Competence Development and Capacity Building in Erasmus+: Youth in Action

(RAY-CAP)
Interim Report - 2016

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

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

TURKEY INTERIM REPORT 2016

Turkish National Agency

Programme Monitoring Unit
Youth Mobility Unit
Youth Work Unit

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Contents

Abbreviations

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

Introduction

"Research-based Analysis of Erasmus+: Youth in Action" (RAY) is a joint research initiative, managed the RAY Network which includes the National Agencies of Erasmus+: Youth in Action and their research partners in currently 29 countries[1]. It aims to contribute to a better understanding of international youth work and youth learning mobility in Europe, in particular within the context of the Erasmus+: Youth in Action Programme. In this context, being a partner of the RAY Network since 2012, the Erasmus+ National Agency of Turkey has been taking part in a series of research projects developed by the RAY Network.

The RAY Research Project on Competence Development and Capacity Building in Erasmus+: Youth in Action (RAY-CAP) is one of the projects conducted within the "Research-based Analysis of Erasmus+: Youth in Action" by the RAY Network. The data for the RAY-CAP research was collected through qualitative interviews, which were conducted by RAY Network partners in 16 countries between August 2015 and August 2016. The interviews addressed participants involved in training and networking projects funded by the European Union Erasmus+: Youth in Action Programme (2014-2020). The RAY-CAP project was designed by the Generation and Educational Science Institute (GENESIS) in Austria in cooperation with the RAY Network partners in Austria, the Czech Republic, Estonia, France, Germany, Slovenia and Turkey.

This Interim Report is prepared to present the preliminary findings of the RAY-CAP research for Turkey. It divided into five sections, in addition to introduction and conclusion. In the first part, a brief summary of the Research-based Analysis and Monitoring of Erasmus+: Youth in Action (RAY) is provided. The second part draws the framework for the RAY Research Project on Competence Development and Capacity Building in Erasmus+: Youth in Action (RAY-CAP) in a way to present the aims and objectives, research questions, research design, profile of the sample, planned outputs and conceptual framework of the RAY-CAP research. In the third part, the notion of youth work is elaborated in relation to the youth policy, institutional background, actors, and practices of youth work in Turkey. While the fourth part presents the stages and characteristics of the total sample of RAY-CAP research in Turkey, the fifth part elaborates on the analysis of the preliminary findings.

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[1] Austria, Belgium, Bulgaria, the Czech Republic, Croatia, Denmark, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, the Netherlands, Norway, Poland, Portugal, Romania, the Slovak Republic, Slovenia, Spain, Sweden, Turkey, United Kingdom.

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

1.1 What is RAY?

Research-based Analysis of Erasmus+: Youth in Action (RAY) is a joint research initiative within the context of the Youth in Action Programme. It was initiated in 2007 in order to explore (learning) processes and effects as well as the implementation of the Youth in Action Programme of the European Union (2007 to 2013).[2] The RAY initiative is self-governed through a network, RAY Network, consisting of 31 National Agencies[3] of Erasmus+: Youth in Action Programme from 29 countries and their research partners[4].

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

1.2 Aims and objectives of the RAY Network[7]

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

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[2] RAY Network Mission Statement, Final Draft, Version 25.4.2016.
[3] Austria, Belgium (Flemish-speaking community), Belgium (French-speaking community), Belgium (German-speaking community), Bulgaria, the Czech Republic, Croatia, Denmark, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, the Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Turkey and the United Kingdom.
[4] The RAY Network study is coordinated by the University of Innsbruck in cooperation with GENESIS (Generation and Educational Science Institute).
[5] RAY Network Mission Statement, Final Draft, Version 25.4.2016.
[6] Previous publications of the RAY Network can be found at http://www.researchyouth.net/publications/.
[7] This section is adopted from RAY Network Mission Statement, Final Draft, Version 25.4.2016.

Furthermore, RAY aims to contribute to research at large in this field and to a respective theory development.

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

Furthermore, RAY has some objectives with respect to research. These are:
- to study the effects and the impact (short-term and long-term) of E+/YiA projects on the actors involved – at the individual level (young people, youth workers/project leaders), at the systemic level (youth groups/organisations/bodies, local project environments/communities, youth structures, youth work, youth policy) and at a collective level (larger public);
- to study educational and learning approaches, methods and processes applied in E+/YiA projects, in particular with respect to their effectiveness in stimulating and supporting learning processes;
- to study the implementation of E+/YiA projects, in particular in view of the profile of project participants, project leaders and organisations involved as well as with respect to project methodologies and project management;

- to explore how international youth work and learning mobility practice develops in the framework of E+/YiA over the programme period 2014-2020; and,
- to explore policy development at national and European levels in line with RAY research findings.

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

1.3 RAY research activities

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

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

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[8] http://www.researchyouth.net/scope/.
[9] This activity is a joint activity of all RAY Network partners.
[10] Participant countries of the RAY-LTE are Austria, the Czech Republic, Estonia, Finland, France, Germany, Hungary, Italy, Malta, the Netherlands, Slovenia and Sweden.
[11] Participant countries of the RAY-CAP are Austria, Belgium (Flemish speaking community), the Czech Republic, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Latvia, Lithuania, the Netherlands, Poland, Romania, Slovenia and Turkey.

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

2.1 What is RAY-CAP?

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

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

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

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

> **What is KA1 - Mobility of youth workers?**[14]
>
> Erasmus+ Programme Guide indicates that youth workers' training and networking activities are those to support "the professional development of youth workers, through the implementation of activities such as transnational/international seminars, training courses, contact-making events, study visits, etc. or job shadowing/observation periods abroad in an organisation active in the youth field". The benefits of those activities for the participant youth workers are considered as the activities' contribution to capacity building of the participants' organisations and its impact on youth workers' daily work with young people. KA1 – Mobility of youth workers activities include projects prepared and submitted for funding to the Erasmus+ Programme by the beneficiaries of the Programme to participate in these projects.

> **What is Transnational Cooperation Activities (TCA)?**[15]
>
> Transnational Cooperation Activities (TCA) aim to improve the quality and impact of the Erasmus+ programme at a systemic level. TCA includes a range of events, seminars, workshops, training courses and partnership building activities on themes relevant to Erasmus+. The major target groups of the TCA are youth and education and training stakeholders, including individuals and organisations active in the field of youth; vocational education and training and adult education providers; and public bodies at local, regional or national level responsible for education or youth policy. TCA events intend to create benefits for the participants regarding to create and/or extend contacts and cooperation with organisations coming from similar or different fields across Europe; to gain knowledge and practical skills on Erasmus+ and access support on project ideas; and, to disseminate your projects' results at European level. The difference of the TCA events from KA1 – Mobility of Youth Workers projects is that TCA events are organised by Erasmus+ National Agencies in negotiation with their national ministries and the European Commission or by the SALTO (Support, Advanced Learning and Training Opportunities) Network.[16]

2.2 Aims and objectives

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

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

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

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

[16] https://www.salto-youth.net/

- to explore competence development[17] of youth workers and youth leaders through their participation in training and support activities in the youth field, in particular in the framework of E+/YiA (including TCA);
- to explore how learning outcomes from the training and support activities are transferred into practice;
- to explore long-term systemic effects of training and support activities on the organisations involved in E+/YiA.

2.3 Research questions

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

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

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

- Which key competences and (international) youth work competences are developed through training/support activities within E+/YiA? To which extent are they developed?

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[17] Within the context of RAY-CAP, "competence development" is further elaborated under the section 2.7 Conceptual Framework of the RAY-CAP research.

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

2.4 Research design

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

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

The module on competence development (Module A) first collected, reviewed and analysed existing knowledge with regards to the outcomes of the RAY 'Standard Surveys' and 'Special Surveys' conducted between 2009 and 2014; literature and studies on the topic of competence development, including literature on youth work competences; and, National Agencies' reports on monitoring of Training and Cooperation Plan activities (2007-2013). In this module, based on literature review as

well as on a survey (standardised interviews) with officers who are responsible for implementing Transnational Cooperation Activities in the National Agencies of the Erasmus+ Programme, a framework of 'youth work competences' (including international youth work) to be used as a basis of the RAY-CAP research has been prepared.

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

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

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

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

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

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

2.5 Profile of the sample
The sample of participants selected for the RAY-CAP research include the participants of the projects and events within the context of KA1 – Mobility of Youth Workers and Transnational Cooperation Activities. In addition to the activity types, a set of sampling

criteria referring to the characteristics of the participant, activity and the participant's organisation is identified by the RAY-CAP working group:

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

2.6 Planned outputs

From the data collected within the framework of RAY-CAP research, a number of reports at two levels will be prepared. At the RAY Network level, two transnational reports are planned to be published in 2016 and 2018, discussing the findings in a comparative way for the participating countries of the RAY-CAP research. At the national level, each participating country of the RAY-CAP research will prepare its own country reports both on the individual and systemic effects of the training and support activities on the participants of the activities.

2.7 Conceptual framework of RAY-CAP research[18]

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

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

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

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

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

RAY-CAP conceptual framework suggests that it is not possible to provide a generic definition of European youth work and accordingly it prefers to focus on the social role of youth work within E+/YiA in terms of respecting and including the needs of young people within a political framework. Still, some key elements of youth work are also appreciated. In the context of the defining features of the youth work, it is argued that youth work is focused on young people and it emphasises voluntary participation and fosters social and personal development, especially through non-formal and informal learning. Accordingly, the key objectives of the youth work includes opportunities and activities of social, cultural, educational and political in nature with which young people can shape their own future, having better chances for integration and inclusion in society. Here, accessibility for young people in terms of participation in pre-structured activities becomes a key topic. In addition, youth work entails tackling with societal challenges and trends, and therefore it has to renew its practice and strategies continuously.

