

**Research Based Analysis of Youth in Action Programme
RAY Network**

**Research project on competence development and
capacity building in Erasmus+: Youth in Action
(RAY-CAP)**

Modules A-B and Module C:

**Competence Development
Transfer into Practice
Systemic Effects and Organisational Development**

**TURKEY INTEGRATED FINAL REPORT
2018**

Turkish National Agency

Programme Monitoring Unit
Youth Work Unit
Youth Mobility Unit

Author:

Assist. Prof. Dr. Asuman Göksel

Middle East Technical University, Department of Political Science and Public
Administration

Optimar Consultancy, Advertising, Research and Organisation, Inc.

November, 2018

TABLE OF CONTENTS

Abbreviations	5
Introduction	7
Chapter 1	9
Research-based Analysis of Erasmus+: Youth in Action (RAY)	9
1.1 What is RAY?	9
1.2 Aims and objectives of the RAY Network	9
1.3 RAY research activities.....	11
Chapter 2	13
RAY Network Research Project on Competence Development and Capacity Building in Erasmus+: Youth in Action (RAY-CAP)	13
2.1 What is RAY-CAP?.....	13
2.2 Aims and objectives.....	14
2.3 Research questions.....	15
2.4 Research design	16
2.5 Profile of the sample.....	17
2.6 Outputs.....	19
Chapter 3	21
Turkey Country Study: RAY-CAP Modules A and B	21
3.1 RAY-CAP Module A and B Sample for Turkey	21
3.2 RAY-CAP Module A and B Findings for Turkey.....	26
3.2.1 Personal Goals, Individual Learning and Competences.....	29
3.2.1.1 Domains of personal development: Knowledge/skills/attitudes.....	29
3.2.1.2 Applied learning outcomes/planning and implementation.....	38
3.2.1.3 European values, issues and image of the European Union.....	41
3.2.1.4 Youthpass	43
3.2.2 Institutional Goals and Organisational Learning.....	45
3.2.2.1 Youth work ambitions and future perspectives	47
3.2.2.2. Transfer of experiences and impact on institutional environment.....	51
3.2.2.3 Organisational support for the participants	55
3.2.3 Impact on Networking and Cooperation	59
3.3 Conclusions for RAY-CAP Module A and B for Turkey	65
Chapter 4	73
Turkey Country Study: RAY-CAP Module C	73
4.1 RAY-CAP Module C Sample for Turkey: Overview of Organisations	73
4.2 RAY-CAP Module C Findings for Turkey.....	77
4.2.1 Selection of training and support activities	77
4.2.2 Preparation for/of training and support activities	87
4.2.3 Follow-up of training and support activities	92
4.2.4 Previous organisational change and development	99
4.2.5 Future organisational change and development	110
4.3 Conclusions for RAY-CAP Module C for Turkey.....	120
Conclusions	125
References	130
Annex I: List of Interviewees in the RAY-CAP Module A and B National Database	131
Annex II: List of Interviewees in the RAY-CAP Module C	132

Abbreviations

CSOs	Civil Society Organisations
E+/YiA	Erasmus+ /Youth in Action Programme
EU	European Union
EVS	European Voluntary Service
GENESIS	Generation and Educational Science Institute
KA1	Key Action 1
KA1/MoYW	Key Action 1/ Mobility of Youth Workers
KA2	Key Action 2
NA	National Agency
NGOs	Nongovernmental Organisations
RAY	Research-based Analysis of Erasmus+: Youth in Action
RAY-CAP	RAY Research Project on Competence Development and Capacity Building in Erasmus+: Youth in Action
RAY-MON	Research-based analysis and monitoring of Erasmus+: Youth in Action
RAY-LTE	Research project on long-term effects of Erasmus+: Youth in Action on participation and active citizenship
SALTO	Support, Advanced Learning and Training Opportunities
SOHO	Sending and Hosting Organisations (Training)
TCA	Transnational Cooperation Activities
ToT	Training of Trainers
YiA	Youth in Action Programme

Introduction

“Research-based Analysis of Erasmus+: Youth in Action” (RAY) is a joint research initiative, managed the RAY Network which includes the National Agencies of Erasmus+: Youth in Action and their research partners in currently 31 countries¹. It aims to contribute to a better understanding of international youth work and youth learning mobility in Europe, in particular within the context of the Erasmus+: Youth in Action Programme. In this context, being a partner of the RAY Network since 2012, Turkish National Agency has been taking part in a series of research projects developed by the RAY Network.

The RAY Research Project on Competence Development and Capacity Building in Erasmus+: Youth in Action (RAY-CAP) is one of the projects conducted within the “Research-based Analysis of Erasmus+: Youth in Action” by the RAY Network. The RAY-CAP project was designed by the Generation and Educational Science Institute (GENESIS) in Austria in cooperation with the RAY-CAP Working Group members from Austria, the Czech Republic, Estonia, France, Germany, Slovenia and Turkey.

This Integrated Final Report is prepared to present the analysis of the findings of the RAY-CAP research specifically for Turkey. It brings together two separate modules of RAY-CAP research, namely Module A and B (individual effects) and Module C (systemic effects). Thus, this Integrated Final Report provides a comprehensive overview of the research findings of RAY-CAP in a way to analyse the impact of the training and support activities of the Erasmus+ Youth in Action Programme in Turkey both on the youth workers and youth leaders at the individual level, and on the youth organisations at the systemic level.

It is structured in four chapters, in addition to introduction and conclusion parts. The Chapter 1 provides a brief summary of the Research-based Analysis and Monitoring of Erasmus+: Youth in Action (RAY) and the Chapter 2 draws the framework for the RAY Research Project on Competence Development and Capacity Building in Erasmus+: Youth in Action (RAY-CAP) in a way to present the aims and objectives, research questions, research design, profile of the sample and outputs of the research.

¹ Austria, Belgium, Bulgaria, Greek Administration of Southern Cyprus (GASC), Czech Republic, Croatia, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Turkey, United Kingdom.

The Chapter 3 intends to give the readers comprehensive idea about the Modules A and B of the RAY-CAP research as implemented in Turkey. In this context, the Chapter 3 is structured to introduce the sample of Modules A and B in Turkey, to present the main findings of the modules, and to discuss the conclusions drawn from the analysis of the data collected from three sets of interviews. The interviews addressed 10 participants involved in Transnational Cooperation Activities (TCA) and Key Action 1 Mobility of Youth Workers (KA-1/MoYW) projects funded by the European Union Erasmus+/YiA Programme (2014-2020) and were conducted before, two months after and one year after the participation of the interviewees into the activities.

The Chapter 4 is devoted to the RAY-CAP Module C. It is structured to introduce the sample of Modules C in Turkey, to introduce the main findings of the Module C and to discuss the conclusions drawn from the analysis of the data collected from the in-depth interviews. The interviews were conducted with the key staff members of 15 organisations, platforms and networks in Turkey, who are either involved in international training and support activities for youth workers and youth leaders funded through Erasmus+/YiA and/or implement their own Erasmus+/YiA projects with a focus on competence development and capacity building.

The Conclusions part provides an overview of all the findings of the RAY-CAP research as implemented through Modules A and B and Module C in Turkey.

Chapter 1

Research-based Analysis of Erasmus+: Youth in Action (RAY)

1.1 What is RAY?

Research-based Analysis of Erasmus+: Youth in Action (RAY) is a joint research initiative within the context of the Youth in Action Programme. It was initiated in 2007 in order to explore (learning) processes and effects as well as the implementation of the Youth in Action Programme of the European Union (2007 to 2013).² The RAY initiative is self-governed through a network, RAY Network, consisting of the National Agencies³ of Erasmus+: Youth in Action Programme from 31 countries and their research partners⁴.

Until 2014, RAY Network conducted research primarily on the effects of Youth in Action (YiA) Programme on the actors involved, such as the project participants and project leaders, with respect to competence development and learning (processes) and measures fostering learning in YiA projects.⁵ Furthermore, RAY studied the implementation of the YiA Programme and of its funded projects, in a way to contribute to the monitoring of the Programme.⁶ With the initiation of the Erasmus+ Programme, the RAY Network has adopted its research framework to the Erasmus+: Youth in Action Programme (2014 to 2020).

1.2 Aims and objectives of the RAY Network⁷

The overall aim of the RAY Network is to contribute to a better understanding of international youth work and youth learning mobility in Europe, in particular in the context of the Erasmus+: Youth in Action Programme. In this regard, RAY values cooperation and dialogue between research, policy and practice in the youth field. Furthermore, RAY aims to contribute to research at large in this field and to a respective theory development.

² RAY Network Mission Statement, version 24.4.2016, revision accepted 07.09.2018.

³ Austria, Belgium (Flemish-speaking community), Belgium (French-speaking community), Belgium (German-speaking community), Bulgaria, Czech Republic, Croatia, Greek Administration of Southern Cyprus (GASC), Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Turkey, the United Kingdom.

⁴ The RAY Network study is coordinated by the University of Innsbruck in cooperation with GENESIS (Generation and Educational Science Institute).

⁵ RAY Network Mission Statement, version 24.4.2016, revision accepted 07.09.2018.

⁶ Previous publications of the RAY Network can be found at <http://www.researchyouth.net/publications/>.

⁷ This section is adopted from RAY Network Mission Statement, version 24.4.2016, revision accepted 07.09.2018.

The strategic objectives of RAY are:

- to contribute to the development of international youth work and learning mobility practice, in particular within E+/YiA;
- to contribute to monitoring E+/YiA with respect to the objectives and priorities of the programme;
- to contribute to quality assurance and quality development in the implementation of E+/YiA at the project level (development and implementation of projects) as well as at the programme level (promotion, support, administration etc. of the programme);
- to contribute to the development of E+/YiA and the programme following E+/YiA after 2020;
- to contribute to the recognition of non-formal education and learning in the youth field, in particular in the context of international youth work and learning mobility;
- to contribute to evidence-based and research-informed youth policy development at all levels and with respect to relevant policy processes such as the implementation of the EU Youth Strategy (2010-2018 and 2019-2027), including in the context of strategic partnerships such as with the Council of Europe; and,
- to contribute to the visibility and promotion of E+/YiA.

Furthermore, RAY has some objectives with respect to research. These are:

- to study the effects and the impact (short-term and long-term) of E+/YiA projects on the actors involved – at the individual level (young people, youth workers/project leaders), at the systemic level (youth groups/organisations/bodies, local project environments/communities, youth structures, youth work, youth policy) and at a collective level (larger public);
- to study educational and learning approaches, methods and processes applied in E+/YiA projects, in particular with respect to their effectiveness in stimulating and supporting learning processes;
- to study the implementation of E+/YiA projects, in particular in view of the profile of project participants, project leaders and organisations involved as well as with respect to project methodologies and project management;
- to explore how international youth work and learning mobility practice develops in the framework of E+/YiA over the programme period 2014-2020; and,

- to explore policy development at national and European levels in line with RAY research findings.

In view of its strategic and research related objectives, the RAY Network seeks close cooperation with National Authorities responsible for youth, the European Commission and related institutions; and it intends to develop an exchange with researchers, research institutions and research networks involved in youth research, as well as in research on learning mobility and on non-formal education/learning, in particular with an international and/or intercultural dimension.

1.3 RAY research activities

With the initiation of the Erasmus+ Programme, the RAY Network has adopted its research framework to the Erasmus+: Youth in Action Programme (2014 to 2020), and developed three different research projects⁸:

- Research-based analysis and monitoring of Erasmus+: Youth in Action (E+/YiA), which is a further development of the main activity of the RAY Network between 2009 and 2013 (the ‘Standard Surveys’), aimed at contributing to monitoring and developing E+/YiA and the quality of projects supported by it (RAY-MON)⁹;
- A research project on the long-term effects of E+/YiA on participation and citizenship of the actors involved, in particular on the development of participation and citizenship competences and practices (RAY-LTE)¹⁰;
- A research project on competence development and capacity building of youth workers and youth leaders involved in training/support activities in E+/YiA (RAY-CAP)¹¹, in a way to cover the effects of E+/YiA on the organisations involved in a separate module.

⁸ <http://www.researchyouth.eu/ray-research-activities>.

⁹ This activity is a joint activity of all RAY Network partners.

¹⁰ Participant countries of the RAY-LTE are Austria, Czech Republic, Estonia, Finland, France, Germany, Hungary, Italy, Malta, the Netherlands, Slovenia and Sweden.

¹¹ Participant countries of the RAY-CAP are Austria, Belgium (Flemish speaking community), Czech Republic, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Latvia, Lithuania, Netherlands, Poland, Romania, Slovenia and Turkey.

Chapter 2

RAY Network Research Project on Competence Development and Capacity Building in Erasmus+: Youth in Action (RAY-CAP)¹²

2.1 What is RAY-CAP?

Research project on Competence Development and Capacity Building in Erasmus+: Youth in Action (RAY-CAP) is one of the three research projects conducted under the framework of RAY Network. It is specifically designed to explore processes, outcomes and impact of training and support activities for youth workers and youth leaders in Erasmus+: Youth in Action (E+/YiA), particularly the training activities funded within Key Action 1 Youth Worker Mobility (KA1-YWM), Transnational Cooperation Activities (TCA) and other support mechanisms for the development and implementation of E+/YiA projects. In general, the research project aims to explore how these activities contribute to the competence development of youth workers and youth leaders; how they contribute to youth work practice; and, how they affect the organisations involved in E+/YiA. The research project also intends to contribute to a better understanding of the systemic impact of training and support activities within E+/YiA; and, to the quality development and strategic planning of Transnational Cooperation Activities (TCA) within E+/YiA.

The working group for developing and monitoring this research project is composed of representatives of the RAY Network partners in Austria, Czech Republic, Estonia, Germany, France, Slovenia and Turkey and the research instruments are designed by Generation and Educational Science Institute (GENESIS) in cooperation with the RAY-CAP project partners.

¹² This section builds on a series of RAY Network documents. They include RAY Network Research project on competence development and capacity building in Erasmus+: Youth in Action – Overall Design, 6 June 2016; Research project on competence development and capacity building in Erasmus+: Youth in Action – Interview guidelines, Interviews (1) and (2) with participants, 26 January 2016; and, Research Project on competence development and capacity building in Erasmus+: Youth in Action – interview Guidelines Module (B): Interview (3) with participants of training/support activities/youth worker mobility in E+/YiA, 28 October 2016.

What is KA1 - Mobility of youth workers?¹³

Erasmus+ Programme Guide indicates that youth workers' training and networking activities are those to support "the professional development of youth workers, through the implementation of activities such as transnational/international seminars, training courses, contact-making events, study visits, etc. or job shadowing/observation periods abroad in an organisation active in the youth field". The benefits of those activities for the participant youth workers are considered as the activities' contribution to capacity building of the participants' organisations and its impact on youth workers' daily work with young people. KA1 – Mobility of youth workers activities include projects prepared and submitted for funding to the Erasmus+ Programme by the beneficiaries of the Programme to participate in these projects.

What is Transnational Cooperation Activities (TCA)?¹⁴

Transnational Cooperation Activities (TCA) aim to improve the quality and impact of the Erasmus+ programme at a systemic level. TCA includes a range of events, seminars, workshops, training courses and partnership building activities on themes relevant to Erasmus+. The major target groups of the TCA are youth and education and training stakeholders, including individuals and organisations active in the field of youth; vocational education and training and adult education providers; and public bodies at local, regional or national level responsible for education or youth policy. TCA events intend to create benefits for the participants regarding to create and/or extend contacts and cooperation with organisations coming from similar or different fields across Europe; to gain knowledge and practical skills on Erasmus+ and access support on project ideas; and, to disseminate your projects' results at European level. The difference of the TCA events from KA1 – Mobility of Youth Workers projects is that TCA events are organised by Erasmus+ National Agencies in negotiation with their national ministries and the European Commission or by the SALTO (Support, Advanced Learning and Training Opportunities) Network.¹⁵

2.2 Aims and objectives

The aim of the RAY-CAP research project is to explore evidence for the benefits of international cooperation in the youth field in E+/YiA, especially with respect to its contribution to quality development of youth work training and the work of youth workers, organisations in the youth field and National Agencies of E+/YiA. This evidence is expected to contribute to the visibility and recognition of international cooperation in the youth field.

The specific objectives of the RAY-CAP research project are as follows:

- to explore competence development of youth workers and youth leaders through their participation in training and support activities in the youth field, in particular in the framework of E+/YiA (including TCA);
- to explore how learning outcomes from the training and support activities are transferred into practice;
- to explore long-term systemic effects of training and support activities on the organisations involved in E+/YiA.

¹³ Erasmus+ Programme Guide, Version 1 (2017): 20/10/2016, pp.79. Available online at: http://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/files/resources/erasmus-plus-programme-guide_en.pdf.

¹⁴ This box compiles information from <https://www.erasmusplus.org.uk/transnational-cooperation-activities> and <https://www.salto-youth.net/rc/training-and-cooperation/nationalagencies/>.

¹⁵ <https://www.salto-youth.net/>

2.3 Research questions

In order to operationalise the above mentioned aims and objectives of the RAY-CAP research, some general research questions are developed. These are:

- How do training and support activities within E+/YiA (in particular in KA1 and KA2) contribute to competence development and professionalism of youth workers and youth leaders?
- What is the European dimension in regard to the impact of training/support activities?
- How are learning outcomes transferred into practice?
- How do training and support activities within E+/YiA contribute to the development of organisations involved in E+/YiA, also in combination with other E+/YiA activities these organisations are involved in?
- How could the findings contribute to quality development of training/support strategies and youth work/training/support practice in the context of E+/YiA, including the work of National Agencies in this respect, in particular through dissemination and exploitation?
- How could the findings contribute to youth policy development?

In the same line, a set of specific research questions also guide the RAY-CAP research:

- Which key competences and (international) youth work competences are developed through training/support activities within E+/YiA? To which extent are they developed?
- How does the development of key competences and (international) youth work competences focussed on quality standards and professionalism take place in training/support activities within E+/YiA?
- Which training approaches, methodologies and other factors are successful in developing these competences? What stimulates the development of these competences?
- What are the differences of training processes and outcomes depending on different types of training providers, training formats and types of training and support activities?
- How does participation in E+/YiA contribute to inclusion of young people with fewer opportunities?
- What triggers the participation of youth workers and youth leaders in training and support activities?

2.4 Research design

All the general and specific research questions have helped to develop three modules for the RAY-CAP research. These are:

- A. The module on the competence development of participants in training/support activities within E+/YiA (Individual level); (Module A)
- B. The module on the transfer into practice of what has been learned in training/support activities within E+/YiA (use of competences developed) (Individual level); (Module B)
- C. The module on the systemic effects (including long-term effects) of training/support activities, in particular on the organisations involved (youth organisations, training providers, National Agencies) (Systemic level). (Module C)

The module on competence development (Module A) first collected, reviewed and analysed existing knowledge with regards to the outcomes of the RAY ‘Standard Surveys’ and ‘Special Surveys’ conducted between 2009 and 2014; literature and studies on the topic of competence development, including literature on youth work competences; and, National Agencies’ reports on monitoring of Training and Cooperation Plan activities (2007-2013). In this module, based on literature review as well as on a survey (standardised interviews) with officers who are responsible for implementing Transnational Cooperation Activities in the National Agencies of the Erasmus+ Programme, a framework of ‘youth work competences’ (including international youth work) to be used as a basis of the RAY-CAP research has been prepared.

In this module, a pre-study is also initiated in order to explore basic dimensions of the development of youth work competences and their use in practice. Implemented through interviews with participants involved in training and networking activities within YiA (2007-2013), the pre-study is aimed at contributing to the development of research instruments of the main study, namely the interview guidelines.

The research design of the study is based on *a self-assessment of competence development by participants in training and support activities through interviews before and after the training and support activity*. A three-staged approach is adopted for the field research: Interview 1 (before the activity), Interview 2 (two months after the activity) and Interview 3 (12 months after the activity). Additionally, the questionnaires for participants within the RAY research project on monitoring E+/YiA (‘Standard Surveys’) includes a special section for participants in training and support activities (KA1 - Youth Worker Mobility and Transnational Cooperation Activities) in view of their

development of (international) youth work competences. The outcomes of these surveys will be taken into consideration in the analysis of the interviews of this study.

The module on competence development, developed two sets of semi-structured interview questions and guidelines. These are designed to be implemented with the participants of the KA1 – MoYW projects and TCA events first before the activity (pre-activity interviews); and, second, two months after the activity (post-activity interviews). The number of participants to be interviewed is set at a minimum of 10; and a National Database for each RAY-CAP participating country is created through the structural protocols prepared by the RAY-CAP working group.

The module on the transfer of competence development into practice (Module B), which depends on the same sample with the Module A, seeks to explore the transfer of developed competences of participants in E+/YiA training and support activity into their (youth) work practice through semi-structured interviews, implemented 12 months after their activity has taken place (post activity interviews – 12 months). This model is designed to compare the outcomes of module A, with a focus on the transfer of acquired and developed competences into youth work practice; and, analyse the effects of and obstacles for the transfer of acquired competences into youth work practice.

The module on long-term systemic effects (organisational development) (Module C) is designed to explore (long-term) systemic effects of training/support activities (including TCA), as well as of the overall involvement in E+/YiA on the organisations involved in the activities. The research design of this module includes interviews (semi-structured and/or focus groups) with key staff members of organisations involved in training/support activities and in other activities funded through E+/YiA. A main indicator for organisational development in Module C is the quality of (international) youth work, indicated by non-formal learning, intercultural learning and inclusion of young people with fewer opportunities and participation of young people in the activities of the organisations. Further indicators could be the “multiplication” of experiences gained in training/support activities, the sustainability of effects resulting from the involvement in training/support activities etc.

2.5 Profile of the sample

The sample for the RAY-CAP Modules A and B include the participants of the projects and events within the context of KA1 – Mobility of Youth Workers and Transnational

Cooperation Activities. In addition to the activity types, a set of sampling criteria referring to the characteristics of the participant, activity and the participant's organisation is identified by the RAY-CAP working group:

- Participants should be with different levels of experience with training/support activities ('newcomers' as well as 'repeaters').
- The participants should be youth workers. In other words, trainers or participants of Training of Trainers activities are excluded from the analysis.
- There should be a gender balance between the participants.
- It is exceptional to include more than one participant from the same activity in the analysis.
- The activities should be international activities, in other words they should include two or more countries.
- There should be a balance between the number of TCA participants and that of KA1 – Mobility of Youth Workers projects' participants.
- The projects should reflect a variety of activity types such as training courses, seminars, partnership building activities etc.
- Both hosting and sending projects and activities should be included in the sample.
- The sample should include a broad scope of organisations, including organisations with no prior involvement in YiA or E+/YiA and experienced ones; public organisations and civil society organisations.

The sample for the RAY-CAP Module C includes 15 key staff members of organisations, platforms and networks. These selected key staff members are either involved in international training and support activities for youth workers and youth leaders funded through Erasmus+/YiA and/or implemented their own Erasmus+/YiA projects with a focus on competence development and capacity building. Sampling criteria for organisations/platforms/networks are identified as follows:

- different types of beneficiaries, covering the diversity of programme users
- different sizes of organisations at national, regional and local levels
- different level of Erasmus+/YiA involvement (training, support, mixed)
- different approaches to international youth work (activities, methods, structures)
- different activity types (KA1, KA2, KA3, TCA).

2.6 Outputs

From the data collected within the framework of RAY-CAP research, a number of reports are produced both at the national and transnational levels. The RAY Network RAY-CAP coordination team prepares Transnational RAY-CAP reports for the Module A and B, as well as one for the RAY-CAP Module C, in a way to discuss the findings in a comparative way for the participating countries of the RAY-CAP research.¹⁶ At the national level, participating countries of the RAY-CAP research prepare its own country reports both on the individual effects (the Module A and B) and systemic effects (Module C) of the training and support activities on the participants of the activities and their organisations.

¹⁶ The Transnational Reports of the RAY-CAP are available online at <http://www.researchyouth.eu/results-erasmus-youth-in-action>.

Chapter 3

RAY-CAP Modules A and B: Turkey Country Report

The Chapter 3 presents, the context and findings, for the case of Turkey, of the Modules A and B of the RAY-CAP research, designed to identify the impact of the training and support activities within the context of the Erasmus+/YiA at the individual level. In this context, Module A refers to the competence development of participants in training/support activities within E+/YiA; and Module B refers to the transfer into practice of what has been learned in training/support activities within E+/YiA (use of competences developed).

Section 3.1 defines the RAY-CAP Module A and B sample for Turkey. Section 3.2 presents the major findings of the Module A and B with regards to three aspects, namely personal goals, individual learning and competences; institutional goals and organisational learning; and, impact on networking and cooperation. Section 3.3 draws conclusions from the findings.

3.1 RAY-CAP Module A and B Sample for Turkey

The RAY-CAP research design is based on *a self-assessment of competence development by participants in training and support activities through interviews before and after the training and support activity*. For Module A and Module B, a three-staged approach was adopted for the field research: Interview 1 (before the activity), Interview 2 (approximately two months after the activity) and Interview 3 (approximately 12 months after the activity). In Turkey, the Interview 1 was conducted with 24 participants of the training and support activities from 16 January 2016 to 13 June 2016. With 23 of the participants, the Interview 2 was conducted from 10 April 2016 to 28 August 2016; and the Interview 3 was conducted from 28 February to 17 June 2017. Some interviews were conducted face-to-face, but most of them were conducted by phone.

The sample of participants selected for the RAY-CAP Turkey research include the participants of the projects and events within the context of KA1–Mobility of Youth Workers and Transnational Cooperation Activities. In this context, the RAY-CAP research includes the participants of these activities which started between 1 November 2015 and 30 June 2016 and which were funded through the National Agencies of E+/YiA. Selection of sample has followed the criteria developed by RAY-CAP working group. As also shown in Table 3.1, the

actual status of the overall sample of 23 interviewees for Turkey, including the 10 interviewees in the National Database¹⁷, can be summarised as follows:

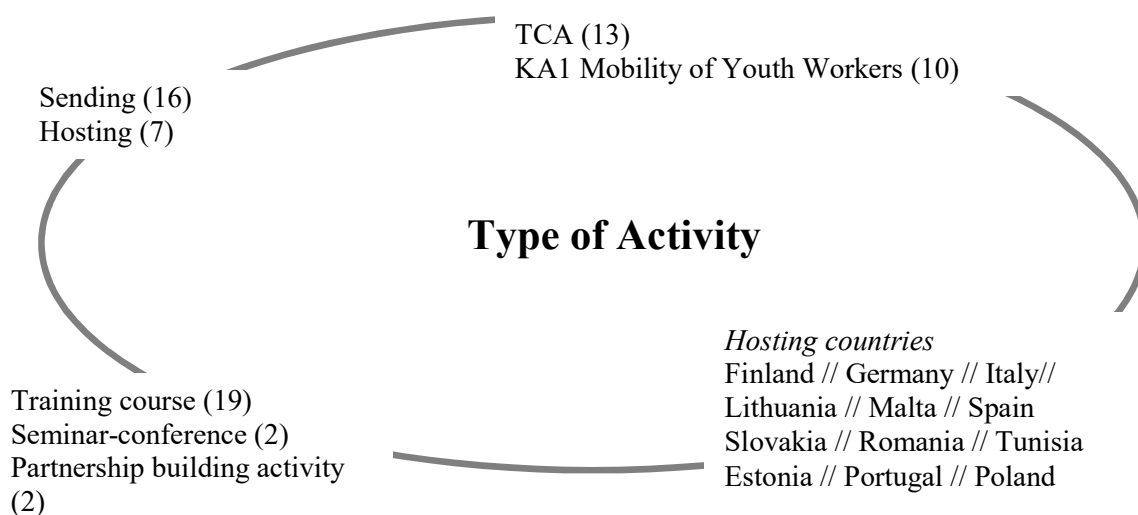
- Participants are chosen from different levels of experience with training/support activities, which means that the sample includes ‘newcomers’ as well as ‘repeaters’, or experienced youth workers with either E+/YiA programme or with other projects.
- All the activities of the interviewees are international activities, including two or more programme countries.
- A balance between the number of TCA participants and that of KA1 – Mobility of Youth Workers projects’ participants is considered. In this regard, 10 KA1-MoYW and 13 TCA participants were interviewed, and 6 TCA participants and 4 KA1- MoYW participants are selected for the National Database.
- Different activity types are included in the overall sample with the dominance of 11 training courses, including one long-term training course and one Training of Trainers; two seminars/conferences and two partnership building activities/contact making events. In the National Database, the types of the activities appear as seven training courses, two seminars/conferences, and one partnership building activity.
- Both hosting and sending projects and activities are included in the sample. However, since Turkey did not host any TCA activities within the time span of the Interview 1, all the TCA participants are from the “sending” category.
- A gender balance is sought between the participants. In this regard, 10 female and 13 male participants were interviewed; and five female and five male interviewees are included in the National Database.
- The sample tries to include a broad scope of organisations, including organisations with no prior involvement in YiA or E+/YiA and experienced ones; public organisations and civil society organisations. In this context, 16 of interviewees are from civil society organisations, whereas seven interviewees are from public institutions. In the National Database, there are three interviewees from the public institutions, and seven from the civil society organisations.

The overall sample covers a total of 17 different training and support activities, out of which 11 are TCA activities (all sending) and 6 of them are KA1 Mobility of Youth Workers projects (two of them are sending and four of them are hosting). This means that in the overall sample

¹⁷ For more details, see Annex I.

there are a total of six activities from which two participants per activity were interviewed. In addition, two interviewees participated in the same Training of Trainers activity. According to the criteria of the working group for the preparation of the Transnational RAY-CAP Report, National Database does neither include the participants of the Training of Trainers activities; nor more than one participant from the same activity.

Graph 3.1: Type of Activity (summary)



The themes of the activities to which the interviewees attended cover, but are not limited to, the topics of communication, young people in closed institutions, partnership and networking, transferring non-formal education into formal settings, cooperation with the business sector, Youthpass, fund raising, non-formal education for physically disabled, employment and art.

When the age groups of the overall sample is concerned, it is possible to see that there are 15 interviewees in the age group of 20-29, five interviewees in the age group of 30-39 and three interviewees in the age group 40-49. In the National Database, there is a similar distribution with the domination of the age group 20-29 with seven interviewees; followed by the 30-39 age group with two interviewees and 40-49 age group with one interviewee.

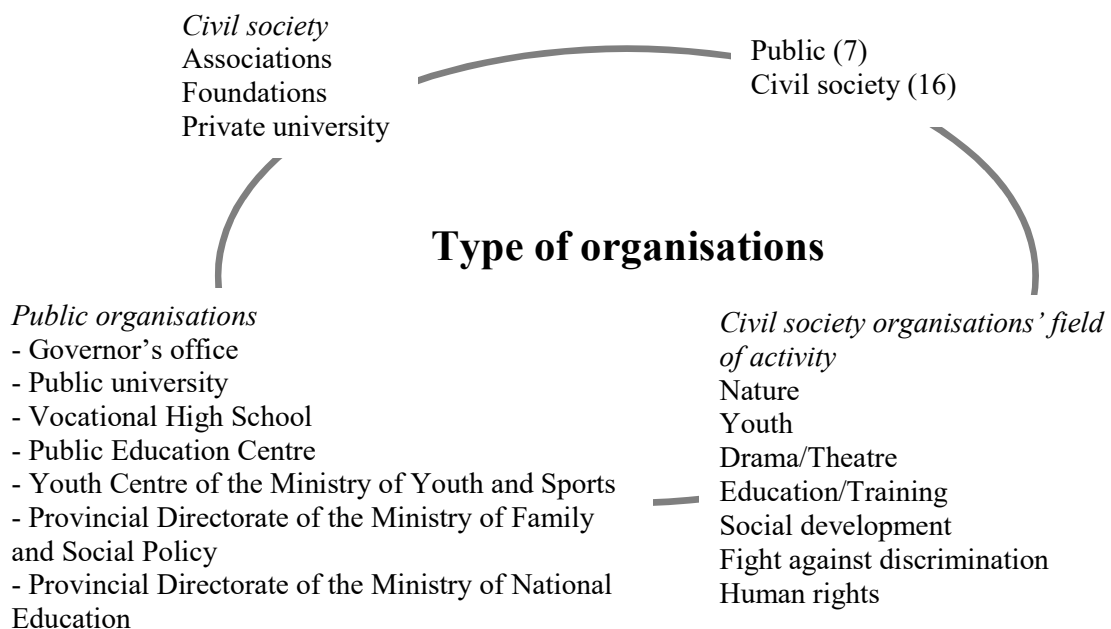
Geographical distribution of the interviewees according to city of residence also displays a good variety in a way to cover different regions of Turkey. In this regard, there are five interviewees from Ankara and İstanbul; two from Gaziantep, Çanakkale and Bursa; and one from Artvin, Düzce, Eskişehir, Kilis, Karaman, Isparta and Balıkesir.

