

**Research-based
analysis of European
youth programmes**

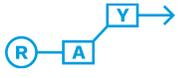
Exploring Erasmus+ Youth in Action

EFFECTS AND OUTCOMES OF THE ERASMUS+ YOUTH IN ACTION PROGRAMME

NATIONAL REPORT TURKEY 2020

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ANKARA, 2020



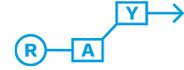


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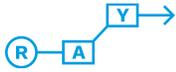


1. INTRODUCTION:

RAY-MON TURKEY 2020 is prepared to present and share the findings of the RAY research. This year, it is prepared in a novel format, in the form of questions and answers. We hope you will find this more format a more engaging, interesting and easier way of communicating our findings. While a lot of time and energy is devoted to make our research vigorous and informative, and numerous methods are utilized to ensure it is valid and reliable, it appears that we also need to invest some effort to communicate the research in the most efficient and engaging way.

We have explored and did our research on “how to communicate research” and what you are holding in our hands is the result. Normally, in the previous years, several activities were organized to present the findings and launch the report. However, due to the ongoing Covid-19 pandemic, any face to face encounter seems not possible, at least for the year 2021. Thus, we have structured this report in a manner of a face to face interaction, a meeting between the researcher and the audience. The audience is asking questions which are answered by the researcher. We are aware that the list of questions we have come up with is not exclusive. There remain numerous questions we did not/ could not address in this report. However, we are confident that we managed to cover all basic questions that would give a detailed insight to our research and its findings.

We sincerely hope you find this report useful and informative for your line of work, whether you are from the practice, research or policy making sides of youth work and related fields. Please do follow our ongoing research on different topics, themes and events.



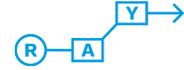
2. Q. WHAT IS RAY-MON PROJECT?

RAY-MON is the short form of *Research-based analysis and monitoring of Erasmus+ Youth in Action*. It is a research project that explores effects and outcomes of the Erasmus+ Youth in Action Programme from the perspective of project participants and project leaders. The aim of RAY-MON project is to contribute to quality assurance and quality development in the implementation of Erasmus+ Youth in Action, to evidence-based and research-informed youth policy development and to a better understanding of learning mobility in the youth field.

The objectives of RAY-MON project are to explore:

- the effects of projects funded through Erasmus+ Youth in Action on the actors involved, in particular on project participants and project leaders/team members, but also on their organisations and on the local environments of these projects;
- the access to Erasmus+ Youth in Action at the level of young people (in particular of young people with fewer opportunities) as well as at the level of organisations, bodies and groups in the youth field;
- the profile of participants, project leaders/team members and organisations/groups/bodies involved in Erasmus+ Youth in Action projects;
- the development and management of funded projects;
- the implementation of Erasmus+ Youth in Action.

This report is the analysis of the data collected through two surveys conducted in November 2019 and May 2020 to the project participants and project leaders/team members that took part in Erasmus+ Youth in Action projects.



3. Q. WHAT IS RAY RESEARCH NETWORK?

RAY-MON is part of the RAY Research Network is an open and self-governed European research network. It is formed by 36 National Agencies of Erasmus+ Youth in Action & European Solidarity Corps programmes from 34 countries and their research partners. The RAY Network (then called ‘Research-based Analysis of Erasmus+ Youth in Action’) was founded in 2008, starting with one research project, the Monitoring Surveys of Erasmus+ Youth in Action, in 2009. In 2019 it has officially changed its name to ‘Research-based Analysis of European Youth Programmes’, involving now also research related to the European Solidarity Corps.

3.1. Q. IS RAY NETWORK DOING OTHER RESEARCH PROJECTS?

RAY Network has six ongoing research projects as of 2021 and two projects that have been completed in 2020. In addition to RAY -MON, the research projects are:

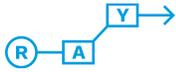
RAY COR, Impact of the Corona Pandemic on youth work in Europe

RAY INNO, Research project on the impact of Key Action 2: Cooperation for innovation and the exchange of good practices;

RAY LEARN, Research project on organisational development and learning of organisations in the European youth sector;

RAY PART, Research project on approaches to participation and citizenship education and learning in the European youth programmes;

RAY SOC, Research-based Analysis and Monitoring of the European Solidarity Corps



RAY Network also completed two long-term studies in 2020, namely:

RAY CAP, Research project on competence development and capacity building in Erasmus+ Youth in Action;

RAY LTE, Research project on long-term effects of Erasmus+ Youth in Action on participation and active citizens.

3.2. Q. WHERE CAN I FIND MORE INFORMATION ON RAY NETWORK AND OTHER RESEARCH PROJECTS?

You may find detailed information, description, data analysis, findings and fact sheets on all research projects at the research portal of the RAY Network:

<https://www.researchyouth.net/>

You may find Turkey specific reports and findings at the web page of the Turkish National Agency:

<https://www.ua.gov.tr/>

On this website, you may also find the analysis and reports from previous years, in English and Turkish, under the subsection: *Publications*.

4. Q. WHICH COUNTRIES DOES THIS REPORT ANALYZE?

This report is specific to Turkey and analyses on the data from participants and project leaders/team members from Turkey. As part of RAY Network working principles, each member National Agency analyses and publishes national findings reports. Transnational analysis and

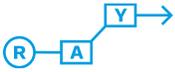


reports are made by the RAY Network research team and are available in the network portal mentioned in previous question.

5. Q. WHAT IS THE METHODOLOGY OF THIS REPORT?

This report is the analysis of the two online surveys conducted in November 2019 and May 2020. The surveys are multilingual and standard for all the RAY Network members. They are sent via a link by the RAY Network research headquarters to the all project participants and project leaders/team members that took part in Erasmus+ Youth in Action projects, respecting their anonymity and in accordance with the GDPR of the EU and the KVKK of Turkish law. The surveys are on voluntary basis so the recipients are free to choose to participate or not. For RAY -MON 2019/2020 study, participants and project leaders/team members of projects with an activity end between 1 January and 31 December 2019 were surveyed.

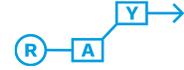
All RAY -MON research partners use the same two multilingual online surveys –one for participants and one for project leaders/team members of E+/YiA-funded projects. These surveys were created based on the previous studies and adapting the questionnaires to the E+/YiA programme. These questionnaires were used for three survey cycles, in 2015/16, 2017/18 and 2019/2020. Following the analyses of the RAY monitoring surveys in 2015/16 and in 2017/18, the questionnaires were reviewed and slightly modified, leaving most of the questions and items unchanged. Therefore, it is possible to make comparisons between the three RAY monitoring survey cycles between 2015 and 2020, and to analyse the development of E+/YiA over the full programme period.



The questionnaires mainly consist of closed/multiple-choice questions, sometimes providing an open text field under the item “other”, and one open question at the end of the questionnaire. For the people participating in projects funded by the Turkish NA, in November 2019 wave, 534 ex participants and in May 2020 687 ex participants have received the link with the survey. 231 surveys for November wave and 246 surveys for May wave were taken into analysis after the data cleaning.

For the people participating in projects funded by the Turkish NA, for the project leaders/team members, 113 people received the link in November 2019 and 251 people in May 2020. Out of these people, 59 responses for November and 88 responses for May were included in the data set for analysis. The participation in these surveys are completely voluntary. Therefore, the representativeness of the sample is rather problematic, as it only includes those individuals who are willing to take the time and energy to answer such a long survey as well as those who have sufficient technology and internet connection

In line with the previous years, this report uses the ex-participants and ex-project leaders/team members that **were residents** of Turkey when they participated in their projects. They may have participated in projects funded by the Turkish NA and other National Agencies. As the purpose of the analysis is to look at the impact of the projects on young people from Turkey, we have analysed the data set of the respondents who were residents of Turkey at the time of the project. For project participants our survey data has **939 respondents**. For project leaders our survey data includes **179 respondents** whose country of residence/origin was Turkey at the time of the project.



6. Q. DOES RAY -MON RESEARCH COVER ERASMUS STUDENT EXCHANGES?

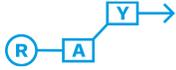
RAY -MON focuses on the youth in action projects and not cover student and teacher mobility projects. The surveys covered the following types of projects/activities: Youth Exchanges (Key Action 1), European Voluntary Service (Key Action 1), Youth Dialogue –meetings between young people and decision-makers in the field of youth (Key Action 3), Mobility of Youth Workers (Key Action 1). Additionally, participants of international Transnational Cooperation Activities of the E+/YiA National Agencies were addressed. Thus, when we analyse differences across activity types, we mainly use the following categories (and their abbreviations in parenthesis):

- Youth Exchanges (YE; Key Action 1)
- European Voluntary Service (EVS; Key Action 1)
- Youth Dialogue (SD/YD; Key Action 3)
- Mobility of Youth Workers (YWM; Key Action 1)
- Transnational Cooperation Activities (TCA)

7. Q. HOW ABOUT THE COVID-19 PANDEMIC? DOES RAY -MON COVER THE IMPACT OF COVID-19 PANDEMIC ON YOUTH SECTOR?

The period of projects that RAY -MON report covers is before the pandemic. However, RAY Network has a special research project, *RAY Cor: Impact of the corona pandemic on youth work in Europe*

The aim of this research project is to document and analyse the effects of the coronavirus pandemic on youth work in Europe, including the European youth programmes, and the response



of youth work across Europe to the pandemic and its effects. This project involves all 36 RAY network members (started in 2020).

More information on the project and findings, reports as well as analysis can be found at the project web site:

<https://test.researchyouth.net/projects/cor/>

8. Q. DO I NEED TO KNOW STATISTICS TO READ THIS REPORT?

This report is the analysis of the quantitative data collected from ex participants and project leaders and teams using questionnaires. However, the results presented is targeted to a non-academic audience, thus mainly the percentage distributions are presented and discussed. No statistical knowledge is necessary.

9. Q. WHERE CAN I GET MORE INFORMATION IF I WOULD LIKE TO BENEFIT FROM ERASMUS+ YIA PROGRAMME?

The Turkish National Agency is the main coordination and implementation agency in Turkey, which offers guidance and information in all mobility and education programmes of the European Commission:

www.ua.gov.tr



10. Q. WHO PARTICIPATED TO THESE PROJECTS FROM TURKEY?

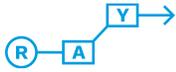
The participation to the youth projects and activities are free of charge and open to all young people that fit into the age criteria for youth exchanges and for all those who work as a youth worker/leader for the related projects.

Our respondents have participated to the above-mentioned project types, and the most of the respondents are participants of youth exchanges (YE) with 44.6 %, followed by Mobility of Youth Workers (YWM) with 23.2 % and European Voluntary Service (EVS) participants with 21.1 %.

Table 1. Participants by Project Types

		Freq	Percent (%)
Project type	EVS	198	21.1
	SD	69	7.3
	TCA	35	3.7
	YE	419	44.6
	YWM	218	23.2
	Total	939	100.0

This is an important information to note prior to further analysis. Each of these projects have different aims, objectives and project durations. As they are different in their nature and implementation, their evaluations and impact on the participants are different. Naturally, a Youth Exchange that lasts for nine days and includes group activities have different level of impact on



the individual than European Voluntary Service, which may last up to one year and the young person is alone in his/her voluntary experience.

In our data set, **56.8 %** of the respondents are female and **42.4 %** are male (with 0.8 % choosing the option *other*). This is not an odd or surprising situation. In general, the youth projects and activities have more female participants than male participants. This is due to a combination of social, cultural and economic reasons that are beyond the scope of this report. The issue to take note of is, in 2019-2020 period, the general tendency of more female participants than males continued and did not display a change in trends. In 2018 RAY -MON report for instance, the gender distribution of the sample is also similar, 46.1 % male and 53.9 % female.

Table 2. Gender by project type (%)

		EVS	SD	TCA	YE	YWM	Total
Gender	Female	60.0%	55.1%	48.6%	56.2%	56.9%	56.8%
	Male	39.5%	44.9%	51.4%	42.8%	41.7%	42.4%
	Other	0.5%	0.0%	0.0%	1.0%	1.4%	0.8%
Total (N=935)		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

When analysed by project types, it is seen that the distribution and project type selections vary by gender. The EVS stands out as particular, as 60 % of the EVS participants are female and 40 % of them are male. On the contrary, it seems that TCA activities, which are more professional oriented is the only area where there is significant difference between male and female participants, 51.4 % of respondents are male and 46.4 % are female.

11. Q. WHERE ARE THE PARTICIPANTS COMING FROM?

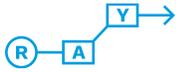


The respondents come from all around Turkey. However, as the projects are organized and implemented through youth organizations, naturally, big metropolitan city centers are represented more. There are more youth organizations and universities, which are generally prime locations where the participants are recruited from, in bigger cities and towns, which in return, send more participants. In our sample, 3 out of 4 respondents come from a metropolitan area that has a population of 500.000 or more people, and 12 % of them come from smaller urban areas that has 100.000 to 500.000 inhabitants. This is also related with the demographic distribution of Turkey. According to the official demographic statistics of Turkey, majority of the population (almost 78 million people) live in province and district centres and only 6 million people reside at towns and villages (TUIK 2020)¹ Majority of the youth population also resides in province centres and urban areas, which affects this statistic as well. In fact, considering that 93% of the population in Turkey live in province and district centres, it appears that the youth programmes do a very good job in reaching out to rural areas and mobilize people from all kinds of places.

Table 3. Participants come from... (%)

... a metropolitan area (more than 500,000 inhabitants).	74.7 %
... an urban area (100,000 to 500,000 inhabitants).	12.2 %
... a suburb of an urban/metropolitan area.	1.5 %
... an intermediate area (more than 25,000 and less than 100,000 inhabitants).	6.2 %
... a small town (5,000 to 25,000 inhabitants).	2.0 %

¹ <https://data.tuik.gov.tr/Bulten/Index?p=Adrese-Dayali-Nufus-Kayit-Sistemi-Sonuclari-2020-37210>



... a rural area close to an urban/a metropolitan area (fewer than 5,000 inhabitants but within 45 minutes' travel time to a city with more than 100,000 inhabitants)	1.6 %
... a rural area (fewer than 5,000 inhabitants and more than 45 minutes travel time to a city with more than 100,000 inhabitants)	1.9 %
Total (N=939)	100.0 %

12. Q. HOW DO THEY LEARN ABOUT THE PROJECT OPPORTUNITIES?

Participation in Erasmus+ YiA projects are open to all interested parties and the information is available through numerous channels. Youth organizations and youth workers that organize, participate in youth projects and activities, organizations that cooperate in different activities share opportunities widely with their networks. Word of the mouth, through the participants of previous projects who recommend to their peers to participate in similar projects is also a very important information sharing network.

Turkish National Agency, the European Commission and related support institutions also provide open information and share opportunities, calls for participants through their networks and through their public information outlets, such as social media and newsgroups.