RAY-CAP conceptual framework acknowledges that now youth work is recognised in the context of a "transit(ional) zone as a social and pedagogical intervention in the third socialisation environment" (Council of Europe, 2015a) in relation to self-identify/individual outside the family and school environment. The aims of the youth work is highly related to personal development for integration and inclusion into the existed society as well as for adulthood. Defined as such, youth work deals with self-organised young people in organised circumstances of adults and under political impact causing tensions between emancipation and control. In other words, on the one hand youth work is related to the personal development of young people, and on the other hand it has close relationships with politics.

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

cultural system. In other words, the cultural and historical contexts define different limitations and ideologies of youth work for young people.

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

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

Accordingly, the methods of non-formal learning include result, cognitive, affective and practiced-oriented methods to enable quality learning causing particular benefits also in

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

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

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

Intercultural dimension is considered in terms of international discourse that can be specified with the ability to analyse and consider the evolving European society, its interests, conflicts and values. Competences to develop such an ability are considered to

rely on the comprehension of young people's problems, group dynamics, conflict's dynamics with ethic and nationalistic roots, access to education, training and employment as well as of European initiatives, programmes and limits in youth work. In particular, intercultural competences in relation to cultural awareness, knowledge and skills include attitudes and abilities to empower individuals and groups, to reinforce their strengths in culturally constructive manner and to acknowledge the importance of culture in people's lives.

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

1. *European Training Strategy – Competence Model*: This model is based on the Agenda 2020 of the Council of Europe (2008), the EU Youth Strategy (2009), the Resolution of the Council of the European Union on youth work (2010) and the European Youth in Action Programme. The model includes a set of competences with six competence areas for trainers working at an international level. Each competence area is described with criteria (principles/standards) and special items of knowledge (ways of thinking), skills (ways of doing) and attitudes (ways of expressing emotions and attitudes). The definition of indicators for each competence area is new, demonstrating when the criteria have been met.

2. *Portfolio Competence Framework*: This framework is drafted by the Council of Europe (2015b) and is based on a revised version of the Portfolio dated April 2007. The detailed set of competences combines specific youth work competences with more general, essential competences in youth work. The content of competences is divided into eight functions and 31 competences. Each function provides several competences and explains for each knowledge (cognitive dimension of a competence), skills (practical dimension) and, if applicable, attitudes and values ("heart" dimension).

3. *A draft set of competences for youth workers in international contexts*: It is developed (but not published) by the SALTO Training and Resource Centre. It deals with competences and categories. Each of the eight competences have their own criteria, based on four categories such as attitudes, knowledge, skills and behaviours.

2.7.4. RAY- CAP conceptual framework for youth work competences within E+/YiA
The RAY-CAP framework for youth work competences within E+/YiA is based on the key results of the above mentioned and analysed three competence models for international youth work. The main focus on developing the RAY-CAP framework of youth work competences within E+/YiA relies on analysing the most important competences for youth workers/youth leaders towards international/European dimensions in the provided three competence models as well as in the core results of the survey conducted by RAY-CAP working group with selected TCA officers in regard to the implementation of competence development within TCA. In fact, the intention is to reduce complexity for RAY-CAP research model for competences in international youth work or youth work within E+/YiA, which should be integrated into the RAY-CAP interview guidelines, as well as in the interview analyses.

Considering the under-representation of political issues, which might correspond to its main function to implement projects funded by the running EU programmes at a national level, in the analysed competence models, the RAY-CAP framework for youth work competences within E+/YiA has been developed in a way to include political competences, as one of the most important ones for youth work within E+/YiA. Such competences concern:
• Translating policy development/European issues into the field of youth work reality,
• Transferring youth work issues within E+/YiA into a local reality,
• Taking different levels of youth work (local, regional, national, EU) into account to establish it as a reality and avoid abstract constructions,
• Opening one's mind to European developments, including knowledge about what is going on at a European level.

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

a) *Political dimension (European citizenship)* with respective competence areas: (1) democratic citizenship, (2) solidarity and social change, (3) human rights, (4) networking and advocating.

b) *Intercultural dimension (Intercultural learning)* with respective competence areas: (1) tolerance of ambiguity, (2) intercultural education and learning, (3) intercultural discourse and identities, (4) empathy and emotional discourse.

c) *Professional/quality dimension* with respective competence areas: (1) personal qualities / domains of personal development, (2) educational approach, (3) cooperation and networking, (4) assessment and evaluation.

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

3. Youth Work in Turkey

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

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

3.1. Youth work within the context of youth policy in Turkey

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

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

Accordingly, the main objectives of youth policies are listed as:
- To place the perception about youth on a correct ground,
- To determine the needs, expectations and concerns of young people,
- To determine institutions and organisations working on youth and to ensure cooperation and coordination among them,
- To provide necessary support and encouragement in order to enable and strengthen the activities of the non-governmental organisations in the field of youth,
- To use resources in a way that fully contributes to the development of youth,

- To support the personal and social development of young people,
- To develop consciousness of young people as citizens,
- To help young people fulfil their potential by taking into consideration the needs of diverse young groups.

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

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

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

"Democratic participation and civic consciousness" policy includes encouraging young people to get involved in non-governmental organisations as founders, directors and members, which targets extending the projects relating to young people being members of nongovernmental organisations; making all relevant institutions and organisations provide all kinds of support in the foundation of non-governmental organisations conducting work on youth; and supporting the cooperation of youth associations at the

local, regional, national level with other youth organisations at the international level and with neighbour countries.

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

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

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

3.2. Institutional background

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

Ministry of Youth and Sports, re-established as an independent ministerial structure in 2011, has been endowed with the mission of "identification of the interests, needs and problems of young people; making supportive policies in the personal, social and sportive arenas by working in coordination and cooperation with the solution partners; developing, implementing, supporting projects based on continuing education and development; and by this means bringing up leader youngsters who are active members of social life, innovative, self-confident, aware of national and moral values and capable of international representation".[19] The vision of the Ministry is also developed accordingly as "for strong tomorrows; ensuring the training of a youth who is reading, thinking, questioning, able to express themselves, adopting sports, arts and science as a life style, open to development, respectful to differences, innovative, loyal to ethical values, participating in decision processes, utilising resources effectively, sensitive to environment, highly self-confident, happy, healthy and strong."[20]

In this framework, Ministry of Youth and Sports has a wide range of duties that might have an impact on youth work and its practice in Turkey. Through its General Directorate of Youth Services, the Ministry is endowed with the duties of identification of the procedures and principles for the establishment of youth centres to serve young people, as well as youth and scouting camps, and organisation of activities to develop and promote these; developing proposals to ensure effective participation of young people in all aspects of social life; participating in, organising or supporting youth related activities such as meetings, courses, seminars and such, domestically or abroad, regarding youth; dealing with the procedures of registration, visa and transfer of youth associations; organising youth week activities; and maintaining relationships with civil society organisations working in the field of youth, with public institutions, local governments and related units of the universities.[21] In addition, different general directorates of the Ministry have the duties to conduct research on youth related issues and to organise and participate in the international youth activities.

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[19] http://www.gsb.gov.tr/Sayfalar/100/10/strateji.aspx

[20] http://www.gsb.gov.tr/Sayfalar/100/10/strateji.aspx

[21] Governmental Decree No. 638 on the Organisation and Duties of the Ministry of Youth and Sports, 8 June 2011, Official Journal No: 27958.

General Directorate of Project and Coordination of the Ministry of Youth and Sports has a number of duties in relation to youth work in Turkey. This relates to project development, financial support to youth projects, and mobility of young people with fewer opportunities. In this context, the Ministry allocates funds for and supports youth projects, which targets personal and social development of young people, increasing effective participation in decision-making and implementation processes, as well as all areas of social life, and realisation of innovative ideas. In this context, in 2015, the Ministry allocated 26 million TL for supporting 352 selected projects, on the themes of addiction, scientific research, volunteering, education/training, culture and arts, healthy life and sports, social adaptation and others.[22]

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

Ministry of National Education, is the major governmental institution in charge of the supervision of public and private educational system under a national curriculum. The education system in Turkey has two main components[23] namely "formal education", which covers pre-school, primary, secondary and tertiary education institutions and is given to particular age groups through systematic and organised curricula; and "informal education"[24] composed of two complementary components, namely general and professional-technical. Informal education is defined by the Ministry as "all the education, teaching, production, consultancy and implementation activities for those who has never been to or at a particular level of, or already left or completed formal education, in line with their interest, enthusiasm and abilities in a way to provide their lifelong economic, social and cultural development for a variety of durations and at

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[22] Ministry of Youth and Sports, Administration Activity Report, 2015. Available at: http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015_yili_faaliyet_raporu.pdf.
[23] Article 18 of the Basic Law on National Education No. 1739, dated 14.06.1973, Official Journal No: 14574.
[24] Article 40 and 41 of the Basic Law on National Education No. 1739, dated 14.06.1973, Official Journal No: 14574.

different levels."[25] Informal education falls into the competence area of General Directorate of Lifelong Learning in the Ministry and The Social, Cultural Education and Activities Directorate of the General Directorate has the duties of conducting activities on the culture and awareness of lifelong learning; planning and implementing education, teaching and socio-cultural activities related to children, young people and families; organising courses and activities related to the acquisition of lifelong learning basic skills; working on researching and keeping alive of national culture; and, coordinating with other units regarding the work and procedures of the directorates of Public Education centres and technical institutes for girls.[26] Informal education activities are implemented by the provincial and district directorates of the Ministry through public education centres.

