

# RAY Research Project on Research-based Analysis and Monitoring of Erasmus+: Youth in Action

**(RAY-MON)**  
Final Report - 2016

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

**Research-based analysis and monitoring of Erasmus+: Youth  
in Action E+/YiA (RAY-MON)**

**TURKEY NATIONAL REPORT 2016**

**Turkish National Agency**

Programme Monitoring Unit  
Youth Mobility Unit  
Youth Work Unit

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## Contents

<b>Abbreviations .....</b>	<b>5</b>
<b>Introduction.....</b>	<b>7</b>
<b>1. Research-based Analysis and Monitoring of Erasmus+: Youth in Action (RAY) 9</b>	
1.1 What is RAY? .....	9
1.2 Aims and objectives of the RAY Network .....	9
1.3 RAY research activities .....	11
2.1 What is RAY-MON? .....	12
2.2 Aims and objectives.....	12
2.3 Research questions.....	13
2.4 Research design.....	14
2.5 Profile of the sample .....	15
2.6 Planned outputs .....	16
2.7 Youth work within E+/YiA and non-formal education/learning .....	17
<b>3. Youth Work in Turkey .....</b>	<b>19</b>
<b>3.1. Youth work within the context of youth policy in Turkey .....</b>	<b>20</b>
<b>3.2. Institutional background .....</b>	<b>23</b>
<b>3.3. Actors of youth work in Turkey .....</b>	<b>28</b>
3.3.1. <i>Public actors</i> .....	28
3.3.2. <i>Civil actors</i> .....	31
3.3.3. <i>Private actors</i> .....	36
3.3.4. <i>Other actors</i> .....	36
3.3.5. <i>National Youth Council of Turkey</i> .....	37
<b>3.4. Youth work practice in Turkey .....</b>	<b>38</b>
<b>4. RAY-MON Country Study: Turkey .....</b>	<b>40</b>
<b>5. RAY-MON Turkey: Preliminary Findings .....</b>	<b>46</b>
5.1. Information sources, expectation from and motivation for the activities .....	46
5.2. General evaluation of the project .....	49
5.3. Learning in the project and competence development.....	51
5.4. Project impact .....	55

<b>5.5 A Comparative Look at the Project Types .....</b>	<b>60</b>
<b>6. The perspective of the Project Leaders.....</b>	<b>76</b>
<b>7. Towards the recognition and validation of youth work and non-formal and informal learning: YOUTHPASS.....</b>	<b>87</b>
<b>Conclusions.....</b>	<b>94</b>
<b>ANNEX: THE EVALUATION OF THE PROJECTS FUNDED BY THE TURKISH NATIONAL AGENCY .....</b>	<b>96</b>
<b>References .....</b>	<b>103</b>

## Abbreviations

CSOs	Civil Society Organisations
CoE	Council of Europe
DOKAP	Eastern Blacksea Project Regional Development Administration
DOP	Eastern Anatolia Project Regional Development Administration
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
KA2	Key Action 2
KA3	Key Action 3
KOP	Konya Plain Project Regional Development Administration
NA	National Agency
NGOs	Nongovernmental Organisations
NYC	National Youth Council
RAY	Research-based Analysis and Monitoring 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**

Turkish National Agency has been a partner of the *Research-based Analysis and Monitoring of Erasmus+: Youth in Action Programme - RAY Network* since 2012. Within the context of the partnership with the RAY Network, Turkish National Agency has been conducting a series of research projects developed in a way 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.

This report is prepared to share the findings of one of the RAY Network projects, namely the Research-based analysis and monitoring of Erasmus+: Youth in Action E+/YiA (RAY-MON). In this regard, this report is 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 Research-based analysis and monitoring of Erasmus+: Youth in Action E+/YiA (RAY-MON) 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-MON 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-MON research in Turkey, the fifth part elaborates on the analysis of the findings.





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

### **1.1 What is RAY?**

*Research-based Analysis of Erasmus+: Youth in Action* (RAY) is a joint research initiative within the context of the Youth in Action Programme. It was initiated in 2007 in order to explore (learning) processes and effects as well as the implementation of the Youth in Action Programme of the European Union (2007 to 2013).<sup>1</sup> The RAY initiative is self-governed through a network, RAY Network, consisting of 31 National Agencies<sup>2</sup> of Erasmus+: Youth in Action Programme from 29 countries and their research partners<sup>3</sup>.

Until 2014, RAY Network conducted research primarily on the effects of Youth in Action (YiA) Programme on the actors involved, such as the project participants and project leaders, with respect to competence development and learning (processes) and measures fostering learning in YiA projects.<sup>4</sup> Furthermore, RAY studied the implementation of the YiA Programme and of its funded projects, in a way to contribute to the monitoring of the Programme.<sup>5</sup> With the initiation of the Erasmus+ Programme, the RAY Network has adopted its research framework to the Erasmus+: Youth in Action Programme (2014 to 2020).

### **1.2 Aims and objectives of the RAY Network<sup>6</sup>**

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

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<sup>1</sup> RAY Network Mission Statement, Final Draft, Version 25.4.2016.

<sup>2</sup> 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.

<sup>3</sup> The RAY Network study is coordinated by the University of Innsbruck in cooperation with GENESIS (Generation and Educational Science Institute).

<sup>4</sup> RAY Network Mission Statement, Final Draft, Version 25.4.2016.

<sup>5</sup> Previous publications of the RAY Network can be found at <http://www.researchyouth.net/publications/>.

<sup>6</sup> 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<sup>7</sup>:

- Research-based analysis and monitoring of Erasmus+: Youth in Action (E+/YiA), which is a further development of the main activity of the RAY Network between 2009 and 2013 (the ‘Standard Surveys’), aimed at contributing to monitoring and developing E+/YiA and the quality of projects supported by it (RAY-MON)<sup>8</sup>;
- A research project on the long-term effects of E+/YiA on participation and citizenship of the actors involved, in particular on the development of participation and citizenship competences and practices (RAY-LTE)<sup>9</sup>;
- A research project on competence development and capacity building of youth workers and youth leaders involved in training/support activities in E+/YiA (RAY-CAP)<sup>10</sup>, in a way to cover the effects of E+/YiA on the organisations involved in a separate module.

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<sup>7</sup> <http://www.researchyouth.net/scope/>.

<sup>8</sup> This activity is a joint activity of all RAY Network partners.

<sup>9</sup> Participant countries of the RAY-LTE are Austria, the Czech Republic, Estonia, Finland, France, Germany, Hungary, Italy, Malta, the Netherlands, Slovenia and Sweden.

<sup>10</sup> 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.

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

Research-based Analysis and Monitoring of Erasmus+: Youth in Action (RAY-MON) 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). This research project aims to explore a broad scope of aspects of the Erasmus+: Youth in Action Programme (E+/YiA) in order to contribute to practice development, to improving the implementation of E+/YiA and to the development of the next programme generation. This project is a further development of the ‘Standard Surveys’ conducted with participants and project leaders/teams within Youth in Action (2007-2013) and is a joint activity of all RAY Network partners.

## **2.2 Aims and objectives**

The aim of this project is to contribute to quality assurance and quality development in the implementation of E+/YiA, to evidence-based and research-informed youth policy development and to a better understanding of learning mobility in the youth field.

The objectives of this project are to explore:

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

### 2.3 Research questions

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

- What are the effects of E+/YiA projects on participants, project leaders/team members and their organisations/groups as well as on the local environments of these projects?
- What is the environment of Youth in Action projects, in particular with respect to the access to E+/YiA, the development of projects, the profile of actors and organisations involved in the projects, the management of the projects and the support provided by the funding structures?
- How could the findings from this study contribute to practice development, in particular in view of the implementation of E+/YiA and future Youth Programmes of the European Union?

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

- What are the effects of participating in E+/YiA projects on the development of competences participants as well as of project leaders/team members involved in E+/YiA projects? In particular, what are the effects of e+/YiA projects on their knowledge, skills, attitudes, values and behaviours?<sup>11</sup>
- What are the effects of participating in E+/YiA projects on educational and professional perspectives of participants as well as of project leaders/team members involved in E+/YiA projects?
- What are the effects of E+/YiA projects on youth workers and youth leaders involved – either as participants or as project leaders/team members – with respect to the development of (international) youth work competences?
- To which extent are E+/YiA projects in line with the objectives and priorities of the E+/YiA Programme? In particular, how do they contribute to participation of young people in democratic life, active citizenship, intercultural dialogue, social inclusion, solidarity and participation in the labour market as well as to the

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<sup>11</sup> The study refers to key competences for lifelong learning as defined by the European Parliament and the Council of the European Union (2006), complemented by other competence frameworks and models, in particular related to (international) youth work competences.

development of youth work, international cooperation in the youth field, recognition of non-formal and informal learning and youth policy development?

- How do these effects differ depending on the types of E+/YiA projects, the type of experience (going abroad for a project or being involved in a project at home with participants from abroad) and the countries of residence of participants and project leaders?
- What is the profile of participants, project leaders and projects involved in YiA projects, in particular with respect to their educational or professional status, socio-economic and demographic background, educational attainment and previous experience with learning mobility? What does this say about the access to the YiA Programme?

## **2.4 Research design**

In order to explore the research questions above, the research design is based on multilingual online surveys with project participants and project leaders/team members for the following reasons:

- Actors involved in projects funded through E+/YiA are surveyed two months or longer after the end of their project in order to provide for a more reflected and distant view at their experiences and the perceived effects. This implies that in case of international activities the actors involved in a project have returned to their countries of residence and would be difficult to contact for face-to-face interviews or group discussions.
- Multilingual online surveys allow a large majority of actors to complete the questionnaires in their native language (or in a foreign language which they understand sufficiently).
- Surveying both project participants and project leaders/team members of E+/YiA projects through two different but coherent and interrelated questionnaires provide for a triangulation of responses, in particular with respect to the perceived effects on the participants by comparing the self-perception of participants and the external perception of project leaders/team members.

These surveys are conducted on a regular basis during the programme duration (2014-2020) at least every second year, starting in 2015. In order to provide for comparable views on experiences and perceived effects of E+/YiA projects, participants and project leaders/team members are invited to participate in these surveys between two and ten months after the end of their project. Each survey cycle will cover a representative sample of a full year of funded activities. The first cycle of surveys cover projects ending in 2015. A transnational analysis of the data collected will also be published in 2016, appended by national analysis reports.

### **2.5 Profile of the sample**

These surveys provide data for effects as perceived by participants and project leaders. Further studies as to measure actual effects are envisaged during the course of E+/YiA. They might also be complemented by qualitative research methods at national level and/or, at a later stage, also at transnational level. As far as possible, existing research instruments will be adapted and used.

The analysis provide various differentiations, in particular:

- by (sub-)Actions (in particular new project formats)
- by ‘sending’ and ‘hosting’ experiences (sending = going to another country for a project; hosting = participating in a project in one’s own country of residence)
- by socio-economic, education-related, demographic and biographical characteristics of respondents
- by countries for selected aspects for which country specific contexts and background information is available

A standardised sampling procedure should ensure that the responses are comparable by country and between surveys. Smaller countries might need larger samples than bigger countries in order to arrive at meaningful results at national level. Different sample sizes need to be weighted for a transnational analysis.



The mechanism of sampling also try to avoid that the samples for the three RAY research projects are overlapping, i.e. that the same persons are surveyed for more than one RAY research project.

In order to be able to analyse the representativeness of the response data with respect to the profile of respondents (gender, age, educational and/or professional status, educational attainment, socioeconomic background, previous experience with learning mobility etc.) it is planned to develop an instrument to survey the actual profiles (anonymous survey on location of a representative sample of projects). This research instrument is being developed in order to be implemented for the second survey cycle in 2017/18.

In order to be better able to analyse a comparison of the response data by country a special study is envisaged for 2016/17 in order explore country specific characteristics that might have an influence on the findings of this study, e.g. youth work, youth mobility, youth policies, governmental/political system, educational system, labour market etc. This could provide for the development of a theoretical model for youth work and learning mobility of young people in Europe.

At the end of the third survey cycle a longitudinal comparison between the three survey cycles will be produced.

## **2.6 Planned outputs**

From the data collected within the framework of RAY-MON research, a number of reports at two levels will be prepared. At the RAY Network level, two transnational reports are planned to be published, discussing the findings in a comparative way for the participating countries of the RAY-MON research. At the national level, each participating country of the RAY-MON 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 Youth work within E+/YiA and non-formal education/learning**

RAY 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 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.

### **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”.<sup>12</sup> The vision of the Ministry is also developed accordingly as “for strong tomorrows; ensuring the training of a youth who is reading, thinking, questioning, able to express themselves, adopting sports, arts and science as a life style, open to development, respectful to differences, innovative, loyal to ethical values, participating in decision processes, utilising resources effectively, sensitive to environment, highly self-confident, happy, healthy and strong.”<sup>13</sup>

In this framework, Ministry of Youth and Sports has a wide range of duties that might have an impact on youth work and its practice in Turkey. Through its General Directorate of Youth Services, the Ministry is endowed with the duties of identification of the procedures and principles for the establishment of youth centres to serve young people, as well as youth and scouting camps, and organisation of activities to develop and promote these; developing proposals to ensure effective participation of young people in all aspects of social life; participating in, organising or supporting youth related activities such as meetings, courses, seminars and such, domestically or abroad, regarding youth; dealing with the procedures of registration, visa and transfer of youth associations; organising youth week activities; and maintaining relationships with civil society organisations working in the field of youth, with public institutions, local governments and related units of the universities.<sup>14</sup> In addition, different general directorates of the Ministry have the duties to conduct research on youth related issues and to organise and participate in the international youth activities.

General Directorate of Project and Coordination of the Ministry of Youth and Sports has a number of duties in relation to youth work in Turkey. This relates to project development, financial support to youth projects, and mobility of young people with fewer opportunities. In this context, the Ministry allocates funds for and supports youth projects, which targets personal and social development of young people, increasing

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<sup>12</sup> <http://www.gsb.gov.tr/Sayfalar/100/10/strateji.aspx>

<sup>13</sup> <http://www.gsb.gov.tr/Sayfalar/100/10/strateji.aspx>

<sup>14</sup> Governmental Decree No. 638 on the Organisation and Duties of the Ministry of Youth and Sports, 8 June 2011, Official Journal No: 27958.

effective participation in decision-making and implementation processes, as well as all areas of social life, and realisation of innovative ideas. The Ministry supports projects on the themes of addiction, scientific research, volunteering, education/training, culture and arts, healthy life and sports, social adaptation and others.<sup>15</sup>

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<sup>16</sup> namely “formal education”, which covers pre-school, primary, secondary and tertiary education institutions and is given to particular age groups through systematic and organised curricula; and “informal education”<sup>17</sup> composed of two complementary components, namely general and professional-technical. Informal education is defined by the Ministry as “all the education, teaching, production, consultancy and implementation activities for those who has never been to or at a particular level of, or already left or completed formal education, in line with their interest, enthusiasm and abilities in a way to provide their lifelong economic, social and cultural development for a variety of durations and at different levels.”<sup>18</sup> Informal education falls into the competence area of General Directorate of Lifelong Learning in the Ministry and The Social, Cultural Education and Activities Directorate of the General Directorate has the duties of conducting activities on the culture and awareness of lifelong learning; planning and implementing education,

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<sup>15</sup> Ministry of Youth and Sports, Administration Activity Report, 2015. Available at: [http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015\\_yili\\_faaliyet\\_raporu.pdf](http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015_yili_faaliyet_raporu.pdf).

<sup>16</sup> Article 18 of the Basic Law on National Education No. 1739, dated 14.06.1973, Official Journal No: 14574.

<sup>17</sup> Article 40 and 41 of the Basic Law on National Education No. 1739, dated 14.06.1973, Official Journal No: 14574.

<sup>18</sup> Article 3(p) of the Ministry of Education Regulation for Informal Learning Institutions, published in the Official Journal No: 27587 on 21.5.2010, and as amended by being published in Official Journal No: 28360 on 21.07.2012.

teaching and socio-cultural activities related to children, young people and families; organising courses and activities related to the acquisition of lifelong learning basic skills; working on researching and keeping alive of national culture; and, coordinating with other units regarding the work and procedures of the directorates of Public Education centres and technical institutes for girls.<sup>19</sup> Informal education activities are implemented by the provincial and district directorates of the Ministry through public education centres.

