

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

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

**Module (C) on systemic effects and organisational development:**

**Interviews with key staff members of  
organisations, platforms and networks involved in Erasmus+ Youth projects**

**TURKEY INTERIM REPORT 2018**

**Turkish National Agency**

Programme Monitoring Unit  
Youth Work Unit  
Youth Mobility Unit

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October, 2018



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## **1. Context**

The research summarised in this report was implemented as part of a larger study on competence development and capacity building in Erasmus+: Youth in Action (RAY-CAP) and in the framework of the network ‘Research-based Analysis and Monitoring of Erasmus+: Youth in Action’ (RAY) by the Institute of Educational Science at the University of Innsbruck and the Generation and Educational Science Institute in Austria in cooperation with the RAY-CAP partners and in particular the members of the RAY-CAP working group .

More specifically, the research summarised in this report was conducted as part of the third module of the RAY-CAP study, Module (C), and explores, within the context of Erasmus+: Youth in Action (“E+/YiA”), potential systemic effects of training and support activities on organisations, platforms and networks.

Such training and support activities are a core component of the Programme, which seeks, among other aims and objectives, “to enhance the international dimension of youth activities and enhance the capacity of youth workers and organisations in their support for young people in complementarity with the European Union’s external action, in particular through the promotion of mobility and cooperation between stakeholders from Programme and Partner Countries and international organisations” (European Commission, 2018, p. 26). But beyond the capacity building and competence development of individual youth workers and youth leaders, the Erasmus+ Programme Guide expresses the hope and ambition that “the participation of youth workers in such activities (youth work mobilities) contributes to capacity building of their organisation” (ibid).

In addition to that ambition, the research project also corresponds with another specific objective of the renewed framework for European cooperation in the youth field (2010–2018): “to foster quality improvements in youth work, in particular through enhanced cooperation between organisations in the youth field and/or other stakeholders” (European Union, 2013). Hence, special emphasis is given in Module (C) to the quality improvements in youth work of involved organisations in the youth field through training and support activities within E+/YiA and other E+/YiA activities.

Summing up, Module (C) of the RAY-CAP study explores to which extent the ambition of capacity building in organisations and quality improvements in youth work have been achieved to date by investigating “how training and support activities within E+/YiA contribute to the development of organisations, platforms and networks involved in E+/YiA, also in combination with other E+/YiA activities these organisations are involved in”.

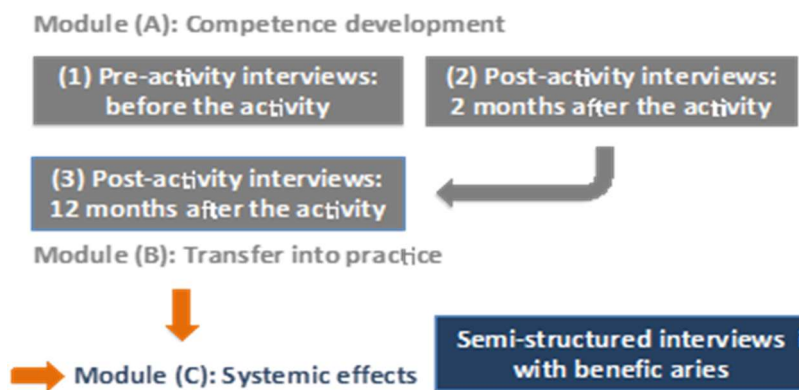
### **Approach of Module (C)**

In Modules (A) and (B), the research project has focused on participants of training/support activities at individual level and their effects/impact on the development of competences as well as the transfer of developed competences into practice. In this final Module (C), the

project now zooms in on organisations, platforms and networks, and explores the systemic effects that training and support activities might have on them at the organisational level.

Overall, for the development of the research design of Module (C), conclusions as well as assumptions in terms of the perceived impact on organisations of the previous Modules (A) and (B) are taken into account. On the other hand, further considerations are drafted coherently with the defined research questions and their objectives.

Figure 1: Overview of the approach of Module (C): Systemic effects



### Objectives of module (C)

In line with the main research question of Module (C) about “how do training and support activities within E+/YiA contribute to the development of organisations, platforms and networks involved in E+/YiA, also in combination with other E+/YiA activities these organisations are involved in”, the study of module (C) is focussed on the exploration of systemic effects of training and support activities on organisations, platforms and networks involved in E+/YiA.

