

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

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

**TURKEY FINAL REPORT  
2017**

**Turkish National Agency**

Programme Monitoring Unit  
Youth Mobility Unit  
Youth Work Unit

**Author:**

Assist. Prof. Dr. Asuman GÖKSEL  
Middle East Technical University, Department of Political Science and Public Administration

*With quantitative input from:*

Assoc. Prof. Dr. Özgehan ŞENYUVA  
Middle East Technical University, Department of International Relations

**Optimar Consultancy, Advertising, Research and Organisation Inc.**

**September, 2017**



## Contents

<b>Abbreviations</b> .....	<b>4</b>
<b>Executive Summary</b> .....	<b>5</b>
<b>Introduction</b> .....	<b>7</b>
<b>Chapter 1: Research-based Analysis of Erasmus+: Youth in Action (RAY)</b> .....	<b>9</b>
1.1 What is RAY?.....	9
1.2 Aims and objectives of the RAY Network.....	9
1.3 RAY research activities .....	11
<b>Chapter 2: RAY Network Research Project on Competence Development and Capacity Building in Erasmus+: Youth in Action (RAY-CAP)</b> .....	<b>12</b>
2.1 What is RAY-CAP?.....	12
2.2 Aims and objectives.....	13
2.3 Research questions.....	14
2.4 Research design .....	15
2.5 Profile of the sample .....	17
2.6 Planned outputs.....	17
2.7 Conceptual framework of RAY-CAP research .....	18
2.7.1. Youth work within E+/YiA and non-formal education/learning .....	19
2.7.2. Youth work competences within E+/YiA .....	21
2.7.3. Existing frameworks for international/European youth work competences .....	22
2.7.4. RAY-CAP conceptual framework for youth work competences within E+/YiA ..	22
<b>Chapter 3: RAY-CAP Turkey Country Study: The Sample</b> .....	<b>25</b>
<b>Chapter 4: RAY-CAP Findings for Turkey</b> .....	<b>31</b>
4.1 Personal Goals, Individual Learning and Competences .....	33
4.1.1 Domains of personal development: Knowledge/skills/attitudes.....	34
4.1.2 Applied learning outcomes/planning and implementation.....	42
4.1.3 European values, issues and image of the European Union .....	45
4.1.4 Youthpass .....	47
4.2 Institutional Goals and Organisational Learning.....	49
4.2.1 Youth work ambitions and future perspectives .....	51
4.2.2. Transfer of experiences and impact on institutional environment .....	55
4.2.3 Organisational support for the participants .....	59
4.3 Impact on networking and cooperation.....	63
<b>Chapter 5: Youth Work Profiles and Impact of Training and Support Activities</b> .....	<b>70</b>
5.1 Who is attending the training and support activities?: Profile of the Interviewees .....	71
5.2 A multi-dimensional analysis of RAY-CAP findings .....	75
5.2.1 Youth work perspectives: Perceptions, motivation and youth work practices .....	75
5.2.2 Networking, partnership and cooperation at the international level .....	87
<b>Conclusion</b> .....	<b>90</b>
<b>References</b> .....	<b>103</b>
<b>Annex I: Youth Work in Turkey</b> .....	<b>105</b>
<b>Annex II: List of Interviewees in the RAY-CAP National Database</b> .....	<b>123</b>
<b>Annex III: List of other Interviewees</b> .....	<b>124</b>

## Abbreviations

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

## **Executive Summary**

Research project on Competence Development and Capacity Building in Erasmus+: Youth in Action (RAY-CAP), implemented by the RAY Network in 16 countries of the Erasmus+ Youth in Action Programme (E+/YiA), examines the learning outcomes and impact of training and support activities within the E+/YiA, namely the KA1-Mobility of Youth Workers (KA1-MoYW) and Transnational Cooperation Activities (TCA), on youth workers and youth leaders.

The overall sample for the RAY-CAP research in Turkey includes 23 participants from Turkey who participated in training and support activities, with activity end dates of 1 November 2015 and 30 June 2016, and which was funded through the National Agencies of E+/YiA. The qualitative data was collected through three sets of interviews conducted before, two months after and one year after the participation of the interviewees in the activities. Out of 23 interviewees, 10 of them were selected to be included in the National Database of Turkey to be analysed within the context of the transnational analysis to be produced by RAY-CAP coordination team.

This Final Report presents the findings of the RAY-CAP research in Turkey in two categories. First, it analyses the data from the National Database in a more detailed way and in line with the guidelines of the RAY-CAP working group (Chapter 4); and second, it provides a broader and multi-dimensional analysis by examining the data from the overall sample of Turkey (23 interviewees) (Chapter 5).

The analysis of the RAY-CAP data from the National Database in the Chapter 4 shows that the highest levels of impact of the training and support activities have been observed on the domains of personal development, especially with regards to development of individual competences through knowledge acquisition, skills development, attitude changes and intercultural awareness. Within the context of institutional goals and organisational learning, the highest level of impact occurs in terms of enhanced youth work ambitions and future perspectives. However, the impact decreases in terms of transfer of experiences, which occurs at a personal level rather than at an organisational level and this eventually diminishes the opportunities for positive impact on the institutional environment. An important reason seems to be the lack of systematic mechanisms created by the organisations to ensure transfer of

experiences into the organisation. The training and support activities clearly create opportunities for networking, cooperation and partnership in the youth field, however they also remain at a personal level and are not fully utilised for the development further (international youth activities) that are supported by the organisations of the interviewees.

The multi-dimensional analysis in the Chapter 5 makes use of different youth work profiles of the participants to analyse differential impact of the training and support activities on the participants. The RAY-CAP data from the overall sample enabled identifying five youth work profiles: experienced youth workers; newcomers in the youth work; experienced participants of the youth activities; experienced members of civil society; and trainers. The analysis in this chapter shows that regardless of their youth work profiles, all the participants learn considerably about different components of youth work and youth work practices in terms of knowledge, methods and approaches through the training and support activities; and this considerably contributes to the individual competence development of the participants. However, the degree of changes in the level of engagement with youth work after participating in the training and support activity is differential for participants with different youth work profiles. While, activities have a very positive effect in terms of further youth work engagement for the experienced youth workers and experienced members of the civil society, such an impact decreases when the experienced participants of the youth activities and new comers into youth work are concerned. A similar pattern can also be observed with regards to the impact of the activities for concrete networking, partnership and cooperation outcomes. Moreover, the sustainability of the networks, partnerships and cooperation created during the activities appeared to be an area of concern for almost all types of youth work profiles, since the established networks and partnerships did not end up with concrete outcomes, such as new (international) youth projects or cooperation in the field of youth.

## Introduction

“Research-based Analysis of Erasmus+: Youth in Action” (RAY) is a joint research initiative, managed the RAY Network which includes the National Agencies of Erasmus+: Youth in Action and their research partners in currently 31 countries<sup>1</sup>. It aims to contribute to a better understanding of international youth work and youth learning mobility in Europe, in particular within the context of the Erasmus+: Youth in Action Programme. In this context, being a partner of the RAY Network since 2012, Turkish National Agency has been taking part in a series of research projects developed by the RAY Network.

The RAY Research Project on Competence Development and Capacity Building in Erasmus+: Youth in Action (RAY-CAP) is one of the projects conducted within the “Research-based Analysis of Erasmus+: Youth in Action” by the RAY Network. The data for the RAY-CAP research was collected through three sets of interviews, which were conducted by RAY Network partners in 16 countries between August 2015 and August 2017. The interviews addressed participants involved in TCA and KA-1/MoYW projects funded by the European Union Erasmus+: Youth in Action Programme (2014-2020) and were conducted before, two months after and one year after the participation of the interviewees into the activities. The RAY-CAP project was designed by the Generation and Educational Science Institute (GENESIS) in Austria in cooperation with the RAY Network partners in Austria, the Czech Republic, Estonia, France, Germany, Slovenia and Turkey.

This Final Report is prepared to present the analysis of the findings of the RAY-CAP research for Turkey. It is structured in five chapters, in addition to introduction and conclusion parts. The Chapter 1 provides a brief summary of the Research-based Analysis and Monitoring of Erasmus+: Youth in Action (RAY) and the Chapter 2 draws the framework for the RAY Research Project on Competence Development and Capacity Building in Erasmus+: Youth in Action (RAY-CAP) in a way to present the aims and objectives, research questions, research design, profile of the sample, planned outputs and conceptual framework of the research. In the Chapter 3, the stages and characteristics of the overall sample of RAY-CAP research in Turkey

---

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

is presented in detail. This chapter intends to give the readers a comprehensive idea about the professional and youth work backgrounds of the 23 interviewees from Turkey and their organisations.

The Chapter 4 and the Chapter 5 constitute the main body of the analysis of the RAY-CAP findings for Turkey. The Chapter 4 is devoted to the analysis of the RAY-CAP findings based upon the qualitative data clustered through 10 structural protocols that was included in the National Database of Turkey. In this regard, the Chapter 4 is a contribution to the transnational analysis to be prepared by the RAY-CAP coordination in 2018 as the major comparative product to be produced within the context of the RAY-CAP research. On the other hand, the Chapter 5 provides a broader analysis of the qualitative data from the overall sample of 23 interviewees from Turkey and enriches this analysis with the quantitative data collected through the Research-based Analysis and Monitoring of Erasmus+: Youth in Action E+/YiA (RAY-MON) research project of the RAY Network. In this chapter, the intention is to develop a multi-layered analysis based on the youth work profiles of the interviewees in order to identify some patterns in the effects of interviewees' participation in the training and support activities on the youth work and youth work practices in Turkey. The Conclusions part provides an overview of all the findings of RAY-CAP research in Turkey.



# **Chapter 1: Research-based Analysis of Erasmus+: Youth in Action (RAY)**

## **1.1 What is RAY?**

*Research-based Analysis of Erasmus+: Youth in Action* (RAY) is a joint research initiative within the context of the Youth in Action Programme. It was initiated in 2007 in order to explore (learning) processes and effects as well as the implementation of the Youth in Action Programme of the European Union (2007 to 2013).<sup>2</sup> The RAY initiative is self-governed through a network, RAY Network, consisting of the National Agencies<sup>3</sup> of Erasmus+: Youth in Action Programme from 31 countries and their research partners<sup>4</sup>.

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

## **1.2 Aims and objectives of the RAY Network<sup>7</sup>**

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

---

<sup>2</sup> RAY Network Mission Statement, Final Draft, Version 25.4.2016.

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

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

<sup>5</sup> RAY Network Mission Statement, Final Draft, Version 25.4.2016.

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

<sup>7</sup> This section is adopted from RAY Network Mission Statement, Final Draft, Version 25.4.2016.

The strategic objectives of RAY are:

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

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

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

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

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

### **1.3 RAY research activities**

With the initiation of the Erasmus+ Programme, the RAY Network has adopted its research framework to the Erasmus+: Youth in Action Programme (2014 to 2020), and developed three different research projects<sup>8</sup>:

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

---

<sup>8</sup> <http://www.researchyouth.net/scope/>.

<sup>9</sup> This activity is a joint activity of all RAY Network partners.

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

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

## **Chapter 2: RAY Network Research Project on Competence Development and Capacity Building in Erasmus+: Youth in Action (RAY-CAP)<sup>12</sup>**

### **2.1 What is RAY-CAP?**

Research project on Competence Development and Capacity Building in Erasmus+: Youth in Action (RAY-CAP) is one of the three research projects conducted under the framework of RAY Network. It is specifically designed to explore processes, outcomes and impact of training and support activities for youth workers and youth leaders in Erasmus+: Youth in Action (E+/YiA), particularly the training activities funded within Key Action 1 Youth Worker Mobility (KA1-YWM), Key Action 2 – Strategic Partnerships<sup>13</sup>, Transnational Cooperation Activities (TCA) and other support mechanisms for the development and implementation of E+/YiA projects. In general, the research project aims to explore how these activities contribute to the competence development of youth workers and youth leaders; how they contribute to youth work practice; and, how they affect the organisations involved in E+/YiA. The research project also intends to contribute to a better understanding of the systemic impact of training and support activities within E+/YiA; and, to the quality development and strategic planning of Transnational Cooperation Activities (TCA) within E+/YiA.

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

---

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

<sup>13</sup> KA2 projects are included in this research project for the analysis of their relevance for the sampling of (C) module on systemic effects.

**What is KA1 - Mobility of youth workers?<sup>14</sup>**

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

**What is Transnational Cooperation Activities (TCA)?<sup>15</sup>**

Transnational Cooperation Activities (TCA) aim to improve the quality and impact of the Erasmus+ programme at a systemic level. TCA includes a range of events, seminars, workshops, training courses and partnership building activities on themes relevant to Erasmus+. The major target groups of the TCA are youth and education and training stakeholders, including individuals and organisations active in the field of youth; vocational education and training and adult education providers; and public bodies at local, regional or national level responsible for education or youth policy. TCA events intend to create benefits for the participants regarding to create and/or extend contacts and cooperation with organisations coming from similar or different fields across Europe; to gain knowledge and practical skills on Erasmus+ and access support on project ideas; and, to disseminate your projects' results at European level. The difference of the TCA events from KA1 – Mobility of Youth Workers projects is that TCA events are organised by Erasmus+ National Agencies in negotiation with their national ministries and the European Commission or by the SALTO (Support, Advanced Learning and Training Opportunities) Network.<sup>16</sup>

## 2.2 Aims and objectives

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

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

- to explore competence development<sup>17</sup> of youth workers and youth leaders through their participation in training and support activities in the youth field, in particular in the framework of E+/YiA (including TCA);
- to explore how learning outcomes from the training and support activities are transferred into practice;

---

<sup>14</sup> Erasmus+ Programme Guide, Version 1 (2017): 20/10/2016, pp.79. Available online at: [http://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/files/resources/erasmus-plus-programme-guide\\_en.pdf](http://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/files/resources/erasmus-plus-programme-guide_en.pdf).

<sup>15</sup> This box compiles information from <https://www.erasmusplus.org.uk/transnational-cooperation-activities> and <https://www.salto-youth.net/rc/training-and-cooperation/nationalagencies/>.

<sup>16</sup> <https://www.salto-youth.net/>

<sup>17</sup> Within the context of RAY-CAP, "competence development" is further elaborated under the section 2.7 Conceptual Framework of the RAY-CAP research.

- to explore long-term systemic effects of training and support activities on the organisations involved in E+/YiA.

### **2.3 Research questions**

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

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

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

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

## 2.4 Research design

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

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

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

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

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

in training and support activities (KA1 - Youth Worker Mobility and Transnational Cooperation Activities) in view of their development of (international) youth work competences. The outcomes of these surveys will be taken into consideration in the analysis of the interviews of this study.

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

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

The module on long-term systemic effects (organisational development) (Module C) is designed to explore (long-term) systemic effects of training/support activities (including TCA), as well as of the overall involvement in E+/YiA on the organisations involved in the activities. The research design of this module includes interviews (semi-structured and/or focus groups) with staff members of organisations involved in training/support activities and in other activities funded through E+/YiA. Staff members interviewed will include directors of organisations and staff members working on E+/YiA activities, with a focus on organisations involved in the modules A and B as well as in KA2 - Cooperation for innovation and the exchange of good practices projects.



A main indicator for organisational development in Module C is the quality of (international) youth work, indicated by non-formal learning, intercultural learning and inclusion of young people with fewer opportunities and participation of young people in the activities of the organisations. Further indicators could be the “multiplication” of experiences gained in training/support activities, the sustainability of effects resulting from the involvement in training/support activities etc.

## **2.5 Profile of the sample**

The sample of participants selected for the RAY-CAP research include the participants of the projects and events within the context of KA1 – Mobility of Youth Workers and Transnational Cooperation Activities. In addition to the activity types, a set of sampling criteria referring to the characteristics of the participant, activity and the participant’s organisation is identified by the RAY-CAP working group:

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

## **2.6 Planned outputs**

From the data collected within the framework of RAY-CAP research, a number of reports at two levels will be prepared. At the RAY Network level, Interim Transnational Report and Final

Transnational Report will be published respectively in 2017 and 2018, in a way to discuss the findings in a comparative way for the participating countries of the RAY-CAP research. At the national level, each participating country of the RAY-CAP research will prepare its own country reports both on the individual and systemic effects of the training and support activities on the participants of the activities.

## **2.7 Conceptual framework of RAY-CAP research<sup>18</sup>**

The primary focus of the RAY-CAP research is on “competences” for youth workers and/or youth leaders that are supposed to be developed through international and European youth work practices, in particular through training and support activities within the context of E+/YiA Programme, namely KA1 Mobility of Youth Workers and Transnational Cooperation Activities (TCA). In this regard, the conceptual framework prepared for the RAY-CAP research elaborates on youth work in E+/YiA; youth work competences and existing frameworks for international/European youth work competences.

The preparation for developing a RAY-CAP conceptual framework focused on competences, training and learning within the context of existing literature and frameworks for (international) youth work and youth work with European dimensions. These include the European Training Strategy (see Bergstein, García López, and Teichmann, 2014), the portfolio on youth work of the Council of Europe (Council of Europe, 2007) and related studies (see European Commission, 2014; Pantea, 2012).

In this context, what youth work within E+/YiA means becomes an important aspect of the research. Accordingly, the competences important for youth work; the existing concepts; the added value of inserting a European level in comparison to national level; and the meaning of the European dimension have been analysed in a desk study. Three different competence models have been selected in relation to the E+/YiA European Training Strategy, the Council of Europe and the SALTO Training: the ETS – Competence Model for Trainers, the Portfolio Competence Framework and the draft set of competences for youth workers to work in international contexts. In this phase, semi-structured interviews with selected TCA-officers

---

<sup>18</sup> This section builds on Research Project on competence development and capacity building in Erasmus+: Youth in Action – Conceptual framework for youth work within E+/YiA focused on competences, training and learning [draft version], 18 April 2016, prepared by Doris Bammer, Andreas Karsten and Helmut Fennes.

were also conducted with regards to the implementation of competence development within TCA events.

### *2.7.1. Youth work within E+/YiA and non-formal education/learning*

RAY-CAP conceptual framework suggests that it is not possible to provide a generic definition of European youth work and accordingly it prefers to focus on the social role of youth work within E+/YiA in terms of respecting and including the needs of young people within a political framework. Still, some key elements of youth work are also appreciated. 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 includes 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.

RAY-CAP conceptual framework acknowledges that now youth work is recognised in the context of a “transit(ional) zone as a social and pedagogical intervention in the third socialisation environment” (Council of Europe, 2015a) in relation to self-identify/individual outside the family and school environment. The aims of the youth work is 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.

The diverse nature of youth work across Europe is mainly due to the differences with regards to youth work practices based on diverse field of social and educational practices, and financial and political contribution. This leads to different frameworks across Europe, such as voluntary versus professional youth work, or that some target groups are limited by age or the occurrence of the inclusion in the welfare system, or the cultural system. In other words, the cultural and historical contexts define different limitations and ideologies of youth work for young people.

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, RAY-CAP conceptual framework stresses that “intercultural learning is always political” (Otten, 2009), illustrating the impact of political dimension in the intercultural learning discourse.

### *2.7.2. Youth work competences within E+/YiA*

The overview of youth work understanding in Europe and the learning styles and methods attached to it, RAY-CAP conceptual framework acknowledges that youth work competences include a political and an intercultural dimension.

The political dimension is considered within the context of European citizenship, where obligation and ability to actively guarantee individual and social rights within a democratic framework becomes eminent. The political character owes to the fact that opportunities for creating individual, cultural and political identity have had to be provided within legal and political structures at a European level.

Intercultural dimension is considered in terms of international discourse that can be specified with the ability to analyse and consider the evolving European society, its interests, conflicts and values. Competences to develop such an ability are considered to rely on the comprehension of young people’s problems, group dynamics, conflict’s dynamics with ethnic and nationalistic roots, access to education, training and employment as well as of European initiatives, programmes and limits in youth work. In particular, intercultural competences in relation to cultural awareness, knowledge and skills include attitudes and abilities to empower individuals and groups, to reinforce their strengths in culturally constructive manner and to acknowledge the importance of culture in people’s lives.

### *2.7.3. Existing frameworks for international/European youth work competences*

RAY-CAP conceptual framework has selected and analysed three competence models for international/European youth work, which are considered to be strongly related to the E+/YiA Programme, National Agencies, the Council of Europe and SALTO Training.

1. *European Training Strategy – Competence Model*: This model is based on the Agenda 2020 of the Council of Europe (2008), the EU Youth Strategy (2009), the Resolution of the Council of the European Union on youth work (2010) and the European Youth in Action Programme. The model includes a set of competences with six competence areas for trainers working at an international level. Each competence area is described with criteria (principles/standards) and special items of knowledge (ways of thinking), skills (ways of doing) and attitudes (ways of expressing emotions and attitudes). The definition of indicators for each competence area is new, demonstrating when the criteria have been met.
2. *Portfolio Competence Framework*: This framework is drafted by the Council of Europe (2015b) and is based on a revised version of the Portfolio dated April 2007. The detailed set of competences combines specific youth work competences with more general, essential competences in youth work. The content of competences is divided into eight functions and 31 competences. Each function provides several competences and explains for each knowledge (cognitive dimension of a competence), skills (practical dimension) and, if applicable, attitudes and values (“heart” dimension).
3. *A draft set of competences for youth workers in international contexts*: It is developed (but not published) by the SALTO Training and Resource Centre. It deals with competences and categories. Each of the eight competences have their own criteria, based on four categories such as attitudes, knowledge, skills and behaviours.