*Centre for EU Education and Youth Programmes of the Ministry for EU Affairs*, also known as the Turkish National Agency, is another governmental institution that has direct support mechanisms for the actors of youth work in Turkey, especially through the funds and training opportunities it provides for young people, youth workers, youth leaders and representatives of public and civil organisations working with and for young people, within the context of EU Erasmus+ Programme. It was established in 2003, with the Law No.4968 amending the Governmental Degree No. 540 on the Establishment and Duties of State Planning Organisation. Its primary mission is “together with other countries and international organisation, primarily with the European Union, to implement the programmes providing financial support, learning and mobility opportunities in the fields of education and youth.”<sup>20</sup> In this context, it fulfils the functions of;

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

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<sup>19</sup> <http://hbogm.meb.gov.tr/www/sosyal-kulturel-egitimler-ve-faaliyetler-daire-baskanligi/icerik/269>.

<sup>20</sup> <http://www.ua.gov.tr/kurumsal/misyon-ve-vizyon>

disseminate and share the knowledge and experience gathered from the above mentioned activities.

The vision of the Turkish National Agency 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, Turkish National Agency 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.<sup>21</sup> The vision of the Youth Centres is to contribute to bringing up a youth, who loves the nation; can think freely; is loyal to national and moral values; adopts republic and democracy; and, is equipped.<sup>22</sup>

According to the 2015 Administration Activity Report, there are 215 youth centres functioning under the system of the Ministry of Youth and Sports. All the young people within the age bracket of 14-29 can be a member of the Youth Centres and benefit from the all activities free of charge. Number of members of the Youth Centres of the Ministry has skyrocketed from 11.614 in 2002 to in 1.270.070 in 2015. %49 of the members are women and %51 is men.<sup>23</sup>

The activities conducted by the Youth Centres of the Ministry of Youth and Sports is categorised into academy training programme (workshops on values education;

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<sup>21</sup> Ministry of Youth and Sports, Administration Activity Report, 2015. Available at: [http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015\\_yili\\_faaliyet\\_raporu.pdf](http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015_yili_faaliyet_raporu.pdf).

<sup>22</sup> <http://genclikmerkezi.gsb.gov.tr/site/vizyon.aspx>

<sup>23</sup> Ministry of Youth and Sports, Administration Activity Report, 2015, p. 43-44. Available at: [http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015\\_yili\\_faaliyet\\_raporu.pdf](http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015_yili_faaliyet_raporu.pdf)

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

In addition, Ministry of Youth and Sports works on “developing, and increasing the numbers of, youth-focused and modern Youth Camps which define development duties and respond to social, sportive, cultural and personal needs, and on increasing their numbers country-wide.”<sup>24</sup> The vision of the youth camps is to become one of the most effective and active institutions on the way to healthy generations with high levels of self-confidence, who grasp the democratic values together with national and moral values.<sup>25</sup> By 2015, 12 sea and 15 nature camps, founded to ensure that young people spend their free time with various social, cultural and sportive activities were organised and a total number of 56.000 young people attended the camps.<sup>26</sup> 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<sup>27</sup>, which is defined in a way to cover “all educational activities organised in addition to/or outside formal education” in the Basic Law of National Education and which consists of two basic parts as “general and vocational – technical.” The duties of these institutions are identified by the “Ministry of National Education Regulation for Non-formal Education

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<sup>24</sup> <http://genclikkamplari.gsb.gov.tr/Modul/MisyonVizyon.aspx>

<sup>25</sup> <http://genclikkamplari.gsb.gov.tr/Modul/MisyonVizyon.aspx>

<sup>26</sup> Ministry of Youth and Sports, Administration Activity Report, 2015. Available at: [http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015\\_yili\\_faaliyet\\_raporu.pdf](http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015_yili_faaliyet_raporu.pdf)

<sup>27</sup> Basic Law of National Education No. 1739, published in the Official Journal No. 14574 dated 24.06.1973, Article 18 and 41.

Institutions”<sup>28</sup> and their activities cover all the citizens who “have never been to, or at any level of, or left that level of formal education.”<sup>29</sup> One of those institutions is the “Public Education Centres”, affiliated to the General Directorate of Lifelong Learning of the Ministry of National Education.

Although they do not only target young people, but also children, elderly and families, and they reflect different characteristics compared to the non-formal learning approach defined within the context of the European youth work, some of the duties of the Public Education Centres bear the potential to contribute to the youth work in Turkey. For example, to help their target group “to acquire the understanding and habits of living collectively, solidarity, cooperation, working together and getting organised” is amongst the duties of the Public Education Centres.<sup>30</sup> In addition, in a way to reflect the emphasis put on Lifelong Learning understanding, “to ensure individuals’ scientific, entrepreneurial, technological, economic, social, cultural development, and help them acquire the habits of spending and using their free times in an efficient way, to provide the opportunity for them to develop their skills with the understanding of lifelong learning” is also listed among the aims of the non-formal education activities organised by these institutions.<sup>31</sup>

### *Municipalities*

Municipalities play a role in the implementation of policies regarding youth and enhancing youth participation at the local level. In this context they are one of the public actors of youth work. Local governments are required to establish “City Councils”, which composes of professional associations of public institutions, trade unions, notaries, universities, relevant nongovernmental organisations, political parties, public institutions and representatives of neighbourhood headmen and other interested

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<sup>28</sup> Ministry of National Education Regulation on Non-formal Education Institutions, published in the Official Journal No. 27587 dated 21.5.2010 and amended by being published in the Official Journal No. 28360 dated 21.07.2012.

<sup>29</sup> Basic Law of National Education No. 1739, published in the Official Journal No. 14574 dated 24.06.1973, Article 40.

<sup>30</sup> Basic Law of National Education No. 1739, published in the Official Journal No. 14574 dated 24.06.1973, Article 40.

<sup>31</sup> Ministry of National Education Regulation on Non-formal Education Institutions, published in the Official Journal No. 27587 dated 21.5.2010 and amended by being published in the Official Journal No. 28360 dated 21.07.2012, Article 4g.

persons.<sup>32</sup> The Regulation on the City Councils<sup>33</sup> guarantees the establishment of Youth Councils and Women Councils as working groups, through which municipalities support the development of local youth work. In addition, different municipalities take initiatives to provide activities and opportunities for young people: They open youth centres; provide counselling services; initiate youth camps, trips, sports tournaments; and organise training seminars and international youth camps (Certel, 2007: 22).

### *Other public institutions*

There are also a number of *other public institutions* that can be identified with their youth work related practices. Different ministries and their provincial directorates, European Union departments under the governors' offices, international project offices of the public, as well as private, universities organise activities and develop projects that could be considered within the context of youth work. For example, as a part of their competences, Regional Development Administrations affiliated to the Ministry of Development can establish "youth houses" to provide local young people opportunities and environments, "where they can develop as active citizens and are supported in their personal, social and educational development."<sup>34</sup> The activities of these youth houses focus on themes such as capacity building, social and cultural development, employment and social sensitivity. For example, implemented within the context of the Southeastern Anatolia Project, GAP Youth Cultural Houses Project reached 225,211 young people between the period of May 2001-December 2015.<sup>35</sup>

### *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.

*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

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<sup>32</sup> Article 76 of the Municipality Law No. 5393, adopted in 2005.

<sup>33</sup> Issued by Ministry of Interior on 8 October 2006 and published in the Official Journal No. 26313.

<sup>34</sup> <http://www.gap.gov.tr/en/gap-youth-houses-page-18.html>

<sup>35</sup> <http://www.gapgenclikevleri.org/wp-content/uploads/2016/05/2015-FR.pdf>



and common reason, without the intention to share profit and which is not prohibited by law.”<sup>36</sup> Real or legal persons having legal ability have the right to form associations without prior permission<sup>37</sup>, in other words, those over 18 can establish and become a member to associations in Turkey.

By November 2015, there are 109.553 active associations in Turkey.<sup>38</sup> Almost 11 million citizens in Turkey are members to associations, with a distribution of 20% female and 80% male members. The numbers show that 85.79% of the overall population has not have any association membership.<sup>39</sup> In addition, foreign civil society organisations can also establish representation offices in Turkey; but they cannot register any members nor can they have any organs such as general assembly, board of executives or board of supervisors.<sup>40</sup> The number of foreign civil society organisations permitted to operate in Turkey is 140.<sup>41</sup>

When the working fields of the associations are concerned, the numbers show that occupational and solidarity associations (33.668) take the lead. It is followed by sports and sport-related associations (21.039); those who work for religious services (21.039), humanitarian aid associations (6.253), education and research associations (6.127), culture, arts and tourism associations (5.637), personal teaching and societal development associations (2.555), those working in the field of health (2.478), those for the protection of environment, natural life, animals (2.278), support for social values associations (1.984), public works, city planning and development associations (1.735), rights and advocacy associations (1.621), those for disabled people (1.410), those which support public institutions and their personnel (1.249), opinion-based associations (1.185), those which function in the fields of food, agriculture and husbandry (675), international enterprises and cooperation associations (666), solidarity with Turks abroad associations (617), those working in the fields of elderly and children (336),

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<sup>36</sup> Article 2 of the Law of Associations No. 5253, adopted on 23 November 2004.

<sup>37</sup> Article 3 of the Law of Associations No. 5253, adopted on 23 November 2004.

<sup>38</sup> <https://www.dernekler.gov.tr/tr/Anasayfalinkler/faal-fesih-dernekler.aspx>

<sup>39</sup> <https://www.dernekler.gov.tr/tr/AnasayfaLinkler/dernek-uye-sayilarinin-turkiye-nufusu.aspx>

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[https://www.dernekler.gov.tr/media/templates/dernekler/images/Yabancı\\_STKlar\\_icin\\_Basvuru\\_Rehberi.pdf](https://www.dernekler.gov.tr/media/templates/dernekler/images/Yabancı_STKlar_icin_Basvuru_Rehberi.pdf)

<sup>41</sup> [https://www.dernekler.gov.tr/media/templates/dernekler/images/folder/izin\\_verilen\\_listesi\\_tr.xls](https://www.dernekler.gov.tr/media/templates/dernekler/images/folder/izin_verilen_listesi_tr.xls)

martyr's relatives and war veterans' associations (327), and children associations (16).<sup>42</sup> A previous study shows that in 2008, 3.500 associations included the word "youth" in their names (Baykuş, 2008: 53). The associations which aim to work in the youth field have to state it in their statute (Certel, 2007: 12).

The Department of Association categorises the staff of the associations according to working time in three groups: full-time employees, part-time employees and project-based employees. In this regard, the total number of staff employed in the associations is 48.731, which are divided into these three categories as 36.235, 3.655 and 8.841 respectively.<sup>43</sup> When the numbers of the salaried staff is compared to the volunteers, the numbers appear as 34.632 to 14.099.<sup>44</sup>

*Foundations* are "the communities of commodities which have legal personality due to allocation of sufficient commodities and rights, by real or legal persons, for a particular and continuous reason."<sup>45</sup> Two important components of a foundation are assets and a reason to allocate these assets for. They work under the competence of the General Directorate of Foundations under the Prime Ministry. In Turkey, there are five types of foundations: fused (*mazbut*), annexed (*mülhak*) new foundations, non-Muslim community and artisans' foundations.<sup>46</sup> Fused (*Mazbut*) Foundations refer to those ones to be administered and represented by the General Directorate under the Law 5737, and those ones which were founded before the enforcement date of the abolished Turkish Civil Law no 743 and are administered by the General Directorate of Foundations in accordance with the Foundations Law no. 2762; annexed (*Mülhak*) Foundations refer to those foundations which were set up before the enforcement date of the abolished Turkish Civil Law No. 743; Non-Muslim Community Foundations refer to those foundations that belong to the non-Muslim communities in Turkey, whose members are citizens of the Turkish Republic and that are vested with a legal body status under the Foundations Law No. 2762; Artisans' Foundations refer to foundations that were

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<sup>42</sup> <https://www.dernekler.gov.tr/tr/AnasayfaLinkler/derneklerin-faaliyet-alanina-gore.aspx>

<sup>43</sup> <https://www.dernekler.gov.tr/tr/AnasayfaLinkler/calisan-sayisi.aspx>

<sup>44</sup> <https://www.dernekler.gov.tr/tr/AnasayfaLinkler/calisan-sayisi.aspx>

<sup>45</sup> Article 101 of the Civil Law No. 4721, entered into force on 1 January 2002.

<sup>46</sup> Article 2 of the Law of Foundations No: 5737, published in Official Journal No. 26800 on the 27 February 2008.

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.<sup>47</sup>

**Table 1: General statistics on foundations in Turkey (2015)<sup>48</sup>**

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

By July 2016, there are also 21 foundations, which are founded abroad but has branches in Turkey. New foundations can be found in form of social assistance and solidarity foundations, environmental protection foundations, or multi-purpose foundations. Fund foundations, those which are established to assist their personnel, public foundations, foundation universities, foundations with tax exemptions, and profit seeking enterprises are also considered within the category of new foundations.<sup>49</sup> The activities realised by the new foundations are categorised into some sectors, namely education, social assistance, health, social service, socio-cultural and history, vocational training, arts, science and technology, environment, development, agriculture and husbandry, sports, law/human rights/democracy, and, assistance to personnel. Total number of activities of New Foundations in 2015 sums up to 14.257.

<sup>47</sup> Article 3 of the Law of Foundations No: 5737, published in Official Journal No. 26800 on the 27 February 2008.

<sup>48</sup> The data in this table is compiled from the foundation statistics collected by the General Directorate of Foundations. <http://www.vgm.gov.tr/>.

<sup>49</sup> <http://www.vgm.gov.tr/db/dosyalar/webicerik195.pdf>

**Table 2: Sectoral distribution of the 2015 activities of the New Foundations**<sup>50</sup>

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

The sectoral categorisation made by the General Directorate of Foundations does not give a clear idea about the extent of foundations which directly work for and with young people. However, a study conducted in 2006 states that there were 28 foundations which target young people or have the word “youth” in their names (Certel, 2007: 12). Some foundations also establish youth units, in which young people actively work with young people within the aims of the foundation (Baykuş, 2008: 53). Distribution of the foundations which own facilities and enterprises shows that in 2015 there were 16 boarding children’s houses and youth centres established by the foundations, as well as 125 education and course facilities.<sup>51</sup>

<sup>50</sup> The table is taken from the website of the General Directorate of Foundations, <http://www.vgm.gov.tr/db/dosyalar/webicerik199.pdf>.

<sup>51</sup> <http://www.vgm.gov.tr/db/dosyalar/webicerik276.pdf>

### 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 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.”<sup>52</sup> Under certain funding schemes such as the Erasmus+ Programme, informal groups can develop their youth work activities in line with certain criteria and become eligible for funding for these activities.

### 3.3.5. 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.<sup>53</sup> A National Youth Council, which is often run by young people, is an important representation mechanism to communicate and lobby for the views of young people at different levels of decision making, namely local, national, European and international levels; and to work for increased participation of young people in social and political life. In this regard, NYCs is an indispensable part of youth work and youth work practices in many countries.

In Turkey, a National Youth Council does not still exist, although the need to establish one has been voiced by a variety of 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

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<sup>52</sup> Erasmus+ Programme Guide, Version 1 (2017): 20/10/2016, pp. 22.

<sup>53</sup> Ministry of Youth and Sports, Administration Activity Report, 2015. Available at: [http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015\\_yili\\_faaliyet\\_raporu.pdf](http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015_yili_faaliyet_raporu.pdf).

among them”<sup>54</sup>. It is also stated in the same document that following the adoption of the regulation in this context, the Youth Council is going to start its activities. It is planned by the Ministry of Youth and Sports that the Youth Council which is planned to be established will have a general assembly and an advisory committee which will totally be composed of the representatives of civil society organisations, and the head of the Youth Council will be elected by the general assembly. In terms of the executive board, only one of the nine members is foreseen to be the representative of the Ministry.<sup>55</sup>

### **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

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<sup>54</sup> Ministry of Youth and Sports, Administration Activity Report, 2015. Available at: [http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015\\_yili\\_faaliyet\\_raporu.pdf](http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015_yili_faaliyet_raporu.pdf).