Systemic effects are drawn more or less in terms of organisational development, implicating different questions of ‘change’ within organisations, networks and platforms (see Minutes of the RAY-CAP Working Group Meeting in Berlin, 2018).

The term change includes time lines in the past for the involvement of beneficiaries in E+/YiA, ideally the last five years (from the beginning of the E+/YiA programme period 2014 until the survey period 2018) as well as options for long-lasting involvements in the previous YiA programmes. Thus, a review with different periods of time are taken into account in this study to meet the objective of evaluating systemic effects such as contributive indicators for change (i.e. reasons; requirements) in diverse organisations with a variety of professional experiences. Moreover, future plans for organisational development are included to draw long-lasting indicators of perceived effects from the past to the estimated future (see Minutes of the RAY-CAP Working Group Meeting, 2018):

- Retrospective (i.e. how have organisations changed in the past five years?)
- The reason for change (i.e. where did that change come from?)
- Future perspective (i.e. how has/will organisations change next?)
- Requirements (i.e. what kind of t/s activities would help?)

Key indicators for organisational development are drawn for this research project with respect to the competence of volunteers and staff responsible for international youth work, the multiplying effect of experiences gained in training/support activities, and the capacity of organisations, platforms and networks to engage in international youth work. According to that, systemic effects should not only address organisational development but also quality improvements of youth work through the E+/YiA.

Another research focus of Module (C) addresses the exploration of the transfer of learning outcomes from training and support activities in E+/YiA into organisations, platforms and networks, which interrelates with the transnational results and conclusions of Module (A) (short-term changes/effects two months after the activity) as well as Module (B) (revised changes/effects 12 months after the activity) . In Module (C) special emphasis is given to the organisational perspective, represented by selected key staff members, which should complement the individual perspective of the interviewed participants in Modules (A) and (B) (see figure 1: Overview of the approach of module (C): Systemic effects).





## **2. Summary**

In light of the main research question of the Module C, in-depth interviews were conducted with 15 organisations from Turkey, which actively participate in the Erasmus+ Youth in Action. The findings show that the organisations are quite conscious about *attending training/support activities*, where the training/support needs of the organisations constitute the major reason to attend/host these activities. These needs are identified formally or informally through team reflection or through outcomes or feedbacks from the activities of the organisations. Such a process seems to be quite participatory and purposeful in a way to increase the potential of positive effects of the training/support activities on the organisations.

With regards to *the transfer of training/support activities into the organisational setting*, the teams (involved in project related work) appear to have a vital role. Firstly, they are extensively involved in the identification of the organisational needs. Secondly, the teams are actually the actors who make the decisions for selecting and attending a training/support activity, and their decisions also seem to be supported by their superiors. Thirdly, the teams are involved in the preparation of the participant to the training/support activity, as *a collective effort* within the organisation. Fourthly, the teams play active role in facilitating the transfer of the outcomes of the activities to the organisations through formal or informal meetings and mechanisms. The materials from the activities are often utilised in the organisation's activities, by adopting them to the organisation's own objectives, by using them in the activities of the organisations; or, by developing training packages out of these materials.

Fifthly, the teams play an active role in dealing with new project ideas and networks/partners arising from training/support activities. The teams discuss new project ideas and feasible ways of realising them, and make decisions by considering the thematic priorities of the organisation and expertise in the team. The teams deal with the new (potential) partners arising from the activities by proactively contacting them and inquiring about the cooperation opportunities; by approaching them in a more precautionous way and testing the reliability of the partners in smaller projects; or, by referring to new partners whenever there is a relevant future activity of their own organisation.

There are a number *effects identified at the organisational level, resulting from the transfer of learning/training outcomes of the participants*. These can be categorised as development of organisational capacity and human resources; diversification of the activities and projects of the organisations; and, enlargement and diversification of the partners and networks. *Development of organisational capacity* appears as organisational learning opportunities, such as learning different styles, (good) practices, youth centre notions and practices, management cultures and methods. All these are perceived to contribute to the organisational development by supporting the organisations and the teams, as well as increasing the belongingness of the participants to the organisations. In addition, Erasmus+ Programme's funding opportunities for youth projects has played an important role in increasing the financial capacities, hence the sustainability and institutionalisation of the organisations, especially during the first years of the organisations.