Graph 3.2: Interviewees' Profile (Summary I)



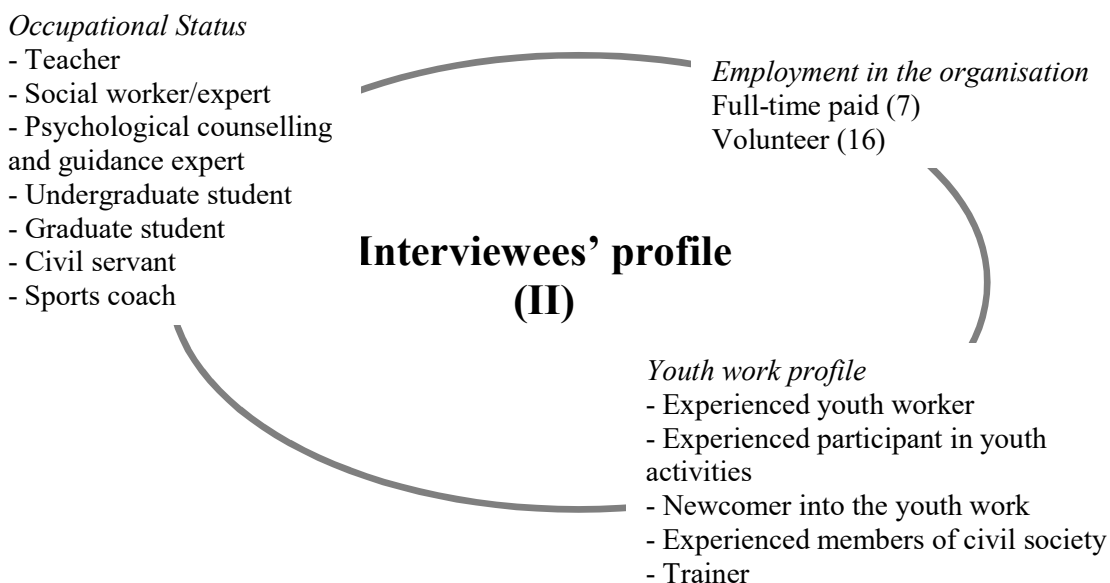
The interviewees belong to two major types of organisations: public institutions and civil society organisations. There are seven participants who work at the public sector, namely at the governor's office, at a public university, at a vocational High School, at a public education centre, at a youth centre of the Ministry of Youth and Sports; at a provincial directorate of the Ministry of Family and Social Policy and at a provincial directorate of the Ministry of National Education. 16 participants came from three types of civil society organisations, namely association, foundation or private university, which work in the fields of nature, youth, drama/theatre, education/training, social development, fight against discrimination and human rights.

Graph 3.3: Type of Interviewees' Organisations



When the employment status of the interviewees is concerned, an interesting pattern emerges. Those interviewees working in the public institutions are full-time employees, whereas those in the civil society organisations are all volunteers. The occupational status of the interviewees show that there is a concentration in the education sector. The interviewees are teachers, social workers/experts, psychological counselling and guidance experts, undergraduate or graduate students, civil servants or sports coaches. When their youth work profile is concerned, the interviewees can be categorised as experienced youth workers; newcomers in the youth field; experienced participants in the youth field; experienced members of in civil society; and trainers.

Graph 3.4: Interviewees' Profile (Summary II)



Last but not the least, it should be stated that within the context of RAY-CAP research, the research ethics is developed in a way that all contact data of the persons contacted for this study are treated confidentially. This data is only used for contacting these persons for surveys or interviews. All responses to surveys or interviews remain anonymous and are treated confidentially.

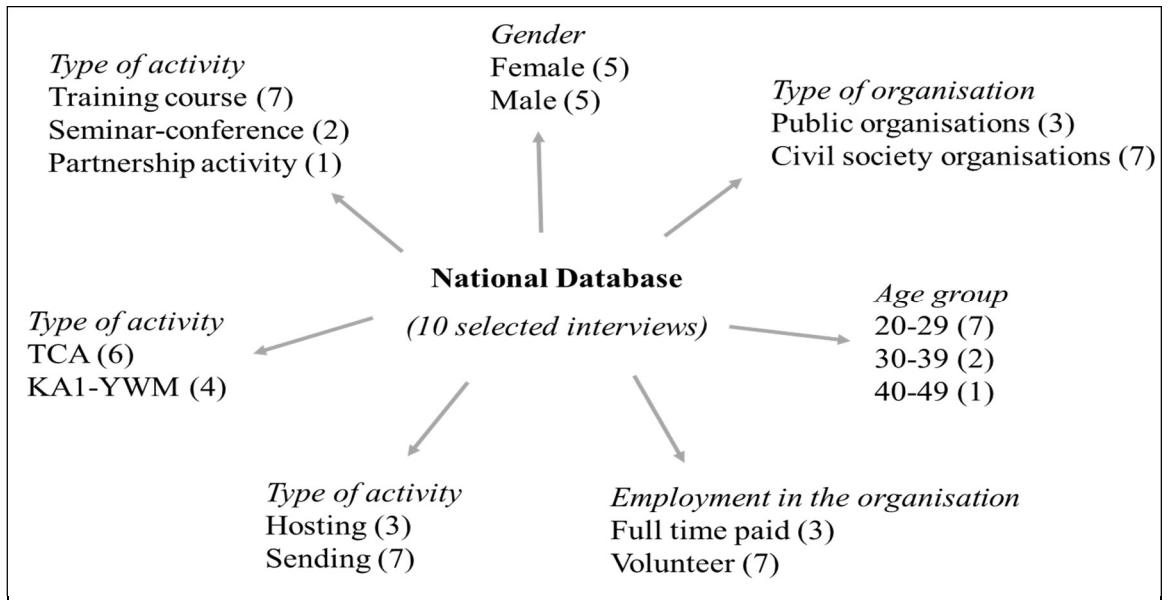
Table 3.1: Characteristics of the RAY-CAP total sample for Turkey and the National Database (Summary)

	Total Sample (23 interviews)		National Database (10 selected interviews)
Gender balance	Female	10	5
	Male	13	5
Type of organisation	Public institutions	7	3
	Civil society organisations	16	7
Age group	20-29	15	7
	30-39	5	2
	40-49	3	1
	50-59	0	0
Employment in the organisation	Full-time paid	7	3
	Volunteer	16	7
Type of activity	Sending	16	7
	Hosting	7	3
Type of activity	TCA	13	6
	KA1-MoYW	10	4
Type of activity	Training Courses	19	7
	Seminar-conference	2	2
	Partnership building activities	2	1

3.2 RAY-CAP Module A and B Findings for Turkey

Section 3.2 is based upon the analysis of the 30 structural protocols (three for each participant) that constitute the National Database of Turkey, prepared to contribute to the preparation of the transnational analysis report within the context of the RAY-CAP research. The structural protocols is an effort to organise and categorise, in line with the RAY-CAP research objectives, the data collected from the Turkish participants of the TCA and KA1/MoYW activities within the context of Interview 1, conducted before the activity and Interview 2, conducted two months after the activity and Interview III, conducted 12 months after the activity. For the National Database of Turkey, 10 participants out of 23 were selected in line with the basic criteria of RAY-CAP research, in a way to cover the members of the sample, which display utmost benefits to youth work at the national context and youth work practices. The characteristics of the sample in the National Database is summarised in Graph 3.5.

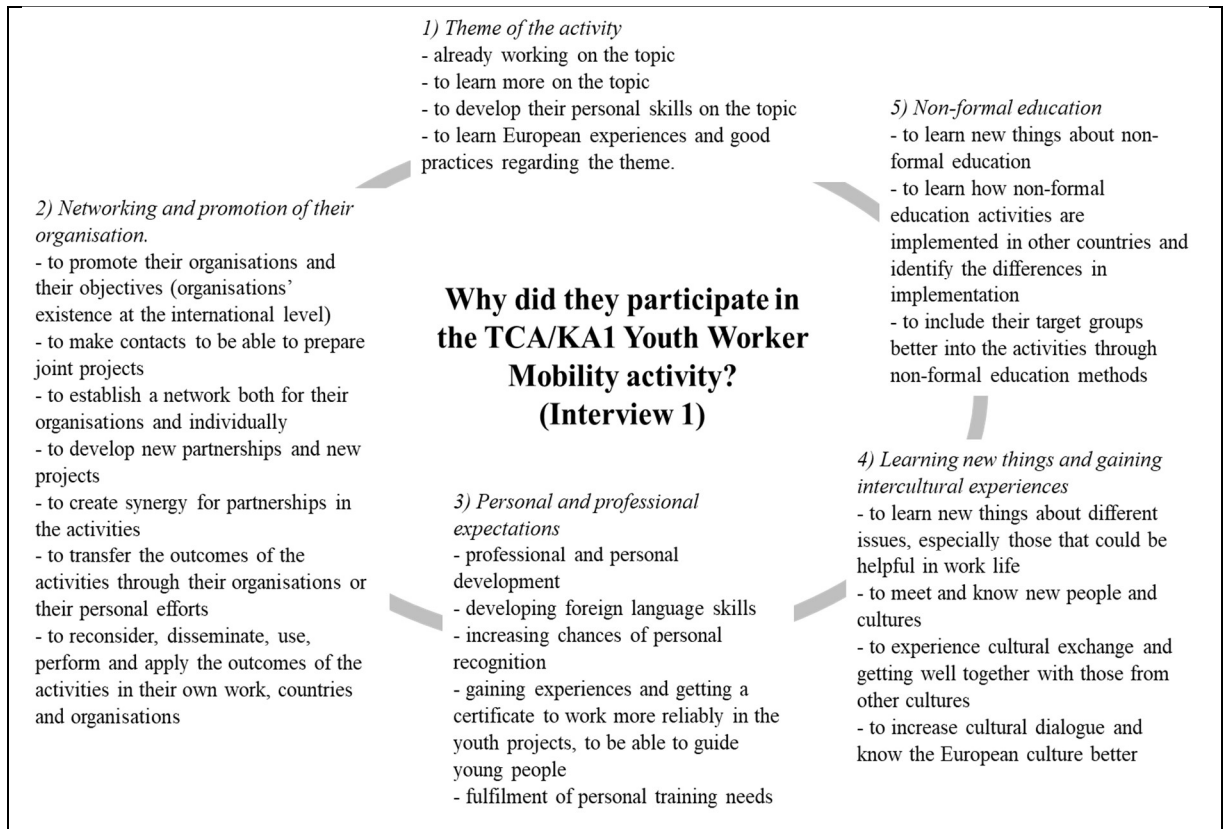
Graph 3.5: The characteristics of the National Database



The Section 3.2 is structured to present the findings from the Interview 1, Interview 2 and Interview 3 under three categories: 1) personal goals, individual learning and competences; 2) institutional goals and organisational learning; and 3) impact on networking and cooperation.

Identifying the motivations and personal expectations of the interviewees from participation in the training and support activities gives important clues about the training needs and interests of the youth workers, and accordingly constitutes an important aspect of the analysis under RAY-CAP research. The data from the Interview 1 show that the theme of the activity, networking and promotion of the organisation, personal and professional expectations, learning new things and gaining intercultural experiences, and non-formal education are the basic motives for the participants to participate in the training and support activities (Table 3.2).

Table 3.2: Motivation and personal expectations (Interview 1)



When the level of fulfilment of expectations of the interviewees is considered within the context of the Interview 2, the short-term effects of the activities, as well as the level of satisfaction of the participants with the activities, *appear to be quite high and positive*. Almost all of the interviewees indicate that the activity was above their expectations; it was very productive; and the activity met their expectations. Many participants indicated that it was “the best activity” that they have ever participated in. This was not only valid for the new-comers but also for the experienced participants. The reasons for such a high level of satisfaction with the activities were explained by the interviewees in relation to the trainers’ qualifications (they were competent, good, well-known etc.); organisation and programme of the activity (the harmony between the theme and the venue; system of implementation, professionalism, programme intensity, participation and evaluation after the project etc.), and the activities and learning outcomes (not only cultural exchange but also learning a lot; theoretical inputs in the activity, etc.)

When the *thematic priorities* of the interviewees regarding their national and international/European involvement in the youth field is concerned, the statements of the

interviewees within the context of the Interview 1 display a variety of themes, as well as target groups and activities, that they work with in their youth work practices in Turkey. When the *themes* are considered, it is possible to identify formal education related themes such as early school drop-outs, language practice for young people (conversation clubs), activities with the teachers and students on addiction, back to school activities, and development of creative ideas in formal education. Other thematic priorities include environment, employment of young people, addiction and drug use, social entrepreneurship, sports, life-long learning, social inclusion, public policy, citizenship, communication, European Voluntary Service (EVS), international activities and exchange. In youth work practice, the interviewees also work with and for a variety of *target groups*. It is not surprising to see that the interviewees primarily work with young people. In addition, majority of the interviewees mention disadvantaged young people (physically and mentally disabled, migrant young people etc.) among their target groups. In line with the working fields of their organisations, the interviewees also work with adults, families, individuals, seniors and women. When the youth work *activities* are concerned, mentoring youth and volunteers (EVS), coaching (in relation to sports), counselling, trainings, seminars, conferences, theatre, preparing and implementing projects and a variety of education activities (including adults and family) for empowering youth, contributing to their self-expression, and increasing self-awareness are mentioned.

3.2.1 Personal Goals, Individual Learning and Competences

RAY-CAP research pays special attention to the impact of training and support activities on personal youth work competences of the participants. This section analyses the personal goals, individual learning and development of individual competences of the interviewees under four categories: domains of personal development with regards to knowledge, skills and attitudes in a way to pay a special focus also on intercultural learning; applied learning outcomes and the impact with regards to planning and implementation of youth work activities; European values, issues and image of the European Union; and Youthpass. The analysis depends on the findings of the Module A on competence development through Interview 1 and Interview 2, which is enriched by a longitudinal perspective of the changes on individuals through Interview 3 in the Module B.

3.2.1.1 Domains of personal development: Knowledge/ skills/ attitudes

“A new country, leaving the routine and seeing new practices from 15 different countries widens one’s horizons and changes [the person]. And related to that you both develop new projects, make

new projects and in addition you make further research [3-4 readings] in relation to your education about the topic. I mean, many things change.” (Male, TCA, 42 years old, Interview 3)

“The more anybody can leave their comfort zone, the more they can break their chains, the better they can accumulate knowledge, the better they can improve themselves.” (Male, TCA, 23 years old, Interview 3)

RAY-CAP research is particularly interested in the expected and unexpected effects of training and support activities individually on the participants, as the key agents of youth work. As elaborated in the RAY-CAP Interim Country Report of Turkey, Interview 2 provided valuable insights with regards to the interviewees’ instances of developing strengths (Graph 3.6) and overcoming weaknesses (Table 3.3) through participation in training and support activities, as well as the domains of personal competence development.

Graph 3.6: Developing strengths through training and support activities (Interview 2)



Table 3.3: Overcoming weaknesses through training and support activities (Interview 2)

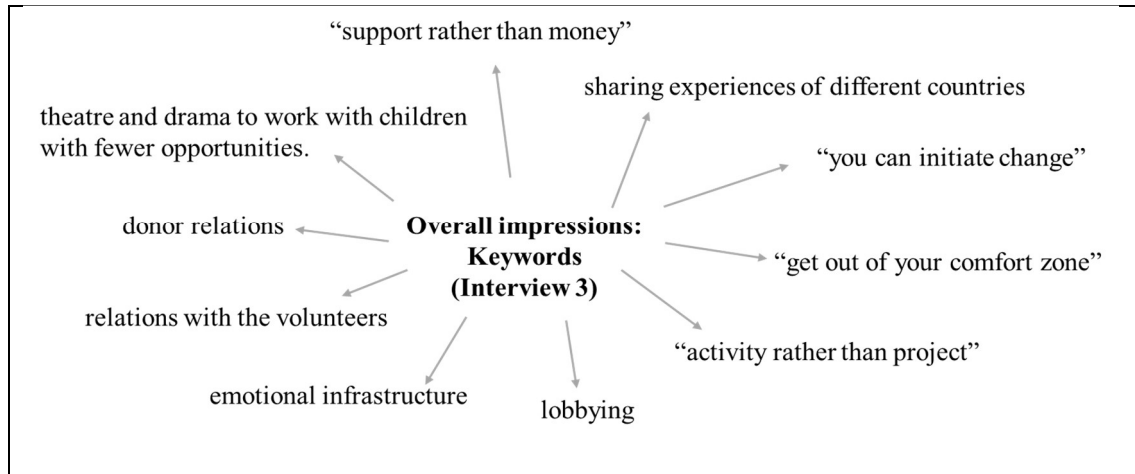
<p><i>increasing self-confidence</i></p> <ul style="list-style-type: none"> • taking responsibility and appreciation of other participants • having the opportunity to know themselves better • reflecting upon their perceived weaknesses and putting an effort to change them • discovering new ways in which they can implement their activities • overcoming the problems experienced due to being less familiar with youth work and the methods in the activities 	<p><i>self-fulfilment</i></p> <ul style="list-style-type: none"> • increasing motivation and self-confidence for future activities • realising the need to consider things differently • realising the importance of knowing oneself better knowing each other and practice youth work accordingly • realising the importance of learning styles • becoming aware of attitudes
<p><i>increasing awareness about social problems</i></p> <ul style="list-style-type: none"> • further awareness regarding the practice • enhancing knowledge and capacity • having access to an international network • increasing capacity to prepare projects • increasing level of knowledge about projects 	<p><i>realisation of the need for development of language skills</i></p> <ul style="list-style-type: none"> • realising the weaknesses in terms of language skills did not discourage the participants, but on the contrary, has motivated them to further develop their language skills, for example through attending language courses.

Interview 3 revisited the domains of personal development with regards to (youth work) competences in a way to include knowledge, skills and attitudes/values acquired through the training and support activities. Accordingly, this section summarises the findings from Interview 2 (short-term changes) and Interview 3 (long-term changes) by exploring the perceptions of the interviewees in terms of overall acquisitions from the activity; of the acquired knowledge (i.e. practice of “knowing”); of the acquired skills (i.e. practice of “doing”); of the acquired attitudes/valued (i.e. practice of “being”) in a way to cover also the intercultural learning.

Interview 3 data confirms the findings of the Interview 2 that *the perception of the overall gains of the interviewees from the activities is quite positive*. The activities were considered to be very inspiring and effective in a way to widen the horizons and perspective of the interviewees in terms of cultures, new projects, and maybe the most importantly in terms of youth work and civil society engagement. The activities were perceived to equip the participants with new communication skills, new knowledge, new approaches, new techniques, new topics and new ways of doing things in relation to youth work practices. In addition to helping to establish networks, the activities seem to contribute to personal development, self-confidence and self-

awareness of the interviewees. Graph 3.7 presents the keywords given by the interviewees in relation to their overall impression about the activity.

Graph 3.7: Overall impression about the activity with keywords



Knowledge acquisition

“This training was at the level of training the trainers for me. We learned very well not only the practical, but also theoretical knowledge. I still use those presentations at my work. ...Fund raising entered into my life after this training, [otherwise] I would not have such a potential.” (Female, KA1-MoYW, 23 years old, Interview 3)

The responses to the Interview 2 questions shows that the participants of the training and support activities acquire a wide range of new knowledge during the activities. Many interviewees stated that they learned a lot regarding *the topic/theme of the activity*. For example, they learned new computer and internet programmes about communication, which was the theme of the activity, and new techniques of efficient communication in a short time period; knowledge about social work regarding psychological support; social inclusion models for the disadvantaged groups and services provided for young people and women; rights provided for disabled people in different countries; different country legislations; product development, important points of mass funding; or, existence of similar social problems in different countries. A second category of new knowledge relates to *project work*. The interviewees indicated that they learned how to prepare and plan a project; how to write a project; where to apply for projects; legal procedures of application; European Commission’s support opportunities for the projects and the Erasmus+ Programme; the essence of Youthpass as a tool of self-evaluation and process-evaluation; project stages such as identification of the problem, developing solutions, identifying activities, creating the programme and working groups; and, the need for youth participation for project development. With regards to the

knowledge acquisition on project work, the findings for the sample from Turkey are quite similar to the findings of the RAY-CAP Interim Transnational Report (2017: 60). This makes it possible to argue that training and support activities quite often focus on “issues of project management in terms of applications/preparation and implementation of projects/activities in E+/YiA programme” and many interviewees perceive that they acquire respective knowledge and skills that could help them to draft a project application to submit to the funding authorities, in most cases to the National Agencies and the European Commission.

The data from the Interview 3 does not only confirm the findings of the Interview 2 in relation to deepening of knowledge on the topic/theme of the activity and project work; but also complements it with two more categories of knowledge acquisition in the long run, namely that about youth work practices and the need for further learning through research. With regards to the youth work practices, a great deal of the interviewees mentioned that they acquired knowledge about good and different practices from different countries; the services provided for youth in different countries; the legal framework and the laws about youth work practices; new techniques of and approaches to working with young people; new ideas and different knowledge about working with different target groups such as disabled young people; how to approach different actors (such as business actors) within the context of youth work; and the ways of fund raising for the civil society activities. Considering the approximately 10 months difference between the Interview 2 and Interview 3, the additional emphasis on acquisition of knowledge about the youth work practices at Interview 3 show that the interviewees have managed to internalise the knowledge that they gained at the activities and have started to relate them to their youth work practices. In addition, statements of the interviewees within the context of Interview 3 about their perceived need for further learning through research, for example, on the topic of the activity or about social problems, is another aspect of the long-term positive impact of the activities on the interviewees.

When the ways of acquiring knowledge is concerned, the Interview 2 shows that the participants do not only acquire new knowledge from the trainers or organisers of the activity, but also from the other participants, from invited speakers of the activities, and from the representatives of the organisations at the site-visits during the activity. The interviewees also mention the methods that enhanced their acquisition of new knowledge as non-formal learning methods, group work (especially for the preparation of projects); site-visits; evaluation sessions at the end of the activity; daily reflection sessions; innovative interaction methods; visual

techniques and slides; workshops and games; and talking to experts such as the project evaluators of the hosting National Agency.

Skills development

“We had workshops there [in the activity], we had simulation [exercise] and for example we ask for money from the municipality. I use the knowledge I learned there in all my interviews. There I learned how to approach people. I try to be careful about some key aspects and I use such innovative techniques [workshop techniques and simulation] in my own trainings.” (Female, KA1-MoYW, 23 years old, Interview 3)

Interview 3 data provides strong evidence for development of skills through training and support activities in the long run. Very similar to their European counterparts (RAY-CAP Interim Transnational Report, 2017: 62-65), the interviewees majorly emphasised the skills related to language and communication, including presentation and dissemination aspects. Accordingly, the interviewees perceived that they acquired new communication skills (for example, becoming more competent in human relations), presentation skills (for example, creative ways of presentation through ensuring participation and engagement of people into the presentation) and English language skills (for example, speaking in public and starting a dialogue in another language). Besides those, team work, time management, implementation of new techniques and methods, project preparation, backing up of training resources, innovation/developing new (project) ideas and learning to learn have been the other skills that the interviewees perceived to develop through the activities. Only one of the interviewees indicated that the activity had no impact on him with regards to skills.

It is important to underline that the interviewees did not only learn about the skills theoretically, but also the ways of putting them into practice. The longitudinal analysis shows that some of the interviewees could transfer the theoretical input into practice (for further details see Section 3.2.1.2 Applied learning outcomes). For example, an interviewee stated that she learned how to approach to and communicate with different institutions such as the municipality, and she was still applying similar techniques in her daily work.

An interesting finding is that the interviewees from Turkey did not mention at all the development of “digital skills”, which are also identified to be underrepresented in the overall interview statements, as also shown by the RAY-CAP Interim Transnational Report (2017: 65).

Changes of Attitudes/values

“[In the activity] You should have found a common denominator with people who did not share your view points, communicated with them and asked them to support you. And here, I learned to leave my own ideologies and prejudices aside and approach people with a transparent and reconciliatory attitude.” (Female, KA1-MoYW, 23 years old, Interview 3)

Changes of attitudes through the training and support activities have been predominantly expressed in the interviewees’ statements within the context of the Interview 2 (short-term changes) and Interview 3 (long-term changes). Those perceived changes can be observed at the personal and youth work levels.

According to the Interview 2 data, perceived short-term changes in the personal attitudes as an outcome of the activities appear more *at the emotional level*. In this context, the interviewees perceived that they developed the positive feelings of thoughtfulness, steadiness, tolerance, empathy, self-awareness (knowing themselves better) and patience. In relation to their daily lives, they became better planned; they adopted new viewpoints; and they discovered their own learning styles. In comparison to these perceptions of short-term changes, the Interview 3 data indicates that *in the long-term the interviewees could actually espouse those feelings through developing capacity to act in line with the changes*. For example, the Interview 3 data show that the attitudes changed positively and concretely towards the people in the society (for example, helping people in a supermarket). They stated that they realised their own potentials and knowledge; they started to know themselves; they realised that they were not making use of opportunities that they already had; and leaving the comfort zone had the potential to improve themselves. At the personal level, the Interview 3 data shows that the interviewees already tried to develop their strengths, they became more self-confident (about talking in public, expressing themselves better, about human relations, implementing projects etc.), more open-minded, open to learn, and realised some positive attitudes (such as non-political and non-sexist communication attitudes) which they put in practice in their lives. Only one of the interviewees stated that his attitudes changed in theory but not in practice, and he had the difficulty to transfer outcomes into attitudes.

Equally important are the perceived changes of attitudes directly related to the interviewees’ youth work practices. Very similar to the findings of the RAY-CAP Interim Transnational Report (2017: 69), the perceived short-term changes according to the Interview 2 data appeared in the form of awareness raising on different issues and discourses. In this regard, the interviewees stated that they realised different definitions of youth in different countries;

the limits of their own practices in their organisations, for example, in relation to youth inclusion; the possibility of widening their viewpoints and looking at the world globally; and the ways of living together in harmony with different segments of society. In addition, the interviewees had new ideas about implementing youth work in different settings, such as in the public institutions; they developed the feeling that there is a solution to every problem, they were not alone and they can always reach people; they changed their negative attitudes towards some actors related to their youth work practices (such as the business world); they realised the importance of communication between the NGOs and the community; they identified the ways of leaving the initiative to young people and volunteers; they developed empathy for different target groups in a way to better understand their problems; and, they discovered the importance of youth work activities and its actors, such as the NGOs. When the long-term changes of attitudes in relation to youth work practices are concerned, it is possible to observe from the Interview 3 data that the awareness about the youth work practices that they developed right after the activity turns into a more comprehensive youth work approach through an enlarged vision about young people. For example, the Interview 3 data shows that an interviewee developed awareness about ensuring equality of opportunities through youth work, rather than practicing charity work. Another interviewee perceived that he acquired more professional attitudes towards young people, for example he considerably reflected upon the statement of another participant in the activity that children's best interest is more important than the public interest according to her professional values. Another interviewee voiced that if she had not participated in the activity, her belief that certain things could change would not be that strong. The interviewees started that all these long-term changes encourage them for further (youth work) activities.

In relation to the methods that were perceived to contribute to acquiring new attitudes, Interview 2 data shows that some activities and methods have been more influential. These can be exemplified as simulation games, where the participants experience different roles sometimes in a way that is conflicting with their own world views; daily reflection method, which help the participants go through the daily activities and situations and solve the conflicts occurred during the day; fields visits, where the participants witness and realise the problems of the young people more seriously; role play activities, where the participants realise how they can sometimes make wrong choices and accordingly develop self-awareness and change attitudes in a way to understand better the social problems. A closer look to these methods that were indicated to contribute to the acquisition of new attitudes shows that they are the

methods which provide more space for the participants' self-reflection and learning by doing, especially challenging the usual ways in which they perceive the world around them.

Intercultural Learning

“I used to be another person three years ago and I am another person now. Now, nobody's language, religion, race, nationality is not important to me, but the important thing is their personality. These types of projects were influential in this because everybody comment [about the others] but all of these comments and judgements are invalid for me. Whenever somebody spend some time with the person from that nationality, associate with them then their thoughts becomes more realistic for me. What effects this is the EU projects. Did it influenced me, yes it did, and this was actually great.”
(Male, TCA, 23 years old, Interview 3)

Within the context of the RAY-CAP research intercultural learning and education are important parts of the youth work competences, and the longitudinal analysis proves that there are strong impacts of the activities on the participants.

Before the activity, within the context of Interview 1, the interviewees made very limited statements with regards to *intercultural dimension* of their participation into the activities. Only two interviewees indicated that it refers to elimination of prejudices through communication; and, they like meeting new people and learning about new cultures. In this sense, one of the reasons of participating in the activity is to come together with young people from different countries. When the perceptions of the interviewees two months after the activity are concerned (Interview 2), it is possible to observe a considerable degree of change/development in interviewees' perceptions about intercultural learning. These changes can be considered in two categories: increasing awareness and intercultural discourse and identities. In terms of *increasing awareness*, many examples were provided by the interviewees. For example, the interviewees became aware of intercultural issues, such as the need to be careful about the arranging the dates of the activity when planning a project, due to cultural differences. They also realised the need to know more about legal arrangements in different countries, for example the age of majority. The interviewees felt that everybody was cared about regardless of country or language accent. In addition, they realised the existence of similar social problems in other countries. The interviewees learned new things about other countries such as the names of their presidents or surface areas, or different practices of youth work in other countries. Such a learning occurred through some activities such as intercultural evenings, presentations of the countries, informal moments, or indirectly through the programme elements of the activities, although not all the activities had a particular focus on intercultural learning and/or education.

There was less evidence regarding the short-term changes and development in terms of *intercultural discourse and identities* within the context of Interview 2. The interviewees who responded the relevant question state that they should not be prejudiced about other countries or cultures and deal with any conflicts with care. Even in the cases where participants had prejudices about each other; knowing each other better during the activity helped soften these prejudices considerably. In this regard, one of the objectives of International/European youth work is considered to be enhancing positive attitudes about cultural diversity; and when different cultures come together in these activities it is considered to become something positive because the participants communicate with people directly rather than virtually learning about them on the internet.

When the long-term changes with regards to intercultural learning are considered (Interview 3), a sharp transition from “ability to interact” towards “capacity to act”¹⁸ can be observed in the interviewees’ perceptions. For example, many interviewees stated that they started to get considerable intercultural learning experiences; and started to leave aside and eliminate their prejudices about other cultures and nationalities, for example about the refugees in Turkey. The interviewees mentioned that they became less prejudiced, more tolerant, more respectful and more patient with more empathy towards people; and as a result, they started to approach people in a more transparent and reconciliatory attitude. Through coming together with people from other cultures, the interviewees discovered many commonalities and the fact that they were all human beings, and accordingly they started to say “yes, we can live altogether” without judging them but instead respecting them and their diversity. All these statements show that in the long term the interviewees carried the awareness about interculturality into the level of consciousness and practice, especially with regards to their “own situation in life through recognising dependencies, interests and causes, as well as through precise observation and analysis of one’s environment”, which is defined as an important stage of intercultural learning by Otten (1997: 5).