Centre for EU Education and Youth Programmes of the Ministry for EU Affairs, also known as the Turkish National Agency, is another governmental institution that has direct support mechanisms for the actors of youth work in Turkey, especially through the funds and training opportunities it provides for young people, youth workers, youth leaders and representatives of public and civil organisations working with and for young people, within the context of EU Erasmus+ Programme. It was established in 2003, with the Law No.4968 amending the Governmental Degree No. 540 on the Establishment and Duties of State Planning Organisation. Its primary mission is "together with other countries and international organisation, primarily with the European Union, to implement the programmes providing financial support, learning and mobility opportunities in the fields of education and youth."[27] In this context, it fulfils the functions of;

- Being active at the international level,
- Learning, discovering and realising objectives, developing personal and social skills in cooperation; knowing own culture while knowing the other cultures;

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

[26] http://hbogm.meb.gov.tr/www/sosyal-kulturel-egitimler-ve-faaliyetler-daire-baskanligi/icerik/269.

[27] http://www.ua.gov.tr/kurumsal/misyon-ve-vizyon

increasing knowledge and experience in its competence area; examining different and good practices on site.

- Contributing to mutual interaction, employment, cooperation and partnerships, economic, social and cultural entrepreneurship,

- Supporting, informing, implementing, consulting, information and technical support for those individuals, institutions and organisations who would like to disseminate and share the knowledge and experience gathered from the above mentioned activities.

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

- helps realisation of participation into international cooperation in the fields of education and youth;

- can realise activities outside the EU by sharing the National Agency's experience in the education and youth fields with the other countries

- through International Cooperation, brings an international dimension to training and education with partnerships and contributes to ensuring opening up to abroad;

- contributes to the formation of an education where cooperation in the fields of EU and international education is ensured and which is recognised

- contributes to the institutions' multilateral cooperation and experience in Project management, while ensuring effective and easy transfer of information to the beneficiaries;

- provides equality of opportunities to disadvantaged segments;

- ensuring recognition of Turkey abroad in the fields of education and culture and dissemination of socio-cultural values; and,

- increasing operational efficiency with the support of information Technologies and competent human resources.

Through the implementation of the Youth programmes of the European Union, the National Agency of Turkey has become an important actor as a supporter of

development and practice of youth work in Turkey, especially through the opportunities it provides for learning mobility, non-formal education and intercultural learning.

3.3. Actors of youth work in Turkey

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

3.3.1. Public actors

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

Youth centres are established by the Ministry of Youth and Sports in order to help young people qualify their free time; to canalise young people towards social, cultural, artistic and sportive activities; to contribute to young people's development; to provide guidance and counselling for young people; to organise events for raising awareness against harmful habits.[28] The vision of the Youth Centres is to contribute to bringing up a youth, who loves the nation; can think freely; is loyal to national and moral values; adopts republic and democracy; and, is equipped.[29]

According to the 2015 Administration Activity Report, there are 215 youth centres functioning under the system of the Ministry of Youth and Sports. All the young people within the age bracket of 14-29 can be a member of the Youth Centres and benefit from the all activities free of charge. Number of members of the Youth Centres of the Ministry has skyrocketed from 11.614 in 2002 to in 1.270.070 in 2015. %49 of the members are women and %51 is men.[30]

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[28] Ministry of Youth and Sports, Administration Activity Report, 2015. Available at: http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015_yili_faaliyet_raporu.pdf.
[29] http://genclikmerkezi.gsb.gov.tr/site/vizyon.aspx
[30] Ministry of Youth and Sports, Administration Activity Report, 2015, p. 43-44. Available at: http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015_yili_faaliyet_raporu.pdf

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

In addition, Ministry of Youth and Sports works on "developing, and increasing the numbers of, youth-focused and modern Youth Camps which define development duties and respond to social, sportive, cultural and personal needs, and on increasing their numbers country-wide."[31] The vision of the youth camps is to become one of the most effective and active institutions on the way to healthy generations with high levels of self-confidence, who grasp the democratic values together with national and moral values.[32] By 2015, 12 sea and 15 nature camps, founded to ensure that young people spend their free time with various social, cultural and sportive activities were organised and a total number of 56.000 young people attended the camps.[33] In addition, the Ministry of Youth and Sports also organises or ensures participation of young people into international youth camps.

Public Education Centres of the Ministry of Education
Under the roof of the Ministry of National Education, there exists some education institutions working on the theme of non-formal education[34], which is defined in a way to cover "all educational activities organised in addition to/or outside formal education" in the Basic Law of National Education and which consists of two basic parts as

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[31] http://genclikkamplari.gsb.gov.tr/Modul/MisyonVizyon.aspx

[32] http://genclikkamplari.gsb.gov.tr/Modul/MisyonVizyon.aspx

[33] Ministry of Youth and Sports, Administration Activity Report, 2015. Available at: http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015_yili_faaliyet_raporu.pdf

[34] Basic Law of National Education No. 1739, published in the Official Journal No. 14574 dated 24.06.1973, Article 18 and 41.

"general and vocational – technical." The duties of these institutions are identified by the "Ministry of National Education Regulation for Non-formal Education Institutions"[35] and their activities cover all the citizens who "have never been to, or at any level of, or left that level of formal education."[36] One of those institutions is the "Public Education Centres", affiliated to the General Directorate of Lifelong Learning of the Ministry of National Education.

Although they do not only target young people, but also children, elderly and families, and they reflect different characteristics compared to the non-formal learning approach defined within the context of the European youth work, some of the duties of the Public Education Centres bear the potential to contribute to the youth work in Turkey. For example, to help their target group "to acquire the understanding and habits of living collectively, solidarity, cooperation, working together and getting organised" is amongst the duties of the Public Education Centres.[37] In addition, in a way to reflect the emphasis put on Lifelong Learning understanding, "to ensure individuals' scientific, entrepreneurial, technological, economic, social, cultural development, and help them acquire the habits of spending and using their free times in an efficient way, to provide the opportunity for them to develop their skills with the understanding of lifelong learning" is also listed among the aims of the non-formal education activities organised by these institutions.[38]

Municipalities

Municipalities play a role in the implementation of policies regarding youth and enhancing youth participation at the local level. In this context they are one of the public actors of youth work. Local governments are required to establish "City Councils", which composes of professional associations of public institutions, trade unions,

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[35] Ministry of National Education Regulation on Non-formal Education Institutions, published in the Official Journal No. 27587 dated 21.5.2010 and amended by being published in the Official Journal No. 28360 dated 21.07.2012.

[36] Basic Law of National Education No. 1739, published in the Official Journal No. 14574 dated 24.06.1973, Article 40.

[37] Basic Law of National Education No. 1739, published in the Official Journal No. 14574 dated 24.06.1973, Article 40.

[38] Ministry of National Education Regulation on Non-formal Education Institutions, published in the Official Journal No. 27587 dated 21.5.2010 and amended by being published in the Official Journal No. 28360 dated 21.07.2012, Article 4g.

notaries, universities, relevant nongovernmental organisations, political parties, public institutions and representatives of neighbourhood headmen and other interested persons.[39] The Regulation on the City Councils[40] guarantees the establishment of Youth Councils and Women Councils as working groups, through which municipalities support the development of local youth work. In addition, different municipalities take initiatives to provide activities and opportunities for young people: They open youth centres; provide counselling services; initiate youth camps, trips, sports tournaments; and organise training seminars and international youth camps (Certel, 2007: 22).

Other public institutions

There are also a number of *other public institutions* that can be identified with their youth work related practices. Different ministries and their provincial directorates, European Union departments under the governors' offices, international project offices of the public, as well as private, universities organises activities and develop projects that could be considered within the context of youth work. For example, as a part of their competences, Regional Development Administrations affiliated to the Ministry of Development can establish "youth houses" to provide local young people opportunities and environments, "where they can develop as active citizens and are supported in their personal, social and educational development."[41] The activities of these youth houses focus on themes such as capacity building, social and cultural development, employment and social sensitivity. For example, implemented within the context of the Southeastern Anatolia Project, GAP Youth Cultural Houses Project reached 225,211 young people between the period of May 2001-December 2015.[42]

3.3.2. Civil actors

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

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[39] Article 76 of the Municipality Law No. 5393, adopted in 2005.

[40] Issued by Ministry of Interior on 8 October 2006 and published in the Official Journal No. 26313.

[41] http://www.gap.gov.tr/en/gap-youth-houses-page-18.html

[42] http://www.gapgenclikevleri.org/wp-content/uploads/2016/05/2015-FR.pdf

Associations are "legal persons composed of a minimum of seven real or legal persons putting together their knowledge and work continuously, in order to realise a defined and common reason, without the intention to share profit and which is not prohibited by law."[43] Real or legal persons having legal ability have the right to form associations without prior permission[44], in other words, those over 18 can establish and become a member to associations in Turkey.