### *2.7.4. RAY-CAP conceptual framework for youth work competences within E+/YiA*

The RAY-CAP framework for youth work competences within E+/YiA is based on the key results of the above mentioned and analysed three competence models for international youth work. The main focus on developing the RAY-CAP framework of youth work competences within E+/YiA relies on analysing the most important competences for youth workers/youth leaders towards international/European dimensions in the provided three competence models as well as in the core results of the survey conducted by RAY-CAP working group with selected

TCA officers in regard to the implementation of competence development within TCA. In fact, the intention is to reduce complexity for RAY-CAP research model for competences in international youth work or youth work within E+/YiA, which should be integrated into the RAY-CAP interview guidelines, as well as in the interview analyses.

Considering the under-representation of political issues, which might correspond to its main function to implement projects funded by the running EU programmes at a national level, in the analysed competence models, the RAY-CAP framework for youth work competences within E+/YiA has been developed in a way to include political competences, as one of the most important ones for youth work within E+/YiA. Such competences concern:

- Translating policy development/European issues into the field of youth work reality,
- Transferring youth work issues within E+/YiA into a local reality,
- Taking different levels of youth work (local, regional, national, EU) into account to establish it as a reality and avoid abstract constructions,
- Opening one's mind to European developments, including knowledge about what is going on at a European level.

Accordingly, the RAY-CAP framework for youth work competences within E+/YiA is drafted along three dimensions in terms of political, intercultural and professional/quality, including four competence areas for each:

- a) *Political dimension (European citizenship)* with respective competence areas: (1) democratic citizenship, (2) solidarity and social change, (3) human rights, (4) networking and advocating.
- b) *Intercultural dimension (Intercultural learning)* with respective competence areas: (1) tolerance of ambiguity, (2) intercultural education and learning, (3) intercultural discourse and identities, (4) empathy and emotional discourse.
- c) *Professional/quality dimension* with respective competence areas: (1) personal qualities / domains of personal development, (2) educational approach, (3) cooperation and networking, (4) assessment and evaluation.

In addition, for each proposed competence areas, respective competences have been drawn according to categories like knowledge and skills as well as attitudes, values and behaviours.

In this respect, firstly the key competences are taken into consideration with knowledge, skills and attitudes according to the European reference framework for key competences for lifelong learning. Secondly, these three categories as well as the categories values and behaviours are also part of the analysed competences of the three competence models.



### Chapter 3: RAY-CAP Turkey Country Study: The Sample

This chapter provides an overview of the implementation of RAY-CAP research in Turkey by indicating the stages of the research, and by summarising the characteristics of the Turkish sample consecutively.

As also elaborated in Section 2.4, the RAY-CAP research design consists of three modules. While Module A focuses on the competence development of participants in training/support activities within E+/YiA, and Module B on their transfer into practice at an individual level; Module C focuses on the systemic effects (including long-term effects) of training/support activities, in particular on the organisations involved.

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

The sample of participants selected for the RAY-CAP Turkey research include the participants of the projects and events within the context of KA1–Mobility of Youth Workers and Transnational Cooperation Activities. In this context, the RAY-CAP research includes the participants of these activities which started between 1 November 2015 and 30 June 2016 and which were funded through the National Agencies of E+/YiA. Selection of sample has followed the criteria developed by RAY-CAP working group. As also shown in Table 3.1, the actual status of the overall sample of 23 interviewees for Turkey, including the 10 interviewees in the National Database, can be summarised as follows<sup>19</sup>:

---

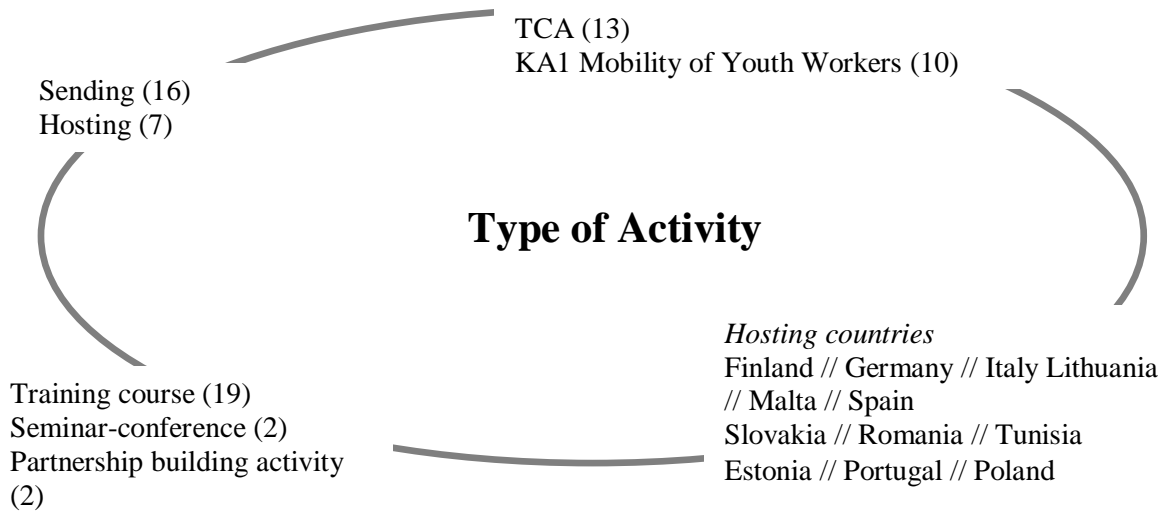
<sup>19</sup> For more details, also see Annex II for the list of interviewees in the National Database, and Annex III for the list of other interviewees.

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

The overall sample covers a total of 17 different training and support activities, out of which 11 are TCA activities (all sending) and 6 of them are KA1 Mobility of Youth Workers projects (two of them are sending and four of them are hosting). This means that in the overall sample there are a total of six activities from which two participants per activity were interviewed. In addition, two interviewees participated in the same Training of Trainers activity. According to the criteria of the working group for the preparation of the Transnational RAY-CAP Report,

National Database does neither include the participants of the Training of Trainers activities; nor more than one participant from the same activity.

**Graph 3.1: Type of Activity (summary)**



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

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

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

**Graph 3.2: Interviewees' Profile (Summary I)**



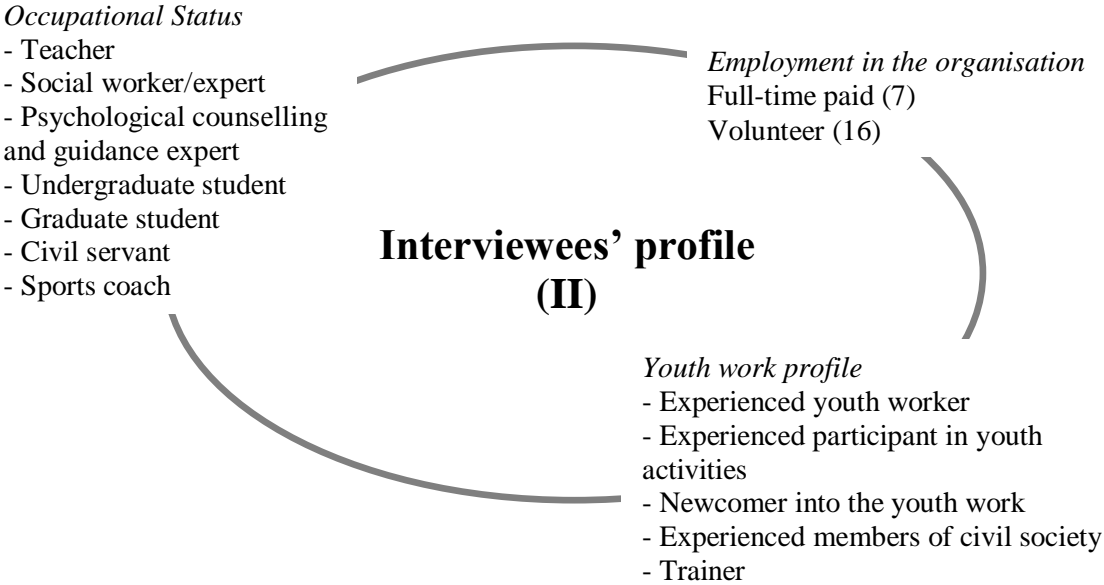
The interviewees belong to two major types of organisations: public institutions and civil society organisations. There are seven participants who work at the public sector, namely at the governor's office, at a public university, at a vocational High School, at a public education centre, at a youth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

**Graph 3.3: Type of Interviewees' Organisations**



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

**Graph 3.4: Interviewees’ Profile (Summary II)**



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

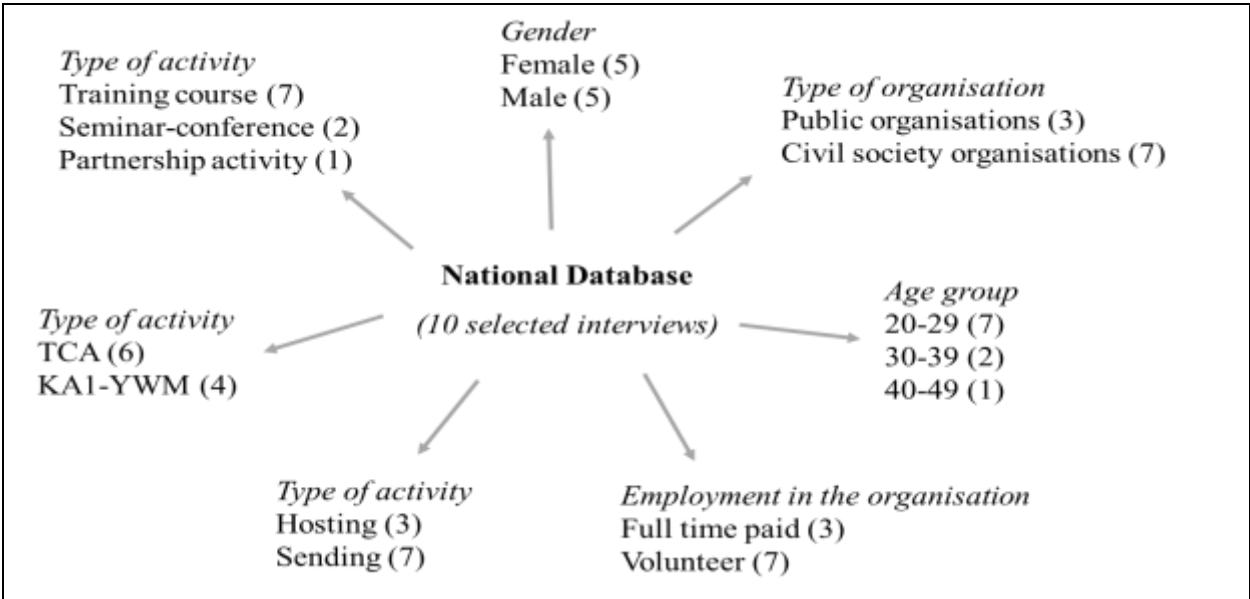
**Table 3.1: Characteristics of the RAY-CAP total sample for Turkey and the National Database (Summary)**

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

### Chapter 4: RAY-CAP Findings for Turkey

This chapter is based upon the analysis of the 10 structural protocols that constitute the National Database of Turkey, prepared to contribute to the preparation of the transnational analysis report within the context of the RAY-CAP research. The structural protocols is an effort to organise and categorise, in line with the RAY-CAP research objectives, the data collected from the Turkish participants of the TCA and KA1/MoYW activities within the context of Interview 1, conducted before the activity and Interview 2, conducted two months after the activity and Interview III, conducted 12 months after the activity. For the National Database of Turkey, 10 participants out of 23 were selected in line with the basic criteria of RAY-CAP research, in a way to cover the members of the sample, which display utmost benefits to youth work at the national context and youth work practices. The characteristics of the sample in the National Database is summarised in Graph 4.1.

**Graph 4.1: The characteristics of the National Database**

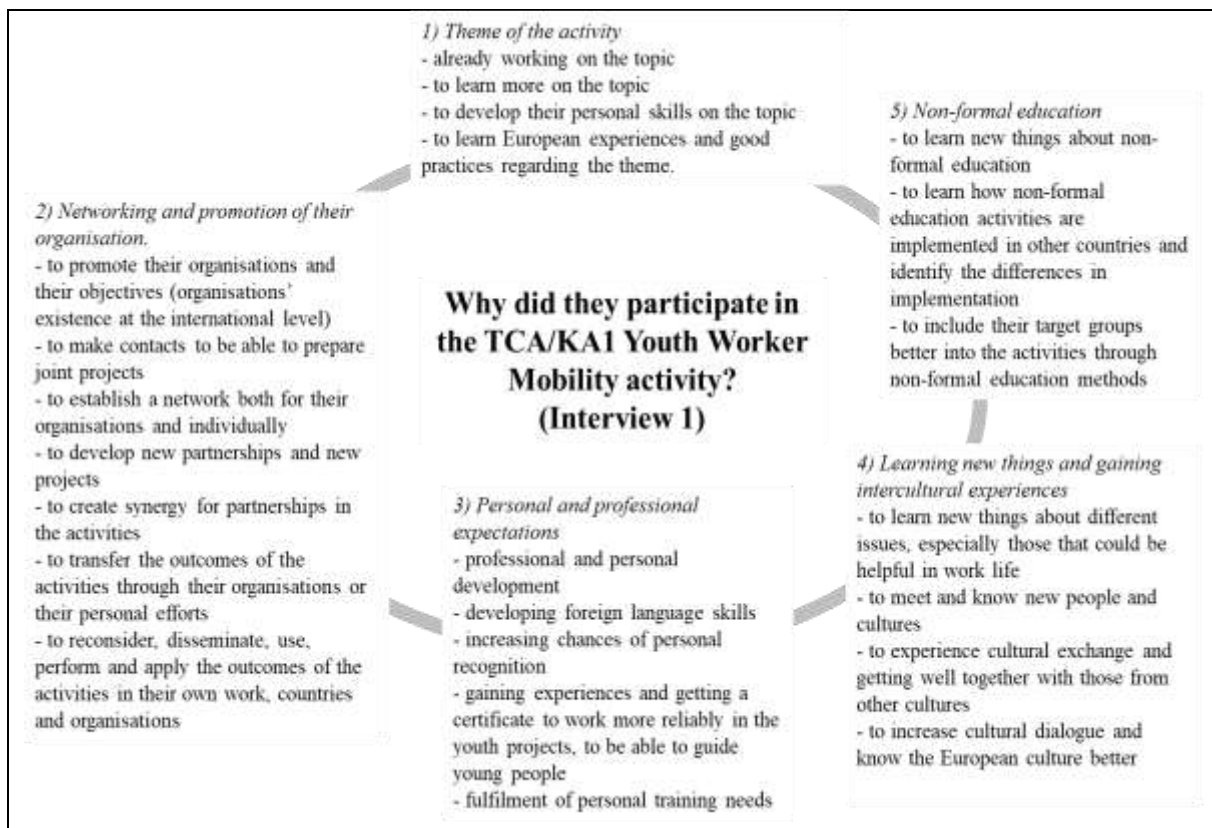


The chapter is structured to present the findings from the Interview 1, Interview 2 and Interview 3 under three categories: 1) personal goals, individual learning and competences; 2) institutional goals and organisational learning; and 3) impact on networking and cooperation.

Identifying the motivations and personal expectations of the interviewees from participation in the training and support activities gives important clues about the training needs and interests of the youth workers, and accordingly constitutes an important aspect of the analysis under

RAY-CAP research. The data from the Interview 1 show that the theme of the activity, networking and promotion of the organisation, personal and professional expectations, learning new things and gaining intercultural experiences, and non-formal education are the basic motives for the participants to participate in the training and support activities (Table 4.1).

**Table 4.1: Motivation and personal expectations (Interview 1)**



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



outcomes (not only cultural exchange but also learning a lot; theoretical inputs in the activity, etc.)

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

#### **4.1 Personal Goals, Individual Learning and Competences**

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

enriched by a longitudinal perspective of the changes on individuals through Interview 3 in the Module B.

4.1.1 Domains of personal development: Knowledge/skills/attitudes

“A new country, leaving the routine and seeing new practices from 15 different countries widens one’s horizons and changes [the person]. And related to that you both develop new projects, make new projects and in addition you make further research [3-4 readings] in relation to your education about the topic. I mean, many things change.” (Male, TCA, 42 years old, Interview 3)

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

RAY-CAP research is particularly interested in the expected and unexpected effects of training and support activities individually on the participants, as the key agents of youth work. As elaborated in the RAY-CAP Interim Country Report of Turkey, Interview 2 provided valuable insights with regards to the interviewees’ instances of developing strengths (Graph 4.2) and overcoming weaknesses (Table 4.2) through participation in training and support activities, as well as the domains of personal competence development.

**Graph 4.2: Developing strengths through training and support activities (Interview 2)**



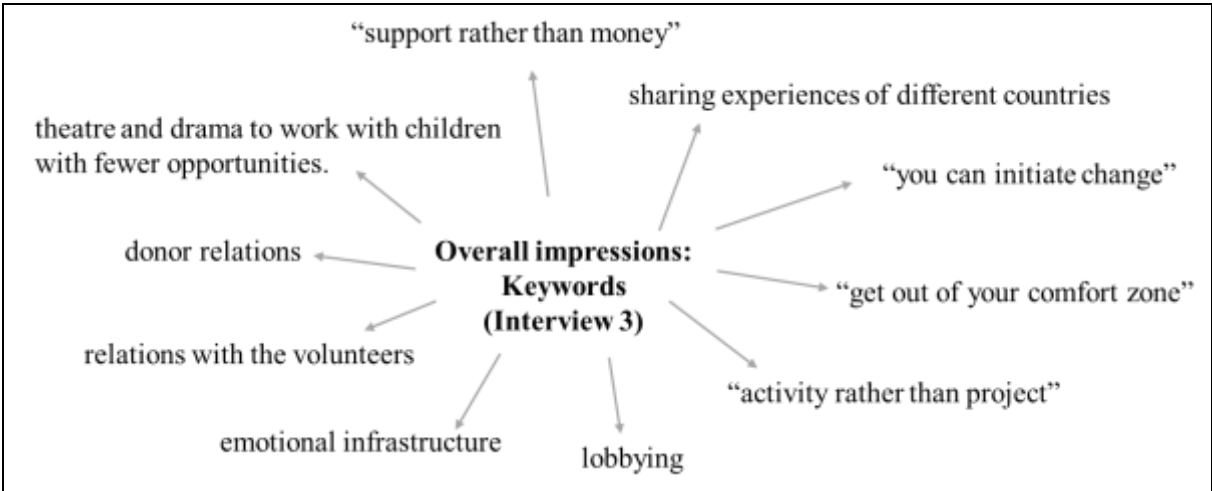
**Table 4.2: Overcoming weaknesses through training and support activities (Interview 2)**

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

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

Interview 3 data confirms the findings of the Interview 2 that *the perception of the overall gains of the interviewees from the activities is quite positive*. The activities were considered to be very inspiring and effective in a way to widen the horizons and perspective of the interviewees in terms of cultures, new projects, and maybe the most importantly in terms of youth work and civil society engagement. The activities were perceived to equip the participants with new communication skills, new knowledge, new approaches, new techniques, new topics and new ways of doing things in relation to youth work practices. In addition to helping to establish networks, the activities seem to contribute to personal development, self-confidence and self-awareness of the interviewees. Graph 4.3 presents the keywords given by the interviewees in relation to their overall impression about the activity.

**Graph 4.3: Overall impression about the activity with keywords**



*Knowledge acquisition*

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

The responses to the Interview 2 questions shows that the participants of the training and support activities acquire a wide range of new knowledge during the activities. Many interviewees stated that they learned a lot regarding *the topic/theme of the activity*. For example, they learned new computer and internet programmes about communication, which was the theme of the activity, and new techniques of efficient communication in a short time period; knowledge about social work regarding psychological support; social inclusion models for the disadvantaged groups and services provided for young people and women; rights provided for disabled people in different countries; different country legislations; product development, important points of mass funding; or, existence of similar social problems in different countries. A second category of new knowledge relates to *project work*. The interviewees indicated that they learned how to prepare and plan a project; how to write a project; where to apply for projects; legal procedures of application; European Commission’s support opportunities for the projects and the Erasmus+ Programme; the essence of Youthpass as a tool of self-evaluation and process-evaluation; project stages such as identification of the problem, developing solutions, identifying activities, creating the programme and working groups; and, the need for youth participation for project development. With regards to the knowledge acquisition on project work, the findings for the sample from Turkey are quite similar to the findings of the RAY-CAP Interim Transnational Report (2017: 60). This makes it possible to argue that

training and support activities quite often focus on “issues of project management in terms of applications/preparation and implementation of projects/activities in E+/YiA programme” and many interviewees perceive that they acquire respective knowledge and skills that could help them to draft a project application to submit to the funding authorities, in most cases to the National Agencies and the European Commission.

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

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

### *Skills development*

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

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

It is important to underline that the interviewees did not only learn about the skills theoretically, but also the ways of putting them into practice. The longitudinal analysis shows that some of the interviewees could transfer the theoretical input into practice (for further details see Section 4.1.2 Applied learning outcomes). For example, an interviewee stated that she learned how to approach to and communicate with different institutions such as the municipality, and she was still applying similar techniques in her daily work.

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

### *Changes of Attitudes/values*

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

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

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

Equally important are the perceived changes of attitudes directly related to the interviewees' youth work practices. Very similar to the findings of the RAY-CAP Interim Transnational Report (2017: 69), the perceived short-term changes according to the Interview 2 data appeared in the form of awareness raising on different issues and discourses. In this regard, the interviewees stated that they realised different definitions of youth in different countries; the limits of their own practices in their organisations, for example, in relation to youth inclusion; the possibility of widening their viewpoints and looking at the world globally; and the ways of living together in harmony with different segments of society. In addition, the interviewees had

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

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



### *Intercultural Learning*

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

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

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

There was less evidence regarding the short-term changes and development in terms of *intercultural discourse and identities* within the context of Interview 2. The interviewees who

responded the relevant question state that they should not be prejudiced about other countries or cultures and deal with any conflicts with care. Even in the cases where participants had prejudices about each other; knowing each other better during the activity helped soften these prejudices considerably. In this regard, one of the objectives of International/European youth work is considered to be enhancing positive attitudes about cultural diversity; and when different cultures come together in these activities it is considered to become something positive because the participants communicate with people directly rather than virtually learning about them on the internet.