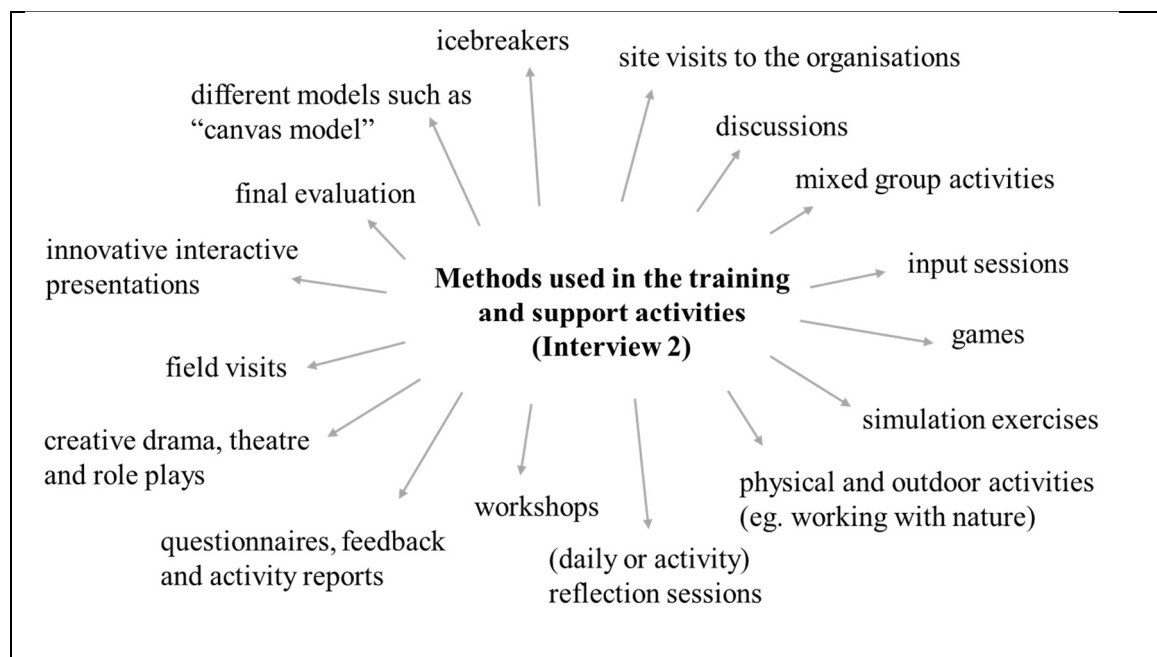
3.2.1.2 *Applied learning outcomes/planning and implementation*

“I approach every participant with a special kindness, because in this training we learned that the major aspect of fund-raising is communication, and by this means, I try to keep strong communication with everybody in our events.” (Female, KA1-MoYW, 23 years old, Interview 3)

¹⁸ Hendrik Otten (1997) Ten Theses on the correlation between European youth encounters, intercultural learning and demands on full and part-time staff in these encounters. Available at: http://ikab.de/reports/thesen_en.html.

The applied learning outcomes, especially in form of training approaches/methods, are an important component for understanding the development of personal youth work competences for the RAY-CAP research. In this context, the Interview 2 helped identify the approaches and methods implemented at the training and support activities (Graph 3.8), first for *improving (international) youth work competences*, in other words for youth work practice (action); and second, for *developing strengths and overcoming weaknesses* in terms of their transferability into work life and/or practice.

Graph 3.8: Methods used in the training and support activities (Interview 2)



Regarding the applied training approaches/methods for *improving (international) youth work competences at the personal level*, in the Interview 2, majority of the interviewees indicated that the methods (Graph 3.8) were inclusive and effective; and, everybody had the chance to communicate. In this sense, the activities were considered to be very well-organised; and intensive but not boring at all. The interviewees indicate that these methods and approaches helped them learn new things such as creating and administering web pages or new computer programmes and learning by doing; and they were useful to express their thoughts about the activities and making the suggestions and comments that were taken seriously. In this regard, the findings of the RAY-CAP Interim Transnational Report (2017: 90) show very similar results, where most interviewees positively evaluated the methods and indicated that the activities were quite interactive which allowed discussions.

In the Interview 2, the interviewees expressed their content with the methods also when the applied training approaches and methods are considered in terms of contribution to *developing strengths and overcoming weaknesses*. For example, an interviewee stated that the methods were not only theoretical but also practical, which increased the chances to be transferred into daily youth work practices. In addition, methods of how to better express oneself was remarkable in this sense, where the participants could talk freely and express their ideas easily without the fear of putting themselves in a strange situation. In this context, the training setting which was very friendly and comforting helped a lot. Another method that was stated to be impressive and useful was the site visits/field work, conducted in a way to discover the daily problems of the target group. This is reported to help the interviewees realise the depth of the social problems and make use of the local experiences. Similarly, methods such as groups work, reflection sessions and role plays attract attention, in a way to help the interviewees develop their problem solving capacities. An interviewee indicated that she has already started using the reflection methods in her daily activities. In addition, it is also possible to observe that when the methods are active, the participants enjoy them more.

The Interview 3 identifies the evidence of actual application of the learning outcomes of the attended training and support activity in a long-term perspective. The findings confirm that *in the one-year period after the activity, majority of the interviewees had applied the learning outcomes, especially in terms of knowledge and methods/approaches*. Those interviewees, who already shared the knowledge indicated that they gave further trainings to wider public or to other organisations, for example about the EU projects, application to the National Agency projects, fund-raising, or communication in a symposium/workshop about how to express oneself better or how to talk in public; they shared the outcomes such as short movies, theatre play etc. with the wider public through the activities of the association. Those who already applied the methods and approaches stated that they used in their activities with children and young people the methods such as non-formal learning, working practices such as group exercises, energisers, innovative techniques such as simulations and workshops, techniques for example about how to approach to institutions for fund raising activities, methods such as activity tables and major tricks of communication. Only two of the interviewees mentioned that they did not have the opportunity to apply any learning outcomes since both of them did not consider themselves active in the youth field. Even in this case, it is still possible to observe some instances of application, especially within the context of the interviewees' professional work practices.

While one of them, who is a teacher, used some of the outcomes in the school to make the classes more enjoyable for the students; the other one, who works full time as a basketball coach for disabled young people, made use of the knowledge about working with disabled youngsters.

The Interview 3 also provides a long-term vision in terms of the gains of the interviewees with regards to *planning, preparing and implementing youth projects and activities*. The statements of the interviewees show that some of them already found new project ideas and prepared youth projects after the activity. In this exercise, concrete examples of change were mentioned. For example, an interviewee indicated that in order for the project to go smoothly, he should find experts of different topics; everything should be well-planned; and the programme should be developed with energisers, ice breakers etc. Another interviewee stated that she now considers not only the organisational aspects but also aspects of communication with the invitees when she implements activities. As a result of the attended activity, a majority of the interviewees now know how to prepare a project; how it is evaluated and what the objectives of a project should be; and accordingly as one interviewee mentioned, they can prepare projects in a shorter period of time compared to their past experiences. The other interviewees, who have not yet prepared any new projects even a year after the activity, also confirm that they got the knowledge of project preparation and implementation, they shared this knowledge with other people (such as the members of a student club) and they considered to get involved into project preparation together with their colleagues. One of the reasons of not getting engaged into project participation is the perceived need for further experience and training to be able to prepare projects (for a further analysis see Section 3.2.2.1 Youth work ambitions and future perspectives).

3.2.1.3 European values, issues and image of the European Union

RAY-CAP research identifies the development of and changes in the attitudes/values of the participants of the training and support activities regarding European values, European issues and image of the European Union as an important aspect of youth work competences. Accordingly, Interview 2 includes a specific focus on these three aspects of attitude/value change as a result of the training and support activities.

When the interviewees were asked about any changes they realised in their attitudes after the activity related to *European values*, many of them stated that the activity changed their

perceptions about a number of European values. A commonly mentioned value is democracy. The interviewees indicate that they realised how important democracy is; and, they became more aware of the concepts such as human rights; rule of law; peace; general values of the EU; valuing individuals and their development; non-discrimination of individuals in relation to their countries or the languages; and, ensuring participation. In addition, the interviewees also refer to some values in relation to 'being civilised.' They state that they were impressed by some values such as caring volunteers, and behaving in a democratic way towards them; punctuality of the participants, reflecting their sense of responsibility within the context of the activity; and diligence of, and respect for, people. Only one interviewee stated that his attitudes has not changed much since he was already positive about the European values as a result of the other activities he attended such as Erasmus+ student mobility activities.

In relation to the changes and developments in their attitudes related to the *discovery of European issues* (Interview 2), the interviewees indicate that they discovered new European issues especially in relation to the implementation of democracy and peace in the European Union countries. In addition, interviewees refer to a variety of practices, which were new to them, such as availability of cooperation in terms of projects and partnerships related to specific target groups such as children and young people; and, new practices, new approaches and activities on different issues such as nature/outdoor sports. In many cases, the interviewees voice their belief to ensure that these issues and practices should also be ensured in Turkey, and their institutions should also adopt similar approaches. In one of the cases, the interviewee indicated that she discovered the impossibility of transferring those new practices directly in Turkey, because the problems are different and the infrastructure is not the same. Thus, what she proposes is that first an infrastructure should be established in a way to ensure the transfer of practices and approaches. It is also important to state here that three interviewees did not make any statements in this issue; whereas one interviewee stated that she did not discovered any new European issue since she already had an idea about the issues such as democracy, human rights and participatory citizenship.

Regarding the development and change of attitudes in relation to the *image of the European Union*, majority of the interviewees indicate that the activity reinforced their positive image of the EU and they became more confident about the EU. The factors that contributed to such a change includes the belief that the EU builds on values such as human rights and children's rights for now and for the future; realisation of the EU support to activities and projects for the benefit

of young people and children; appreciation of the EU's resource allocation for a variety of projects that would help overcome social problems; realisation of the system of cooperation that is perceived to be settled down in the EU; and, opportunities for new partnerships for projects and activities of youth work. In this context, there are also interviewees who indicated that they believe Turkey should also be in the EU. In one of the cases, a serious change of mind about the EU was observed. The interviewee stated that he is not anymore against the EU, since he realised that the EU is trying to achieve something for the sake of society in line with an objective, and allocating funds to achieve this aim. Only a few interviewees state that there is no change in their attitudes related to the image of the EU, because they have already been to European countries before.

3.2.1.4 Youthpass

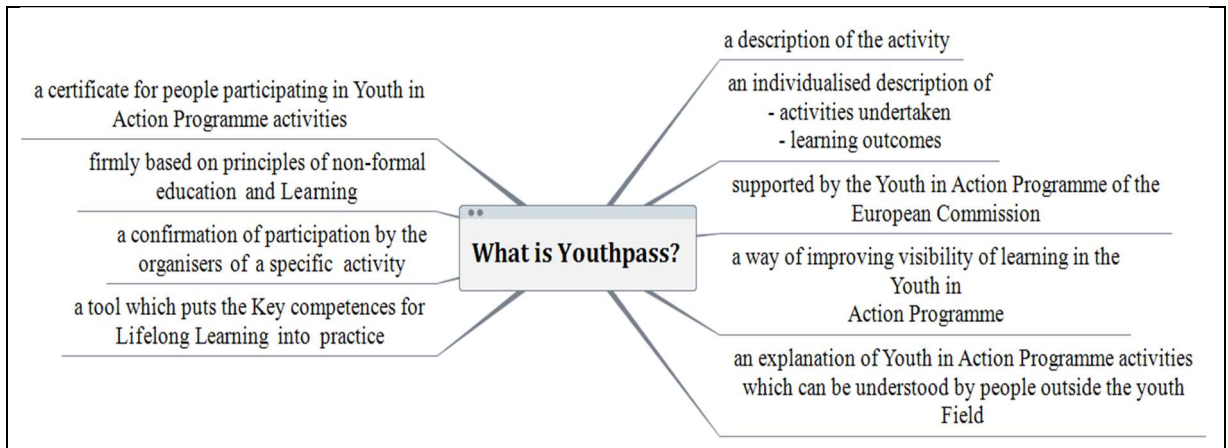
The participants of the projects funded by Erasmus+: Youth in Action (2014-2020) and Youth in Action (2007-2013) programmes are eligible to receive a Youthpass, which is “a tool to document and recognise learning outcomes from youth work activities” as “a part of the European Commission's strategy to foster the recognition of non-formal learning, putting policy into practice and practice into policy.”¹⁹ Thus, it aims to:

- to support the reflection upon the personal non-formal learning process and outcomes;
- to strengthen the social recognition of youth work, as a Europe-wide recognition instrument for non-formal learning in the youth field;
- To support active European citizenship of young people and of youth workers by describing the added value of their project; and,
- To support the employability of young people and of youth workers by raising their awareness of and helping to describe their competences, and by documenting their acquisition of key competences on a certificate.²⁰

¹⁹ <https://www.youthpass.eu/en/about-youthpass/about/>

²⁰ <https://www.youthpass.eu/en/about-youthpass/about/>

Graph 3.9: What is Youthpass?



Source: Youthpass Guide (2011: 5)

Considering Youthpass as an important tool, the RAY-CAP research collected the interviewees' perceptions about and experiences with the use and visibility of Youthpass. Accordingly, the findings from the Interview 3 can be categorised as personal appreciation of Youthpass, actual use of Youthpass and perceptions about the visibility of Youthpass.

The data from the Interview 3 show that most of the interviewees appreciate the Youthpass system practically and theoretically, for example, as an interviewee indicated, as a career recording system that could be taken as an example also in the public institutions. However, almost all of the interviewees believe that Youthpass is not given the attention it deserves, and there are several reasons for it. For example, Youthpass is not considered to be a tool that can be adopted to social and (youth) work life. Moreover, the interviewees mention that to the extent that the participants consider the international youth activities as an opportunity to go abroad, they do not really consider the learning aspects and the contribution of the activity to their personal development, which makes the Youthpass invisible.

With regards to actual usage of Youthpass, half of the interviewees stated that they had already used Youthpass, whereas the remaining half did not have the chance to test it yet. Those who already used it expressed that they mentioned Youthpass in their CVs and used it with some institutions that they applied for internship or jobs. These interviewees believe that having a Youthpass was influential for their acceptance to the posts or for their invitation to job interviews and it provided some advantages for them compared to their peers. In this category, only one interviewee stated that Youthpass did not yet open any new doors for her. The other half of the interviewees, who mentioned that they had not yet the chance to use their

Youthpass because they did not apply anywhere, still think that it can be useful when they apply to different posts, since they met people in their professional life who knows Youthpass well. Overall, the statements of the interviewees show that they consider Youthpass within the context of employability and recognition of their international youth work experiences, rather than as a self-reflection or learning tool.

The data shows that Youthpass is appreciated and considered to be a useful tool, the majority of the participants, however, do not think that Youthpass is either actively used or well-appreciated in the Turkish context, especially by the employers. Only a minority of the interviewees believe that the employers value Youthpass; and, such a belief is often based on what they have heard from the others and from the organisers of the activities, rather than being based on their own experiences. The reason for unawareness is often stated as the lack of information by the employers. Moreover, the belief that Youthpass is not officially accepted brings together the risk for the interviewees to lose their hopes about the added value of Youthpass. The interviewees recommend that Youthpass should be promoted better.

3.2.2 Institutional Goals and Organisational Learning

The transfer of experiences and learning outcomes into youth work by the participants of the training and support activities within E+/YiA is a particular interest for the RAY-CAP research. In this regard, the Module B is designed to compare the outcomes of Module A on competence development at the individual level, with a focus on the transfer of acquired and developed competences into youth work practice; and, analyse the effects of and obstacles for the transfer of acquired competences into youth work practice. Thus, Interview 3 implemented approximately 12 months after their activity provided valuable insights with regards to use of competences developed after the activity in daily youth work practices, preferably within the context of the organisations of the interviewees. It is important to reiterate here that systemic effects of involvement in E+/YiA training and support activities on the organisations are researched and analysed by RAY-CAP in a separate module (Module C) (see Chapter 4).

This section summarises the findings of the RAY-CAP research, through all three interviews, in relation to the transfer of experiences/learning outcomes into youth work by the interviewees at the individual level. In this context, the section is structured around the issues of youth work ambitions and future perspectives of the interviewees; transfer of experiences and impact on institutional environment; organisational support for the interviewees; and,

changes of the perspective or professional environment for working internationally in the youth field. Before going deeper into these issues, it is important to see the changes in the work lives of the interviewees with regards to their youth work practices, as a factor that affects the transfer of experiences and learning outcomes.

The Interview 3 shows that *the majority of the interviewees remained in youth work even one year after the activity and the observed changes occurred in three major positive ways*: some of the interviewees have been promoted in the organisation that they belong to; some of the interviewees started to get engaged further in the civil society and youth work activities through different organisations/associations in addition to their own; and some interviewees changed their institutional affiliations but remained in the youth field with new initiatives. Within the first category, three interviewees were promoted to higher positions in their organisations. One of them was elected as the general secretary of his association; another one was elected to the executive board of the association; and the third one, who works in a public institution, was nominated and elected to the inspection committee, as a social service expert working in the field of youth. Within the second category of the interviewees, the interviewees started to get engaged into further civil society activities through other associations/organisations. For example, one of them started to cooperate with another civil society organisation as the communication and fund raising coordinator; another one started to voluntarily support a youth organisation for their volunteering activities; another one worked in the executive board of a student club; an interviewee worked actively in some youth organisations as a project partner or coordinator; and, another one continued to cooperate with the organisation, which hosted the training activity that she had participated in. In the third category, although two interviewees do not work anymore in their organisations/institutions, they are still engaged in the civil society activities. For example, one of the interviewees left his full time job in a public institution, but established together with his friends a youth organisation and started to organise activities there. Another interviewee is not anymore in contact with her sending organisation, but she is volunteering in two other organisations. In another case, the interviewee mentioned that he is still a full time civil servant in his institution, but they also established a new youth association and he became the director of it. All these examples show that the activities, directly or indirectly, do not only help the participants of the training and support activities remain in the youth field, but also extend their field of action. It is quite striking to see that in one year after the activity two new youth organisations were established by the interviewees.

There are only two cases among the sample where the interviewees did not get engaged into further youth work. In one of the cases, the interviewee stated that since the organisation was not active anymore, she preferred to work in a more individual way at the moment and she focused more on projects related to her full time teaching job. In the other case, the interviewee who registered to her sending organisation to be able to participate in the activity did not have the chance to volunteer for or participate into any new activity of the organisation.

3.2.2.1 Youth work ambitions and future perspectives

“I would like to be in this work, in this platform even 10 years from now on and I want to proceed with sharing my experiences. I want to share my experiences with those who need my knowledge and experiences, and I want to continue with learning the things I could not learn yet.” (Male, TCA, 23 years old, Interview 3)

“My vision has, of course, changed. As I said, I am now working, I am 28 years old, I can of course participate in projects but I try to make people, young people, my siblings, my friends and their siblings to participate [in the activities]. That is why I tried hard for EVS. It was very tough, the accreditation process took one year, we missed the application, the documents were missing etc. but we struggled, and without giving up we tried to be accredited and we did it. Thus, you say “I saw how [the activities] widen the vision, so other people should also see.”” (Female, TCA, 28 years old, Interview 3)

“After I graduate, I want to actively take part in an association –well, for example how to write a project etc. ...not only becoming a member, but I really want to actively do something. ...I always thought of creating a portal. ...preparing the project myself, writing it together with one or two more people, and hopefully making it accepted, I want to implement that project.” (Female, KA1-MoYW, 21 years old, Interview 3)

Participants’ youth work ambitions and future perspectives mainly refer to the motivation of the interviewees to get further involved in youth work, thus it is directly related to the development of youth work in a given context. Data from the Interview 1, Interview 2 and Interview 3 makes it possible to trace the short and long term changes in the youth work ambitions and future perspectives of the interviewees in a one year time span.

The data from the Interview 1 (before the activity) show that interviewees had various types of motivations for participating in the activities. While some of the interviewees, especially those who work as full-time employees in their organisations, consider youth work as their profession (for example, a participant is a social service specialist; while another is a teacher working in a public institution); some other interviewees, especially those who are volunteering for civil society organisations, consider youth work as a space that they can witness changes, help something to change, and see outputs afterward. In addition, engaging more young people into youth work; helping young people to gain international experiences and increase their

chances for employment; creating opportunities to motivate young people to participate in youth activities; and, trying to contribute to young people's wellbeing are also among the motivations of the interviewees. The nature of youth work and ways of doing things in youth work are also a source of attraction for the interviewees, as some of them indicated that prejudices are less in youth work; and, they perceived civil society as a venue for ensuring freedoms, compared to state or politics. In addition, components of youth work practice such as brainstorming, division of work, participation, communication and possibility to implement the approaches learnt increase motivation, make the interviewees feel good and enlarge their horizons. There is also a minority of interviewees who consider youth work as a way of getting experiences to help them in their personal career and to find a job. In that context, there is also an interviewee who registered to her association only to be able to be sent to the international youth projects of the association.

When the Interview 2 data is considered, it is possible to see that the training and support activities considerably contributed to the interviewees' future youth work perspectives in a positive way. Some of the interviewees stated that the activity changed their youth work perception and it was inspiring for their future activities. It was repeatedly stated that the activities created a considerable degree of awareness regarding international/European youth work. Some interviewees mentioned that they became more curious about international youth work and already started to make some research about what the others do in their own countries. Especially discovering EU support to a variety of projects motivates for further youth projects. Some interviewees voiced their increasing motivation for mobility to develop their youth work capacities, as well as the importance of receiving further trainings on different themes.

The analysis of the Interview 2 data has already shown that training and support activities deepened the engagement of the interviewees into youth work activities even two months after the activity. One of the interviewees started to make further research about the problems they discussed in the activity, and tried to identify deeper problems; another became quite enthusiastic about applying what he learned in the activity to his work practices; another started to adopt a perspective that prioritised the needs, rather than the existence of funds. In addition, these activities also increased personal motivations related to issues such as increasing employability due to putting it into his CV and also due to new skills acquired from the activity. Last but not the least, training and support activities created a considerable degree of

motivation for the interviewees who had little or no experience with youth work before. After the activity, one of the interviewees started to search for the ways of actively taking part in associations and NGOs and she contacted the sending organisation to ask what kind of responsibilities she could take in the organisation. Another interviewee stated that she realised that she was not aware of the importance of youth work activities, but after the activity she learned what an NGO was and how it worked.

The interviewees' statements from the Interview 3 make it possible to observe *a very positive trend of increasing youth work ambitions also one year after the activity*, which shows that even one year after the activity, the youth work motivation of the interviewees remain at a high level. A great deal of the interviewees stated that they actively want to continue working (professionally) in the youth field. In this context, they want to share their experiences with those who need them; continue learning for themselves; try to enlarge their vision further especially getting engaged into (international) youth activities; volunteer as a member of civil society in order to support different associations with their expertise; participate further in the activities of their association; enlarge their structural networks by establishing branches of the associations in other localities; and pay more attention to diversity the topics that they work on. When the ways in which the interviewees plan to continue their youth work activities are concerned, the interviewees mention that they plan to establish new youth structures (for example, converting the youth club into a youth association); they would like to host volunteers in their associations (for example, an interviewee already applied for EVS accreditation of her association); and they would like to make better use of the international youth work opportunities (for example, preparing the EU projects). Interestingly, the ambitions are also high even for three interviewees who have a less or no active youth work practice at the moment. One of them stated that she is still trying to get socially (not professionally) engaged into youth work activities, for example by spending her holidays for participating in a youth camp for disadvantaged young people as a volunteer. Another interviewee, who is actually a fourth year university student, seems to be willing to get active about preparing a project by actively engaging with an association, not only as a member, but as a volunteer, after her graduation. And last but not the least, another interviewee, who does not yet feel herself ready to plan and prepare projects or youth activities, attracts the attention to the need to further improve herself as a participant in the youth events for a while before getting engaged into leading an activity in the youth field. This last emphasis also points out to the future plans and future youth work

perspective of the interviewees, which was explored through another question in the Interview 3.

“Now I am 24 years old and I work as an educational advisor in my workplace, but in the future I would like to work in a job where I can use all my knowledge and experiences; and I want to be a candle, light for the young people – by the way I am also young. Think of a candle, a candle lights a candle, a candle can light thousand candles. I want to reach more people, I want to work for lighting a candle for more people.” (Male, TCA, 23 years old, Interview 3)

“A professional life, where I can improve myself further in the field of fund raising in light of what I gained from the activity, and become a [good trainer], to be able to support all civil society, I mean those working in the field of youth, those working right-based, on human rights; I target such a career.” (Female, KA1-MoYW, 23 years old, Interview 3)

The RAY-CAP data shows that the interviewees do not only express their ambitions about youth work, but they actually plan the ways of further getting engaged into (international) youth work in the future. When the data from the Interview 3 is examined compared to that of Interview 2, it is possible to observe that even 10 months after the activity, the interviewees are determined to explore and make use of *further opportunities of learning and training to support their personal development in the youth work activities through participation in new activities*. For example, the interviewees are willing to participate in other international training activities (of, for example, the National Agency); in long term volunteering projects abroad; and in the activities of their own associations, which are believed to contribute considerably in their personal development. In addition, they also plan *to develop their knowledge and skills* for example of digital knowledge, fund raising, youth empowerment through sports, mentorship, identifying local social problems for the reasons such as to become useful for the civil society organisations; to be able to host volunteers, to raise awareness in the local communities, or to get involved in youth activities as a trainer. A last category of future plans is further *professionalisation*, both in terms of youth work and their full time work. For example, after the activity, one interviewee changed the topic of his PhD dissertation into the topic of the activity, from working with elderly people to young people in closed institutions. Another interviewee stated that she would like to deepen her youth work experiences to be able to work in international organisations such as the United Nations, which, she believes, are professionally involved into such activities. There is also another interviewee who considers to get into youth work as a professional in the future.

An overall analysis of Interview 1, Interview 2 and Interview 3 in a continuum shows that most of the interviewees stated their willingness to continue with youth work activities before, two months after and one year after their participation in the activities. RAY-CAP data provides

examples of high level of motivation and concrete practices of youth work in a one-year time span. For example, the interviewees who considered to establish their own organisations managed to establish them; those who would like to host volunteers in their organisations applied for EVS accreditation; and many volunteers continued volunteering not only in their own organisations but also in other associations. Some of the interviewees participated in new training and support activities in that year, and these were not necessarily international activities, but still relevant to their youth work needs and practices. Last but not the least, those interviewees who had little or no youth work experiences before the activity remained motivated for further engagement into youth work, when they find the chances for it.

3.2.2.2. *Transfer of experiences and impact on institutional environment*

“I shared [the outcomes of the activity] with my social environment, with my colleagues; I recommended them to apply to these types of projects. Indeed the EVS accreditation came to the agenda in this context, it was eventually successful.” (Female, TCA, 28 years old, Interview 3)

“I transferred into practice the knowledge I learned from the activity, and I developed the individual and institutional donor relations of my organisation. ... As a result of the activity, I taught the knowledge I gathered from the activity to two more associations.” (Female, KA1-MoYW, 23 years old, Interview 3)

RAY-CAP research findings clearly show that training and support activities within E+/YiA contribute considerably to the personal development of youth work competences of the interviewees. If the impact of these activities on the youth work in a given context is considered, then one should look at the instances of transfer of experiences by the interviewees, especially within the context of their organisational and institutional environment. In this context, Interview 2 (short term effects) and Interview 3 (long term effects) provide valuable data about how the interviewees transfer their experiences into their youth work activities in relation to *their ways of dissemination of the experiences*, as well as *recipients of such dissemination; implementation and putting into practice of the experiences*; and, *using the methods in their daily work*.

Interview 2 has shown that even two months after the activity the interviewees started to disseminate and share their experiences. Interviewees shared the experiences with their colleagues in their associations or organisations through workshops and presentations, as did their counterparts in Europe (Interim Transnational Report, 2017: 103). In addition, the interviewees also shared them with people in other organisations (for example with their former associations, with the executive board of other organisations or with their friends in

other organisations). An indirect impact on institutional environment occurs when the interviewees share their experiences with the co-workers or peers in the institutions where they work as a full-time employee or where they study (for example in universities, high schools, governor's office etc.). The interviewees also communicate their experiences to their friends.

With regards to transfer of experiences two months after the activity (Interview 2), the interviewees stated that they already started to implement and put the experiences into practice. For example, an interviewee developed a recommendation to start preparing a legislation or a new law, by taking into consideration the new approaches in Europe towards penal system; another interviewee prepared an institutional mass funding strategy to another organisation she has been in contact with and she also prepared a guide for fund raising interviews for them; and another interviewee talked to a friend who is an active member in an organisation and contributed with her ideas to one of his friend's projects.

Interview 2 data also shows that a concrete impact on the institutional environment was the use of methods learned in the activities. The interviewees indicated that they transferred different techniques to the other members of the organisation or they already started using them in the organisations themselves, and realised that they contributed for efficiency of the work they do in the organisation. Some interviewees started to use the methods also in their work places, for example with their students. There is also a considerable number of interviewees who have not yet started applying their experiences at the time of the Interview 2, but would do so as soon as they have the opportunity (for example, when the new volunteers arrive, when the summer ends, or when the schools are open).

When the training experiences/outcomes shared with colleagues/other people one year after the activity are considered, the Interview 3 shows that the interviewees continued to share their experiences with a wide range of actors. The most common recipients of the experiences is the colleagues and target groups of the interviewees at their workplace. For example, an interviewee shared her experiences with her social environment and with her colleagues; another one with her students and other teachers (that are not necessarily working in the same school with the interviewee); and another one with other people in an informal way.

Depending on the data from the Interview 3, it is possible to identify that a minority of the interviewees (three of them) had very little or no chances to share their experiences. One of

the reasons for not sharing was actually the theme of the activity. This interviewee stated that he could not find the opportunity to professionally share the outcomes of the activity (which was on establishing relations with the business world), because the locality and the institution he full time worked were not relevant to this topic. The reason for the other two interviewees were the same: they did not consider themselves active in the youth field, although they are in contact with young people due to their formal, full-time occupation.

Apart from informal ways of sharing experiences, more than half of the interviewees indicated that they communicated their experiences in the youth field both inside and outside of their own organisations. In this context, the interviewees stated that they shared their knowledge from the activity in other youth exchange projects (one in Luxembourg and one in Spain); they shared the outcomes about communication, how to talk in public, how to express oneself better; they shared their knowledge (for example about how to prepare a project) with the members of a student club; they gave trainings about the topic of the activity in other organisations; they organised seminars to their team members in their own organisations or for those who worked in different public institutions (such as public health directorate, courthouse etc.); and, they used the learning outcomes of the activity in their daily work.

Through specific questions, Interview 3 had a particular focus on this last point, namely *transfer of experiences/learning outcomes into their own organisation and the support provided by the interviewee for transferring acquired experiences/learning outcomes*. The data shows that the interviewees employ different ways for sharing their experiences with their organisations. For example they gave briefings to their colleagues; they made presentations of the activities (with photographs or similar means) to the other members of the organisation; they organised trainings for their colleagues and team members in a way to share their knowledge about how to prepare and implement projects and about the topics such as fund-raising, communication or the practices in other countries. In addition, one of the interviewees shared the outcome of the activity (short movies, theatre play and presentations) with wider public by organising an event and publicising it in the social media.

The Interview 3 data also provided four *concrete examples of the changes in the organisational environment* as a result of the transfer of the learning outcomes by the interviewees. In one of the cases, the interviewee trained her team members about the topic of fund-raising; developed her organisation's individual and institutional donor relations further, and accordingly gained

more individual donors for the organisation; and managed to get three computers for the organisation as a fund-raising outcome. Since the topic of fund raising was the theme of the training and support activity she had participated in, this example can easily be considered as a concrete impact of the activity on her organisational environment. In another case, the interviewee gave his opinion about the establishment of the project office and contacted the authorities to allocate two staff for the office. After the project office was established, he gave seminars to the staff about the EU and youth projects and helped the staff to acquire knowledge about those projects and asked them to prepare projects. In the third example, the interviewee showed the organisation how to make a project application (for sending volunteers); and she stated that the EVS accreditation could end up positively as a result of her participation in the training and support activity.