By November 2015, there are 109.553 active associations in Turkey.[45] Almost 11 million citizens in Turkey are members to associations, with a distribution of 20% female and 80% male members. The numbers show that 85.79% of the overall population has not have any association membership.[46] In addition, foreign civil society organisations can also establish representation offices in Turkey; but they cannot register any members nor can they have any organs such as general assembly, board of executives or board of supervisors.[47] The number of foreign civil society organisations permitted to operate in Turkey is 140.[48]

When the working fields of the associations are concerned, the numbers show that occupational and solidarity associations (33.668) take the lead. It is followed by sports and sport-related associations (21.039); those who work for religious services (21.039), humanitarian aid associations (6.253), education and research associations (6.127), culture, arts and tourism associations (5.637), personal teaching and societal development associations (2.555), those working in the field of health (2.478), those for the protection of environment, natural life, animals (2.278), support for social values associations (1.984), public works, city planning and development associations (1.735), rights and advocacy associations (1.621), those for disabled people (1.410), those which support public institutions and their personnel (1.249), opinion-based associations (1.185), those which function in the fields of food, agriculture and husbandry (675),

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[43] Article 2 of the Law of Associations No. 5253, adopted on 23 November 2004.
[44] Article 3 of the Law of Associations No. 5253, adopted on 23 November 2004.
[45] https://www.dernekler.gov.tr/tr/Anasayfalinkler/faal-fesih-dernekler.aspx
[46] https://www.dernekler.gov.tr/tr/AnasayfaLinkler/dernek-uye-sayilarinin-turkiye-nufusu.aspx
[47]
https://www.dernekler.gov.tr/media/templates/dernekler/images/Yabanci_STKlar_icin_Basvuru_Rehberi.pdf
[48] https://www.dernekler.gov.tr/media/templates/dernekler/images/folder/izin_verilen_listesi_tr.xls

international enterprises and cooperation associations (666), solidarity with Turks abroad associations (617), those working in the fields of elderly and children (336), martyr's relatives and war veterans' associations (327), and children associations (16).[49] A previous study shows that in 2008, 3.500 associations included the word "youth" in their names (Baykuş, 2008: 53). The associations which aim to work in the youth field have to state it in their statute (Certel, 2007: 12).

The Department of Association categorises the staff of the associations according to working time in three groups: full-time employees, part-time employees and project-based employees. In this regard, the total number of staff employed in the associations is 48.731, which are divided into these three categories as 36.235, 3.655 and 8.841 respectively.[50] When the numbers of the salaried staff is compared to the volunteers, the numbers appear as 34.632 to 14.099.[51]

Foundations are "the communities of commodities which have legal personality due to allocation of sufficient commodities and rights, by real or legal persons, for a particular and continuous reason."[52] Two important components of a foundation are assets and a reason to allocate these assets for. They work under the competence of the General Directorate of Foundations under the Prime Ministry. In Turkey, there are five types of foundations: fused (*mazbut*), annexed (*mülhak*) new foundations, non-Muslim community and artisans' foundations.[53] Fused (*Mazbut*) Foundations refer to those ones to be administered and represented by the General Directorate under the Law 5737, and those ones which were founded before the enforcement date of the abolished Turkish Civil Law no 743 and are administered by the General Directorate of Foundations in accordance with the Foundations Law no. 2762; annexed (*Mülhak*) Foundations refer to those foundations which were set up before the enforcement date of the abolished Turkish Civil Law No. 743; Non-Muslim Community Foundations refer to those foundations that belong to the non-Muslim communities in Turkey, whose members are

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[49] https://www.dernekler.gov.tr/tr/AnasayfaLinkler/derneklerin-faaliyet-alanina-gore.aspx
[50] https://www.dernekler.gov.tr/tr/AnasayfaLinkler/calisan-sayisi.aspx
[51] https://www.dernekler.gov.tr/tr/AnasayfaLinkler/calisan-sayisi.aspx
[52] Article 101 of the Civil Law No. 4721, entered into force on 1 January 2002.
[53] Article 2 of the Law of Foundations No: 5737, published in Official Journal No. 26800 on the 27 February 2008.

citizens of the Turkish Republic and that are vested with a legal body status under the Foundations Law No. 2762; Artisans' Foundations refer to foundations that were established before the enforcement of the Foundations Law No. 2762 and which are managed by the Board of Directors selected by the artisans; and, New Foundations refer to the foundations set up under the abolished Turkish Civil Law No. 743 and work under the Turkish Civil Law No: 4721.[54]

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[54] Article 3 of the Law of Foundations No: 5737, published in Official Journal No. 26800 on the 27 February 2008.

Table 1: General statistics on foundations in Turkey (2015)[55]

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

By July 2016, there are also 21 foundations, which are founded abroad but has branches in Turkey. New foundations can be found in form of social assistance and solidarity foundations, environmental protection foundations, or multi-purpose foundations. Fund foundations, those which are established to assist their personnel, public foundations, foundation universities, foundations with tax exemptions, and profit seeking enterprises are also considered within the category of new foundations.[56] The activities realised by the new foundations are categorised into some sectors, namely education, social assistance, health, social service, socio-cultural and history, vocational training, arts, science and technology, environment, development, agriculture and husbandry, sports, law/human rights/democracy, and, assistance to personnel. Total number of activities of New Foundations in 2015 sums up to 14.257.

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[55] The data in this table is compiled from the foundation statistics collected by the General Directorate of Foundations. http://www.vgm.gov.tr/.
[56] http://www.vgm.gov.tr/db/dosyalar/webicerik195.pdf

Table 2: Sectoral distribution of the 2015 activities of the New Foundations[57]

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

The sectoral categorisation made by the General Directorate of Foundations does not give a clear idea about the extent of foundations which directly work for and with young people. However, a study conducted in 2006 states that there were 28 foundations which target young people or have the word "youth" in their names (Certel, 2007: 12). Some foundations also establish youth units, in which young people actively work with young people within the aims of the foundation (Baykuş, 2008: 53). Distribution of the foundations which own facilities and enterprises shows that in 2015 there were 16 boarding children's houses and youth centres established by the foundations, as well as 125 education and course facilities.[58]

3.3.3. Private actors

Private actors can also get involved in youth work and youth work activities. For example, in Turkey there are some private companies which organise profit-making

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[57] The table is taken from the website of the General Directorate of Foundations, http://www.vgm.gov.tr/db/dosyalar/webicerik199.pdf.
[58] http://www.vgm.gov.tr/db/dosyalar/webicerik276.pdf

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

3.3.4. Other actors

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

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

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

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

Another category of other actors of youth work is *informal groups of young people*, which is defined as "groups of at least four young people active in youth work but not

necessarily in the context of youth organisations."[59] Under certain funding schemes such as the Erasmus+ Programme, informal groups can develop their youth work activities in line with certain criteria and become eligible for funding for these activities.

3.3.5. National Youth Council of Turkey

National Youth Council (NYC) is the name given to the representative body of youth organisations and young people at the national level. As indicated by the Ministry of Youth and Sports Activity Report (2015), in many of the developed countries National Youth Councils bring together youth organisations in a way to represent them on the one hand, and youth in general on the other.[60] A National Youth Council, which is often run by young people, is an important representation mechanism to communicate and lobby for the views of young people at different levels of decision making, namely local, national, European and international levels; and to work for increased participation of young people in social and political life. In this regard, NYCs is an indispensable part of youth work and youth work practices in many countries.

In Turkey, a National Youth Council does not still exist, although the need to establish one has been voiced by a variety actors since the 1990s. Especially starting from 2002, there have been a number of attempts from different youth organisations to establish a structure resembling a National Youth Council (Göksel, 2009: 28), but the existing legal framework at that time and lack of sufficient infrastructure made it impossible (Certel, 2007: 25). Together with the establishment of the Ministry of Youth and Sports, the issue of setting up a NYC in Turkey came into the policy agenda. Such a need is indicated by the Ministry by stating that "it is obvious that there is a need for a roof organisation that would represent, at national and international levels, youth and youth organisations functioning country-wide in Turkey and to provide coordination among them"[61]. It is also stated in the same document that following the adoption of the regulation in this context, the Youth Council is going to start its activities. It is planned

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[59] Erasmus+ Programme Guide, Version 1 (2017): 20/10/2016, pp. 22.

[60] Ministry of Youth and Sports, Administration Activity Report, 2015. Available at: http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015_yili_faaliyet_raporu.pdf.
[61] Ministry of Youth and Sports, Administration Activity Report, 2015. Available at: http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015_yili_faaliyet_raporu.pdf.

by the Ministry of Youth and Sports that the Youth Council which is planned to be established will have a general assembly and an advisory committee which will totally be composed of the representatives of civil society organisations, and the head of the Youth Council will be elected by the general assembly. In terms of the executive board, only one of the nine members is foreseen to be the representative of the Ministry.[62]

3.4. Youth work practice in Turkey

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

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

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

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[62] Ministry of Youth and Sports, Administration Activity Report, 2015. Available at: http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015_yili_faaliyet_raporu.pdf.

common trend, which shows the limited financial resources of the associations and which appears like an important factor to curb their capacities of institutionalisation. It is also possible to see that projects implemented by the associations appears to be an important financial source for increasing associations' human resource capacities.

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

4. RAY-CAP Country Study: Turkey

This section provides an overview of the implementation of RAY-CAP research in Turkey first by indicating the stages of the research, and second by summarising the characteristics of the sample.

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

The RAY-CAP research design is based on *a self-assessment of competence development by participants in training and support activities through interviews before and after the training and support activity*. For Module A and Module B, a three-staged

approach is adopted for the field research: Interview 1 (before the activity), Interview 2 (two months after the activity) and Interview 3 (12 months after the activity). This Interim Report is prepared within the context of the Module A, which consists of the analysis of the data collected through Interviews 1 and 2. In this regard, in Turkey, the Interview 1 was conducted with 23 participants of the training and support activities from 16 January 2016 to 13 June 2016. Interview 2 was conducted with the same participants from 10 April 2016 to 28 August 2016. In the context of Module B, Interview 3 is scheduled to be conducted starting from February 2017 onwards. Some of the interviews were conducted face-to-face, but most of them were conducted by phone.