When the long-term changes with regards to intercultural learning are considered (Interview 3), a sharp transition from “ability to interact” towards “capacity to act”<sup>20</sup> can be observed in the interviewees’ perceptions. For example, many interviewees stated that they started to get considerable intercultural learning experiences; and started to leave aside and eliminate their prejudices about other cultures and nationalities, for example about the refugees in Turkey. The interviewees mentioned that they became less prejudiced, more tolerant, more respectful and more patient with more empathy towards people; and as a result, they started to approach people in a more transparent and reconciliatory attitude. Through coming together with people from other cultures, the interviewees discovered many commonalities and the fact that they were all human beings, and accordingly they started to say “yes, we can live altogether” without judging them but instead respecting them and their diversity. All these statements show that in the long term the interviewees carried the awareness about interculturality into the level of consciousness and practice, especially with regards to their “own situation in life through recognising dependencies, interests and causes, as well as through precise observation and analysis of one’s environment”, which is defined as an important stage of intercultural learning by Otten (1997: 5).

#### *4.1.2 Applied learning outcomes/planning and implementation*

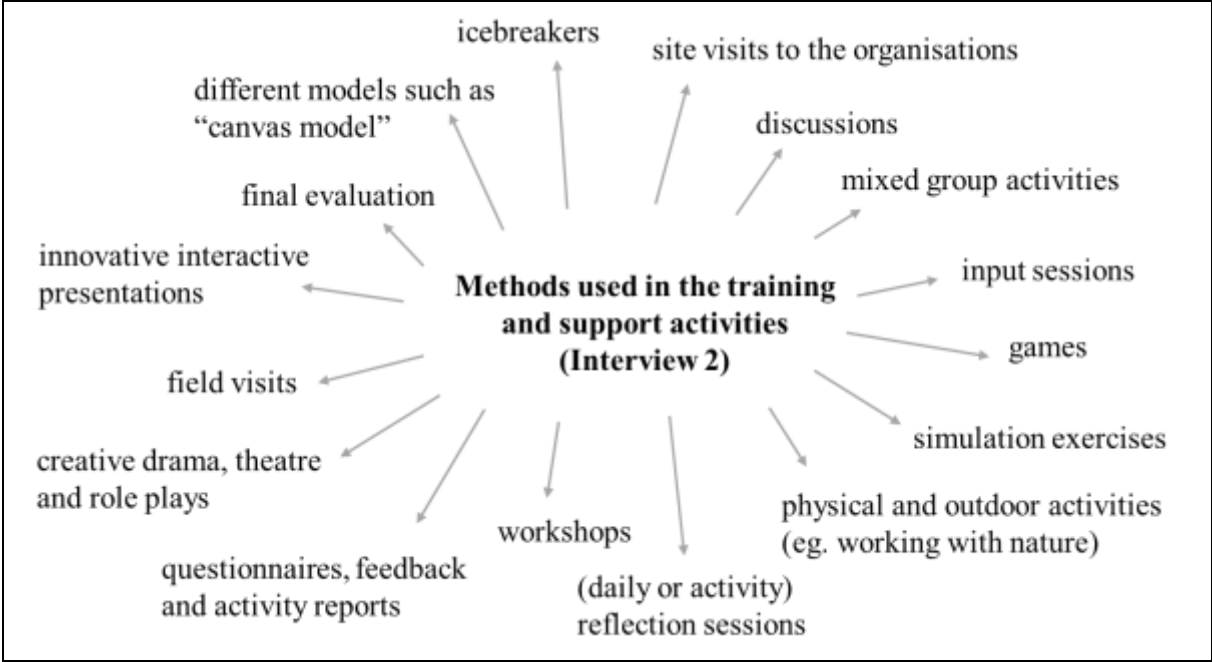
“I approach every participant with a special kindness, because in this training we learned that the major aspect of fund-raising is communication, and by this means, I try to keep strong communication with everybody in our events.” (Female, KA1-MoYW, 23 years old, Interview 3)

---

<sup>20</sup> Hendrik Otten (1997) Ten Theses on the correlation between European youth encounters, intercultural learning and demands on full and part-time staff in these encounters. Available at: [http://ikab.de/reports/thesen\\_en.html](http://ikab.de/reports/thesen_en.html).

The applied learning outcomes, especially in form of training approaches/methods, are an important component for understanding the development of personal youth work competences for the RAY-CAP research. In this context, the Interview 2 helped identify the approaches and methods implemented at the training and support activities (Graph 4.4), first for *improving (international) youth work competences*, in other words for youth work practice (action); and second, for *developing strengths and overcoming weaknesses* in terms of their transferability into work life and/or practice.

**Graph 4.4: Methods used in the training and support activities (Interview 2)**



Regarding the applied training approaches/methods for *improving (international) youth work competences at the personal level*, in the Interview 2, majority of the interviewees indicated that the methods (Graph 4.4) were inclusive and effective; and, everybody had the chance to communicate. In this sense, the activities were considered to be very well-organised; and intensive but not boring at all. The interviewees indicate that these methods and approaches helped them learn new things such as creating and administering web pages or new computer programmes and learning by doing; and they were useful to express their thoughts about the activities and making the suggestions and comments that were taken seriously. In this regard, the findings of the RAY-CAP Interim Transnational Report (2017: 90) show very similar results, where most interviewees positively evaluated the methods and indicated that the activities were quite interactive which allowed discussions.

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

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

to make the classes more enjoyable for the students; the other one, who works full time as a basketball coach for disabled young people, made use of the knowledge about working with disabled youngsters.

The Interview 3 also provides a long-term vision in terms of the gains of the interviewees with regards to *planning, preparing and implementing youth projects and activities*. The statements of the interviewees show that some of them already found new project ideas and prepared youth projects after the activity. In this exercise, concrete examples of change were mentioned. For example, an interviewee indicated that in order for the project to go smoothly, he should find experts of different topics; everything should be well-planned; and the programme should be developed with energisers, ice breakers etc. Another interviewee stated that she now considers not only the organisational aspects but also aspects of communication with the invitees when she implements activities. As a result of the attended activity, a majority of the interviewees now know how to prepare a project; how it is evaluated and what the objectives of a project should be; and accordingly as one interviewee mentioned, they can prepare projects in a shorter period of time compared to their past experiences. The other interviewees, who have not yet prepared any new projects even a year after the activity, also confirm that they got the knowledge of project preparation and implementation, they shared this knowledge with other people (such as the members of a student club) and they considered to get involved into project preparation together with their colleagues. One of the reasons of not getting engaged into project participation is the perceived need for further experience and training to be able to prepare projects (for a further analysis see Section 4.2.1 Youth work ambitions and future perspectives).

#### *4.1.3 European values, issues and image of the European Union*

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

When the interviewees were asked about any changes they realised in their attitudes after the activity related to *European values*, many of them stated that the activity changed their perceptions about a number of European values. A commonly mentioned value is democracy.

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

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

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

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

#### *4.1.4 Youthpass*

The participants of the projects funded by Erasmus+: Youth in Action (2014-2020) and Youth in Action (2007-2013) programmes are eligible to receive a Youthpass, which is “a tool to document and recognise learning outcomes from youth work activities” as “a part of the European Commission’s strategy to foster the recognition of non-formal learning, putting policy into practice and practice into policy.”<sup>21</sup> Thus, it aims to:

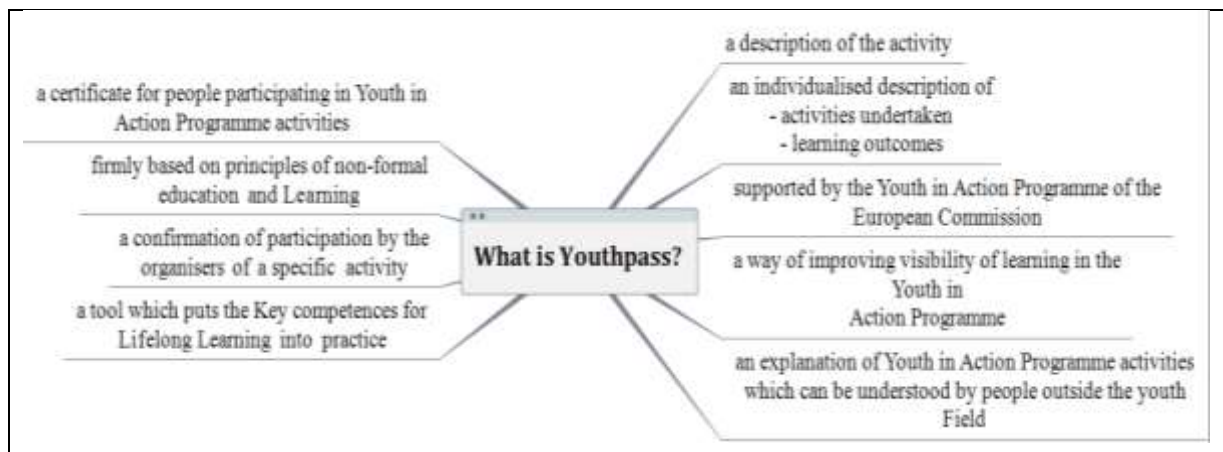
- to support the reflection upon the personal non-formal learning process and outcomes;
- to strengthen the social recognition of youth work, as a Europe-wide recognition instrument for non-formal learning in the youth field;
- To support active European citizenship of young people and of youth workers by describing the added value of their project; and,
- To support the employability of young people and of youth workers by raising their awareness of and helping to describe their competences, and by documenting their acquisition of key competences on a certificate.<sup>22</sup>

---

<sup>21</sup> <https://www.youthpass.eu/en/about-youthpass/about/>

<sup>22</sup> <https://www.youthpass.eu/en/about-youthpass/about/>

#### Graph 4.5: What is Youthpass?



Source: Youthpass Guide (2011: 5)

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

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

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



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

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

→ *Recommendation: Youthpass should be better promoted among the employers, namely in the business community and public institutions.*

#### **4.2 Institutional Goals and Organisational Learning**

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

This section summarises the findings of the RAY-CAP research, through all three interviews, in relation to the transfer of experiences/learning outcomes into youth work by the interviewees at the individual level. In this context, the section is structured around the issues of youth work ambitions and future perspectives of the interviewees; transfer of experiences and impact on institutional environment; organisational support for the interviewees; and, changes of the perspective or professional environment for working internationally in the youth field. Before going deeper into these issues, it is important to see the changes in the work lives of the interviewees with regards to their youth work practices, as a factor that affects the transfer of experiences and learning outcomes.

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

and he became the director of it. All these examples show that the activities, directly or indirectly, do not only help the participants of the training and support activities remain in the youth field, but also extend their field of action. It is quite striking to see that in one year after the activity two new youth organisations were established by the interviewees.

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

#### *4.2.1 Youth work ambitions and future perspectives*

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

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

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

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

The data from the Interview 1 (before the activity) show that interviewees had various types of motivations for participating in the activities. While some of the interviewees, especially those who work as full-time employees in their organisations, consider youth work as their profession (for example, a participant is a social service specialist; while another is a teacher working in a

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

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

The analysis of the Interview 2 data has already shown that training and support activities deepened the engagement of the interviewees into youth work activities even two months after the activity. One of the interviewees started to make further research about the problems they discussed in the activity, and tried to identify deeper problems; another became quite enthusiastic about applying what he learned in the activity to his work practices; another started to adopt a perspective that prioritised the needs, rather than the existence of funds. In addition,

these activities also increased personal motivations related to issues such as increasing employability due to putting it into his CV and also due to new skills acquired from the activity. Last but not the least, training and support activities created a considerable degree of motivation for the interviewees who had little or no experience with youth work before. After the activity, one of the interviewees started to search for the ways of actively taking part in associations and NGOs and she contacted the sending organisation to ask what kind of responsibilities she could take in the organisation. Another interviewee stated that she realised that she was not aware of the importance of youth work activities, but after the activity she learned what an NGO was and how it worked.

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

improve herself as a participant in the youth events for a while before getting engaged into leading an activity in the youth field. This last emphasis also points out to the future plans and future youth work perspective of the interviewees, which was explored through another question in the Interview 3.

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

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

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

An overall analysis of Interview 1, Interview 2 and Interview 3 in a continuum shows that most of the interviewees stated their willingness to continue with youth work activities before, two months after and one year after their participation in the activities. RAY-CAP data provides examples of high level of motivation and concrete practices of youth work in a one-year time span. For example, the interviewees who considered to establish their own organisations managed to establish them; those who would like to host volunteers in their organisations applied for EVS accreditation; and many volunteers continued volunteering not only in their own organisations but also in other associations. Some of the interviewees participated in new training and support activities in that year, and these were not necessarily international activities, but still relevant to their youth work needs and practices. Last but not the least, those interviewees who had little or no youth work experiences before the activity remained motivated for further engagement into youth work, when they find the chances for it.

#### *4.2.2. Transfer of experiences and impact on institutional environment*

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

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

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

Interview 2 has shown that even two months after the activity the interviewees started to disseminate and share their experiences. Interviewees shared the experiences with their

colleagues in their associations or organisations through workshops and presentations, as did their counterparts in Europe (Interim Transnational Report, 2017: 103). In addition, the interviewees also shared them with people in other organisations (for example with their former associations, with the executive board of other organisations or with their friends in other organisations). An indirect impact on institutional environment occurs when the interviewees share their experiences with the co-workers or peers in the institutions where they work as a full-time employee or where they study (for example in universities, high schools, governor's office etc.). The interviewees also communicate their experiences to their friends.

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

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

When the training experiences/outcomes shared with colleagues/other people one year after the activity are considered, the Interview 3 shows that the interviewees continued to share their experiences with a wide range of actors. The most common recipients of the experiences is the colleagues and target groups of the interviewees at their workplace. For example, an interviewee shared her experiences with her social environment and with her colleagues;



another one with her students and other teachers (that are not necessarily working in the same school with the interviewee); and another one with other people in an informal way.

Depending on the data from the Interview 3, it is possible to identify that a minority of the interviewees (three of them) had very little or no chances to share their experiences. One of the reasons for not sharing was actually the theme of the activity. This interviewee stated that he could not find the opportunity to professionally share the outcomes of the activity (which was on establishing relations with the business world), because the locality and the institution he full time worked were not relevant to this topic. The reason for the other two interviewees were the same: they did not consider themselves active in the youth field, although they are in contact with young people due to their formal, full-time occupation.

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

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

The Interview 3 data also provided four *concrete examples of the changes in the organisational environment* as a result of the transfer of the learning outcomes by the interviewees. In one of the cases, the interviewee trained her team members about the topic of fund-raising; developed her organisation's individual and institutional donor relations further, and accordingly gained more individual donors for the organisation; and managed to get three computers for the organisation as a fund-raising outcome. Since the topic of fund raising was the theme of the training and support activity she had participated in, this example can easily be considered as a concrete impact of the activity on her organisational environment. In another case, the interviewee gave his opinion about the establishment of the project office and contacted the authorities to allocate two staff for the office. After the project office was established, he gave seminars to the staff about the EU and youth projects and helped the staff to acquire knowledge about those projects and asked them to prepare projects. In the third example, the interviewee showed the organisation how to make a project application (for sending volunteers); and she stated that the EVS accreditation could end up positively as a result of her participation in the training and support activity.

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

In another example, the reason for no transfer of learning outcomes is the termination of the organisation. The interviewee, who is a full time teacher, indicated in the Interview 3 that since the organisation was not active anymore, she felt that she could not be beneficial for the

organisation, and instead she started working more at an individual level on formal learning projects at her workplace. The third and the last example shows that the role of the interviewee at the training and support activity plays an important role for the transfer of outcomes. The interviewee, who acted rather as a support person/trainer for the activities with physically disabled young participants of the activity, indicated that after the activity, he did not get involved into the association's daily work or their new projects.

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

➔ *Recommendation: New and innovative ways of transferring the learning outcomes to the organisations by the participants of the training and support activities should be encouraged. This can be ensured through the training activities of the National Agency and/or through the application process to especially the TCA activities.*

#### 4.2.3 Organisational support for the participants

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

The link between the participants of the training and support activities and their organisation are crucial for ensuring a greater systemic impact of those activities on youth work and organisations' youth work practices. The RAY-CAP research has designed a separate module (Module C) to explore (long-term) systemic effects of the overall involvement in E+/YiA on

organisations in terms of capacity building<sup>23</sup>. Still, the data from Module A and Module B help presenting the preliminary findings at the individual level, in terms of the relationship between the participants of the activities and their organisations. In this context, organisational support for the participants is elaborated in this section.

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

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

---

<sup>23</sup> The research design of Module C includes additional semi-structured interviews to be conducted with the staff members of organisations involved in training and support activities funded through E+/YiA. The findings of that module will be presented in a separate report at later stages of the RAY-CAP research.

activity, and stayed in constant contact with the participant, with the expectation that the interviewee would inform and share with the other members of the organisation the experiences gained in the activity. In another case, the organisation planned and made all the arrangements for the interviewee and only expected the participant to participate in the event.

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

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

*The support provided by the organisations for the interviewees* to ensure their transfer of the acquired experiences/learning outcomes into the organisational setting is elaborated by a specific question in the Interview 3. The statements of the interviewees show that the support

was not very systematic. Although some interviewees mentioned concrete examples of support, the others could not practice any transfer activity for several reasons.

Those concrete examples of support included mainly the *request for presentations, seminars or trainings* from the interviewees. One of the interviewees stated that his workplace requested a training session from him and through this training he transferred his experience to his colleagues in the institution. The institution provided some trainees for his trainings and covered the small expenses of the trainings. In another case, the organisation provided the interviewee with the chance to make some presentations in the organisation. In one of the cases, the interviewee's previous workplace (his sending organisation) provided an environment for seminars, but it was not sustained afterwards.

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

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

When the interviewees were asked (Interview 3) about their perceptions of the *changes of the perspective or professional environment for working internationally in the youth field* as an outcome of the interviewees' participation in the training and support activities, there were only a couple of statements for concrete changes. In one of the cases, a project office was established

in the organisation (which is a public institution) and the mission and vision regarding the international youth work changed considerably. The interviewee stated that this office already started preparing projects together with some other public institutions in his locality, although the prepared projects were not always accepted. In another example, the interviewee stated that her organisation witnessed that they could send volunteers abroad for a project, since the organisation's EVS accreditation was approved after the activity. Another interviewee stated that his organisation continued to work more professionally in the youth field, for example through preparing a more professional website.

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

→ *Recommendation: It should be ensured that the organisations are better engaged into the processes of training and support activities. The mechanisms of ensuring the link between the capacity development needs of the organisation and the participation in the activities should be developed.*

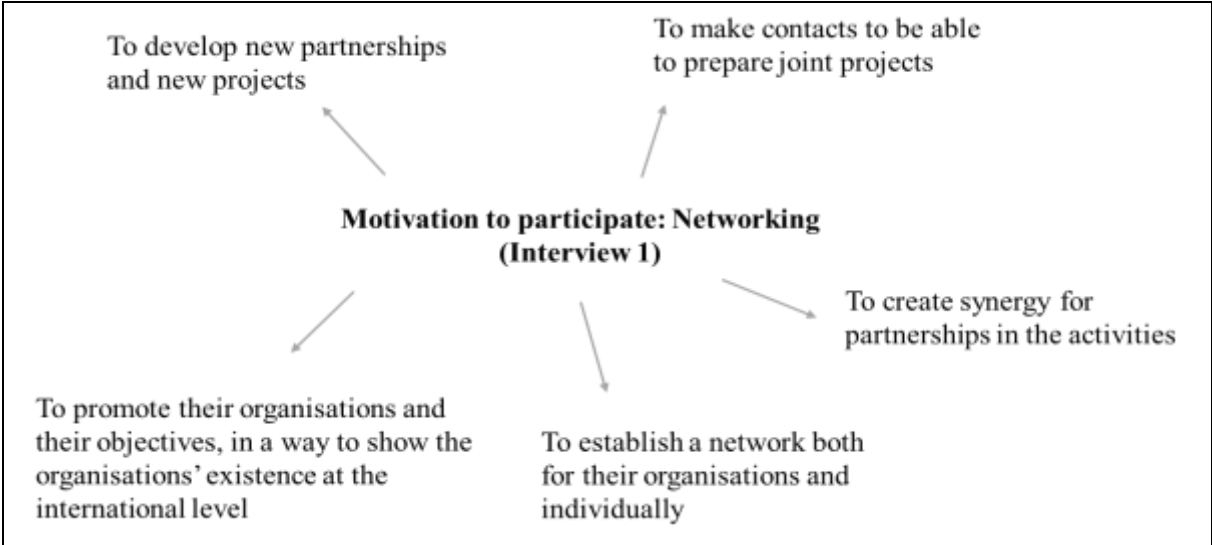
#### **4.3 Impact on networking and cooperation**

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

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

With regards to *cooperation and networking on project/activity level*, the Interview 1 data shows that one of the major reasons for participation in the training and support activities is related to networking and promotion of their organisation (Graph 4.6). Such a motivation is very much in line with the overall trend observed from all the participants interviewed within the context of the RAY-CAP. The Interim Transnational Report (2017: 46) found out that training and support activities were perceived by the interviewees to provide opportunities for international partnerships for implementing (European) youth projects or to meet future partners and to clarify project partners’ competences in advance, as well as to develop solid relationships.

**Graph 4.6: Motivation to participate in the training and support activities: Networking (Interview 1)**





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

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

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

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

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

category who stated that the establishment of a network was the biggest contribution of the activity for him.