Our survey data demonstrates that the most popular source of information for participants in 2019/2020 is the youth organizations / associations, with almost half of the respondents indicating that they got to know about the project through a youth organization. The second most popular source of information about the project is the word of the mouth, sharing information through friends/acquaintances with 36 %. These are the two most popular choices and there is a



significant difference with the rest of the offered sources of information. The third most popular source is the formal education institutions: schools, college and university, with 13.5 % and informal youth groups follow with 10.5 %. Interestingly, the same number of respondents indicated that they got to know about the project through information in a newspaper/magazine, on the radio, TV, internet (10.5 %). The National Agency and its information outlets were the source of information for 10 % of the cases.

Table 4. I got to know about the project... - *Multiple choices allowed*- (%)

Through a youth organisation/association	45.10%
Through friends/acquaintances	36.00%
Through school, college or university	13.50%
Through an informal youth group	10.50%
Through information in a newspaper/magazine, on the radio, TV, internet	10.50%
Through information from a National Agency of Erasmus+ (Youth in Action) (e.g. through a direct mailing, information material, poster, website, information event, consultation etc.)	9.80%
Through another type of organisation/association	8.00%
Through a youth centre	6.80%
Through a SALTO-YOUTH Resource Centre*	5.20%
Through the Eurodesk network	4.50%
Through information by or on the website of the European Commission	4.00%
Through information from a regional agency/office of the National Agency (e.g. through a direct mailing, information material, poster, website, information event, consultation etc.)	3.20%
At work (e.g. colleagues, information at work etc.)	2.90%
(N= 1456)	



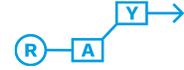
In the light of this finding, it is important to note that the youth organizations and associations should not only be approached as project applicants and implementors, but also important information sources. They are the first step for many young people to hear about and be mobilized for participating in Erasmus + projects. Similarly, the informal networks among young people also appear to work efficiently. The social networks of young people seem to be central in disseminating the information about the projects and opportunities. Thus, ex project participants should also be approached and utilized as potential multipliers and dissemination agents.

The importance of ex participants acting as multipliers is clearly demonstrated in our findings as well. Almost all of the respondents (96 %) agree or strongly agree that they would recommend other people to participate in a similar project.

Table 5. Recommend participating in or starting a similar project to other people (%)

Strongly agree	82.4 %
Agree	14 %
Strongly disagree	2.6 %
Disagree	1.1 %
Total (N=939)	100 %

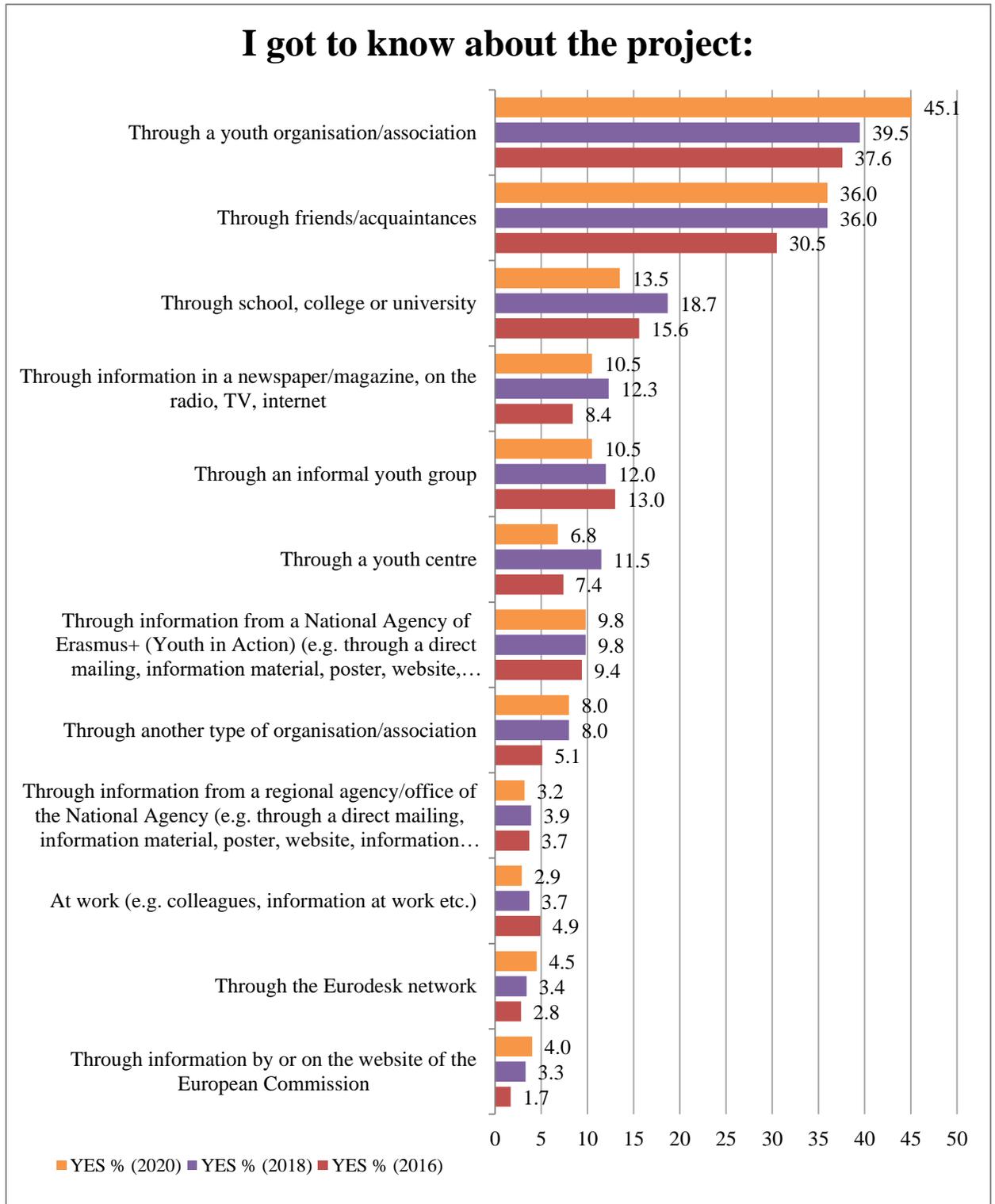
12.1. Q. DID THE SOURCE OF INFORMATION CHANGE OVER TIME?

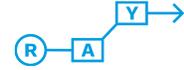


One of the advantages of RAY -MON is the fact it is done overtime, repeated every two years. Having a comparative data allow us to look into changes over the years and to identify shifts and trends.

When compared with the findings of earlier RAY -MON surveys, we observe that there is no radical change in the sources where young people learn about the project possibilities and opportunities. Youth organizations/associations are clearly increasing over the years as a source of information for young people: in 2016, 37.6 % of the respondents have identified youth organizations as their source of information for the project they have participated, and by 2020, this figure raised up to 45.1 %.

Graph 1. Information sources change over time *Multiple choices allowed (%)*



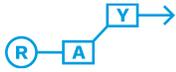


13. Q. ARE THE PROJECTS INCLUSIVE FOR YOUNG PEOPLE WITH FEWER OPPORTUNITIES?

Inclusion and diversity are crucial and essential dimensions of the Erasmus + YiA programme. Young people with fewer opportunities and young people coming from diverse backgrounds are encouraged to take part in activities. Similarly, it is part of the programme guidelines that the organizations that benefit from these funds should have an inclusion strategy to ensure that young people with fewer opportunities and with diverse backgrounds have access to participation to the activities.

RAY -MON research pays close attention to the inclusion and diversity aspects of the projects, and devotes time and energy to evaluate this dimension. The survey includes a series of detailed questions encouraging the respondents to assess both their own conditions and the inclusion aspect of the projects they have participated in.

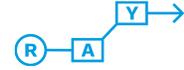
One item that is looked into is the employment issue. 10.50 % of the respondents stated that they spent at least 3 months unemployed during the 12 months BEFORE the project. In fact, when the occupations of participants before the project are analysed, it is clear that they come from very diverse backgrounds. The most striking fact that 72.2 % of the respondents were students before the project started. This strongly highlights the fact that participation in the Erasmus+: YiA projects is very much a student-oriented issue, although being a student is not a pre-requisite, and there are education programmes such as student mobility schemes targeted solely for young people in formal education. This issue is rather related to the legal consequences, as for Turkish citizens



need visas to travel abroad to other European states, even for activities organised under the European Commission programmes. Obtaining a visa is a very difficult process, with strict requirements. Being a student is often a very important factor, as the authorities consider being enrolled in a formal education programme is essential to guarantee the applicant returning to country after the activity. For a young person who is not in formal education and is not able to present a series of financial guarantees through employment or family resources, it is rather difficult to obtain a visa. Thus, the percentage of students in learning mobility schemes is very high. Second reason is the social and cultural norms in Turkey, which consider and encourage such activities as part of learning and education processes and to be done during student times. Once somebody is a graduate, they are expected to invest their time and energy more in employment and career path rather than taking part in such mobility, voluntary based youth activities.

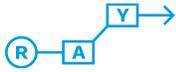
Table 6. Occupation: During the 12 months BEFORE the project, I spent at least 3 months
Multiple choices allowed- (%)

... in education or training.	72.20%
... employed full-time.	27.90%
... a volunteer.	27.00%
... employed part-time.	20.80%
... an intern/doing a work placement.	12.30%
... unemployed.	10.50%
... self-employed.	7.90%
... not in paid work, education or training (e.g. taking care of children, relatives, household etc.).	2.40%
Total (N=1446)	



Another approach to assess fewer opportunities is through the self-evaluation of the respondents themselves. In one question, they are asked to compare themselves with the rest of the young people living in Turkey. They were given the prompt, “*Compared to the way other people of your age/peers live in your country, do you think that you are getting your ...*” and asked to assess whether they were getting *more*, *less* or *much less* or *fair* share of opportunities. The result is rather striking: around 50 % of the respondents stated that they were getting *less* and *much less than their fair share of opportunities*, indicating that they evaluate themselves with lesser opportunities than their peers. 41 % of the respondents have stated that they were getting their *fair share* of opportunities, while 9 % believes they were getting more than their fair share of opportunities. Compared with other RAY countries, participants from Turkey have a much more pessimistic view of their own situation. For instance, the ratio of all RAY countries participants who believe they are getting a fair share of opportunities is 55 %, compared with Turkey’s 41 %. The picture becomes bleaker when comparing the statement where young people state they receive *much less than their fair share of opportunities*: respondents from Turkey agreed with statement with 18.3 %, while for RAY countries the average is much less, 5.7 %. Those who feel they receive *less* is also double the RAY countries average: 17.5 % for RAY average and 32.1 % for participants from Turkey. This finding points to the fact that young people from Turkey are assessing their own situation in a more negative perspective and they are different than the average of RAY countries radically in their beliefs in receiving their share of opportunities.

The survey also investigates the obstacles that the participants face in their everyday lives. They were given a list of areas and asked whether they feel that they are faced with obstacles in



that area. The results are in line with other items of self-evaluation: majority of the respondents believe they feel some sort of obstacle in one of the aspects of their everyday lives.

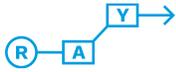
Table 7. Facing obstacles in everyday life *Multiple choices allowed- (%)*

... in accessing work and employment?	67.80%
... to your active participation in society and politics?	55.70%
... to mobility?	43.50%
... in accessing education?	26.80%
... in some other way?	20.50%
Total (N=1296)	

Almost 7 out of 10 respondents believe they face obstacles in accessing work and employment, and more than half of the respondents believe there are obstacles for them to actively participate in society and politics. Another high figure, 43.5 % is in the field of mobility. Thus, having participated in a Erasmus+: YiA project is considered an important achievement and overcoming of obstacles for young people.

Table 8. Type of projects by obstacles faced in life *Multiple choices allowed*

	... project with young people such as an exchange of groups of young people (Key Action 1 – Youth Exchange).		... European voluntary service project/volunteering project (Key Action 1 – EVS/VOL).		... meeting between young people and those responsible for youth policy (Key Action 3 – 'Structured Dialogue/Youth D		... project for/with youth workers and/or youth leaders (Key Action 1 – Mobility of Youth Workers or a TCA activity		Don't know or don't remember		Overall	
	N	% (nYE=256)	n	% (nEVS= 148)	n	% (nSD/YD=59)	N	%(nTCA=109)	N	%(nDK=33)	N	%(nTotal=605)
... in accessing work and employment?	173	67.6 %	118	79.7%	38	64.4%	61	56.0%	20	60.6%	410	67.80%
... to your active participation in society and politics?	130	50.8%	78	52.70%	39	66.10%	74	67.90%	16	48.50%	337	55.70%
... to mobility?	101	39.5%	66	44.60%	32	54.20%	54	49.50%	10	30.30%	263	43.50%
... in accessing education?	74	28.9%	40	27%	20	33.9%	22	20.2%	6	18.2%	162	26.80%
... in some other way?	52	20.30%	30	20.30%	12	20.30%	25	22.90%	5	15.20%	124	20.50%



As part of our analysis, we also wanted to see if there is a difference in participants of different projects in terms of their belief of facing obstacles. As the question on obstacles allowed the respondents to check all options they want, we have compared the case selection for each item across participants of different projects. In other words, we have looked how many people from each project have selected each of the obstacle items.

The participants of European Voluntary Service and volunteering projects have stated that they face obstacles in accessing work and employment with a very clear majority, almost 80 % of them choosing this option. On the contrary, the participants of TCA and Youth Worker mobility projects were the lowest among all participants to state that they face obstacles in this aspect, albeit still a very high percentage, 56 %. Considering the nature of these projects, which are specifically targeted at youth practitioners, who are most probably employed at the time of their project, it is reasonable that these participants are lower than other project participants. Yet, it is still more than half of them, which is very significant. In contrast, the participants of TCA and Youth Worker mobility projects have the highest percentage in their belief in another obstacle, active participation in society and politics, with 67.90 %, significantly higher than participants of other projects, especially from the participants of Youth Exchange projects, where 50.80 % have selected this option, with 18 percentage points difference.

One more issue that deserves attention is the difference of ex participants of Structured Dialogue from other project participants in terms of obstacles to mobility. Structured Dialogue projects mainly take place at national level with no international mobility involved. Thus, a higher percentage of SD participants have stated that they face obstacles to mobility, 54.20 %, compared

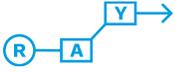


with Youth Exchange participants, where a lower percentage of them selected this option, 39.50 %.

With such high percentages of respondents stating that they face different obstacles, RAY -MON also asks the participants about the reasons and nature of the obstacles they face. Those individuals who have stated that they face some sort of obstacle in their lives were given a list of different options to choose from, and they were asked to choose all those statements that fit to their own situations. The top seven responses are presented below. As seen in the table, the top reason for facing obstacles in live is economy related. 67.90 % of the respondents who mentioned in the previous question that they face one or more type of obstacles in live believe that this is related with their financial situation. Having low educational attainment/achievement is the second most popular choice, albeit much lower than the financial one, with 28.40 %. The following items that are linked with obstacles are gender, family responsibilities, belonging to a disadvantaged or discriminated or to a minority group.