<sup>55</sup> Ministry of Youth and Sports, Administration Activity Report, 2015. Available at: [http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015\\_yili\\_faaliyet\\_raporu.pdf](http://www.gsb.gov.tr/Public/Edit/images/GSB/201602/2015_yili_faaliyet_raporu.pdf).

the associations, as well as of the foundations, in Turkey are very limited. For example, it is possible to observe that almost two thirds of the associations in Turkey do not have any staff. In addition, working for the association without being paid is also a common trend, which shows the limited financial resources of the associations and which appears like an important factor to curb their capacities of institutionalisation. It is also possible to see that projects implemented by the associations appears to be an important financial source for increasing associations' human resource capacities.

In terms of the content of youth work practices in Turkey, there are only limited number of studies and research. The current literature mostly focuses on approaches to youth (Neyzi, 2001; Neyzi, 2011, Lüküslü, 2008; Lüküslü, 2015), volunteering (Tarih 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 research conducted in Turkey are intended to be a valuable contribution in this regard.



#### **4. RAY-MON Country Study: Turkey**

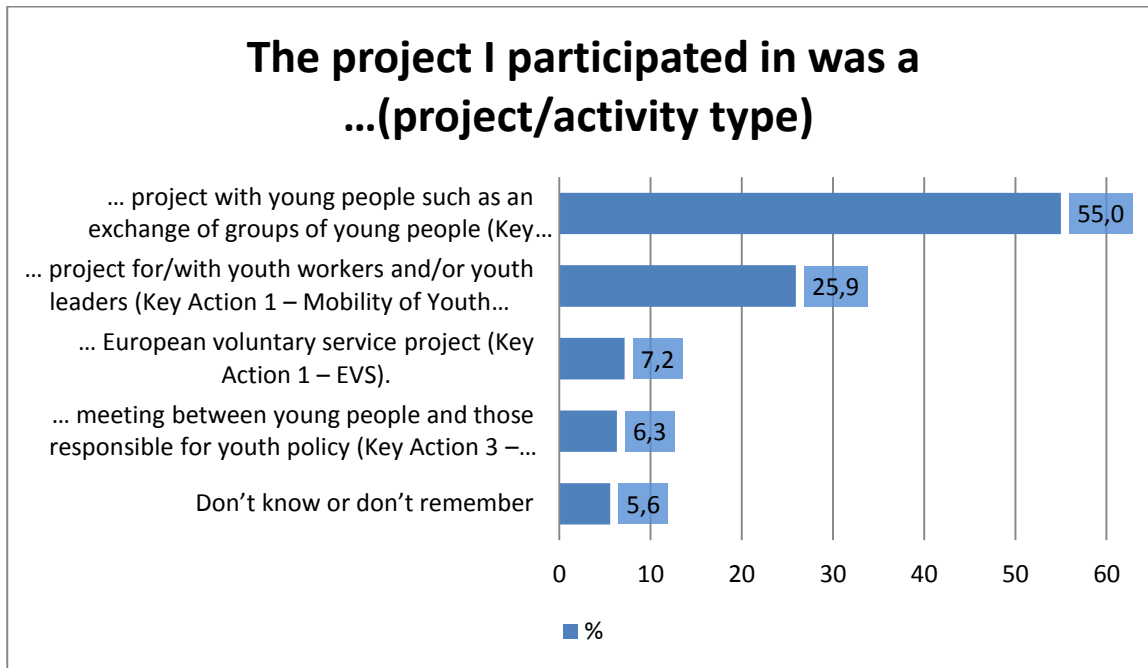
Within the context of the RAY-MON research, two online questionnaires were implemented in October / November 2015 and May 2016. The questionnaire was filled in by **1411 participants** (out of **7394 KA1, KA3 and TCA project participants and 928 KA1 project leaders who were invited**) participated in the Erasmus+ Youth projects with activity end dates in 2015.<sup>56</sup> The first survey wave (PP: October/November 2015) was planned to involve participants of projects ending between 1 January and 31 July 2015. The second survey wave (May 2016) was planned to involve participants of projects ending between 1 July and 31 December 2015.

This sample is composed of the individuals who were residing in Turkey when they participated in the project and it excludes the individuals who participated in the projects hosted in Turkey but were residing in another country at the time of the project application. Thus, as the sample shows, the findings and analysis presented in this National Report examine the impact of the Youth in Action Programme on the young people in Turkey. Percentage distribution of the sample according to activity and action types can be seen in Graph 1.

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<sup>56</sup> Those numbers are the numbers gathered and used in the analysis after the missing; erroneous and problematic responses to the questionnaires were cleaned and data was organised.

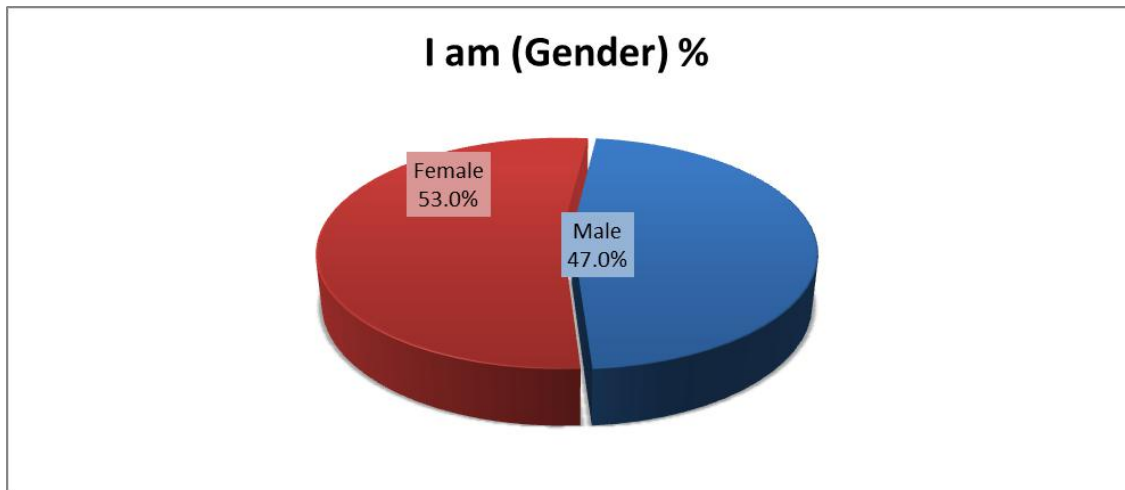
**GRAPH 1. Type of Activity by Participants**



As seen in the Graph 1, more than half of the respondents have participated in a project with young people such as an exchange of groups of young people (Key Action 1 – Youth Exchanges) with 55 %. The second biggest group is the participants of project for/with youth workers and/or youth leaders (Key Action 1 – Mobility of Youth Workers or a TCA activity) with 26% of the respondents. European Voluntary Service project (Key Action 1 – EVS) and meetings between young people and decision-makers in the field of youth (Key Action 3 – Structured Dialogue) participants are much less in the respondent set, with 7% and 6% respectively. However, as the sample size is rather big with 1411 respondents, even the smallest groups correspond to 101 and 89 participants; therefore these groups are taken into analysis.

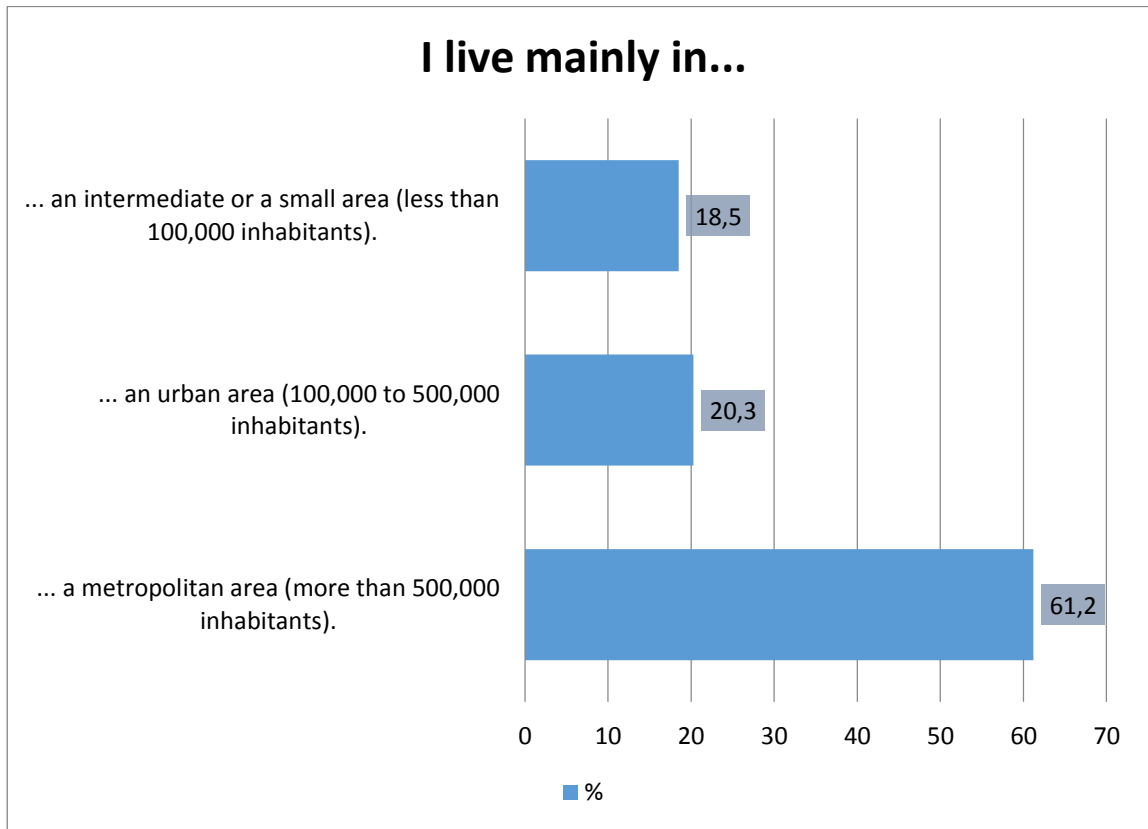
The gender distribution of the respondents of the surveys is rather balanced. While the 53% of the respondents are male, the remaining 47% are female (Graph 2).

**GRAPH 2. Gender Distribution of Respondents**



Majority of the participants in the RAY survey live in metropolitan areas with a population of 500 000 or more, (61 %) while the percentage of participants coming from medium towns (population 100 000 to 500 000) and smaller areas (population less than 100 000) are rather close to each other (20% and 19% respectively) (Graph 3).

**GRAPH 3. Residence of Respondents**

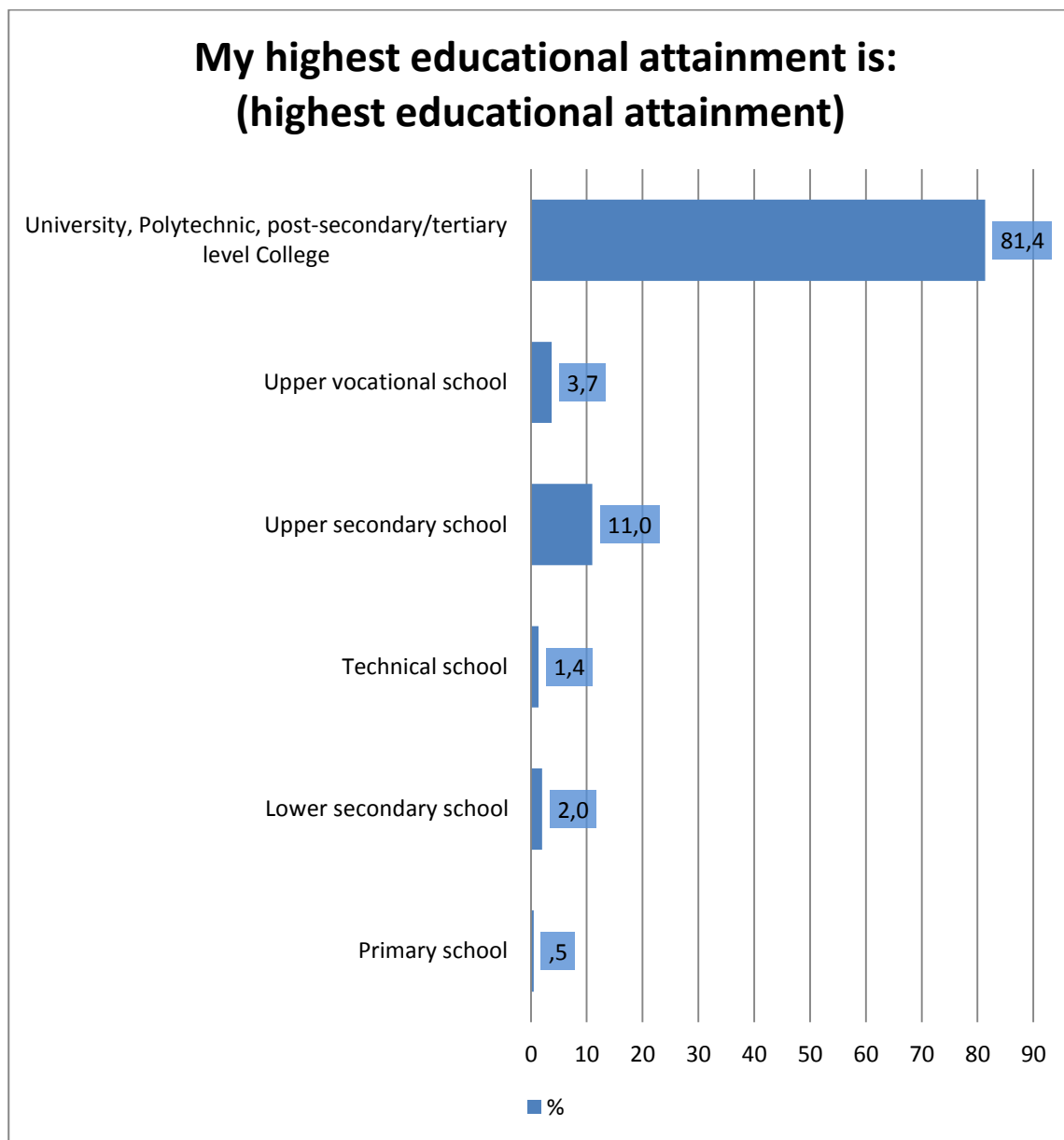


The educational attainment levels of the respondents are very high. Majority of the respondents are university level and even higher. There are two possible explanations for this issue. First is a methodological shortcoming in terms of sampling. RAY-MON surveys are being emailed to EACH and EVERY ex-participant of ALL E+ Youth in Action projects in 2015, but participation in these surveys are completely voluntary. Therefore, the representativeness of the sample is rather problematic, as it only includes those individuals who are willing to take the time and energy to answer such a long survey as well as those who have sufficient technology and internet connection. Higher levels of education are generally correlated with survey response rates. In other words, those with higher education levels tend to answer the surveys more.

However, there is also the evidence from the youth work field. First of all, the education levels of project participants in youth projects are high overall. Youth projects are attracting more and more young individuals with high levels of education and the volunteer and participant profiles are changing in the direction of high education. This is

a phenomenon that is well documented and elaborated (for a recent discussion on the increasing educational profile of young people and youth projects, see Senyuva and Nicodemi, “I have a Diploma, now I need a YouthPass” in *the Youth Knowledge Volume on Learning Mobility and Social Inclusion*). On top of this general trend, Turkey also has a special situation. Young people with Turkish passports need to go through detailed and difficult visa procedures when travelling to other European countries for projects. Young people who are students are more likely to get visa approvals, which in return makes the organizations favour participants within education system.