In spite of the existence of such concrete examples of transfer of experiences and learning outcomes into the interviewees' organisations, there were also a number of cases where the interviewees could not contribute to their institutional environment (their sending or hosting organisations) with their new experiences. In one of the cases the interviewee, who was a student and less experienced with youth work, stated in the Interview 1 that she registered to the organisation just to be able to attend the activity. In the Interview 2, she seemed very much motivated about getting in contact with the sending organisation, to be able to contribute to their activities as a result of the youth work notion that she gained at the activity. In the Interview 3, she mentioned that she contacted couple of times by phone her sending organisation (which is located in another city than her city of residence) and told them that she wanted to volunteer for the organisation. However, she stated that in spite of her efforts, the organisation did not call her back, and this made her feel less enthusiastic about working with/for this organisation. Instead, she shared her knowledge about how to prepare a project with the members of the student club that she was engaged into.

In another example, the reason for no transfer of learning outcomes is the termination of the organisation. The interviewee, who is a full time teacher, indicated in the Interview 3 that since the organisation was not active anymore, she felt that she could not be beneficial for the organisation, and instead she started working more at an individual level on formal learning projects at her workplace. The third and the last example shows that the role of the interviewee at the training and support activity plays an important role for the transfer of outcomes. The interviewee, who acted rather as a support person/trainer for the activities with physically

disabled young participants of the activity, indicated that after the activity, he did not get involved into the association's daily work or their new projects.

Thus, besides concrete positive examples, the RAY-CAP data points out to some factors that limit the possibility of transfer of learning outcomes by the interviewee into the organisational environment. In this context, the stability of the organisations, the degree of engagement of the participants sent or hosted in the activities with the organisation and the role played by the interviewee in the training and support activity actually seem to hinder the efficient transfer of experiences gained as through participation in the training and support activities for the participants from Turkey. Thus, as it was also identified as a restriction in the Interim Transnational Report (2017: 105), missing systematic approaches in the organisations, different problems (such as unsustainability) in the organisations and the feeling of loneliness because of the lack of organisational support had the potential to considerably limit the opportunities of transfer, especially for the participants who have loose bonds to the organisations. Therefore, searching for the evidences of the support provided by the organisations (or the lack of it) in the following section would also provide insights to ensure effective communication and transfer of outcomes in the future.

3.2.2.3 Organisational support for the participants

“They (my professional environment) changed a lot. I was considering the opportunities, and thinking that our ministry is prejudiced about them. However, I saw that our ministry is open to these projects. Now we will write a project.” (Male, TCA, 42 years old, Interview 3)

The link between the participants of the training and support activities and their organisation are crucial for ensuring a greater systemic impact of those activities on youth work and organisations' youth work practices. The RAY-CAP research has designed a separate module (Module C) to explore (long-term) systemic effects of the overall involvement in E+/YiA on organisations in terms of capacity building²¹. Still, the data from Module A and Module B help presenting the preliminary findings at the individual level, in terms of the relationship between the participants of the activities and their organisations. In this context, organisational support for the participants is elaborated in this section.

²¹ The research design of Module C includes additional semi-structured interviews to be conducted with the staff members of organisations involved in training and support activities funded through E+/YiA. The findings of that module are presented in Chapter 4.

Two important components of the organisational support for the participants before their attendance to the training and support activities (Interview 1) are the expectations of the organisations concerning the interviewees' participation in the training and support activity and conduct of needs' analysis in the organisation. Upon the return of the participant from the activity, the revisited expectations of the organisation from the participant (Interview 2, short term effects), support provided by the organisation for transferring acquired experiences/learning outcomes (Interview 3) and any changes in the professional environment for working internationally in the youth field (Interview 3) help identifying a longitudinal pattern of relationship between the participants/interviewees and their organisations, in a way to reflect the benefits of the activities on the organisation's youth work practices through the experiences gained by the participants at the activities.

The data from the Interview 1 showed that *the expectations of the organisations from the interviewees' participation in the activities* were not very high. Actually in most of the cases, the interviewees individually applied for the activities and informed the organisation about it. Still, the interviewees stated that their organisations encouraged their participation in those training and support activities and projects and they did not create any problems or obstacles for the interviewees. Thus, it is possible to observe that the organisations were supportive, especially before the activity, by helping with and preparing the necessary documents and permissions; guiding the interviewees; and rarely, financially supporting their participation. When this is the case, the organisations still had some expectations such as presenting the outcomes of the activity to their colleagues in the organisation upon return; finding new partners at the activity; developing new projects in the organisation; and gathering new knowledge and experiences on the topic of the activity through the interviewees' participation in it. A less common trend was organisations' direct involvement in the process together with the interviewee. In one of the cases, the director of the association met the participant before the activity, and stayed in constant contact with the participant, with the expectation that the interviewee would inform and share with the other members of the organisation the experiences gained in the activity. In another case, the organisation planned and made all the arrangements for the interviewee and only expected the participant to participate in the event.

An important determinant of expectation of the organisations from the participants is the *needs' analysis* exercise conducted before the activity, as a structured effort to analyse the goals and needs of the organisation, and identify the relevance of the activity, hence the relevance of the

participation of the interviewee in this activity to those needs. Three interviewees indicated in the Interview 1 that they had no needs' analysis in the organisation. The other interviewees referred to the conduct of a needs' analysis, but not specific to the activity they were going to participate in. In this sense, the organisations of the interviewees had annual planning and evaluation meetings where they planned the organisations' future activities; executive board meetings; regular weekly team meetings, where they discussed the activities of the previous and coming weeks; or general needs' analysis meetings where they identified the weaknesses and strengths of the organisations. Only a few interviewees indicated that they had a kind of needs' analysis in relation to the interviewees' participation in the activity. In one of the cases, the interviewee met the organisation or its representatives before the activity, where the organisation asked a report upon the interviewee's arrival. In other two cases, they discussed the aims of the organisation for participating in the activity; they exchanged ideas; they examined the programme, aim and timing of the activity; and they planned how they would communicate the outcomes to the others in the team and what to do after the activity.

When *the expectations of the organisations after the activity* (Interview 2) are considered, it is possible to see that the issue was not mentioned at all in six of the interviews. Remaining interviewees stated that they shared the information with their colleagues and friends, without referring to organisation's interest in the outcomes of the activity; the organisation seemed to be open to the use of new methods learned in the activity; and, they had a workshop with the co-workers to share the experiences and prepare a new project.

The support provided by the organisations for the interviewees to ensure their transfer of the acquired experiences/learning outcomes into the organisational setting is elaborated by a specific question in the Interview 3. The statements of the interviewees show that the support was not very systematic. Although some interviewees mentioned concrete examples of support, the others could not practice any transfer activity for several reasons.

Those concrete examples of support included mainly the *request for presentations, seminars or trainings* from the interviewees. One of the interviewees stated that his workplace requested a training session from him and through this training he transferred his experience to his colleagues in the institution. The institution provided some trainees for his trainings and covered the small expenses of the trainings. In another case, the organisation provided the interviewee with the chance to make some presentations in the organisation. In one of the

cases, the interviewee's previous workplace (his sending organisation) provided an environment for seminars, but it was not sustained afterwards.

Another type of organisational support was to initiate/accept restructuring in the organisation. In one of the cases, the interviewee's institution established a project office and asked for new project ideas. In the other case, the interviewee's organisation supported the interviewee for her fund raising activities and in terms of division of tasks within the context of the activities. And in a last example, the organisation organised new events with the interviewees. This interviewee stated that her organisation as a training and art centre was very open to organise events and they produced a theatre play in the organisation together with other volunteers in the association who participated in different activities.

Those interviewees who could not practice any transfer activity mentioned different reasons for their inability of transfer. One interviewee stated that he did not consider his work place (a public organisation) as a structure to initiate projects, thus he considered the activity as an individual opportunity to gain new ideas. Another interviewee believed that the organisation did not want to receive her experiences or her further engagement with the organisation after the activity, although she contacted the organisation for a couple of times. In the last example, the interviewee stated that she could not transfer any learning outcomes because her organisation was not active anymore.

When the interviewees were asked (Interview 3) about their perceptions of the *changes of the perspective or professional environment for working internationally in the youth field* as an outcome of the interviewees' participation in the training and support activities, there were only a couple of statements for concrete changes. In one of the cases, a project office was established in the organisation (which is a public institution) and the mission and vision regarding the international youth work changed considerably. The interviewee stated that this office already started preparing projects together with some other public institutions in his locality, although the prepared projects were not always accepted. In another example, the interviewee stated that her organisation witnessed that they could send volunteers abroad for a project, since the organisation's EVS accreditation was approved after the activity. Another interviewee stated that his organisation continued to work more professionally in the youth field, for example through preparing a more professional website.

A longitudinal analysis (Interview 1, Interview 2 and Interview 3) with regards to organisational support for the interviewees points out to the major finding that the organisations of the interviewees do not have any systematic mechanisms through which the interviewees can feed their experiences back into the organisation after the training and support activities. The support from the organisations before the activity seems to be at a very individual level. This means that the interviewees are often encouraged by their superiors and/or colleagues in the organisations before the activity, however, their experiences are not systematically valued/benefited after the activity. The transfer of knowledge and experience is mostly through the activities of seminars or trainings given to the colleagues/team members in the organisation in a rather informal setting. The major reason for such a loose and informal transfer seems to be the lack of proper understanding of needs' analysis for the organisations, which would identify the actual capacity development needs of the organisations; accordingly develop strategies of competence development for its members through participation in training and support activities; and eventually make better use of their experiences after the activities. The data shows that relatively more effective practices occur in cases where the interviewees are full-time members of their organisation, with some degree of initiative to start structural changes in the organisations.

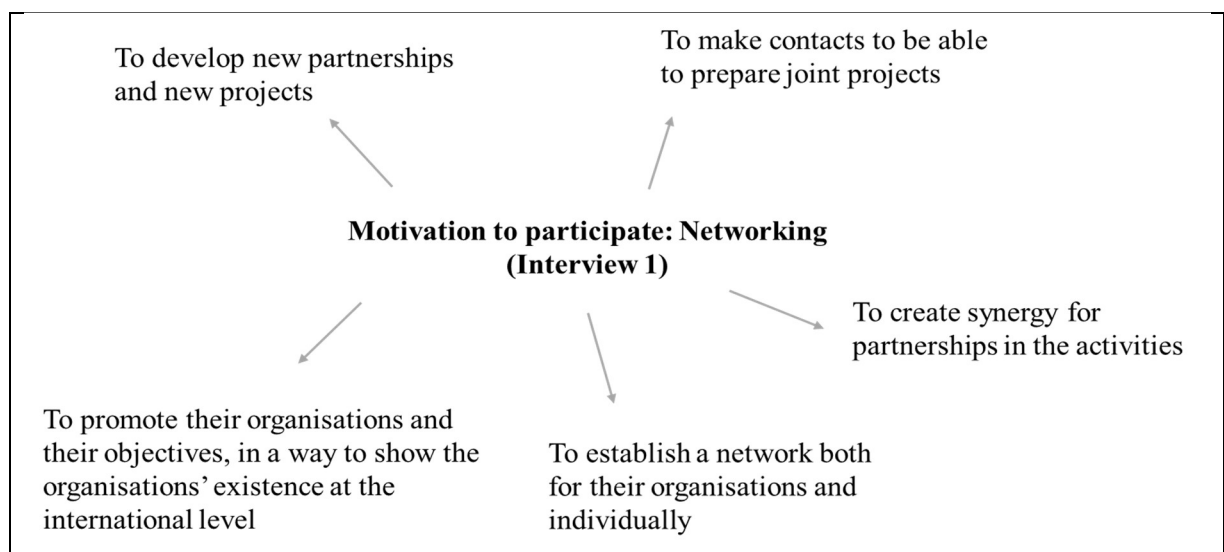
3.2.3 Impact on Networking and Cooperation

“With regards to network, I can find partners from all the countries from America to Moscow, in the south from Morocco to London, Norway, Sweden; I have a friend in all the countries I have been to; a network, a friend circle have developed internationally.” (Male, TCA, 23 years old, Interview 3)

One of the most important objectives of training and support activities is to create opportunities for further cooperation, networking and partnerships for the youth workers participating in the activities. Such cooperation and networking outcomes are considered in two broad senses under the RAY-CAP research: cooperation and networking on project/activity level, as well as the opportunities for networking/contact with (potential) partners for future cooperation; and networking and advocating on an inter-institutional and/or political level, specifically referring to youth policy in terms of youth work reality and cooperation with actors and stakeholders. In this regard, the Interview 3 provides significant data to be able to observe the long-term (one year) sustainability (or unsustainability) of the networks and partnership created as an outcome of the training and support activity.

With regards to *cooperation and networking on project/activity level*, the Interview 1 data shows that one of the major reasons for participation in the training and support activities is related to networking and promotion of their organisation (Graph 3.10). Such a motivation is very much in line with the overall trend observed from all the participants interviewed within the context of the RAY-CAP. The Interim Transnational Report (2017: 46) found out that training and support activities were perceived by the interviewees to provide opportunities for international partnerships for implementing (European) youth projects or to meet future partners and to clarify project partners' competences in advance, as well as to develop solid relationships.

Graph 3.10: Motivation to participate in the training and support activities: Networking (Interview 1)



Interview 1 data also shows that even before the interviewees had participated in the activity, some of them and/or their organisations had a degree of cooperation and networking with partners from European countries on the project/activity level due to their previous European level activities and projects such as KA2, EVS or Youth Exchange projects within the context of Erasmus+ Programme. In addition, some interviewees and their organisations had other international partners, not necessarily from Europe. Those interviewees were in contact with those partners through different platforms such as e-mail or instant message applications. However, the interviewees with limited experience in youth work at the European level indicated that they did not consider themselves having a network before going to the activity. Thus, the training and support activities can be considered as an important venue to create networks and partnership for majority of the interviewees and the Interview 2 data proves such a statement.

When the interviewees were asked about the opportunities they had to create networks and partnerships two months after the activity (Interview 2), they stated without exception that they established an international/European network during the activity, as also stated by their European counterparts (Interim Transnational Report, 2017: 46). The methods that contributed to creation of networks, partnerships and cooperation are listed as presentation of their own organisations at the activity, having one-to-one meetings with the other participants, having informal opportunities to make contacts, presentations of the invited local organisations to the activity, having a project market exercise, or preparing a project together within the programme of the activity. In this context, it is possible to argue that ‘partnership building events’ include specific activities to ensure the partnerships, whereas some other types of training and support activities might not develop particular or structured programme elements to create networks and partnerships. Still, depending on the statements of the interviewees, it is possible to argue that training and support activities create opportunities for networking, cooperation and partnership regardless of the type of the activity. In addition, it is also possible to observe that the training and support activities involving more countries create better conditions for creating networks. For example, an interviewee indicated that she could not develop much of a network because there was only one German participant and some from Azerbaijan in her activity. Even in this case, the interviewee managed to establish contacts and was invited to take part in the projects of the other participants.

When the concrete outcomes of creating networks and partnerships within the scope of Interview 2 are concerned, many interviewees indicate that they either are planning to take action together with their partners and network in the following months or years; they already outlined and/or prepared new projects together; they take part as a partner in the projects of the other participants; or they will submit the projects they prepared together at the activity to a funding agency such as the National Agency. Almost all of the interviewees stated that they were still in contact with the participants of their activities through social media and e-mail, and whenever somebody in the network had an activity, he/she informed the others. In some cases, the interviewees indicated that they had contacts to work together or meet in the future, but there was still no concrete plan or activity. This finding is quite understandable when it is considered that the Interview 2 was conducted only two months after the activity, which might not give enough time for the interviewees to materialise their objectives.

The Interview 3 revisits the experiences of the interviewees with regards to their established networks and/or partnerships one year after the activity. The findings from the Interview 3 data can be discussed under three topics, namely established networks during or after the training and support activity; current relationship with colleagues from the activity; and, initiatives for follow up.

With regards to the *established networks during and/or after the activity*, the Interview 3 data draws a diversified picture. On the one hand, there are interviewees who stated that they were able to benefit from establishing networks after the activity. In this category, the interviewees indicated that they made use of the network both for the projects and activities of their associations; they had contacts with youth workers from different countries in Europe; and, the coordinators of the activity ensured that the participants stayed in contact about the new projects or potential participants. An example also shows that further communication/contact with the invited speakers of the training activity helped the interviewee get engaged into a network on the topic of the activity where she got much information about new activities. Another example shows that even in the cases where the project prepared together with the participants of the activity was not successful, such an exercise helped initiating cooperation among the participants. In another concrete example of benefitting from the established network, an interviewee stated that when a colleague of her was searching for an EVS volunteer, she could find the volunteer by sending a message to her network. There was also an interviewee in this category who stated that the establishment of a network was the biggest contribution of the activity for him.

On the other hand, there is another group of interviewees, who have stated in the Interview 3 that they could not sustain further relations with the established networks and their relationship with the network usually remained at a personal level with the colleagues that they met at the activities. One of the reasons for not having a network as a result of the activity seems to be the perception of the interviewees that they already had a network, especially as a result of various international activities such as Erasmus+ student exchanges. This means that those participants with already established networks benefit less from the activities in terms of enlarging or creating a network. Another reason for not having new contacts seems to be the type of interviewee's organisation. In an example, the interviewee stated that she could not have new contacts for her own organisation since it is not working in the youth field. Last but

not the least, some of the interviewees in this category mentioned that they had only personal and informal contact with the participants, but had no partnerships in terms of youth work.

When the *current relationship with colleagues from the training and support activity* are concerned, the Interview 3 data shows that the interviewees have usually stayed in contact with the other participants both formally and informally. The interviewees are not only in touch with the other participants from the activity, but also with the trainers, invited speakers and/or representatives of the hosting organisation of the activity for further cooperation. The reasons for sustaining the relationship include professional reasons such as enhancing communication, sharing the information about new activities, sharing documents (such as motivation letters) and making invitations to their activities. Actually an interesting note with regards to professional reasons of communication is that none of the participants mentioned any instances of concrete partnership between the organisations of their contacts and their own organisations. This observation strengthens the finding that the transfer of experiences into the interviewees' organisations is rather limited (see Section 3.2.2.2 Transfer of experiences and impact on institutional environment), since the relationship often remains at a personal level even in the instances of professional cooperation.

The Interview 3 data also shows that some of the interviewees have a rather personal motivation for staying in contact, for example, to visit each other in their countries or becoming friends (rather than colleagues) during and after the activities. In each case, the ways of communication include social media tools such as Facebook (both messenger and groups), instant message applications and e-mail.

Follow up activities developed as an outcome of the activity, or together with the partners acquainted in the activity can be considered as a signifier of the creation of sustainable partnerships and cooperation as a result of the training and support activity. Thus, the Interview 3 also included a question with regards to the *initiatives of follow up* undertaken by the interviewees and/or by the other participants of the activities within the one year period after the activity. The data shows that the follow up initiatives, especially those who were prepared and successfully implemented, and/or the interviewees' participation in them, were rather limited. An interviewee's association established a partnership with a partner from Poland; one of the hosting organisations from Turkey organised another training in the following months on the topic of photography with the same groups of participants and the interviewee was to

participate in it; and, another interviewee's organisation developed a youth exchange project. In addition to these concrete follow up events, there are also two cases in both of which the participants of the activity prepared a follow up project, but neither of the projects could be approved. In two other cases, the interviewees were informed or heard that the same hosting organisation or the participants of the activity organised a new event; however, neither of the interviewees could participate in them, particularly due to their jobs.

Two interviewees indicated that they are still at the planning stage of a new activity. One of them stated that with the network he developed, they were to organise a seminar in the Netherlands; and the other one voiced the intention of his association to organise a youth exchange with their own budget. It is also a striking observation from the data that four out of ten interviewees indicated that no follow up activities or projects were initiated.

To summarise, the training and support activities actually create opportunities for networking, cooperation and partnership regardless of the type of the activity, and the motivation of the interviewees to sustain those relations seems to be higher two months after the activity. However, as the time passes, only some of the interviewees manage to keep their professional relations with the other participants of the activities. Thus, the pattern is that the interviewees start to plan new projects or activities together during the activities, and they try to realise them for the next months; however after a year the intensity of the contacts considerably drops. Although many interviewees remain in contact with the other participants, trainers, invited speakers and/or representatives of the hosting organisation of their activities through social media and e-mail, the relationship remains at a personal level, with occasional partnerships and cooperation in terms of youth work. It is also striking to see that the interviewees do not mention any concrete partnership between the organisations of the other participants and/or the hosting organisation and their own organisations. In addition, the longitudinal analysis shows that the follow up initiatives, especially those prepared and successfully implemented, and/or the interviewees' participation in them, were rather limited.

With regards to the second focus on cooperation and networking outcomes within the RAY-CAP research, namely *networking and advocating on an inter-institutional and/ or political level particularly referring to youth policy*, the Interview 2 and Interview 3 data reveal that the training and support activities do not seem very effective, as none of the interviewees mentioned any concrete outcomes. Thus, the data shows that the training and support activities per se do not usually

have a particular focus on youth policy or do not integrate elements of it into the design of the activities.

3.3 RAY-CAP Module A and B: Conclusions for Turkey

The Chapter 3 was devoted to the analysis of the RAY-CAP findings based upon the qualitative data gathered from 30 structural protocols (three for each participant) of the National Database of Turkey within the context of Module A (the competence development of participants in training/support activities within E+/YiA) and Module B (transfer into practice at an individual level) of the RAY-CAP research. The analysis of Module A and B shows that when the expectations and motivations of the interviewees (namely, the theme of the activity, networking and promotion of the organisation, personal and professional expectations, learning new things, gaining intercultural experiences, and non-formal education) are considered (Interview 1), the interviewees in general were *quite satisfied* both in the short-run and in the long-run, with their participation in the training and support activities (Interview 2 and Interview 3). Thus, it becomes quite important to analyse in a long-term perspective (one year) whether or not such high levels of satisfaction can be translated into concrete benefits with regards to personal goals, individual learning and competences; institutional goals and organisational learning; and, networking and cooperation.

The analysis of Module A and B focused on four aspects of personal goals, individual learning and competences within the domains of personal development in a way to examine the changes with regards to knowledge acquisition, skills development, changes in attitudes and intercultural learning; applied learning outcomes/planning and implementation; changes with regards to European values, issues and image of the European Union; and, the perceived benefits of Youthpass.

In the domains of personal development, the RAY-CAP Module A and B data (Interview 2 and Interview 3) shows that *the perception of the overall gains of the interviewees from the activities is quite positive*. The activities were considered to be very inspiring and effective in a way to widen the horizons and perspective of the interviewees in terms of cultures, new projects, and maybe the most importantly, in terms of youth work and civil society engagement. The data shows that the participants of the training and support activities acquire *a wide range of new knowledge* during the activities. Many interviewees perceived that they learned about the *theme/topic of the activity* and *project work* indicating how to prepare a project; where to apply for projects and legal

procedures of application; European Commission's support opportunities for the projects and the Erasmus+ Programme; the essence of Youthpass; identification of the policy problem, developing solutions, identifying activities, creating the programme and working groups; and, the need for youth participation for project development. In addition, two more categories of knowledge acquisition in the long run can be named: learning about the youth work practices and the need for further learning through research. The findings show that in a long-term perspective, on the one hand, the interviewees managed to internalise the knowledge that they gained at the activities and have started to relate them to their youth work practices. On the other hand, they started to perceive the need for further learning through research, for example, on the topic of the activity or about social problems.

The RAY-CAP Module B data (Interview 3) also provides *strong evidence for the development of skills* through training and support activities in the long run. These skills are usually related to language and communication, including presentation and dissemination aspects. In addition, team work, time management, implementation of new techniques and methods within non-formal education, project preparation, backing up of training resources, innovation/developing new (project) ideas and learning to learn have been the other skills that were perceived to be developed by the interviewees. It is important to reiterate that interviewees did not only learn skills theoretically, but also learned the ways of putting them into practice.

The changes with regards to *attitudes and values* can be observed both at the personal and youth work levels. At the personal levels, the interviewees perceived to develop some positive feelings such as thoughtfulness, steadiness, tolerance, empathy, self-awareness (knowing themselves better) and patience. The interviewees indicated that they identified their weaknesses better and they developed their strengths further as they became more self-confident, more open-minded and open to learn. In terms of short-term changes of attitudes (Interview 2) at the youth work level, the perceived changes are often increased awareness on different issues and discourses; about different definitions of youth in different countries; about the possibility of widening their viewpoints; and about the ways of living together in harmony with different segments of society. When the long-term repercussions of those changes in attitudes (Interview 3) in relation to youth work practices are concerned, it is possible to observe that *increasing awareness about the youth work practices turns into a more comprehensive youth work approach through an enlarged vision about young people.*

The longitudinal analysis also shows that the activities were perceived to have strong impacts on the participants in terms of *intercultural learning*. Although the interviewees made rather limited statements with regards to interculturality before the activity (Interview 1), a considerable degree of change in the interviewees' perceptions about intercultural learning was observed after the activity (Interview 2) in terms of *increasing awareness (more) and intercultural discourse and identities (to a lesser extent)*. Moreover, in the long-run, it is possible to observe that the interviewees experienced a sharp transition from "ability to interact" towards "capacity to act" with regards to intercultural learning.

The second category of personal goals, individual learning and competences within the domains of personal development is *the applied learning outcomes/planning and implementation*. The Interview 2 data showed that applied training approaches/methods during the activities were inclusive and effective in a way to enable them communicate with the other participants. Accordingly, they were perceived to help the interviewees for *improving (international) youth work competences at the individual level and developing strengths and overcoming weaknesses*. When the transfer into youth work practices of those methods and approaches by the interviewees in the one-year period after the activity is concerned, the findings confirm that *majority of the interviewees had applied the learning outcomes, especially in terms of knowledge and methods/approaches*. With regards to planning, preparing and implementing youth projects and activities, the statements of the interviewees showed that some of them already found new project ideas and prepared youth projects after the activity.

With regards to the third category of personal goals, individual learning and competences within the domains of personal development, the data from RAY-CAP Modules A and B helped identifying *the changes in the attitudes with specific reference to European values, European issues and image of the European Union*. The interviewees perceived that *on a number of European values such as democracy, their attitudes changed considerably*. In addition, they became more aware of the concepts such as human rights; rule of law; peace; general values of the EU; valuing individuals and their development; non-discrimination of individuals in relation to their countries or languages; and, ensuring participation. In terms of *discovery of European issues*, interviewees mentioned a variety of new issues such as availability of cooperation in terms of projects and partnerships related to specific target groups; and, new practices, new approaches and activities. Regarding the changes in their *image of the European Union*, majority of the interviewees

indicated that the activity *reinforced their positive image of the EU* and they became more confident about the EU.

Youthpass is the fourth category of personal goals, individual learning and competences within the domains of personal development. The Interview 3 data showed that *most of the interviewees appreciated the Youthpass system practically and theoretically, however, almost all of the interviewees believe that Youthpass is not given the attention it deserves*. With regards to actual usage of Youthpass, *only half of the interviewees stated that they had already used Youthpass* when they applied to jobs or internships, whereas the remaining half did not have the chance to test it yet. Moreover, the interviewees believed that Youthpass was neither actively used nor well-appreciated in the Turkish context, especially by the employers.

A second category of analysis under the Module A and B focused on institutional goals and organisational learning, which was divided into three sub-sections namely youth work ambitions and future perspectives; transfer of experiences and impact on institutional environment; and, organisational support for the participants. An important observation in this regards is that the majority of the interviewees remained in youth work even one year after the activity, and there were only two interviewees who did not get engaged into further youth work.

With regards to *youth work ambitions and future perspectives*, it is possible to see that *the training and support activities considerably contributed to the interviewees' future youth work perspectives in a positive way*. The activities were inspiring for the future activities of the interviewees; created a considerable degree of awareness regarding international/European youth work; and increased the motivation of the interviewees for mobility to develop their youth work capacities. Moreover, the interviewees' statements (Interview 3) showed *a very positive trend of increasing youth work ambitions also one year after the activity*, as a great deal of the interviewees stated their enthusiasm about working (professionally) in the youth field in the coming years. In addition, the RAY-CAP data showed that the interviewees actually plan the ways of further getting engaged into (international) youth work in the future. In this context, it was possible to observe that the interviewees were determined, even one year after the activity, to explore and make use of *further opportunities of learning and training to support their personal development in the youth work activities through participation in new activities*.

The impact of the training and support activities on the interviewees' *transfer of experiences into the institutional environment* was analysed in relation to ways of dissemination of the experiences, as well as recipients of such dissemination; implementation and putting into practice of the experiences; and, using the methods in their daily work. The interviewees *indicated instances of dissemination and sharing their experiences* with their colleagues in their associations or organisations through workshops and presentations; with people in other organisations; with the co-workers or peers in the institutions where they work; and with their friends. Even two months after the activity (Interview 2), *the interviewees started to implement and put the experiences into practice and used the methods and different techniques learned in the activities*. It was a very positive finding that such a practice continued even one year after the activity. The most common recipients of the experiences were the colleagues and target groups of the interviewees at their workplace. Apart from those ways of sharing experiences, more than half of the interviewees communicated their experiences in the youth field both inside and outside of their own organisations. For *the transfer of experiences/ learning outcomes into their own organisation*, the interviewees employed different ways for sharing their experiences with their organisations such as giving briefings, making presentations, organising trainings. However, *concrete examples of the changes in the organisational environment as a result of the transfer of the learning outcomes are rather limited* to only four instances of concrete changes. Thus, lack of stability in the organisations, the degree of engagement of the interviewees with the organisation and the role played by the interviewee in the training and support activity, seemed to be some factors that limit the possibility of transfer of learning outcomes by the interviewee into the organisational environment.

The last subsection of the analysis of the institutional goals and organisational learning was the *organisational support for the participants*, which focused on the expectations of the organisations concerning the interviewees' participation in the training and support activity and conduct of needs' analysis in the organisation. With regards to the relationship between the participants/interviewees and their organisations, it is possible to observe that *the expectations of the organisations from the interviewees' participation in the activities were not very high*. The longitudinal analysis pointed out that *the organisations of the interviewees do not have any systematic mechanisms through which the interviewees can feed their experiences back into the organisation after the training and support activities*. The support from the organisations before the activity seems to be at a very individual level, and their experiences were not systematically benefited after the activity. The major reason for the lack of formal transfer mechanisms seemed to be the *lack of proper understanding of needs' analysis for the organisations*, which would identify the actual capacity development needs

of the organisations; accordingly develop strategies of competence development for its members through participation in training and support activities; and eventually make better use of their experiences after the activities. The data showed that relatively more effective practices occurred in cases where the interviewees were full-time members of their organisation.

The third component of the analysis of Module A and B focused on *the impact on networking and cooperation*. Interview 1 showed that one of the major reasons for participation in the training and support activities was networking and promotion of the organisations. Interview 2 data showed that these expectations were met as the interviewees stated without exception that they established an international/European network during the activity. Thus, depending on the statements of the interviewees, it is possible to argue that *training and support activities created opportunities for networking, cooperation and partnership regardless of the type of the activity*. However, when the Interview 3 revisited the experiences of the interviewees with regards to their established networks and/or partnerships one year after the activity, the picture got diversified. While there were some interviewees who managed to benefit from establishing networks one year after the activity; some others could not sustain further relations with the established networks, and their relationship with the network usually remained at a personal level. Usually *the interviewees stayed in contact with colleagues from the training and support activity, as well as with the trainers, invited speakers and/or representatives of the hosting organisation, both formally and informally*. However, none of the participants mentioned any instances of concrete partnership between the organisations of their contacts and their own organisations. This observation strengthens the finding that the transfer of experiences into the interviewees' organisations is rather limited, since the relationship often remains at a personal level even in the instances of professional cooperation. Last but not the least, the RAY-CAP data shows that *the follow up initiatives, especially those which were prepared and successfully implemented, and/or the interviewees' participation in them, were rather limited*.