The sample of participants selected for the RAY-CAP Turkey research include the participants of the projects and events within the context of KA1 – Mobility of Youth Workers and Transnational Cooperation Activities. In this context, the RAY-CAP research includes the participants of these activities which started between 1 November 2015 and 30 June 2016 and which were funded through the National Agencies of E+/YiA. Selection of sample has followed the criteria developed by RAY-CAP working group. As also shown in Table 3, the actual status of the overall sample of 23 interviewees for Turkey, including the 10 interviewees in the National Database, can be summarised as follows[63]:

- Participants are from different levels of experience with training/support activities, which means that the sample includes 'newcomers' as well as 'repeaters', or experienced youth workers with either E+/YiA programme or with other projects.

- All the activities of the interviewees are international activities, including two or more programme countries.

- A balance between the number of TCA participants and that of KA1 – Mobility of Youth Workers projects' participants is considered. In this regard, 10 KA1-YWM and 13 TCA participants were interviewed, and 6 TCA participants and 4 KA1-YWM participants are selected for the National Database.

- Different activity types are included in the overall sample with the dominance of 11 training courses, including one long-term training course and one Training of

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[63] For more details, also see Annex 1 for the list of interviewees in the National Database, and Annex 2 for the list of other interviewees.

Trainers; two seminars/conferences and two partnership building activities/contact making events. In the National Database, the types of the activities appear as seven training courses, two seminars/conferences, and one partnership activity.

- Both hosting and sending projects and activities are included in the sample. However, since Turkey did not host any TCA activities within the time span of the Interview 1, all the TCA participants are the "sending" category.

- A gender balance is sought between the participants. In this regard, 10 female and 13 male participants were interviewed; and five female and five male interviewees are included in the National Database.

- The sample tries to include a broad scope of organisations, including organisations with no prior involvement in YiA or E+/YiA and experienced ones; public organisations and civil society organisations. In this context, 16 of interviewees are from civil society organisations, whereas seven interviewees are from public institutions. In the National Database, there are three interviewees from the public institutions, and seven from the civil society organisations.

The overall sample covers a total of 17 different training and support activities, out of which 11 are TCA activities (all sending) and 6 of them are KA1 Mobility of Youth Workers projects (two of them are sending and four of them are hosting). This means that in the overall sample there are a total of six activities from which two participants per activity were interviewed. In addition, two interviewees participated in the same Training of Trainers activity. According to the criteria of the working group for the preparation of the Transnational RAY-CAP Report, National Database does neither include the participants of the Training of Trainers activities; nor more than one participant from the same activity.

Table 3: Characteristics of the RAY-CAP total sample for Turkey and the National Database

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

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

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

When the employment status of the interviewees is concerned, an interesting pattern emerges. Those interviewees working in the public institutions are full-time employees, whereas those in the civil society organisations are all volunteers.

It should be stated that within the context of RAY-CAP research, the research ethics is developed in a way that all contact data of the persons contacted for this study are treated confidentially. This data is only used for contacting these persons for surveys or interviews. All responses to surveys or interviews remain anonymous and are treated confidentially.

5. RAY-CAP Turkey: Preliminary Findings

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

This section summarises the findings from the Interview 1 and Interview 2 under four categories: 1) expectation from and motivation for the activities; 2) changes and short-term effects on youth work practices in a way to focus on thematic priorities in youth work, future perspectives and youth work ambitions, relevance of outcomes to youth work practice, organisational support for the participants, and transfer of experiences and impact on institutional environment; 3) impact on personal youth work competences in a way to cover domains of personal development, applied methods and training approaches, EU values/issues/image of the European Union, and intercultural learning and education; and, 4) impact on networking and cooperation.

5.1. Expectation from and motivation for the activities

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

According to the Interview 1 data, the most common reason for participation in the training and support activities appear to be the *theme of the activity*. The interviewees indicate that they are already working on the topic; they want to learn more on the topic; they want to develop their personal skills on the topic; and they want to learn European

experiences and good practices regarding the theme. The second common reason is related to *networking and promotion of their organisation*. In this context, the interviewees indicate that they want to promote their organisations and their objectives, in a way to show the organisations' existence at the international level. In addition, making contacts to be able to prepare joint projects; establishing a network both for their organisations and individually; developing new partnerships and new projects, especially with those that they have not yet created contacts with; and creating a good synergy for partnerships in the activities were mentioned as their motivation to participate in the events repeatedly by the interviewees. The interviewees also expect to transfer the outcomes of the activities upon their return through their organisations or their personal efforts. They intend to reconsider, disseminate, use, perform and apply the outcomes of the activities in their own work, countries and organisations.

The interviewees also have *personal and professional expectations* from the activities. Professional and personal development; developing foreign language skills; increasing chances of personal recognition; gaining experiences and getting a certificate to work more reliably in the youth projects, to be able to guide young people; and, fulfilment of personal training needs can be considered as reasons within this category. Another category of reasons and expectations is *learning new things*, in a way to cover also intercultural experiences. The interviewees state that they want to learn new things about different issues, especially those that could be helpful in working life; to meet and know new people and cultures; to experience cultural exchange and ensuring that the participants from different culture get well together; and, to increase cultural dialogue and know the European culture better. Last but not the least, *non-formal education* appears as an important reason for participating in the activities. The interviewees would like to learn new things about non-formal education; to learn how non-formal education activities are implemented in other countries and identify the differences in implementation; and, to include their target groups better into the activities through non-formal education methods. Especially relevant for the TCA activities, the interviewees voice their appreciation for SALTO activities, which are considered to be more professional compared to other activities.

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

5.2. Changes and short-term effects on youth work practices

RAY-CAP research attributes importance to the changes and short-term effects created by the training and support activities on youth work practices of the participants. Accordingly, this section intends to analyse the changes and short-term effects by looking at the experiences of the interviewees before and after the activity in a way to identify the development in their youth work practices regarding the thematic priorities in youth work; future perspectives and youth work ambitions; relevance of outcomes to youth work practice; organisational support for the participants; and, transfer of experiences and impact on institutional environment.

5.2.1. Thematic priorities in youth work

Within the context of the RAY-CAP, one of the major topics of the research regards the "present youth work practices" (Interview 1) and "changes/short-term effects on practice" (Interview 2). In this context, one of the issues is the *thematic priorities* of the interviewees regarding their national and international/European involvement in the youth field. The statements of the interviewees within the context of the Interview 1 display a variety of themes, as well as target groups and activities, that they work with in their youth work practices in Turkey. When the *themes* are considered, it is possible

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

When the short-term effects of the training and support activities on the thematic priorities of the youth work practices of the participants are concerned (Interview 2), it can be stated that half of the interviewees did not mention any changes, compared to the other half which mentioned a degree of change majorly depending on the theme of the training and support activity that they participated in. For example, integrating youth work into formal education, NGO-business world relations, nature/outdoor sports, further working with and for disadvantaged young people, as well as children and their mothers, appeared as new categories for the interviewees' youth work practices.

5.2.2. *Future perspectives and youth work ambitions*

Youth work ambitions mainly refer to the motivation of the interviewees to get involved in youth work. The data from the Interview 1 show that interviewees have various types of motivations. While some of the interviewees, especially those who work as full-time employees in their organisations, consider youth work as their profession (for example,

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

It is also important to state that most of the interviewees state their willingness to continue with youth work activities, and this should not necessarily take place in the same organisation. There are also some interviewees who consider to establish their own associations, or try to further develop their organisations' capacities for future youth work activities (such as trying to be an EVS hosting organisation), or intend to extend their involvement to other types of organisations (for example, working with elderly people at the care centres).

When the Interview 2 is considered, it is possible to see that the training and support activities considerably contribute positively to the interviewees' future youth work perspectives. Some of the interviewees state that the activity changed their youth work perception and it was inspiring for their future activities. It is repeatedly stated that the activities create a considerable degree of awareness regarding international/European

youth work. Some interviewees state that they became more curious about international youth work and already started to make some research about what the others do in their own countries. Especially discovering EU support to a variety of projects motivates for further youth projects. Some interviewees voice their increasing motivation for mobility to develop their youth work capacities, as well as the importance of receiving further trainings on different themes.

The analysis shows that training and support activities deepen the engagement of the interviewees into youth work activities. One of the interviewees started to make further research about the problems they discussed in the activity, and tried to identify deeper problems; another became quite enthusiastic about applying what he learned in the activity to his work practices; another started to adopt a perspective that prioritised the needs, rather than the existence of funds. In addition, these activities also increase personal motivations related to issues such as increasing chances for employability due to putting it into his CV and also due to new skills acquired from the activity. Last but not the least, training and support activities create a considerable degree of motivation for the interviewees who have little or no experience with youth work before. After the activity, one of the interviewees started to search for the ways of actively taking part in associations and NGOs and she contacted the sending organisation to ask what kind of responsibilities she can take in the organisation. Another interviewee states that she realised that she was not aware of the importance of youth work activities, but after the activity she learned what an NGO was and how it worked.

5.2.3. Relevance of outcomes to youth work practice
Depending on the data from the Interview 2, the outcomes of the training and support activity seems to be relevant for the practice and application in daily youth work. Depending on the perceptions and statements of the interviewees, such relevance can be categorised into methods to be used in youth work activities, enhancing youth work vision and developing skills for project work.

Regarding the *relevance of the methods learned*, the interviewees state that during the activity, they came across with methods and topics that they did not know before and

they had chances to re-examine those that they already knew. Many interviewees indicated that they have already started using the methods they learned or re-examined at the activities in their daily work, such as daily reflection groups, simulation exercises, fund-raising strategies and approaches, strategies for resource allocation, ways of communication, short movies, theoretical input, presentation techniques, and non-formal education methods.