On the other hand, there is another group of interviewees, who have stated in the Interview 3 that they could not sustain further relations with the established networks and their relationship with the network usually remained at a personal level with the colleagues that they met at the activities. One of the reasons for not having a network as a result of the activity seems to be the perception of the interviewees that they already had a network, especially as a result of various international activities such as Erasmus+ student exchanges. This means that those participants with already established networks benefit less from the activities in terms of enlarging or creating a network. Another reason for not having new contacts seems to be the type of interviewee's organisation. In an example, the interviewee stated that she could not have new contacts for her own organisation since it is not working in the youth field. Last but not the least, some of the interviewees in this category mentioned that they had only personal and informal contact with the participants, but had no partnerships in terms of youth work.

When the *current relationship with colleagues from the training and support activity* are concerned, the Interview 3 data shows that the interviewees have usually stayed in contact with the other participants both formally and informally. The interviewees are not only in touch with the other participants from the activity, but also with the trainers, invited speakers and/or representatives of the hosting organisation of the activity for further cooperation. The reasons for sustaining the relationship include professional reasons such as enhancing communication, sharing the information about new activities, sharing documents (such as motivation letters) and making invitations to their activities. Actually an interesting note with regards to professional reasons of communication is that none of the participants mentioned any instances of concrete partnership between the organisations of their contacts and their own organisations. This observation strengthens the finding that the transfer of experiences into the interviewees' organisations is rather limited (see Section 4.2.2 Transfer of experiences and impact on institutional environment), since the relationship often remains at a personal level even in the instances of professional cooperation.

The Interview 3 data also shows that some of the interviewees have a rather personal motivation for staying in contact, for example, to visit each other in their countries or becoming friends (rather than colleagues) during and after the activities. In each case, the ways of communication

include social media tools such as Facebook (both messenger and groups), instant message applications and e-mail.

Follow up activities developed as an outcome of the activity, or together with the partners acquainted in the activity can be considered as a signifier of the creation of sustainable partnerships and cooperation as a result of the training and support activity. Thus, the Interview 3 also included a question with regards to the *initiatives of follow up* undertaken by the interviewees and/or by the other participants of the activities within the one year period after the activity. The data shows that the follow up initiatives, especially those who were prepared and successfully implemented, and/or the interviewees' participation in them, were rather limited. An interviewee's association established a partnership with a partner from Poland; one of the hosting organisations from Turkey organised another training in the following months on the topic of photography with the same groups of participants and the interviewee was to participate in it; and, another interviewee's organisation developed a youth exchange project. In addition to these concrete follow up events, there are also two cases in both of which the participants of the activity prepared a follow up project, but neither of the projects could be approved. In two other cases, the interviewees were informed or heard that the same hosting organisation or the participants of the activity organised a new event; however, neither of the interviewees could participate in them, particularly due to their jobs.

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

To summarise, the training and support activities actually create opportunities for networking, cooperation and partnership regardless of the type of the activity, and the motivation of the interviewees to sustain those relations seems to be higher two months after the activity. However, as the time passes, only some of the interviewees manage to keep their professional relations with the other participants of the activities. Thus, the pattern is that the interviewees start to plan new projects or activities together during the activities, and they try to realise them for the next months; however after a year the intensity of the contacts considerably drops. Although many interviewees remain in contact with the other participants, trainers, invited

speakers and/or representatives of the hosting organisation of their activities through social media and e-mail, the relationship remains at a personal level, with occasional partnerships and cooperation in terms of youth work. It is also striking to see that the interviewees do not mention any concrete partnership between the organisations of the other participants and/or the hosting organisation and their own organisations. In addition, the longitudinal analysis shows that the follow up initiatives, especially those prepared and successfully implemented, and/or the interviewees' participation in them, were rather limited.

→ *Recommendation: The participants of the training and support activities should be further supported to sustain the networks and partnerships created by the activities through different mechanisms that would encourage new activities as follow up.*

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

## **Chapter 5: Youth Work Profiles and Impact of Training and Support Activities**

Chapter 5 aims to elaborate on a multi-layered and variegated analysis of the findings of the Module A and Module B of the RAY-CAP research with a particular focus on the transfer of competence development into practice in the case of Turkey. For this aim, the Chapter 5 examines the outcomes of the Module A (Interview 1 and Interview 2) with a focus on the transfer of acquired and developed competences into youth work practice; and, analyse the long-term effects of and obstacles for the transfer of acquired competences into youth work practice within the context of Module B (Interview 3). By doing this, this chapter is intended *to identify some patterns in the data in a more variegated manner in relation to the youth work realities and effects of interviewees' participation in the training and support activities on the youth work practices.*

The data used in this chapter also differs from those used in the Chapter 4 in two ways. First, the Chapter 5 comprehensively depends on the overall data collected by the Interviews 1, 2 and 3 for all the Turkish sample, namely 23 TCA and KA1-MoYW activity participants from Turkey interviewed before, two months after and one year after the activity, in a way to beyond the analysis provided in the Chapter 4, which was based on the data from 10 interviewees included in the National Database of Turkey. The second difference with regards to data is that this chapter also makes use of the relevant data from the Research-based Analysis and Monitoring of Erasmus+: Youth in Action E+/YiA (RAY-MON)<sup>24</sup> component of the RAY Network in order to be able to better contextualise the analysis. Within the context of the RAY-MON research, two online questionnaires were implemented in October-November 2015 and May 2016. The questionnaire was filled in by 1411 participants who participated in the Youth in Action Programme projects with activity end dates in 2015. This sample is composed of the individuals who were residing in Turkey when they participated in the project and it excludes the individuals who participated in the projects hosted in Turkey but were residing in another country at the time of the project application. 366 participants out of 1411 who filled in the questionnaires are the participants of the projects for/with youth workers and/or youth leaders within the KA1-MoYW or a TCA activity. Thus, in this chapter the qualitative data for 23 TCA

---

<sup>24</sup> Research-based analysis and monitoring of Erasmus+: Youth in Action E+/YiA (RAY-MON) Turkey National Report 2016, in English and in Turkish, can be found online at: <http://www.ua.gov.tr/basin-odasi/yayinlar/raporlar>.

and KA1-MoYW participants from Turkey (total 69 interviews) and quantitative data for 366 TCA and KA1-MoYW participants will be used for the analysis.

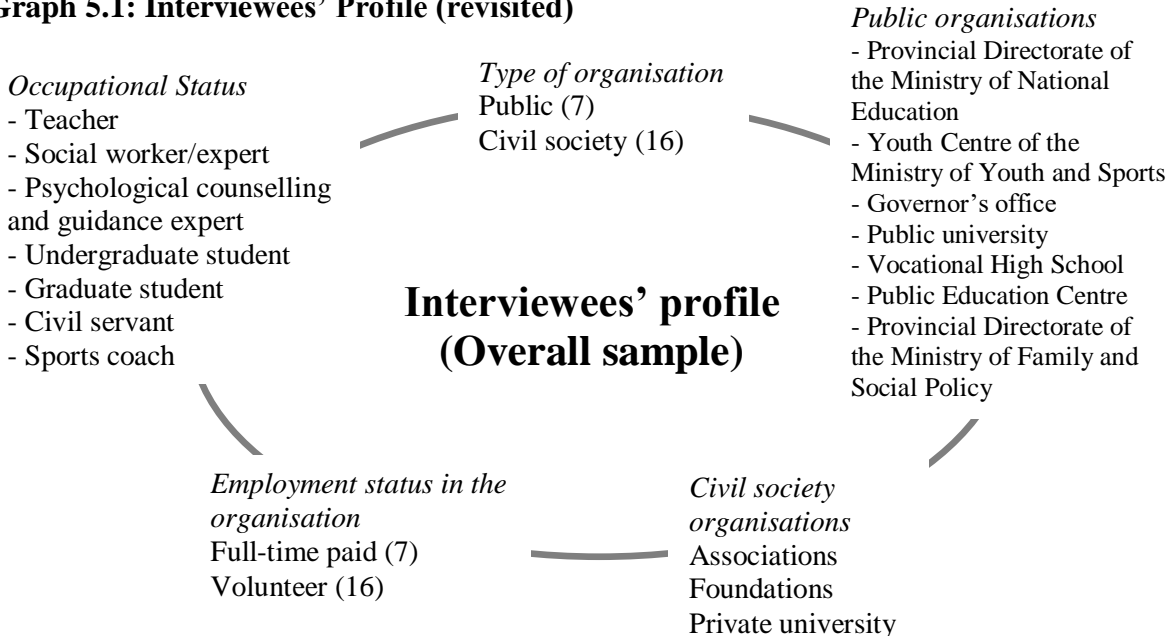
The multi-layered and/or variegated analysis refers to some degree of variation within the RAY-CAP findings on the basis of some characteristics of the sample. Section 5.1 elaborates on the characteristics of the overall sample in a way to identify categories of youth work profiles of the interviewees. Those youth work profiles will be the basis of the analysis of the differential impact of the activities in Section 5.2, which focuses on the perceptions, motivation and youth work practices; and, networking, partnership and cooperation at the international level.

**5.1 Who is attending the training and support activities?: Profile of the Interviewees**

This section basically introduces and categorises the profiles of the participants in a way to provide a basis for the analysis of the differential impact of the training and support activities on youth work and youth work practices under the Section 5.2.

In the RAY-CAP Interim Transnational Report (2017: 27-28) the occupational status of the 235 interviewees from 16 countries are identified as students, experienced youth workers and new comers. Compared to this, a more detailed analysis of the overall sample of 23 participants from Turkey on the basis of occupational status, type of organisation and employment status in the organisation (Graph 5.1) makes it possible to identify some additional categories in relation to youth work profiles of the interviewees.

**Graph 5.1: Interviewees’ Profile (revisited)**



The occupational status of the interviewees show that there is a concentration in the *education sector*. The interviewees are teachers, social workers/experts, psychological counselling and guidance experts, undergraduate or graduate students, civil servants or sports coaches. In this context, even the participants with very little youth work experience consider themselves in the youth field, to the extent that they work daily with children and young people, for example in their schools as teachers or in the public education centres.

The interviewees belong to two major types of organisations: public institutions and civil society organisations. There are seven participants who work at the public sector, namely at the governor's office, at a public university, at a vocational High School, at a public education centre, at a youth centre of the Ministry of Youth and Sports; at a provincial directorate of the Ministry of Family and Social Policy and at a provincial directorate of the Ministry of National Education. Those interviewees working in the public institutions are all full-time employees and they usually apply to the training and support activities as a member of their institutions. Only in a few cases, the interviewees indicated that they apply with their own initiative to the activity, but in all the cases the institution are well informed about their participation. It is also important to state that many of the participants from the public institutions also mention their engagement with civil society organisations, even as a member of an NGO or within the context of their partnership with such organisations. The remaining 16 participants belong to three types of civil society organisations, namely associations, foundations or private universities. Here it is important to underline that in some cases, the interviewees have very little contact with the organisations as they register to the organisation in order to be able to attend the activity. In this category, within the context of the Interview 1, there were participants, usually university students, who could not even remember the name of the organisation during the interview. The analysis in the next section will also particularly focus on the development of a youth work notion among this type of participants. When the employment status of the interviewees from the civil society organisations is concerned, it is possible to see that a majority of the interviewees are volunteering at the organisation. This finding is not surprising when the fragile characteristics of the civil society organisations in Turkey is concerned. As the statistics in relation to the civil society organisations shows that human resource capacities of the associations, as well as of the foundations, in Turkey are very limited (see Annex I: Youth Work in Turkey). For example, it is possible to observe that almost two thirds of the associations in Turkey do not have any staff and working for an association without being paid is also a common trend, reflecting the limited financial resources of the civil society organisations in



Turkey, as an important factor to curb their capacities of institutionalisation. This aspect will be relevant especially in relation to the transfer of outcomes of the activities and experiences of the interviewees into the organisations and the support provided by the organisations to the interviewees in relation to such a transfer.

In a longitudinal analysis, changes in organisational affiliation of the interviewees are also taken into account. In this regards, the overall sample from Turkey show that the number of interviewees who changed their organisations and/or institutions is rather low. In the 12 months period, there are three interviewees from the public institutions, who either left the institution or changed their position within/between institutions. In the first category, an interviewee left civil service, he still continued to be involved in youth work through a civil society organisation that they have established recently. The second one also went into a civil society organisation on a mission abroad, and although the organisation does not work directly with the young people, his statements show that he is still considering inclusion of young people's into the activities of his institution, although to a lesser extent compared to the previous work place. In the second category, the interviewee changed her position in the public university that she has been working, and in her new department, she continues to work with students, rather than with organised youth, which actually reduced the possibility of transfer of experiences into youth work into an individual level. With regards to the interviewees with a civil society organisation affiliation, there are some interviewees who changed their organisations, but they still remained in civil society by sustaining their links or engagement with other organisations.

The Interview 1 data provides valuable information in order to be able to analyse in detail the interviewees' youth work profiles. Accordingly, depending on the level of experience in youth work, the overall sample of 23 interviewees from Turkey can be categorised as experienced youth workers; newcomers in the youth work; experienced participants of the youth activities; experienced members of in civil society; and trainers.

- *Experienced youth workers* (11 interviewees out of 23) are the interviewees who are engaged to a great extent into youth field either in the public institutions (4 interviewees out of 11) or in civil society organisations (7 interviewees out of 11). They usually have local or national youth work experiences, through organising and participating in youth activities and trainings. In this context, some of those youth workers have less experiences with international activities, whereas the others have already participated in similar events and already developed an international network. Most of the time, their motivation for

participating in the international training and support activities is to learn more about the theme of the activity and to develop networks and partner for future cooperation.

- *Experienced participants in the youth activities* (2 interviewees out of 23) are interviewees who belong to an organisation, but often consider their participation in the (international) youth activities as a tool for personal development with a career perspective. The two interviewees in this category are both university students and they belong to two different organisations who are located in another city than their city of residence.
- *Newcomers into youth work* (7 interviewees out of 23) are those who are not engaged into youth work, but only work with or meet young people in their daily environments or work places. They are all involved in the education sector: two of them are students; three of them are teachers; one of them is a research assistant and the last one is a sports coach. Three interviewees out of seven are from the public institutions; whereas the remaining four are from four different civil society organisations, however often with weak or no organisational ties or youth work experiences apart from their involvement with the student clubs or student councils at the universities. The motivations of the interviewees in this category are often quite individualistic so as to learn more (in general), meet new cultures and contribute to their future careers or actual work practices.
- *Experienced members of civil society* (1 interviewee out of 23) refers to the interviewees who are very much engaged with civil society organisations of different types but do not work directly with and/or for young people or at an international level. Thus, they often have local and national level experiences. Their motivation is the particular topic of the activity that is believed to be beneficial for their organisations' daily practices.
- *Trainers* (2 interviewees of 23) can be considered as resource persons who have experience and competences with learning and training activities organised for youth leaders and youth workers in a way to facilitate their non-formal learning processes. Two interviewees in this category actually belongs to two different civil society organisations and take active part in their activities as youth workers; however, they also act as freelance trainers in a variety of training activities. So, their motivation is usually to acquire better training competences that could be useful for their own association but also for their freelance training activities, not necessarily in the youth field. Actually, the specific activities for trainers, namely Training of Trainers (ToT) are not included in the RAY-CAP transnational analysis, however, with the aim of analysing variation in the Turkish sample, their experiences are considered to be involved in the analysis provided under Section 5.2.

The RAY-CAP research has been particularly interested in a specific category of interviewees that could be defined as “training hoppers”, referring to “people who have attended more than five trainings/support activities/youth worker mobility during the last year.” The overall sample from Turkey shows that although there are some interviewees who participated in more than five training activities at various levels throughout their careers, none of them participated in more than two activities of those types within the 12 months period of the research. Thus, such a youth work profile does not appear in the Turkish sample.

## **5.2 A multi-dimensional analysis of RAY-CAP findings**

Through the filter of different youth work profiles of the participants as elaborated in Section 5.1, this section provides a variegated analysis of the RAY-CAP findings with regards to youth work perspectives in a way to include perceptions of and motivation for youth work and youth work practices; and, networking, partnership and cooperation at the international level.

### *5.2.1 Youth work perspectives: Perceptions, motivation and youth work practices*

Youth work perspectives include the interviewees’ perceptions of and motivation for youth work. When the youth work perceptions before the activity (Interview 1) are concerned, it is possible to observe a variation between the interviewees with different youth work profiles. *The interviewees who are experienced youth workers* voice a concrete notion of and mission for youth work. In this context, youth work is defined with concepts such as empowering youth, identifying social needs and responding to them, ensuring active participation of young people, choosing the right target group and social inclusion for young people with fewer opportunities (for example for the disabled young people or immigrants). In addition, non-formal education and the civil society are considered to be elements which provide young people a different environment, where they can realise their potentials with increasing degrees of self-confidence and analytical thinking.

“I compare youth work with an environment, programme or educational setting. Normally there are rules, most of the time these rules bother us the practitioners, let alone the young people. We cannot tell what should be told, in the education system, everything is bound with a rule that could end up with punishment. There is a structure which is not open to questioning. ...In this structure, when you talk to young people, there is fear, anxiety, limitation, a wall in the background. ...When you cross this front, in an NGO or in the informal environments, we create a setting where [young people] find themselves more comfortable and secure, and there are no rules and fear. The potential of young people come to light, for example their power of expression.” (Male, TCA, 40 years old, Interview 1)

“Now I think that these activities will inform young people and raise their awareness and develop them in a social sense and if now [young people] can express their own ideas, I believe that youth

work has a big contribution in it. ...I do not anymore consider people I meet as young or old, but as an individual. I think that these projects contribute to young people, and young people can express themselves more comfortably, and they can gain competences.” (Male, TCA, 31 years old, Interview 1)

When the youth work perceptions of the *new comers into youth work* are considered, there is a slightly different picture. Most of the time, the statements of the interviewees in this category are defining youth work very broadly, referring to its benefits for young people with regards to the development of their personalities and consciousness at a general level, as well as the value of volunteering. They often consider their formal education settings and activities as a part of youth work. Since this category of interviewees have weaker, if any, ties with their sending organisations, they mainly refer to the personal benefits of those activities for themselves, for their peers and for the young people, mainly students, that they work with.

“For these activities make people more conscious, and actually these things develop through friend circles. I think that these projects will be very very necessary, and by increasing constantly, they will reach at more participants.” (Male, KA1-MoYW, 22 years old, Interview 1)

“First, volunteering is fundamental. Second, the more young people participate, the better it is. I think that young people’s being active in the community centre is important for development of the society. Again, volunteering should be fundamental in projects; when there is no volunteerism, there is no sincerity, when you are sincere, good things emerge.” (Female, TCA, 28 years old, Interview 1)

“Actually, youth work means the future. The more youth project there will be, the more hopeful and concretely we look at the future. ...sincerity and empathy [are necessary], there is no meaning if the knowledge in the book remains in the book.” (Male, TCA, 29 years old, Interview 1)

Although the new comers into youth work do not have any concrete youth work practices, they consider to get engaged into practice and implementation of youth activities in the future. This is mainly for personal reasons such as self-development; and accordingly the motivation for participation in the training and support activities are less youth work related, but more personal. For example, the interviewees in this category would like to develop their language skills; to benefit from the activity at their work, for example as a teacher by using the methods or to develop the capacity of their student council at the university; to know new people from other cultures; and, to see new countries.

“I definitely consider to be involved in the implementation part to the extent that I have the opportunity, the conditions allow. In fact, I mean, the things that you are involved, contributes something to you. I mean, reading is also important but after living through such practice, after being involved in it, I think that it contributes to people much more.” (Male, KA1-MoYW, 22 years old, Interview 1)

“Rather than getting knowledge, learning culture. Now, in any case, there are more than 50 people there. I mean, I will know, for example an Italian and Slovenian person, I will know the general characteristics of their cultures. I consider this actually, otherwise I am not that much interested in the substance. Totally knowing new people, new cultures.” (Male, TCA, 33 years old, Interview 1)

“We would like to strengthen our youth union here within [our city], within the society. We hope, we will include our young people into this process through activities, there can be activities in the city centre, maybe we can establish a peace corner in the context of the campus, maybe (we can do something] in the Office, we will discuss all of those in the programme.” (Female, TCA, 28 years old, Interview 1)

When the youth work perceptions of the *trainers* in the Turkish sample is considered, it is possible to observe that they have a more nuanced vision of youth work compared to the other categories. Especially when their active engagement with their organisations is taken into account, this finding is not surprising.

“One of the basic problems in the youth field is immediately jumping into the field. Very serious deficiencies develop, moreover it changes youth work perception. For this reason, we will proceed more with the research dimension of youth work, and I will do the same. Our main concern is to make publications, to insemminate the rights-based work perception to the institutions in Turkey. In fact, many of the projects we write is in this direction.” (Female, TCA, 28 years old, Interview 1)

As regards the *changes* in terms of youth work perceptions and youth work practices of the participants *after* the training and support activities, RAY-MON and RAY-CAP research provides data with regards to the outcomes of *learning* and *further engagement into youth work*.

RAY-MON data (after participating in the activity) shows that the participants of the projects for/with youth workers and/or youth leaders within the KA1-MoYW or a TCA activity perceive that *they learned considerably about youth and youth work* (73,5%). However, the learning with regards to youth policies (35%) and youth policy development (30,6%) seems considerably low compared to the learning of youth work (Table 5.1). Actually, this data complements the RAY-CAP findings in terms of the low levels of learning about youth policy and youth policy development: almost none of the interviewees in the sample mentioned significant changes, even though there were specific questions in the interviews. This means that youth policy is neither a particular topic in nor an inherent part of the majority of training and support activities.