Table 9. Types of obstacles faced *Multiple choices allowed- (%)*

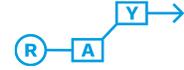
Not having enough money	67.90%
Low educational attainment/achievement	28.40%
My gender	18.10%
Family responsibilities and/or ties	17.90%
Belonging to a disadvantaged group	17.30%
Belonging to a group that is discriminated against	16.90%
Belonging to a cultural/ethnic/religious minority	16.70%
Total (n=1263)	



The analysis so far focused mainly on the self-evaluations of the project participants, to report their own perceptions of facing obstacles. RAY -MON also collects data from the Project Leaders and team members who take role and responsibility in the youth projects under investigation. They are also asked about the participants who took part in the projects they work in. When they were asked whether young people with fewer opportunities or with special needs participate in the project they worked in, an astonishing 63.7 % of them said *Yes*. When asked what kinds of obstacles young people in their projects faced, the top item is the same with the self-evaluations of the participants: *Not having enough money* (79 %). The second item, however, is different. While for participants it was about not having high educational attainment, for the project leaders, the second biggest obstacle faced by some of their participants is *belonging to a disadvantaged group* (42.9%).

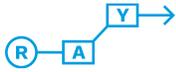
It is rather normal to have differences in the observations and reports of the participants with those of the project leaders. In general, the project participants tend to underreport as well as hold back certain information that they may consider not suitable (i.e. belonging to a certain disadvantaged group), while the project leaders would be more open and inquisitive on such issues as they are required professionally to assess the inclusion and diversity issues as part of the reporting.

Some of the projects included international mobility, therefore, the projects offering this chance to a larger group of young people is a very important contribution. It indicates that it helps a certain segment of young people to gain international mobility experience, which they could not get until their project. This is an important aspect of inclusion dimension of the programme. In



2016, 20% of the respondents indicated that the project experience was their first time travelling out of Turkey; this figure rose to 34,7% in 2018. In 2020 data, 31.4 % of the respondents have indicated that they have never been abroad before this project. That translates to 1 out of 3 participants have had the opportunity for international mobility through Erasmus + for the first time. Furthermore, of those who have been abroad before this project, 36.7 % stated that they have participated in a Youth Exchange, which means they are returning participants. Turkey is very particular and stands out on this issue of international mobility. When compared with other RAY countries, Turkey has by far the highest rate of people who have never travelled abroad before the project, with 31.4 %. According to RAY -MON transnational report 2020, available at RAY Network web site, many other European states have 0 – zero- participants who have never been abroad before the project, proof that international mobility opportunities are wider and richer for other European young people. Only Romania has somehow a close figure, 10 %, and even that is 20 percentage points below than the rate of participants from Turkey. Almost all other RAY partners have figures below 10 %, and the average for all RAY -MON transnational data is only 6.7 % who indicates that the project they participated offered the first chance to travel abroad.

In conclusion, RAY -MON analysis clearly demonstrate that the projects are not exclusive and include young people with different backgrounds and young people with fewer opportunities who face one or more different kinds of obstacles in lives, ranging from economic and financial to belonging to certain disadvantaged groups.



14. Q. WHY DO THE YOUNG PEOPLE PARTICIPATE IN THESE PROJECTS? WHAT ARE THEIR MOTIVATIONS?

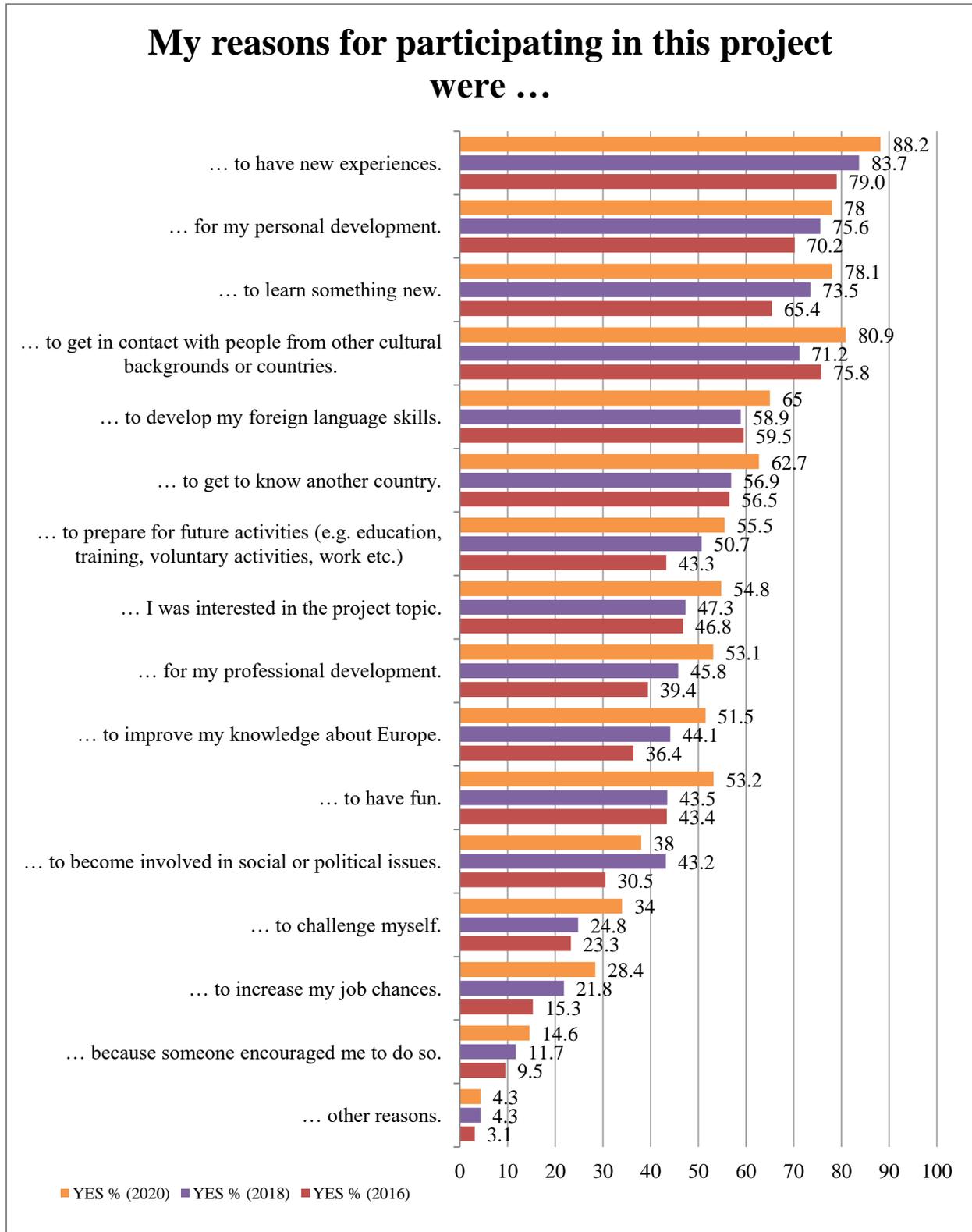
The Erasmus + projects are great opportunities for learning mobility and shaped around the principles of non-formal and informal learning. They offer all individuals involved a chance to contribute to the society while benefiting from a unique learning and development opportunity that is outside the formal education structures such as schools. Thus, learning is central to the youth projects organized in this programme.

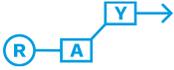
The findings of our surveys confirm that the participants were all aware of this learning dimension and it constituted one of their key motivations. Similar to previous years, the most popular motivation to participate is *to have new experiences* which was selected by almost 90 % of the respondents. The second most popular reason, selected by 80 % of the participants is *to get in contact with people from other cultural backgrounds or countries*. This is a major change compared with the previous years, as this reason in 2018 was at the 4th place with 71.2 %. It seems that this particular group of project participants were more keen on establishing international contacts compared with the participants from the last wave in 2018, where for them it was more important to have *personal development* (75.6 %) in the second place and *to learn something new* in the third place with 73.5 %.

Personal development and *to learn something new* are still very high motivations to participate in projects. Our 2020 data analysis demonstrate that both options were selected by 78% of the respondents as the reasons for participating in the project.



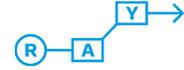
Graph 2. Motivation to participate *change over time* Multiple choices allowed (%)





14.1. Q. ARE MOTIVATIONS DIFFERENT ACROSS PROJECT TYPES?

The data analysis demonstrates that young people with different motivations tend to choose projects that they consider more fitting to their expectations. For instance, *to have fun* as a reason to participate in a project is selected at a much higher percentage (61 %) by participants from projects with young people such as an exchange of groups of young people (Key Action 1 – Youth Exchange). When compared for instance, only 29.6 % of participants from meeting between young people and those responsible for youth policy (Key Action 3 – ‘Structured Dialogue’) have selected *to have fun* as a motive. Another example is the motivation to increase employment chances. This reason is most popular among participants from European voluntary service project/volunteering project (Key Action 1 – EVS/VOL), with 40.1 % of them stating they participated to increase their job chances. This is significantly higher than the average, 28.4 % and drastically higher from the participants of meeting between young people and those responsible for youth policy (Key Action 3 – ‘Structured Dialogue’) with 12.3 %. These findings are important to conclude that people do not participate in any project that comes their way, and have a rational selection process that tries to match their expectations with different project types.



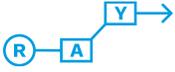
15. Q. ARE THE PARTICIPANTS SATISFIED AT THE END OF THE PROJECT?

The overall level of satisfaction after the project is very high. The concept of satisfaction is operationalized through a series of measures with RAY -MON surveys. These include whether the participants would participate in a similar project again, whether they would recommend others to participate in a similar project, whether they felt part of the project development and implementation as well as whether they felt integrated to the overall project. There is also one final assessment question on whether the participants believe participation in this project contributed to their overall personal development.

In all above measures, the findings are very positive, indicating that the projects were satisfactory and successful from the assessments of participants.

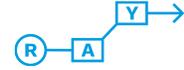
It is also important to note that these indicators are highly interlinked with the motivations of the participants. The findings indicate that the youth is highly satisfied in terms of one of their essential motivations to take part in such projects, mainly that of personal development as emphasized above. Accordingly, they do not only *recommend other young people to participate in similar projects*, but also *plan to participate in similar projects in the future*. Therefore, it should be emphasized that high satisfaction levels in a project are highly related with factors of *multiplier effect* and *return participation*.

Young people do feel ownership of the projects through contributing to the development and implementation of the projects. 92.5 % of the respondents stated that they contributed to the

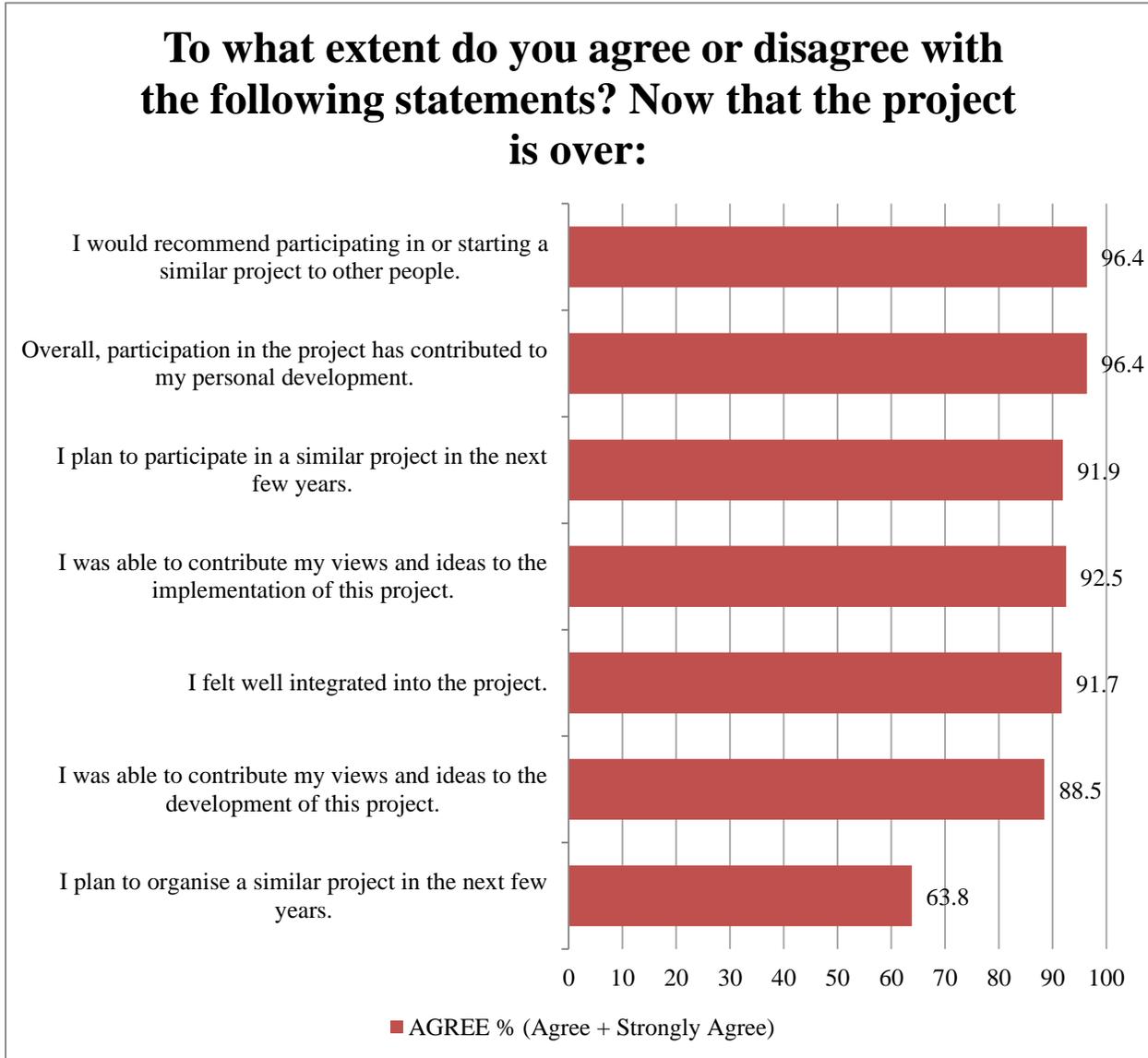


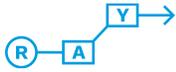
implementation of the project by sharing their ideas and views. 91.7 % feel that they were well integrated to the project while 88.5 % state that they contributed to the development of the project.

It is important to note that 9 out of 10 respondents see themselves as active participants to the projects instead of passive recipients. This is important especially since active involvement of youth in the project development and implementation is one of the main objectives of Erasmus+ Youth projects, which seems to be achieved within the scope of Turkish participants.