Overall, the analysis of RAY-CAP Module A and B shows that the highest impact of the training and support activities have been on the domains of personal development, especially with regards to development of individual competences through knowledge acquisition, skills development, attitude changes and intercultural awareness. Within the context of institutional goals and organisational learning, the highest level of impact occurs in terms of enhanced youth work ambitions and future perspectives. However, the impact decreases in terms of transfer

of experiences, which occurs at a personal level rather than at an organisational level and this eventually diminishes the opportunities for positive impact on the institutional environment. An important reason seems to be the lack of systematic mechanisms created by the organisations to ensure transfer of experiences into the organisation. The training and support activities clearly create opportunities for networking, cooperation and partnership in the youth field, however they rather remain at a personal level and are not fully utilised for the development further (international) youth activities that are supported by the organisations of the interviewees.

Chapter 4

RAY-CAP Module C: Turkey Country Report

The Chapter 4 presents the Module C of the RAY-CAP research designed to identify the impact of the training and support activities of Erasmus+/YiA on the youth organisations. In this context, Module C focuses on the systemic effects of training and support activities, in particular on the organisations involved in the Erasmus+/YiA Programme activities.

Section 4.1 defines the RAY-CAP Module C sample for Turkey. Section 4.2 presents the major findings of the Module C with regards to five sub-titles, namely selection of training and support activities; preparation for training and support activities; follow-up of training and support activities; previous organisational change and development; and, future organisational change and development. Section 4.3 draws conclusions from the findings.

4.1 RAY-CAP Module C Sample for Turkey: Overview of Organisations

Section 4.1 aims to provide information about the 15 organisations interviewed in the RAY-CAP Module C sample of Turkey.²² The overview of organisations depends on the types of organisations in a way to show the diversity of the youth sector in Turkey; geographical distribution of the organisations; their establishment dates; their size and human resources capacities; their target groups; their working fields and activities; and a short overview of the types of training and support activities that these organisations have attended to or hosted.

When the types of organisations in the RAY-CAP Module C sample of Turkey are concerned, it is possible to see that there are six public organisations, and nine non-governmental organisations. When the public organisations are considered, there is a variety with regards to the structuring of these organisations. One of these organisations is a specialised youth unit working under the roof of a public university. Two organisations are international affairs units at two municipalities, and one organisation is the project unit at the sub-governor's office. The remaining two organisations are youth centres: one of them is affiliated to a municipality, and the other one is working under the structure of the Ministry of Youth and Sports. When these public organisations are considered, it is possible to see that all of them are units which conduct

²² For further details, please see Annex II.

youth work as a part of the central and local administrations in Turkey. This is to say that they are working under the authority a larger organisational structure, which is sometimes organised at the local level, and sometimes at the central level. For the aims of this study, these specific units are taken as an organisation in itself, and whenever it is necessary, (such as the case of their decision-making mechanisms), reference to their bigger organisational set-up is made. Out of nine non-governmental organisations in the Module C sample of Turkey, eight of them are associations and one of them is a foundation. All of them are directly working with young people in their activities; and they have the official structures (such as an executive board) established in line with the related laws for associations and foundations in Turkey. It is possible to observe that the non-governmental organisations in the Module C sample are more homogenous with regards to their size, structures, working fields and target groups.

When the geographical distribution of organisations is analysed, one can see that four organisations are located in İstanbul; two organisations are located in Eskişehir; two organisations are located in Ankara; and, there is one organisation each from Bursa, İzmir, Kayseri, Kocaeli, Muş, Samsun, Şanlıurfa. This means that the sample covers six out of seven geographical regions of Turkey, except the Akdeniz (Mediterranean) region: six organisations are from the Marmara region; five organisations are from the İç Anadolu (Inner Anatolia) region; and the remaining organisations are from the Karadeniz (Black Sea), Güney Doğu Anadolu (South Eastern Anatolia), Doğu Anadolu (Eastern Anatolia) and Ege (Aegian) regions. This is assumed to reflect the geographical diversity of youth work actors in Turkey.

When the establishment dates of the organisations are concerned, it is possible to see that the oldest organisation was established in 2002; the youngest one was founded in 2016; and, ten of the organisations were established between 2010-2015. For the public organisations, the year of the establishment of the unit in charge of youth affairs and projects is noted as the date of establishment.

When the size of organisations is considered, the core teams in the organisations can be observed to vary from 5 to 25 members. For this calculation for the public organisations, the number of staff working in the unit in charge of youth affairs and projects is taken into account. There is also a public organisation where the number of staff goes down to two. However, both in the public organisations and non-governmental organisations, there is always a wider circle of volunteers, interns and experts, who actively take part in the activities of the

organisations. In the public organisations, all the team members are working as full-time staff, whereas in the non-governmental organisations almost all team members are volunteers. This is often due to the limited financial resources of the non-governmental organisations, compared to those of the public organisations. A concern for the public organisations is that in some cases it is not possible to employ staff as ‘youth workers’.

When the target group of organisations are analysed, it is possible to observe that all the organisations directly work with and for young people. Some of the organisations also target a wider public, especially in line with the objectives of their organisations and needs of their localities. For example, some of the public organisations in the Module C sample also work with parents and adults to the extent that they work in the field of health. Some organisations work with and for local young people, whereas some organisations conduct their activities at the national level, where they accept calls from all the young people in the country. Lastly, some organisations can prefer to focus their activities to a smaller age group (for example to age 16-22), even in the cases where the organisation works for a wider age range (for example age 7-29).

When the working fields of the organisations are concerned, one can observe that all the organisations focus on different aspects of youth empowerment. Active participation of young people to social and democratic life, contribution to the social and personal development of young people, raising awareness about volunteering and creating sensitivity about civil society, equipping young people with skills for personal development, leadership and social entrepreneurship can be listed as a part of this overall mission. In a way to respond to young people’s needs, the organisations also develop thematic emphases such as gender equality, health, disability, volunteering, entrepreneurship, technology and social media and youth rights and problems such as youth unemployment, access to information, transportation rights. Many organisations work at the local level, but enrich their activities also with international activities. In the Module C sample of Turkey, there are only two non-governmental organisations which prefer to mostly work at the national and international levels, rather than at the local level.

With regards to the activities of the organisations, the interviewees indicated a number of different types of activities that they conduct in their field of work and mission. These include structured dialogue and strategic partnership projects; projects with refugees and migrant youngsters, especially Syrian; cultural projects, as well as “twin cities” projects; social

responsibility projects; cultural and sportive activities; and youth mobility activities. An important shared characteristic of the activities of the organisations is that many organisations in the Module C sample organise and/or provide trainings. Some of the examples are trainings organised for different public and private organisations such in the hospitals or with the staff of the judiciary; trainings organised on the topics of handicrafts, language, computer literacy, sports, graffiti, and music etc. where young trainers are also involved on a voluntary basis; or project trainings or those for civil society capacity building for the youth organisations. In addition, it is observed from the interviews that the organisations help or provide consultancy for the activities of other organisations in their localities; and in general cooperate with other public institutions (such as local authorities, related ministries, schools etc.) and non-governmental organisations in the locality.

When the international youth work activities of the organisations are concerned, counted altogether, the organisations had participated in or hosted 54 KA1 projects, which are outside the category of Mobility of Youth Workers projects (see Table 1). It is possible to observe that European Voluntary Service projects are the most wide-spread type of activity. It is interesting to see that all the public institutions in the Module C sample have EVS accreditation and are already conducting EVS projects. Apart from a few, the non-governmental organisations are also implementing EVS projects extensively. Many of organisations also organise youth exchanges within the context of the Erasmus+ Youth in Action. It is also interesting to observe that six of the organisations in the Module C sample has been local multipliers of Eurodesk Turkey network.

The organisations' international activities are not limited to those within the Erasmus+ Youth in Action. The interviews show that the organisations cooperate and get funding for their activities from a variety of international actors, such as the Embassies of different countries (for example Germany, Australia, Japan, United States of America etc.) or international organisations.

When the training and support activity type of projects of organisations supported by the Erasmus+ Youth in Action within the reference period are examined, it is possible to see there is a total of 25 KA1 Mobility of Youth Workers activities that 15 organisations in the Module C implemented (sending or hosing). In addition, the organisations attended 52 times to Training and Cooperation Activities (TCA). These numbers show that since 2014, the

organisations have been quite active with regards to training and support activities within Erasmus+ Youth in Action. These activities concentrate around training courses such as training of multipliers, SOHO trainings, or thematic trainings such as those on employability, conflict resolution or rural youth work. The organisations also attended to or hosted partnership building and seminar types of activities. A highly preferred theme for the training and support activities appears to be European Voluntary Service.

4.2 RAY-CAP Module C Findings for Turkey

In this section, the findings of the Module C on systemic effects and organisational development depending on the data collected through 15 interviews with key staff members of organisations in Turkey will be analysed under five sections: selection of training and support activities; preparation for/of training and support activities; follow-up of training and support activities; previous organisational change and development; future organisational change and development.

4.2.1 Selection of training and support activities

Within the context of the Module C, *selection of training and support activities* is inquired around four concerns: “Who typically suggests a training and support activity in the organisation?”, “What is the choice for a training and support activity typically based on?”, “How are the training and support needs in the organisation typically determined, and who is typically involved in this process?”, and “How are decisions about applying for a training and support activity typically taken?”. Here, the aim is to identify the organisational actors (such as individuals, project team, management, board or network of the organisation) that have been influential on the organisation’s choice of and decision on the training and support activities.

From the interviews, it can be observed that *the organisations are quite open to suggestions of a training and support activity from many different actors*. The most mentioned actor to suggest a training and support activity is the team, however, many organisations consider suggestions also from other actors such as managements, boards or networks. In addition, requests coming from the volunteers or the target group of the organisation are also mentioned among the reasons to organise or attend to a training and support activity.

When the ways in which *the teams* suggest a training and support activity are considered, it is possible to observe that the team members, due to their organisational affiliations or personal

contacts, are actually a part of a variety of networks. Thus, it is commonly observed that whenever a team member comes across a call for a training and support activity, it is shared with the rest of the team. This is often followed by the discussion of the opportunity and identification of a contact person that would be interested in the activity on behalf of the organisation.

“It is in fact the team [that includes suggestions in agenda]; news reach one of us and we share it, then it is followed by the person who is responsible for that issue.” [TR-01, Public organisation]

“To respond to training needs, the team informs others about training activities announced in different national and international networks and social media.” [TR-11, NGO]

“In general we pick trainings as the Directorate of External Relations and the management supports us, stands behind our decisions.” [TR-02, Public organisation]

“In fact there are 2-3 ways of moving ahead. We have our members from Azerbaijan, from Germany. For example [somebody] from Azerbaijan says ‘We have such an agenda at this moment’ ... Then, as an association we get together as 10-15 persons for a joint discussion, if we cannot get together physically we talk it over Skype. Not a single person; we discuss what we can do as a group.” [TR-06, NGO]

“Each person has his/her distinct area of responsibility. Each person follows project announcements, calls for grant and partnership related to his/her specific area. Then we discuss it with the office team here and participate if our direction is in that way.” [TR-11, NGO]

There are also two cases where the suggestion comes from *the management* of the organisation. A common characteristic of these two cases is that they are both public organisations. In both cases, the managers involved in the selection are perceived very positively by the team members, especially due to the personal competences of the managers in youth and project work. Thus, depending on those two cases, the role of the management in suggesting an activity in the Module C sample can be considered as an enriching element for the organisation.

“We have a director giving training for almost nine years as a project expert. Presently he is teaching in project development [in a university]. He is the first one to lead us since he is an expert in this area as well. In the light of his experience we move forward and make our choice.” [TR-02, Public organisation]

“Ideas may also come from the management. For example, we have a project on combating cyber-bullying and that idea came directly [from our manager]. When he first suggested that idea 1.5 years ago we could not understand it. At the point where we are now we appreciate that it was truly an issue that could be in the agenda.” [TR-12, Public organisation]

There are also two instances where the suggestion of a training and support activity comes from *the board*. Here, a differentiation between the boards within the public organisations and boards in the non-governmental organisations should be made. Those in the public

organisations are more formal mechanisms that usually have potentially binding decision making authorities for the public organisation. When the executive boards of the non-governmental organisations, especially those of the smaller ones, are concerned, it is possible to observe that they actually work as the teams composed of people who are the most actively involved in the activities, besides having the authority to make decisions for the organisation. In both examples within the Module C sample, an important observation is that these boards function through rather participatory mechanisms, in a way to include different stakeholders of youth work. Such a characteristic ensures that suggestions of activities coming from a variety of actors are heard and positively perceived by the boards of the organisations.

“We have an advisory board at the youth centre. This board is a mechanism comprising leaders and managers, experts and youth. At the beginning of each year this board holds a meeting to determine that year’s activities and decisions taken at this meeting are implemented throughout the year. But there are also occasions when ideas coming from youth, leaders, experts and trainers out of this initial meeting are evaluated and put into practice within the same year.” [TR-08, Public organisation]

“It comes from management board members since these members are active persons. Or it may [come] from non-member volunteers based upon their needs and experiences.” [TR-07, NGO]

Receiving suggestions from *the network* seems to be highly correlated with the working field of the organisation. Two examples from the Module C sample show that the organisations, which are locally active and/or have a local network of either organisations or individuals (young people), are open to receive suggestions from their networks. Those organisations, who are indeed public organisations pursuing public interest, indicate to shape their training and support activities in line with the demands of their wider environment, which include other public organisations, other youth organisations and/or young people living in their localities. In this sense, these networks also include the target groups of the organisations.

“A different organisation may come up with an idea related to their field of work. For example, the Public Health Obesity Unit had come in with its idea of exploring obesity, implementing programmes for obese children and teaching healthy nutrition... Along that line we engaged in activities combating obesity and established healthy life centres. Given the mission and responsibilities of our organisation we have to do it, we have to be in any initiative that is to the benefit of citizens. Themes may be those that we alone may have missed. We are also engaged in activities advising other organisations what can be done and how in their respective fields of activity.” [TR-10, Public organisation]

“Almost all trainings delivered by the organisation are shaped by requests coming from youth. Young people out of our organisation may apply individually or it may be from our young volunteers or others [in this city]. The youth centre also provides space for meetings of different youth groups. So these young people can convey trainings they need directly to us either individually or as groups.” [TR-13, Public organisation]

Lastly, some organisations consider the training and support activity suggestions of *the individuals*. Those individuals can be anybody inside or outside the organisation, who follow the training and support opportunities through different channels such as social media or websites. In addition, in some organisations *the volunteers* are also given the chance to get involved in the process of suggesting the training and support activities, especially for the hosting type of activities, by contacting, and communication their training needs and demands to, the organisations.

“Everybody may come up with a suggestion here. We think that everybody should contribute to what is to be done collectively. Anyone following mail groups, social media and the EC website may [propose] if he comes across any training programme there. Take the issue of migrants for instance; he may not be interested in that issue, but he may have an acquaintance who is. That is an opportunity after all. We keep track of these opportunities through two communication channels. We open space for joint activities and support related persons. For example there may be some who have never been to our association while engaged in projects related to migrants; they say ‘Can you support us?’ and we give support.” [TR-03, NGO]

“Requests for training come from volunteers. In fact there are university students that the Foundation is working with. These young people are engaged in social responsibility activities and work in groups. These groups apply to our Foundation requesting training in any issue.” [TR-14, NGO]

“We set out as a volunteer university group. In general, we were studying the needs of university students. As such, we make our decisions not only as the board but together with our young volunteers. In our work as a whole we organize trainings and activities together with young people who constitute the mass of our association.” [TR-04, NGO]

The second component of selection of training and support activities is the identification of the *factors that the choice for a training and support activity are typically based on*. Here, the intention is to identify from where the training and support needs mainly emerge. In that sense, the interviewees mentioned the importance of *training and support needs of the organisation* as a reason to select a training and support activity. In this sense, the organisations prioritise the major objectives of the organisation such as establishing or enlarging a network or consider the added-value of the training and support activity for the organisation.

“In trainings we participate individually, networking is crucial. Indeed, our purpose in participating together with all partners – presently we have eight EU projects waiting for partners- is networking. Direct contact [with our partners] is very important and something very different.” [TR-02, Public organisation]

“The point is to feel the need in this organisation. If we are to spare time for training, there must be things to be added to it; otherwise we don’t have the capacity to organize trainings just for responding to individual needs and requests. Any need must have its returns to association activities. We try to hold on this in both domestic and international projects.” [TR-07, NGO]

An interesting observation is that the organisations define *the needs of the organisations together with the needs of the target groups*. In other words, many organisations organise or attend to training and support activities to better fulfil the needs of their target groups and try to reconcile the organisational objectives and strategies with the demands of the young people. The activities that correspond to the local or general problems of the young people and the benefits of the youth activities in general, and training and support activities in particular, for the young people that the organisation is working with are preferred more by these organisations.

“In fact there are two intersecting objectives here. The first is the strategy adopted by decision makers and the second is what youth wants. So we can say that activities are decided on when these two coincide. I mean any activity actually takes place when the strategy of decision makers coincides with what youth asks for.” [TR-08, Public organisation]

“Our team focuses on three benefits while making decision. The first, which is a must, is social benefit and responding to needs. The second is the contribution of the action to the organisation. And the third is the contribution of the action to individual development. If these three are absent we don’t engage in the action. There may be some exceptions, but the main point is to have this three-pronged contribution.” [TR-12, Public organisation]

“Now the general principle is not to write down a project in response to the same project or grant call, but to design and develop projects according to needs. It is after that we go out seeking grant. In both EVS and other projects we follow this path: In the light of the needs of youth centres and youth in general, we consider the theme and content... Our experience up to 2017 has shown how youth are willing to work actively here and how this contributes to youth employment. Hence a project idea emerged in line with the needs of both youth and the centre and we designed our EVS project accordingly for applying.” [TR-13, Public organisation]

“Our priority is the rights of youth and problems they face in this region. But it may not be region specific and may also cover more general areas like nationwide youth unemployment. We are working on these issues.” [TR-11, NGO]

“What makes importance to us here is to support the individual development of our young friends. Thus, besides our working themes, it is one of our major objectives to create spaces in which young persons can develop themselves. In all projects we try to make this happen. Through these projects they improve their organisational capabilities or acquire skills of speaking before audience. In a sense, all our projects aim at contributing to their individual development.” [TR-11, NGO]

The training and support need of the team was mentioned as the second common reason of selection and attending a training and support activity. In this case, it is observed that the teams in the organisation discuss and identify their own particular needs (for example the need to focus on digitalisation within the context of Erasmus+ Programme) and communicate it to the management of the organisation. Here, the individual and organisational benefits of the training and support activities are well-perceived by the team members, and accordingly the team’s needs are prioritised.

“Generally, in our meeting [with our manager] we say ‘we want to do this and this’ or say ‘Our focal point this year is entrepreneurship.’ He says ‘OK’; does not ask me about details or

say ‘You must do this and that.’ We decide about these as a team. We say ‘We have done this and this, etc.’ ...For example, now the priorities of the National Agency, Erasmus+ affect (our preferences). Today it is with digital priority for example and if we have some shortages in that we want [to attend] a relevant training.” [TR-01, Public organisation]

“Our team is composed fully of young persons who started CSO work thanks to European Union Youth Programmes, they had experiences abroad and participated to trainings. We enjoyed the benefits of this in both our social and office life.” [TR-04, NGO]

One of the organisations in the Module C sample also mentioned the training and support *need of the wider network* as a reason to select an activity. In this case, since they are in close contact and work with other NGOs in their locality, they prioritise the needs of these NGOs, to the extent that they define their organisation’s competence in training. Thus, they organise and host training activities to equip the other NGOs with management skills that could be helpful for them in their own organisations.

“There are some people coming to us from CSOs and we try to unite students and these people from CSOs in projects through activity planning and personal development. We are trying to improve their management skills. At the first stage of our training project we focus on soft skills and think about how they could use in their organisations what they have learned through those skills.” [TR-03, NGO]

It is also interesting to observe that none of the organisations mentioned any cases where the training and support *need of the individual*, who is an outsider of the organisation and its target group. This means that contrary to the findings of the Module A and Module B of the RAY-CAP research, none of the organisations in the Module C sample prefer or enforce any individuals, who would like to attend the training and support activities under the affiliation of their organisations.

The third component of selection of training and support activities is *the identification of the training and support needs of organisations*. Here, the idea is to examine the ways in which the organisations determine their needs and the actors who are involved in this process of determination. The interviews show that the most prominent way of identification of the organisational needs is *team reflection*. Many organisations mentioned that they discuss the needs in their teams. In some cases, these discussions are structured, and in some others they are rather spontaneous. Such a team reflection does not seem to remain limited to the team, but also the expertise and ideas of different departments in the organisations are integrated into the process. In this sense, there seems to be a cooperation between different departments,

especially in the public organisations, with regards to the identification of training and support needs.

“Our organisation has its Human Resources and Training Directorate. This Directorate is in charge of training personnel and each year they deliver trainings that are demanded within the framework of a plan. In our Directorate, on the other hand, we are expected to participate to trainings that are related to projects. Of course we benefit most from Salto’s trainings ...

We apply to a training programme when its topics are relevant to our needs and we have prospects of developing a similar project in future.” [TR-02, Public organisation]

“Suggestions are made and we solicit the opinions of our experts. For example, if a specific topic is beyond my field of expertise, we have others in the team from fields such as informatics, education, PDR, sciences, social sciences, etc. So we form our opinion with the support of experts and academics. As the last stage we present our ultimate opinion and alternatives [to our manager] and take action upon his approval.” [TR-12, Public organisation]

“In fact each decides [about needs] by himself. There are different departments; there is the training department for instance. It is this department that coordinates training to be delivered to young recruits. They decide about their needs by themselves.” [TR-14, NGO]

“We identify this as the board of management. At the same time, we do our periodic work to identify our needs and take further steps accordingly.” [TR-05, NGO]

“It moves ahead as a process. We can talk about it with ease since all of us have specific needs deriving from daily life. It doesn’t have to have a specific hour or date. We discuss matters together.” [TR-06, NGO]

The interviews show that in some cases, team reflections are also fed by *needs analysis*. These needs analyses often depend on the identification of the demands of the target groups of the organisation. In one of the cases, the team conducts an annual survey through questionnaire with young people in the locality. In the other case, actual issues and problems that affect young people in the locality is considered by the team, so that new training and support activities could be developed by the organisation.

“Almost all trainings delivered by the organisation are shaped according to requests coming from youth. Young people (they may be our own volunteers or local youth) drop by the centre individually or in groups to directly convey their training needs. Besides, we have our annual questionnaire on local needs. These questionnaires include questions on problems and needs that youth observes [in our city]. These questionnaires are administered annually to at least 500-600 young persons. They are not only those who visit the centre. Then trainings take shape in the light of questionnaire outcomes. Apart from this, our central staff can give their opinion as well.” [TR-13, Public organisation]

“We have our weekly meetings with young people, various training activities and evaluation processes where we collect requests. We look in social terms to the needs of local youth. We identify needs by following daily agenda or on the basis of university activities and requests coming from there. Let me give an example: There are too many Syrian refugees in this city and the problem of social adaptation is quite serious. We conduct relevant activities on such issues as discrimination and hate speech.” [TR-04, NGO]

Using the *projects of the organisations* is another highly utilised way to identify organisation's training and support needs. This occurs in a couple of ways. For example, when the organisations are involved in particular activities such as EVS, they can use their experiences to identify the problems or their needs better and accordingly they intend to attend or organise training and support activities. Or as it is the case for another organisation, the team members collect or develop tools to receive feedback from the participants upon the completion of the activity to be able to draw a needs' map accordingly. There are also some organisations which determine their training needs according to the calls for activities published by national/international networks or on social media, and accordingly they direct the team members in their organisations to these activities.

“One of these is ‘Together on the EVS Cycle’. At that time, we seriously thought about increasing and improving EVS since we observed some shortfalls in incomers. Since pre-departure and mentoring systems are not so well we went there just to find partners. The other one was ‘University Study Visit’. There we wanted to see other universities active in the field of youth and whether there is any university with the same format as we have.” [TR-01, Public organisation]

“In fact we have some major tools that we use as a legacy of past experiences. We improved them. Particularly after projects we participated, after social responsibility projects we ask people: ‘What impressed you the most’ or ‘What was the most important defect’. We take this feedback; add our own observations and we come up with a needs assessment from these. This takes place on the basis of activities.” [TR-03, NGO]

“We evaluate requests coming from both our volunteer network and from without and act accordingly. And since we are working in the field of youth there are some shortfalls we observe in our projects... So we say, ‘We observed in practice, we identified a problem and now we are going to launch training on this issue.’” [TR-11, NGO]

“To respond to training needs, team members inform each other about trainings announced in national and international networks and in social media. For example, some organisations arrange trainings in such issues as ‘what is volunteer management’ or ‘how to use technological digital tools’. We keep track of these too. If there is a workmate specifically in charge of that issue, we direct him. For example, if there is a seminar on establishing partnerships or on informal learning techniques a team goes and takes part in that seminar. But if it is training related to the European Union those who will write projects participate or if there will be training in EU's new youth agenda, our mates in international networks take part.” [TR-11, NGO]

Last but not the least, in one of the cases, *top management* is involved in the identification of the training needs of the organisation. In this instance, due to the nature of the organisation, the manager is involved in a coordination committee which includes the representatives of different public institutions in the locality. Decisions for common actions are taken in this committee, and it is the manager who carries those decisions to the organisation to be discussed by different head of units and their staff.

“The chair holds coordination meetings with his assistants. The chair also joins district coordination meetings on the basis of protocols acted by different organisations at district level. Some decisions are taken there. Then our chair arranges meetings related to these decisions with relevant directors. In line with decisions taken in these meetings, directors get together with personnel to discuss issues. In other words, meetings are held at levels from top to down if there is a project to be launched or to determine the course to be taken... What is important here is to solve a problem, not the hierarchy itself. This may not hold true for personnel in all organisations, but since we mainly develop projects here it is of benefit to the city and to the country in general.” [TR-10, Public organisation]

The fourth component of selection of training and support activities is the *identification of the mechanisms that take the decisions about applying for a training and support activity in an organisation*. Almost all of the organisations indicated that *the team* is the primary actor that decides on applying for an activity. Still, there are some procedural differences between the public organisations and the non-governmental organisations. For all the six public organisations in the Module C sample, the preliminary preparations for the activities are made and decisions about applying for a training and support activity are taken *by the team*. As a formal procedure, all the public staff should get the approval of the manager to be able to attend the activity no matter whether the activity takes place inside or outside the country. When these interviewees were asked whether or not they face any limitations for their attendance to the activities, none of them mentioned any instances where the managers did not allow them to attend the activity. On the contrary, they indicated that they always feel the support of their managers and they can understand when there might be some sensitivities of their managers as they are also working as civil servants. One of the reasons for such a support from the management is perceived to be the quality and positive outcomes of the work that has been done by the team.

“We apply for participation after identifying needs and relevant activity. In fact, we take that decision as a team and then inform the top management about it. Since we are sure where we are heading to our leader gives us that initiative. It is in fact what we mean when we say the “empowerment of youth”. Nothing will happen if things get hooked up in bureaucratic formalities. Let’s say you are writing a project and there comes a last minute correction; you have just two days and you have to talk it over with your manager and so on... This doesn’t work. Taking the decision and getting the passport took only one and a half day. I went abroad and came back. [It is the outcome of] our earlier work” [TR-01, Public organisation]

“If we think any training programme is useful to us, our management supports us in our application. When training is concerned they never say ‘Don’t go to that training.’ I can figure out what to attend and when and my superiors know I will act responsibly. So if we want to attend a training no negative response comes from the top, they support us.” [TR-02, Public organisation]

“We have so far faced no barrier like ‘Don’t attend that.’ If it ever happens we will try to persuade those with negative opinion. We are trying to make clear how beneficial it is to youth and youth centres. If it is something making sense our director will pose no problem anyway.” [TR-08, Public organisation]

“As a team we present our final conclusion and alternatives [to our manager] and we take action upon his approval. [Our manager] supports us. The only thing is that the state has its red lines in some issues, and support is given if it is not beyond those lines. Since we know this in advance, our ideas enjoy support from top management. [TR-12, Public organisation]

For the non-governmental organisations, *the teams* play an important role for making the decisions to apply for the training and support activities. The teams seem to have regular meetings, where they also consult a wider audience for the activities that they organise or plan to attend to.

“It is the team that takes decisions in general. We already have our regular programmes anyway. While managing these programmes we identify needs and move ahead accordingly.” [TR-05, NGO]

“We take decisions as a team. Let’s say we have our plan and programme for the year 2019, they show us what to do. I mean we determine the programmes that we are to implement as a team.” [TR-05, NGO]

Especially for the smaller non-governmental organisations, *the relationship between the teams and the executive board* are observed to be less formal, in a way to ensure participatory processes for making the decisions. The executive boards of usually five members, as a formal and legal requirement for an association, seem to make only formal and/or official decisions on financial or administrative matters related to the activities. The interviewees indicated that the actual decision-making mechanisms are much less bureaucratic and formal, where a wider group of active members of the organisation can have a say. Thus, when a training and support activity comes to the agenda of the organisation, the idea is extensively discussed; the needs are identified; and the decisions are made informally and in a participatory way. The members of the executive boards also assume a supportive role for the members of the organisations, for example, by providing feedback to the teams or by mentoring the less experienced members of the teams.

“Our structure is not bureaucratic. There is an authorized person for each project and club activity. Nothing more is needed. Each project has a person in charge and a coordinator. These lead figures and volunteers arrange meetings. If there are emerging needs these are identified in meetings. They talk about time schedule, whether it is appropriate and budget issues. If official decision is required, we talk it with the governing board.” [TR-07, NGO]

“The status of chairperson etc. exists just because of the procedures of the association. In fact, an active volunteer in the association enjoys the right to say his word as much as a chair does.” [TR-04, NGO]

“This decision is taken by the board of management. In general, it is five persons, but it is the formal side of the matter. Practically there are 2 or 3 persons actually undertaking responsibility. 22 formal members I mentioned exchange opinions on WhatsApp.” [TR-15, NGO]

“We have a governing board with five members... I have never had any feeling like ‘the project is fine but the board does not like it.’ Instead the process works like this: We come up with a project idea after working on it, they read it and point out to some parts they consider as problematic, then we discuss these parts and reach a consensus; it is a process of exchanging experience.” [TR-06, NGO]

“The governing board decides only on administrative and financial matters. In all other activities related to a project we gather and take opinion from all. This is with wide participation... If it is us who will implement the project, we gather as 15 persons for its coordination. Decisions are taken by majority vote; it is democratic. It is not possible to do this solely as governing board. In the governing board we have five members, but wider meeting may take an opposite decision. People have to persuade each other for reaching majority... [Then] a governing board member becomes the main leader of the project and sets up his work team. Needs are identified and the lead figure mentors [the team].” [TR-03, NGO]

In the bigger non-governmental organisations, the team members also need to get the approval of *the management* to ensure that the absence of the team members do not create any delays with regards to their workloads. In this sense, bigger or more institutionalised non-governmental organisations seem to have more formal decision-making mechanisms.

“If appropriate, individuals apply after talking to their superiors and getting their approval. Or the manager himself finds out about a training programme and selected persons attend. For example, I may find a specific training useful and apply to it, but the Foundation may not have the same idea and pose problems. The issue of dates must be discussed in the team.” [TR-14, NGO]

4.2.2 Preparation for/of training and support activities

Within the context of the Module C, preparation for the training and support activities refers to support for the participants provided by/within the organisation before and during they attend the activity. In this sense, first, the support mechanisms with regards to the discussion of the agenda of the activity, identification of the expectations from the activity and the ways in which the materials for the activity are prepared are inquired. Secondly, organisation’s support for the participant/team member while they attend the training and support activity is examined with regards to the discussion of the workload of the team member within the organisation, redistribution of the team member’s work and communication with the team member during the activity.

The interviews show that *support for the preparation for a training and support activity* is majorly a *collective effort* within the organisation, which is often assumed by the core team of co-workers in the organisation. Except one, all the interviewees indicated that the activity was discussed collectively by the active members of the organisation (even in the cases where the initiative of participation was brought into attention by an individual team member) and when necessary

the other team members were involved in the preparation, for example, by collecting required documents or conducting research on the topic of the activity.