The outcomes of the activities also had an impact on *enhancing youth work vision* of the interviewees. Many interviewees acknowledge that what they learned in the activities are directly related to their youth work practices, and it directly affects the services they offer to their target groups. In this regard, the interviewees state that they are inspired to integrate youth work to formal education institutions; they developed an awareness about the need for the NGOs to connect to people in the community, and the role of youth participation in this regard; they grasped the importance of establishing links with the business world; they realised the role of solidarity and cooperation in youth work; they learned how to identify those to help through youth work and how to communicate with them; they realised the need for leaving the initiative of learning to the young people; and, they understood the importance of knowing the theory better and applying it to practice and making the strategy more realistic.

The activities were also perceived to be relevant in terms of *projects as a part of youth work*. The interviewees stated that they had experiences of discussing how to implement youth projects such as youth exchanges, as well as European activities, in particular types of organisations; they became enthusiastic about organising the project that they developed throughout the activity in their own localities; and they have already prepared and submitted a project on the theme of the activity.

5.2.4. Organisational support for the participants

Expectations of the organisations concerning the interviewees' participation in the training and support activity, as well as conduct of needs' analysis in the organisation, are two important components of the organisational support for the participants of these activities. Existence of such support is a signifier of the close relationship between the

participants/interviewees and their organisations, in a way to reflect the benefits of the activities on the organisation's youth work practices through the experiences gained by the participants at the activities.

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

An important aspect of organisations' support to the participants of the activities is needs' analysis conducted before the activity, as a structured effort to analyse the goals and needs of the organisation, and identify the relevance of the activity, hence the relevance of the participation of the interviewee in this activity to those needs. Three interviewees indicate in the Interview 1 that they had no needs' analysis in the organisation. The other interviewees refer to the conduct of a needs' analysis, but not specific to the activity they are going to participate in. In this sense, the organisations of

the interviewees have annual planning and evaluation meetings where they plan the organisations' future activities; executive board meetings; regular weekly team meetings, where they discuss the activities of the previous and coming weeks; or general needs' analysis meetings where they identify the weaknesses and strengths of the organisations. Only a few interviewees indicated that they had a kind of needs' analysis in relation to the interviewees' participation in the activity. In one of the cases, the interviewee met the organisation or its representatives before the activity, where the organisation asked a report upon the interviewee's arrival. In other two cases, they discussed the aims of the organisation for participating in the activity; they exchanged ideas; they examined the programme, aim and timing of the activity; and they planned how they would communicate the outcomes to the others in the team and what to do after the activity.

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

5.2.5. Transfer of experiences and impact on institutional environment
Interview 2 also includes a focus on the perceived changes that the outcomes of the activities created on the institutional environment of the interviewees. Such a change is likely to occur to the extent that the participants of the training and support activities transfer the experiences that they gain at the activities to their organisations. The data gives ideas about how the interviewees transfer their experiences into their youth work activities in relation to their ways of dissemination of the experiences, as well as recipients of such dissemination; implementation and putting into practice of the experiences; and, using the methods in their daily work.

It is possible to see that the interviewees disseminate and share their experiences after the activities. Interviewees share the experiences with their colleagues in their associations or organisations through workshops and presentations. In addition, the interviewees also share them with people in other organisations (for example with their former associations, with the executive board of other organisations or with their friends in other organisations). An indirect impact on institutional environment occurs when the interviewees share their experiences with the co-workers or peers in the institutions where they work as a full-time employee or where they study (for example in universities, high schools, governor's office etc.). The interviewees also communicate their experiences to their friends.

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

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

5.3. Impact on personal youth work competences

RAY-CAP does not only consider the impact of the training and support activities on youth work, but also pays special attention to their impact on personal youth work competences of the participants. In this regard, youth work competences are considered under the categories of skills, knowledge and values/attitudes. Mostly depending on the data from the Interview 2, the analysis in this section focuses on domains of personal development, applied methods and training approaches, EU values/issues/image of the European Union, and intercultural learning and education.

5.3.1. Domains of personal development

RAY-CAP research is particularly interested in the expected and unexpected effects of training and support activities individually on the participants, as the key agents of youth work. In this context, domains of personal development is considered through a set of questions in the Interview 2. Accordingly, instances of development of strengths and overcoming weaknesses related to youth work as perceived by the interviewees, as well as other personal qualities related to self-fulfilment, such as self-awareness, active listening and creativity are particularly elaborated through a set of questions. In addition, new knowledge and new attitudes acquired in the activities are intended to be identified through the Interview 2.

Interviewees stated examples of developing strengths related to youth work through training and support activities. The examples include expressing yourself in a short time period; experiencing peer evaluation; confirmation of their social work practices in Turkey was in line with the European standards; feeling more self-confident after attending an activity in another language; practicing English language; developing communication and self-expression skills further; sharing own experiences with other participants; and, being able to apply to an activity on their own following all the legal procedures themselves.

Also considered as a part of training needs and interests, the interviewees were asked whether they experienced any personal development regarding overcoming of weaknesses as they perceived through their participation in the activities. The

statements of the interviewees show that they benefit considerable from the activities. These benefits can be categorised in relation to increasing self-confidence; development of language skills; and, increasing awareness about social problems.

The training and support activities clearly increase self-confidence of the participants. Taking responsibility within the training activity and appreciation of other participants; having the opportunity to know themselves better through the activity; reflecting upon their perceived weaknesses such as feeling shy and not being able to express themselves well, and putting an effort to change such attitudes; when they feel less motivated, discovering new ways in which they can implement their activities as a result of witnessing other country practices; with the encouragement of other participants, overcoming the problems experienced due to being less familiar with youth work and the methods in the activities can be listed as instances of development as perceived by the interviewees, as a result of which the interviewees felt themselves more self-confident and motivated.

Another commonly stated change with regards to overcoming weaknesses is the realisation of the need for further development of language skills. Using another language at the activity, on the one hand, increases the self-confidence of the participants. For example, an interviewee stated that he felt more confident speaking in English where many people other countries were also present. Similarly, another one indicated that when he decided to participate in the discussions in English, his self-confidence increased. On the other hand, these activities make the participant realise that they need to develop their language skills further, to the extent that they plan to take part in international youth work activities in the future. In this regard, some interviewees voiced that they were challenged to express themselves in English, even in the cases where they felt themselves better in terms of comprehension. For some interviewees, it was the first time they had a training in another language, and although they had difficulties, language incompetence did not affect their learning outcomes. In this regard, it is possible to conclude that realisation of weaknesses in terms of language skills did not discourage the participants, but on the contrary, has motivated them to further develop their language skills, for example through attending language courses.

The interviews show that another aspect of overcoming weaknesses is related to increasing level of awareness. In relation to the theme of the activity, the interviewees develop further awareness regarding the practice; or they continue to enhance their knowledge and capacity after the activity, by reading more on the topics. In addition, there are some issues that the interviewees realised at the activity such as the possibility to have access to an international network which is willing to cooperate with them; their capacity to prepare projects; and, the level of knowledge that they have about projects.

In terms of self-fulfilment, in addition to above mentioned changes, the Interview 2 answers provide evidence on increasing levels of self-awareness, in a way to enhance motivation and self-confidence for future activities. For example, an interviewee stated that he realised that Turkish participants can also develop projects; while another realised that she did not have a wider vision as she believed to have, which became something to be developed further for her. In addition, the need to consider things differently; the importance of knowing oneself better; knowing each other and practice youth work accordingly; importance of learning styles; becoming aware of attitudes were also mentioned as different aspects of self-fulfilment.

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

of the problem, developing solutions, identifying activities, creating the programme and working groups; and, the need for youth participation for project development.

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

Last but not the least, in terms of domains of personal development, it is possible to observe that the training and support activities contribute to acquiring new attitudes both at personal and youth work levels. As regards the personal attitudes, the interviewees think that as an outcome of the activities, they became a more thoughtful and calmer person, with more tolerance towards others; their empathy levels developed considerably; they started to know themselves better; they discovered their own learning styles; they had new viewpoints, having the ability to look at the issues from a different perspective; they become more patient and better planned in their daily lives. Equally important, the interviewees acquire new attitudes directly related to their youth work practices. They state that they realised different definitions of youth in different countries; the limits of their own practices in their organisations, for example, in relation to youth inclusion; the possibility of widening their viewpoints and looking at the world globally; and the ways of living together in harmony with different segments of society. In addition, the interviewees had new ideas about implementing youth work in different settings, such as in the public institutions; they developed the feeling that there is a solution to every problem, they were not alone and they can always reach people; they changed their negative attitudes towards some actors related to their youth work practices (such as the business world); they realised the importance of communication between the NGOs and the community; they identified the ways of

leaving the initiative to young people and volunteers; they developed empathy for different target groups in a way to better understand their problems; and, they discovered the importance of youth work activities and its actors, such as the NGO.

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

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

Regarding the applied training approaches/methods for improving (international) youth work competences, majority of the interviewees indicated that the methods were inclusive and effective; and, everybody had the chance to communicate. In this sense, the activities were considered to be very well-organised; and intensive but not boring at all. The methods applied existed in a wide variety: mixed group activities; input

sessions; games; icebreakers; (daily or activity) reflection sessions; physical and outdoor activities like working with nature; questionnaires, feedback and activity reports; site visits to the organisations relevant to the theme; workshops; final evaluation of the activity; creative drama; trial of different models such as "canvas model"; simulation exercise; innovative interactive presentations; presentations; discussions; theatre and role plays, which helped to develop problem solving capacities; and site/field visits. The interviewees indicate that these methods and approaches ensured that they learned new things such as creating and administering web pages or new computer programmes; they helped learning by doing; and they were useful to express their thoughts about the activities and making the suggestions and comments that were taken seriously.