**GRAPH 4. Educational Levels of Respondents**



## 5. RAY-MON Turkey: Preliminary Findings

### 5.1. Information sources, expectation from and motivation for the activities

Turkey is a very big country with a sizeable youth population. Getting the information across to young people and inform that about the possibilities of youth projects is a rather difficult task. When the data is analysed, *it appears that the participants use a mix of information channels to learn about the projects they participate.* (Graph 5)

**GRAPH 5. Information Sources**



*The youth organizations/associations are the most common source of information for participants (38 %) followed by social and friendship groups (31 %). It appears that young people, probably those who already participate in youth projects tend to encourage and inform their friends about project possibilities.*

*Almost **1 out of 10 project participants** indicate that they have learnt about their project through Turkish National Agency. This is an important finding, indicating that young people do not see the Turkish National Agency only as a funding and accrediting authority, but also a potential source of information to participate in youth projects.*

*Young people participate in projects for new experiences, meeting new people and learning new things...*

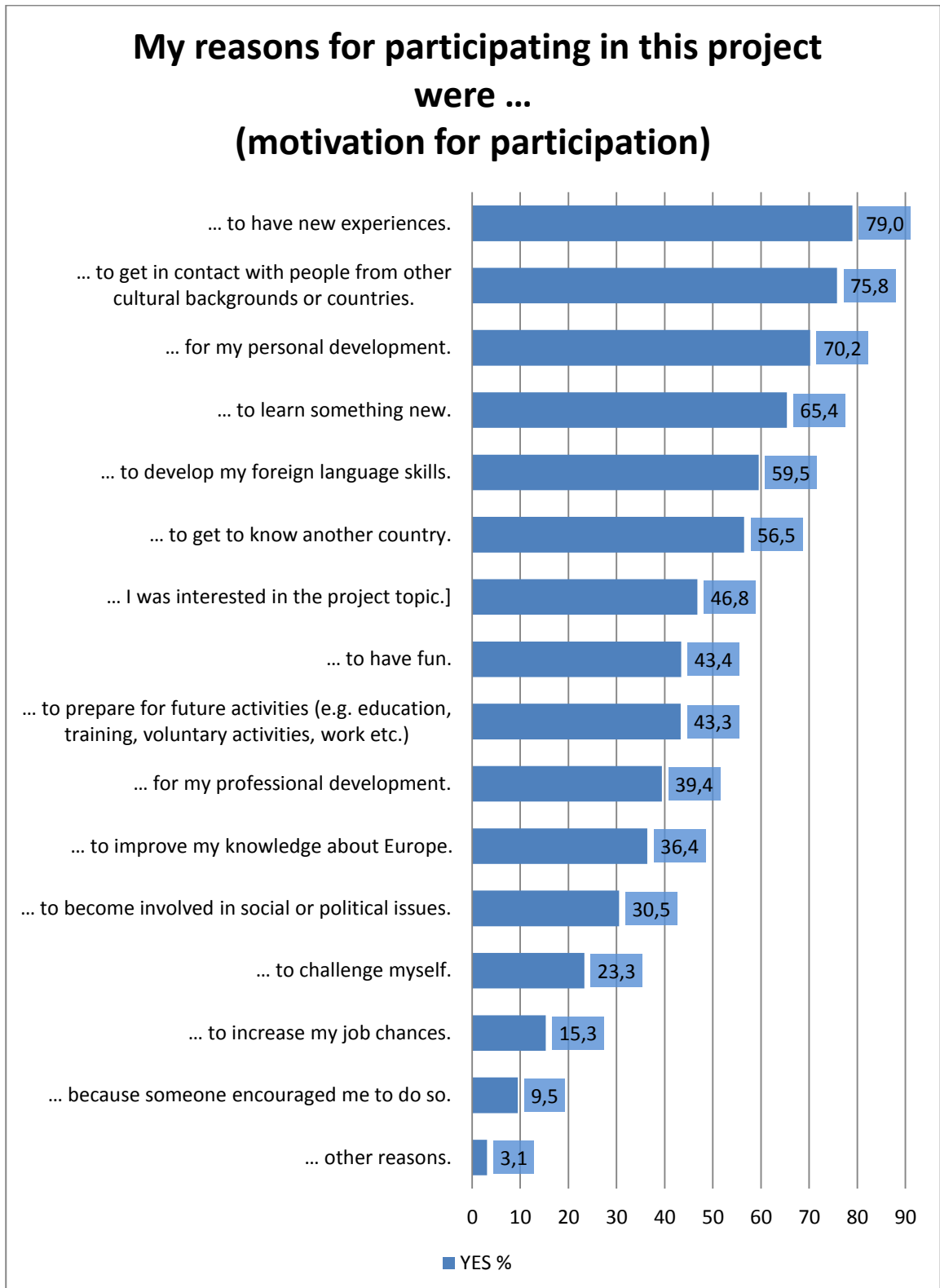
When the principal motivations for participating in a youth project is questioned, it appears that the key word is *new*. The main motivation for participating in youth projects is experiencing, meeting, discovering and learning *new* things and people.

As Graph 6 demonstrates, the most popular answer for motivation in participating is *to have new experiences* with 79 %. This is closely followed by *to get in contact with people from other cultural backgrounds* with 76 %. **7 out of 10 young people** participated in their project *for their personal development* and **65%** *to learn something new*.

A major issue is that young people do participate in youth projects mainly with their own initiatives, albeit with different motivations. Only **1 out of 10** of the respondents indicated that their motivation was on the encouragement of other people, while **90 %** indicates that they have participated in such a project through their own decision, desire and motivation, which is a very positive and strong indicator. This issue is also important read together with graph 5, sources of information. *It is clear that young people are the principle actors in reaching the information, making the decision, and participating in a youth project.*

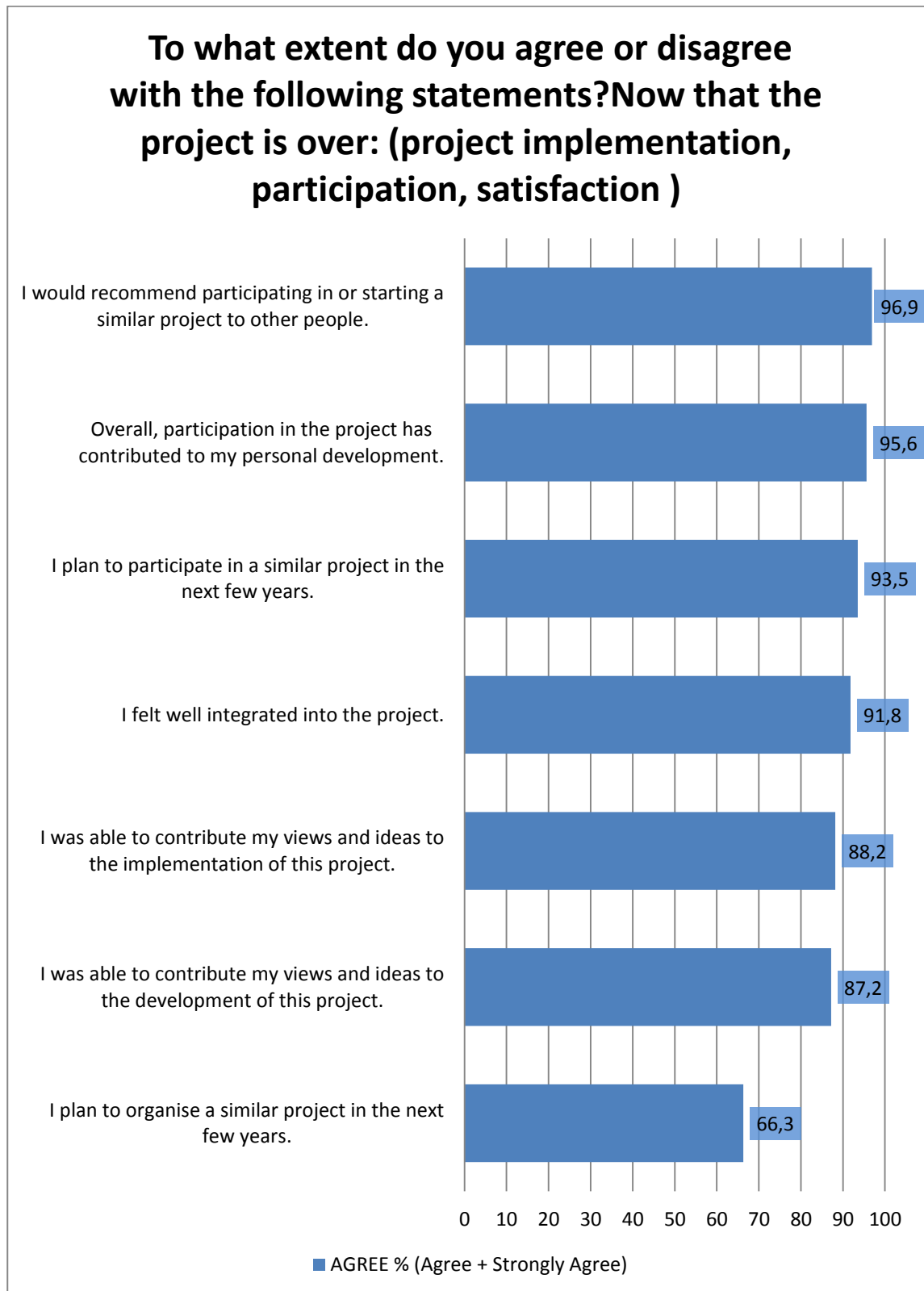


**GRAPH 6. Motivation to Participate** (multiple answers possible)



## 5.2. General evaluation of the project

GRAPH 7. General Evaluation and Satisfaction



*The participants have **very high levels of satisfaction** from the projects they participated in. As seen in graph 7, the positive evaluations on the project are all above 85 %, with the exception of organizing a similar project (which is a technical and more responsibility indicating option). As indicated earlier, the **multiplier effect is very high: 97% of the respondents would recommend to participate in a similar project to other people.***

*96% of the respondents believe that their participation **contributed to their personal development.** And finally, 94% of the respondents **state that they would like to participate in a similar project,** which is another very strong evidence for the high levels of satisfaction from the project experience.*

*Young people continue to participate in similar projects, and they also like to advance their participation through different types of projects and assume different roles. When asked about previous project experience, almost half of the respondents indicate that they **did participate in a similar project in the past (45 %)** while for the 55% of the respondents; the project was their first experience. However, the majority of the first time participants are in the KA1 projects, which are mainly youth exchanges, while the TCA and long terms projects such as EVS are mainly those individuals who have some sort of a project experience. This indicates that rather than keep repeating the exchange experience, young people tend to move forward and advance their knowledge and experience through participation in different kinds of projects and taking different kinds of roles.*

*Young people do feel ownership of the projects through contributing to the development and implementation of the projects. **92% of the respondents stated that they felt well integrated to the project;** while 88% indicate that they contributed to the implementation and 87% to the development of the project by sharing their ideas and views. **It is very important that 9 out of 10 respondents consider themselves as active participants to the projects rather than passive recipients. Active involvement of young people to the project development and implementation is one***

**of the major aims of the YiA projects, and in the case of Turkish participants, this aim clearly appears to be achieved.**

### **5.3. Learning in the project and competence development**

The specific projects such as training courses are designed to provide the participants with new knowledge and aims to equip them with new skills as well. But the learning process is not limited to the training courses. All the youth projects are designed with the principles of **non-formal** and **informal learning**. The participants gain new knowledge and skills by participating in these projects.

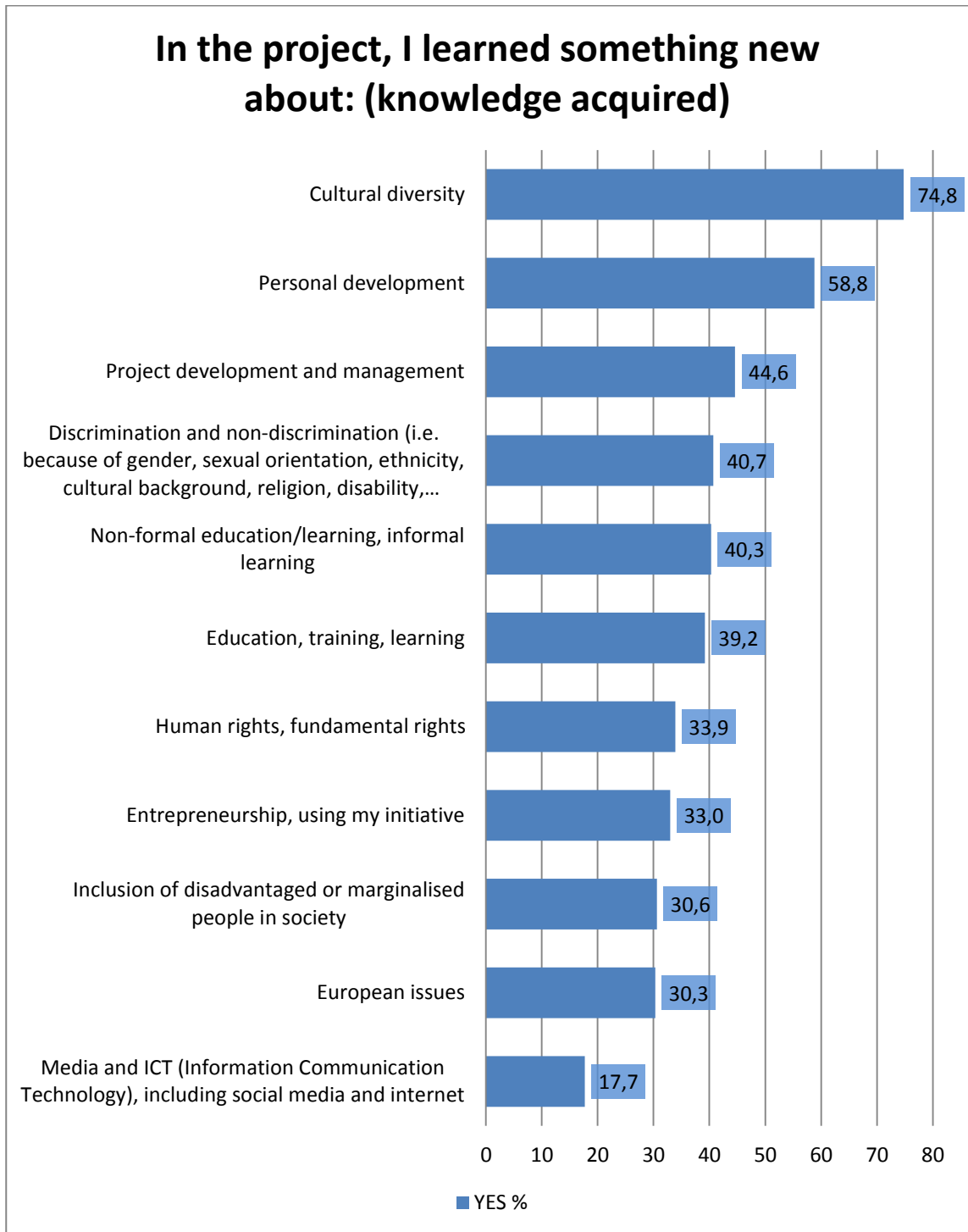
The analysis of the RAY-MON data demonstrate that the youth projects, regardless of their type **provide new knowledge to the participants from Turkey** (Graph 8).

From the graph 8, it can be seen that by far the greatest learning took place in *cultural diversity*. When asked what they have learned something new about in the project, **75% of the respondents reported that they learned something new about cultural diversity**. *Almost 60% of the respondents said that they have learned something new about personal development.*

*The results also show that in average 4 out of 10 participants learned something new about Project development and management, Discrimination and non-discrimination (i.e. because of gender, sexual orientation, ethnicity, cultural background, religion, disability, nationality etc.), Non-formal education/learning, informal learning and Education, training, learning.*

Together these results provide important insights into the nature of youth projects in general. **It is clear that by using non-formal and informal learning methods, the participants gain new knowledge on a diversity of issues, regardless of the type of the project and the theme of the project.**

**GRAPH 8. Learning in Project**



As competences are a combination of knowledge, skills and attitude, it is important to take a look at the competence and skills development during the projects as well. When the RAY-MON surveys are analysed, there is a rather remarkable outcome.