Some organisations already have *well established and/or well defined mechanisms of support*. These mechanisms include provision of (online) information packages for the participants, training initiatives and preparatory meetings. In this context, the organisations inform the participants about the activity, equip them with information that could be helpful during the activities, share their previous experiences and collect/answer the questions/concerns of the participants about the activity. Such structured initiatives bear the potential not only to increase the benefits of the activity for the participant individually, but also to establish a close connection between the participant and team members in the organisation in a way to ensure the transfer of the outcomes of the activity to the organisation.

“First we send all information packages by e-mail. Then we have a preparation meeting for 90 minutes at a time convenient to all, and via Skype if there is any participant out of the city.

Here we focus more on project information building. There is a participant from risk management and we discuss how to extend it. Then we have a 90-minute online support over questions forwarded.” [TR-01, Public organisation]

“There are separate systems for those who are out and others included in our projects. We develop a tool for those who are out. We have our lists; from culture shock to the content of the project we deliver all fundamental factors that must be conveyed and known as a training seminar in the context of a daily agenda.” [TR-03, NGO]

“If he has never participated to any youth programme, I, or if I am not available, other experienced friends from projects give information about programme experiences. Like culture nights of projects or problems in the country.” [TR-06, NGO]

The interviews show that within the context of preparation activities, *discussion of the agenda of the activity* is not a high priority. This mainly seems to be due to the fact that the training and support activities are already intentionally selected in line with the needs of the organisation and/or participant. Thus, the details of the programme are often considered to be the responsibility of the participant, who is considered to have a certain degree of experience with these types of activities.

“We don’t go much into detail in the programme; we leave it to the person concerned since he is not a totally unrelated person anyway. I mean he has taken part in projects and attained a certain level. For example, he was preparing a presentation and we shared it, etc.” [TR-15, NGO]

Contrary to the case of discussion of the agenda, the *organisation’s expectation from the activity is frequently communicated to the participants* of the training and support activities. It can be observed from the interviews that the organisations already have expectations from the training and

support activities with regards to the added-value of the activity to the organisation. In this context, especially valid for the public organisations, the expectations seem to be shaped by the wider objectives of the organisation, which is not only limited to the unit in charge of the activity or project. It is possible to observe that the expectations of the organisation are often discussed through a participatory process of an enlarged group of actors in the organisation.

“Our expectations reflect our objectives. We discuss frequently the quality of that work, what it could contribute to the target group, beneficiaries and the youth centre. In fact, the decision whether to apply for the project or realize [the activity] emerges after this discussion.” [TR-08, Public organisation]

“We arrange meetings on an issue or a project that we intend to. The core team deals with the issue, three to five persons gather frequently, but when they deem it necessary they invite other board members and volunteers to their meetings to solicit their views. They talk about what needs to be done.” [TR-05, NGO]

“In any case the plan, content and topics of discussion in training are all known in advance and we make our application after having read these. Then, if there is positive return and a friend of us is going to participate, we gather as a team. Team members speak out their views about the training, what we can take there as our contribution and what this training will contribute to us. We solicit contributions and views and move ahead this way.” [TR-02, Public organisation]

The interviews show that the *materials for the activity are discussed collectively*, even in the cases where the preparation of them are left to the individual participants. When deemed necessary, the team members are also involved in the collection of the required materials. The team members can also get involved in researching the materials if the topic is too specific. In addition, to the extent that the participants are considered to represent the organisation, they are supported by the team members in the organisation with regards to the promotion of the organisation during the activity.

“At the end of needs analysis in the context of projects we start out with an idea on possible outcomes of a project. Given the objectives and targets of the project we go ahead by discussing materials that will be needed in relevant project activities.” [TR-13, Public organisation]

“To ensure transfer of information we discuss the content and materials of activities both before and after we go.” [TR-14, NGO]

“We have our weekly, monthly and periodic meetings with our small group and a wider one with volunteers. In these groups we first look at project applications and their themes. In this way, we discuss in groups whether we need it or not and how to go about it before moving ahead. In cases when we need something about a very special issue, we engage in research.” [TR-04, NGO]

“Having been engaged in projects we know that there must be motivation and participation along with promotion materials. We leave the development of materials to specific persons, but we still keep control. There is the question of institutional representation there; naturally we supply relevant documents that describe the organisation.” [TR-03, NGO]

The second component of preparation refers to the ways in which the organisations provide support for the participants while they attend an activity. The interviews show that *organisations discuss the workload of the team member in advance*. For the workload, many organisations already have established systems of division of labour and mechanisms of being aware of “who is dealing with what” within the organisation. In some organisations, there are regular meetings where the team members communicate with and inform others about their workload and progress at work. Some other organisations use systems such as “double responsibility” or “back up”, where the responsibility is given to two team members simultaneously, so that they can follow each other’s tasks in the absence of their colleagues.

“Meanwhile we follow up each other’s work. When we are altogether we have a meeting at least once a week. We make a list of things to be done in these meetings, so each team member knows what other members will be engaged in.” [TR-13, Public organisation]

“Daily work to be done, projects to be developed, paperwork, etc. these are all well-established here. So Ahmet and Mehmet know what Yusuf is supposed to do. In this regard, we don’t have much problem and communication goes on... If something happens when somebody is active it is discussed in our WhatsApp group.” [TR-06, NGO]

“We assign double responsibility. For example, when [two persons] work together in international networks team they are more aware of each other’s work.” [TR-11, NGO]

“We have our double support system. We try to have at least two persons in charge of each work. A back-up system let’s say. So there is back-up in cases where we cannot fulfil responsibility.” [TR-13, Public organisation]

The redistribution of the work of the participant while away seems to occur in two ways. The first one is that *the organisations or the participants delegate the workload of the participant to the other team members*. In other words, the workload is considered as a collective responsibility to be shared by all the team members, in a way to encourage their colleague’s participation in the activity. This is done through different ways. For example, some organisations take over the tasks of their colleagues and follow it until they are back. Sometimes, if possible, the tasks of the participants are delayed until they are back from the activity. In all the cases, when the participants are back from the activity, they resume their tasks in the organisation. Voicing such a collaboration frequently shows that the interviewed organisations have institutionalised working plans and procedures, which mainly depends on good communication and division of labour.

“We facilitate the work of our teammates. When a team member takes part in training, his work and responsibilities are undertaken by other team members; necessary permission for leave is secured; I mean participation is encouraged.” [TR-08, Public organisation]

“We often share tasks among us. If a group member is in somewhere else in that process some other undertakes his task, so we share things for a more planned way of work.” [TR-04, NGO]

“We have taken over the project in full and we are carrying it out. For each project there is one person in charge, but this person has its substitute as well, if one is absent the other takes over.” [TR-10, Public organisation]

“There is agreement in the team for sharing work and a message is given such as ‘Contact with (...) if I am absent.’” [TR-14, NGO]

“When one of our workmates is absent we leave the issue to the next meeting if there is no time constraint, if there is, the work concerned is shared by others.” [TR-05, NGO]

“I share my work burden by asking help from what we call the office team before I go. Returning back, I continue my work. If any one of us is in a state of not being able to continue others help him for a short period of time and we support each other this way.” [TR-11, NGO]

The second category of redistribution of the work of the participant while away is that *the organisations expect the participants to arrange their workload and schedules according to the needs of the organisation*. This is a rather common pattern for the public organisations, often due to the personnel limitations in the organisation. Such a pattern has two consequences: either, the participants attend the activity but they still pursue their tasks and remain in contact with the others in the organisation; or, the participants can only attend the activities if and when their workload allows them. For the latter, the attitudes of the managers in the organisations also appear to be an important factor for participation in a training and support activity.

“In project terms for example, some people do not have their substitutes. What I mean is: This is a government department and there are many personnel working here, but as is the case in many public offices we don’t have sufficient number of project experts... Yes, we may come across problems and as I said if I am to leave there is no alternative in my place, so I have to fix my job accordingly. If it is the final reporting period of a project unfortunately I cannot participate to that training because no one else other than me can do that job. But you can still programme for it since dates are more or less definite.” [TR-02, Public organisation]

“The person going away in fact cannot drop his work. In my own case, for example, I participate to trainings and projects abroad and try not to stop my follow up work, we remain in communication.” [TR-13, Public organisation]

“[Our manager] puts limits to us anyway. We go abroad 2-3 times a year, but we plan it with intervals in-between and so as not to have too many visits of this kind.” [TR-12, Public organisation]

When the organisations are asked about the ways in which they communicate with the participants when they are away, almost all of the interviewees refer to the *extensive use of internet-based communication channels* such as WhatsApp, Skype, Wunderlist or e-mail. The interviews show that when the participants are at the activity, the team members of the organisations stay in contact with them and the participants are asked to provide information and materials (such as photographs) about the activity. There are also some organisations which keep in contact with the partners or organisers of the activity on matters related to the participants.

“Later we maintain our contact via WhatsApp groups in general; it is easier since we use it over internet... We are informed when they start their activities, of course we also have our contact with the partner in this process and there is feedback from them reaching us. We have an evaluation form to be used after the completion of activities.” [TR-01, Public organisation]

“As many directorates do now, our directorate too has its WhatsApp group. Apart from that we have our e-mail system. But our active contact is mainly through WhatsApp. Our friends respond to us when needed even if they are away.” [TR-02, Public organisation]

“We communicate by phone and e-mail. E-mail addresses of organisations are available on all phones. At the same time, we have our programme called Wunderlist. It is a job follow-up programme. There is continuous Wunderlist reporting on phone. Each of our workmates shares information like ‘that job is completed’ or ‘it is in progress’ about his activity and we keep track of processes this way.” [TR-10, Public organisation]

“I follow who does what in each project. We go after things in WhatsApp like ‘Is that job finished in that project?’” [TR-12, Public organisation]

“[We communicate] via Skype, WhatsApp; it is the computer age and nobody has to be in office. In fact, majority of our workmates can work at home.” [TR-09, NGO]

“There is a board member in charge of workmates we send. Let’s say someone attended a training course. We first talk about whether he reached there. Then, after the project has been given start, we call him and learn about details.” [TR-03, NGO]

“We communicate with WhatsApp. We ask what is being done and how. We want them to share photographs. And we try to share this on social media.” [TR-15, NGO]

4.2.3 Follow-up of training and support activities

Within the context of the Module C, *follow-up of training and support activities* is inquired around three concerns: identification of the ways in which the participants share the outcomes of a training and support activity; the ways of trying and preserving the training/learning outcomes of an activity; and, elaboration of the ways of reflecting about the training and support activities in the organisation.

When *the ways in which the participants share the outcomes of a training and support activity* within the organisation is concerned, the intention is first to identify the methods/activities that the organisations use to share the outcomes. Secondly, whether or not the training and support activity is discussed by a series of actors such as the team, the board of the organisation and the wider network is intended to be identified.

The methods and activities that the organisations use to share the outcomes are very much similar to each other. The participants of the activities are asked to prepare *reports* about the activity, and the impressions about the activity are discussed in a *formal/informal meeting* with the team members in all the cases, and with the wider network in many cases. The reports of the activities usually include the materials, learning outcomes, methods etc. from the activities. In

some cases, the organisations, especially the public ones, require the teams to prepare formal annual reports in which the training and support activities have a particular section. However, the reports are not always formal, since some of the organisations also seem to aim at collecting the impressions, feelings etc. of the participants to form a collective memory of the activities in the organisation to be benefited by the team members and future participants. The reports or visual materials from the activity such as photographs or any written resources are often displayed in the websites of the organisations.

“We absolutely ask something written to use in social media. What we want is actually a kind of improvisation that is entertaining, ‘as you feel...’” [TR-01, Public organisation]

“We prepare our reports after returning back from any training. Human memory is unfortunately weak and many things are totally forgotten after a time lapse. During trainings we take notes of training activities like games, ways of learning, networks, whom did we meet, where and when, etc. We have a profile of business cards; one can forget partners as well. We make a list and categorize them by countries and their potential for partnership. So we have pool that we can refer to when needed.” [TR-02, Public organisation]

“We have our activity reports with a specific format. In that format we share information on such headings as ‘how did we benefit from this activity’, ‘what should we do’, ‘what kind of institutional gaps are observed’, ‘what can we contribute’ etc...” [TR-10, Public organisation]

“When the project is over we share what happened and how. Apart from this, we have our annual reports on activities conducted. There are two reports in fact: The first is the one that the Municipality requires at the beginning of each year, and the second one is required at the end of the year about “what we actually did.” Then we have our annual evaluation reports that can be used by peer organisations or others written in youth-friendly language for youth.

Activity reports contain information about projects we carry out in the country and abroad. Project activities and outcomes are shared in these reports. The first one is rather institutional while the second is accessible to all in both printed and online forms.” [TR-13, Public organisation]

“We are preparing the printed booklet and e-booklet [of the activity] and sharing it by mail and social media.” [TR-05, NGO]

“[The participant] brings us summaries –or materials if there are- of the programme he participated when he comes back. He gives feedback to the organisation and we mostly work through the method of self-evaluation. We do field screening and try to enrich the library. When they return, persons we have sent out have to do these: The point is to have all benefit even if only one person has participated to a programme.” [TR-07, NGO]

“The attending workmate prepares a report over the agenda and submits an overall evaluation report. We don’t want him to include his personal comments in this report; just to write down in detail what has been delivered as training. He may then give his personal comments. We want a detailed report, we gather all people in the organisation we discuss what we can do and take these to our archives.” [TR-03, NGO]

Almost all of the organisations indicated that the activity with regards to its content and outcomes and the impressions or experiences of the participants are shared *with the team members through formal/informal meetings*. These meetings can take place in formal settings, such as the monthly meetings of the organisation, or can be realised in a more spontaneous and informal

way. In the meetings, the feedback of the participant with regards to the positive and negative sides of the activity, the materials from the activity and the follow-up activities, if any, are discussed amongst the team members. In addition, the outcomes of the activity such as new contacts or networks are also shared with different units within the organisation, especially when the organisation is big and institutionalised.

“We want report from trainees after their participation. We usually have our monthly meetings as a directorate to discuss how things are going and exchange opinions. Our workmates who have taken part in training activities share training outcomes with other team members whether positive or negative. There is a report and a presentation as well and we ask for visuals of the training. There is an archive for each project, a project file let’s say.” [TR-02, Public organisation]

“We can have interactive meetings as well if other colleagues prefer direct listening to instead of reading presentations [prepared by the participant].” [TR-10, Public organisation]

“We have our meeting and go to lunch together. Then we share existing materials like booklets and other documents by e-mail.” [TR-14, NGO]

“Anyone who takes part in training as the representative of the association first gives a feedback to our group about positive and negative sides of that training when he is back. It is mostly oral though there may be some short written reports as well.” [TR-04, NGO]

“I mean we don’t get together specifically. If somebody comes in we talk anyway, but it is rather informal. Though rare, there are also occasions when, for example, we have received training in youth participation and later delivered that training to local youth here.” [TR-15, NGO]

“We have a meeting again after return to discuss how it was and what outputs there were. Then, if there are activities for the dissemination of outputs as an extension of the project we decide on how we can support and manage these activities.” [TR-11, NGO]

“[Contacts established on the basis of a project] facilitate our network when we want to write a new project. Municipality is in fact like a small-scale state, there is everything in it that one may look for. If you want to write a project relating to sports for example, we have our sports directorate, if it is health there is a directorate too and we have social affairs directorate if you want to do something about the elderly people. By this categorization we come up with a portfolio to be used in calls.” [TR-02, Public organisation]

Besides the team, the content and outcomes of the activities are also shared *with the wider networks* of the organisations in some cases. This depends on the collaboration between the organisation and its local partners. In addition, the follow up requirement of the Erasmus+ projects also encourage the organisations to share the outcomes with new organisations in their wider networks.

“Youth workers, leaders or experts who have taken part in the training activity or project first share this information, skills or experiences with their workmates in their own youth centre. This sharing then continues with leaders and experts in other youth centres existing in the same province.” [TR-08, Public organisation]

“In some cases there are trainings under projects and our stakeholders participate to these trainings. For example, the National Agency makes a call; I have already attended that and I

know what it is about, but a friend from the MoNE does not. In such cases we share these things.” [TR-10, Public organisation]

“I mean we share outputs on our website and social media accounts. We share these when some people need it in their research.” [TR-12, Public organisation]

“Each project has its extension or follow-up. In that organisation they said each participant will share project outputs with at least five organisations after going home. So we have a new activity after having returned. In fact, the organisation concerned directs us in that sense.” [TR-06, NGO]

When the question of whether or not such activities of sharing the outcomes change with or depend on the role/function of the team member is concerned, it is possible to see that sharing of outcomes is not usually the initiative of the team member who participated in the activity. Rather, the organisations seem to have mechanisms to transfer the outcomes of the activities into the organisation, although these mechanisms are not always formal mechanisms.

Second concern of the Module C with regards to follow-up of training and support activities is the ways in which the organisation *tries and preserve the training/ learning outcomes of an activity*. In this context, existence of a collective (digital or analogue) storage place for the training materials and whether or not and how other team members use materials from the training and support activities are inquired. The interviews show that all of the organisations store the training materials digitally. In some cases, the organisations have special storage spaces which are collectively used by all the staff in the organisation. Many organisations use hard disks of their own and organisation’s computers to store the materials, while some of them prefer cloud systems for storage and collective access. The websites are also considered to be a method of storing materials. In addition to digital methods, many of the organisations also keep the hardcopies of the materials and open them to the use of any interested person.

“As materials, we have visuals, we copy these and they are available in our hard disk.” [TR-01, Public organisation]

“We have our files related to trainings. Our directorate has an archive and also a shared space. I mean there is a storage we call (k) file that the directorate as a whole can reach online.” [TR-02, Public organisation]

“We have a digital information storage centre. Reports, presentations, outputs, etc. are stored there. We have an archive system and their printouts are stored in filing cabinets.” [TR-08, Public organisation]

“We place training documents and presentations in a common network in our municipality accessible to all. If a friend from the directorate participates to a training activity, there is a file headed “presentations”; presentations are entered in that file and anyone who wants to have information about presentations can find them there.” [TR-10, Public organisation]

“We don’t use a professional archive system, but we have our excel files used in any organisation. In our work we are trying collect current data, most part of numeric data, i.e. the number of young people participating, etc.” [TR-13, Public organisation]

“It is routinely stored in our archive, website and also in computer environment.” [TR-05, NGO]

“We keep archives in our computers and office of the association.” [TR-04, NGO]

“There is a google drive open to all. Anyone can open it up and examine our project applications. We keep all our archive in the drive; it is risky to keep in the disk.” [TR-03, NGO]

“We proceed over the drive. We have two methods. We transfer there anything that is written. It is not open to all. It is open to only 5 out of 22. But it is not a problem since they can find a way of accessing it.” [TR-15, NGO]

“We save it in both printed form and in digital environment. There is no database that we use, but the association has its external memory. We assign numbers to all projects in computer. What we have followed in social media is also listed and numbered. In fact, any activity we carried out has its documentation. For example, even a very small-scale training given here has its list of participants and photographs stored in a file. We store materials from our smallest and biggest activity.” [TR-11, NGO]

In all cases, the materials from training and support activities are open to the use of team members, colleagues in the organisation and even to wider public. The most common way of trying the materials is to use them in the organisation’s activities. The team members usually adopt the materials to their own organisational objectives; they use them in workshops with young people; or, they develop training packages out of these materials. In addition to the team members, the organisations provide opportunities for those people, such as the volunteers or wider public, who would like to make use of the materials for educational purposes.

“We put to the test what we have learned in appropriate circumstances by conducting workshops with youth if the theme is relevant. We developed a brochure on gender, for example, and we use in in all our activities.” [TR-14, NGO]

“We largely keep them in archives, but we can also develop training packages. By reading and field scanning we can develop programmes and engage in orientation work. We are trying to develop training programmes on our own like training in project writing and so on.” [TR-07, NGO]

“If there are some tools and outputs we use them in our system. If they do not fit in our system in their original forms we adapt it. We think about developing tools also in projects that we host.” [TR-03, NGO]

“There are two activities that I took part in the 2010s. They were related to publications of the Council of Europe, “Have Your Say!” and “Compass”. These two books give our association a roadmap with their content... We share all available materials and there is no problem about that. For example, if somebody from our volunteers or board is to go out somewhere he asks for or may come and take it from our library.” [TR-15, NGO]

An interesting observation with regards to preservation of the outcomes of the activities is that the methods and instruments of preservation does not seem to change with or depend on the role/function of the participant. The organisations seem to have already settled instruments,

such as digital tools or websites which enables sharing and collective use and the participants are only required to provide input and materials.

The third component of follow-up is *reflection about the training and support activities in the organisation*. This refers to the practices of the organisation with regards to dealing with new project ideas, with new partner contacts, with (potentially challenging) questions and with the potential need for change in the organisation, all arising from the training and support activities.

The organisations, who developed projects after the activity, *usually deals with the new project ideas arising from activities* by carrying them to the agenda of the team and the organisation. Such an item in the agenda initiates discussions about how the organisation can realise the project and what is needed for its realisation. After the discussions, the project is prepared when and if the project seems to be doable and creates enthusiasm in the team. In addition, the decision of preparing a new project seems to depend on the thematic priorities of the organisation and a careful consideration of the expertise in the team to be able to deal with the theme of the project. The organisations may prefer to collaborate with the organisations from the training and support activity or they continue to work with their already existing partners. It is also observed that the person who develops the project idea is involved in the preparation phase, but the team also supports that co-worker with their expertise.

“We can say clearly that each project and activity leads to another project and activity. As a team, we have on many occasions discussed a new project idea as a result of earlier activities.

And we take action on the first opportunity to translate that idea into life. In general, discussions focus on ways of improving an earlier project or how we can sustain activities deriving from a specific project.” [TR-08, Public organisation]

“We all gather. A workmate tells us about some ideas and we discuss which one we can accomplish. If the group is convinced a project is developed. There are two stages here. If the feasibility of a project idea gives us excitement, if we believe that it can be done, we take action. We have a common pool now and we continue with what exists in that pool.” [TR-03, NGO]

“We first stop for a while when it comes. The reason is that there are few areas that we avoid working on. The first is disability and the other is refugees. Our level of information in these areas is quite low and so we keep a distance. We try to focus mainly on participation. We are working to increase structures that youth can participate more and we capitalize on youth policy to ensure youth participation. When an idea is forwarded first we ask the forwarder to write down a half page explanation and then we work on it. If it is found reasonable to develop a project on that idea we prepare a time schedule and write the project together with the owner of the original idea.” [TR-15, NGO]

“We learned about Eurodesk abroad. After coming back, we applied to be Eurodesk contact point here.” [TR-15, NGO]

From the interviews, it is also possible to observe that not all the training and support activities create new projects. The reasons often seem to be internal to the organisation, such as insufficiency of the staff, lack of expertise in the organisation or keeping the initiative of a new project at an individual level. For example, one of the interviewees indicated that they have not developed any new projects after the activity because they do not have sufficient number of staff. In another case, new project ideas were considered as an individual initiative, which actually depended on the enthusiasm of the participant of the activity.

“We have not written any youth project yet. This is something deriving from somewhat narrow size of our team; but we have participated to youth exchanges and Salto trainings on many occasions. Our first target now is to write a new project since we think we are experienced enough.” [TR-02, Public organisation]

“To a certain extent it depends on the initiative of the participant. I participated to training, for example, I intended to write a project but could not do it yet. I mean I did not share this intention with anybody and it was not a priority issue. Also, I wrote a KA2 project but it was not accepted. I wrote that project on my own initiative, I took that initiative because I saw it as an absolute necessity. These things come out with personal motivation.” [TR-14, NGO]

The organisations use different strategies to *deal with new partner contacts arising from activities*. Some of them proceed step by step: they first add them to the list of potential contacts/partners; they inquire about the organisation; and then they cooperate with these new partners in smaller projects to see whether or not the partners are reliable and they will have a smooth partnership. Some other organisations adopt a rather proactive approach: they try to contact the organisation and inquire about the possibilities of a potential partnership. Finally, some other organisations keep the contacts; share them with relevant units in the organisation; and refer to them whenever there is a relevant future activity of their own organisation.

“We ask the participant to mail us information about his organisation. We have a pool or a list of potential partners. We first include them in our online system and then we investigate what they have done so far. We try to include them, if possible, in the next youth exchange and later in a training project. The process goes in the way ‘Let’s first get to know each other’ and launch a small project to test how it goes.” [TR-15, NGO]

“If there are some new partners we take them in our list and try to communicate. For example, let’s say we have just met a new organisation (x); we ask them ‘we have a project idea, does it sound interesting to you?’ This is in fact one of the major motives of the network we have now. I mean we add something from us to anyone we speak to. We would have to work with the same partner all the time if we didn’t do this.” [TR-06, NGO]

“For example we have our ties with International Office. Since it is Erasmus weigh we inform them about contacts we establish. Let’s say [our manager] is going to somewhere in Europe. Before leaving we tell him ‘Well we have such and such contacts there’ or ‘You can do this in that university’. We use these contacts for future activities of our organisation.” [TR-01, Public organisation]

Dealing with (potentially challenging) questions arising from activities is perceived by the interviewees to be related to the projects that they implement or participate in. As such, the statements of the interviewees focus more on the problems within the projects and the partners, and the methods that they adopt to overcome those problems. Here, the National Agency appears to be a reliable support mechanism for the organisations to be referred to when the organisations have practical and technical problems. The only specific statement with regards to the ways in which the organisation deals with questions arising from the activities indicated that the organisation or the team tried to enhance the capacity of the team, especially of the young members, to ensure the sustainability of the organisation in the future. In addition, when new issues that the organisation does not feel competent on, rise from the training and support activities, the team tries to use its network to engage new organisations with the relevant expertise in a way to encourage new partnerships.

“If there is somebody experienced among our members we clear his way and encourage him to transfer that experience to the organisation. In a sense we try to mentor young people in the association. I mean we have no intention to remain here to the end and we want to leave this association to new generations that we are training. Presently we have no tendency to work with migrants, but we have our network. So we directly contact with other associations and we bring these together even if we will not act as an association. It is not so important whether the name of our organisation is referred to or not, it gets better as we include more and more people.” [TR-03, NGO]

Although there is not sufficient data collected from the interviews about the ways of *dealing with the potential need for change arising from activities*, there is still a case where the organisation is open to change as an outcome of participation in the activity. In this case, it is possible to see that the activities can lead to new division of labour within the organisation, where such a renewal is considered as an opportunity to develop the organisation further in the youth field.

“We surely do new division and distribution of work. It is because you lag behind in the field of youth if you don’t renew yourself. In some cases, for example, I delegate my task to another teammate and he does it. We think ‘let’s see what will change’; we witnessed both positive and negative outcomes.” [TR-01, Public organisation]

4.2.4 Previous organisational change and development

Module C is particularly interested in the patterns of organisational development. It more specifically aims to explore the contribution of the participation of the organisations in the training and support activities within the context of the Erasmus+ Programme to the instances of such a development. For this aim, identification of the previous organisational change and examination of the sources of such a change is of crucial importance.

With regards to *how the organisation has changed in the past five years*, the interviewees were asked about the changes in relation to the size, structure and set up of the organisation; activities, projects and programmes; target group, reach and impact; partners, networks and collaboration objectives; mission and vision; culture, spirit and approaches; funding, resources and income; training, support and mentoring; and, recognition and acknowledgement. The overall impressions from the sample is that all of the organisations went through serious processes of change in the past five years, which often resulted in the enhancement of organisation's capacities, physical infrastructure, field of activities, type of activities and projects and networks.

Before going into the details of organisational changes and development, it should be noted that in the Module C sample of Turkey, the oldest organisation was established in 2002, the youngest one was founded in 2016, and ten of the organisations were established between 2010-2015.²³ Thus, in most of the cases, "previous five years" can easily be considered as a period, which is often characterised by the institutionalisation efforts of the organisations.

With regards to the *changes in terms of size, structure and set up of the organisation*, it is possible to see that there is a considerable *enlargement with regards to the number of staff* working in the organisation. The more the organisations have engaged with the youth activities and projects, the more staff they needed in their organisations. Some organisations further specified their field of action and structured their organisation/unit in a more efficient way accordingly. Especially for the newly established organisations, enlargement of the field of action necessitated further people to take active part in the team, and accordingly they enlarged the team.

"We have made great strides since 2013 when we first started. We started out with only one person; now we are five and there is a well-established order. In fact, we were more, but we separated the international office [from our unit]. When we came here [our manager] asked what was missing. Personally I didn't know much about student activities, for example: it has its fairs, field work, etc... So an EVS volunteer came in and stayed. ... Within these five years we concentrated in the field of youth as a serious change and we separated project types, offices, etc." [TR-01, Public organisation]

"First of all the number of personnel in our organisation is increasing along with areas in which we deliver services." [TR-10, Public organisation]

"I came here alone when there were efforts to set up an institution in the district governorate under the provincial governorate. I realized that and submitted a report [to my superior]. Then we sent communiques to other institutions, recruited personnel to the new unit and set up a coordination committee... Interns were included within 1.5 years. Starting

²³ For the public organisations, the year of the establishment of the unit in charge of youth affairs and projects was considered as the date of establishment.

from the first day, now we have close to 40 persons working here...” [TR-12, Public organisation]

“We came together with friends from the university as an informal group and started to do something solely on our own means without any project or external funding... Then we gave an official status to the association and started developing projects. I mean we started from scratch and after a period of five years now we have four full-time professionals and active volunteers numbering close to 100.” [TR-04, NGO]

Enlargement of the activities of the organisation, and accordingly increasing number of staff also brought together *development of the physical infrastructure* of the organisation. Many interviewees indicated that, their technical capacities have developed. For example, the number of their equipment increased and they had to change their offices due to the need for bigger spaces in the office. These also resulted in efforts for institutionalisation. For example, the organisations started to create an organisational identity and learned to better systematise their procedures.

“When we first started working with a team of 7-8 we used to get our printouts from the 2nd floor. There were only two sockets in our room and we used to charge in rotation. Now we have 8-9 desktops, 7-8 laptops and printers too. We grew incredibly in terms of both equipment and personnel.” [TR-12, Public organisation]

“We started in a tiny room; it was 10 square meters or so. Of course we needed a space to be an association. We were writing projects with 3-4 persons in the office; after projects came out the room became congested with people.” [TR-03, NGO]

“Changes manifested their results in terms of institutionalization as well. The logo, communication, documentation, application forms, etc. are all well-established now and gained a systematic character. Presently we are updating all these. There has been much change in institutionalization, maybe too much. First we used our personal laptops and now we have two in common use. We have our printers and everything else.” [TR-15, NGO]

It is also possible to observe *multiplication and diversification of the activities and projects* for many organisations in the past five years. The interviewees indicated that the number of projects that they prepare increased considerably. In addition, the type of projects and donors also changed. For example, organisations started to apply for grants from H2020 programme, from the Scientific and Technological Research Council of Turkey (TÜBİTAK) or from the Central Finance and Contracts Unit (CFCU) under the Civil Society Dialogue programme. Involvement of the organisation in the Erasmus+ Programme seems to contribute to the multiplication and diversification of the projects by equipping the organisations with necessary skills about project preparation and project management in a way to include financial and technical reporting.

“I mean while (our) projects were once limited to those with the Development Agency there came diversification with the Erasmus+ programme. There was the TÜBİTAK project; there are 8 horizon projects and partnerships. We apply to calls launched by ministries; there

may be calls by various associations that we apply. And we supported local district-level associations in their applications. We give training to associations in project development, a kind of counselling I mean. We extend counselling services to applicants in cases where we don't have our own application." [TR-10, Public organisation]

"We developed project ideas. There were persons from the coordination board keen on this. It continued and projects were written. Last year, for instance, there were about 47 applications, I didn't count it exactly. But this year we are trying to keep it less because we are too busy and we have to reduce the number of projects." [TR-12, Public organisation]

"The organisation has changed considerably within the last 5 years. In the early years we were quite inexperienced. But we have been doing EU projects since 2010. We have our accreditation and we are carrying out Eurodesk in our city. Our information and experience in EU projects have ripened. Earlier we faced problems as an organisation in budgeting, reporting and archiving, and in those early years there was no environment in which we can get support from somewhere. We have learned about financial reporting, EU project reporting and their follow ups by doing and experiencing which was a painful process. Nevertheless, we have turned more and more mature by learning by experience and adding these to our institutional capacity." [TR-07, NGO]

"It was not in a planned way, but yes, there were changes in partners and project types. These resulted, partly, from our work in the period 2008-2011. They were somewhat soft projects at that time, now they are getting more sophisticated. This year, for example we applied for two Civil Society Dialogue projects. It is the outcome of our experience within the last five years. Of course we knew the existence of such projects earlier than that, but it is a matter of self-confidence you know." [TR-15, NGO]

Similarly, it is possible to observe a number of organisational *changes with regards to the target group, reach and impact* of the organisation. First of all, many interviewees stated that their *target groups enlarged* in the last five years, and accordingly the number of young people participating in their activities and projects increased. Enlargement of the target group and increase in the number of participants seem to be related to the increasing consideration of the organisations about the needs and demands of the young people in their localities. In this sense, many interviewees believe that the more they listened to young people and tried to respond to their demands, more young people started to get engaged into their activities.