In terms of *human resources and capacity*, the training/support activities appear to equip the participants with necessary skills to prepare and manage projects; to introduce non-formal learning to the inexperienced participants; to enable the new comers to come together and learn from the experienced youth workers; and to help creation of networks for the organisations. Particularly the training courses are perceived to encourage young team members for putting their own ideas into new projects; to equip the team members and young people with skills to ensure better quality and learning environment for the future projects; and, to help the participants learn new methods, witness new ways of thinking and acquire new attitudes.

The training/support activities seems to contribute to the *multiplication and diversification of the projects* of the organisations by equipping them with necessary skills about project preparation and project management in a way to include financial and technical reporting. In addition, *creation of new themes and ideas for the activities of the organisation* through training and support activities is highly valued. In these activities, the organisations have the opportunities to exchange ideas, discover new project ideas and get engaged into new activities with their partners.

Another effect at the organisational level can be observed in terms of *enlargement and diversification of the partners and networks*. The organisations consider the training and support activities within Erasmus+ YiA as an opportunity to meet and know about new organisations to cooperate in their future projects. In addition, other structures of Erasmus+, such as SALTO resource centres or Eurodesks, also seem to help the organisations develop networks.

With regards to *the contribution of the training and support activities in Erasmus+/YiA to the visibility and recognition of the organisations*, the interviews show that the more the organisations develop or attend to activities, the more acknowledged and known they become. However, it is not clearly identifiable from the data that such an increase depends solely on the training/support activities. In terms of *recognition and visibility within the youth sector*, the existence of wide and multiple networks can be considered as an influential and positive factor. International partnerships, cooperation and networks created as an outcome of training/support activities in Erasmus+/YiA seem to increase the visibility and recognition of the organisations at the international level.

### **3. Framework**

#### **3.1. Research Questions**

The main research question of the RAY-CAP Module (C) is:

*“How do training and support activities within Erasmus+/YiA contribute to the development of organisations, platforms and networks involved in Erasmus+/YiA, also in combination with other Erasmus+/YiA activities these organisations are involved in?”*

Accordingly, some supporting research questions for Module (C) are also developed as follows:

- How do beneficiaries of Erasmus+/YiA support transfer (strategies) of participants of training/support activities strategically?
  - What kind of support do participants receive from their organisations for the transfer of the learning/training outcomes after coming back from the attended training/activity?
  - Are there explicit strategies within the organisation that contribute to the transfer of the learning/training outcomes in the organisations of the participants?
  - Are there any implicit strategies within the organisation, as part of its organisational culture, to deal with the outcomes of the attended training/activity?
- How do transfer (strategies) of participants of training/support activities in Erasmus+/YiA effect programme beneficiaries at organisational level?
  - Are there any effects identified at organisational level, resulting from the transfer of learning/training outcomes of the participants?
- To which extent do training/support activities in Erasmus+/YiA contribute to (which aspects of) organisational development?
- To which extent can training/support activities in Erasmus+/YiA contribute to the visibility and recognition of the youth sector?
- How can training/support strategies at national and European level support organisational development through training/support activities in Erasmus+/YiA?

#### **3.2. Interview Sample**

For the implementation of the Module (C) in each of the participating country, 10 to 15 qualitative interviews are conducted in national languages with key staff members of organisations, platforms and networks. These selected key staff members are either involved in international training and support activities for youth workers and youth leaders funded through Erasmus+/YiA and/or implement own Erasmus+/YiA projects with a focus on competence development and capacity building.

Sampling criteria for organisations/platforms/networks are identified as follows:

- different types of beneficiaries, covering the diversity of programme users

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

For each organisation to be interviewed, researchers and national agencies collaboratively developed a map of activities the organisation has undertaken in the current programme generation (2014–2020). This map is used during the interview as a tool to discuss and better understand the organisation.

In line with the Module (C) guidelines, the sample of Turkey involves 15 youth organisations, six of which are public organisations, and nine are non-governmental organisations. A total of 21 representatives from these 15 organisations took part in the interviews. More detailed information about the sample and the interviews can be found in Section 6 - Overview of Organisations.

### 3.3. Interview Setting

Module (C) Interviews are planned ideally to be realised face-to-face as much as possible. In the face-to-face interviews, more than one staff from the organisation could also be interviewed simultaneously. In the case of Turkey, nine interviews were conducted face-to-face. In some specific cases, where for example the staff member was abroad or not available for a face-to-face meeting, telephone interviews were also made. Each interview lasted between 45 to 60 minutes. The interviews generally took place at the organisations own office.