Graph 3. General Evaluation and Overall Project Satisfaction (%)





16. Q. WHAT IS NON-FORMAL AND INFORMAL LEARNING IN YOUTH WORK?

The analysis of the RAY-MON data demonstrates that the youth projects, regardless of their type, provide new knowledge to the participants.

Some projects are specifically designed as training courses, where there is a particular curriculum and specific learning outcomes targeted. However, all Erasmus + youth projects are built on the principles of non-formal and informal learning which form the back bone of Youth Work. In the context of the defining features of the youth work, it is argued that youth work is focused on young people and it emphasises voluntary participation and fosters social and personal development, especially through non-formal and informal learning. Accordingly, the key objectives of the youth work include opportunities and activities of social, cultural, educational and political in nature with which young people can shape their own future, having better chances for integration and inclusion in society. Here, accessibility for young people in terms of participation in pre-structured activities becomes a key topic. In addition, youth work entails tackling with societal challenges and trends, and therefore it has to renew its practice and strategies continuously.

The aims of the youth work are highly related to personal development for integration and inclusion into the existed society as well as for adulthood. Defined as such, youth work deals with self-organised young people in organised circumstances of adults and under political impact causing tensions between emancipation and control. In other words, on the one hand youth work is related to the personal development of young people, and on the other hand it has close relationships with politics. As Lauritzen (2006) stated, youth work is located in the context of “out-of-school’ education”, which points out to non-formal or informal learning settings and is



associated with the social welfare and educational system. Considering the argument that, traditional school curriculum alone will not be capable of tackling with current challenges such as digitalisation and technology, media, environmental crisis, economic uncertainty and inequality and dealing with their consequences, cooperation between different educational sectors (non-formal/informal) becomes a promising tool. *Non-formal education* in this regard is considered to be complementary to formal education. Moreover, it is acknowledged that learning takes place in a “learning continuum” (Chisholm et al. 2006; Fennes & Otten, 2008) along the axis of informal and formal, providing more learning opportunities for actors.

In the absence of a generic definition, non-formal education is often related to issues such as process, location and setting, purposes and content. Some key characteristics in non-formal learning includes the development of personal competences with respect to humanistic, democratic values, attitudes and behaviours; and, being mainly organised in structured, goal-oriented settings apart from formal learning/education. While formal learning is institutionalised especially in school or training institutions, where the learning environment is structured and certified; in informal learning incidental learning in daily life and/or non-organised socialisation processes is described. Non-formal learning, on the other hand, implies the absence of formalised structures to ensure a creative, participatory and experiential learning environment, to reflect, experience, generalise or contextualise on acquiring competences (knowledge, skills, attitudes). In non-formal education, individual learning needs are respected and combined with learning goals and expectations from different stakeholders, aiming to empower young people.



Accordingly, the methods of non-formal learning include result, cognitive, affective and practiced-oriented methods to enable quality learning causing particular benefits also in formal education. Learning styles and methods of non-formal education includes participant-centred learning approach (personal development fostered by addressing head, hands, heart and health), integrated-learner approach (i.e. learning from experience in cyclical processes of doing-reflecting-doing), and entrepreneurial learning derived from experiential learning, practical and life-related learning settings. Altogether, these learning styles reflect experience-based learning, learning by doing and a process-centred learning environment. In addition, one of the most important aspect for tackling societal challenges with respect to cultural diversity across Europe is “intercultural learning” (Fennes and Otten, 2008), which encompasses political (building sustainable, participative intercultural societies) and educational (personal enrichment through social and cultural learning in international training/learning settings in terms of empathy, role distance and tolerating ambiguity) notions. In youth work, tolerance of ambiguity relates to intercultural learning and deals with acceptance of ambiguity and multiple unforeseeable confrontations within cultural encounters. In this context, it is possible to argue that “intercultural learning is always political” (Otten, 2009), illustrating the impact of political dimension in the intercultural learning discourse.

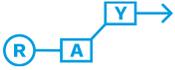


17. Q. WHAT DO THE PARTICIPANTS LEARN IN ERASMUS + YOUTH PROJECTS?

As discussed in the previous question, non-formal education has three dimensions in terms of competence development: Knowledge, in other words, the head; abilities and skills, in other words, the hands and the attitudes, in other words, the hearth. The RAY -MON surveys looks at the evaluations of the participants in the development of all these elements.

To start with knowledge, the participants are invited to assess what they have learnt during the project. The top three most popular choices selected by the participants are very much linked to the overall aims of the programme: *Cultural diversity* (selected by 76 %); *Youth and youth work* (73 %) and *Personal development* (57 %). Compared with the RAY -MON findings of 2018, the results are stable; Cultural diversity was the top of the list in 2018 as well (75 %); personal development (58%) in second place, followed by discrimination and non-discrimination issues in third place (47%).

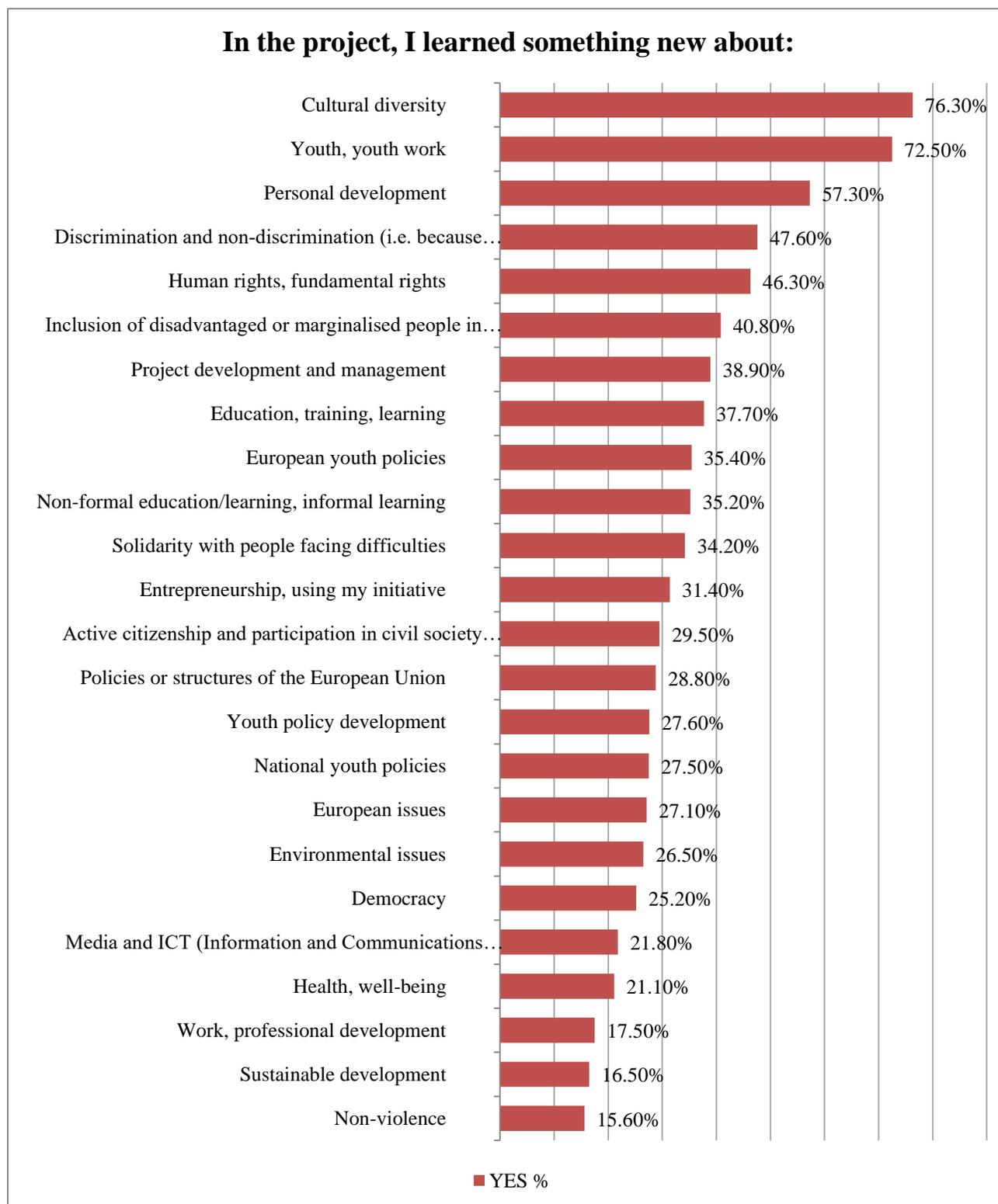
Compared with the rest of the RAY -MON countries, participants from Turkey express very similar learning outcomes to the overall average. The most popular item for all RAY -MON participants is also *cultural diversity* (70 %), followed by *youth and youth work* similar to participants from Turkey, but with a much lower percentage (58 % in contrast to 73 % of participants from Turkey). This indicates that participants from Turkey do have similar learning outcomes with the rest of participants from other RAY countries, but participants from Turkey have a much higher rate of learning in youth and youth work related issues. The third place is

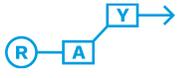


different however; for participants from Turkey it is personal development (58 %) while for RAY -MON average it is the non-formal education/learning, informal learning (53 %). This item was selected by only 35 % of participants from Turkey. The third most popular learning item for participants from Turkey, personal development (57 %) is in the fourth place for overall RAY countries (50 %). This also indicates that participants from Turkey has a higher evaluation of their own personal developments through their role in the projects compared to the average RAY participants.



Graph 4. Learning in the projects *Multiple choices allowed (%)*





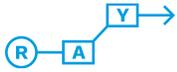


17.1. Q. WHAT ABOUT SKILLS DEVELOPMENT? DID THEY DEVELOP NEW SKILLS?

On the second dimension of competence development, there is the element of *doing things*, as symbolized by hands. The evidence from the survey data indicates that the projects not only provide the participants with new knowledge/information, but project experience gives them the opportunity to gain new skills.

As seen in the graph, the most developed skill is to get along with individuals from different cultural backgrounds, selected by 98 % of the participants. This is definitely a staple skill that is almost guaranteed to be developed. It has been always the most popular answer option in all RAY-MON waves since 2016. The second skill developed is also a stable over time: participating in these projects help and develop team work and the individuals indicate that they are better in cooperating in a team (95 %). Also, very marginally lower is the ability to negotiate and problem solving in the case of different viewpoints (94.1 %).

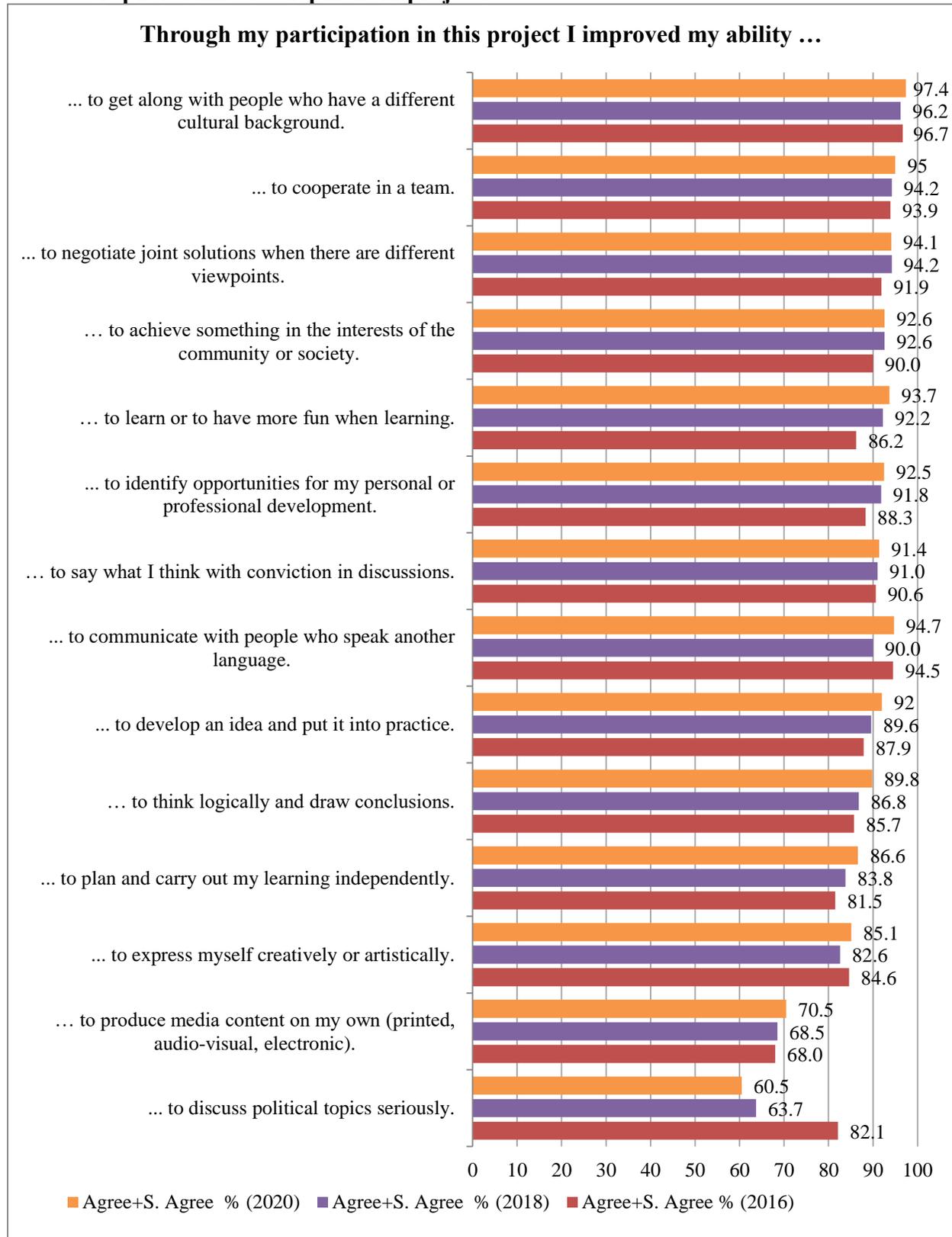
As seen in the graph, competence development is very high in the projects. In nine of the listed items, 9 out of 10 respondents have stated they have improved their ability in various aspects of their personal and professional lives. One item that shows significant decrease compared with different waves is the *ability to discuss political topics seriously*. In 2016, 80 % of the participants have stated that they have improved their ability to have serious political discussions, while it drastically decreased over years, 64 % in 2016 and 60 % in 2020. This can be interpreted not as a shortcoming or decrease in the quality of the projects; but as an outcome of the increased polarization and populism in Europe. The youth work in general and European projects in particular are open to each member of the society, and is required to have a safe space for all viewpoints. As the political sphere is overcharged, youth organizations and participants are very