"We can say that the number and qualifications of young people gets higher as the youth centre gains recognition and credibility. I can say that our youth centre has improved a lot in these respects within five years." [TR-08, Public organisation]

"There is increase in the number of users. Of course it didn't happen just like that; there were various factors bringing about this increase: Responding directly to requests and needs with our activities; designing training programmes according to needs expressed by youth; and activities with headings that youth would be interested in rather than standardized ones – i.e. delivering a course in graffiti instead of marbling." [TR-13, Public organisation]

"We have had some fine projects and of course feedback from youth motivates us further. Feedback we receive from their training experience reflects their satisfaction. For example, we sent two female university students to Sicily and they are there now. While developing youth projects there, we learn that they have decided to go on as project experts." [TR-02, Public organisation]

Moreover, the organisations indicated that they have *established closer links with the young people in their localities*. Some organisations increased the number of young people that they have sent to activities from their own locality; and some organisations also started to host volunteers in their organisations and enabled their contacts with the local actors. In this context, a good example of the *increasing reach and impact of the organisation*, which is a public one, is the establishment of a new youth association in the city. The new organisation was founded by the young people who volunteered or worked with the interviewed organisation, as an instance of increasing impact of the organisation's activities on young people with regards to active youth participation and initiative.

“When offices first started they were closely located to university campuses. Since the area was populated by students we had problems in finding volunteers during summer vacation. In recent years the situation is different and we have other spaces more connected to the city itself... Our EU projects used to be about sending young people abroad, but now we have 3 volunteers in our EVS project who have their ties with local people. In the last 4 years we have come to supporting some local needs as well while organizing EU projects. There are more age groups now and relevant criteria are more flexible. We benefit from this diversification and our ties with local spaces became stronger.” [TR-07, NGO]

“One of the major outputs of the centre is the youth association born within the centre. I am in that association. In the association, there are both youth workers and our young volunteer friends who have worked really hard in these 5 years. There are also other friends active in civil society. We identified that it was a need and so we had this association for more active and independent initiatives. We are supporting youth in this association as a decision making authority and, when participation is concerned, as implementers as well beyond just producing ideas.” [TR-13, Public organisation]

“The important part is that the number of people we contact at local level has increased. We had sent 2 persons to the EVS when we first started and it became, I think, 15 in the last year. And this makes us happy since it contributes a lot to institutional capacity.” [TR-09, NGO]

The interviews show that *the partners, networks and collaboration instances of the organisations also changed positively* in the last five years. Two particular reasons seem to be effective in such a change. One of these is being a local relay of Eurodesk Turkey network. The organisations which act as Eurodesk multipliers believe that this duty provides the organisations an opportunity to come together, to collaborate with and to learn from other organisation in the network. In addition, the increase in the number and type of projects also resulted in more partnerships for the organisations. The second reason for enlarging networks is the expansion of the field of activity of the organisations. To the extent that the organisations involve into new themes and accordingly start working with new target groups, such as migrant young people, the portfolio of partners and networks of the organisations also diversifies.

“Our organisation became Eurodesk contact point in 2013. I can say that international projects we have been engaged in later, including Erasmus+ projects in particular helped us to move further ahead.” [TR-08, Public organisation]

“The organisation has changed much within the last five years in positive directions. With the year 2012 we started working with EVS accreditation and as Eurodesk contact point. We could observe its contributions. There are institutions including CSOs, governorates, governmental organisations within the Eurodesk network. Some of these institutions share the same principles and the network supports the process of mutual learning. I mean it is safe to talk about the development of a serious network within five years thanks to local, national and international projects we have taken part. We used to have five partners or so, now there are close to 100 networks.” [TR-13, Public organisation]

“We have serious contacts with them since we are in the Eurodesk network. As a result of international training courses and youth exchange activities we have many long-term partners. We have our network with partners through extension activities of young people coming in under the EVS. At local level, we attend monthly meetings of humanitarian associations as an organisation working with young Syrian refugees and we have that network as well.” [TR-04, NGO]

“The network of the Foundation is getting larger. It [the Foundation] is 15 years old now. Within the last five years both its work and network have grown. There have been developments in the field of young refugees and this has become a new working area. Or there are now programmes related to gender; so the scope is getting larger. There is also increase in the number of organisations and stakeholders through projects implemented.” [TR-14, NGO]

“If we take 2006 as the starting point we have considerably grown and improved. We launched our own networks and worked to create new ones. Once a local association, now we are a CSO in the field of youth and health recognized nationwide.” [TR-05, NGO]

“We grew larger, the number of projects increased and the network widened. Now there are more partners in every European country that we can work with.” [TR-09, NGO]

“Right at this point we cannot catch up with proposals of partnership; that is where we are now.” [TR-12, Public organisation]

The interviews show that *the mission and vision of the organisation* has not changed considerably in the last five years. All of the organisations continue to work with young people, with increasing number of projects and partners. Still, some changes with regards to vision and mission were mentioned especially with regards to the changing scope of the organisation; and changing ‘ways of doing’ things. For example, one of the organisations expanded their scope geographically and thematically and also started to work in different fields such as health. In another example, the team members had to invest time and energy to change their ideas about the use of a hierarchical structuring within the organisation, and accordingly developed a new horizontal system based on non-formal education in their organisation.

“There is no change in vision or mission. We are doing projects with youth as we targeted. The idea is to work together while being respectful to differences and to ensure dialogue and cohabitation even there are different backgrounds and ideas.... With respect to division of work, there was a department coordinating Erasmus and EU affairs, it is closed now. The reason is that they wanted different departments each doing its own job.” [TR-14, NGO]

“If we take it as starting from 2006 it was a local association. Originally the idea was to extend services to young people here in this city. But it later went beyond that. The association turned to be a CSO working at national and international levels. Now we are working all over Europe, not only in the field of youth but health as well, we are also active in areas other than youth programmes.” [TR-05, NGO]

“Our vision has never changed, but the way of doing things has changed to a certain extent. As an organisation we were in disappointment at the beginning. Since we were actually based [on another association] there was this hierarchical order present. We were at ease [in the other association] but here we had to start from the very beginning. It seemed impossible to establish a hierarchical order and we found out that there were many things we did not know. We learned the method of informal education and experienced the generation gap. Together with the board we conducted research in methods of informal education. Our friends attended relevant trainings, gave us feedback and we learned again what we had earlier presumed to have knowledge of.” [TR-03, NGO]

When the *changes with regards to funding, resources and income of the organisation* are concerned, the interviews show that in the last five years the organisations enhanced their capacities to generate their own income and resources in a way to ensure sustainability of their organisations. To the extent that public organisations in the Module C sample seem to have rather sufficient resources for their routine work load, these improvements are often observed in the cases of non-governmental organisations. One of the important observations is that funds from the Erasmus+ projects constitute an important financial resource, especially for the newly established organisations and in this regard, the funding from the Erasmus+ projects can be considered as seed money for new organisations to start activities in the youth field. However, once the organisations enlarge their field of activities and type of projects, they start to sustain their organisations through different means such as self-resources (dues from the members) and sponsorships. It is also a quite positive development to observe that the organisations do not consider the Erasmus+ funds as the only source of funding. They seem to be aware of the fact that they cannot depend on those for a healthy organisational development, so they already inquire different mechanisms and implement them to ensure financial sustainability in the organisation.

“We have attained a status that we can create our own resources. I mean we can go on wither any dependence to an outer source. For example, today we can still go ahead if there is no National Agency funding or any other source.” [TR-05, NGO]

“There are many changes in terms of resources. For example, I never forget those days when as fresh starters it could be difficult for us even to buy a ream of A4 paper. But now the finances of the association are fine. It is easier now and the contribution of EVS projects makes us stronger. So there is serious improvement in our resources, doubling in the course of time.” [TR-15, NGO]

“We started first with Erasmus+ projects but our sources diversified later. With respect to funding, we collect donations and seek sponsorships. Since [we are a native of this city] we try to take advantage of it. We are trying to find sponsors. The basic motivation is pay the office rent and provide a comfortable office environment to people.” [TR-03, NGO]

“The Erasmus+ has its special place in our association, but it must not be everything per se. Meanwhile we are working on and implementing models to secure revenue for the association like fundraising, donation system or some other activities.” [TR-11, NGO]

The *changes with regards to recognition and acknowledgement of the organisation* appears to mainly depend on the activities of the organisations. As shown in relation to the increase in the volume of the target group and participants of the activities, the organisations become better known by the young people and other organisations when they conduct activities. In addition, recognition and acknowledgement of the organisations increase when they keep a close contact with young people and take their needs and demands into consideration.

“When we first started out we said ‘let’s ask youth as well, try to reach as many of them as possible and ask what kind of association they want or need.’ We administered a survey covering five thousand young people and some level of visibility came even during this survey work.” [TR-11, NGO]

When *the sources of organisational change* are concerned, the interviewees were asked whether or not the changes were caused by singular internal events, such as resignations, elections; by singular external events, such as trainings, seminars; by deliberate processes to development and/or change; and, quite consciously or rather randomly. The interviews show that the changes occur both due to internal reasons such as perceived quality of their work and the vision of and harmony in the team; and due to the external reasons such as Erasmus+ structures and projects and trainings.

Internal sources of organisational change appear under two categories: vision of and harmony in the team; and, perceived quality of work. The *vision of and harmony in the team* refers to the issues such as background and vision of the team members; quality of working as a team; and, awareness about the capacities of the team. For example, one of the interviewees indicated that experience in youth work and dedication of the team members has been an important component of organisational development. Other interviewees stated that the ways of working in the team, such as participatory processes, exchange of ideas; enthusiasm, good will and devotion of the team members to the organisation and work; and, being aware of the capacities of the team and act accordingly are among the significant factors for positive change in the organisation.

“[Change] depends on continuous efforts; presently we have our part-time and full-time workers engaged in volunteer work for a long time, committed to the association and trying to enhance our institutional capacity. Our capacity is improving in financial terms as well to have more EU projects and local projects. At that point we became an association with both

professionals and volunteers. Building trust at local level encourages volunteers and volunteer work. Common things such as ties of friendship are important.” [TR-07, NGO]

“The centre improved itself in many areas. There are many factors and variables involved, but the most important thing here was teamwork. Exchange of ideas in the team, team members rushing to various places, and exchange of these experiences when we come together are the factors that contributed to the strengthening of the organisation. Other supporting factors include projects, partnerships, national and international platforms.” [TR-13, Public organisation]

“Devotion is nothing else but this. As routine personnel what you can get as remuneration in KA2 or KA1 projects is limited. Let’s put it this way: 5-6 days of your monthly salary is actually paid and you have to finance the rest of the month on your own. I mean both myself and my friends are devoted in that sense. Anyway, I haven’t been paid my salary for years now and that is the case for others as well.” [TR-09, NGO]

“We did not start this association with such ideas as having a large office, a youth centre and large personnel. We believe that the present state is the successful outcome of a process started fully on voluntary terms and with good intentions” [TR-04, NGO]

“It is our motto to focus on what we can do best in our activities. We don’t, we can’t write youth exchange project based on personal development. Its agenda does not fit in our logic, but when personal development training course is concerned we can do that easily.” [TR-03, NGO]

The second category of internal sources of change is the *perceived quality of work*. The interviewees believe that good quality activities are functional in developing their organisations. In this sense, ‘good quality’ is exemplified by the interviewees with the concepts such as the scale of the activity (e.g. including 200 participants from all over the world); as being youth-focused (the compliance between the demands/needs of the young people and the activity); accumulation of knowledge and skills with regards to project preparation and management; or, successful sustainability and/or completion of a project with limited resources.

“We gave start to this and youth work made a difference there. For me this is an incredible success. Anyone examining activities will see it: it is difficult in these times to bring 200 people from 36 countries including 18 from EU and 17 from non-EU countries. There is a group in which members have their native countries as Oman or from America. This is a great contribution to the promotion of Turkey and it is on the basis of youth work.” [TR-01, Public organisation]

“[What lie behind changes] is clearly quality projects and activities. It can be said that it is activities organized well responding to fields of interest, problems and wishes of youth. We can also mention the principle of youth-focused work.” [TR-08, Public organisation]

“It happens this way in both society and in an organisation. In general, being able to enjoy grants in your activities improves the capabilities of your personnel. When the directorate was first instituted, we had no information at all about project development before attending trainings and meetings and becoming a part of protocols. So these improve your level of information and awareness.” [TR-10, Public organisation]

“These have various sources. I mean sometimes it is a celebrity, an artist for example, carrying you to a certain point. In other times it may be a good project that you accomplished. For example, we secured funds from the NA in 2006 and launched an EVS; now we have just completed the eighth of this series. I mean we have so far completed eight projects with only

15,000 Euros we received from the agency. So it may change, it does not depend upon a single programme or a person.” [TR-05, NGO]

External sources of organisational change also appear under two categories: Erasmus+ Programme with its structures, key actions, projects, and the trainings that the members of the team attend. It is very evident from the data that *Erasmus+ Programme* has been perceived as an important factor of organisational change, both with the structures that it creates and with the financial opportunities it provides for the organisations. With regards to the structures, Eurodesk appears as a specific case. The positive impact of Eurodesk is summarised under some categories by the interviewees: It provides training opportunities for the team members, which help developing human resource capacities of the organisation; creation of an organisational memory; development of new project ideas; enlargement of the organisation’s network; and learning from other organisations.

“We participated to trainings organized under Eurodesk. Both youth centre workers and volunteers benefited from these trainings. There was extension of these trainings at our local level. Of course this led to the development of a serious institutional memory. It also contributed to our development as youth workers within the organisation. We can say that project ideas emerge from trainings received.” [TR-13, Public organisation]

“Our organisation became Eurodesk contact point in 2013 and the network too has naturally grown along with it. I can say that international projects we undertook after, Erasmus+ projects in particular, contributed to our further growth and development.” [TR-08, Public organisation]

“In 2012 we were both accredited to the EVS and started working as the Eurodesk contact point. We witnessed its contributions clearly. There are institutions within the Eurodesk network; these may be CSOs, governorates and governmental agencies. Among them there is some sharing the same principles and it is a fact supporting mutual learning process.” [TR-13, Public organisation]

In addition, *Erasmus+ Programme’s funding opportunities for the youth projects* has played a role especially during the first years of the organisations. Approved projects not only played a role for the recognition of the departments by the bigger organisational setup and motivated the staff for further activities, but also helped them learn from different organisations abroad. Erasmus+ projects helped the organisations diversify their activities; they provided a sound ground for the organisations to attract the attention of the young people as their target groups; and, expanded the international network of organisations for future youth activities.

“[Our organisation] was not engaged in EU projects earlier. With the initiation of our directorate we started these project activities under the leadership of our External Relations Director. We first entered in the process of accreditation with the EVS. After getting accredited in 2016 we immediately prepared a project for the first project period. This first project of ours was accepted. It was a fine excitement for us... Our partner in Sicily was a

professional organisation and it contributed to us, we benefited from their experience.” [TR-02, public]

“We used to be limited to the projects of the Development Agency. With the emergence of Erasmus+, we enjoyed a more diversified structure.” [TR-10, Public organisation]

“Besides its material contributions to us, the Erasmus+ is distinct in its potential to create motivation for youth, particularly in the context of opportunities offered abroad. When we say ‘come along, let’s do something here’ young people reply ‘what use is it to us?’ And we go on ‘Erasmus+ offers you such and such opportunities and you have to go through some stages to benefit from those opportunities.’ It is a kind of win-win model. And then we have our partners abroad, we learn about different models and project ideas from them. I would have no information or limited one on internet on the project there if there were no Erasmus+. This is another positive impact.” [TR-11, NGO]

Second component of the external sources for organisational development is the *training activities* that the team members of the organisations attend in time. Especially the trainings provided by SALTO are frequently referred to. The interviewees indicated that through the trainings, they could have the chance to meet and know potential partner organisations for their activities; the team members were trained and empowered on different themes and methods; new project ideas were developed; and similar trainings were offered by the organisation at the local and international levels.

“The most useful outcome of these SALTO trainings –by the way I have been in many of these trainings- is that it helps us find partners for projects. Friends, colleagues we meet there and lay the ground for partnerships. In fact, there are Facebook groups and internet pages where you can find partners, but face-to-face contact is something different in all cases. We realized this and decided to make sure that we actually meet our project partner before moving ahead.” [TR-02, Public organisation]

“We have a management that sends us out to all activities; I mean training is given full support. Our personnel here attend SALTOs. There are also improvements in personnel’s self-training.” [TR-10, Public organisation]

“Again we participated to trainings organized under Eurodesk. Both youth centre workers and volunteers benefited from these trainings. There was extension of these trainings at our local level. Of course this led to the development of a serious institutional memory. It also contributed to our development as youth workers within the organisation. We can say that project ideas emerge from trainings received.” [TR-13, Public organisation]

“When we started with EVS we sent two of our part-time workers to SO-HO. We decided to act as SO-HO after they returned.” [TR-15, NGO]

When it is considered *whether or not the changes are caused by deliberate processes to develop and/ or change* and *whether the changes were realised consciously or occurred rather randomly*, the interviews show that the changes did not occur randomly. It can be observed that the organisations already had a vision, so they planned their moves about how to proceed with the organisation. In some cases, the organisations had a strategy to develop networks; in some cases, the organisations defined their course of action with regards to projects (such as promoting the organisation at

the local level, then becoming a Eurodesk multiplier and then getting accredited etc.); or in other cases expanding the organisation abroad by setting up branches of the organisation. What was surprising for some of the organisations is that they did not expect to feel the positive effects of their plans so quickly.

“The major reason here is the Erasmus+ Programme. We did have our plan, but only for 2 years, not 5. The process goes as this: first gaining recognition at local level, then Eurodesk – we had seen that abroad, but it was valid here too- and finally accreditation. These would be our major achievements before writing projects. Nothing would happen without going through that process. We had our plans, but didn’t know that this would be required in terms of institutionalization.” [TR-15, NGO]

“We have had our representative offices in Berlin and Barcelona within 5 years and for the first time we implemented projects abroad. We implemented a project in Palestine. As a self-critique we could not improve our physical infrastructure, but the last five years were positive as network in terms of changes taking place.” [TR-06, NGO]

“In fact our first target was to establish a youth centre [in another city]. In three months we found that it was impossible because as an association we were too small to afford it financially. After realising that we moved towards being an organisation helping youth in being active citizens. During the first three months we faced various bottlenecks at local level because we did not think that Erasmus+ would contribute to us so fast.” [TR-15, NGO]

“I can say I noticed that clearly in friends from the board when we had our first European Union youth project. But perhaps one of the most influential factors is the effect of globalization on the proliferation of youth work. Trainings, seminars, and people we meet... I can frankly say that if we still keep contact with partners we worked in the same project in 2009, it is the outcome of deliberation.” [TR-06, NGO]

“Coming to the part on network, we divided the network into three as local, national and international. We visited organisations at local level one by one. At national level there were some organisations we knew and we applied for membership. At international level we made our investigation: Where we could go and which organisations have working areas close to ours... Then we made our membership applications; we moved on a planned strategy in this sense.” [TR-11, NGO]

4.2.5 Future organisational change and development

After tracing the patterns and sources of organisational change in the previous five years, Module C also intends to identify the prospects of future organisational change and development. In this sense, first the future plans of the organisations in next five years are explored. Then, the organisations were asked to evaluate the perceived role and contribution of the Erasmus+ Youth in Action training and support activities in these processes of change. Last but not the least, this section of the research also aims to identify whether or not there are particular types of training/support activities that the organisations typically prefer to attend because they believe that these work well for the organisational development.

Similar to the previous organisational change and development, *future prospects of the organisations* are asked questions with regards to the changes in the size, structure and set up of the organisation; activities, projects and programmes; target group, reach and impact; partners,

networks and collaboration objectives, mission and vision; culture, spirit and approaches; funding, resources and income; training, support and mentoring; and, recognition and acknowledgement. The interviews show that future prospects of the organisations in the Module C sample mainly focus on two specific aspects, namely the structure and set up of the organisation; and, projects and activities. There are organisations who provided information, albeit to a limited extent, about the future prospects with regards to partners and networks; and, mission and vision of the organisation.

With regards to the size, structure and set up of the organisation, *betterment of physical infrastructure of the organisation* in the near future is a prominent hope of the interviewees, especially those from the non-governmental organisations. Those organisations usually have an office to work, however, the interviewees consider that they need bigger and extra spaces for their activities, such as extra rooms for group work or seminar/activity rooms. In addition, the interviewees also voiced the need for spaces such as a youth camp, where their beneficiaries, i.e. young people, can meet and make outdoor activities.

“Where we are now being a campus of associations and we have a small office. We are here because the campus provides us many facilities like assembly room free. Our office is not sufficient and we are looking for a wider space. I hope we will be there within the first 5 years. We want to engage in activities like sponsoring and budgeting and to have our volunteers at local level.” [TR-07, NGO]

“Our physical environment is not so well. I wish we had somewhere else or a wide CSO space where youth can engage in their activities. Of course we have a space, but it is an office space. There is no other space conducive to workshop activities of youth.” [TR-09, NGO]

“Improving our physical capacity within this year... Arranging a large space eloquently with discussion rooms and ultimately creating an environment where ideas are translated into life.” [TR-06, NGO]

“Firstly, according to outcomes of needs analysis surveys conducted with youth, what they need most at local level is a youth camp where they can have some leisure time in nature. Young people say they need special spaces, want to be in natural environments. This is what comes out of surveys over years. Unfortunately, the youth centre has no such space. In fact, we are working for this... I want to have an outdoor space for youth within the next 5 years and in fact this is my ideal.” [TR-13, Public organisation]

Another finding in relation to the size, structure and set up of the organisation is the intention of the organisations to set up, host or transform into a *new organisational structure*. For example, one of the organisations has already taken the necessary steps to acquire an international label, namely that of the European Youth Centre affiliated to the Council of Europe. In another case, the organisation is in an effort to establish a youth hospital to be managed by a youth centre. There are also two organisations in the Module C sample which intend to expand the organisation through establishment of new branches abroad. One of those organisations even

has further plans to transform into an international youth organisation, for which it has already set up branches in four different countries.

“Of course we have some objectives that we pursue. One of these is the quality label that the Council of Europe grants to youth centres and speaking frankly we want that label much.

We have our projects and activities in that regard. We want to become a youth centre in Turkey with that label by improving our centre so as to satisfy relevant criteria.” [TR-08, Public organisation]

“We are moving a part of our office to Ankara. We want to establish an oncology life centre. It is envisaged as a centre serving 15,000 people including with its guesthouse. In addition to that we also want to establish a youth hospital and to have a centre to manage these facilities.” [TR-05, NGO]

“Thinking about where we will be after five years, we have the idea of launching a branch office abroad – no idea about which country yet.” [TR-03, NGO]

“2018 is our tenth year. We are somewhat lucky in that respect since we have our foothold in Europe now. As the next step we envisage having our branches in eight countries and becoming an international youth organisation. Our plan for that stage is ready: Moving the centre to Berlin and continuing with activities from that centre... The first thing we want is to have our representative offices in Berlin and Barcelona to turn into official branches. If it is going to be difficult – which is indeed difficult in some countries- then association should be under the legislation in effect in those countries. Secondly, things are OK in Palestine and Cairo to a certain extent, but now we must launch official representations there.” [TR-06, NGO]

There are also some organisations in the Module C sample which seem to be hesitant about enlarging the size, structure and set up of the organisation. The concerns of these organisations can be summarised as uncertainties with regards to the future as a non-governmental organisation; increasing the quality of the work rather than the quantity; and, preference of a systematic organisational development. Still, all these organisations have plans for the future, but due to their concerns, their future prospects seem to be more planned and cautious.

“Normally I want to remain in the same place; I don’t want to grow that much because I am afraid of it. Anyway, we are a CSO, living in Turkey and you can’t tell what will happen. But, at the same time, of course I want to grow in this sense: Having two full-time staff, one foreigner and one national at the end of these five years. In fact, we are at the first stage of it and there will be a person from another country here as of July.” [TR-15, NGO]

“We don’t, for instance, say let’s have our branch offices, grow larger, employ more people and develop more projects; we are just planning to do better quality work with our given capacity.” [TR-04, NGO]

“Actually we want to proceed in a systematic manner as we started. We are in the process of short and long-term planning. So we want to have a planned growth, we have never had the intention of sudden capacity jump to fly; we want to go ahead by taking well-grounded steps.” [TR-11, NGO]

The future prospects with regards to the activities, projects and programmes of the organisation focus around increasing the number and volume of the projects of the organisation. These intentions usually

include the initiation of and application for bigger projects such as those within the context of Horizon 2020 or centralised project calls of the European Commission; or, taking further steps for the Erasmus+ projects, such as being an accredited organisation. These kind of plans are also quite informed with the needs to further develop the organisation's and team's capacities and to accumulate expertise and experience.

“Dreams go much beyond of course; they are for more experts and more projects, but to which extent they will come true, we don't know.” [TR-02, Public organisation]

“For example, we want to implement a H2020 project 5 years after. Why can't we be the coordinator of an H2020 project? It is a fantastic thing for me to see our organisation with capacity to do that after five years. There is one more thing: When I look back five years from now, I want to see some places and things that I can say 'These are the outcomes of the project.' I want to see there things that are actively used, that are living and in which I have my share with my efforts as a member of the brain team.” [TR-10, Public organisation]

“At the end of the fifth year we want to apply to Brussels. Yes, there are funds in Turkey, but they are limited and there is need to apply to the centre for larger funds. This requires some experience and we think we have it now. We want to do at least one Brussels-centred project.” [TR-15, NGO]

“In particular, we want to get EVS certificate as a sending organisation. We are writing a youth exchange project [as a type of project that we didn't do before]. The main idea is mobility and sending youth abroad.” [TR-03, NGO]

In addition to the intention of increasing the number and volume of the projects, the organisations also aim to get engaged into *new types of activities*. For example, one of the organisations has already started with a new partnership for local projects and involved into intra-organisational training activities. Another interviewee indicated that their organisation planned to be more active in terms of research, especially on youth policy, in addition to other activities of the organisation. In addition, the organisations also foresee to work on new topics such as youth employment.

“We have launched a volunteer bank and in cooperation with CSOs. Many other organisations are also coming in. Let's say somebody visits us, we have our neighbour kitchen project to work on instead of cruising shopping malls. There are Syrian women there preparing dishes...Our manager said 'Why don't you list in our academics to give training since we need new models in learning?' So we have academics we are working with to receive courses and thinking about how we can adapt what we have learned.” [TR-01, Public organisation]

“Further, we want to give start to publications, to write some reports with the participation of youth. Let me give an example: Presently Turkey has her youth policy document, but with many question marks concerning its operation and implementation. There are even public organisations unaware of its existence. We want to start working on this. Other activities will go on anyway since our partners keep mailing us 'Let's do this, let's do that...’” [TR-15, NGO]

“Of course I want the centre to be active in international projects and volunteers to benefit from these opportunities. In addition, one of the most challenging problems of youth is employment and there are things that must be done in this regard.” [TR-13, Public organisation]

Related to intentions of increasing the number and volume of projects and activities, the organisations would like to *involve more young people in their activities* on the one hand, and *strengthen their partnerships and networks* on the other. It is possible to see that when the organisations successfully complete projects and they get experienced in a particular type of project, they try to multiply the outcomes either by planning to increase the number of participants in their projects, or by sharing their expertise with a wider network of organisations.

“I mean each time we send more and more volunteers to projects, to EVS projects for example. Experience is important of course. When the first project is over, we plan to send more inputs to the next one, to write youth projects; we want to gain experience in different areas in future projects.” [TR-02, Public organisation]

“Meanwhile we are trying to empower our partners at local level. At present there are two projects that we coordinate, one is with an association and the other is with the municipality. We’ll try to further strengthen these partnerships when it becomes clear what will happen with EVS. We have some information and experience about EVS; in fact, not only about EVS but also about ways of working with youth more generally. Looking at other public organisations or associations we see that they have their means in physical and financial terms, but not so informed and experienced about ways of working with youth. And we will combine these two and work with these two organisations for EVS starting from this summer.” [TR-11, NGO]

The second concern of future organisational change and development is to explore the *perceptions of the organisations with regards to the role and possible contribution of the Erasmus+ Youth in Action training and support activities in organisational change*. This is also considered to be highly related to the *qualities that the organisations perceive to lack in terms of particular skills, knowledge, attitudes or resources*. The interviews show that contribution of the Erasmus+ Youth in Action training and support activities to organisational change is considered with regards to development of organisational capacity and provision of funding opportunities and resources.

Erasmus+ Programme’s contribution to development of organisational capacity is perceived to occur in two aspects. The first one is the *organisational learning opportunities* that the Erasmus+ Youth in Action training and support activities. The interviewees mentioned a variety of examples of organisational learning that they experienced in the past and hope to continue experiencing in the future through participating in training and support activities. These examples include learning different styles, different practices (identified as “good practices” by the interviewees), different youth centre notions and practices, different management cultures and different methods. All these learning outcomes are perceived to contribute to the organisational development by supporting to the organisations and the teams, as well as increasing the belongingness of the beneficiaries to the organisations.

“Training never comes to an end and that is the mentality of the EU in any case. We see different methods, styles, best practices, etc. in training activities. Erasmus+ has a very nice spectrum and I take part as quite enjoyed. Truly I see trainings add much to me and I return from trainings with my full pockets. There is no training after which I said, “I had nothing from this training.’ Meeting new people, a new country and new partners give you further experience and new ideas.” [TR-02, Public organisation]

“I think serious contributions can be made by trainings provided to youth workers, visits to be made, and sharing best practices at different platforms. They offered these so far and will be doing so. They extend considerable support to the organisation and its personnel.” [TR-13, Public organisation]

“Erasmus+ can be considered as one of the processes that brings us much closer to these changes. It is one of the rare activities or elements that take us out of the pattern we are locked in. Erasmus+ is a valuable support in terms transferring the principles and procedures, methods employed or well-done projects by youth centres especially in Central Europe and other countries. In other words, if there is to be change in youth centres one of its main factors will be [Erasmus+].” [TR-08, Public organisation]

“Together with young people we bring action to the organisation, develop familiarities, enhance youth’s attachment and learn new things. Working with that organisation provides a culture since each organisation has its different style. In that sense Erasmus+ keeps us learning.” [TR-15, NGO]

“The motive behind the establishment of our association was partly that [Erasmus+ projects]. We are the first and the only youth association here [in the city]. Trainings we receive, programme outputs, and national and international activities we participate in this process add up to our capacity.” [TR-04, NGO]

The second aspect of Erasmus+ Programme’s contribution to development of organisational capacity is *creation of new themes and ideas for the activities* of the organisation. Especially through the partnership created with organisations in different countries, the organisations have the opportunities to exchange ideas, discover new project ideas and get engaged into new activities with their partners. In addition, the renewed priorities and themes of the Erasmus+ Programme encourage the organisations learn and develop new areas of interests.