### 3.4. Interview Documentation

All the interviews are voice-recorded (provided that participants have given their consent) and transcribed in the national language. The responses of the interviewees are kept anonymous provided no disclosure to third parties. The collected data is analysed by each participating country in their national reports. The participating countries are expected to provide their national reports in English. RAY-CAP Module (C) National Report of Turkey is to be published both in English and in Turkish. On the basis of national reports, a transnational analysis is conducted for developing a transnational synthesis report (summative approach).

### 3.5. Interview Questions

Interview questions are provided in a guideline to be used simultaneously across all the participating countries. The main questions focused on five aspects of capacity building and competence development: Selection of training and support activities; Preparation for/of training and support activities; Follow-up of training and support activities; Previous organisational change and development; and, Future organisational change and development.

#### 4. Results

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

##### 4.1. Selection of training and support activities

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

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

When the ways in which *the teams* suggest a training and support activity are considered, it is possible to observe that the team members, due to their organisational affiliations or personal contacts, are actually a part of a variety of networks. Thus, it is commonly observed that whenever a team member comes across a call for a training and support activity, it is shared with the rest of the team. This is often followed by the discussion of the opportunity and identification of a contact person that would be interested in the activity on behalf of the organisation.

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

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

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

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

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

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

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

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

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

“We have an advisory board at the youth centre. This board is a mechanism comprising leaders and managers, experts and youth. At the beginning of each year this board

holds a meeting to determine that year's activities and decisions taken at this meeting are implemented throughout the year. But there are also occasions when ideas coming from youth, leaders, experts and trainers out of this initial meeting are evaluated and put into practice within the same year." [TR-08, Public organisation]

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

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

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

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

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

"Everybody may come up with a suggestion here. We think that everybody should contribute to what is to be done collectively. Anyone following mail groups, social media and the EC website may [propose] if he comes across any training programme there. Take the issue of migrants for instance; he may not be interested in that issue, but he may have an acquaintance who is. That is an opportunity after all. We keep track of these opportunities through two communication channels. We open space for joint activities and support related

persons. For example there may be some who have never been to our association while engaged in projects related to migrants; they say ‘Can you support us?’ and we give support.” [TR-03, NGO]

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

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

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

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

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

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

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

“Our team focuses on three benefits while making decision. The first, which is a must, is social benefit and responding to needs. The second is the contribution of the action to the organization. And the third is the contribution of the action to individual development. If



these three are absent we don't engage in the action. There may be some exceptions, but the main point is to have this three-pronged contribution." [TR-12, Public organisation]

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

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

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

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

"Generally, in our meeting [with our manager] we say 'we want to do this and this' or say 'Our focal point this year is entrepreneurship.' He says 'OK'; does not ask me about details or say 'You must do this and that.' We decide about these as a team. We say 'We have done this and this, etc.' ... For example, now the priorities of the National Agency, Erasmus+ affect (our preferences). Today it is with digital priority for example and if we have some shortages in that we want [to attend] a relevant training." [TR-01, Public organisation]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

can understand when there might be some sensitivities of their managers as they are also working as civil servants. One of the reasons for such a support from the management is perceived to be the quality and positive outcomes of the work that has been done by the team.

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

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

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

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

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

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

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

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

identified; and the decisions are made informally and in a participatory way. The members of the executive boards also assume a supportive role for the members of the organisations, for example, by providing feedback to the teams or by mentoring the less experienced members of the teams.

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

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

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

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

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

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

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

#### 4.2. Preparation for/of training and support activities

Within the context of the Module C, preparation for the training and support activities refers to support for the participants provided by/within the organisation before and during they attend the activity. In this sense, first, the support mechanisms with regards to the discussion of the agenda of the activity, identification of the expectations from the activity and the ways

in which the materials for the activity are prepared are inquired. Secondly, organisation's support for the participant/team member while they attend the training and support activity is examined with regards to the discussion of the workload of the team member within the organisation, redistribution of the team member's work and communication with the team member during the activity.

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

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

“First we send all information packages by e-mail. Then we have a preparation meeting for 90 minutes at a time convenient to all, and via Skype if there is any participant out of the city. Here we focus more on project information building. There is a participant from risk management and we discuss how to extend it. Then we have a 90-minute online support over questions forwarded.” [TR-01, Public organisation]

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

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

The interviews show that within the context of preparation activities, *discussion of the agenda of the activity* is not a high priority. This mainly seems to be due to the fact that the training and support activities are already intentionally selected in line with the needs of the organisation

and/or participant. Thus, the details of the programme are often considered to be the responsibility of the participant, who is considered to have a certain degree of experience with these types of activities.