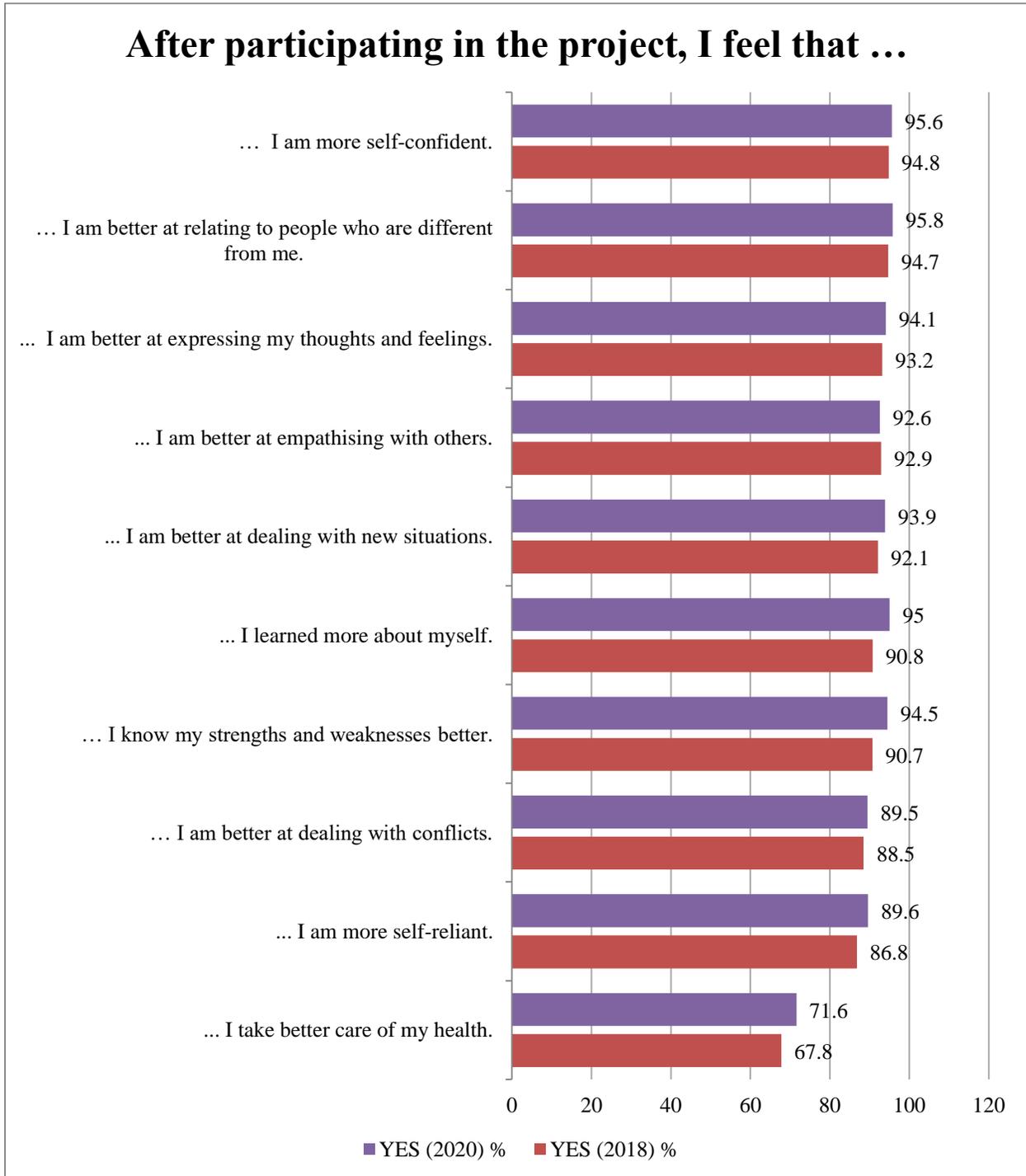
likely to sway from divisive political issues and focus on youth and the project themes. In other words, the projects are very likely to host or encourage less political discussions and focus more on constructive dialogue and exchanges.



Graph 4. Skills development in projects



Graph 5. Attitude – values development in projects (%)

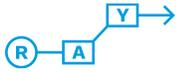




18. Q. HOW DO DIFFERENT PROJECT TYPES AFFECT LEARNING?

Table X After participating in the project, I feel that ... (YES %)

	The project I participated in was a ...				
	Key Action 1 – Youth Exchanges	Key Action 1 – EVS	Key Action 3 – Structured Dialogue	Key Action 1 – Mobility of Youth Workers or a TCA activity	Don't know or don't remember
... I am more self-confident.	94.8%	98.0%	92.8%	95.5%	95.3%
... I am better at expressing my thoughts and feelings.	94.5%	95.0%	94.2%	93.0%	90.7%
... I take better care of my health.	69.2%	73.5%	73.9%	76.4%	60.5%
... I am more self-reliant.	90.5%	91.0%	87.0%	87.3%	88.4%
... I am better at dealing with new situations.	93.4%	95.5%	95.7%	91.7%	95.3%
... I am better at empathising with others.	92.8%	92.5%	92.8%	91.1%	97.7%
... I am better at dealing with conflicts.	89.3%	91.5%	91.3%	87.3%	86.0%
... I learned more about myself.	95.7%	95.0%	94.2%	93.6%	95.3%
... I know my strengths and weaknesses better.	93.9%	95.5%	98.6%	94.9%	86.0%
... I am better at relating to people who are different from me.	95.1%	96.0%	97.1%	96.8%	95.3%
... participation in the project did not have any particular effect on me.	27.1%	23.5%	33.3%	31.8%	20.9%



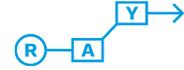
19. Q. DOES THE EXPERIENCE HAVE AN IMPACT ON CITIZENSHIP?

The projects allow the participants to become part of activities that allow them to develop their sense of community and relate more to the society that they are part of. They establish contacts with the young people from different parts of Europe and with the youth workers from different organizations, which work on different themes, subjects and areas. They learn about different values, approaches and realities, and also learn about people taking responsibilities and acting to create change and make a difference.

RAY-MON is also interested in how does participation in Erasmus+ Youth in Action contribute to active citizenship, in particular in a European context. It also looks at any changes in socio-political participation in society and in democratic life.

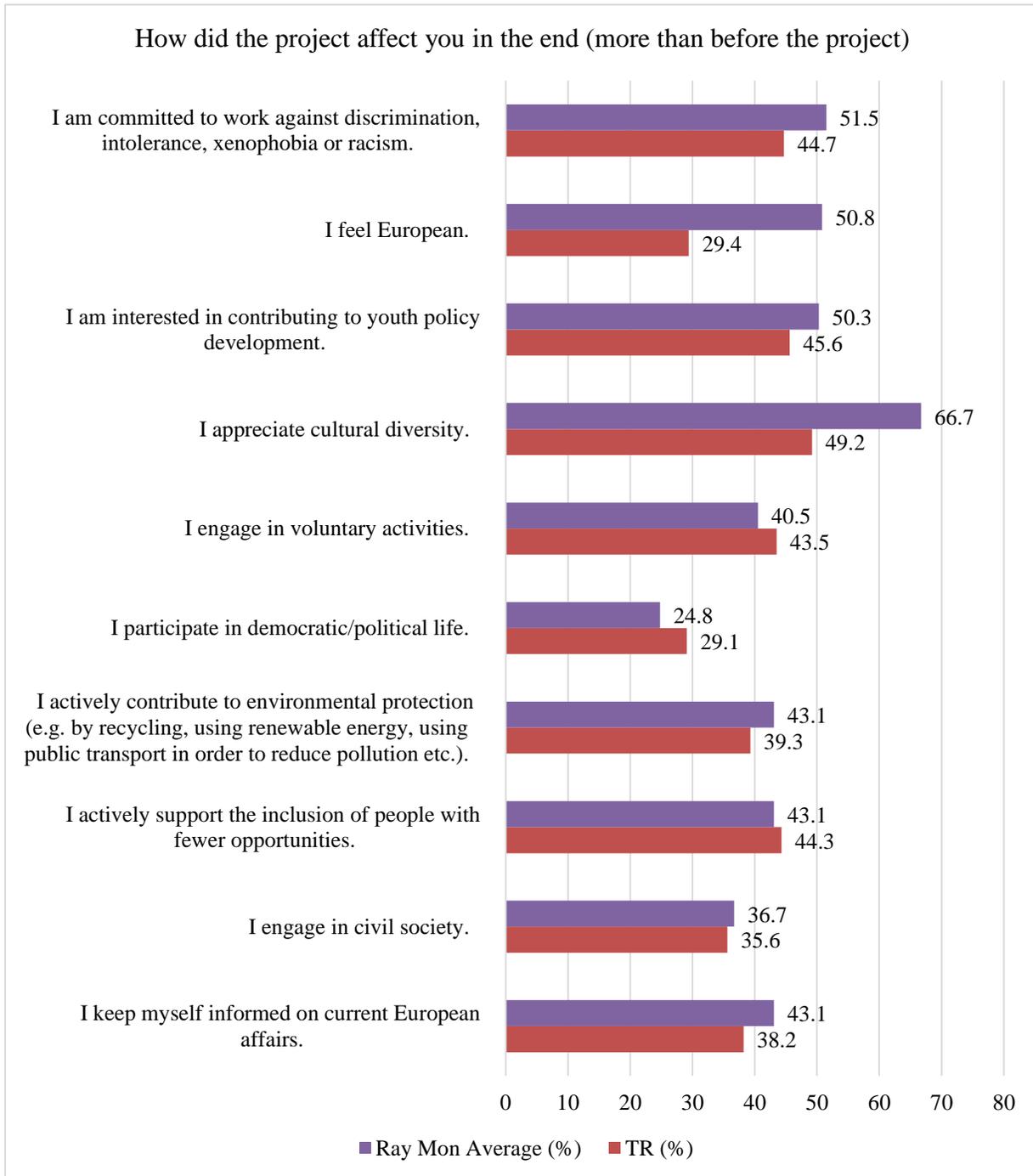
The findings clearly show **that Erasmus+ Youth in Action contribute to the development of citizenship competence (awareness, attitudes, values, skills, knowledge) and the ability to participate as active citizens.**

When asked about the changes following the project, almost half of them indicate that they *appreciate cultural diversity and more interested contributing to the youth policy development more than before the project*. Similarly, high percentages of respondents stated that after the project they are committed to *work against discrimination, intolerance, xenophobia or racism (44.7 %)*; *actively support the inclusion of people with fewer opportunities (44.3 %)*; *engage in voluntary activities (43.5 %)* more than before the project.



We have used the RAY-MON transnational data to have comparative analysis and look into how respondents from Turkey evaluate compared with the RAY-MON average scores. As seen in the graph, respondents from Turkey report less change in almost all questions compared with the RAY-MON average. **The biggest difference is in the feeling of Europeanness.** While the RAY-MON average is 50.8 %, stating that they feel more European after the project, for the participants from Turkey this figure is less: 29.4 %. In other items, Turkey is either close or slightly below the average, showing that participants from Turkey display much less active citizenship development than the average RAY-MON. However, there are two items that are important, as respondents from Turkey report a change higher than the average: *engagement in voluntary activities* and *participation in democratic/political life*. These two items are significant, as they are more than attitude or feelings and they indicate action and activity. So, *one may argue that respondents from Turkey have less changes in their feelings and attitudes compared with the RAY-MON average, but more change in behavioural change and action.*

Graph 6. Active citizenship development (compared with the rest of RAY -MON)



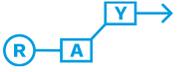


20. Q. IS THERE ANOTHER INDICATOR TO ASSESS PARTICIPANTS COMPETENCE DEVELOPMENT?

The Project Leaders (PL) are also part of the RAY -MON research and they are also invited to share their evaluations of the projects. In their evaluations, they are asked to talk about the project, their own learning and competence development and the impact of the project on their future plans. Furthermore, they are also asked to evaluate the participants in their project, and give their professional assessment on which aspects of personal and professional developments of the participants they have observed to change and improve. The results are presented in the graph.

Two issues catch immediate attention about the assessments of the Project Leaders: First, the project leaders, similar to the 2018 findings, have a very positive assessment of the competence development of the participants. There seems no significant change with the evaluations of the 2018 RAY -MON surveys, which confirms the continuity and stability in the quality and delivery of the projects.

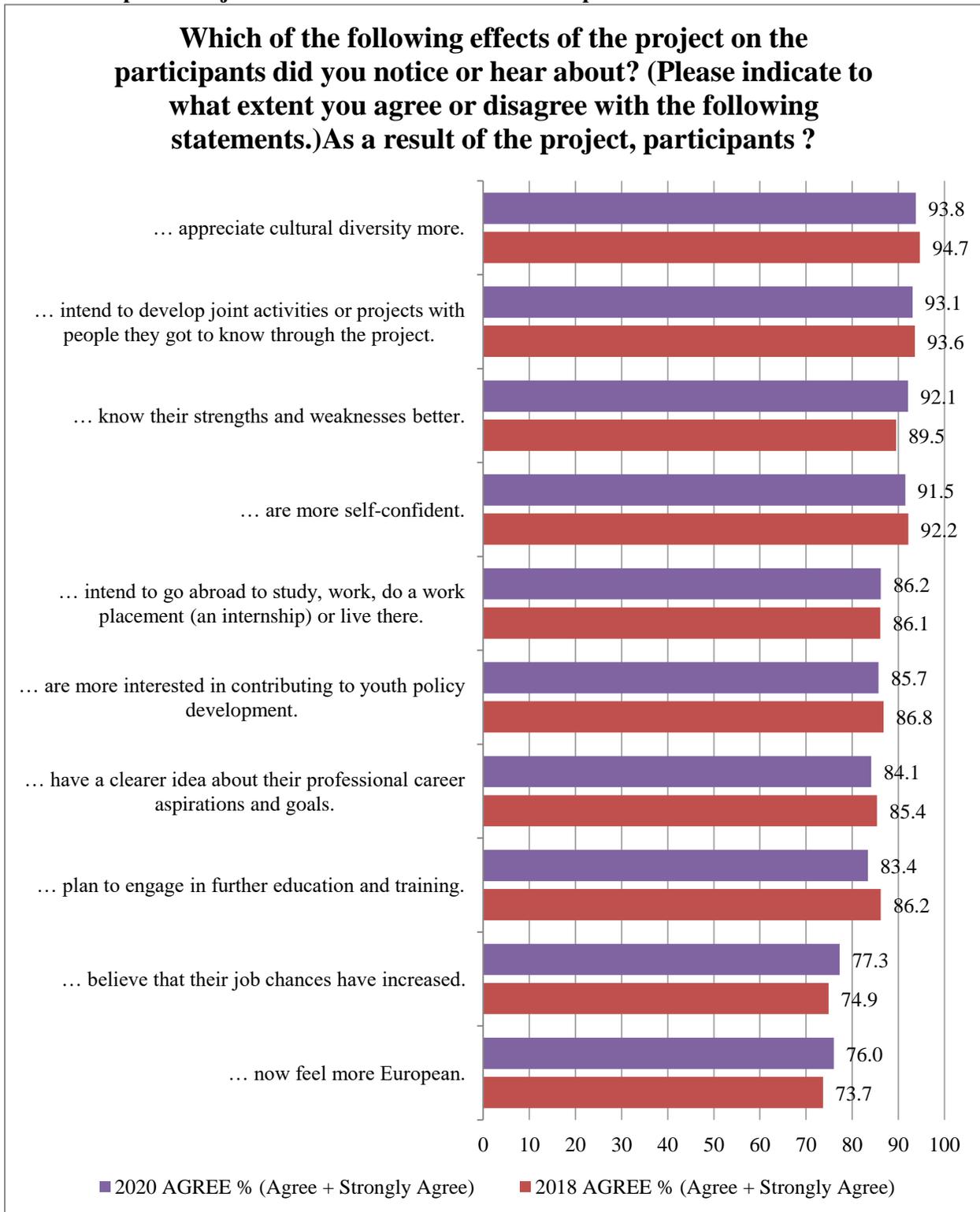
Second issue that is important to discuss is the difference between the evaluations of the participants that were presented earlier and those of the project leaders. It is by now established that the Project Leaders tend to have a slightly lower percentages of positive assessment of the participants' development, mainly on the learning and value changes, compared with the self-assessments of the participants themselves. In other words, the participants argue that they gained more knowledge and strengthened values more positively than what the project leaders externally evaluate. The external perspective seems to be lower than the self-perspective. This is also true for

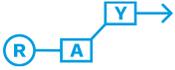


all RAY -MON countries in general: participants are more positive in their assessments on knowledge and values.