**Table 5.1: The perceptions about “I learned something new about” in the activity**

	<b>Youth, youth work</b>	<b>Youth Policies</b>	<b>Youth Policy Development</b>
	Valid Percent	Valid Percent	Valid Percent
Not chosen	26,5	65,0	69,4
Yes	73,5	35,0	30,6
Total	100,0	100,0	100,0
Frequency	366	366	366

→ *Recommendation: Youth policy and youth policy development should be addressed with particular types of activities since the training and support activities do not seem to allocate sufficient emphasis on those aspects of youth work.*

In terms of the outcomes of *learning with regards to the youth work and youth work practices* of the participants at an individual level, both the RAY-MON and RAY-CAP data show that the participants learn a great deal of knowledge, methods and approaches through the training and support activities, which contributes considerably to the individual competence development of the participants.

**Table 5.2: The perceived effects of participation in the project on work/involvement in the youth field (I)**

	I now understand the concept of non-formal education and learning better.	I now understand the connections between formal, non-formal and informal education and learning better.	I have learned more about how to foster non-formal learning in youth work.	I have learned how to develop and implement better an international youth project.	I have learned something which I intend to use in my work/involvement with young people.	I have learned more about how to actively involve young people in the preparation and implementation of projects.
	Valid percent	Valid percent	Valid percent	Valid percent	Valid percent	Valid percent
strongly disagree	0,6	0,6	0,6	1,2	0,9	0,6
disagree	9,3	9,9	10,4	6,5	16,7	8,0
agree	47,8	47,8	47,8	45,1	41,7	43,0
strongly agree	42,4	41,8	41,2	47,2	40,8	48,4
Total	100,0	100,0	100,0	100,0	100,0	100,0
Frequency	366	366	366	366	366	366

As shown in Table 5.2, the participants indicated that they learn different aspects of *non-formal education and learning* which is a major component of youth work and youth work practices. When the respondents who strongly agree and agree with the given statements are considered together, 90,2% of the respondents indicated that they now understand the concept of non-formal education and learning better; 89,6% indicated that they now understand the connections

between formal, non-formal and informal education and learning better; 89% indicated that they learned more about how to foster non-formal learning in youth work. In addition, the qualitative data provided by the RAY-CAP interviews show that the interviewees learn considerably about the topic of the activity; become increasingly aware of intercultural differences and the value of tolerance and empathy; and, develop awareness about their own weaknesses and strengths in relation to their youth work engagement. An important gain of the activities in this regard is the increasing levels of self-confidence, which was voiced by a majority of the interviewees in the context of Interview 2 and Interview 3. The interviewees also indicated almost without exception that they became aware of their weaknesses, especially in terms of foreign language skills, and accordingly many of them started to take further concrete steps to overcome those weaknesses.

“Similarly, we will continue with our same team to make projects on disadvantaged groups in our country or on different themes, because the project processes prove to be very beneficial for both our personal development and for social viewpoints. We accumulate a lot of experience throughout the project processes, both in terms of language development, in terms of knowledge, different knowledge, and in terms of getting to know different cultures.” (Female, KA1-MoYW, 20 years old, Interview 3)

An important factor that contributed to the high levels of learning through the training and support activities was the *methods*. The interviewees consider the methods learned as relevant to their youth work practices and the Interview 2 data shows that during the activity, the interviewees got acquainted with new methods and topics and they had chances to re-examine those that they already knew. Many interviewees indicated that they already started using the methods they learned or re-examined at the activities in their daily work, such as daily reflection groups, simulation exercises, fund-raising strategies and approaches, strategies for resource allocation, ways of communication, short movies, theoretical input, presentation techniques, and non-formal education methods.

“I mean I totally left the environment in which presentations are made from the one side by actively speaking, and those on the other side are active listeners.” (Male, TCA, 40 years old, Interview 3)

Another category of learning refers to the *projects as a part of youth work*. Regardless of the youth work profile, an interesting finding is that almost all of the interviewees consider youth work activities as “projects”, especially those prepared or to be prepared within the context of Erasmus+ programme. Those interviewees with more experience usually refer to E+/YiA projects; whereas the others who are new comers to youth work and usually involved in the

education sector refer to other types of projects within the Erasmus+ Programme such as students' or educators' mobility schemes. Accordingly, the international activities and the financial support provided for the youth projects are considered to be important sources to sustain either the activities of the organisations or to provide young people (and students) new experiences.

“The projects should be increased more. We are not a European country but in our country we can do and ensure bigger things by increasing these projects.” (Male, KA1-MoYW, 22 years old, Interview 2)

Project work and project management seem to be an important component of the training and support activities. The Table 5.2 shows that 92,3% of the respondents of the RAY-MON questionnaires learned how to develop and implement better an international youth project; and 91,4% learned more about how to actively involve young people in the preparation and implementation of projects. The RAY-CAP interviewees also elaborated on the ways in which they experienced learning with regards to project work. Many interviewees indicated that they learned how to prepare and plan a project; how to write a project; where to apply for projects; legal procedures of application; European Commission's support opportunities for the projects and Erasmus+ Programme; the essence of Youthpass as a tool of self-evaluation and process-evaluation; project stages such as identification of the problem, developing solutions, identifying activities, creating the programme and working groups; and, the need for youth participation for project development. In addition, many interviewees stated that during the project, they had experiences of discussing how to implement youth projects such as youth exchanges, as well as European activities; they became enthusiastic about organising the project that they developed throughout the activity in their own localities; and they have already prepared and submitted a project on the theme of the activity.

In terms of *the contribution of the training and support activities to the youth work practices of the participants*, RAY-MON data shows that the participants can develop their particular youth work competences through the activities. When the responses of strongly agree and agree are clustered together, it is possible to see that 90,3% of the respondents improved their skills for the assessment of learning outcomes and competence development in through (international) youth work; 91,1% improved their skills to design an activity/project for young people based on their interests and learning needs; 97,2% have learned better how to work in an international team; 89,3% is now better able to deal with ambiguity and tensions in their engagement in the



youth field; 91,5% have learned better how to choose, modify or develop adequate methods for working with young people; and, 87,5% intend to develop joint activities or projects with people they got to know through the project (Table 5.3).

**Table 5.3: The perceived effects of participation in the activity on work/involvement in the youth field (II)**

	I have improved my skills for the assessment of learning outcomes and competence development in through (international) youth work.	I have improved my skills to design an activity/ project for young people based on their interests and learning needs.	I have learned better how to work in an international team.	I am now better able to deal with ambiguity and tensions in my engagement in the youth field.	I have learned better how to choose, modify or develop adequate methods for working with young people.	I intend to develop joint activities or projects with people I got to know through the project.
	Valid percent	Valid percent	Valid percent	Valid percent	Valid percent	Valid Percent
strongly disagree	1,2	0,6	0,6	0,9	0,9	0,9
disagree	8,5	8,2	2,1	9,8	7,6	11,6
agree	<b>55,0</b>	<b>52,1</b>	<b>43,6</b>	<b>49,4</b>	<b>46,7</b>	<b>33,3</b>
strongly agree	<b>35,3</b>	<b>39,0</b>	<b>53,7</b>	<b>39,9</b>	<b>44,8</b>	<b>54,2</b>
Total	100,0	100,0	100,0	100,0	100,0	100,0
Frequency	366	366	366	366	366	345

By looking at such a high levels of learning through participation in training and support activities, one can also expect changes in the youth work perceptions of the participants of the activities. In this regard, the Interview 2 and Interview 3 provides valuable data to identify changes in terms of *enhancing youth work vision*. Many interviewees, but especially the experienced youth workers, acknowledged that what they learned in the activities were directly related to their youth work practices, and the activity had the potential to directly affect the services they offered to their target groups. In this regard, the interviewees stated that they were inspired to integrate youth work to formal education institutions; they developed an awareness about the need for the NGOs to connect to people in the community, and the role of youth participation in this regard; they grasped the importance of establishing links with the business world; they realised the role of solidarity and cooperation in youth work; they learned how to identify those to help through youth work and how to communicate with them; they realised the need for leaving the initiative of learning to the young people; and, they understood the importance of knowing the theory better and applying it to practice and making the strategy more realistic.

When the effects of the training and support activities on the *thematic priorities of the youth work practices* of the participants are concerned, the change does not seem high either in the short-term or in the long-term. Majority of the interviewees did not mention any changes, compared to the others who mentioned a degree of change majorly depending on the theme of the training and support activity that they participated in. For example, integrating youth work into formal education, fund-raising, peace, NGO-business world relations, nature/outdoor sports, working with and for disadvantaged young people and children appeared as new themes for the interviewees' youth work practices.

*Increasing or decreasing engagement with youth work* after participating in the training and support activity is an important signifier of youth work development through the transfer of acquired competences into youth work practice by the participants.

Interview 3 data shows that *experienced youth workers* and *experienced members of civil society* have, to a great extent, *remained in youth work* one year after the activity and in some cases they even *extended their field of action*. Although they did not necessarily remain in the same organisation/institution, their engagement with youth work has continued significantly through a variety of initiatives. In some occasions, they changed organisational affiliation or got promoted in the same organisation. One of them started to cooperate with another civil society organisation; another one started to voluntarily support a youth organisation for their volunteering activities; another one worked in the executive board of a student club; an interviewee worked actively in some youth organisations as a project partner or coordinator; and, another one continued to cooperate with her organisation. Even in the case of the experienced member of civil society, whose organisation was not involved in the youth field, the interviewee herself got into the youth field by cooperating with other organisations. In addition, the experienced youth workers developed or intended to develop further youth activities, both at the local, national and international levels. For example, an interviewee stated that they already intended to develop a new European project on sports and disabled, which was the topic of the activity.

“The first European Voluntary Service project we will prepare will be on disabled sports. ... We would like to establish contacts with people in Europe dealing with this theme. ... we aim to put our signature on more projects abroad, on our own due to the demands of our young people.” (Male, KA1-MoYW, 47 years old, Interview 3)

It is quite striking to see that, as a concrete contribution to youth work, in the year after the activity two new youth organisations were established by the interviewees and some others are in the process of their establishment. For example, an interviewee mentioned that although he was still a full-time civil servant in his institution, they also established a new youth association and he became the director of it. Another interviewee left civil service, but established together with his friends a youth organisation and started to organise activities there. In another case, the interviewee indicated that if he did not participate in the activity he would not find the courage to start with the procedures of establishing a local association.

“We wanted to develop a vision with the aim of providing serious mentorship for young people, to equip them with an international vision, to break their shells and to contribute to their personal development. Now within the context of this vision we in an effort to introduce European Union opportunities to these young people and to bring them together with these opportunities. Now by making use of the benefits provided by this forum, we plan to establish an association in order to be able to develop more systematic or bigger projects. In this way we would like to ensure a structure that can be called sustainable. To introduce again the same opportunities to the following young people, to provide them with the same opportunities; then to include this time those young people whose vision, capacity and abilities develop through these opportunities, into the development of their own region, our village and surrounding villages.” (Male, TCA, 40 years old, Interview 3)

Among 11 experienced youth workers, there were only three interviewees who did not pursue their youth work activities for different reasons. For two interviewees this situation seems to be temporary, as they voiced their intention to continue with youth work activities in the near future. In one of the cases, the interviewee’s newly borne baby interrupted her youth work activities; and in the other case the organisation of the interviewee was closed down, so she could not implement any new activities with that organisation and she remained inactive for a while. In the case of the third interviewee, the reason for leaving youth work is that he changed his organisational affiliation and started to work abroad in another organisation, whose target group is not young people. Even in this case, the interviewee voiced his intention to prioritise the needs of young people in the activities of his organisation.

Thus, it is possible to state that the training and support activities have a very positive effect in terms of further youth work engagement for the experienced youth workers and experienced members of the civil society. However, the impact of the training and support activities on further engagement in youth work decreases when the experienced participants of the youth activities and new comers into youth work are concerned.

For two *experienced participants of the (international) youth activities*, both students and have a long-distance relationship with their organisations, there seems to be a very limited effect of the activities. Since their motivations to participate in the activities were rather personal, their further engagement was also conditioned by personal reasons. Both of them indicated that they focused on graduation from university and developing a career for their lives and they were not in constant contact with their organisations. One of the interviewees seems also somehow discouraged from engaging in youth work, since he mentioned that his previous attempts to get organised around an association failed.

“Later on my professional life lost its active character of course. I was then a student and it was contributing a lot. Now the studentship is over, for that reason I started to think differently. Of course it contributed but I probably will not continue this way professionally.” (Male, KA1-MoYW, 23 years old, Interview 3)

“We considered establishing an association with the friends that participated in the activity, and we proceeded in it. We established it with great difficulties, three of us were also workers in the youth field and in this club we taught to write projects. We learned how to write projects with the friends coming from the National Agency. We had participants. Later on, we observed that they were discouraged, none of their projects were accepted. There happened such a negativity.” (Male, KA1-MoYW, 23 years old, Interview 3)

Thus, it is possible to argue that the training and support activities have a very limited potential to create positive impacts on the participants who has rather personal expectations from the activities, and consider youth activities as a part of their education years in the university.

When the experiences of the *new comers into youth work* are considered, *the impact on youth work even seems lower*. Although according to the Interview 2 data, the level of enthusiasm for the interviewees of this category seems to increase in the short-term (two months after the activity), the Interview 3 data shows that such an enthusiasm does not translate into concrete action for further engagement with youth work in the long-run (one year after the activity). Although some of the interviewees intended to get in closer relations with their sending organisations or get engaged into youth work, they could not realise it for some reasons. In one of the cases, the interviewee could not find any environment in her city of residence; and in another case, although she contacted the sending organisation for a couple of times by phone (because the interviewee and the organisation are in two different cities), she could not get any attention or positive response from the organisation and she felt discouraged. In another example, the interviewee changed her position in the university and her priorities in life changed.

“Of course my viewpoint towards youth work changed. Before my viewpoint was like only going there to visit, there was such a mentality, but after this activity I saw that it was not this way. But if you ask whether there was a change professionally, or ask about the people I work with, nothing as such happened or let’s say there was no opportunities. I am living in a small locality, in this regard the people that I can work is limited or their number is little, for this reason, it did not happen.”

(Female, KA1-MoYW, 20-29 age group, Interview 3)

“When you do something like this you come back with full of its enthusiasm, sincerely I came back like that. As the organisation that I was in is another city now, I even forgot the name of the organisation, I am so passive. I cannot even talk to them. I found the number of the association from my friend and I called them. I said “I am living in Ankara, but I went to such a Project and I want to work as a volunteer, let’s make a Project, let’s do something.” They said to me something like “We will come back to you, OK”. I called them for a couple of more times as “let’s do something”, but nobody took me seriously there.” (Female, KA1-MoYW, 21 years old, Interview 3).

“After that, I did not do any new activities in the context of youth work. I just made small activities with the students... I mean, as I said, I had applied to this programme with such goals, it was in my plans, first I would do this, I would do that, but my cadre changed. I transferred to another department from a department, some other things happened, I could not care about such things. I also had a period of thesis defence. For now, I could not do such an activity.” (Female, TCA, 28 years old, Interview 3)

The reasons for such a limited impact on youth work and youth work practices seem to depend on the expectations and motivations of the interviewees from the training and support activities. Their expectations and motivations are largely personal and refer to personal and professional development, as well as visiting new countries and meeting new people. It is not surprising to observe that those interviewees apply to the activities individually, with almost no organisational affiliation.

As a result of low levels of experience with youth work and extremely loose ties with the organisations, the outcomes of the activities also remain at a personal level. Although they learn new methods and approaches, they only consider using these new knowledge in their activities in the education sector, often with their students, rather than within the context of youth work. Although they meet other participants and experience cultural differences, these interviewees consider them as friends, rather than colleagues.

Thus, contrary to the expectation that the new comers in youth work would be more enthusiastic about getting engaged into youth work, the evidence shows that it was not the case and their experiences remained at a very personal development level for six out of seven interviewees of this category. It is also important to note that there was one case in this category of interviewees where an increasing degree of engagement could be observed. The following quotes from this

interviewee explain very clearly that in a one year period, the interviewee, who did not have any idea about his sending organisation before the activity (Interview 1), realised the significance of youth projects for the benefit of young people and started to consider preparing a project in the short-term (Interview 2); and then took action to get engaged into the sending organisation through mutual communication and trust relationship in the long-term (Interview 3).

“I am going individually through a friend but I think we have an organisation. My friend is in an organisation now and he is a coordinator in that organisation. Through my friend, he asked me to take part in it, I participated in. I had already interest in these projects, I was following closely. I do not know the name of that organisation at the moment, I mean we are going with that organisation.”(Male, KA1-MoYW, 22 years old, Interview 1)

“In fact, the more the projects are written, the better would be the future generation. It is a generation that is interested in such unnecessary things that if the projects are prepared, the youth can be directed there and there could be a better generation. I mean I can say that I can also consider writing a project.” (Male, KA1-MoYW, 22 years old, Interview 2)

“I have started to like my organisation more after the project. I have seen how much they value me, for me. It is an organisation that acts really professionally in the project, for this reason I connected more to my organisation.” (Male, KA1-MoYW, 22 years old, Interview 3)

→ *Recommendation: To increase the impact of training and support activities for the new comers into youth work, specifically designed, introductory training and support activities should be organised.*

→ *Recommendation: Especially functional for the TCA activities, the profile of the participants should be described clearly and the process of selection of the participants should consider the level of experiences of the applicants in order to increase effectiveness of the activities in terms of youth work.*

A last but very interesting variation stemming from youth work profiles and impact of training and support activities on youth work motivations and perspectives can be observed in relation to *the years of experience in youth work and age*. The Interview 3 data shows that increasing levels of experience and age change the direction and form of getting engaged with youth work. The statements of the two experienced youth workers within the age group of 40-49 in the Turkish sample shows that when they consider themselves getting older, they started to define a more advisory role for themselves within youth work. In this context, rather than considering their own participation in the training and support activities, they started to prioritise inclusion and encouragement of younger people into such activities.

“It will be a little late for me to work individually with young people but I have an ideal to work more on local contacts, for example to cooperate with local authorities on this issue and to be among the founders or leaders of some cooperations in civil society organisations.” (Male, KA1-MoYW, 47 years old, Interview 1)

“First and foremost, to say the least, I intend to leave these youth activities to friends who are younger than me, who are young leaders, younger leaders ....The roadmap I draw for myself, rather than acting as a youth leader, I can act as a mentor in these activities. I mean, I would like to share with our younger friends all my experiences about how to make those activities. But my own personal vision is a little different. I will not leave youth work, but for example, I intend to ensure that, rather than myself, younger, more enthusiastic people and those who could not have such an opportunity go to a second training activity abroad.” (Male, TCA, 40 years old, Interview 3)

### *5.2.2 Networking, partnership and cooperation at the international level*

As already indicated in Section 4.3, one of the most important objectives, as well as (un)intended outcomes, of training and support activities is the creation of networks, partnerships and cooperation at the international level among the participants of the activities.

The RAY-MON data shows that the participants of the training and support activities to a great extent believe that the activities were instrumental in establishing international contacts that could be useful for developing a youth project together. When the strongly agree and agree responses of the respondents are considered together, 86,1% of the respondents indicated that they established contacts with people in other countries, which are useful for their involvement in social or political issues; and 84,4% established contacts with people in other countries, which are useful for their professional development. With regards to the opportunities for developing projects together and for future cooperation, 82,4% of the respondents established contact with youth workers/leaders in other countries who they intend to develop a project with; and 77,4% of them indicated that they are involved in partnerships or networks providing opportunities for future cooperation in the youth field.

**Table 5.4: Perceptions on networking**

	I have established contacts with people in other countries, which are useful for my involvement in social or political issues.	I have established contacts with people in other countries, which are useful for my professional development.	I have established contact with youth workers/leaders in other countries who I intend to develop a project with.	I'm now involved in partnerships or networks providing opportunities for future cooperation in the youth field.
	Valid Percent	Valid percent	Valid percent	Valid percent
strongly disagree	0,6	1,2	0,6	1,8
disagree	13,3	14,4	17,0	20,7
agree	<b>41,0</b>	<b>38,8</b>	<b>37,2</b>	<b>40,5</b>
strongly agree	<b>45,1</b>	<b>45,6</b>	<b>45,2</b>	<b>36,9</b>
Total	100,0	100,0	100,0	100,0
Frequency	346	366	366	366

Although the RAY-MON data points out to quite positive perceptions about networking and partnership, as indicated right after the activities, the RAY-CAP qualitative data provides a more differentiated picture both in terms of a long-term perspective for the concrete networking, partnership and cooperation outcomes, and in terms of the youth work profiles of the interviewees.

As the Interview 1 data shows for *the experienced youth workers*, networking and creating contacts are an important motivation for participating in the training and support activities. Accordingly, they indicated that they had the opportunity to create partnerships and had already established an international/European network during the activity, two months after the activity (Interview 2). Still, when the sustainability of the networks and partnerships are concerned one year after the project, it is possible to observe that only half of the experienced youth workers could sustain their professional relations with the other participants by making use of their networks both for the projects and activities of their associations; by having contacts with youth workers from different countries in Europe; and, by staying in contact about the new projects or potential participants. The remaining interviewees in this category could not sustain their relations with the established networks and their relationship with the network usually remained at a personal level with the colleagues.

The findings for the *experienced participants of youth activities* are very similar to those of the experienced youth workers in terms of establishing networks throughout the training and support activities. However, the difference is that those networks did not evolve into partnership and/or cooperation. To the extent that the involvement of the experienced participants with the



youth work and their organisations got looser in time, there could not make use of the contacts that they created at the activities.

For the *new comers into the youth work*, the outcomes of activities with regards to networking, partnerships and cooperation get even lesser. They often consider the other participants as contacts to be utilised if and when they initiate a project; but, the nature of their relationship with the other participants remain at a very informal and personal level, as two quotations from the same participant in Interview 2 and Interview 3 show.