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

Contrary to the case of discussion of the agenda, the *organisation’s expectation from the activity is frequently communicated to the participants* of the training and support activities. It can be observed from the interviews that the organisations already have expectations from the training and support activities with regards to the added-value of the activity to the organisation. In this context, especially valid for the public organisations, the expectations seem to be shaped by the wider objectives of the organisation, which is not only limited to the unit in charge of the activity or project. It is possible to observe that the expectations of the organisation are often discussed through a participatory process of an enlarged group of actors in the organisation.

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

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

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

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

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



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

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

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

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

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

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

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

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

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

such a collaboration frequently shows that the interviewed organisations have institutionalised working plans and procedures, which mainly depends on good communication and division of labour.

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

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

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

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

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

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

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

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

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

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

When the organisations are asked about the ways in which they communicate with the participants when they are away, almost all of the interviewees refer to the *extensive use of internet-*

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

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

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

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

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

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

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

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

#### 4.3. Follow-up of training and support activities

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

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

The methods and activities that the organisations use to share the outcomes are very much similar to each other. The participants of the activities are asked to prepare *reports* about the activity, and the impressions about the activity are discussed in a *formal/informal meeting* with the team members in all the cases, and with the wider network in many cases. The reports of the activities usually include the materials, learning outcomes, methods etc. from the activities. In some cases, the organisations, especially the public ones, require the teams to prepare formal annual reports in which the training and support activities have a particular section. However, the reports are not always formal, since some of the organisations also seem to aim at collecting the impressions, feelings etc. of the participants to form a collective memory of the activities in the organisation to be benefited by the team members and future participants. The reports or visual materials from the activity such as photographs or any written resources are often displayed in the websites of the organisations.

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

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

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

“When the project is over we share what happened and how. Apart from this, we have our annual reports on activities conducted. There are two reports in fact: The first is the one that the Municipality requires at the beginning of each year, and the second one is required at the end of the year about “what we actually did.” Then we have our annual evaluation reports that can be used by peer organizations or others written in youth-friendly language for youth. Activity reports contain information about projects we carry out in the country and abroad. Project activities and outcomes are shared in these reports. The first one is rather institutional while the second is accessible to all in both printed and online forms.” [TR-13, Public organisation]

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

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

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

Almost all of the organisations indicated that the activity with regards to its content and outcomes and the impressions or experiences of the participants are shared *with the team members through formal/informal meetings*. These meetings can take place in formal settings, such as the monthly meetings of the organisation, or can be realised in a more spontaneous and informal way. In the meetings, the feedback of the participant with regards to the positive and negative sides of the activity, the materials from the activity and the follow-up activities, if any, are discussed amongst the team members. In addition, the outcomes of the activity such as new contacts or networks are also shared with different units within the organisation, especially when the organisation is big and institutionalised.

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

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

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

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

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

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

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

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

“Youth workers, leaders or experts who have taken part in the training activity or project first share this information, skills or experiences with their workmates in their own youth

centre. This sharing then continues with leaders and experts in other youth centres existing in the same province.” [TR-08, Public organisation]

“In some cases there are trainings under projects and our stakeholders participate to these trainings. For example, the National Agency makes a call; I have already attended that and I know what it is about, but a friend from the MoNE does not. In such cases we share these things.” [TR-10, Public organisation]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

From the interviews, it is also possible to observe that not all the training and support activities create new projects. The reasons often seem to be internal to the organisation, such as



insufficiency of the staff, lack of expertise in the organisation or keeping the initiative of a new project at an individual level. For example, one of the interviewees indicated that they have not developed any new projects after the activity because they do not have sufficient number of staff. In another case, new project ideas were considered as an individual initiative, which actually depended on the enthusiasm of the participant of the activity.

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

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

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

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

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

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

*Dealing with (potentially challenging) questions arising from activities* is perceived by the interviewees to be related to the projects that they implement or participate in. As such, the statements of the interviewees focus more on the problems within the projects and the partners, and the

methods that they adopt to overcome those problems. Here, the National Agency appears to be a reliable support mechanism for the organisations to be referred to when the organisations have practical and technical problems. The only specific statement with regards to the ways in which the organisation deals with questions arising from the activities indicated that the organisation or the team tried to enhance the capacity of the team, especially of the young members, to ensure the sustainability of the organisation in the future. In addition, when new issues that the organisation does not feel competent on, rise from the training and support activities, the team tries to use its network to engage new organisations with the relevant expertise in a way to encourage new partnerships.