The results obtained from the analysis of the participant surveys are presented in Graph 9. The analyses demonstrate that **there is strong evidence that participating in youth projects contribute very significantly to competence and skill development.**

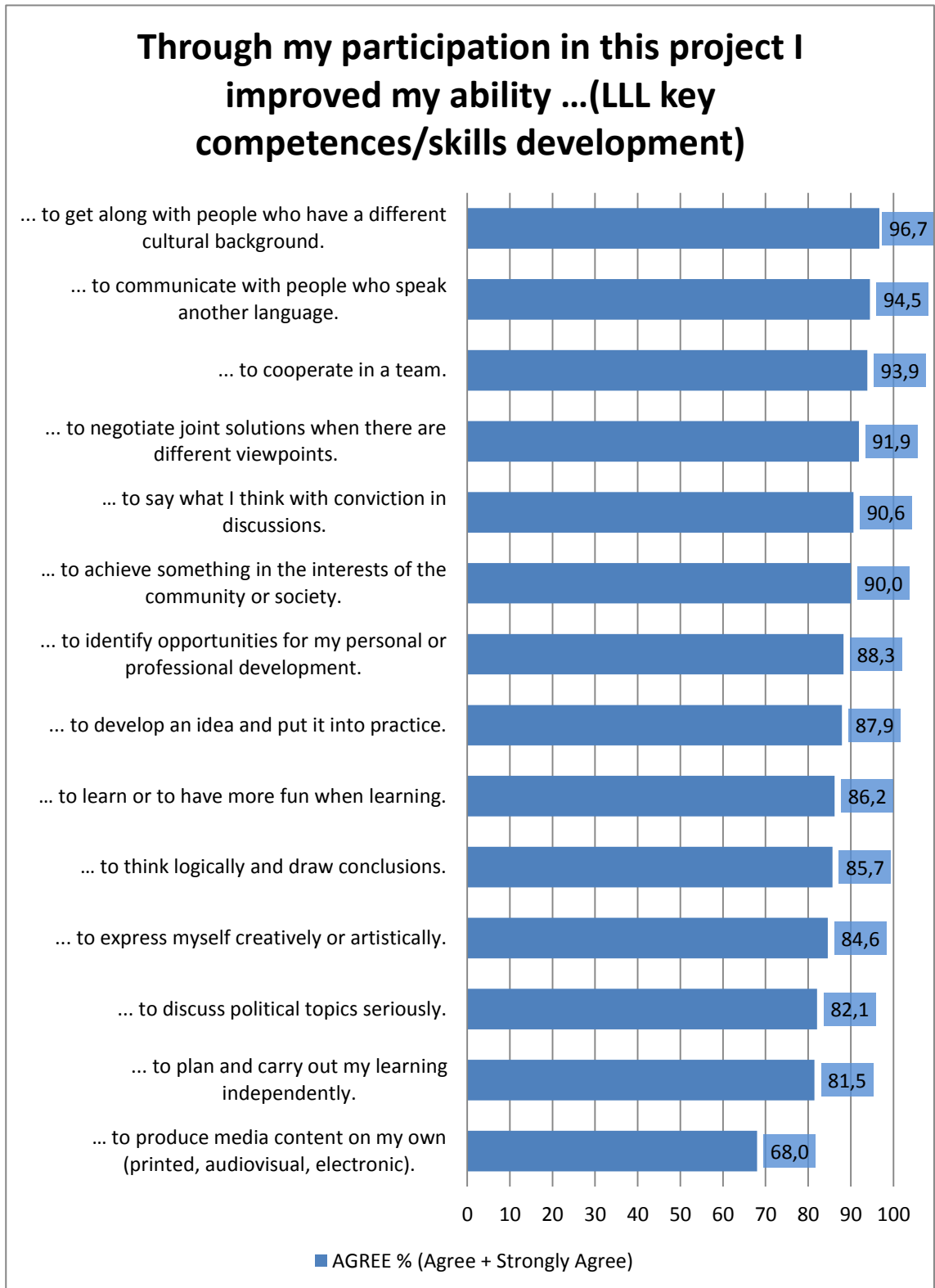
It is apparent from this data that a very strong majority of respondents reported an improvement in their competences and skills, with very high percentages. Almost **all of the respondents (97 %)** indicate that **as a result of the project, they improved their ability to get along with people who have a different cultural background.** This is a very important finding, considering that meeting with people coming from different cultural backgrounds is one of the major motivations of the participants in the first place to take part in such projects. Such a correlation is also imperative to explain the **high levels of satisfaction from the projects: participants received what they wanted.**

When the results are so positive, it is hard to pick and describe the differences. As Graph 9 shows, the respondents report very significant levels of development in all the key competences of the LLL. The data show that the range of respondents agreeing that they developed one of the competences is **between 95% to 68 %**. The lowest one, very close to 70% is the most technical and specific skill of *producing media content on one's own (printed, audiovisual, electronic)*, which is naturally not a significant part of many projects. Still, considering that **above 80% of the respondents** saying that they developed all skills and competences expect for this one is **a very major indicator that these projects are designed, implemented and finalized in an efficient way which contribute very significantly to the personal and professional developments of the participants.**

The diversity of the skills and competences that are reported to develop is another noteworthy element. **This point proves that the youth projects are not single issue, but contain a complex and multi-faceted learning structure. The projects provide opportunities to develop very wide range of skills, from communication to teamwork; developing initiatives to negotiations skills.**

The results in this section indicate that **the participants gain new knowledge, skills and competences in the projects.** The next section, therefore, moves on to discuss the **impact of these on the lives of the participants.**

**GRAPH 9. Competence & Skills Development**



#### 5.4. Project impact

Having analysed **what the participants have gained from participating in a project in terms of skills and knowledge**, in this section the **impact of the experience on the participants' personal and professional lives** will be presented.

To start with, the analyses of RAY-MON data reveal that **participation in a youth project has a major impact on the participants.**

As the data in Graph 10 show, participants indicate that **as a result of the project participation, they have experienced major personal development.**

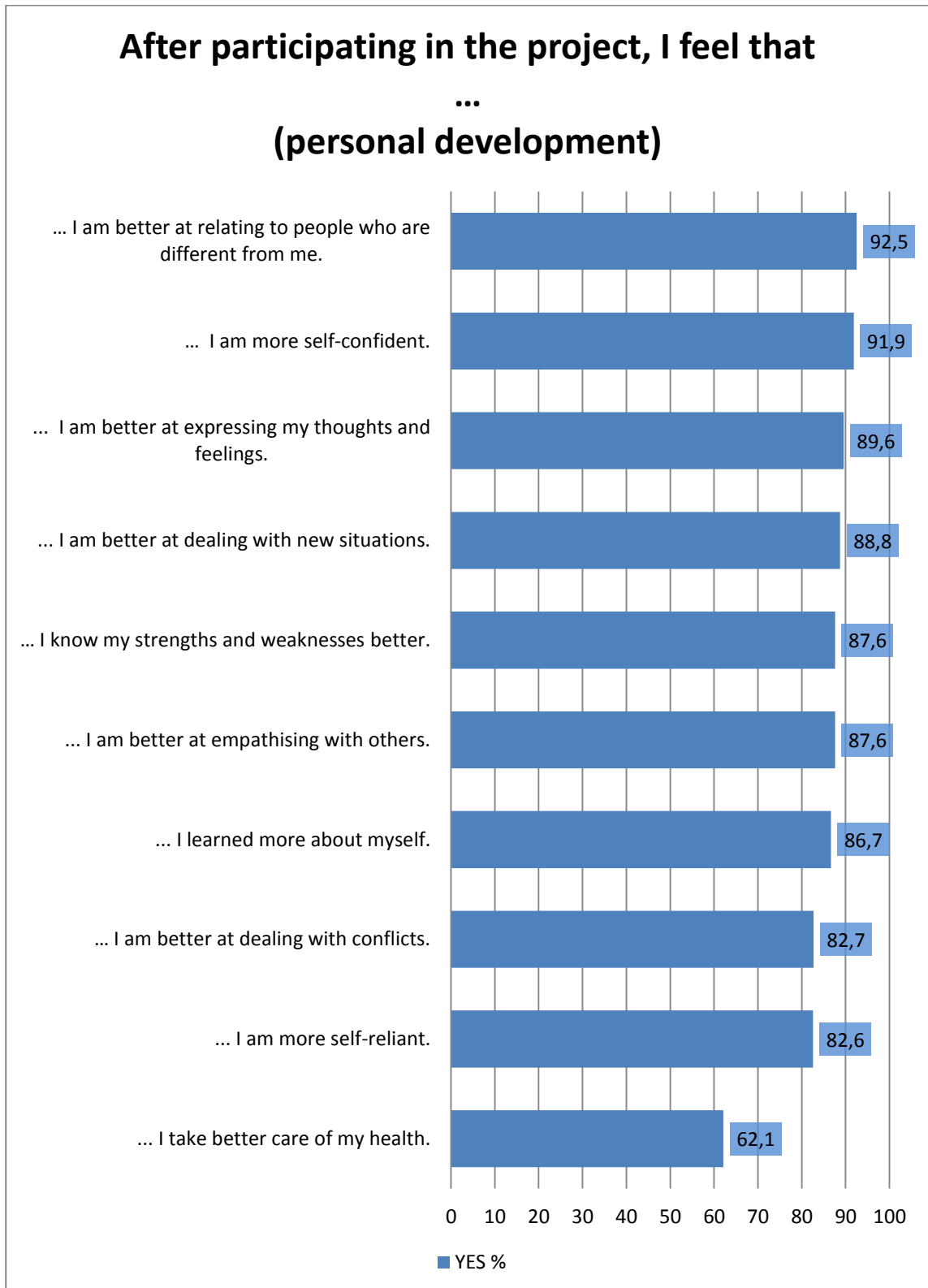
It appears the biggest impact on personal development is on intercultural skills as **93% of the respondents believe that *they are better at relating to people who are different from them.*** This goes very much in line with the earlier findings, where participants are motivated *to meet with new people, they learn how to communicate with people with different cultural backgrounds and finally, as a result, they feel better equipped to relate with them.*

The second major impact that is manifested by the participants is **self-confidence. 92% of the respondents reported that as a result of the project, they feel more self-confident.**

The findings also demonstrate that almost **9 out of 10** respondents feel that **they are better** *at expressing their thoughts and feelings; at dealing with new situations; they know their strengths and weaknesses better and better at empathising with others.* It was also suggested that **the participants not only learn about different issues and cultures, but also about themselves as well. 87% of the respondents shared that at the end of the project, they learned more about themselves.** Considering the age group of the participants, majority of them are in the years of self-discovery and either about to decide or just recently decided on their life paths and what they want from the future. Therefore, **the fact that youth projects offer the opportunity of self-discovery is crucial.**



**GRAPH 10. Personal Development**



Personal development following the project appears to be coupled with *educational and professional development*. When the data is analysed a number of issues regarding professional development have been identified. The major points are presented in Graph 11.

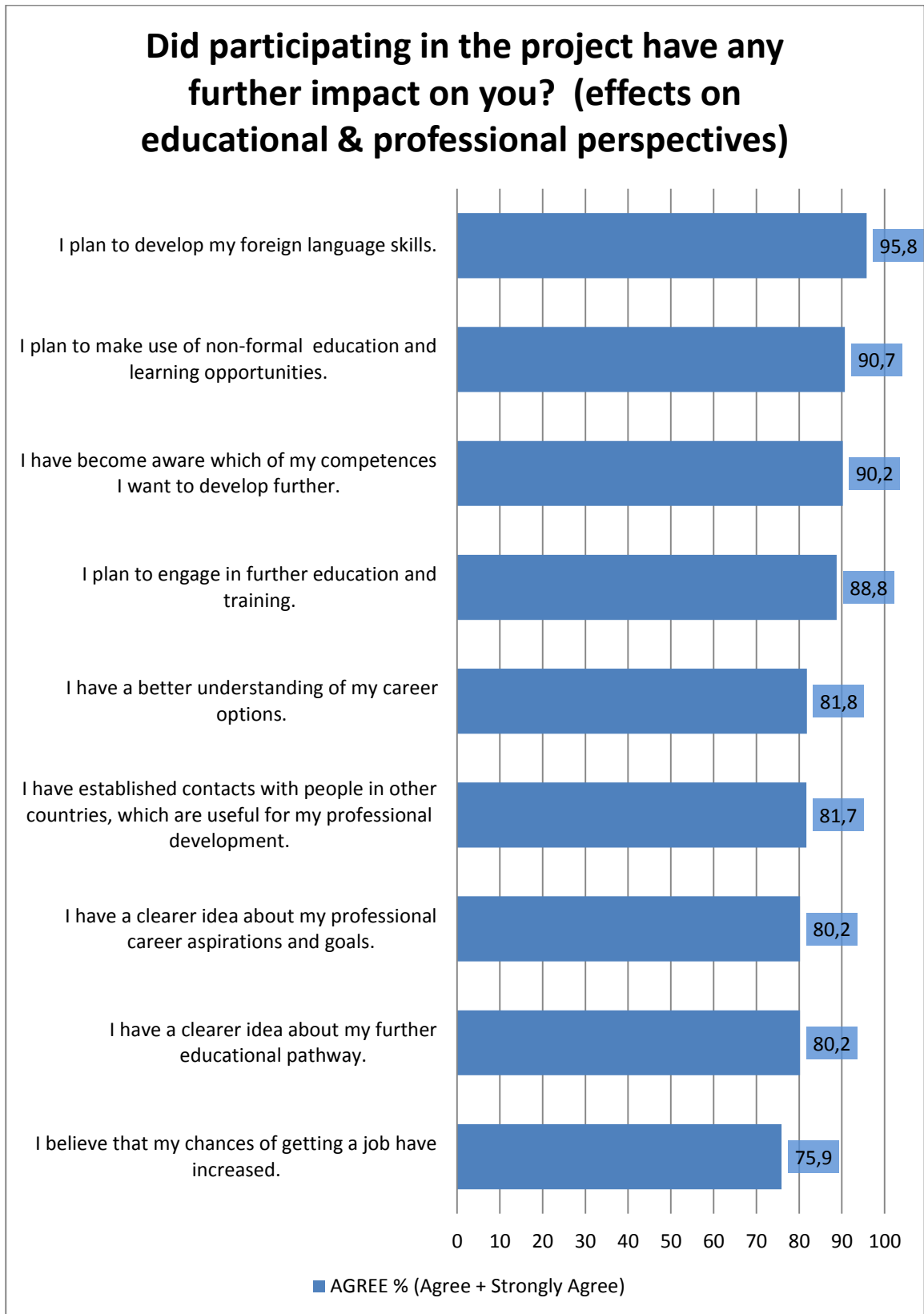
As can be seen from the Graph 11, the respondents state that the project contributed to their professional development and contributed them with ideas about –potential-educational paths. Similar to personal development items, **80% and more of the respondents say that after the project had an impact on the professional and educational perspectives**. The strongest impact seems to be in the **foreign language skills**, where **96% of respondents want to further develop their skills**. Following the foreign languages, comes the *educational items*; **91% wants to use non-formal and informal opportunities; 90% is now aware of which competences they want to develop and 89% wants to continue further education and training. 80% of the respondents believe that as a result of the project they have a clearer idea about their educational plans**.

The project experience is clearly *motivating the young people to continue in their education and explore new fields as well as becoming more self-aware of which field to be more engaged and which competences to focus on*.

Education is not the only domain where participants declare that the project has an impact on. **Professional careers and employment plans** appear to be affected from the project as well. The majority of those who responded to this item felt that as a result of their project experience, **their chances of getting a job increased (76 %)**; they have a clearer idea **about their professional career aspirations and goals (80 %)** and finally, they have a **clearer idea about their career options (82 %)**.