“Thanks to Erasmus+ we can remain in close contact with partners and stakeholders abroad. There is exchange of ideas in this field with KA1 and KA2 strategic partnership projects. Indeed we learn much from each other and so it is an empowering process.” [TR-14, NGO]

“We have opportunities to go abroad. There we can learn about different models and different project ideas particularly in training courses. There are times you say ‘How it did not come to our mind; they have been using this model in England, in Slovakia’. If there were no Erasmus+ I would have no idea about activities there or it would be limited to information from internet.” [TR-11, NGO]

“We may come across different opportunities through persons and organisations we meet in Erasmus+. You take part in some training and you meet X organisation there. And X tells you there is a project to be funded by Erasmus+. You find some common grounds. It may provide you various opportunities in terms of networking, gaining financial information and experience.” [TR-13, Public organisation]

“We have our EVS accreditation up to 2020. Recently there is a new project application and new topics, for example. We have to investigate and learn these and follow up trainings.

[Erasmus+] has its content changing in every 7 years. We received training in project cycle management thanks to Youth in Action when it was there. We started out with the intention of doing an EU project and it turned out as such; it is a process that encourages us to capacity building. Our office now enjoys an international environment perhaps our volunteer friends have never seen before. We have three volunteers from other countries and they are in the office every day. Erasmus+ offers a process that enhances the capacity of associations and project related work. It is a process that must be followed on a daily basis.” [TR-07, NGO]

The second perceived role and contribution of the Erasmus+ Youth in Action training and support activities in organisational change is the *funding opportunities and resources* that the Programme provides. In the Module C sample, it is possible to find non-governmental organisations, which stated that they have considerably benefitted from the financial support of the Erasmus+ Programme for the establishment and sustainability of their organisations and activities. Interestingly, the public organisations, which could be assumed to have their own financial resources for activities, also voice the benefits of financial support provided by the Erasmus+ Programme, especially in a way to increase their activities. In this sense, it is possible to observe that even in the cases where the organisations already have financial resources, or started to generate their own incomes, they still value the funding opportunities of the Erasmus+ Programme.

“First of all it is on the basis of Erasmus+ or the National Agency that we exist. My first experience abroad was in the context of the National Agency. The same is true also with my first project. Although we did different things in the process and raised our own funds we kept benefiting from the funds of the National Agency in various periods. It is not only with us; it is the programme that led the way for the establishment of many youth associations in Turkey.

So Erasmus+ is a programme whose support we enjoyed all the time.” [TR-05, NGO]

“Our organisation is mainly a project-based one and the presence of National Agency had its profound effect on our growth.” [TR-06, NGO]

“Projects to be implemented under the umbrella of Erasmus+ bring along financial support as well. While the youth centre is a public organisation we still act as a CSO given the limited budget allocated by the public. I mean we work like a CSO in fund raising. So if we want to launch projects we have to find sources of funding. And that is the point where Erasmus+ can support us.” [TR-13, Public organisation]

“Even with our status as a public organisation, our ministry or organisation does not allocate any special budget to us in the context of transferring funds to international projects. As public organisations we try to seek support from foreign projects and grant programmes.” [TR-08, Public organisation]

Last but not the least, it should also be noted that some of the organisations voiced their *concerns about the uncertainties with regards to the future of Erasmus+ Programme*. Especially those organisations who are quite active within the context of the Erasmus+ Programme and have numerous Erasmus+ projects indicate that they now pursue their ongoing projects, but they will be able to identify their strategies better when the context of Erasmus+ Programme for 2020-2026

becomes clearer. In addition, the changes with regards to the European Voluntary Service (EVS) and introduction of the European Solidarity Corps component create concerns for the organisations, which used to conduct EVS projects. Such uncertainties with regards to the future of Erasmus+ Programme seem to affect the future prospects of the organisations negatively.

“We cannot say something definite for a term of five years. The year 2020 is important because many of our activities are under Erasmus+ and the programme covers the period 2014-2020. It is not certain what will happen with the programme after 2020. There may be new programmes emerging or names may change, etc. At present we focus on progressing with our existing work and investing in the team and I think it will go this way also in 2018 and 2019. As to our new strategy, it will come out when there is clarity on the period 2020-2027.

Our present aim is to get ourselves safely to the year 2020. Of course we have donations coming from sources other than Erasmus+; they come, for example, from the Foundation or directly from the Ministry of European Union.” [TR-11, NGO]

“The change in the concept of EVS is an open ended issue. I leave youth exchanges out because they are very short term events. For me the major component of youth projects is EVS and I think it is true for Europe as a whole... The [National] Agency has to do something about it; for the time being it is not certain where [EVS] is heading to. There is a change in name; it is going to be Solidarity Corps. It is also said that it will not exist in some parts of Turkey and if it happens that way it will be a factor of disadvantage for our youth.” [TR-09, NGO]

“Targets are different, but realities too. I may not be here five years later. Leaving me aside, there is uncertainty concerning programmes in Turkey. They came up with what is called European Solidarity Corps, for example, in which there is the possibility of phasing Turkey out. Erasmus+ will come to an end in 2010. We set our targets as indexed to 2020, projects will go on until they are completed, but we have no forecast for the period after since we cannot see it clearly.” [TR-12, Public organisation]

The last component of future organisational change and development intends to identify the *perceptions of the organisations with regards to the benefits of particular types of training and support activities*. The reasons why the organisations prefer these types of activities and/or how they resonate with their organisations are also explored. The interviews show that the mostly preferred type of activity is *training courses*. The interviewees usually refer to their own experiences with the training and support activities that they participated in and reflect upon their benefits on their organisations in particular and on the youth people in general. In general, the training courses are considered to equip the participants with necessary skills to prepare and manage projects; to introduce non-formal learning to the participants; to enable the new comers to come together and learn from the experienced youth workers; and to help creation of networks for the organisations.

Those who prefer *training courses on project preparation and project management* believe that these training courses are especially beneficial for their team members and target groups. To the extent that these training courses ensure that the participants learn by doing and in an enjoyable way, they are encouraged to put their own ideas into new projects. This gives the young team members the opportunity for the realisation of their own potential through projects. In addition, the volunteers and new comers to the organisations are encouraged to attend such trainings, in a way to increase the project capacities of the organisations.

“Since [Youth] learns by having fun at the same time, their participation and willingness also increase as they have fun. Activities conducted to translate their wishes into practice are highly attractive. Examples could be trainings in project cycle and project management. I mean they are really interested in trainings that will help them implement their own projects.” [TR-08, Public organisation]

“I find the training in project writing particularly useful. Project writing, project development, teamwork... We find these particularly useful. We are trying to ensure access to these by our all new volunteers.” [TR-04, NGO]

“There is no need to mention the importance of informal training. Apart from that, trainings in project developments are the most rewarding.” [TR-13, Public organisation]

The training courses on non-formal education and learning are also perceived to be beneficial for the organisations in particular and for the young people in general. Introduction of and experiences with non-formal learning through trainings are considered to equip the team members and young people with skills to ensure better quality and learning environment for the future projects of the organisation. In addition, these types of trainings help the participants learn new methods, witness new ways of thinking and acquire new attitudes, which are all helpful in building a higher capacity for the organisation.

“Informal learning methods and related trainings in youth projects...you learn these by practising and develop a steady memory... In many training events I came across methods of learning by playing games and I applied these methods in many projects I was involved in. Let's take ice breakers, it brings people together closer and helps them overcome their initial shyness. You play games with balloons and energize participants in the morning before starting training. They also help you in noticing different ways of thinking. You understand the importance of empathy while there is a role play. Having a project leader knowing all these in advance mean much better and encouraging environment for participants.” [TR-10, Public organisation]

“Activities like training courses and seminars definitely contribute to the organisation... Training projects may be more rewarding; I think at least we can have our project partners add more to our people here in such projects... Our last project, for example, “Training in Informal Training for Youth Workers” was very fruitful in my opinion. In that project we did something different, we worked with a trainer from abroad. I was quite rewarding. Volunteers were highly motivated, the venue was perfect, so was the content and participants were well selected.” [TR-15, NGO]

Some organisations prefer *training courses on a particular topic*. For example, the organisations who often conduct EVS projects, indicate that they make intensive use and benefit of trainings on EVS. These trainings helped the participants learn new experiences with regards to difficult situations that they face during the EVS projects and develop new partnerships for the future activities. Or as it is the case for another organisation in the Module C sample, some themes, such as use of technology and social media, are considered to be promising and important for the future of the organisation and its activities, thus the organisations would like to see more of these types of trainings. In addition, regardless of the type or topic of the activity, the networks created during the activity are also appreciated by the organisations because they are believed to enhance the opportunities for cooperation in the future.

“For example when I first started I participated to a training programme in EVS. It was a new world for me and there were many questions in my mind like ‘What is this and what am I going to do...’ It was quite nice and rewarding for me since it was a kind of training participated by both fresh starters and more experienced ones. So we listened from our experienced friends what they had gone through, problems they encountered and solutions they developed. Their responses and the way they followed were quite informative. And then we met many partners there.... This way, network generates network in fact.” [TR-02, Public organisation]

“EVS is a very useful programme. It is useful for organisations and agencies here, in changing the perception of local youth regarding volunteerism and also for young people coming in to deliver volunteer services. It is important for us too; we have 4 volunteers now for example...” [TR-05, NGO]

“For example there were trainings and applications in social media means and new generation technologies. It is important to have trainings in adapting to new technologies and CSOs must receive training in this area.” [TR-07, NGO]

“In my opinion the contribution of [training and support activities] is more important; wherever you go and whoever you meet you cannot find anybody with larger network than a person who has spent some time in projects. At this moment, whichever country may I go in Europe I can find there somebody to knock on his door.” [TR-12, Public organisation]

Seminar is another type of support activity that the organisations consider to be beneficial for the organisations. For the seminars, the topic/theme and experiences of the participants and speakers seem to be more influential for the preference of the activity. The interviewees state the importance of working on and being informed about a specific topic, especially by the speakers who are experts on this particular topic.

“For example there may be programmes of 1-2 days on strategic partnership if the idea is to inform people in more detail and encourage them to apply for. I think it will be more successful if you teach something by letting people do something and gain experience.” [TR-10, Public organisation]

“It is more the profile of participants than agenda that determines usefulness. Seminars are more useful than trainings. Participants determine the outcome; the quality of both participants and speakers is important.” [TR-03, NGO]

“We can say seminars we participated were more beneficial to us. But in fact instead of categorizing [types of activities] this way one should attach more importance to content.” [TR-06, NGO]

Last but not the least, *study visits* are also mentioned by an interviewee. The study visits are considered to provide new ways of thinking and approaching to daily problems of youth workers and young people, as well as equipping the participants with new methods of dealing with these problems. In this specific case, it is possible to observe that an experienced youth worker prefer more specific activities compared to the training courses or seminars, because their needs change in time due to experience.

“Definitely study visits, I meant they short and are very effective if well prepared. ...The last study visit I attended was about parenthood. First I thought ‘Really?! What’s that got to do with...?’ The point I missed at the beginning was that I would be attending a working visit for myself for the first time. Then I enjoyed it very much. I have a son and I send my child to preschool. And I found out that I could have actually made a difference in preschool too. I mean you can use the methods here in that school too and you can touch other parents there. I saw that a youth worker could do all these things after that visit; yet I am in this business for 20-25 years.” [TR-01, Public organisation]

4.3 RAY-CAP Module C for Turkey: Conclusions

The main research question of the Module C is to identify and analyse *how training and support activities within Erasmus+ Youth in Action contribute to the development of organisations, platforms and networks involved in Erasmus+ Youth in Action, also in combination with other Erasmus+ Youth in Action activities these organisations are involved in*. For this aim, in-depth interviews were conducted with 15 organisations from Turkey, which are active in Erasmus+ Youth in Action.

To start with, the interviews show that the organisations are quite conscious about attending to training and support activities. The training and support needs of the organisations, especially coupled with the needs of their target groups and the needs of the teams are the major reason to attend the training and support activities. A great deal of these needs are identified formally or informally through team reflection or through outcomes or feedbacks from the activities of the organisations. Here, team reflection refers to the extensive discussion of the needs in the teams, also in a way to integrate the expertise and ideas of different departments or individuals into the process. Thus, identification of the training and support needs seem to be quite participatory and purposeful and this feature increases the potential of positive effects of the training and support activities on the organisations.

With regards to *the transfer of training and support activities into the organisational setting*, the interviews show that *the teams* have a vital role for a variety of reasons. The first reason is that both in the public and non-governmental organisations, the teams are extensively involved in the identification of the needs of the organisations through participatory processes. Secondly, the teams are actually the actors who make the decisions for selecting and attending to a training and support activity. Although in some cases they are not the last instances of decision-making, the interviews show that their considerations and conclusions are taken into account by the managements or boards of the organisations. Thirdly, it is again the teams who is involved in the process of preparing the participant to the training and support activity. The interviews show that support for preparation for a training and support activity is majorly *a collective effort* within the organisation, which is often assumed by the members of the core team in the organisation. Existence of well-established and/or well defined mechanisms of support such as communication channels, information packages and preparatory meetings increase the potential of benefitting from the activity not only for the participant individually, but also for the organisations by establishing a close connection between the participant and team members in a way to facilitate the transfer of the outcomes of the activity to the organisation.

Fourthly, the teams play an important role in facilitating the transfer of the outcomes of the training and support activities to the organisations. The activity with regards to its content and outcomes and the impressions or experiences of the participants are usually shared with the team members through formal (such as monthly meetings of the organisation) or in informal meetings. Through these meetings, the teams create the opportunity for the transfer of the feedback of the participant to the organisation. In almost all the cases, the teams ask the participants to prepare written reports about the activities. At this point, it is possible to observe that transferring outcomes to the organisations does not depend on the individual participant, but the organisations seem to have formal and informal mechanisms implemented by the teams. In addition, the materials from the training and support activities are often used by the team in the organisation's activities, either by adopting them to the organisation's own objectives, by using them in the activities of the organisations with young people; or, by develop training packages out of these materials.

Fifthly, the teams also play an active role in dealing with new project ideas and networks/partners arising from training and support activities. The teams discuss the new projects ideas and the feasible ways of realising them. Preparation of the new projects usually

depends on the teams' decisions, where they also consider the thematic priorities of the organisation and sufficiency of the expertise in the team. The methods to deal with the new partners arising from the activities diverge. Some of them proactively contact the new partners and inquire about the cooperation opportunities; some of them approach them in a more precautionary way and test the reliability of the partners in smaller projects; some others refer to new partners whenever there is a relevant future activity of their own organisation.

The analysis of the data from the interviews show that, there are a number *effects identified at the organisational level, resulting from the transfer of learning/training outcomes of the participants*. These can be categorised as development of organisational capacity and human resources; diversification of the activities and projects of the organisations; and, enlargement and diversification of the partners and networks.

Training and support activities with the Erasmus+ Youth in Action are perceived to contribute to the *development of organisational capacity and human resources*. Development of organisational capacity appears as the *organisational learning opportunities*, which are exemplified by the interviewees as learning different styles, different practices (identified as “good practices” by the interviewees), different youth centre notions and practices, different management cultures and different methods. All these learning outcomes are perceived to contribute to the organisational development by supporting the organisations and the teams, as well as increasing the belongingness of the beneficiaries to the organisations. In addition, Erasmus+ Programme's funding opportunities for the youth projects has played an important role in increasing the financial capacities, hence the sustainability and institutionalisation, of the organisations, especially during the first years of the organisations.

In terms of *human resources and capacity*, the training and support activities are considered to equip the participants with necessary skills to prepare and manage projects; to introduce non-formal learning to the participants; to enable the new comers to come together and learn from the experienced youth workers; and to help creation of networks for the organisations. In addition, the training courses focusing on project preparation and project management are perceived to encourage young team members for putting their own ideas into new projects, hence giving them the opportunity for the realisation of their own potential through projects. Similarly, the training courses on non-formal education and learning are believed to equip the team members and young people with skills to ensure better quality and learning environment

for the future projects of the organisation. All these types of trainings help the participants learn new methods, witness new ways of thinking and acquire new attitudes, which are all helpful in building a higher capacity for the organisation.

Involvement of the organisations in the training and support activities seems to contribute to the *multiplication and diversification of the projects* of the organisations by equipping the organisations with necessary skills about project preparation and project management in a way to include financial and technical reporting. Through the training activities the organisations share the experiences of different organisations and could develop new project ideas. In addition, the interviewees considerably value *the creation of new themes and ideas for the activities of the organisation* through training and support activities. In these activities, the organisations have the opportunities to exchange ideas, discover new project ideas and get engaged into new activities with their partners. In addition, the renewed priorities and themes of the Erasmus+ Programme seem to encourage the organisations learn and develop new areas of interests.

Another effect at the organisational level, resulting from the transfer of learning/training outcomes of the participants can be observed in terms of *enlargement and diversification of the partners and networks* of the organisations. The organisations consider the training and support activities within Erasmus+ Youth in Action as an opportunity to meet and know new organisations to cooperate in their future projects. In addition, other structures of Erasmus+, such as SALTO resource centres or Eurodesk, also help the organisations develop networks. For example, the organisations which act as Eurodesk multipliers believe that this involvement provides the organisations an opportunity to come together, to collaborate with and to learn from other organisation in the network.

With regards to *the contribution of the training and support activities in Erasmus+ Youth in Action to the visibility and recognition of the organisations*, the interviews show that the more the organisations develop or attend to activities, the more acknowledged and known they become. However, it is not clearly identifiable from the data that such an increase depends solely on the training and support activities. The interviews give the impression that youth mobility activities such as EVS or youth exchanges increase the visibility more, especially among the target groups, because they touch bigger groups of young people at the national and local levels. In terms of *recognition and visibility within the youth sector*, the existence of wide and multiple networks can be considered as an influential and positive factor. Depending on the interviews, it can be argued

that the international partnerships, cooperation and networks created as an outcome of training and support activities in Erasmus+ Youth in Action increase the visibility and recognition of the organisations at the international level.

It is evident from the interviews that depending on their previous experiences with the training and support activities within the Erasmus+ Youth in Action, the organisations considerably believe in the benefits of these types of activities for their organisational development and plan to attend to or host more of these types of activities in the future.

Conclusions

The research project on Competence Development and Capacity Building in Erasmus+: Youth in Action (RAY-CAP) is a research project, specifically designed to explore processes, outcomes and impact of training and support activities in Erasmus+: Youth in Action (E+/YiA) for youth workers and youth leaders, as well as for the youth organisations. The particular attention is given to participation in the training and support activities within Key Action 1 Youth Worker Mobility (KA1-YWM) and Transnational Cooperation Activities (TCA). The aims of the RAY-CAP is to explore how these activities contribute to the competence development of youth workers and youth leaders; how they contribute to youth work practice; and, how they affect the organisations involved in Erasmus+/YiA.

The RAY-CAP research is structured in different modules. Module A refers to the research on competence development of participants in training and support activities within Erasmus+/YiA, and Module B refers to the research on the mechanisms of transfer of the learning outcomes into practice. Through interviews realised with the participants before, two months after and one year after the activities, the Modules A and B have generated a longitudinal data to be used for the analysis of the impact of training and support activities within Erasmus+/YiA on youth workers and youth leaders at *the individual level*. For this aim, the research sample for Turkey includes 10 participants and 30 interviews, where each participant was interviewed three times in 12 months. The analysis for the Modules A and B is based on 30 structural protocols that constitute the National Database of Turkey, prepared to contribute to the preparation of the transnational analysis report within the context of the RAY-CAP research. The Module C of the RAY-CAP research is separately designed to identify the impact of the training and support activities within Erasmus+/YiA on the youth organisations. In this context, Module C focuses on the *systemic effects* of training and support activities, in particular on the organisations involved in the Erasmus+/YiA Programme activities.

The conclusions for this Integrated Final Report discusses the major findings of the Modules A and B and Module C, for the case of Turkey, in an integrated manner. This is an effort to identify what works well at the individual level and what can be further improved in order to find out the ways in which the training and support activities can be better effective on the personal development of the youth workers and youth leaders. Such a venue for personal

development is considered to be instrumental not only at the individual level, but also at the systemic level. This is to say that individual learning outcomes of the youth workers and youth leaders are expected to contribute to the organisational development of the youth organisations on the one hand, and development of youth work and youth work practices (both at the national and international levels) on the other.

When the major findings of the Modules A and B of the RAY-CAP research are considered, the most prominent positive impact of the training and support activities within Erasmus+/YiA appears on the ***domains of personal development***. The analysis shows that personal expectations of the youth workers and youth leaders from the training and support activities are predominantly met. In addition, individual benefits with regards to four aspects of competence development, namely knowledge acquisition, skills development, attitude change and intercultural learning, are considerably high. Through participation in training and support activities, the participants acquire *knowledge* on the themes of the activities, new methods, information about the Erasmus+ Programme, good practices, project preparation and project management. The participants also develop new *skills* about foreign languages, communication, non-formal education and its methods, identification of weaknesses and development of strengths, project preparation and, maybe most importantly, learning to learn. *Changes of attitudes* are observed through instances of increasing self-confidence, intercultural awareness, tolerance and empathy, patience, knowing themselves better and enhanced vision of young people. *Intercultural learning* occurs through increased awareness about intercultural differences/experiences, intercultural discourse and identities, and transition from “ability to interact” towards “capacity to act”.

It is also possible to identify other positive impacts of the training and support activities on youth workers and youth leaders. The participants learn *applied training approaches/methods* in the activities such as inclusive and effective communication approaches, and they have the chance to apply those outcomes such as knowledge and methods for preparing new projects after the activity. In addition, Module A and B data shows that as an important aspect of youth work competences it is also possible to observe development of and changes in the attitudes/values of the participants regarding *European values* such as democracy, human rights, rule of law, peace, valuing individuals, non-discrimination, participation, *European issues* such as implementation of democracy and peace in the European countries, availability of cooperation

in terms of projects, new practices, new approaches and activities) and *image of the European Union* such as reinforced positive image and more confidence to EU.

As a last domain of personal development, the role and use of *Youthpass* appears as an issue. The participants appreciate the existence of Youthpass as a part of the activities and consider it as a useful tool to be mentioned in the CVs and used for job and internship applications. However, the Module A and B also shows that there is still room for improvement for increasing efficient use and benefits of Youthpass, by better promoting it in a way to enhance its social visibility especially amongst the employers and business circles.

Based on the Module A and B findings, the second prominent impact of the Erasmus+/YiA training and support activities on the participants is observed with regards to ***networking and cooperation***. It is obvious that the activities create opportunities for networking, cooperation and partnership, as well as personal networks. However, from a long-term perspective, Module B shows that the established networks and cooperation cannot be sustained, because in most of the cases the efforts remain at a personal or individual level. Thus, it is possible to argue that the participants cannot benefit from the support of their organisations to activate their networks for future cooperation in a long-term perspective, and the transfer of experiences into the interviewees' organisations remains limited. At this point, the Module C findings provide valuable insights in terms of overcoming the weaknesses observed at the individual level and increase the impact of the training and support activities both at the individual and systemic levels. Depending on the good practices of the organisations included in the Module C, it is possible to see that the sustainability of the networks and cooperation becomes more feasible when the organisations of the participants assume a more active role in terms of organising follow-up initiatives and transform the individual contacts of the participants into organisational contacts.

The most striking finding of the RAY-CAP Module A and B is related to *the need for improvement with regards to **transfer of (learning) outcomes** from the training and support activities at the individual level into the organisation*. The Module A and B data shows that although the participants share their experiences with their colleagues in their organisations by giving briefings, making presentations or organising trainings, there is not any systematic mechanisms between the participants and their organisations to multiply the benefits of the learning outcomes and/or networking. One of the reason for inefficient transfer of experiences into the organisation

seems to be the limited organisational support for the participants before and after the activities. Before the activity, the support received from the organisations remain at an individual level, rather than at the systemic level. It is observed that there is a lack of organisational needs' analysis in a way to contextualise the learning outcomes of the participants for the benefits of the organisation. This is a factor that limits the potential of learning for developing organisational capacity. In addition, the organisations do not seem to provide further opportunities for the participants to actually put their experiences into practice.

The Module C provides a set of good practices, which can be carefully analysed and adopted by the youth organisations which are engaged in Erasmus+/YiA training and support activities. The experiences of the 15 organisations interviewed within the Module C show that participation in these activities has a great potential for leading to **organisational learning**. Again from the Module C data, some practical steps that can be taken by the organisations to increase such a potential can be observed. For example, greater awareness of the organisations about the benefits of these type of activities and consideration of these benefits as a means of organisational development through identification of the training and support needs of the organisation are proven to be quite effective for organisational learning. This also requires to engage better the participants of the activities into the organisation. Module C inform us that some of the ways of ensuring this is to remain in constant contact with the participants, to inform and equip them about the needs of the organisation, and to support them at all stages of their learning experiences, i.e. before, during and after the activities. As the Module A and B show, the participants' youth work ambitions and future perspectives are considerable developed by the activities. To the extent that the youth organisations can respond to the participants' increased inspirations and motivation for youth work as an outcome of training and support activities, the (learning) outcomes of the participants from the Erasmus+/YiA training and support activities will not only remain at the individual level, but will also create a systemic impact on the organisations and on their youth work practices.

In this context, the findings of the Module C point out to the significant role of **the teams** in the organisations to initiate and implement mechanisms of transfer, or to find new and innovative ways of transferring the learning outcomes to the organisations. Accordingly, Module C suggests that the characteristics of "good" teams are that they are extensively involved in the identification of the needs of the organisations through participatory processes; they make the decisions for selecting and attending to a training and support activity; they are

involved in the process of preparing the participant to the training and support activity as a collective effort within the organisation; and they also ensure dealing with new project ideas and networks/partners arising from training and support activities. These are to suggest that teams and their collective working practices can ensure better transfer of outcomes of the training and support activities into the organisations.

When considered generally, the findings of the RAY-CAP research show that Erasmus+/YiA training and support activities create a considerable potential for development. This potential emerges as competence development at the individual level and capacity development and organisational learning at the systemic level. Creating synergies between those two levels and ensuring that benefits at two levels meet and mutually support each other under the roof of the youth organisations will surely have a positive impact on the youth work and youth work practices. In this regard, the role of the youth organisations, especially with regards to ensuring the transfer of learning outcomes into the organisations, is crucial.

References

European Commission (2018). Erasmus-Plus-Programme-Guide (en). Version 1. Retrieved from http://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/files/resources/erasmus-plus-programme-guide_en.pdf

European Union (2013). Official Journal of the European Union. REGULATION (EU) No 1288/2013 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 11 December 2013 establishing 'Erasmus+': the Union programme for education, training, youth and sport and repealing Decisions No 1719/2006/EC, No 1720/2006/EC and No 1298/2008/EC. Retrieved from <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32013R1288&from=EN>

Minutes of the RAY-CAP Working Group Meeting in Berlin (2018). Retrieved from https://www.dropbox.com/home/RAY%20CAP%202016_17_18/Researchers%20and%20WG%20meeting%20Berlin%20January%202018?preview=RAY+CAP_Berlin+Meeting+Minutes_20180215.pdf

Otten, H. (2009). *Ten Theses on the Correlation between European Youth Work, Intercultural Learning and the Qualification and Professionalisation Demands on Full and Part-time Staff Working in such Contexts*. <http://www.nonformality.org/wp-content/uploads/2007/11/ten.pdf>

RAY-CAP Interim Transnational Report (2017) prepared by Bammer, Doris; Karsten, Andreas and Müller, Sandra. *Interim transnational report of module (A): Self-perceived competence development of project participants (youth workers/youth leaders)*, Exploring Erasmus+: Youth in Action, The impact of the programme on youth workers' competences, Research project on competence development and capacity building in ERASMUS+: Youth in Action (RAY-CAP), published by the Generation and Educational Science Institute, Vienna.

Annex I: List of Interviewees in the RAY-CAP Module A and B National Database

Category	Type of Activity	Sex	Age (by 2016)	Project Title / Number	1 st Interview Date	2 nd Interview Date	3 rd Interview Date	Venue of Activity	Residency of Participant	Organisation of the Participant
TCA	Training course	Male	23	Communication Matters II Training Course	26.02.2016	15.05.2016	2.03.2017	Malta	Ankara-Kirikkale	Natural Life Association
TCA	Seminar / Conference	Male	42	Peer Learning on Work with Young People in Closed Institutions	22.02.2016	13.05.2016	1.03.2017	Letonia	Karaman	Karaman Ministry of Family and Provincial Directorate
TCA	Partnership Building Activity	Female	28	Making the Difference 3: A North-South Partnership Building Activity	19.05.2016	25.08.2016	30.05.2017	Portugal	Kilis	Green Crescent Association
TCA	Seminar / Conference	Male	33	Formal-Non-Formal Youth Work in School Seminar	23.04.2016	26.07.2016	30.04.2017	Estonia	Bursa	Bursa Ministry of National Education Provincial Directorate
TCA	Training course	Male	39	NFL-Business Training Course for Youth Workers	9.05.2016	21.06.2016	30.05.2017	Poland	Artvin	Hopa Adult Educa. Centre
TCA	Training course	Female	28	Life Love Youthpass 2 Training Course	27.02.2016	13.05.2016	1.03.2017	Spain	Balıkesir	Youth Social Development Association
KA1 MoYW	Training course	Female	23	Lifeline Water (Cansuyu) (2015-2-TR01-KA105-023199)	18.02.2016	31.05.2016	14.03.2017	İstanbul/Turkey	Ankara	Freedom Research Association
KA1 MoYW	Training course	Male	28	Non Formal Education of The Physically Handicapped in Sport (2015-3-TR01-KA105-024777)	20.04.2016	2.07.2016	25.04.2017	Çanakkale/Turkey	Çanakkale	Active Youth and Sports Club Association
KA1 MoYW	Training course	Female	21	Keep Educate Your Skills about Employment (2015-3-RO01-KA105-022654)	18.04.2016	18.06.2016	30.04.2017	Romania	Ankara	Active Youth and Sports Club Association
KA1 MoYW	Training course	Female	26	Reducing Early School Leaving Through Art (2015-3-TR01-KA105-024498)	14.06.2016	25.08.2016	17.06.2017	Gaziantep/Turkey	Gaziantep	Dramatopia

Annex II: List of Organisations in the RAY-CAP Module C Sample of Turkey

Id No.	Type of Organisation	Year of Establishment	Type of Erasmus+ YiA Projects within reference period	Number of Interviewees	Type of Interview	Date of Interview
TR-01	Public organisation	2013	8 TCA // 1 KA1-TNYW	2	Face-to-face	1 March 2018
TR-02	Public organisation	2016	2 TCA // 2 KA1 non-TNYW	1	Face-to-face	30 March 2018
TR-03	NGO	2014	2 TCA // 4 KA1 - TNYW	2	Face-to-face	27 April 2018
TR-04	NGO	2012	2 KA1-TNYW // 1KA3	1	Telephone	17 May 2018
TR-05	NGO	2006	1 TCA // 4 KA1-TNYW 2 KA3 // 8 KA1 non-TNYW	1	Telephone	15 May 2018
TR-06	NGO	2008	1 TCA // 5 KA1-TNYW 1 KA1 non-TNYW	2	Face-to-face	28 April 2018
TR-07	NGO	2009	1 TCA (1 hosting) // 1 KA1-TNYW 11 KA1 non-TNYW	1	Telephone	30 April 2018
TR-08	Public organisation	2013	4 TCA // 1 KA1-TNYW 1 KA3	1	Telephone	30 April 2018
TR-09	NGO	2010	3 TCA (1 hosting) // 6 KA1 non-TNYW	1	Telephone	5 April 2018
TR-10	Public organisation	2012	7 TCA (1 hosting) // 1 KA2 7 KA1 non-TNYW	2	Face-to-face	6 April 2018
TR-11	NGO	2014	2 TCA (1 hosting) // 2 KA1-TNYW 2 KA3	3	Face-to-face	19 April 2018
TR-12	Public organisation	2014	6 TCA // 7 KA1 non-TNYW	1	Face-to-face	13 April 2018
TR-13	Public organisation	2011	5 TCA // 3 KA1 non-TNYW	1	Telephone	2 May 2018
TR-14	NGO	2002	9 TCA (1 hosting) // 1 KA1-TNYW 1 KA2	1	Face-to-face	9 April 2018
TR-15	NGO	2012	1 TCA // 4 KA1-TNYW 9 KA1 non-TNYW	1	Face-to-face	14 May 2018