in one school, I had long meetings with school management members. They said they would bargain if I was a teacher but due to my title they avoided that. That was it. I was left unemployed."*



In terms of pay, all participants have felt disadvantages of being dismissed. One of them explained in detail:

*"At the end of the day, you are someone sacked but you do not want to say that explicitly. When you say, they hesitate. School governors keep saying we will call you back but they never do. When they call back and ask for temporary shift, they make you work long hours with little pay. They inform their students that they brought university academics but this is something which is never reflected on our pay."*

Another participant applied for jobs relating to refugees but this was the answer given:

*"... I wanted to have a stable job and at that time an NGO offered to work with me. I accepted and provided them with documents to be employed. But then they refused to employ me after they received instructions from upper level. I then applied to another institution working with refugees. But the manager changed his mind after interviews. He said he was scared of government pressure. But then I explained since they were an NGO, there was not any limits for them to employ me. This was absurd as this organisation was funded for helping out people who have issues with states."*

Along with partner and family support, Educators' Union (Eğitim Sen) gave humble funding to all of the participants excluding two non-union members. Some of the participants complained of Kurdish political institutions' lack of support. All in all, traditional family structure in Kurdish cities enabled participants have enough financial support to survive. Having said that, some said they had to work a lot more to survive.



### 9-3. Academic Impacts

The most striking finding of this report is the impact of removals on academia. It is clear how it affected universities negatively across the country but especially in the region. Those academics who answered questions for our report have been in connection with foreign universities, with some completed their degrees abroad. Most can speak a foreign language fluently and due to the volume of citations, they are seen as prominent academics.

Universities in the region that were opened up recently attracted young foreign educated academics. Especially for those who left the region for education saw opportunity to go back with the opening of these universities. Relatively smaller number of staff was reduced even more after the statement as 78 signatories lost positions.

Middle East technical university each year ranks universities according to their scientific publications. According to this source, Dicle University ranked 28th in the years of 2016-2017 however it dropped seven lines to 35th in the years of 2019-2020.

Same goes for Van Yüzüncü Yıl University as it dropped from 33th to 37th. Despite removing signatories from their positions, those academics' citations' were still added to the universities points, despite that the mentioned universities regressed. This means those who were removed from there completely stopped academic input. This regression impact created by all signatories together. Some signatories were the most cited academics in their universities.

Another effect on academia was the pressure imposed on those staying on jobs. A participant said due to removals, those left behind felt unmotivated therefore academic production almost came to null.

A participant explained how he was disconnected from academia: "When I was removed from my role, I was newly associate professor. I had masters students for whom I helped complete thesis



but was about to publish their writings. I then could not deal with it. My students rang to ask me if I was gone back to normal but I did nothing after. I only advised a PHd student after his constant calls. But before removal, I was very productive."

Two participants summed up how they see academia in Turkey: "I think of chieftain (referring to President Recep Tayyip Erdoğan) sitting whilst the head of universities (YÖK president) Yekta Saraç stands in front of him with his jacket buttoned up. This is the academia in Turkey where you can find positions with nepotism."





# 10

*Result*



The violations of the rights faced by the academics who dared to sign “Sign for Peace” caused a wide range of adverse effects in their psychological, economic, social and academic lives. It has been observed that academics in Kurdish provinces perceive the pressures they are subjected to as an area of resistance and continue their lives, being aware of the mission of being a universal academician despite all the difficulties and violations of rights. They have demonstrated, with the resistance and determination they have developed, the fact that academics are the pride of the country in the development of rights, justice, rights-basedness, humanitarian and conscientious values, human dignity, human rights, freedoms and especially freedom of expression. Despite the difficulties of being in the Kurdish region, the moral academic identity brought by small examples of solidarity has shown the commitment to universal values and how valuable scientific production is in the context of academic freedoms. The statistics on post-export performance declines of universities, which are academic production centers where scientific productivity is possible with free thinking, are also revealed.

In this respect, the main finding of this study is that as academic freedom and freedom of expression develop, productivity improves. In this respect, each academician who has signed a Sign for Peace also stated that they have taken a step to lead human rights, rights, justice, freedom and scientific development. The violations of rights and difficulties experienced caused academics to attribute more meaning to such concepts with stronger resistance.





# 11

*Appendix*





## Appendix 1: Research Questions

### Economy and Society Academy Project

### Academics for Peace Kurdish Cities

### Field Research Questionnaire

This questionnaire was prepared as part of New Life Association's Economy and Society Project with the aim of establishing violations of rights amongst the academics who were dismissed from academia with emergency orders. Upon completion of questionnaire, a report will be compiled as part of the project.