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

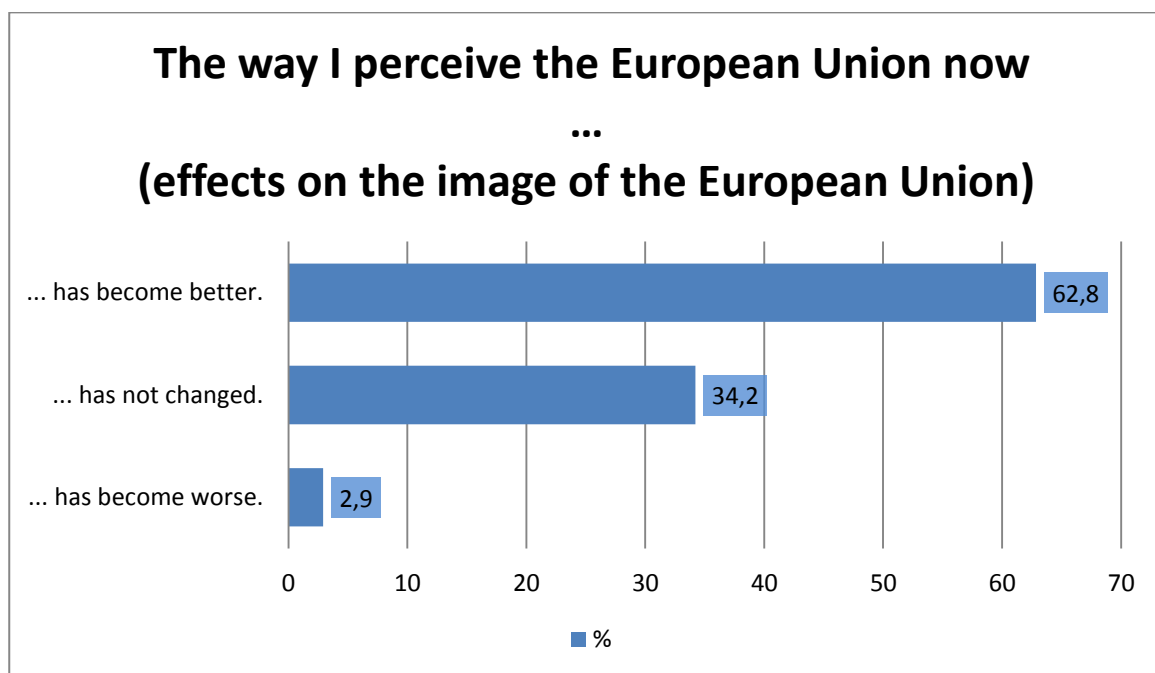
**GRAPH 11. Educational and Professional Impact**



One of the aims of the Erasmus+ Youth in Action is to contribute to a better understanding of Europe among young people. The projects organized within this frame strive to contribute to a better understanding of European citizenship as well as informing young citizens about the structure, institutions and policies of the European Union, especially in the field of youth.

According to the responses given by RAY-MON participants who took part in surveys, 63% stated that their image of the European Union became better (Graph 12). In this sense, the low percentage (3%) of those who indicated that their image of the EU became worse is remarkable. In a comparative perspective, these findings are very close to those of the previous RAY research findings in 2014 and 2013.

**GRAPH 12. Image of the European Union**



## 5.5 A Comparative Look at the Project Types

The Erasmus+ Youth in Action funds different types of projects. Each of these projects fall under of the Key Actions. Key Actions is the collective name for activities and projects that can be funded under Erasmus+. There are three Key Action areas which can be summarised as:

Learning Mobility of Individuals (Key Action 1)

Cooperation for Innovation and Exchange of Good Practices (Key Action 2)

Support for Policy Reform (Key Action 3).<sup>57</sup>

Key Action 1 (KA1) is about providing opportunities for individuals to improve their skills, enhance their employability and gain cultural awareness through mobility. KA1 receives the biggest amount of funding within the Erasmus + budget and funds the most number of projects. KA1 funds three types of learning mobility activities for youth: youth exchanges; European Voluntary Service (EVS); and training/networking for youth workers.

Key Action 3 (KA3) on the other hand, covers any type of activity aimed at supporting and facilitating the modernisation of education and training systems. Under Key Action 3, the Erasmus+ programme funds strategic activities supporting policy reform across the EU in education, training and youth. Key Action 3 covers the fields of higher education, vocational education and training, schools, adult education and youth. Key Action 3 Structured Dialogue projects give young people the opportunity to interact with decision-makers on issues of concern to young people and to influence policy.

RAY-MON study focuses on young people and youth workers/leaders who have taken part in different youth projects that took place under two major actions: Key Action 1 and Key Action 3. The distribution of the respondents under different projects are presented in Graph 1 at the beginning of this report.

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<sup>57</sup> All the details of different key actions, their application and implementations rules, see the European Commission, Erasmus + Programme Guide, available at: [http://ec.europa.eu/programmes/erasmus-plus/content/how-read-programme-guide\\_en](http://ec.europa.eu/programmes/erasmus-plus/content/how-read-programme-guide_en)

Each of these activity types are organized with different aims, with different rules, different time periods and with different participant profiles. For instance, while Key Action 1- European Voluntary Service, allows young people aged 17-30 to take part in unpaid and full-time voluntary service for up to 12 months in another country within or outside the European Union, Key Action 1 - Youth Exchanges allow groups of young people (aged 13 to 30) from different countries to meet and live together for up to 21 days. On the other hand, Key Action 1 - Mobility of Youth Workers supports the professional development of youth workers when they take part in seminars, training courses, contact-making events and study visits,

a job shadowing/observation period abroad in an organisation active in the youth field.

Therefore, the profile and the motivation of the participants in different projects would diversify as well as the outcomes of these different projects.

At this part of the report, the differences between the evaluations of participants from different project types are presented and discussed in a comparative manner.

To start with, it is investigated *if there is a difference between participants of different projects in information sources utilized.*

The findings of the analysis are presented in Table 3:

Table 3. I got to know about the Project (YES %)

	<u>The project I participated in was a ...</u>				
	Key Action 1 – Youth Exchanges	Key Action 1 – EVS	Key Action 3 – Structured Dialogue	Key Action 1 – Mobility of Youth Workers* or a TCA** activity	Don't know or don't remember
Through an informal youth group	18	5	9	8	5
Through a youth organisation/association	<b>42</b>	22	<b>35</b>	<b>36</b>	28
Through a youth centre	9	12	3	3	10
Through another type of organisation/association	5	6	2	6	6
Through friends/acquaintances	33	34	32	24	33
Through school, college or university	16	<b>38</b>	17	7	20
At work (e.g. colleagues, information at work etc.)	3	5	8	8	5
Through information in a newspaper/magazine, on the radio, TV, internet	8	10	16	9	5
Through information from a National Agency of Erasmus+ (Youth in Action) (e.g. through a direct mailing, information material, poster, website, information event, consultation etc.)	6	8	10	18	6
Through information from a regional agency/office of the National Agency (e.g. through a direct mailing, information material, poster, website, information event, consultation etc.)	2	4	6	7	1
Through information by or on the website of the European Commission	1	4	1	3	1
Through the Eurodesk network	4	1	1	3	1

As the results in Table 3 illustrate, the *youth organizations and associations* are the major source of information for KA1-Youth Exchanges. Almost half of the participants of Youth Exchanges learnt about their projects through a youth organisation/association (42 %). For KA1-EVS participants however, the primary source of information appears to be the formal education institutions. 32% of the EVS participants that took the RAY-MON survey received information through school, college and university and 22% from youth organisations/associations.

For the other two activities analysed in this report, KA-3 Structured Dialogue and KA-1 Mobility of youth workers, *the youth organisations and associations* are the primary sources of information.

An interesting finding is the relevance of informal information networks. For all projects, the second most used source of information is *friends and acquaintances*. Around 30% of participants of all projects stated that they have learnt about the project through their friends and acquaintances.

The high use of friends and acquaintances to receive information about youth mobility opportunities is an important finding, as RAY-MON also revealed earlier that satisfaction with a project is highly correlated with *word of the mouth*. The participants are very likely to recommend other people to participate in similar projects following a successful project. As indicated earlier, *the multiplier effect is very high in non-formal learning projects, and a very high percentage of participants act as multipliers to mobilize their friends and acquaintances to participate in similar projects*. Table 3 demonstrates that the multiplier effect of ex participants is very powerful for all types of activities: people tend to pursue the recommendation of friends and acquaintances and participate in projects that are recommended to them.

As different projects have different aims, the motivations of participants to be a part of such projects may also differ. In order to analyse the differences in motivations, a comparison by project types is made. The findings are presented in Table 4.



Table 4. My reasons for participating in this project were ... (YES %)

	<u>The project I participated in was a ...</u>				
	Key Action 1 – Youth Exchanges	Key Action 1 – EVS	Key Action 3 – Structured Dialogue	Key Action 1 – Mobility of Youth Workers or a TCA activity	Don't know or don't remember
... to get to know another country.	63	64	35	46	57
... to have new experiences.	<b>82</b>	<b>83</b>	<b>72</b>	<b>75</b>	76
... to become involved in social or political issues.	32	21	44	30	19
... to have fun.	50	44	32	33	41
... to develop my foreign language skills.	67	60	35	49	61
... for my personal development.	74	63	61	68	66
... to learn something new.	69	59	55	63	61
... to get in contact with people from other cultural backgrounds or countries.	80	67	52	<b>75</b>	72
... to challenge myself.	26	31	14	18	22
... because someone encouraged me to do so.	11	7	9	7	11
... for my professional development.	35	27	39	53	37
... to prepare for future activities (e.g. education, training, voluntary activities, work etc.)	41	41	48	48	42
... to improve my knowledge about Europe.	37	39	27	36	39
... I was interested in the project topic.	45	28	44	59	33
... to increase my job chances.	16	19	18	14	11

Table above illustrates that the participants have motivations that are in line with the general aims and objectives of different projects. For instance, the participants of KA1-Mobility of youth workers have higher motivations of *professional development* compared with the participants of other projects. This is expectable, as these projects are aimed at directly contributing to the development of the quality of youth work. Similarly, these participants have much more interest in *the project topic*, compared with the others, as TCA and other mobility activities for youth workers are very theme oriented and include training courses and seminars on very specific topics.

Overall, the motivations of participants from different types of activities are similar with each other in the *discovery dimension*. In all projects, participants are motivated to *have new experiences; to meet new people and to learn new things*. These issues are also very highly correlated to the *non-formal learning* dimension of the youth projects. It motivates young people to discover *new people, new places and new experiences*.

Taken together, these results suggest that there is a strong association between the type of project attended and the motivation to do so. Young people do not only participate *for the sake of participating*, but they try to participate in a project *that fits their expectations*. Therefore, *proper guidance and information is vital to inform and direct young people to the types of projects that fit their expectations best*.

There is another important result. The decision to participate is not a result of a single motivation; but a combination of several and different ones. As table 4 shows, for each project there are several motivations that are stronger than others. These motivation groups are also complementary to each other, i.e. personal development combined with meeting new people combined with political engagement. *Therefore, this complexity should be taken into account in all steps of project management; from information to design; from implementation to evaluation*.

**Table 5. To what extent do you agree or disagree with the following statements? Now that the project is over:  
(AGREE+STRONGLY AGREE %)**

	<u>The project I participated in was a ...</u>				
	<b>Key Action 1 – Youth Exchanges</b>	<b>Key Action 1 – EVS</b>	<b>Key Action 3 – Structured Dialogue</b>	<b>Key Action 1 – Mobility of Youth Workers or a TCA activity</b>	<b>Don't know or don't remember</b>
<b>I would recommend participating in or starting a similar project to other people.</b>	97	91	97	97	98
<b>I plan to participate in a similar project in the next few years.</b>	<b>96</b>	74	91	93	94
<b>I plan to organise a similar project in the next few years.</b>	<b>70</b>	50	61	65	60
<b>Overall, participation in the project has contributed to my personal development.</b>	96	90	97	96	95

The results presented in table 5 indicate that the type of project participated does not have a significant effect on the *multiplier effect*. In all types of projects, almost all of the participants say that they *would recommend other people to participate in a similar project*; and *overall, the project contributed to their personal development*. These are very significant findings because as demonstrated earlier, the recommendation of friend and acquaintances is a powerful motivation for people to participate in projects. Such high levels of recommendations indicate that the success of projects contribute to the mobilization of new people directly.

When the table 5 is examined, it is seen that the participants of KA1-European Voluntary Service have slightly lower figures in *repeating the experience through a similar project* and *plan to organize a similar project*. The explanation for the lower figures is the structure and design of EVS projects. First of all, once a volunteer returns from a long term volunteering project organized within KA1-EVS, they cannot go for another long term placement. Many participants know this condition which in return may explain the lower figure in willingness to repeat the experience. Similarly, organization of an EVS project requires the involvement of a host organization, a sending organization and a volunteer. Unless the returning EVS volunteer is directly involved within an organization, organization of an EVS project is rather difficult for an individual. On the other hand, organization of a Youth Exchange involves several people, it is rather easier to organize and above all, the time period of a youth exchange is much shorter than that of an European Voluntary Service. Therefore, it is more likely for a participant to organize a youth exchange following the end of a youth exchange rather than an ex-EVS volunteer to assume the responsibility of a EVS project that may last up to a year.

**Table 6. (a. To what extent do you agree or disagree with the following statements as a result of the project?)  
 (b. Did participating in the project have any further impact on you? )  
 (AGREE+STRONGLY AGREE %)**

	<u>The project I participated in was a ...</u>				
	<b>Key Action 1 – Youth Exchanges</b>	<b>Key Action 1 – EVS</b>	<b>Key Action 3 – Structured Dialogue</b>	<b>Key Action 1 – Mobility of Youth Workers or a TCA activity</b>	<b>Don't know or don't remember</b>
<b>a. I am now better able to move around on my own in other countries (e.g. travel, study, work placement (internship), job etc.).</b>	95	92	84	93	85
<b>a. I intend to go abroad to study, work, do a work placement (an internship) or live there.</b>	91	90	88	87	82
<b>a. I intend to continue the contact with networks I have established through the project.</b>	94	85	91	95	90
<b>a. I intend to develop joint activities or projects with people I got to know through the project.</b>	84	68	80	88	87
<b>b. I plan to engage in further education and training.</b>	91	84	93	85	89
<b>b. I believe that my chances of getting a job have increased.</b>	78	73	76	73	70

The particular situation of the KA1-European Voluntary Service can also be observed among the project impact analysis presented in Table 6. When asked *whether they intend to develop joint activities or projects with people they got to know through the project*, the lowest levels of positive responses come from ex-EVS volunteers with 68 %, while this figure is 88% for mobility for youth workers participants. As discussed earlier, organization of EVS projects are demanding and take longer time.

The lowest positive evaluations come from the assessment of increased employability. While in all other items asked, the positive evaluations are 85% or above, when asked whether as a result of the project their chances of getting a job increased or not, the positive evaluations fall to between 70 and 78 %.

Taken together, the comparison between different activity types on the items presented in table 6 reveals two important findings: First, the project impact is very similar across different activity types and projects. Second, *all types of projects* have very positive impact on the participants.

The items presented in table 6 focus mainly on the impact on youth work development and personal education and mobility assessments. In another section of the RAY-MON questionnaire respondents were asked to give information on their self-assessments on the impact on their personality. The results of analysis of this section is presented below, in table 7.

Table 7. After participating in the project, I feel that ... (YES %)

	<u>The project I participated in was a ...</u>				
	Key Action 1 – Youth Exchanges	Key Action 1 – EVS	Key Action 3 – Structured Dialogue	Key Action 1 – Mobility of Youth Workers or a TCA activity	Don't know or don't remember
... I am more self-confident.	92	87	<b>93</b>	<b>93</b>	87
... I am better at expressing my thoughts and feelings.	89	85	<b>93</b>	91	89
... I take better care of my health.	61	59	<b>68</b>	64	57
... I am more self-reliant.	83	81	81	<b>84</b>	73
... I am better at dealing with new situations.	88	88	<b>92</b>	<b>92</b>	81
... I am better at empathising with others.	88	84	<b>91</b>	88	84
... I am better at dealing with conflicts.	82	81	<b>86</b>	85	78
... I learned more about myself.	85	<b>90</b>	85	<b>90</b>	86
... I know my strengths and weaknesses better.	86	89	88	<b>92</b>	76
... I am better at relating to people who are different from me.	92	93	92	<b>94</b>	92
... participation in the project did not have any particular effect on me.	35	38	<b>60</b>	38	38

The most striking result to emerge from the data is that participants of Key Action 3-Structured Dialogue are the most pessimists. While around only 36% of other project participants state that *participation in the project did not have any particular effect on them*, for KA3 participants this figure is almost double with **60 %**. It is true that these projects are more related to exchange of ideas, it is still surprising that such a high amount of participants would have such a negative reflection.

When the results for other items are analysed, it is seen that the strongest development is on self-confidence and self-awareness. While 90 % of project participants state that after the project they feel more self-confident; again 90 % of the respondents state that they learnt more about themselves during the project.

The second field of project impact is that the respondents believe they *feel better in interaction* with other people and *handling with new situations*. **Almost 9 out of 10 participants** say that they are also better in expressing their feelings and thoughts after the project. The highest percentage in self-expression comes from the participants of KA3- Structured Dialogue, which is expected, as these projects are based on exchange of ideas, discussions and sharing of opinions.