Graph 7. Project Leaders Evaluation of Participants





20.1. Q. WHY ARE THE EVALUATIONS OF PROJECT LEADERS AND PARTICIPANTS DIFFERENT?

Self-evaluation is rather difficult. The participants may under-estimate or over-estimate in their self-assessments. When compared with the project leaders' evaluations it appears that the project participants have a more positive evaluation of the project impact than the project leaders. Such a difference may be linked to different explanations. Firstly, the participants may have an overly positive evaluation due to their excitement and high levels of motivation and euphoria as a result of a successful project. Secondly, the project leaders may have a more realistic perspective as they can assess the participants comparatively with other participants. Thirdly, the project participants may have a more realistic assessment, as their contact with the project leaders are limited with the time period of the project, and they can assess the impact in a longer time period, i.e. they realize the positive impact much later when the occasion raises.

One significant point to note is that both the project participants and project leaders believe and state that the projects have positive impacts on the participants, and the impacts are about cultural awareness, self-confidence, self-awareness and future personal, educational and professional decisions and aspirations.



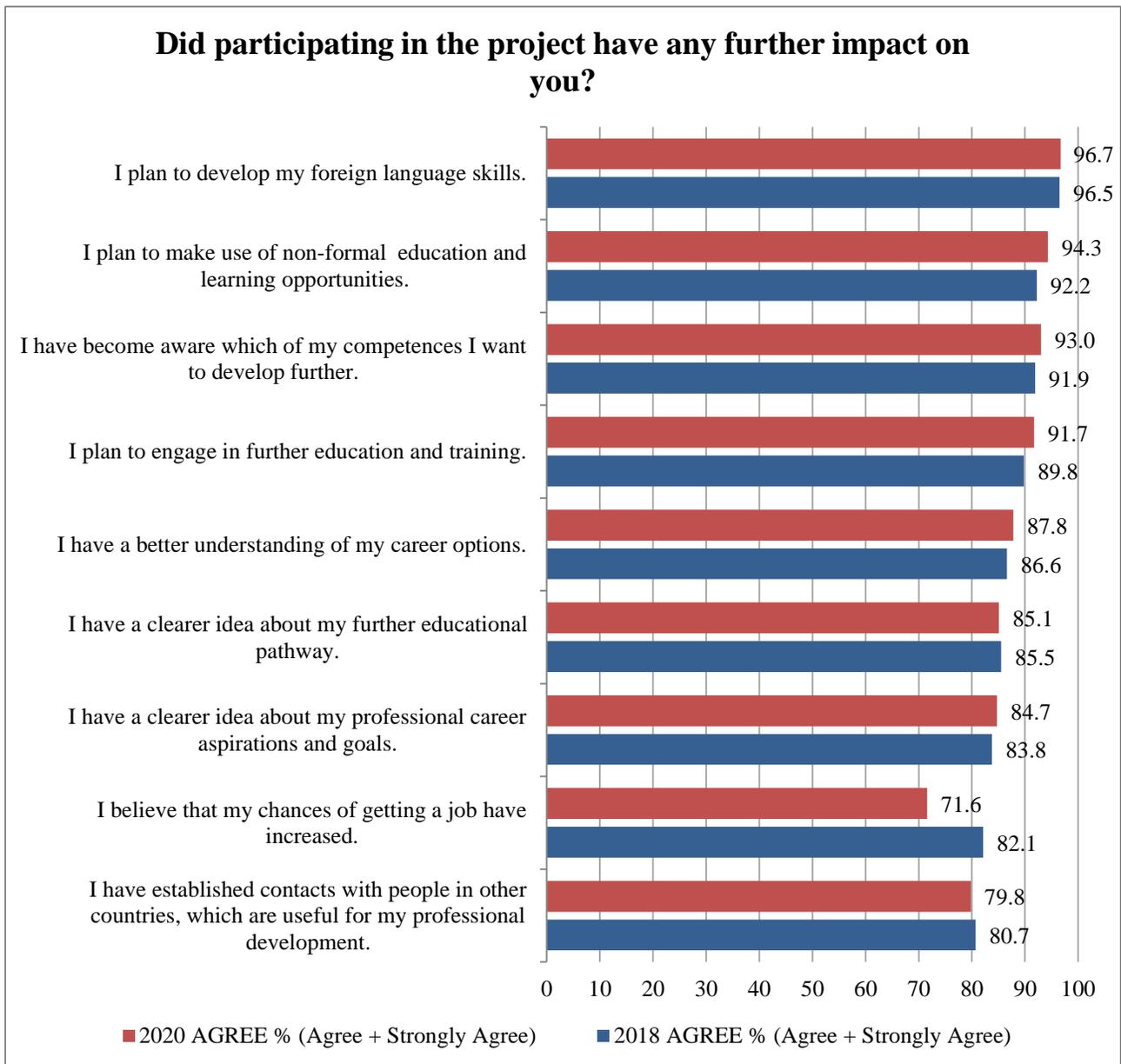
21. Q. DOES THE PROJECT EXPERIENCE AFFECT THE FUTURE PLANS OF THE PARTICIPANTS?

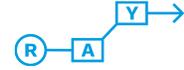
Although it would be too ambitious to claim that participating in a project for a short period of time is a turning point for a young person, we have evidence that it has a very significant impact on their future *personal*, *professional* and *educational* plans. For the case of EVS projects, where the young person spends a much longer time as part of the project in another country, the future impact is clearly stronger.

As seen in the graph, a very clear majority of the participants indicate that the project has impacted their future educational and professional plans, as well as contributing to it. As these projects are important, and probably the first or one of the very few, chances for the young individuals to emerge in a completely international environment, become part of an international team and work together with people coming from different cultures, speaking different languages but still interested in similar issues, we observe the biggest impact on future in related fields. Over the years, these projects have become very important inspiration for future language learning; with 96.7 % of participants stating that they plan on *developing their foreign language skills*. Almost at the same levels, we observe that the participants appreciated *the non-formal education and learning* that they have experienced in their projects and would like to continue to make use of these opportunities in the future as well. In line with the earlier findings about self-awareness and getting to learn more about oneself, 93 % of the participants stated that they have a future plan and understanding on which competences they would like to further develop. Formal education is also appeared to be affected; with 9 out of 10 participants indicating that they plan on engaging on further education and training. This is very important considering the age distribution of young

people; most of them participate in these events during their final stages of education (university) or early stages of transition from education to employment. Thus any impact on future education and training is a timely one, as the participants would have the opportunity to transform their plans into action.

Graph 8. Impact on Future Plans (%)



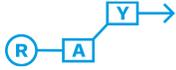


Beyond doubt, the participants of the projects are not only motivated to continue their education and get acquainted with new fields but also feel more confident of which field to be more committed in the future and which competencies are required. Besides education, there seems to be a great impact on *the professional careers and employment plans* of participants as well. Most of the respondents indicated that as a result of their project experience,; they have a clearer idea about their professional career aspirations and goals (84.7 %) and finally, they have a clearer idea about their career options (87.8%).

The perceptions on job opportunities is significantly lower compared with the data of 2018. While in 2018, 82.1 % stated that after the project experience their chances of getting a job increased, in 2020 this percentage decreased almost 10 points: 71.6 %. This has to do most probably with the economic conditions in Turkey where youth unemployment has been continuously on the rise. According to ILO statistics, the unemployment ratio went up from 20.3 % to 25.4 per cent in 2019, For November 2020, with the added severity of the Covid-19 pandemic, the youth unemployment ratio is estimated to be 27.1 %.²

Taken together, these results suggest that there is a very strong impact of participating in a European youth project on the young people. The experience gives them **clearer ideas about their educational and professional aspirations**, informs them **about different education and career opportunities** as well as contributing **to their career and educational planning**.

² ILO statistics on Turkey, available at: <https://www.ilo.org/ankara/areas-of-work/youth-employment/lang-en/index.htm>



22. Q. DO THE PARTICIPANTS PLAN TO CONTINUE INTERNATIONAL ACTIVITIES AND SUSTAIN THEIR CONTACTS?

When asked about their future plans, and how the project affected those plans, we have very strong indicators on *international mobility*, with 95.8 % of the respondents believing that they are now better able to move on their own in other countries and 92.9 % planning on moving to another country to study, work or for internship.

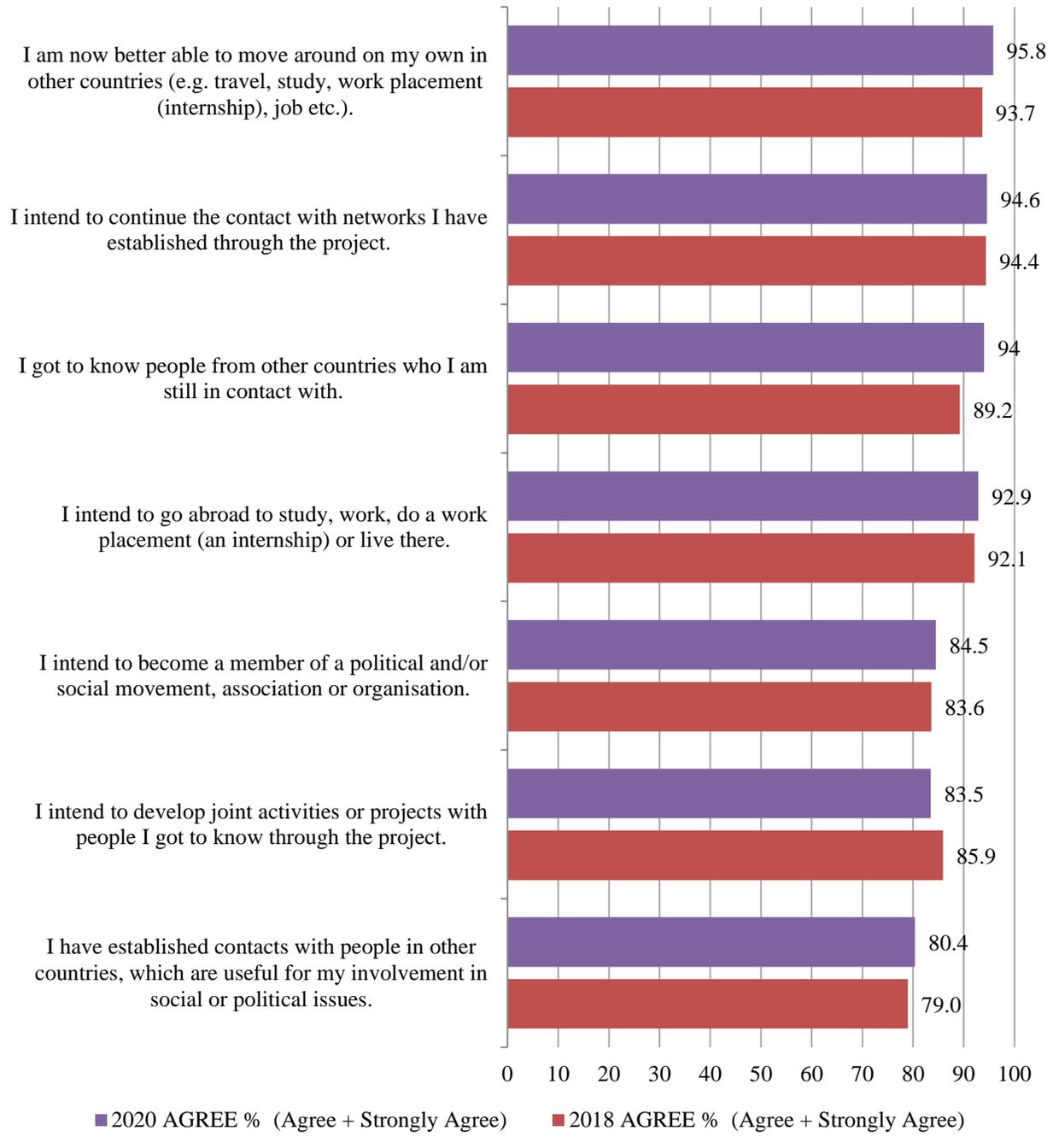
We also see very strong indicators on *social and professional networks* to be used in future projects and engagements: 94.6 % stating they will continue to contact the networks established in the project; 94 % remain in contact with the people they met in the projects; 83.5 % plan on developing joint activities and projects with those people in the project and 80.4 % plan on keeping those contacts for social and political issues.

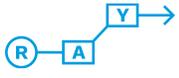
Finally, in terms of *active citizenship and participation in society*, it is important to note that 84.5 % of the respondents intend to become a member of a political and/or social movement, association or organisation.

Graph 9. Future Plans *Professional and Educational*



To what extent do you agree or disagree with the following statements as a result of the project?







23. Q. THESE ARE EU PROJECTS. DOES THE PERCEPTION ON THE EUROPEAN UNION CHANGE AT THE END OF THE PROJECT?

The answer is definitely yes. The project experience allows the participating young people to learn and discuss about *European issues, the European youth policies and the policies or structures of the European Union*. By meeting with young people from different European states and having an exchange of information and experiences linked with the theme of the project, funded by a programme of the European Commission is an important factor that affects the viewpoints on the European Union itself.