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

5.3.3. EU values, issues and image of the European Union

RAY-CAP research identifies the development and changes in the attitudes/values of the participants of the training and support activities regarding European values,

European issues and image of the European Union as an important aspect of youth work competences. Accordingly Interview 2 includes a specific focus on these three aspects of attitude/value change as a result of the training and support activities.

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

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

practices and approaches. It is also important to state here that three interviewees did not make any statements in this issue; whereas one interviewee stated that she did not discovered any new European issue since she already had an idea about the issues such as democracy, human rights and participatory citizenship.

Regarding the development and change of attitudes in relation to the *image of the European Union*, majority of the interviewees indicate that the activity reinforced their positive image of the EU and they became more confident about the EU. The factors that contributed to such a change includes the belief that the EU builds on values such as human rights and children's rights for now and for the future; realisation of the EU support to activities and projects for the benefit of young people and children; appreciation of the EU's resource allocation for a variety of projects that would help overcome social problems; realisation of the system of cooperation that is perceived to be settled down in the EU; and, opportunities for new partnerships for projects and activities of youth work. In this context, there are also interviewees who indicated that they believe Turkey should also be in the EU. In one of the cases, a serious change of mind about the EU was observed. The interviewee stated that he is not anymore against the EU, since he realised that the EU is trying to achieve something for the sake of society in line with an objective, and allocating funds to achieve this aim. Only a few interviewees state that there is no change in their attitudes related to the image of the EU, because they have already been to European countries before.

5.3.4. Intercultural Learning and Education
Within the context of the RAY-CAP research intercultural learning and education are important parts of the youth work competences. Accordingly, any development and change in this regard is intended to be identified through Interview 2 in two aspects: Intercultural education and learning; and intercultural discourse and identities.

Regarding *intercultural learning and education*, the interviewees made very limited statements within the context of the Interview 1. Only two interviewees indicated that it refers to elimination of prejudices through communication; and, they like meeting new

people and cultures. In this sense, one of the reasons of participating in the activity is to come together with young people from different countries.

When the perceptions of the interviewees after the activity is concerned (Interview 2), it is possible to observe a considerable degree of change/development in interviewees' perceptions about intercultural learning. These changes can be considered in two categories: awareness raising and dealing with cultural diversity. In terms of awareness rising, many different examples were provided by the interviewees. For example, the interviewees became aware of intercultural issues, such as the need to be careful about the arranging the dates of the activity when planning a project, due to cultural differences. They also realised the need to know more about legal arrangements in different countries, for example the age of majority. The interviewees felt that everybody was cared regardless of country or language accent. In addition, they realised the existence of similar social problems in other countries, too. The interviewees learned new things about other countries such as the names of their presidents or surface areas, or different practices of youth work in other countries. Such a learning occurred through some activities such as intercultural evenings, presentations of the countries, informal moments, or indirectly through the programme elements of the activities, although not all the activities had a particular focus on intercultural learning and/or education.

As the second aspect of intercultural learning, the interviewees provided the examples of the situations where they developed ways of dealing with cultural diversity. First of all, none of the participants reported any problems with dealing with cultural diversity. One interviewee tried not to sit together with the other participants from Turkey, in order to increase his chances for intercultural exchange. Another one tried to behave in an inclusive way towards the other participants, for example, she was very careful about using English rather than national language. Another one admits that she developed skills to communicate with other partners from other cultures, by trying to introduce her own culture through words, smiles and even body language. Another interviewee realised that she should not be prejudiced about other countries or cultures; and should deal with any conflicts with care, during informal moments of the activity when another participant was teasing her with some historical events unconsciously. In another

example, the interviewee thinks that the activity developed her skills about behaving properly and saying right things at the right time in an international setting. In addition, balanced number of participants and group dynamics were also mentioned as factors that enhances intercultural exchanges.

There was less evidence regarding changes and development in terms of *intercultural discourse and identities*. The interviewees who responded the relevant question in Interview 2 state that they should not be prejudiced about other countries or cultures and deal with any conflicts with care. Even in the cases where participants had prejudices about each other; knowing each other better during the activity helps soften these prejudices considerably. In this regard, one of the objectives of International/European youth work is considered to enhance positive attitudes about cultural diversity; and when different cultures come together in these activities it is considered to become something positive because the participants touch people rather than learning about them on internet. In addition, respect of other participants to the sensitivities of the hosting country, such as drinking alcohol, or respect for fasting during Ramadan, was appreciated considerable by the interviewees as a sign of respect for cultures.

5.4. Impact on networking and cooperation

One of the most important objectives of training and support activities is to create opportunities for further cooperation, networking and partnerships for the youth workers participating in the activities. Such cooperation and networking outcomes are considered in two broad senses under the RAY-CAP research: cooperation and networking on project/activity level, as well as the opportunities for networking/contact with (potential) partners for future cooperation, in a way to include the training approaches/methods applied; and networking and advocating on an inter-institutional and/or political level, specifically referring to youth policy in terms of youth work reality and cooperation with actors and stakeholders.

The data shows that even before they participate in the activity (Interview 1), some interviewees and/or their organisations have a degree of cooperation and networking on a project/activity level due to their previous European level activities and projects such

as KA2, EVS or youth exchange projects within the context of Erasmus+ programme. Those interviewees indicate that they already have a European network and or partners from European countries. In addition, some interviewees and their organisations have international partners, not necessarily from Europe. Those interviewees are in contact with those partners through different platforms such as e-mail or instant message applications. However, the interviewees with limited experience in youth work at the European level indicate that they do not consider themselves having a network yet.

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

When the concrete outcomes of creating networks and partnerships are concerned, many interviewees indicate that they are planning to take action together with their partners and network in the following months or years; they already outlined and/or prepared

new projects together; they take part as a partner in the projects of the other participants; or they will submit the projects they prepared together at the activity to a funding agency such as the National Agency. Almost all of the interviewees state that they are still in contact with the participants of their activities through social media and e-mail, and whenever somebody in the network has an activity, he/she informs the others. In some cases, the interviewees indicate that they had contacts to work together or meet in the future, but there is still no concrete plan or activity. This finding becomes quite normal when it is considered that the Interview 2 was conducted only two months after the activity, which might not give enough time for the interviewees to materialise their objectives.

When the networking and advocating on an inter-institutional and/or political level particularly referring to youth policy in a way to include cooperation with actors and stakeholders is concerned, the training and support activities do not seem very productive, as none of the interviewees mentioned any similar concrete outcomes.

Conclusions

This RAY-CAP interim report intends to set the general theoretical and methodological framework for the RAY-CAP research, and accordingly discuss the country-specific preliminary findings of the research. The analysis depends on the data within the National Database of Turkey, which consists of 10 structural protocols, prepared in a way to structure the data collected through Interview 1 (before the activity) and Interview 2 (two months after the activity) from the Turkish participants of the training and support activities. The conclusions presents the preliminary findings, regarding different aspects of the impact of training and support activities on the interviewees: expectations from and motivation for the activities; impact of the training and support activities on youth work and youth work practices in Turkey; impact of the activities on individual youth workers and their youth work competences; and that on the networking and cooperation. It is important to state at this stage that Interview 3 which is planned to be conducted 12 months after the activity with the same interviewees will also provide

significant evidence for further analysing the validity of such results to be presented in the RAY-CAP Final Country Report to be prepared in 2017.

Expectations from and motivation for the training and support activities actually refer to the training needs of the participants. When the data is concerned, before they attend the activities, the common motivations and expectations of the interviewees from the training and support activities can be categorised as the theme of the activity, networking and promotion of their organisations, personal and professional expectations, learning new things, and non-formal education. Data collected two months after the activity show that the level of fulfilment of expectations of the interviewees is quite high, although they expect a lot from the activities. This is a valid finding not only for the new comers, but also for the experienced participants. It is possible to list the qualification of the trainers, organisation and programme of the activity and the activities and learning outcomes among the reasons for high levels of satisfaction with the training and support activities.

Depending on the structure provided by the structural protocol, *the changes and short-term effects of the training and support activities on national and international youth work practices* of the participants is analysed in relation to thematic priorities in youth work, future perspectives and youth work ambitions, relevance of outcomes to youth work practice, organisational support for the participants, and transfer of experiences and impact on institutional environment.

Youth work practices of the interviewees cover a variety of themes. The analysis shows that although training and support activities do not considerably change the *thematic priorities* of the interviewees, they can add new topics and target groups to the interviewees' youth work portfolio. This is probably due to the fact that the interviewees choose the activities that are already relevant to their field of work and themes.

The analysis shows that interviewees have various types of motivations and youth work ambitions. It is possible to see that the training and support activities considerably contribute positively to the interviewees' *future youth work perspectives and ambitions*

and motivate them for getting further trainings, and for mobility to develop their youth work capacities. By changing their youth work perceptions and inspiring them for future activities, especially international ones, the activities contribute to the development of youth work. Particularly for the new-comers, these activities have a greater effect to motivate them getting engaged into youth work, through organisations, volunteering and youth work practice.

There is no doubt that the interviewees consider the *outcomes of the activities relevant to their youth work practices*. This relevance occurs in three categories: methods learned; enhanced youth work vision; and, projects as a part of youth work. Interviewees already started to adopt and implement the methods learned in their youth work practices; they enlarged their visions of youth work including local and international dimensions; and they gathered experiences on how to develop and implement youth projects.