Overall, the findings indicate that the difference in project type does not create a major difference in self-assessment on impact on personality, with the exception of Key Action 3 - Structured Dialogue. However, this difference is not very big and rather predictable due to the specific characteristics of these projects and the different structure of them vis-à-vis other projects.



**Table 8. How did the project affect you in the end?  
(MORE THAN BEFORE THE PROJECT %)**

	<u>The project I participated in was a ...</u>				
	Key Action 1 – Youth Exchanges	Key Action 1 – EVS	Key Action 3 – Structured Dialogue	Key Action 1 – Mobility of Youth Workers or a TCA activity	Don't know or don't remember
I keep myself informed on current European affairs.	40	<b>45</b>	31	41	27
I engage in civil society.	<b>40</b>	37	38	37	26
I actively support the inclusion of people with fewer opportunities.	43	46	37	<b>49</b>	36
I actively contribute to environmental protection (e.g. by recycling, using renewable energy, using public transport in order to reduce pollution etc.).	39	<b>43</b>	33	37	32
I participate in democratic/political life.	32	27	32	29	27
I engage in voluntary activities.	48	<b>49</b>	37	45	32
I appreciate cultural diversity.	63	64	48	55	56
I am interested in contributing to youth policy development.	52	45	51	58	33
I feel European.	41	37	32	34	28
I am committed to work against discrimination, intolerance, xenophobia or racism.	<b>52</b>	46	45	51	44

The items presented in table 7 are related with the changes in personality and opinion. It is no secret that changes at opinion level do not always reflect at the behaviors of an individual. In order to assess the impact of the project experience on the actual behavior of the participants, another set of items were included in the RAY-MON surveys.

As the results presented in table 8 show, the project experience also impacts the behavior of the participants. However, this impact is to a lesser degree compared with the attitudinal and opinion level.

Analyzed across different project types, it is the KA3 - Structured Dialogue that comes out different once again. As discussed earlier, due to the specific nature and design of these projects, the impact is also different and more limited compared with other projects. But on the item of *increased interest in contributing to youth policy development*, the positive change is apparent; **half of the respondents state that they are more interested in youth policy development after the project.** This is very important, as the principal aim of structured dialogue is to contribute to the development of the quality of youth work. Structured Dialogue projects can take the form of meetings, conferences, consultations and events. These events promote the active participation of young people in democratic life in Europe and their interaction with decision-makers. In these events, young people try to make their voice heard (through the formulation of positions, proposals and recommendations) on how youth policies should be shaped and implemented in Europe. Therefore, these projects *do not aim directly to change the behavior of the participants, but rather engage them in a debate.*

**Table9. (a. Did you receive a Youthpass certificate as part of the project you are being asked about?)  
 (b. Have you used your Youthpass certificate for anything? E.g., for a job application, an application for an internship, a course, studies etc.)  
 (YES %)**

	<u>The project I participated in was a ...</u>				
	Key Action 1 – Youth Exchanges	Key Action 1 – EVS	Key Action 3 –Structured Dialogue	Key Action 1 – Mobility of Youth Workers or a TCA activity	Don't know or don't remember
a. Did you receive a Youthpass certificate as part of the project you are being asked about?	97	99	86	92	88
b. Have you used your Youthpass certificate for anything? E.g., for a job application, an application for an internship, a course, studies etc.	33	32	16	30	18

In the final part of the comparative analysis of different activity types, the rate of using YouthPass is examined. As the results presents in table 9 illustrate, there is **a major difference between KA3 - Structured Dialogue and other activities in terms of receiving a YouthPass**. The percentage of participants receiving a YouthPass at the end of their project is still very high for all projects (**above 85 %**), but it is significantly lower for KA3 - Structured Dialogue projects (86 %) compared with KA1 - European Voluntary Service (99 %), KA1 - Youth Exchanges (97 %) and KA1 – Mobility of Youth Workers (92 %).

The usage rates of the YouthPass received is also **significantly lower for KA3 - Structured Dialogue** participants. The overall rates of using YouthPass for a job application, an application for an internship, a course, studies etc. is low across all project types, around 30 %, but the KA3 - Structured Dialogue participants who received a YouthPass have the lowest usage rate with 16 %, which is half of the usage rates of other projects.

The results in this section indicate that except for **YouthPass usage rates, there are no significant differences in terms of information sources, motivation and impact on opinion, perception and behavior across different types of activities**. There are minor differences between KA3-Structured Dialogue participants and the other projects, but these differences can be explained with the different aims and structure of KA3 - Structured Dialogue projects.

The next section, moves on to discuss the perceptions and assessments of project leaders on the impact and outcomes of projects.

## 6. The perspective of the Project Leaders

All the results presented so far in the document are *self-evaluations of the participants*. Self-recognition of the developments, changes and the impact following the project experience provide very valuable insights. Subjective evaluation is highly informative, as the young individuals themselves are the best source of information on their own change in ideas, attitudes, opinions and plans. However, it is also proven that subjective evaluations of individuals about their self-change and development is not always accurate. Individuals tend to under-estimate certain developments and over-estimate certain aspects with the excitement of a successful project or on the contrary, with the bitterness of a disappointing project. At such incidents, it is always prudent to triangulate with different sources of information and evaluations.

The project leaders are very important to provide external perspective. They are the ones who contribute to the design and implementation of projects directly. Therefore they have first-hand information on the aims and objectives of each project. Project leaders' views on whether the initially set aims and objectives were met or not are very important. On top of that, each project has its own evaluation plan, and the project leaders are generally in charge of carrying out this evaluation. The project leaders can very efficiently assess the success of a project in terms its educative and informative goals.

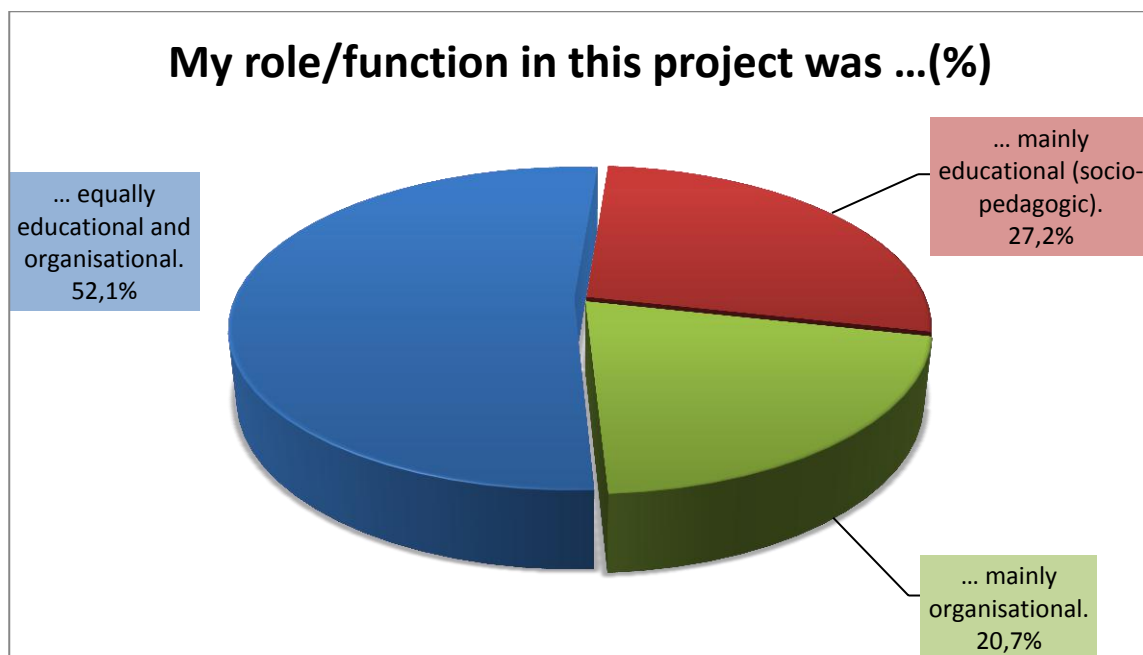
Project leaders' evaluations regarding the participants are also very informative and valuable. It is often the case for young people not to be aware of their own progress, or take their development as granted. The external assessment of a project leader who may compare how the participant was in the beginning of the project and at the end can give important contrasts.

In order to tap into these valuable external evaluations, RAY-MON conducted a series of surveys with the Project leaders, similar to those of the participants. Two waves of surveys were conducted. The first survey wave was in January 2016, which involved project leaders of projects ending between 1 January and 31 July 2015. The second survey wave in April 2016 involved project leaders of projects ending between 1 July and 31 December 2015.

A total of **211 project leaders** – out of **928** that were invited to participate- (who were residents of Turkey right before the project start) responded the two waves of surveys.

The project leaders that participated in RAY-MON have carried out different roles in the projects. This diversity enhances the validity of the data gathered, as different roles allow different perspectives on the development of the participants and allows better assessment of the impact of the project. Graph 13 gives the distribution of project leaders surveyed in terms of the roles they had during the project.

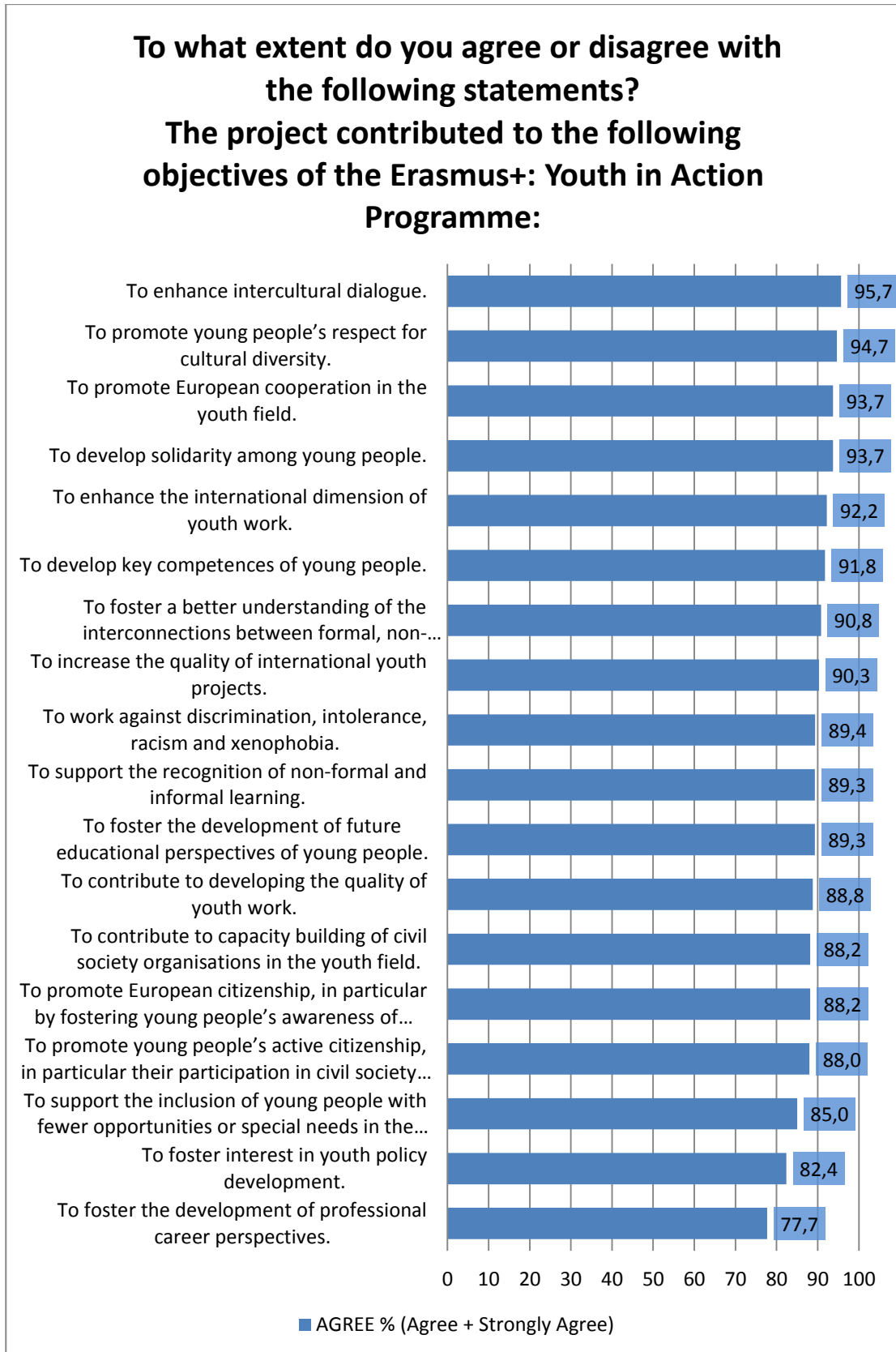
**GRAPH 13. Project Leaders' Roles in Project**



As seen in Graph 13, half of the respondents carried a dual role, *both educational and organisational*. This means that they were involved in all aspects and stages of the project, and therefore had a very close relation with the participants. This makes them highly valuable in their assessments of the participants' development and learning. 28% of the respondent project leaders had a mainly educational role, while the remaining 21% had primarily an organisational role.

The gender distribution of the responding project leaders is rather less balanced. The majority of the project leaders that have participated in RAY-MON surveys are male (65 %) while 35% of the respondents are female. However, a brief desk research on projects carried out reveals that this disproportionateness is merely a reflection of the reality in the field: the percentage of males in the project leader roles is in general higher than the female project leaders.

**GRAPH 14. Project and Programme Objectives**



The project leaders' overall evaluation is that **the projects carried out within Erasmus+ Youth contributed to the objectives set out in the Programme.**

International aspects, cultural diversity and solidarity dimensions of the Programme objectives come out with the highest positive evaluations. **96% of the project leaders believe that the projects contributed to the enhancement of the international dialogue.** The project leaders assess that the projects organized in 2015 have contributed *to promote young people's respect for cultural diversity (95 %); to promote European cooperation in the youth field and to develop solidarity among young people (94 %); to enhance the international dimension of youth work (92 %).*

The project leaders also state that **projects contribute to the competence and skill development of the participants. 9 out of 10 project leaders indicated that the project they have been involved in developed the key competences of the young people.** This is very much in line with the self-assessment of the project participants presented in graph 8.