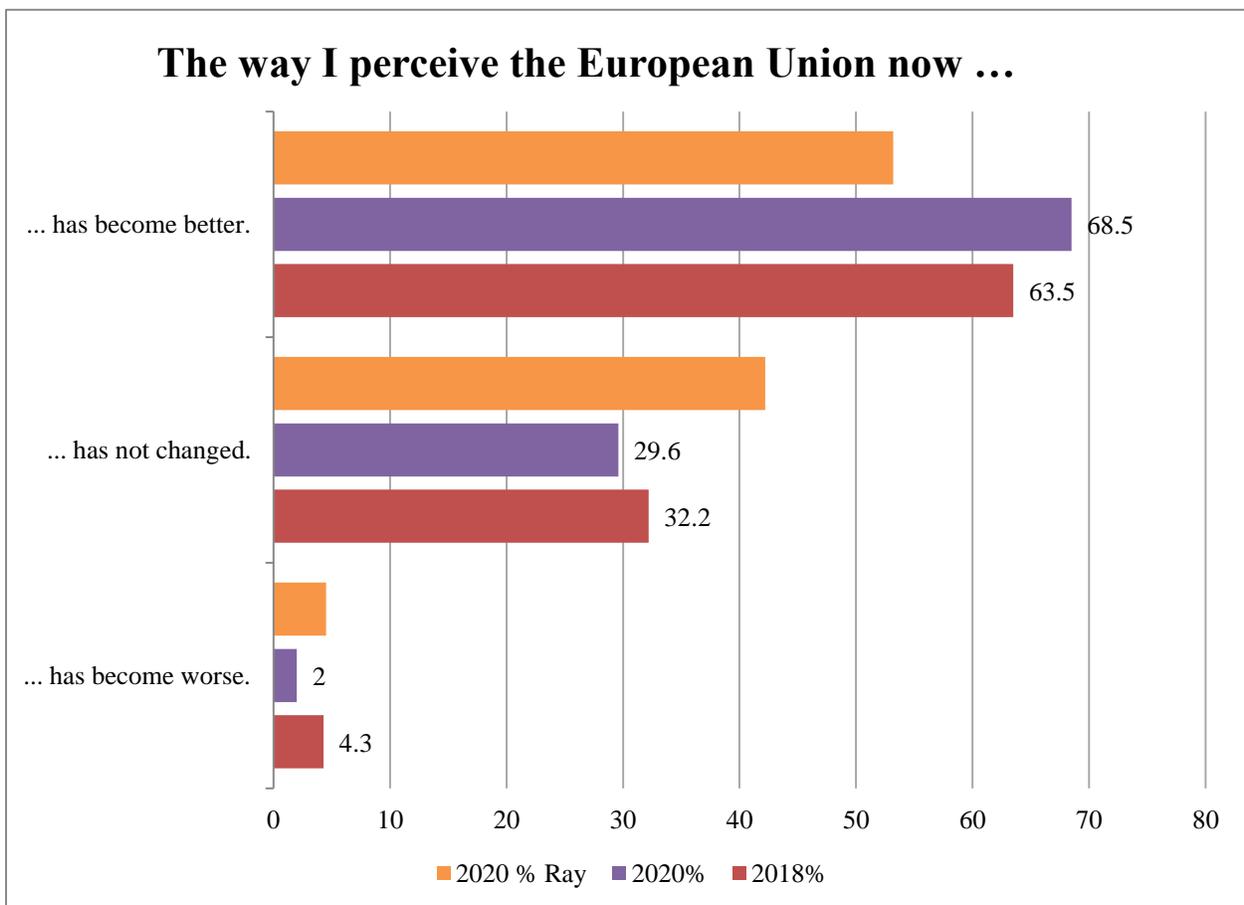
The RAY -MON survey findings demonstrate that almost 7 out of 10 participants have improved their perceptions on the EU and say that they feel more positive about the European Union after the project. This is 5 percentage points higher than the findings of 2018, in which 63.5 % said they feel better about the EU. It is also worth noting that only 2 % of the respondents have stated that their perceptions on the EU became worse.

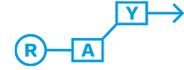
Compared with the rest of the RAY -MON countries, participants from Turkey display a much more positive change in their perceptions of the EU. The RAY countries average score for positive change is significantly lower than participants from Turkey, 53.2 % vs 68.5 %. It appears that for 42.2 % in average the project did not affect the perception on the EU, for 4.5 % in average the perceptions on the EU became worse after the project, which participants from Turkey are at only 2 %.

We have to consider the fact that Turkey is one of the few Erasmus + programme countries that is not a member of the EU, and most of the young people from RAY countries are EU citizens

while participants from Turkey have no such status. Majority of the young people from other RAY countries have connections, socializations and experiences with the EU, its institutions and policies, while for young people from Turkey, participation in such a project is most likely their first and only direct experience with the EU. Thus, they act and react differently than the rest of the RAY participants.

Graph 10. The European Union





24. Q. DO THE PARTICIPANTS GET A DIPLOMA OR CERTIFICATE AT THE END OF THE PROJECT?

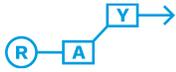
The ‘Youthpass’ certificate describes, certifies and recognises the learning experience acquired during an Erasmus+ Youth in Action project.

Youthpass is a part of the European Commission’s strategy to foster the recognition of non-formal learning. It is available for projects funded by Erasmus+ Youth in Action (2014-2020) and Youth in Action (2007-2013) Programmes. As a tool to document learning outcomes, it puts policy into practice and practice into policy:

- While creating their Youthpass Certificate together with a support person, the participants of the projects have the possibility to describe what they have done in their project and which competences they have acquired. Thus, Youthpass supports the reflection upon the personal non-formal learning process and outcomes.
- Being a Europe-wide validation instrument for non-formal learning in the youth field, Youthpass contributes to strengthening the social recognition of youth work.
- Describing the added value of the project, Youthpass supports active European citizenship of young people and of youth workers.
- Youthpass also aims at supporting the employability of young people and of youth workers by documenting the acquisition of key competences on a certificate.³

Recognition of youth work and non-formal learning/education has been regularly on the agenda of European youth work since a first symposium was organised in 2000 by the Youth Department of the Council of Europe and the European Commission White Paper on Youth in 2001 claimed for a better recognition of non-formal learning.

³ <https://www.youthpass.eu/en/youthpass/about/>



It is also important to make a distinction between different forms of recognition, depending on who recognises learning and for what purpose. In the main reference document in the field of recognition, *Pathways 2.0*, the forms of recognition are defined as follows:

- **Formal recognition** means the “validation” of learning outcomes and the “certification” of a learning process and/or these outcomes by issuing certificates or diplomas which formally recognise the achievements of an individual.
- **Political recognition** means the recognition of non-formal education in legislation and/or the inclusion of non-formal learning/education in political strategies, and the involvement of non-formal learning providers in these strategies.
- **Social recognition** means that social players acknowledge the value of competences acquired in non-formal settings and the work done within these activities, including the value of the organisations providing this work.
- **Self-recognition** means the assessment by the individual of learning outcomes and the ability to use these learning outcomes in other fields.⁴

As a concrete result the European Portfolio for youth leaders and youth workers (2006, revised in 2014) and the Youthpass for Youth in Action activities (as of 2005, today within Erasmus+) have been developed in order to foster formal recognition.

As shown in the related parts of this report both from the project participants and project leaders demonstrate very high levels of project impact and learning and skill and competence development during the projects. However, the recognition of these knowledge and skills by the society is subject of inquiry.

⁴ Pathways 2.0 towards recognition of non-formal learning/education and of youth work in Europe, available from : http://pjp-eu.coe.int/documents/1017981/7110668/GettingThere_WEB.pdf/



25. Q. DID ALL THE PARTICIPANTS GET A YOUTHPASS? DO THEY EVER USE THE YOUTHPASS AFTER THE PROJECT?

Almost all of the participants reported that they have received a youthpass at the end of their project (95.1 %). This is a very important and good development, as over time it seems the youthpass distribution rate is significantly higher (2018: 78.5 %). A particular issue that is important to note is the participants from Turkey have a much higher rate of youthpass reception rate (95.1 %) compared with the average of RAY -MON countries (77.1 %). This indicates that participants from Turkey have a higher interest and they are probably demanding their youthpass at the end of the project.

Youthpass certificate is not a simple form that is pre-filled and distributed to the participants. It requires a series of reflection and self-assessment procedures in which the participant goes over his/her learning process and the learning outcomes. Thus, in certain ways, the Youthpass is a learning process itself. The findings indicate that 7 out of 10 participants were involved in the self-assessment and reflection process related to the Youthpass certificate, 5 percentage points higher than the 2018 findings. The participation in the reflection process is considered a very useful one, in which 93 % of the respondents stating that it helped to realize how much they learnt and developed their skills.

YouthPass Certificate and its use in professional life.

	2018 Yes %	2020 Yes %	2020 RAY %
Did you receive a Youthpass certificate as part of the project you are being asked about?	78.5	95.1	77.1
Have you been involved in any reflection or self-assessment related to issuing the Youthpass certificate for this project?	67.5	72.5	70.5
Did the reflection or self-assessment connected to the Youthpass help raise your awareness of your development and learning through the project?	93	93	89.3
Have you used your Youthpass certificate for anything? E.g., for a job application, an application for an internship, a course, studies etc.	28.6	31.2	30.4
Do you think that the Youthpass certificate was helpful? E.g., in getting a job or being accepted for an internship, a course or studies you had applied for?	78.8	77.5	67.4

However, the use of Youthpass is still not very common. Only 3 out of 10 Youthpass holders state that they have used their certificates in a job application, internship, studies or similar processes, which is very low. This low usage is not unique to Turkey it seems. The RAY -MON average of all countries is very similar, indicating that there is a structural issue that does not

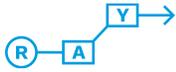


encourage young people to use their Youthpass more often. A very clear majority (77.5 %) of those who used their Youthpass certificates on the other hand report that it was useful in their applications. It is also interesting to observe that Youthpass is considered to be more useful in Turkey compared with the rest of the RAY -MON countries, where in average 67.4 % stated that Youthpass was useful in their applications.

26. Q. WHAT IS THE IMPACT ON YOUTH WORK? IS ALL LEARNING PERSONAL?

The participants take part in the projects as part of a youth organization. While some projects, such as youth exchanges mobilize young people who are not necessarily enrolled or engaged in the youth organization directly, it is very common to observe that young people become more engaged in youth work following the activity. They either become volunteers in the youth organization that they participated in the project with, or find a more suitable organization for their own views and priorities. We also have evidence from earlier RAY projects (see RAY Learn and RAY Cap Turkey National reports) that many individuals even established their own organizations following their project experience. This shows that the participants not only develop their personal competences, but also, they have specific competence development regarding the youth work.

There are also projects, such as the projects under Youth Worker Mobility and TCA, organize activities mainly targeted at Youth Workers, trainers and people working (full-time, part-time or voluntarily) in youth organizations. These activities aim at developing competences at youth work. Thus, evaluation of the impact of the project on Youth Work is essential for RAY -MON.



The participants are directed a series of statements regarding youth work impact and competence development, and the survey analysis demonstrate that for the time period analysed, the participants **have developed their youth work competences significantly, established valuable professional networks, and have developed their understanding and knowledge on youth work and learning mobility, i.e. non-formal and informal learning.**

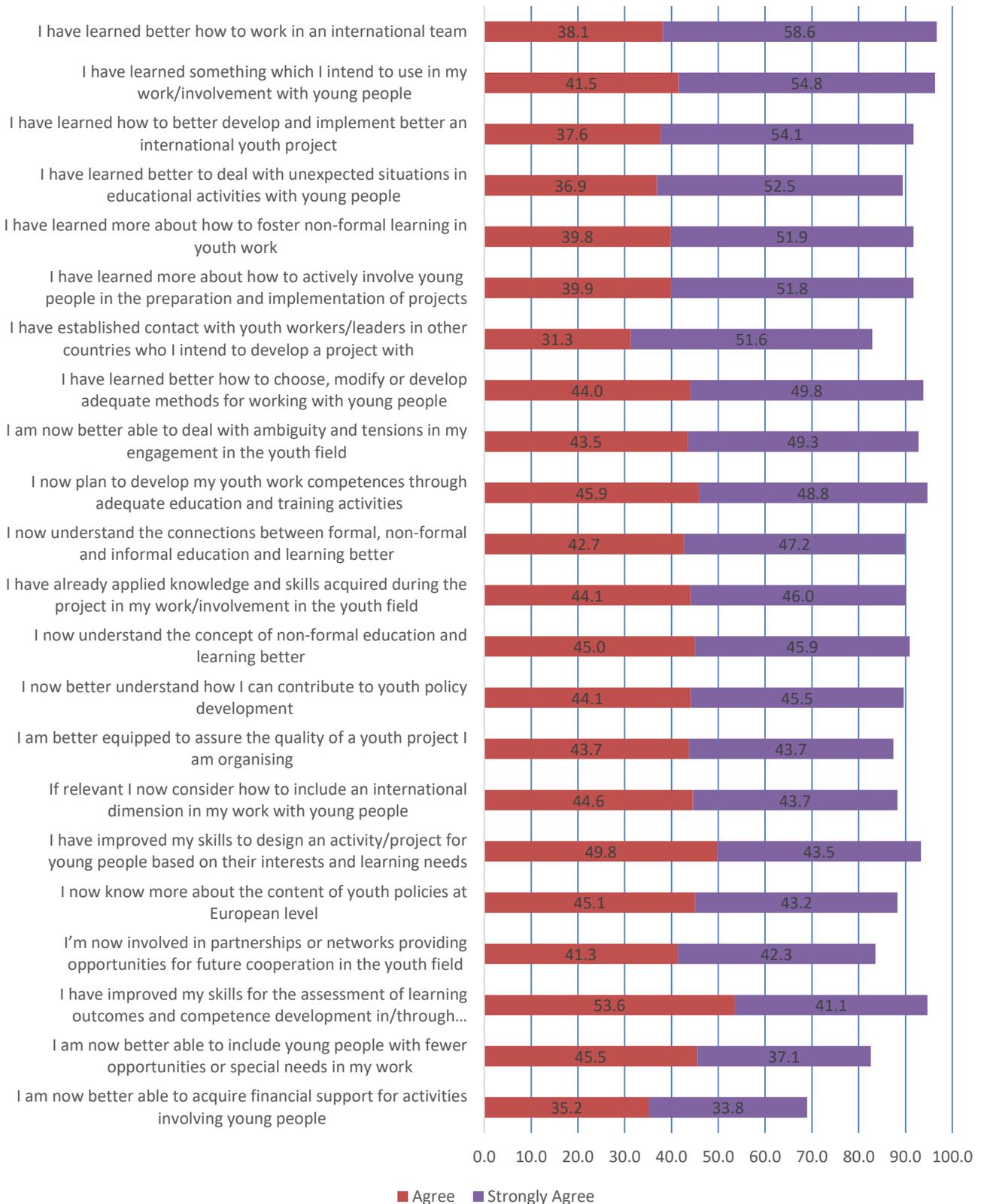
One item that is very important is the one that questions the application of the *knowledge and skills* that are gained through the project experience: *I have already applied knowledge and skills acquired during the project in my work/involvement in the youth field.* This statement aims to assess the transition to practice. The result is very promising and striking: 44.1 % agree and 46 % strongly agree with this statement. This means that **in total 9 out of 10 already went beyond theory and applied their newly gained knowledge and skills, to the practice.**

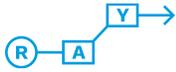
These findings are crucial to demonstrate a very important dimension of the Erasmus +, and the role that the Turkish National Agency plays in administration of these programmes: These are not simple project administration issues, **the National Agency of Turkey is seriously contributing to the development of youth work in Turkey. Therefore, it should be considered as a stakeholder in practice and policy dimensions of youth work and youth related issues in Turkey.**

Graph 11. Youth Work Competence Development



Youth Work Competence Development





27. Q. WHAT ABOUT THE PROJECT / TEAM LEADERS? DO THEY ALSO DEVELOP THEIR COMPETENCES?

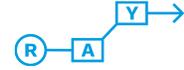
RAY-MON project, as mentioned earlier, focuses on project participants *and* project leaders. The project leaders are invited to participate in the special survey prepared specifically for them. In this survey there is a large set of questions to assess the project they had a role in, the learning and development of the project participants and the impact of the project in the project leaders' own professional and personal development. The survey has also been extended to cover the potential local impact of the project as well.