“The most important thing is the contact with the other party. I do not think that when I prepare any projects I will have any difficulties anymore in finding a partner, I am in communication with 30 people there. I know their addresses, there are people who will come back when I send them mails, I mean, the biggest benefit is for me was this, to have partners in terms of network.” (Female, TCA, 28 years old, Interview 2)

“There is not any particular participant that I communicate with. I do not follow regularly, I do not message them, but I follow them in the social media. I see the activities they organise. I have only 2-3 friends, but not within the context of the project, but just in the form of celebrating birthdays and asking how they are.” (Female, TCA, 28 years old, Interview 3)

Thus, very similar to the findings of Section 4.3, it is possible to state for the overall analysis of the outcomes of networking, cooperation and partnership that although the motivation and enthusiasm seem high before and two months after the activities, the sustainability of the relations with the other participants from the activities after a year is an area of concern for all categories of youth work profiles. The only exception is a few experienced youth workers, who already had an idea about how to activate these partnerships and cooperation.

→ *Recommendation: New mechanisms for especially the new comers into youth work should be created to enable them in sustaining the contacts and networks created through the training and support activities.*

## Conclusion

The RAY-CAP research has been implemented by the RAY Network in 16 countries of the Erasmus+ Youth in Action Programme. With this research the processes, outcomes and impact of training and support activities for youth workers and youth leaders in Erasmus+: Youth in Action (E+/YiA) (particularly within the KA1-Mobility of Youth Workers (KA1-MoYW) and Transnational Cooperation Activities (TCA)) on the youth workers and youth leaders. The data for the RAY-CAP research was collected through three sets of interviews conducted before, two months after and one year after the participation of the interviewees into the training and support activities.

This Final Report presents the findings of the RAY-CAP research for Turkey developed through the data collection from January 2016 to June 2017. In this context, an overall sample includes 23 interviewees from Turkey, who participated in training and support activities with activity end dates of 1 November 2015 and 30 June 2016 and were funded through the National Agencies of E+/YiA. 10 interviewees were selected to be included in the National Database of Turkey to be analysed within the context of the transnational analysis to be produced by RAY-CAP coordination team. The Chapter 4 analysed the data included in the National Database (10 interviewees), whereas the Chapter 5 provided a broader and multi-dimensional analysis through the examination of the data from the overall sample of Turkey (23 interviewees).

The Chapter 4 was devoted to the analysis of the RAY-CAP findings based upon the qualitative data gathered from 10 structural protocols of the National Database of Turkey within the context of Module A (the competence development of participants in training/support activities within E+/YiA) and Module B (transfer into practice at an individual level) of the RAY-CAP research. The analysis in Chapter 4 shows that when the expectations and motivations of the interviewees (namely, the theme of the activity, networking and promotion of the organisation, personal and professional expectations, learning new things, gaining intercultural experiences, and non-formal education) are considered (Interview 1), the interviewees in general were *quite satisfied* both in the short-run and in the long-run, with their participation in the training and support activities (Interview 2 and Interview 3). Thus, it becomes quite important to analyse in a long-term perspective (one year) whether or not such high levels of satisfaction can be translated into

concrete benefits with regards to personal goals, individual learning and competences; institutional goals and organisational learning; and, networking and cooperation.

The analysis in Chapter 4 focused on four aspects of personal goals, individual learning and competences within the domains of personal development in a way to examine the changes with regards to knowledge acquisition, skills development, changes in attitudes and intercultural learning; applied learning outcomes/planning and implementation; changes with regards to European values, issues and image of the European Union; and, the perceived benefits of Youthpass.

In the domains of personal development, the RAY-CAP data (Interview 2 and Interview 3) shows that *the perception of the overall gains of the interviewees from the activities is quite positive*. The activities were considered to be very inspiring and effective in a way to widen the horizons and perspective of the interviewees in terms of cultures, new projects, and maybe the most importantly, in terms of youth work and civil society engagement. The data shows that the participants of the training and support activities acquire *a wide range of new knowledge* during the activities. Many interviewees perceived that they learned about the *theme/topic of the activity* and *project work* indicating how to prepare a project; where to apply for projects and legal procedures of application; European Commission's support opportunities for the projects and the Erasmus+ Programme; the essence of Youthpass; identification of the policy problem, developing solutions, identifying activities, creating the programme and working groups; and, the need for youth participation for project development. In addition, two more categories of knowledge acquisition in the long run can be named: learning about the youth work practices and the need for further learning through research. The findings show that in a long-term perspective, on the one hand, the interviewees managed to internalise the knowledge that they gained at the activities and have started to relate them to their youth work practices. On the other hand, they started to perceive the need for further learning through research, for example, on the topic of the activity or about social problems.

The RAY-CAP data (Interview 3) also provides *strong evidence for the development of skills* through training and support activities in the long run. These skills are usually related to language and communication, including presentation and dissemination aspects. In addition, team work, time management, implementation of new techniques and methods within non-formal education, project preparation, backing up of training resources, innovation/developing

new (project) ideas and learning to learn have been the other skills that were perceived to be developed by the interviewees. It is important to reiterate that interviewees did not only learn skills theoretically, but also learned the ways of putting them into practice.

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

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

***What works well? Domains of personal development (1)***

- Personal expectations from the training and support activities are predominantly met.
- *Knowledge acquisition*: theme of the activity; new methods; information about the Erasmus+ programme; good practices; project preparation and project management.
- *Skills development*: foreign language; communication; non-formal education methods; identification of weaknesses and development of strengths; project preparation; learning to learn.
- *Changes of attitudes*: self-confidence, intercultural awareness; tolerance and empathy; patience; knowing themselves better; enhanced vision of young people.
- *Intercultural learning*: increased awareness about intercultural differences/experiences; intercultural discourse and identities; transition from “ability to interact” towards “capacity to act”.

***Room for improvement: Domains for personal development (1)***

- Although the personal competences of the interviewees developed in terms of youth work and youth work practices, the emphasis on the topics of youth policy and youth policy development remained very limited.

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

***What works well? Domains of personal development (2)***

- *Applied training approaches/methods in the activities*: inclusive and effective, ensured communication between participants.
- *Applied outcomes after the activity*: knowledge, methods, preparing new projects.

With regards to the third category of personal goals, individual learning and competences within the domains of personal development, the RAY-CAP data helped identifying *the changes in the attitudes with specific reference to European values, European issues and image of the European Union*. The interviewees perceived that *on a number of European values such as democracy, their attitudes changed considerably*. In addition, they became more aware of the

concepts such as human rights; rule of law; peace; general values of the EU; valuing individuals and their development; non-discrimination of individuals in relation to their countries or languages; and, ensuring participation. In terms of *discovery of European issues*, interviewees mentioned a variety of new issues such as availability of cooperation in terms of projects and partnerships related to specific target groups; and, new practices, new approaches and activities. Regarding the changes in their *image of the European Union*, majority of the interviewees indicated that the activity *reinforced their positive image of the EU* and they became more confident about the EU.

***What works well? Domains of personal development (3)***

- *European values*: Democracy, human rights, rule of law, peace, valuing individuals, non-discrimination, participation.
- *European issues*: implementation of democracy and peace in the European countries; availability of cooperation in terms of projects; new practices, new approaches and activities.
- *The image of the EU*: reinforced positive image; more confidence to EU.

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

***What works well? Domains of personal development (4)***

- Youthpass was appreciated by the participants.
- Mentioned in the CVs and used for job and internship applications.

***Room for improvement: Youthpass***

- The social visibility of Youthpass in the society can be enhanced, especially amongst the employers and business circles.

A second category of analysis under the Chapter 4 focused on institutional goals and organisational learning, which was divided into three sub-sections namely youth work ambitions and future perspectives; transfer of experiences and impact on institutional environment; and, organisational support for the participants. An important observation in this

regards is that the majority of the interviewees remained in youth work even one year after the activity, and there were only two interviewees who did not get engaged into further youth work.

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

***What works well? Institutional goals and organisational learning (1)***

- *Youth work ambitions and future perspectives*: inspired for future activities; awareness regarding international/European youth work; increasing motivation for mobility to develop their youth work capacities; enthusiasm for further training and learning.

The impact of the training and support activities on the interviewees' *transfer of experiences into the institutional environment* was analysed in relation to ways of dissemination of the experiences, as well as recipients of such dissemination; implementation and putting into practice of the experiences; and, using the methods in their daily work. The interviewees *indicated instances of dissemination and sharing their experiences* with their colleagues in their associations or organisations through workshops and presentations; with people in other organisations; with the co-workers or peers in the institutions where they work; and with their friends. Even two months after the activity (Interview 2), *the interviewees started to implement and put the experiences into practice and used the methods and different techniques learned in the activities*. It was a very positive finding that such a practice continued even one year after the activity. The most common recipients of the experiences were the colleagues and target groups of the interviewees at their workplace. Apart from those ways of sharing experiences, more than half of the interviewees communicated their experiences in the youth field both inside

and outside of their own organisations. For *the transfer of experiences/learning outcomes into their own organisation*, the interviewees employed different ways for sharing their experiences with their organisations such as giving briefings, making presentations, organising trainings. However, *concrete examples of the changes in the organisational environment as a result of the transfer of the learning outcomes are rather limited* to only four instances of concrete changes. Thus, lack of stability in the organisations, the degree of engagement of the interviewees with the organisation and the role played by the interviewee in the training and support activity, seemed to be some factors that limit the possibility of transfer of learning outcomes by the interviewee into the organisational environment.

***What works well? Institutional goals and organisational learning (2)***

- shared experiences with their colleagues in their organisations; with people in other organisations; with the co-workers or peers in the institutions where they work; with their friends.
- transfer of experiences by giving briefings, making presentations, organising trainings.

***Room for improvement!: Institutional goals and organisational learning (2)***

- New and innovative ways of transferring the learning outcomes to the organisations by the participants of the training and support activities should be encouraged.

The last subsection of the analysis of the institutional goals and organisational learning was the *organisational support for the participants*, which focused on the expectations of the organisations concerning the interviewees' participation in the training and support activity and conduct of needs' analysis in the organisation. With regards to the relationship between the participants/interviewees and their organisations, it is possible to observe that *the expectations of the organisations from the interviewees' participation in the activities were not very high*. The longitudinal analysis pointed out that *the organisations of the interviewees do not have any systematic mechanisms through which the interviewees can feed their experiences back into the organisation after the training and support activities*. The support from the organisations before the activity seems to be at a very individual level, and their experiences were not systematically benefited after the activity. The major reason for the lack of formal transfer mechanisms seemed to be *the lack of proper understanding of needs' analysis for the organisations*, which would identify the actual capacity development needs of the organisations; accordingly develop strategies of competence development for its members through participation in training and support activities; and eventually make better use of their experiences after the activities. The data showed that relatively more effective practices occurred in cases where the interviewees were full-time members of their organisation.



***What works well? Institutional goals and organisational learning (3)***

- organisational support for the participants before the activity, albeit at an individual level rather than at the level of organisation.

***Room for improvement!: Institutional goals and organisational learning (3)***

- Organisations can conduct needs' analysis to benefit from the participants' experiences for developing organisational capacity.
- Systematic mechanisms for transfer of experiences into the organisation can be developed.

The third component of the analysis conducted under the Chapter 4 focused on *the impact on networking and cooperation*. Interview 1 showed that one of the major reasons for participation in the training and support activities was networking and promotion of the organisations. Interview 2 data showed that these expectations were met as the interviewees stated without exception that they established an international/European network during the activity. Thus, depending on the statements of the interviewees, it is possible to argue that *training and support activities created opportunities for networking, cooperation and partnership regardless of the type of the activity*. However, when the Interview 3 revisited the experiences of the interviewees with regards to their established networks and/or partnerships one year after the activity, the picture got diversified. While there were some interviewees who managed to benefit from establishing networks one year after the activity; some others could not sustain further relations with the established networks, and their relationship with the network usually remained at a personal level. Usually *the interviewees stayed in contact with colleagues from the training and support activity, as well as with the trainers, invited speakers and/or representatives of the hosting organisation*, both formally and informally. However, none of the participants mentioned any instances of concrete partnership between the organisations of their contacts and their own organisations. This observation strengthens the finding that the transfer of experiences into the interviewees' organisations is rather limited, since the relationship often remains at a personal level even in the instances of professional cooperation. Last but not the least, the RAY-CAP data shows that *the follow up initiatives, especially those which were prepared and successfully implemented, and/or the interviewees' participation in them, were rather limited*.

***What works well? Networking and cooperation***

- Creation of opportunities for networking, cooperation and partnership
- Personal networks and cooperation

***Room for improvement!: Networking and cooperation***

- Sustainability of the networks and cooperation
- Follow up initiatives
- Organisational contact

Overall, the analysis in the Chapter 4 shows that the highest impact of the training and support activities have been on the domains of personal development, especially with regards to development of individual competences through knowledge acquisition, skills development, attitude changes and intercultural awareness. Within the context of institutional goals and organisational learning, the highest level of impact occurs in terms of enhanced youth work ambitions and future perspectives. However, the impact decreases in terms of transfer of experiences, which occurs at a personal level rather than at an organisational level and this eventually diminishes the opportunities for positive impact on the institutional environment. An important reason seems to be the lack of systematic mechanisms created by the organisations to ensure transfer of experiences into the organisation. The training and support activities clearly create opportunities for networking, cooperation and partnership in the youth field, however they rather remain at a personal level and are not fully utilised for the development further (international) youth activities that are supported by the organisations of the interviewees.

The Chapter 5 provided a broader analysis of the qualitative data from the overall sample of 23 interviewees from Turkey, enriched by the quantitative data collected through the Research-based Analysis and Monitoring of Erasmus+: Youth in Action E+/YiA (RAY-MON) research project of the RAY Network. The multi-layered analysis based on the youth work profiles of the interviewees in the Chapter 5 helped identify some patterns in the effects of interviewees' participation in the training and support activities on the youth work and youth work practices in Turkey.

For this aim, the Chapter 5 identified five different youth work profiles by looking at the level of engagement of the 23 interviewees with youth work on the basis of the Interview 1. Accordingly, the overall sample from Turkey was categorised as experienced youth workers; newcomers in the youth work; experienced participants of the youth activities; experienced

members of in civil society; and trainers. The Chapter 5 analysed the RAY-CAP data under two headings: *youth work perspectives in a way to include perceptions of and motivation for youth work and youth work practices*; and, *networking, partnership and cooperation at the international level*.

The RAY-CAP data indicated a variation between the interviewees with different youth work profiles with regards to *their youth work perspectives through perceptions, motivation and youth work practices of the interviewees*. According to Interview 1 data, experienced youth workers had a concrete notion of and mission for youth work; and they defined youth work with concepts such as empowering youth, identifying social needs and responding to them, ensuring active participation of young people, choosing the right target group, social inclusion for young people with fewer opportunities, non-formal education and the civil society. However, and maybe not surprisingly, the youth work perceptions of the new comers into youth work were slightly different as they defined youth work very broadly, referring to its benefits for young people with regards to the development of their personalities and consciousness at a general level, as well as the value of volunteering. In addition, they often considered their formal education settings and activities as a part of youth work. Before going to the activities, they voiced their intentions to get engaged into practice and implementation of youth activities in the future, however their reasons were more personal than being related to development of youth work.

***Room for improvement!: Youth work perspectives***

- Since the newcomers benefit from the activities more at a personal level, specific training and support activities can be designed in a way to insemminate the notions and value of youth work for the newcomers.

In terms of the *learning with regards to the youth work and youth work practices* of the participants at an individual level, both the RAY-MON and RAY-CAP data showed that *the participants learned a great deal of knowledge, methods and approaches* through the training and support activities, which contributed considerably to the individual competence development of the participants. What they learned included non-formal education and learning; project work and project management; topic of the activity; intercultural differences; value of tolerance and empathy; and, self-confidence. Interview 2 and Interview 3 showed that almost without exception the interviewees became aware of their weaknesses, especially in terms of foreign language skills, and accordingly many of them started to take further concrete

steps to overcome those weaknesses. An important factor that contributed to the high levels of learning through the training and support activities was the *methods*, which were perceived to be relevant to their youth work practices. The training and support activities did not seem effective on the changes in *thematic priorities of the youth work practices* of the participants as the majority of the interviewees did not mention any changes.

***What works well? Learning***

- Knowledge, methods, approaches for all youth work profiles.
- Non-formal education and learning, topic of the activity, intercultural differences.
- Project work and project management.
- Value of tolerance and empathy, self-confidence, overcoming weaknesses.

When the changes in the *levels of engagement with youth work* after participating in the training and support activity are concerned, it is again possible to see a diversified picture. Interview 3 data shows that the *experienced youth workers* and *experienced members of civil society* have, to a great extent, *remained in youth work* one year after the activity and in some cases they even *extended their field of action*. As a concrete contribution to youth work, in the year after the activity two new youth organisations were established by the interviewees and some others were in the process of their establishment. *The training and support activities have a very positive effect in terms of further youth work engagement for the experienced youth workers and experienced members of the civil society*. However, *the impact of the training and support activities on further engagement in youth work decreases when the experienced participants of the youth activities and new comers into youth work are concerned*. The RAY-CAP data showed that the activities had a very limited potential to create positive impacts on the participants who have rather personal expectations from the activities. The enthusiasm of newcomers two months after the activity did not translate into concrete action for further engagement with youth work in the long-run. Although some interviewees intended to get in closer relations with their sending organisations or get engaged into youth work, they could not realise it again for mostly personal reasons.

***What works well?: Engagement with youth work***

- Experienced youth workers and experienced members of civil society to a great extent remain in the youth field and extend their field of action.
- New youth organisations are established.

***Room for improvement!: Engagement with youth work***

- The training and support activities can address the mechanisms of further engagement with the youth work, for the newcomers.
- Specifically designed activities for newcomers can produce better results with regards to further engagement with youth work.

With regards to *networking, partnership and cooperation*, the RAY-MON data showed that the participants of the training and support activities to a great extent believed that the activities were instrumental in establishing international contacts that could be useful for developing a youth project together. However, the RAY-CAP qualitative data provided a more differentiated picture both in terms of a long-term perspective for the concrete networking, partnership and cooperation outcomes, and in terms of the youth work profiles of the interviewees. This is to say that *the positive impact of the activities for the experienced youth workers who have organisational affiliation were higher compared to the newcomers into the youth work*. However, even in this case, *the sustainability of the networks, partnerships and cooperation appeared to be an area of concern*, the established networks and partnerships did not end up with concrete outcomes, such as new (international) youth projects or cooperation in the field of youth. The interviewees, especially the newcomers to youth work, did not keep their contacts at a formal level, but instead considered their relationships with the other participants at a personal level. Thus, the overall analysis of the outcomes of networking, cooperation and partnership showed that although the motivation and enthusiasm were high before and two months after the activities, the sustainability of the relations with the other participants from the activities after a year was an area of concern for all categories of youth work profiles. The only exception is a few experienced youth workers, who already had an idea about how to activate these partnerships and cooperation.

***What works well?: Networking, partnerships, cooperation***

- For all youth work profiles, the training and support activities can be considered as opportunities for the creation of networks and partnerships.
- Albeit to a lesser extent than expected, the experienced youth workers can sustain their networks and partnerships within the youth field.

***Room for improvement!: Networking, partnerships, cooperation***

- Experienced youth workers can be provided with opportunities, where they could develop follow up activities or new (international) youth activities.
- Especially for the newcomers, the training and support activities can put special focus on the value of networks and partnership for the youth work practices, and their efficient functioning upon the completion of the activity.

Thus, the analysis in the Chapter 5 pointed out the need for specifically designed, introductory training and support activities in order to increase the impact of those activities for the newcomers into youth work. In addition, the criteria for the selection of the participants for different types of activities should consider the youth work profile of the applicant seriously in order to increase their impact on youth work and youth work practices.

## References

Baykuş Gençlik Eğitimleri (2008) *Gençlik Çalışması*, N. Öztürk and G. Nemitlu (eds), İstanbul Bilgi Üniversitesi Yayınları. İstanbul.

Bee, C. and Kaya, A. (2016) “Youth and Active Citizenship in Turkey: Engagement, Participation and Emancipation”, *Southeast European and Black Sea Studies*, DOI: 10.1080/14683857.2016.1232893

Bergstein, R., García López, M. A., and Teichmann, U. (2014). *Developing Quality of Youth Work in Europe. The European Training Strategy of the Youth in Action Programme (2007-2013)*, SALTO Training and Cooperation Resource Centre. <https://www.salto-youth.net/downloads/4-17-3029/ETS-2007-13-Journal.pdf>

Certel, E. (2007) “Türkiye’de Gençlik Yapılanmaları ve Gençlere Sunulan İmkanlar”, Karşılaştırmalı Çocuk ve Gençlik Politikaları ve Hizmetleri Yüksek Lisans Dersi kapsamında hazırlanmış Yayınlanmamış Ödev, Hacettepe Üniversitesi, Sosyal Hizmetler Bölümü, Ocak 2007, Ankara.

Chisholm, L., Hoskins, B., Søgaaard Sorensen, M., Moos, L., and Jensen, I. (2006) Advanced Training for Trainers in Europe (ATTE). Pilot course under the Council of Europe and the European Commission. Youth Worker Training Partnership Programme 2001-2003. Vol. 2, External Evaluation, Final Report. <http://pjp-eu.coe.int/en/web/youth-partnership/atte-training>.

Council of Europe (2007) *European Portfolio for Youth Leaders and Youth Workers*. Council of Europe. [http://www.coe.int/t/dg4/youth/Source/Resources/Portfolio/Portfolio\\_en.pdf](http://www.coe.int/t/dg4/youth/Source/Resources/Portfolio/Portfolio_en.pdf).

Council of Europe (2015a) *History of Youth Work*, <http://pjp-eu.coe.int/en/web/youth-partnership/history-of-youth-work?inheritRedirect=true>.

Council of Europe (2015b) *Portfolio Competence Framework. Tool for Assessing and Developing Youth Work Competence*, <http://www.coe.int/en/web/youth-portfolio/youth-work-competence>

Erol, M. (ed.) (2007) *Türkiye’de Hak Temelli STK’lar: Sorunlar ve Çözüm Arayışları*, Sivil Toplum Geliştirme Merkezi (STGM): Ankara.