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

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

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

#### 4.4. Previous organisational change and development

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

With regards to *how the organisation has changed in the past five years*, the interviewees were asked about the changes in relation to the size, structure and set up of the organisation; activities, projects and programmes; target group, reach and impact; partners, networks and collaboration objectives; mission and vision; culture, spirit and approaches; funding, resources

and income; training, support and mentoring; and, recognition and acknowledgement. The overall impressions from the sample is that all of the organisations went through serious processes of change in the past five years, which often resulted in the enhancement of organisation's capacities, physical infrastructure, field of activities, type of activities and projects and networks.

Before going into the details of organisational changes and development, it should be noted that in the Module C sample of Turkey, the oldest organisation was established in 2002, the youngest one was founded in 2016, and ten of the organisations were established between 2010-2015.<sup>1</sup> Thus, in most of the cases, "previous five years" can easily be considered as a period, which is often characterised by the institutionalisation efforts of the organisations.

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

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

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

"I came here alone when there were efforts to set up an institution in the district governorate under the provincial governorate. I realized that and submitted a report [to my superior]. Then we sent communiques to other institutions, recruited personnel to the new unit and set up a coordination committee... Interns were included within 1.5 years. Starting from the first day, now we have close to 40 persons working here..." [TR-12, Public organisation]

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

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<sup>1</sup> For the public organisations, the year of the establishment of the unit in charge of youth affairs and projects was considered as the date of establishment.

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

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

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

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

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

“I mean while (our) projects were once limited to those with the Development Agency there came diversification with the Erasmus+ programme. There was the TÜBİTAK project; there are 8 horizon projects and partnerships. We apply to calls launched by ministries; there may be calls by various associations that we apply. And we supported local district-level associations in their applications. We give training to associations in project development, a kind of counselling I mean. We extend counselling services to applicants in cases where we don't have our own application.” [TR-10, Public organisation]

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

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

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

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

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

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

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

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

young people who volunteered or worked with the interviewed organisation, as an instance of increasing impact of the organisation's activities on young people with regards to active youth participation and initiative.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

“[Change] depends on continuous efforts; presently we have our part-time and full-time workers engaged in volunteer work for a long time, committed to the association and trying to enhance our institutional capacity. Our capacity is improving in financial terms as well to have more EU projects and local projects. At that point we became an association with both professionals and volunteers. Building trust at local level encourages volunteers and volunteer work. Common things such as ties of friendship are important.” [TR-07, NGO]

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

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

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

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

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

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

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

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

“These have various sources. I mean sometimes it is a celebrity, an artist for example, carrying you to a certain point. In other times it may be a good project that you accomplished. For example, we secured funds from the NA in 2006 and launched an EVS; now we have just completed the eighth of this series. I mean we have so far completed eight projects with only 15,000 Euros we received from the agency. So it may change, it does not depend upon a single programme or a person.” [TR-05, NGO]

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

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

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

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

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

“[Our organisation] was not engaged in EU projects earlier. With the initiation of our directorate we started these project activities under the leadership of our External Relations Director. We first entered in the process of accreditation with the EVS. After getting accredited in 2016 we immediately prepared a project for the first project period. This first project of ours was accepted. It was a fine excitement for us... Our partner in Sicily was a professional organization and it contributed to us, we benefited from their experience.” [TR-02, public]

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

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

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

methods; new project ideas were developed; and similar trainings were offered by the organisation at the local and international levels.

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

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

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

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

When it is considered *whether or not the changes are caused by deliberate processes to develop and/or change and whether the changes were realised consciously or occurred rather randomly*, the interviews show that the changes did not occur randomly. It can be observed that the organisations already had a vision, so they planned their moves about how to proceed with the organisation. In some cases, the organisations had a strategy to develop networks; in some cases, the organisations defined their course of action with regards to projects (such as promoting the organisation at the local level, then becoming a Eurodesk multiplier and then getting accredited etc.); or in other cases expanding the organisation abroad by setting up branches of the organisation. What was surprising for some of the organisations is that they did not expect to feel the positive effects of their plans so quickly.