Meeting Date	...../...../2021
Meeting Number	BAK-21/.....

## MEETING QUESTIONS

### *Personal Information*

Sn	Question	Answer / Evaluation
1.1.	Age /Gender	
1.2.	Marital status	
1.3.	Children	
1.4.	Academic position\title	
1.5.	Which university were you dismissed from?	
1.6.	Under which emergency order you were fired?	
1.7.	Do you have ongoing cases?	



1.8.	For another reason, do you have probes or\ and cases?	
1.9.	Have you had violations on right to shelter?	
1.10.	Do you have anyone else in the family who was also dismissed?	
1.11.	Do you have travel ban for abroad?	
1.12.	Are you a home owner or do you live in rented accommodation?	

## SIGNATURE PROCESS

SN	Question	Answer / Evaluation
2.1.	How did you receive the petition?	
2.2.	How did you decide to sign?	
2.3.	What was the main reason for you to sign?	



2.4.	Do you think your Kurdish\ Turkish identity played a role in you signing it?	
2.5.	Do you think there is a relation between your identity and political view?	
2.6.	What is the general impact of this on others?	
2.7.	What is your thought on the statement?	
2.8.	Would you sign the same statement today?	
2.9.	What was the impact of living in conflict ridden area on your decision to sign?	
2.10.	Have you asked for the opinions of your family members before you signed?	



2.11.	If you did, what was their reaction?	
2.12.	Do you think "We will not be a part to this crime" petition contributed to peace process in Turkey positively or negatively?	
2.13.	How did you feel after the government's announcement?	
2.14.	Have you had fear or uneasiness?	
2.15.	Which rights of yours were violated?	

## REMOVAL PROCESS AND PSYCHOLOGICAL EFFECTS OF IT

SN	Question	Answer / Evaluation
3.1.	What was your reaction when you heard your expel?	
3.2.	What was the reaction of your family members?	



3.3.	How did it affect your relations with your family and friends?	
3.4.	Have you had problems with your partner(for those who are married)?	
3.5.	Have you received psychological support?	
3.6.	Do you use any medication?	
3.7.	Have you had any health problems related to losing your job?	
3.8.	After being dismissed, have you felt unworthiness and left out?	
3.9.	Have you had advantages or disadvantages of being in a Kurdish town?	
3.10.	Have your expectations changed after the Constitutional Court's decision?	



3.11.	Do you feel more hopeful for returning to academia?	
3.12.	How would you describe your dominant feeling if you have returned to academia?	
3.13.	Were you targeted or have you received threats?	
3.14.	What was your dominant feeling in this period?	
3.15.	How did it help you develop yourself?	
3.16.	Have you felt added pressure due to being in a different city?	
3.17.	Have you felt pressure due to your ethnic identity being different?	
3.18.	In terms of gender roles, have you ever felt you had more of your rights violated?	



## ECONOMIC IMPACT

SN	Question	Answer / Evaluation
4.1.	Are you a carer\ guardian for someone?	
4.2.	Is your partner working?	
4.3.	How long did you search for a work?	
4.4.	How did you get by financially?	
4.5.	What was the problems you have had whilst looking for work?	
4.6.	Have you had work related to your field?	
4.7.	Have you had pay discrimination?	
4.8.	Have you received any support from an NGO?	
4.9.	Have you received support from your close circle of people?	
4.10.	Were you forced to change cities or move homes?	



4.II.	After your right to work was violated, how did that affect your daily life?	
4.I2.	What kind of work have you done?	

## ACADEMIC IMPACT

SN	Soru	Cevap/Değerlendirme
5.1.	Were you able to resume your academic work after the expel?	
5.2.	Did it affect your academic output?	
5.3.	Have you given lessons in solidarity academies or somewhere else?	
5.4.	After the signature, have you applied self-censorship or tried to be on the safe side?	



5.5.	Considering freedom of thought's importance in academic world, how do you think these removals affected other academics?	
5.6.	Do you think your university regressed after removals?	
5.7.	What do you think of the position\stand of academia in general after removals?	
5.8.	Have you had sufficient support coming from your university?	
5.9.	Before the expulsion and after what kind of pressure have you had in your university whilst delivering your activities and lectures?	



5.10.	In the days just after signature, have you applied self-censorship to yourself during your lectures?	
5.11.	Do you have any connection with academia abroad?	
5.12.	Due to bans, did your relations with foreign academic change in any way?	
5.13.	Do you think foreign academic institutions offered sufficient support?	

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