European Commission (Ed.) (2014) *Working with Young People: The Value of Youth Work in the European Union*, [http://ec.europa.eu/youth/library/study/youth-work-report\\_en.pdf](http://ec.europa.eu/youth/library/study/youth-work-report_en.pdf).

Fennes, H., and Otten, H. (2008) *Quality in Non-formal Education and Training in the Field of European Youth Work*, <https://www.salto-youth.net/downloads/4-17-1615/TrainingQualityandCompetenceStudy.pdf>

Göksel, A. (2009) *Study on Youth Policies in the Mediterranean Partner Countries: Turkey*, Euro-Med Youth III Programme; Regional Capacity Building and Support Unit at INJEP.

Lauritzen, P. (2006). *Youth Work*, Council of Europe. Glossary – Youth work. <http://pjp-eu.coe.int/en/web/youth-partnership/history-of-youth-work?inheritRedirect=true>.

Lüküslü, D. (2015) *Türkiye’de ‘Gençlik Miti’: 1980 Sonrası Türkiye Gençliği*, İletişim Yayınları.

Lüküslü, G. D. (2008) “Günümüz Türkiye Gençliği: Ne Kayıp Bir Kuşak Ne de Ülkenin Aydınlik Geleceği”, in N. Yentürk, Y. Kurtaran, G. Nemutlu (et al.) *Türkiye’de Gençlik Çalışması ve Politikaları*, İstanbul Bilgi Üniversitesi Yayınları: İstanbul.

Nemutlu, G. (2008) “Türkiye Sivil Alanında Gençlik Çalışmasının Tarihsel Gelişimi”, in N. Yentürk, Y. Kurtaran, G. Nemutlu (et al.) *Türkiye’de Gençlik Çalışması ve Politikaları*, İstanbul Bilgi Üniversitesi Yayınları: İstanbul.

Neyzi, L. (2001) “Object or subject? The Paradox of ‘youth’ in Turkey”, *International Journal of Middle East Studies*, Vol: 33, (2001), pp. 411–432.

Neyzi, L. (2011) Türkiye’de kamusal söylemde gençlik kurgusunun değişimi, in A. Telli Aydemir (ed.) *Katılımın “e-hali”*: *Gençlerin Sanal Alemi*. İstanbul: Alternatif Bilişim. pp. 25-47.

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

Pantea, M. C. (2012). *Mapping of Competences needed by Youth Workers to Support Young People in International Learning Mobility Projects*. Partnership between the Council of Europe and the European Commission in the Field of Youth. [http://youth-partnership-eu.coe.int/youth-partnership/documents/EKCYP/Youth\\_Policy/docs/Mobility/Youth\\_work/Mapping\\_of\\_competencies\\_Final.pdf](http://youth-partnership-eu.coe.int/youth-partnership/documents/EKCYP/Youth_Policy/docs/Mobility/Youth_work/Mapping_of_competencies_Final.pdf)

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

Sütlü, A.F. (2007) “Gençlik”, in M. Erol (ed.) *Türkiye’de Hak Temelli STK’lar: Sorunlar ve Çözüm Arayışları*, Sivil Toplum Geliştirme Merkezi - STGM: Ankara.

Tarih Vakfı (2002) *STK’larda Gönüllülük ve Gençlik*, İstanbul: Tarih Vakfı Yurt Yayınları.

Üzmez, A. (2015) “Türkiye’de Gençlik ve Gönüllülük Çalışmaları Literatürü Üzerine Bir Değerlendirme”, *Gençlik Araştırmaları Dergisi*, April 2015, 3(1), pp. 5-38.

Yentürk, N., Kurtaran, Y., Uran, Ş., Yurttagüler, L., Akyüz, A. ve Nemutlu, G. (2006) *İstanbul Gençliği-STK Üyeliği bir Fark Yaratıyor mu?*, Gençlik Çalışmaları Birimi Araştırma Raporu, İstanbul Bilgi Üniversitesi, STK Eğitim ve Araştırma Birimi.



## **Annex I: Youth Work in Turkey**

As indicated by the RAY-CAP conceptual framework, youth work is located in the context of “‘out-of-school’ education” and focused on young people and their voluntary participation in a way to foster social and personal development through non-formal and informal learning. It comprises of social, cultural, educational and political opportunities and activities through which young people can have better chances for integration and inclusion in society.

As the diversity in the European context shows, the organisation and framework of youth work highly depends on social and educational practices, as well as the level of financial and political contribution. This is to say that historical, cultural and political contexts define the framework of youth work at the national levels. Thus, this section provides a brief overview of youth work in Turkey, first by focusing on youth policy context, as well as the institutional framework of youth work in Turkey; and second, by providing an account of the public, civil, private and other actors of the youth work in Turkey. The final section deals briefly with the youth work practices in Turkey.

### **1. Youth work within the context of youth policy in Turkey**

*The National Youth and Sports Policy Document*, approved as a Council of Ministers Decision No: 2012/4242 and published in the Official Journal No: 28541 on 27 January 2013, is the major reference policy document that defines the priorities of the government in the field of youth.

The vision of youth policies is defined in the Document as “to provide opportunities and to establish a ground where young people can truly realise their own potentials as individuals who have international and humanitarian values, respect for the environment, a sense of social belonging, who participate actively in social life, make use fundamental rights and liberties efficiently and who are committed to national and moral values, are informed, self-confident, active and enterprising and at a level to be able to compete with their peers in the international arena.”

Accordingly, the main objectives of youth policies are listed as:

- To place the perception about youth on a correct ground,

- To determine the needs, expectations and concerns of young people,
- To determine institutions and organisations working on youth and to ensure cooperation and coordination among them,
- To provide necessary support and encouragement in order to enable and strengthen the activities of the non-governmental organisations in the field of youth,
- To use resources in a way that fully contributes to the development of youth,
- To support the personal and social development of young people,
- To develop consciousness of young people as citizens,
- To help young people fulfil their potential by taking into consideration the needs of diverse young groups.

The principles and values of youth policies adopted in the Document are commitment to human rights, democratic values and the Republic; to adopt, to live and to maintain national, historical, cultural and humanitarian values; to develop a rights-based approach; to prevent all kinds of discrimination and to realise equal opportunities; to consider individual and social differences as wealth and to consider this wealth a means of social solidarity and integration; to be based on research and knowledge; to give priority to disadvantaged young people; to pursue international standards in policies and practices; participation; accessibility; holism; applicability; accountability; transparency; and, locality.

In the Policy Document, a number of policy areas as well as the stakeholders to cooperate for reaching the targets are identified. Although “youth work” as a separate field is not considered within the Document, it is still possible to identify some policy areas which have a direct link to youth work and youth work practice in Turkey. In this regard, it is possible to mention the policy areas of education and lifelong learning; democratic participation and civic consciousness; utilising free time; voluntary work and mobility.

“Education and lifelong learning” policy includes reinforcing understanding of lifelong learning and improving non-formal education opportunities.

“Democratic participation and civic consciousness” policy includes encouraging young people to get involved in non-governmental organisations as founders, directors and members, which targets extending the projects relating to young people being members of nongovernmental

organisations; making all relevant institutions and organisations provide all kinds of support in the foundation of non-governmental organisations conducting work on youth; and supporting the cooperation of youth associations at the local, regional, national level with other youth organisations at the international level and with neighbour countries.

“Utilising free time” policy focuses on increasing the number of centres, activities, and places young people can spend their free time, and extending such services to more people, through the targets of promoting youth centres; enabling more young people to benefit from the youth centres by improving the physical conditions of the current youth centres; organising activities for young people in rural areas to enable them to spend their leisure time effectively by means of public institutions; and increasing the number of facilities where sportive activities to spend leisure time are performed. Under the same policy, regulating and supporting the establishment and structuring of nongovernmental organisations in the field of youth is also identified as a policy issue, to be achieved through the targets of encouraging the establishment of non-governmental youth organisations; encouraging non-governmental youth organisations to establish networks among themselves and roof organisations; making regulations to encourage the membership of young people in the nongovernmental youth organisations; and, supporting activities and projects of the present non-governmental youth organisations and clubs in order to help them carry out their activities more efficiently.

“Voluntary work and mobility” policy includes references for increasing the participation of young people in volunteering activities and removing obstacles in the way of volunteering. This is to be achieved through the targets of organising voluntary activities to enable young people to acquire vocational skills apart from educational activities, which increase their learning competence, develop employability opportunities and the sense of solidarity, encourage them to adopt into the society more easily and to become active citizens; performing various studies on volunteering in a way to encourage young people to get integrated into certain voluntary institutions; strengthening communication between voluntary organisations and their support for each other; and, increasing young volunteers’ participation in non-governmental organisations. In addition, there is also a focus on supporting voluntary activities of young people and non-governmental organisations and informing young people about non-governmental organisations and volunteering, in a way to increase the number of scholarship programmes provided by public institutions for non-governmental organisations and young people; to provide the support of the private sector for non-governmental organisations; to

promote volunteering activities. Another important focus placed on mobility defines it as a method for the activities in which young people can socialise apart from the family environment, can express themselves and contribute to their personal development, as provided with non-formal educational methods aiming to prepare and strengthen young people for social life apart from educational activities. In this regard, this policy issue targets at extending educational programmes, intercultural exchanges and volunteering projects, which will enable young people to take part in national and international platforms as more active individuals.

## **2. Institutional background**

To the extent that youth as a policy issue is cross-sectorial, there exist different public institutions and authorities dealing with youth issues in Turkey. Within the context of the youth work in Turkey, Ministry of Youth and Sports that directly works with young people as its target group under its competence area; Ministry of National Education whose target group, namely students and teachers, can be defined as young people and young adults when it is considered together with their ages and physical and personal development, Centre for European Union Education and Youth Programmes (Turkish National Agency) affiliated to the Ministry for EU Affairs that renders opportunities directly for youth organisations, for public institutions that work with young people, or for young people's more active participation into social life and provides financial grants for the informal youth groups since 2003, and Universities that provide social opportunities for young people who are in higher education through the extra-curricular activities and their facilities, deserve further attention due to their missions, competences, nature of their work and provision of services and activities that can have an impact on youth work and youth work practices in Turkey. Some other public institutions which work on different dimensions of youth issues are the Ministry of Labour and Social Security, Ministry of Health, Ministry of Justice, Ministry of Interior and Ministry of Family and Social Policy.

*Ministry of Youth and Sports*, re-established as an independent ministerial structure in 2011, has been endowed with the mission of “identification of the interests, needs and problems of young people; making supportive policies in the personal, social and sportive arenas by working in coordination and cooperation with the solution partners; developing, implementing, supporting projects based on continuing education and development; and by this means bringing up leader youngsters who are active members of social life, innovative, self-confident,

aware of national and moral values and capable of international representation”.<sup>25</sup> The vision of the Ministry is also developed accordingly as “for strong tomorrows; ensuring the training of a youth who is reading, thinking, questioning, able to express themselves, adopting sports, arts and science as a life style, open to development, respectful to differences, innovative, loyal to ethical values, participating in decision processes, utilising resources effectively, sensitive to environment, highly self-confident, happy, healthy and strong.”<sup>26</sup>

In this framework, Ministry of Youth and Sports has a wide range of duties that might have an impact on youth work and its practice in Turkey. Through its General Directorate of Youth Services, the Ministry is endowed with the duties of identification of the procedures and principles for the establishment of youth centres to serve young people, as well as youth and scouting camps, and organisation of activities to develop and promote these; developing proposals to ensure effective participation of young people in all aspects of social life; participating in, organising or supporting youth related activities such as meetings, courses, seminars and such, domestically or abroad, regarding youth; dealing with the procedures of registration, visa and transfer of youth associations; organising youth week activities; and maintaining relationships with civil society organisations working in the field of youth, with public institutions, local governments and related units of the universities.<sup>27</sup> In addition, different general directorates of the Ministry have the duties to conduct research on youth related issues and to organise and participate in the international youth activities.

General Directorate of Project and Coordination of the Ministry of Youth and Sports has a number of duties in relation to youth work in Turkey. This relates to project development, financial support to youth projects, and mobility of young people with fewer opportunities. In this context, the Ministry allocates funds for and supports youth projects, which targets personal and social development of young people, increasing effective participation in decision-making and implementation processes, as well as all areas of social life, and realisation of innovative ideas. In this context, in 2015, the Ministry allocated 26 million TL for supporting 352 selected

---

<sup>25</sup> <http://www.gsb.gov.tr/Sayfalar/100/10/strateji.aspx>

<sup>26</sup> <http://www.gsb.gov.tr/Sayfalar/100/10/strateji.aspx>

<sup>27</sup> Governmental Decree No. 638 on the Organisation and Duties of the Ministry of Youth and Sports, 8 June 2011, Official Journal No: 27958.

projects, on the themes of addiction, scientific research, volunteering, education/training, culture and arts, healthy life and sports, social adaptation and others.<sup>28</sup>

Last but not the least, this General Directorate has the duty of “making preparations for the composition of the National Youth and Sports Policy Document and monitoring its implementation.” In this context, *the National Youth and Sports Policy Document* was approved as a Council of Ministers Decision No: 2012/4242 and published in the Official Journal No: 28541 on 27 January 2013.

*Ministry of National Education*, is the major governmental institution in charge of the supervision of public and private educational system under a national curriculum. The education system in Turkey has two main components<sup>29</sup> namely “formal education”, which covers pre-school, primary, secondary and tertiary education institutions and is given to particular age groups through systematic and organised curricula; and “informal education”<sup>30</sup> composed of two complementary components, namely general and professional-technical. Informal education is defined by the Ministry as “all the education, teaching, production, consultancy and implementation activities for those who has never been to or at a particular level of, or already left or completed formal education, in line with their interest, enthusiasm and abilities in a way to provide their lifelong economic, social and cultural development for a variety of durations and at different levels.”<sup>31</sup> Informal education falls into the competence area of General Directorate of Lifelong Learning in the Ministry and The Social, Cultural Education and Activities Directorate of the General Directorate has the duties of conducting activities on the culture and awareness of lifelong learning; planning and implementing education, teaching and socio-cultural activities related to children, young people and families; organising courses and activities related to the acquisition of lifelong learning basic skills; working on researching and keeping alive of national culture; and, coordinating with other units regarding the work and procedures of the directorates of Public Education centres and technical institutes for girls.<sup>32</sup>

---

<sup>28</sup> Ministry of Youth and Sports, Administration Activity Report, 2015. Available at: [http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015\\_yili\\_faaliyet\\_raporu.pdf](http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015_yili_faaliyet_raporu.pdf).

<sup>29</sup> Article 18 of the Basic Law on National Education No. 1739, dated 14.06.1973, Official Journal No: 14574.

<sup>30</sup> Article 40 and 41 of the Basic Law on National Education No. 1739, dated 14.06.1973, Official Journal No: 14574.

<sup>31</sup> Article 3(p) of the Ministry of Education Regulation for Informal Learning Institutions, published in the Official Journal No: 27587 on 21.5.2010, and as amended by being published in Official Journal No: 28360 on 21.07.2012.

<sup>32</sup> <http://hbogm.meb.gov.tr/www/sosyal-kulturel-egitim-ve-faaliyetler-daire-baskanligi/icerik/269>.

Informal education activities are implemented by the provincial and district directorates of the Ministry through public education centres.

*Centre for EU Education and Youth Programmes of the Ministry for EU Affairs*, also known as the Turkish National Agency, is another governmental institution that has direct support mechanisms for the actors of youth work in Turkey, especially through the funds and training opportunities it provides for young people, youth workers, youth leaders and representatives of public and civil organisations working with and for young people, within the context of EU Erasmus+ Programme. It was established in 2003, with the Law No.4968 amending the Governmental Degree No. 540 on the Establishment and Duties of State Planning Organisation. Its primary mission is “together with other countries and international organisation, primarily with the European Union, to implement the programmes providing financial support, learning and mobility opportunities in the fields of education and youth.”<sup>33</sup> In this context, it fulfils the functions of;

- Being active at the international level,
- Learning, discovering and realising objectives, developing personal and social skills in cooperation; knowing own culture while knowing the other cultures; increasing knowledge and experience in its competence area; examining different and good practices on site.
- Contributing to mutual interaction, employment, cooperation and partnerships, economic, social and cultural entrepreneurship,
- Supporting, informing, implementing, consulting, information and technical support for those individuals, institutions and organisations who would like to disseminate and share the knowledge and experience gathered from the above mentioned activities.

The vision of the National Agency of Turkey is to become a key institution, which ensures a multi-dimensional cooperation in the fields of education and youth with the other countries and international organisations in light of Turkey’s target of reaching at knowledge society. In this context, it assumes the vision of being an institution which:

- helps realisation of participation into international cooperation in the fields of education and youth;
- can realise activities outside the EU by sharing the National Agency’s experience in the education and youth fields with the other countries

---

<sup>33</sup> <http://www.ua.gov.tr/kurumsal/misyon-ve-vizyon>

- through International Cooperation, brings an international dimension to training and education with partnerships and contributes to ensuring opening up to abroad;
- contributes to the formation of an education where cooperation in the fields of EU and international education is ensured and which is recognised
- contributes to the institutions' multilateral cooperation and experience in Project management, while ensuring effective and easy transfer of information to the beneficiaries;
- provides equality of opportunities to disadvantaged segments;
- ensuring recognition of Turkey abroad in the fields of education and culture and dissemination of socio-cultural values; and,
- increasing operational efficiency with the support of information Technologies and competent human resources.

Through the implementation of the Youth programmes of the European Union, the National Agency of Turkey has become an important actor as a supporter of development and practice of youth work in Turkey, especially through the opportunities it provides for learning mobility, non-formal education and intercultural learning.

### **3. Actors of youth work in Turkey**

In Turkey, youth work is practiced by public, civil, private actors and other actors. Public actors involve a variety of governmental units, established both by central and local governmental institutions. Civil actors are basically the associations and foundations that are also considered under the category of civil society organisations. Private actors include private companies, firms or enterprises. In addition, some other actors such as university student clubs, youth branches of political parties, and international youth civil society organisations, as well as the issue of National Youth Council are relevant to the discussion on the actors of youth work in Turkey.

#### *3.1. Public actors*

##### *Youth Centres and Youth Camps of the Ministry of Youth and Sports*

Youth centres are established by the Ministry of Youth and Sports in order to help young people qualify their free time; to canalise young people towards social, cultural, artistic and sportive activities; to contribute to young people's development; to provide guidance and counselling for



young people; to organise events for raising awareness against harmful habits.<sup>34</sup> The vision of the Youth Centres is to contribute to bringing up a youth, who loves the nation; can think freely; is loyal to national and moral values; adopts republic and democracy; and, is equipped.<sup>35</sup>

According to the 2015 Administration Activity Report, there are 215 youth centres functioning under the system of the Ministry of Youth and Sports. All the young people within the age bracket of 14-29 can be a member of the Youth Centres and benefit from the all activities free of charge. Number of members of the Youth Centres of the Ministry has skyrocketed from 11.614 in 2002 to in 1.270.070 in 2015. %49 of the members are women and %51 is men.<sup>36</sup>

The activities conducted by the Youth Centres of the Ministry of Youth and Sports is categorised into academy training programme (workshops on values education; religious sciences; social sciences; innovation; personal development; and, language training); in-door programmes (contemporary readings and meeting with writers; career education; experience talks) and social, cultural and sportive activities (club activities). Ministry of Youth and Sports provides leadership trainings for the youth leaders on the topics such as volunteering training, leadership and youth leadership, values education, forms of politeness, adolescent psychology, social media and internet, and new Turkey vision and culture of living together. Council of Europe also gives trainings on youth work to the youth leaders of the Youth Centres.

In addition, Ministry of Youth and Sports works on “developing, and increasing the numbers of, youth-focused and modern Youth Camps which define development duties and respond to social, sportive, cultural and personal needs, and on increasing their numbers country-wide.”<sup>37</sup> The vision of the youth camps is to become one of the most effective and active institutions on the way to healthy generations with high levels of self-confidence, who grasp the democratic values together with national and moral values.<sup>38</sup> By 2015, 12 sea and 15 nature camps, founded to ensure that young people spend their free time with various social, cultural and sportive activities were organised and a total number of 56.000 young people attended the camps.<sup>39</sup> In

---

<sup>34</sup> Ministry of Youth and Sports, Administration Activity Report, 2015. Available at: [http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015\\_yili\\_faaliyet\\_raporu.pdf](http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015_yili_faaliyet_raporu.pdf).

<sup>35</sup> <http://genclikmerkezi.gsb.gov.tr/site/vizyon.aspx>

<sup>36</sup> Ministry of Youth and Sports, Administration Activity Report, 2015, p. 43-44. Available at: [http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015\\_yili\\_faaliyet\\_raporu.pdf](http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015_yili_faaliyet_raporu.pdf)

<sup>37</sup> <http://genclikkamplari.gsb.gov.tr/Modul/MisyonVizyon.aspx>

<sup>38</sup> <http://genclikkamplari.gsb.gov.tr/Modul/MisyonVizyon.aspx>

<sup>39</sup> Ministry of Youth and Sports, Administration Activity Report, 2015. Available at: [http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015\\_yili\\_faaliyet\\_raporu.pdf](http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015_yili_faaliyet_raporu.pdf)

addition, the Ministry of Youth and Sports also organises or ensures participation of young people into international youth camps.

#### *Public Education Centres of the Ministry of Education*

Under the roof of the Ministry of National Education, there exists some education institutions working on the theme of non-formal education<sup>40</sup>, which is defined in a way to cover “all educational activities organised in addition to/or outside formal education” in the Basic Law of National Education and which consists of two basic parts as “general and vocational – technical.” The duties of these institutions are identified by the “Ministry of National Education Regulation for Non-formal Education Institutions”<sup>41</sup> and their activities cover all the citizens who “have never been to, or at any level of, or left that level of formal education.”<sup>42</sup> One of those institutions is the “Public Education Centres”, affiliated to the General Directorate of Lifelong Learning of the Ministry of National Education.