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

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

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

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

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

#### 4.5. Future organisational change and development

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

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

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

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

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

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

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

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

“Of course we have some objectives that we pursue. One of these is the quality label that the Council of Europe grants to youth centres and speaking frankly we want that label much. We have our projects and activities in that regard. We want to become a youth centre in Turkey with that label by improving our centre so as to satisfy relevant criteria.” [TR-08, Public organisation]

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

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

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

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

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

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

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

*The future prospects with regards to the activities, projects and programmes of the organisation* focus around increasing the number and volume of the projects of the organisation. These intentions usually include the initiation of and application for bigger projects such as those within the context of Horizon 2020 or centralised project calls of the European Commission; or, taking further steps for the Erasmus+ projects, such as being an accredited organisation. These kind of plans are also quite informed with the needs to further develop the organisation’s and team’s capacities and to accumulate expertise and experience.

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

“We have our EVS accreditation up to 2020. Recently there is a new project application and new topics, for example. We have to investigate and learn these and follow up trainings. [Erasmus+] has its content changing in every 7 years. We received training in project cycle management thanks to Youth in Action when it was there. We started out with the intention of doing an EU project and it turned out as such; it is a process that encourages us to capacity building. Our office now enjoys and international environment perhaps our volunteer friends have never seen before. We have three volunteers from other countries and they are in the office every day. Erasmus+ offers a process that enhances the capacity of associations and project related work. It is a process that must be followed on daily basis.” [TR-07, NGO]

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

“First of all it is on the basis of Erasmus+ or the National Agency that we exist. My first experience abroad was in the context of National Agency. The same is true also with my first project. Although we did different things in the process and raised our own funds we kept

benefiting from the funds of the National Agency in various periods. It is not only with us; it is the programme that led the way for the establishment of many youth associations in Turkey.

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

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

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

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

Last but not the least, it should also be noted that some of the organisations voiced their *concerns about the uncertainties with regards to the future of Erasmus+ Programme*. Especially those organisations who are quite active within the context of the Erasmus+ Programme and have numerous Erasmus+ projects indicate that they now pursue their ongoing projects, but they will be able to identify their strategies better when the context of Erasmus+ Programme for 2020-2026 becomes clearer. In addition, the changes with regards to the European Voluntary Service (EVS) and introduction of the European Solidarity Corps component create concerns for the organisations, which used to conduct EVS projects. Such uncertainties with regards to the future of Erasmus+ Programme seem to affect the future prospects of the organisations negatively.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **5. Main findings and conclusions**

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

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

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

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

Fifthly, the teams also play an active role in dealing with new project ideas and networks/partners arising from training and support activities. The teams discuss the new projects ideas and the feasible ways of realising them. Preparation of the new projects usually depends on the teams' decisions, where they also consider the thematic priorities of the organisation and sufficiency of the expertise in the team. The methods to deal with the new partners arising from the activities diverge. Some of them proactively contact the new partners and inquire about the cooperation opportunities; some of them approach them in a more precautious way and test the reliability of the partners in smaller projects; some others refer to new partners whenever there is a relevant future activity of their own organisation.

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

Training and support activities with the Erasmus+ Youth in Action are perceived to contribute to the *development of organisational capacity and human resources*. Development of organisational capacity appears as the *organisational learning opportunities*, which are exemplified by the interviewees as learning different styles, different practices (identified as "good practices" by the interviewees), different youth centre notions and practices, different management cultures and different methods. All these learning outcomes are perceived to contribute to the



organisational development by supporting the organisations and the teams, as well as increasing the belongingness of the beneficiaries to the organisations. In addition, Erasmus+ Programme's funding opportunities for the youth projects has played an important role in increasing the financial capacities, hence the sustainability and institutionalisation, of the organisations, especially during the first years of the organisations.

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

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

Another effect at the organisational level, resulting from the transfer of learning/training outcomes of the participants can be observed in terms of *enlargement and diversification of the partners and networks* of the organisations. The organisations consider the training and support activities within Erasmus+ Youth in Action as an opportunity to meet and know new organisations to cooperate in their future projects. In addition, other structures of Erasmus+, such as SALTO resource centres or Eurodesk, also help the organisations develop networks.

For example, the organisations which act as Eurodesk multipliers believe that this involvement provides the organisations an opportunity to come together, to collaborate with and to learn from other organisation in the network.