The *organisational support* for the interviewees for their participation in the activities does not seem very high. It is possible to see that the interviewees generally find the activities themselves, apply to them individually and inform the organisations about their participation in them. Still, the organisations are often supportive to the participants, but they do not expect much from their participation. Any specific needs' analysis related to the participation in training and support activities is exceptional, although some sort of needs' analysis is conducted in different organisations in a general sense. In this regard, it is possible to state that there is a weak link between the participation in the activity and instrumentality of these activities for the organisations in a way to use such activities to support and achieve their general aims and objectives.

When the ways of *transferring of the experiences* by the interviewees are concerned, it is possible to observe that such a transfer is not limited to the organisations of the interviewees. In addition to the presentations, reports and workshops prepared for their own organisations and colleagues, the interviewees also share their experiences with other organisations, with their co-workers at their work places, and with their peers at schools, and with their friends. The ways of creating *change in institutional*

environment include implementation and putting put the experiences into practice through their daily youth work activities. In addition, the interviewees use the methods learned in the activities and transfer different techniques to the other members of the organisation.

Another category of the analysis is the *impact of the training and support activities on individual youth workers and on their youth work competences*. In this context, mostly referring to knowledge and values/attitudes, the analysis is divided into the categories of domains of personal development, applied methods and training approaches, EU values/issues/image of the European Union, and intercultural learning and education.

Domains of personal development is analysed in relation to the development of strengths and overcoming weaknesses related to youth work, as well as other personal qualities related to self-fulfilment, covering self-awareness, active listening and creativity. In addition, new knowledge and new attitudes acquired in the activities are also a part of the analysis. The results show that the activities help the interviewees to develop strengths and overcome weaknesses, and in this regard contribute a lot to their personal development in relation to youth work. These benefits include increasing self-confidence; development of language skills; and, increasing awareness about social problems. In addition, the interviewees acquire a wide range of new knowledge, especially related to the themes and topics of the activities and project work; and new attitudes both at personal and youth work levels.

The analysis shows that *methods and training approaches* applied in the activities help the interviewees for improving (international) youth work competences, in other words for youth work practice (action); and for developing strengths and overcoming weaknesses in terms of their transferability into work life and/or practice. Majority of the interviewees were happy with the methods, even if they were already familiar with them. In this context, a wide variety of methods were mentioned: mixed group activities; input sessions; games; icebreakers; (daily or activity) reflection sessions; physical activities like planting flowers; questionnaires, feedback and activity reports; site visits to the organisations relevant to the theme; workshops; final evaluation of the

activity; creative drama; trial of different models such as "canvas model"; simulation exercise; innovative interactive presentations; presentations; discussions; theatre and role plays, which helped to develop problem solving capacities; and site/field visits.

Regarding the *attitudes/values* of the participants of the training and support activities *regarding European values, European issues and image of the European Union* as an important aspect of youth work competences, the findings show a serious degree of development and change. Interviewees' perceptions about European values such as democracy, human rights, rule of law, peace, valuing individuals and their development, non-discrimination and ensuring participation seem to change positively. In addition, the interviewees discovered a number of European issues such as implementation of democracy and peace in the European Union countries and a variety of practices especially related to specific target groups such as children and young people. In terms of the image of the European Union, it can be observed that the training and support activities reinforce the interviewees' positive image of the EU make them more confident about it.

Considerable degree of change and development in interviewees' perceptions occurs about *intercultural learning and education* after the activities, especially in terms of awareness raising and dealing with cultural diversity, and to a lesser extent in terms of intercultural discourse and identities. In this regard, one of the objectives of International/European youth work is considered to enhance positive attitudes about cultural diversity; and coming together with different cultures is considered to be something positive to learn about the cultures rather than learning about them on internet.

Last but not the least, a significant impact of the training and support activities can be observed regarding *networking and cooperation*. The analysis shows a great deal of evidence regarding the opportunities created for networking, cooperation and partnerships through the training and support activities. Even in the cases where the activity is not specifically designed for networking and partnerships, there are still new networks created. Those networks and partnerships also have concrete outcomes as

many interviewees indicate that they are planning to take action together with their partners and network in the following months or years; they already outlined and/or prepared new projects together; they take part as a partner in the projects of the other participants; or they will submit the projects they prepared together at the activity to a funding body such as the National Agency. However, when the networking and advocating on an inter-institutional and/or political level particularly referring to youth policy in a way to include cooperation with actors and stakeholders is concerned, the training and support activities do not seem very productive, as none of the interviewees mentioned any similar concrete outcomes.

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Annex 1: List of Interviewees in the RAY-CAP National Database

Category	Type of Activity	Sex	Age (by 2016)	Project Title / Number	1st Interview Date	2nd Interview Date	Venue of Activity	Residency of Participant	Organisation of the Participant
TCA	Training course	Male	23	Communication Matters II Training Course	26.02.2016	15.05.2016	Malta	Ankara-Kırıkkale	Natural Life Association
TCA	Seminar / Conference	Male	42	Peer Learning on Work with Young People in Closed Institutions	22.02.2016	13.05.2016	Letonia	Karaman	Karaman Aile ve Sosyal Politikalar İl Müdürlüğü
TCA	Partnership Building Activity	Female	28	Making the Difference 3: A North-South Partnership Building Activity	19.05.2016	25.08.2016	Portugal	Kilis	Green Crescent Association
TCA	Seminar / Conference	Male	33	Formal-Non-Formal Youth Work in School Seminar	23.04.2016	26.07.2016	Estonia	Bursa	Bursa İl Milli Eğitim Müdürlüğü
TCA	Training course	Male	39	NFL-Business Training Course for Youth Workers	9.05.2016	21.06.2016	Poland	Artvin	Hopa Halk Eğitim Merkezi
TCA	Training course	Female	28	Life Love Youthpass 2 Training Course	27.02.2016	13.05.2016	Spain	Balıkesir	Gençlik Sosyal Gelişim Derneği
KA1 YWM	Training course	Female	23	Lifeline Water (Cansuyu) (2015-2-TR01-KA105-023199)	18.02.2016	31.05.2016	İstanbul/ Turkey	Ankara	Özgürlük Araştırmaları Derneği
KA1 YWM	Training course	Male	28	Non Formal Education of The Physically Handicapped in Sport (2015-3-TR01-KA105-024777)	20.04.2016	2.07.2016	Çanakkale/ Turkey	Çanakkale	Aktif Gençlik ve Spor Kulübü Derneği
KA1 YWM	Training course	Female	21	Keep Educate Your Skills about Employment (2015-3-RO01-KA105-022654)	18.04.2016	18.06.2016	Romania	Ankara	Aktif Gençlik ve Spor Kulübü Derneği
KA1 YWM	Training course	Female	26	Reducing Early School Leaving Through Art (2015-3-TR01-KA105-024498)	14.06.2016	25.08.2016	Gaziantep/ Turkey	Gaziantep	Dramatopia

Annex 2: List of other Interviewees

Category	Type of Activity	Sex	Age (by 2016)	Project Title / Number	1st Interview Date	2nd Interview Date	Venue of Activity	Residency of Participant	Organisation of the Participant
TCA	Training Course	Female	28	Piece of Peace in Piispala Training Course	16.01.2016	10.04.2016	Finland	Isparta	Süleyman Demirel Üniversitesi
TCA	Training of Trainers	Male	28	Training of Trainers for European Erasmus+: Youth in Action Projects 2015/2016 Training Course 2nd Seminar	10.02.2016	7.06.2016	Germany	İstanbul	Arel Üniversitesi
TCA	Training of Trainers	Female	28	Training of Trainers for European Erasmus+: Youth in Action Projects 2015/2016 Training Course 2nd Seminar	10.02.2016	6.06.2016	Germany	Eskişehir	Gençlik Hakları Derneği
TCA	Long-Term Training course	Male	40	7th Sense	18.02.2016	10.05.2016	Italy	Ankara	Eğitim 2023
TCA	Conference	Male	29	On track - Different youth work approaches for different NEET situations	10.04.2016	13.06.2016	Slovakia	Bursa	Bursa Valiliği
TCA	Conference	Male	33	On track - Different youth work approaches for different NEET situations	10.04.2016	10.06.2016	Slovakia	İstanbul	75. Yıl Cumhuriyet Meslek Lisesi
KA1 YWM	Contact making	Male	22	Contact Making Event for Cultural Diversity Projects (2015-3-TR01-KA105-024199)	10.04.2016	11.06.2016	Istanbul/Turkey	İstanbul	Civil Society Organisation
KA1 YWM	Contact making	Female	23	Contact Making Event for Cultural Diversity Projects (2015-3-TR01-KA105-024199)	12.04.2016	11.06.2016	Istanbul/Turkey	İstanbul	Civil Society Organisation
KA1 YWM	Training course	Male	20-29	Keep Educate Your Skills about Employment (2015-3-RO01-KA105-022654)	19.04.2016	13.07.2016	Romania	Ankara	Aktif Gençlik ve Spor Kulübü Derneği
KA1 YWM	Training course	Male	47	Non Formal Education of The Physically Handicapped in Sport (2015-3-TR01-KA105-024777)	20.04.2016	18.06.2016	Çanakale/Turkey	Çanakkale	Aktif Gençlik ve Spor Kulübü Derneği
TCA	Training course	Male	31	Youthful Europe" – South Mediterranean Edition Training Course	23.04.2016	15.06.2016	Tunisia	İstanbul	Maltepe Gençlik Merkezi
KA1 YWM	Training course	Female	20-29	JuKaVa nonformal method – learning through playing (2015-3-RO01-KA105-022888)	5.05.2016	28.07.2016	Romania	Düzce	Akder
KA1 YWM	Training course	Female	30	Reducing Early School Leaving Through Art (2015-3-TR01-KA105-024498)	13.06.2016	25.08.2016	Gaziantep/Turkey	Gaziantep	Dramatopya

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