Although they do not only target young people, but also children, elderly and families, and they reflect different characteristics compared to the non-formal learning approach defined within the context of the European youth work, some of the duties of the Public Education Centres bear the potential to contribute to the youth work in Turkey. For example, to help their target group “to acquire the understanding and habits of living collectively, solidarity, cooperation, working together and getting organised” is amongst the duties of the Public Education Centres.<sup>43</sup> In addition, in a way to reflect the emphasis put on Lifelong Learning understanding, “to ensure individuals’ scientific, entrepreneurial, technological, economic, social, cultural development, and help them acquire the habits of spending and using their free times in an efficient way, to provide the opportunity for them to develop their skills with the understanding of lifelong learning” is also listed among the aims of the non-formal education activities organised by these institutions.<sup>44</sup>

---

<sup>40</sup> Basic Law of National Education No. 1739, published in the Official Journal No. 14574 dated 24.06.1973, Article 18 and 41.

<sup>41</sup> Ministry of National Education Regulation on Non-formal Education Institutions, published in the Official Journal No. 27587 dated 21.5.2010 and amended by being published in the Official Journal No. 28360 dated 21.07.2012.

<sup>42</sup> Basic Law of National Education No. 1739, published in the Official Journal No. 14574 dated 24.06.1973, Article 40.

<sup>43</sup> Basic Law of National Education No. 1739, published in the Official Journal No. 14574 dated 24.06.1973, Article 40.

<sup>44</sup> Ministry of National Education Regulation on Non-formal Education Institutions, published in the Official Journal No. 27587 dated 21.5.2010 and amended by being published in the Official Journal No. 28360 dated 21.07.2012, Article 4g.

### *Municipalities*

Municipalities play a role in the implementation of policies regarding youth and enhancing youth participation at the local level. In this context they are one of the public actors of youth work. Local governments are required to establish “City Councils”, which composes of professional associations of public institutions, trade unions, notaries, universities, relevant nongovernmental organisations, political parties, public institutions and representatives of neighbourhood headmen and other interested persons.<sup>45</sup> The Regulation on the City Councils<sup>46</sup> guarantees the establishment of Youth Councils and Women Councils as working groups, through which municipalities support the development of local youth work. In addition, different municipalities take initiatives to provide activities and opportunities for young people: They open youth centres; provide counselling services; initiate youth camps, trips, sports tournaments; and organise training seminars and international youth camps (Certel, 2007: 22).

### *Other public institutions*

There are also a number of *other public institutions* that can be identified with their youth work related practices. Different ministries and their provincial directorates, European Union departments under the governors’ offices, international project offices of the public, as well as private, universities organises activities and develop projects that could be considered within the context of youth work. For example, as a part of their competences, Regional Development Administrations affiliated to the Ministry of Development can establish “youth houses” to provide local young people opportunities and environments, “where they can develop as active citizens and are supported in their personal, social and educational development.”<sup>47</sup> The activities of these youth houses focus on themes such as capacity building, social and cultural development, employment and social sensitivity. For example, implemented within the context of the Southeastern Anatolia Project, GAP Youth Cultural Houses Project reached 225,211 young people between the period of May 2001-December 2015.<sup>48</sup>

---

<sup>45</sup> Article 76 of the Municipality Law No. 5393, adopted in 2005.

<sup>46</sup> Issued by Ministry of Interior on 8 October 2006 and published in the Official Journal No. 26313.

<sup>47</sup> <http://www.gap.gov.tr/en/gap-youth-houses-page-18.html>

<sup>48</sup> <http://www.gapgenclikevleri.org/wp-content/uploads/2016/05/2015-FR.pdf>

### 3.2. Civil actors

Majorly two categories of civil actors can be considered under the category of nongovernmental organisations (NGOs) or civil society organisations (CSOs). These are associations and foundations.

*Associations* are “legal persons composed of a minimum of seven real or legal persons putting together their knowledge and work continuously, in order to realise a defined and common reason, without the intention to share profit and which is not prohibited by law.”<sup>49</sup> Real or legal persons having legal ability have the right to form associations without prior permission<sup>50</sup>, in other words, those over 18 can establish and become a member to associations in Turkey.

By November 2015, there are 109.553 active associations in Turkey.<sup>51</sup> Almost 11 million citizens in Turkey are members to associations, with a distribution of 20% female and 80% male members. The numbers show that 85.79% of the overall population has not have any association membership.<sup>52</sup> In addition, foreign civil society organisations can also establish representation offices in Turkey; but they cannot register any members nor can they have any organs such as general assembly, board of executives or board of supervisors.<sup>53</sup> The number of foreign civil society organisations permitted to operate in Turkey is 140.<sup>54</sup>

When the working fields of the associations are concerned, the numbers show that occupational and solidarity associations (33.668) take the lead. It is followed by sports and sport-related associations (21.039); those who work for religious services (21.039), humanitarian aid associations (6.253), education and research associations (6.127), culture, arts and tourism associations (5.637), personal teaching and societal development associations (2.555), those working in the field of health (2.478), those for the protection of environment, natural life, animals (2.278), support for social values associations (1.984), public works, city planning and development associations (1.735), rights and advocacy associations (1.621), those for disabled people (1.410), those which support public institutions and their personnel (1.249), opinion-based associations (1.185), those which function in the fields of food, agriculture and husbandry

---

<sup>49</sup> Article 2 of the Law of Associations No. 5253, adopted on 23 November 2004.

<sup>50</sup> Article 3 of the Law of Associations No. 5253, adopted on 23 November 2004.

<sup>51</sup> <https://www.dernekler.gov.tr/tr/AnasayfaLinkler/faal-fesih-dernekler.aspx>

<sup>52</sup> <https://www.dernekler.gov.tr/tr/AnasayfaLinkler/dernek-uye-sayilarinin-turkiye-nufusu.aspx>

<sup>53</sup> [https://www.dernekler.gov.tr/media/templates/dernekler/images/Yabanci\\_STKlar\\_icin\\_Basvuru\\_Rehberi.pdf](https://www.dernekler.gov.tr/media/templates/dernekler/images/Yabanci_STKlar_icin_Basvuru_Rehberi.pdf)

<sup>54</sup> [https://www.dernekler.gov.tr/media/templates/dernekler/images/folder/izin\\_verilen\\_listesi\\_tr.xls](https://www.dernekler.gov.tr/media/templates/dernekler/images/folder/izin_verilen_listesi_tr.xls)

(675), international enterprises and cooperation associations (666), solidarity with Turks abroad associations (617), those working in the fields of elderly and children (336), martyr's relatives and war veterans' associations (327), and children associations (16).<sup>55</sup> A previous study shows that in 2008, 3.500 associations included the word “youth” in their names (Baykuş, 2008: 53). The associations which aim to work in the youth field have to state it in their statute (Certel, 2007: 12).

The Department of Association categorises the staff of the associations according to working time in three groups: full-time employees, part-time employees and project-based employees. In this regard, the total number of staff employed in the associations is 48.731, which are divided into these three categories as 36.235, 3.655 and 8.841 respectively.<sup>56</sup> When the numbers of the salaried staff is compared to the volunteers, the numbers appear as 34.632 to 14.099.<sup>57</sup>

*Foundations* are “the communities of commodities which have legal personality due to allocation of sufficient commodities and rights, by real or legal persons, for a particular and continuous reason.”<sup>58</sup> Two important components of a foundation are assets and a reason to allocate these assets for. They work under the competence of the General Directorate of Foundations under the Prime Ministry. In Turkey, there are five types of foundations: fused (*mazbut*), annexed (*mülhak*) new foundations, non-Muslim community and artisans' foundations.<sup>59</sup> Fused (*Mazbut*) Foundations refer to those ones to be administered and represented by the General Directorate under the Law 5737, and those ones which were founded before the enforcement date of the abolished Turkish Civil Law no 743 and are administered by the General Directorate of Foundations in accordance with the Foundations Law no. 2762; annexed (*Mülhak*) Foundations refer to those foundations which were set up before the enforcement date of the abolished Turkish Civil Law No. 743; Non-Muslim Community Foundations refer to those foundations that belong to the non-Muslim communities in Turkey, whose members are citizens of the Turkish Republic and that are vested with a legal body status under the Foundations Law No. 2762; Artisans' Foundations refer to foundations that were established before the enforcement of the Foundations Law No. 2762 and

---

<sup>55</sup> <https://www.dernekler.gov.tr/tr/AnasayfaLinkler/derneklerin-faaliyet-alanina-gore.aspx>

<sup>56</sup> <https://www.dernekler.gov.tr/tr/AnasayfaLinkler/calisan-sayisi.aspx>

<sup>57</sup> <https://www.dernekler.gov.tr/tr/AnasayfaLinkler/calisan-sayisi.aspx>

<sup>58</sup> Article 101 of the Civil Law No. 4721, entered into force on 1 January 2002.

<sup>59</sup> Article 2 of the Law of Foundations No: 5737, published in Official Journal No. 26800 on the 27 February 2008.

which are managed by the Board of Directors selected by the artisans; and, New Foundations refer to the foundations set up under the abolished Turkish Civil Law No. 743 and work under the Turkish Civil Law No: 4721.<sup>60</sup>

**Table 1: General statistics on foundations in Turkey (2015)**<sup>61</sup>

2015	Annexed Foundations	Non-Muslim Community Foundations	New Foundations
Number	265	167	5.013
Real person members	-	3750	1.138.319
Legal personality members	-	40	31.323
Number of paid staff	70	1670	17.022
Number of foundations which employ paid staff	24	92	1909
Number of volunteer staff	4	317	1.021.681
Number of foundations which employ volunteers	3	22	589

By July 2016, there are also 21 foundations, which are founded abroad but has branches in Turkey. New foundations can be found in form of social assistance and solidarity foundations, environmental protection foundations, or multi-purpose foundations. Fund foundations, those which are established to assist their personnel, public foundations, foundation universities, foundations with tax exemptions, and profit seeking enterprises are also considered within the category of new foundations.<sup>62</sup> The activities realised by the new foundations are categorised into some sectors, namely education, social assistance, health, social service, socio-cultural and history, vocational training, arts, science and technology, environment, development, agriculture and husbandry, sports, law/human rights/democracy, and, assistance to personnel. Total number of activities of New Foundations in 2015 sums up to 14.257.

<sup>60</sup> Article 3 of the Law of Foundations No: 5737, published in Official Journal No. 26800 on the 27 February 2008.

<sup>61</sup> The data in this table is compiled from the foundation statistics collected by the General Directorate of Foundations. <http://www.vgm.gov.tr/>.

<sup>62</sup> <http://www.vgm.gov.tr/db/dosyalar/webicerik195.pdf>

**Table 2: Sectoral distribution of the 2015 activities of the New Foundations<sup>63</sup>**

Sector*	Number of Foundations
Education	3.783
Social assistance	2.754
Health	1.681
Social service	1.463
Socio-cultural, history	912
Other	721
Vocational training	480
Arts	423
Science-technology	374
Environment	374
Development	306
Agriculture, husbandry	265
Sports	250
Law, human rights, democracy	249
Assistance to personnel	222
(*) New foundations can operate in more than one sector throughout the year in line with their aims stated in their articles of foundation. The table should be evaluated accordingly.	

The sectoral categorisation made by the General Directorate of Foundations does not give a clear idea about the extent of foundations which directly work for and with young people. However, a study conducted in 2006 states that there were 28 foundations which target young people or have the word “youth” in their names (Certel, 2007: 12). Some foundations also establish youth units, in which young people actively work with young people within the aims of the foundation (Baykuş, 2008: 53). Distribution of the foundations which own facilities and enterprises shows that in 2015 there were 16 boarding children’s houses and youth centres established by the foundations, as well as 125 education and course facilities.<sup>64</sup>

### 3.3. Private actors

Private actors can also get involved in youth work and youth work activities. For example, in Turkey there are some private companies which organise profit-making activities such as international youth camps, but they can also conduct and participate in non-profit making activities similar to NGOs. Some private companies develop youth activities within the context of their social responsibility programmes and projects. Private companies are also viewed as potential sponsors to the activities organised by the young people, youth organisations or civil society organisations.

<sup>63</sup> The table is taken from the website of the General Directorate of Foundations, <http://www.vgm.gov.tr/db/dosyalar/webicerik199.pdf>.

<sup>64</sup> <http://www.vgm.gov.tr/db/dosyalar/webicerik276.pdf>

### 3.4. Other actors

It is also possible to identify some other actors, which belong to different statuses according to the structures that they belong to. These can be listed as university/student clubs, youth branches of political parties, and branches of international youth civil society organisations.

*University student clubs* are student/youth structures established within the context of their respective public or foundation (private) universities, being subject to the regulations of those universities. This means that the rules and regulations of establishing, structuring and functioning of university student clubs may differ in different universities. The membership to, and establishment of, university student clubs is only limited to the students of those universities. They often raise their funds from the university's resources or from sponsorship or international funds (Sütlü, 2007: 133). These clubs do not have legal personalities, but have their own statutes. The university student clubs organises a wide range of scientific, cultural, artistic, sportive activities for university youth.

*Youth branches of the political parties* are established under the sponsorship of a political party, regarding the ways in which they function and get organised. They often represent some particular political ideas and ideologies (Sütlü, 2007: 133).

Branches of *international youth civil society organisations* also exist in Turkey. They are often getting organised under the status of an association or student club.

Another category of other actors of youth work is *informal groups of young people*, which is defined as “groups of at least four young people active in youth work but not necessarily in the context of youth organisations.”<sup>65</sup> Under certain funding schemes such as the Erasmus+ Programme, informal groups can develop their youth work activities in line with certain criteria and become eligible for funding for these activities.

### 3.5. National Youth Council of Turkey

National Youth Council (NYC) is the name given to the representative body of youth organisations and young people at the national level. As indicated by the Ministry of Youth and

---

<sup>65</sup> Erasmus+ Programme Guide, Version 1 (2017): 20/10/2016, pp. 22.



Sports Activity Report (2015), in many of the developed countries National Youth Councils bring together youth organisations in a way to represent them on the one hand, and youth in general on the other.<sup>66</sup> A National Youth Council, which is often run by young people, is an important representation mechanism to communicate and lobby for the views of young people at different levels of decision making, namely local, national, European and international levels; and to work for increased participation of young people in social and political life. In this regard, NYCs is an indispensable part of youth work and youth work practices in many countries.

In Turkey, a National Youth Council does not still exist, although the need to establish one has been voiced by a variety actors since the 1990s. Especially starting from 2002, there have been a number of attempts from different youth organisations to establish a structure resembling a National Youth Council (Göksel, 2009: 28), but the existing legal framework at that time and lack of sufficient infrastructure made it impossible (Certel, 2007: 25). Together with the establishment of the Ministry of Youth and Sports, the issue of setting up a NYC in Turkey came into the policy agenda. Such a need is indicated by the Ministry by stating that “it is obvious that there is a need for a roof organisation that would represent, at national and international levels, youth and youth organisations functioning country-wide in Turkey and to provide coordination among them”<sup>67</sup>. It is also stated in the same document that following the adoption of the regulation in this context, the Youth Council is going to start its activities. It is planned by the Ministry of Youth and Sports that the Youth Council which is planned to be established will have a general assembly and an advisory committee which will totally be composed of the representatives of civil society organisations, and the head of the Youth Council will be elected by the general assembly. In terms of the executive board, only one of the nine members is foreseen to be the representative of the Ministry.<sup>68</sup>

#### **4. Youth work practice in Turkey**

What defines and conditions the character of youth work in Turkey are the opportunities and challenges that the actors of the youth work have in their youth work practices.

---

<sup>66</sup> Ministry of Youth and Sports, Administration Activity Report, 2015. Available at: [http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015\\_yili\\_faaliyet\\_raporu.pdf](http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015_yili_faaliyet_raporu.pdf).

<sup>67</sup> Ministry of Youth and Sports, Administration Activity Report, 2015. Available at: [http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015\\_yili\\_faaliyet\\_raporu.pdf](http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015_yili_faaliyet_raporu.pdf).

<sup>68</sup> Ministry of Youth and Sports, Administration Activity Report, 2015. Available at: [http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015\\_yili\\_faaliyet\\_raporu.pdf](http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015_yili_faaliyet_raporu.pdf).

In terms of the structures of the youth work actors in Turkey, it is possible to observe that there is an increasing number of public institutions, and increasing financial resources allocated for those institutions especially after the 2011 restructuring of the central administration system in Turkey. Various ministries and their field units do not only provide opportunities through their activities for young people's personal development, but they also develop frameworks to cooperate with the other actors, such as civil society organisations and relevant institutions.

Civil society organisations, on the other hand, can be divided into two in terms of their administrative and institutional sustainability. A study which depends on a field study shows that on the one hand, there are "well-structured NGOs", which have high cooperation among members and volunteers, and are open and transparent in decision-making; and on the other hand, there are those which are "legal persons on paper" but conduct their activities with limited number of people and facilities (Sütlü, 2007: 142). In this context, there is a concern regarding the institutionalisation of civil society organisations and their fragile characteristics. The statistics given in relation to the civil society organisations in the previous section, shows that human resource capacities of the associations, as well as of the foundations, in Turkey are very limited. For example, it is possible to observe that almost two thirds of the associations in Turkey do not have any staff. In addition, working for the association without being paid is also a common trend, which shows the limited financial resources of the associations and which appears like an important factor to curb their capacities of institutionalisation. It is also possible to see that projects implemented by the associations appears to be an important financial source for increasing associations' human resource capacities.

In terms of the content of youth work practices in Turkey, there are only limited number of studies and research. The current literature mostly focuses on approaches to youth (Neyzi, 2001; Neyzi, 2011, Lüküslü, 2008; Lüküslü, 2015), volunteering (Tarih Vakfi, 2002), civil society and civil society organisations (Nemutlu, 2008; Erol, 2008; Yentürk et.al., 2006; Sütlü, 2007) or citizenship issues (Bee and Kaya, 2016). However, the actual characteristics and content of the youth work in Turkey such as youth work perceptions of the youth work actors in Turkey, their motivations, their youth work ambitions, thematic priorities of youth work practices, the organisation and institutional support for youth work practice, youth work competences of youth workers and youth leaders or methods used in youth work practice are not studied or researched in detail through qualitative and quantitative methods. The findings of the RAY-CAP research conducted in Turkey is intended to be a valuable contribution in this regard.

## Annex II: List of Interviewees in the RAY-CAP National Database

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

### Annex III: List of other Interviewees

Category	Type of Activity	Sex	Age (by 2016)	Project Title / Number	1 <sup>st</sup> Interview Date	2 <sup>nd</sup> Interview Date	3 <sup>rd</sup> Interview Date	Venue of Activity	Residency of Participant	Organisation of the Participant
TCA	Training Course	Female	28	Piece of Peace in Piispala Training Course	16.01.2016	10.04.2016	1.03.2017	Finland	Isparta	Süleyman Demirel University
TCA	Training of Trainers	Male	28	Training of Trainers for European Erasmus+: Youth in Action Projects 2015/2016 Training Course 2 <sup>nd</sup> Seminar	10.02.2016	7.06.2016	14.03.2017	Germany	İstanbul	Arel University
TCA	Training of Trainers	Female	28	Training of Trainers for European Erasmus+: Youth in Action Projects 2015/2016 Training Course 2 <sup>nd</sup> Seminar	10.02.2016	6.06.2016	16.03.2017	Germany	Eskişehir	Youth Rights Association
TCA	Long-Term Training course	Male	40	7 <sup>th</sup> Sense	18.02.2016	10.05.2016	28.02.2017	Italy	Ankara	Education 2023
TCA	Conference	Male	29	On track - Different youth work approaches for different NEET situations	10.04.2016	13.06.2016	25.04.2017	Slovakia	Bursa	Bursa Governate
TCA	Conference	Male	33	On track - Different youth work approaches for different NEET situations	10.04.2016	10.06.2016	24.04.2017	Slovakia	İstanbul	75. Year Cumhuriyet Vocational School
KA1 MoYW	Contact making	Male	22	Contact Making Event for Cultural Diversity Projects (2015-3-TR01-KA105-024199)	10.04.2016	11.06.2016	30.04.2017	Istanbul/Turkey	İstanbul	Civil Society Organisation
KA1 MoYW	Contact making	Female	23	Contact Making Event for Cultural Diversity Projects (2015-3-TR01-KA105-024199)	12.04.2016	11.06.2016	24.04.2017	Istanbul/Turkey	İstanbul	Civil Society Organisation
KA1 MoYW	Training course	Male	20-29	Keep Educate Your Skills about Employment (2015-3-RO01-KA105-022654)	19.04.2016	13.07.2016	30.04.2017	Romania	Ankara	Active Youth and Sports Club Association
KA1 MoYW	Training course	Male	47	Non Formal Education of The Physically Handicapped in Sport (2015-3-TR01-KA105-024777)	20.04.2016	18.06.2016	27.04.2017	Çanakkale/Turkey	Çanakkale	Active Youth and Sports Club Association
TCA	Training course	Male	31	Youthful Europe” – South Mediterranean Edition Training Course	23.04.2016	15.06.2016	26.04.2017	Tunisia	İstanbul	Maltepe Youth Centre
KA1 MoYW	Training course	Female	20-29	JuKaVa nonformal method – learning through playing (2015-3-RO01-KA105-022888)	5.05.2016	28.07.2016	29.05.2017	Romania	Düzce	Akder
KA1 MoYW	Training course	Female	30	Reducing Early School Leaving Through Art (2015-3-TR01-KA105-024498)	13.06.2016	25.08.2016	15.06.2017	Gaziantep/Turkey	Gaziantep	Dramatopya