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

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

## **6. Overview of organisations**

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

When *the types of organisations in the Module C sample of Turkey are concerned*, it is possible to see that there are six public organisations, and nine non-governmental organisations. When the public organisations are considered, there is a variety with regards to the structuring of these organisations. One of these organisations is a specialised youth unit working under the roof of a public university. Two organisations are international affairs units at two municipalities, and one organisation is the project unit at the sub-governor's office. The remaining two organisations are youth centres: one of them is affiliated to a municipality, and the other one is working under the structure of the Ministry of Youth and Sports. When these public organisations are considered, it is possible to see that all of them are units which conduct youth work as a part of the central and local administrations in Turkey. This is to say that they are working under the authority a larger organisational structure, which is sometimes organised at the local level, and sometimes at the central level. For the aims of this study, these specific units are taken as an organisation in itself, and whenever it is necessary, (such as the case of their decision-making mechanisms), reference to their bigger organisational set-up is made. Out of nine non-governmental organisations in the Module C sample of Turkey, eight of them are associations and one of them is a foundation. All of them are directly working with young people in their activities; and they have the official structures (such as an executive board) established in line with the related laws for associations and foundations in Turkey. It is possible to observe that the non-governmental organisations in the Module C sample are more homogenous with regards to their size, structures, working fields and target groups.

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

Anatolia), Doğu Anadolu (Eastern Anatolia) and Ege (Aegean) regions. This is assumed to reflect the geographical diversity of youth work actors in Turkey.

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

When the *size of organisations* is considered, the core teams in the organisations can be observed to vary from 5 to 25 members. For this calculation for the public organisations, the number of staff working in the unit in charge of youth affairs and projects is taken into account. There is also a public organisation where the number of staff goes down to two. However, both in the public organisations and non-governmental organisations, there is always a wider circle of volunteers, interns and experts, who actively take part in the activities of the organisations. In the public organisations, all the team members are working as full-time staff, whereas in the non-governmental organisations almost all team members are volunteers. This is often due to the limited financial resources of the non-governmental organisations, compared to those of the public organisations. A concern for the public organisations is that in some cases it is not possible to employ staff as 'youth workers'.

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

When *the working fields of the organisations* are concerned, one can observe that all the organisations focus on different aspects of youth empowerment. Active participation of young people to social and democratic life, contribution to the social and personal development of young people, raising awareness about volunteering and creating sensitivity about civil society, equipping young people with skills for personal development, leadership and social

entrepreneurship can be listed as a part of this overall mission. In a way to respond to young people's needs, the organisations also develop thematic emphases such as gender equality, health, disability, volunteering, entrepreneurship, technology and social media and youth rights and problems such as youth unemployment, access to information, transportation rights. Many organisations work at the local level, but enrich their activities also with international activities. In the Module C sample of Turkey, there are only two non-governmental organisations which prefer to mostly work at the national and international levels, rather than at the local level.

With regards to *the activities of the organisations*, the interviewees indicated a number of different types of activities that they conduct in their field of work and mission. These include structured dialogue and strategic partnership projects; projects with refugees and migrant youngsters, especially Syrian; cultural projects, as well as “twin cities” projects; social responsibility projects; cultural and sportive activities; and youth mobility activities. An important shared characteristic of the activities of the organisations is that many organisations in the Module C sample organise and/or provide trainings. Some of the examples are trainings organised for different public and private organisations such in the hospitals or with the staff of the judiciary; trainings organised on the topics of handicrafts, language, computer literacy, sports, graffiti, and music etc. where young trainers are also involved on a voluntary basis; or project trainings or those for civil society capacity building for the youth organisations. In addition, it is observed from the interviews that the organisations help or provide consultancy for the activities of other organisations in their localities; and in general cooperate with other public institutions (such as local authorities, related ministries, schools etc.) and non-governmental organisations in the locality.

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

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

When *the training and support activity type of projects of organisations supported by the Erasmus+ Youth in Action* within the reference period are examined, it is possible to see there is a total of 25 KA1 Mobility of Youth Workers activities that 15 organisations in the Module C implemented (sending or hosting). In addition, the organisations attended 54 times to Training and Cooperation Activities (TCA). These numbers show that since 2014, the organisations have been quite active with regards to training and support activities within Erasmus+ Youth in Action. These activities concentrate around training courses such as training of multipliers, SOHO trainings, or thematic trainings such as those on employability, conflict resolution or rural youth work. The organisations also attended to or hosted partnership building and seminar types of activities. A highly preferred theme for the training and support activities appears to be European Voluntary Service.

## 7. Appendices

**Table 1: List of Organisations in the Module C sample of Turkey**

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

## **8. Reference documents**

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