

1. TRM POSITION PAPER - CHESS IN SCHOOLS

1. GOALS & OBJECTIVES

- Make use of chess as an educational tool in primary school education like all similar recreational classes i.e. gymnastics, music and painting. (horizontal enrichment)
- Generate a worldwide popularity of chess discipline, by achieving a program of chess in school at the national levels.
- Create upper level global and national academic disciplines for chess in school.
- Start club level development program (linked to training program of TRM) in each national system, when the popularization of chess is achieved,

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.”
- Allows display of individual strengths and helps for individual decision making, by defining one’s strengths and abilities better.
- 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 based purely on memory.
- It develops people into a higher thinking, researching, judging and awareness state.
- Helps provide a medium where free creativity can flourish.
- Demonstrates that success can best be achieved by working in a systematic and disciplined manner.
- Shows the necessity for a combative spirit, not to succumb to failure.
- Emphasizes the necessity of preparation and hard work for success.
- It shows the satisfaction of success, which will influence them into becoming even more successful.
- Demonstrates new goals, it provides motivation towards these new goals.
- Quickly exposes a person’s negative aspects, weak points or behavioral disorders, which can be corrected.
- Teaches people to play by the rules, fair play, conceding defeat and congratulating the victor.
- Increases socializing and enriches the social life by forming close friendships.

For Federations

- Creates overall popularity of chess in nation for young generations.
- Provides new financial sources due to gigantic popularity to federation.
- Creates a good image and political respect to enable 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 career as coach, let us say after retirement of a chess person as player.

For Government

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

For Sponsors

- Creates a new audience for directing advertising.
- Creates a new sport to sponsor, which absolutely does not have any bad image like harshness or violence.
- Creates a new sport, which is simpatico for the main audience of young children.
- Creates an image for sponsors to show support of intellectual activities, thus transferring the image to their company and products.

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 spatial 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. In Corsica, chess has been introduced in all schools and today there are about 5,000 people playing chess from an original base of around 100!

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 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 the 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, convince us 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 in the chess department, which was 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 which lead to the development of the International Union of Chess Playing Schools, ISCU.

One of the biggest successes of chess in school was achieved by the Turkish Chess Federation. Since the beginning in September 2005, the TCF has achieved its goal to make chess an elective course in all kinds of schools in the country. Primary schools and high schools started chess courses in September 2005. By the end of 2005, 31st December, 128,00 players were members of the Turkish Chess Federation, and 400,00 students were enrolled in chess courses in the country.

4. STEPS FOR INTRODUCING CHESS IN SCHOOLS

The Right Move team (TRM), proposes pragmatic steps to establish chess as a course in schools in each nation. These 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 introduce chess in school in each nation is not a very reliable. However, a global guideline for each federation to follow in their nation is possible.

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

a. Persuading National Government

There is no doubt that the most important achievement is to persuade a government or let's say national education ministry why the chess in school program is so important.

Whilst an old fashioned classical politician will probably not like his/her citizens becoming more intelligent, however, a contemporary forward looking politician will demand and support this. Fortunately, both of them may not refuse to accept the idea publicly. This key point is the most important issue. There is not any education ministry whose priority is to increase the popularity of a sport in its country. However, all ministries will accept that the highest priority is to increase the intelligence level of the young generation.

TRM will make other supportive efforts 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 with all FIDE 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 terms. The key point here is that the message will not be given by a chess person but it will be given by the 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 as an elective course in all kind of schools (public and private, primary or secondary)
- Teachers who are eligible to teach 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 groundwork will start. We propose that for chess in schools there must be at least 2 different categories of books that need to be prepared.

i. Books and curriculum

1. Book for students (three different categories for different ages and classes)
2. Book for teachers (A unique book covering three levels)

Of course the curriculum is also an important item in the development of books and the learning agenda, of course. TRM already has all the appropriate material to support the national federations on this issue. Translations of this material are 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 provide 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 available for this program as additional instruments. For example the system developed by the Chess Academy of the Netherlands. This 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 for mass training that occurs in the chess in schools program. Nowadays, schools in most countries over the world have an internet connection. By using such methodology it will make it easier to access isolated areas to teach chess in schools. We should not forget that these electronic materials are based on real books that may be used by pupils to follow the curriculum.

The other issue is software e.g. ChessBase products which can fulfil the gap of chess education for kindergarten or primary schools. Fritz and Chesster, Playchess, Fritz 9.0 are some products

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 the 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.

The Right Move team will make it a priority for FIDE to organize a World Chess in School Congress 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 in order to share different experiences, problems, ideas, to learn solutions, and 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 until at least 50% of the world countries have an effective chess in schools program.

The third issue is that a program must be developed by FIDE and hopefully adopted by each FIDE nation. 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 primary schools, secondary schools, colleges and universities in as many countries as possible.**
- ✓ **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.**