27.1. Q. WHAT KIND OF PROJECTS DID THE RESPONDENT PROJECT LEADERS TAKE PART IN?

The project leaders that participated in RAY-MON have participated in different types of projects. Thus, they are able to evaluate the different characteristics of different projects when making their assessments. The next table shows the distribution of Project Leaders in different Key Actions they participated in:

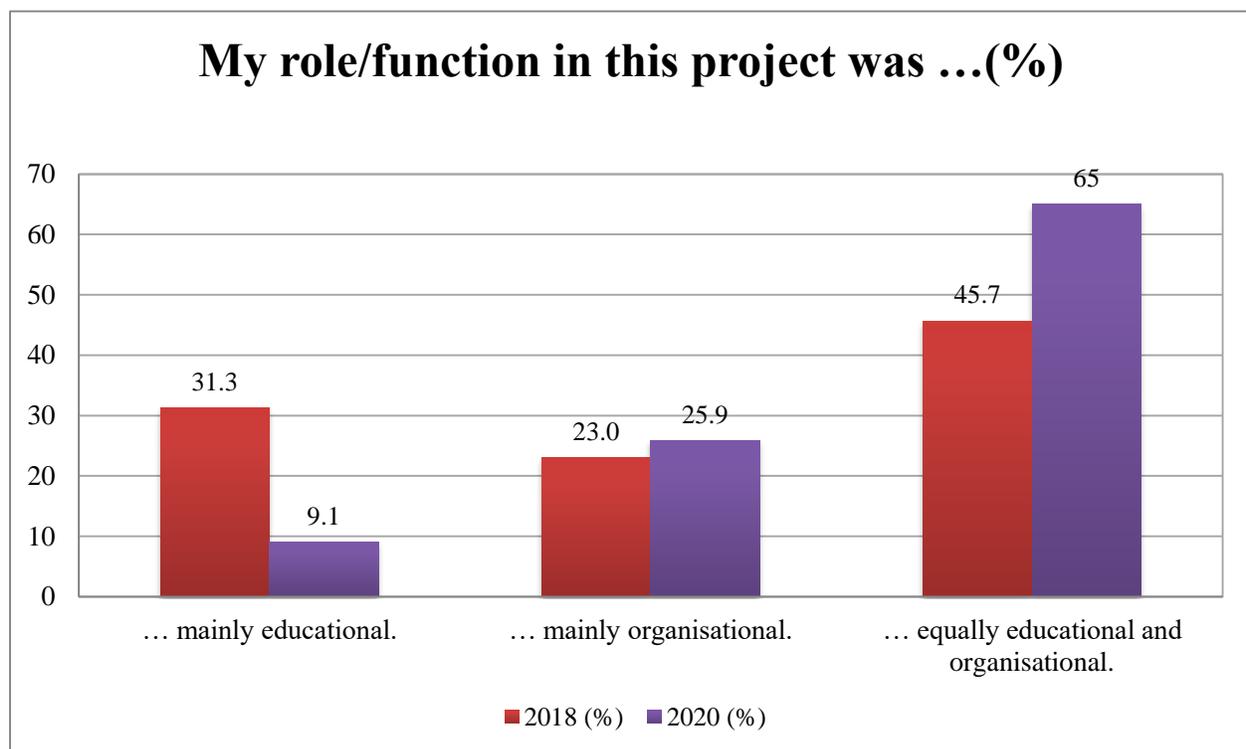
Key Actions PL participated in (%)

YE (KA105, YOUTH-EXCH)	76
YWM (KA105, YOUTH-TNYW)	10.1
SD (KA347)	7.8
EVS (KA105, YOUTH-VOL, KA125, AV)	6.1
Total (N=179)	100

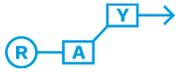


This diversity enhances the validity of the data gathered, as different roles allow different perspectives on the development of the participants and allows better assessment of the impact of the project. Next graph gives the distribution of project leaders surveyed in terms of the roles they had during the project.

Graph 12. Project Leaders Roles/Functions



We observe that in 2020, the Project Leaders predominantly took an equally educational and organizational roles (65 %), which is 20 % higher than those in 2018 (45.7 %). In 2018, we observe that 1 out of 3 project leaders were mainly in educational roles in the projects,

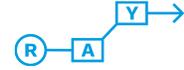


this figure is significantly less (9.1 %) in 2020. The decrease from taking mainly educational roles to equally educational and organizational roles is important and it shows that the project leaders are engaged in both aspects of the projects (education/training and organization). This is related with the organizational capacity and increased involvement of individuals in all aspects of projects. This is also important for our research, as the respondents are capable of evaluation both the educational and organizational aspects and dimensions of the project when participating in RAY-MON.

We also found out that a clear majority (73 %) of the project leaders have taken part in projects on a voluntary, unpaid basis. This is very important to show that these projects are not direct source of income for project leaders and they participate on voluntary basis, not with economic motivations. They see the value of these projects, they want to contribute to the youth work, they don't participate to make money.

Table XX: The Employment Status of the Project Leaders (%)

<i>I was involved in this project ...</i>	
... on a voluntary, unpaid basis.	73
... on a permanent full-time employment basis (I was employed by my organisation also before and after the project).	14.9
... on a permanent part-time employment basis (I was employed by my organisation also before and after the project).	4.1
... on a temporary part-time employment basis (I was employed only for the project).	3.4

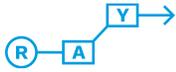


... on a temporary full-time employment basis (I was employed only for the project).	2.6
... on a self-employed basis (I was self-employed for the project).	2
Total (N=148)	100

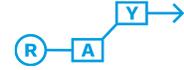
RAY-MON data coming from the responses of the Project Leaders also demonstrate that the Project Leaders were present and involved throughout for most of the time in the project (87.9 %), and only 3.2 % of the Project Leaders were hardly involved in project activities. This is also a strong and positive indicator, showing that Project Leaders take an active and full position and participate in the entire activities and life cycle of the projects.

Figure XX: Project Leaders involvement in project

<i>I was directly involved in the project activities ...</i>	
... throughout/for most of the time.	87.9
... for more than half of the project.	5.1
... for less than half of the project.	3.8
... hardly/not at all.	3.2
Total (N=157)	100



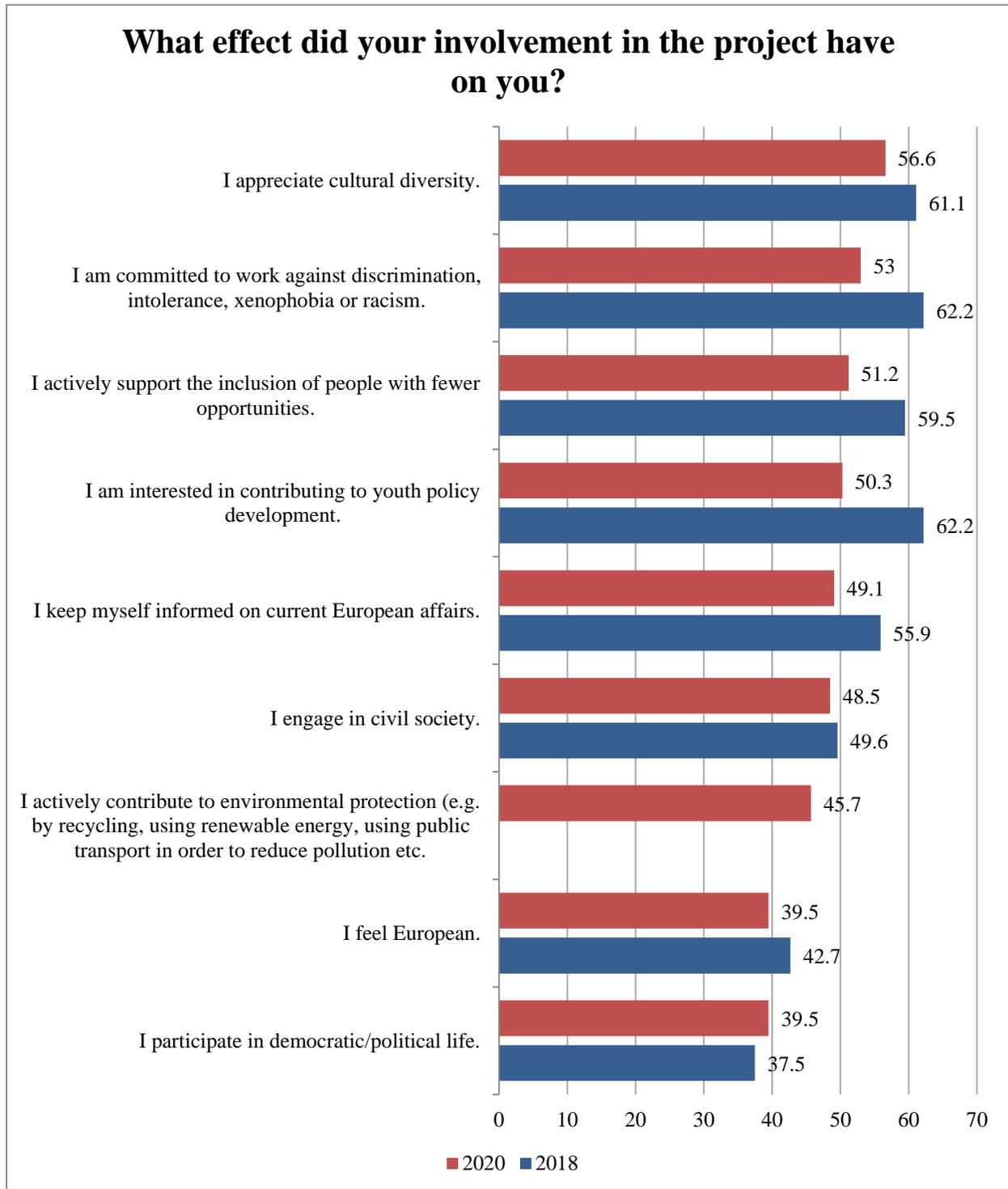
When the Project Leaders were asked about their past experiences in project, there is a clear finding that there is quite a lot of past experience. The Project Leaders have stated that they have different degrees of project experience in different roles. When asked whether they have previously participated in projects supported within Erasmus+: Youth in Action or an earlier EU youth programme (e.g. Youth in Action 2007-2013), 78 % of the respondents have indicated that they participated as a *project leader/member of the project team*. 41.8 % of the respondents have also stated that they had a role *as a participant (including in projects/training for youth workers/leaders)*. 1 out of 5 respondents have indicated that they have had no previous experience in similar projects, which is indicative of the openness and the inclusiveness of the projects, which allow new people to join the projects in different roles.



28. Q. DO THE PROJECTS AFFECT THE PROJECT LEADERS?

The project leaders are also positively affected from their experience in the project. It affects their personal, professional plans for the future. The projects also help the leaders to develop their knowledge, skills and values. In other words, the project experience help the project leaders to develop their competences, make clearer plans and learn about different opportunities for their future.

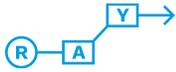
Graph 13. Development of Project Leaders (compared with RAY-MON average)



**Table XX: Project Leaders and Future Plans**

	TR		RAY	
	Agree	Strongly Agree	Agree	Strongly Agree
I intend to go abroad to study, work, do a work placement (an internship) or live there.	35.4	56.1	36.7	37.5
I am now better able to move around on my own in other countries (e.g. travel, study, work placement (internship), job etc.).	31	64	39.8	51
I believe that my chances of getting a job have increased.	41.6	48.8	43.6	38.6
I have a clearer idea about my professional career aspirations and goals.	37.4	55.2	46.5	38.5
I have a clearer idea about my further educational pathway.	37.6	53.9	46.7	33.1
I have a better understanding of my career options.	39.4	53.3	44.8	36.2
I have become aware which of my competences I want to develop further.	39.4	57	45.8	47.2
I plan to develop my foreign language skills.	29.7	66.7	36.6	56
I know my strengths and weaknesses better	36.7	58.4	44.2	50.1

Our analysis produced a very interesting finding. The project leaders from Turkey report a **significantly above average** impact compared with the other project leaders from other RAY-MON countries. This is true for **all aspects of future impact**. *Clearly the projects have a much more positive impact on Project Leaders from Turkey, and they benefit significantly more from their experience.*



29. Q. IS THERE AN IMPACT ON YOUTH WORK IN TURKEY?

The projects provide valuable experience to the project leaders. They develop their professional skills as well as establishing important contacts for future partnerships and cooperation. Thus, the project experience contributes significantly to the quality, diversity and quantity of youth projects in Turkey.

When the effects of their participation in the project on their work/involvement in the youth field asked to the Project Leaders, the responses are **very positive and promising. In all of the 23 items that were asked, ALMOST ALL OF THE respondents indicated a positive change.** Four items scored 97 % and above: *I have learned better to deal with unexpected situations in educational activities with young people; I have learned something which I intend to use in my work/involvement with young people; I am better equipped to assure the quality of a youth project I am organising; I have learned better how to choose, modify or develop adequate methods for working with young people.* All the rest of the items have a score above 90 %.

Youth leaders and workers from Turkey indicated that they benefited from the project in terms of youth work competences *more* than the RAY-MON average, once again proving that these projects have a higher impact on Project Leaders from Turkey. The participation of Project Leaders in return is crucial for the development of Youth Work in Turkey.



Graph 14. Youth Work Competence Development by Project Leaders