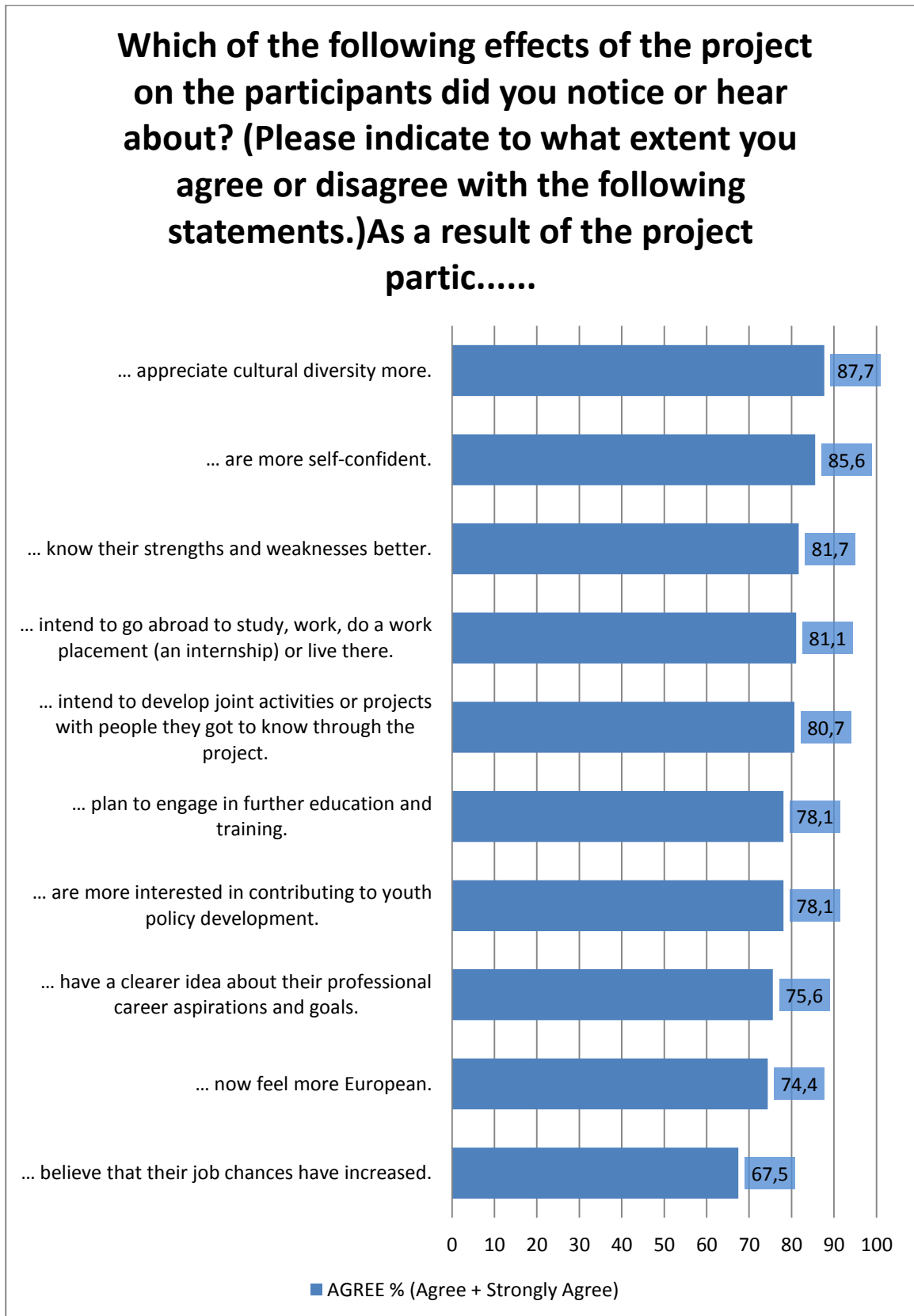
When the findings in graph 14 is analysed, it appears that the **project leaders' evaluations of meeting different Programme objectives are highly positive. The average of those respondents that agree that the project met different objectives is 89.4 %.** Considering that the objectives are very diverse, ranging from active citizenship to recognition of informal and non-formal learning, such a high positive evaluation indicate a major satisfaction from the outcomes of the projects.

One of the major criteria for evaluating success of a youth project is the assessment of the impact on the participating young people. As discussed earlier, RAY-MON data demonstrates that participants' self-assessments indicate high positive impacts and competence development. Comparing the self-assessments of the participants with the external assessments of the project leaders may be informative.

The findings of RAY-MON on project leaders' views on the impact of projects on young people are presented in graph 15.



**GRAPH 15. Effect of Project on Participants**



When the data presented in graph 15 is analysed, it is apparent that project leaders **believe that the projects have a positive impact on the participants.**

In their evaluation, the projects have the highest impact on intercultural learning. **88% of the respondents indicate that as a result of the project the participants appreciate cultural diversity more.**

The second major impact on the participants, according to the project leaders, is on *self-discovery* and *self-awareness*. **86% of the respondents indicate that participants are more self-confident; 82% believe that participants know their strengths and weaknesses better.**

The project leaders also believe that the project participation has a major impact on the future of the participants. **81% indicate that their participants intend to go abroad to study, work, do a work placement (an internship) or live there. 78% say that the participants plan to engage in further education and training. Finally, 68% of the project leaders believe that believe that the participants' job chances have increased.**

The comparison of the assessment of the project participants with those of the project participants reveals certain differences. As argued earlier, the participants may underestimate or over-estimate in their self-assessments. The impact of the projects appears to be a field where *the participants* and *project leaders* evaluate differently from each other. In Graph 10 and Graph 11 the evaluations on the project impact by the participants were presented. When compared with the project leaders' evaluations in Graph 15, **it appears that the project participants have a more positive evaluation of the project impact than the project leaders.** For instance, while *76% of the participants believe that their job chances have increased, this percentage is 68 for project leaders.* Similarly, while *92% of the participants feel more self-confident; this figure is 86% for the project participants.* In average, *79% of the project leaders indicate an impact of some sort on the participants,* but the average of the participants is *85% or more, depending on the composition of the impact.*

The reasons behind such a difference may have different explanations. Firstly, the participants may have an over evaluation due to their excitement and high levels of

motivation and euphoria as a result of a successful project. Secondly, the project leaders may have a more realistic perspective as they can assess the participants comparatively with other participants. Thirdly, the project participants may have a more realistic assessment, as their contact with the project leaders are limited with the time period of the project, and they can assess the impact in a longer time period, i.e. they realize the positive impact much later when the occasion arises.

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

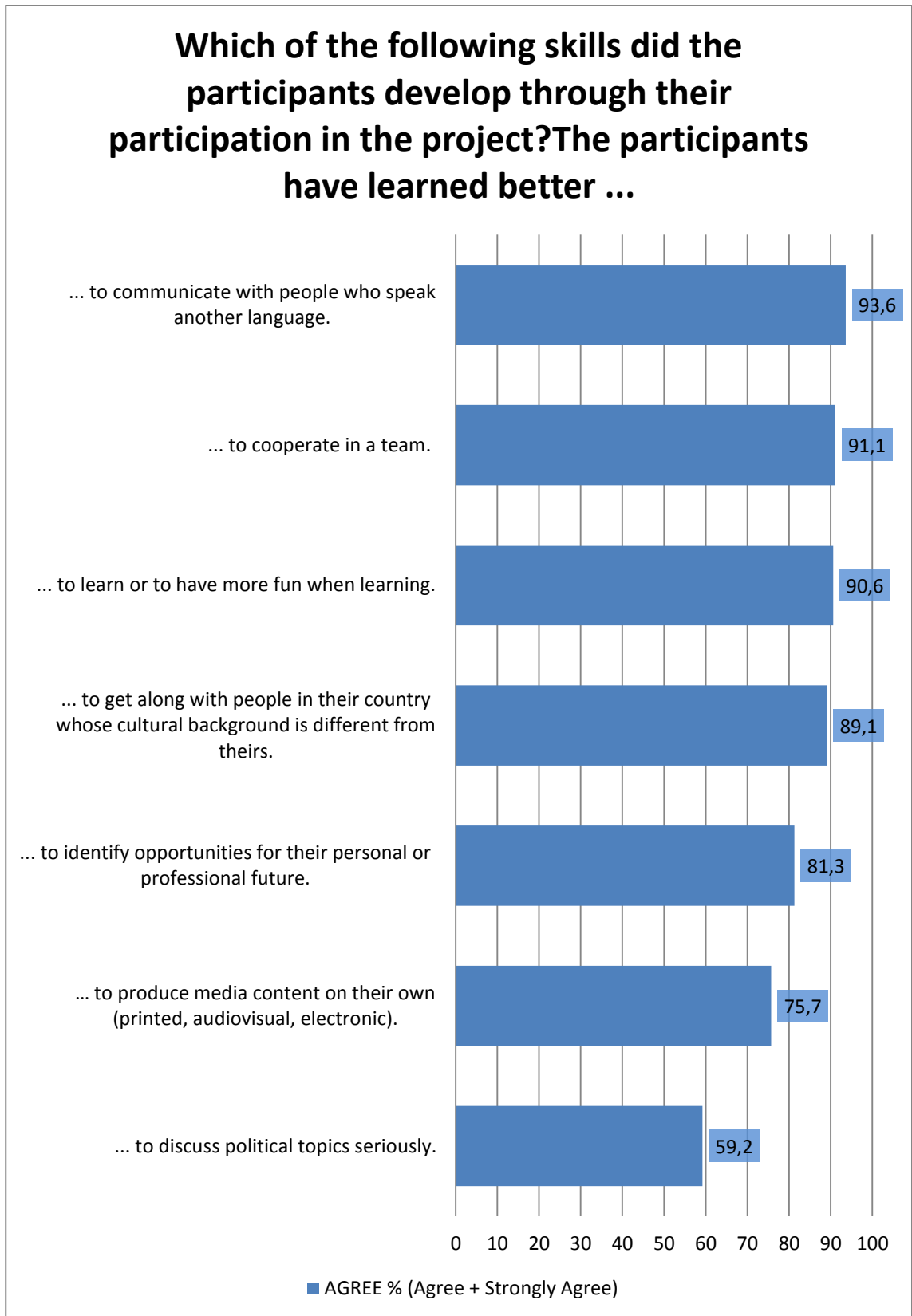
In the final part of the survey, project leaders were asked about the competence and skill development of the project participants. Respondents were asked to indicate whether the participants have demonstrated a development in a set of skills. The positive answers are presented in graph 16.

Overall, these results indicate that according to the project leaders, the projects contributed not only to the personal development of the participants, but *also contributed significantly to the skill development of them*. Comparing the results from the participants' survey, it can be seen that the project leaders' evaluations are in the same direction with the participants, and they agree on the skill development aspect of the projects.

As presented in graph 16, almost all of the project leaders surveyed (94 %) believe that the participants *have developed their skills in communicating in a foreign language*. This item received almost the same level of agreement from the participants (95 %). However, the skill that the participants believe they developed most with 97% *to deal with people with different cultural backgrounds*, is lower on the list of the project leaders, 89 %. This may be due to either a more realistic assessment of the project leaders, or due to their normative approach; after having worked with people with different cultural backgrounds, they may be under-appreciating the novelty and difficulty of this dimension of international youth work.

In general, except for the difference mentioned above, the evaluations of the participants are rather similar with the project leaders. The skills dealing with *team work*, *identification of opportunities for future*; *learning in non-formal and fun setting* were all mentioned with high levels of agreement by both project leaders and project participants.

**GRAPH 16. Competence and Skill Development of Participants**



Taking part in a project and assuming the role of a project leader is a major responsibility. As indicated earlier, the project participants tend to continue participating in similar projects, but also taking along further responsibilities and acting in different roles as well. Therefore, it may be safely argued that almost all of the project leaders come from previous participant roles.

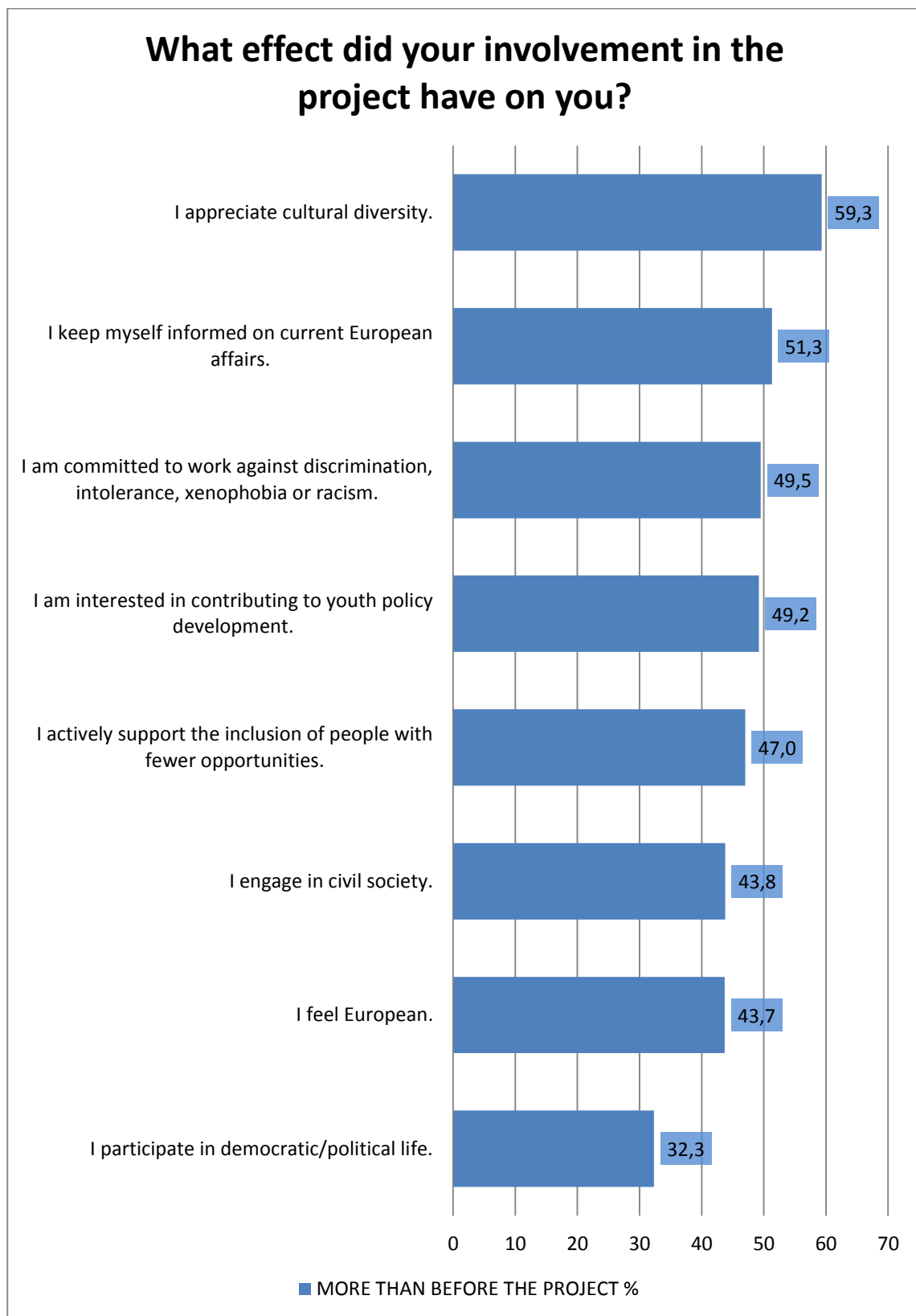
Being a project leader in a project is also a learning process. The preparation, implementation and evaluation of each project offer valuable learning opportunities to all parties involved, including the project leaders. RAY-MON also investigates the learning and development of the project leaders as a result of taking a responsibility in a project.

As part of the RAY-MON survey, the project leaders were asked to evaluate their *own* learning processes and comment on the impact of being a project leader on their self-development.

As the results presented in Graph 17, more than half of the project leaders **believe that the project has a major and positive impact on them. 6 out of 10** project leaders **stated that as a result** *they appreciate cultural diversity more than before the project* and **half of those surveyed indicate that** *they keep themselves more updated about current European affairs.*

Being a project leader appears to have an impact on the professional motivation and aspirations of the individuals as well. **50% of the responding project leaders say that** *they are committed to work against discrimination, intolerance, xenophobia or racism more than before the project* and *they are more interested in contributing to youth policy development.*

**GRAPH 17. Impact on Project Leaders**



## 7. Towards the recognition and validation of youth work and non-formal and informal learning: YOUTHPASS

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

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

- **Formal recognition** means the “validation” of learning outcomes and the “certification” of a learning process and/or these outcomes by issuing certificates or diplomas which formally recognise the achievements of an individual.
- **Political recognition** means the recognition of non-formal education in legislation and/or the inclusion of non-formal learning/education in political strategies, and the involvement of non-formal learning providers in these strategies.
- **Social recognition** means that social players acknowledge the value of competences acquired in non-formal settings and the work done within these activities, including the value of the organisations providing this work.
- **Self-recognition** means the assessment by the individual of learning outcomes and the ability to use these learning outcomes in other fields.<sup>58</sup>

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

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<sup>58</sup> Pathways 2.0 towards recognition of non-formal learning/education and of youth work in Europe, available from : [http://pjp-eu.coe.int/documents/1017981/7110668/GettingThere\\_WEB.pdf/](http://pjp-eu.coe.int/documents/1017981/7110668/GettingThere_WEB.pdf/)



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

- While creating their Youthpass Certificate together with a support person, the participants of the projects have the possibility to describe what they have done in their project and which competences they have acquired. Thus, Youthpass supports the reflection upon the personal non-formal learning process and outcomes.
- Being a Europe-wide validation instrument for non-formal learning in the youth field, Youthpass contributes to strengthening the social recognition of youth work.
- Describing the added value of the project, Youthpass supports active European citizenship of young people and of youth workers.
- Youthpass also aims at supporting the employability of young people and of youth workers by documenting the acquisition of key competences on a certificate.<sup>59</sup>

As the findings of RAY-MON, both from the project participants and project leaders demonstrate very high levels of project impact and learning and skill and competence development during the projects, the recognition of these knowledge and skills by the society is subject of inquiry. As The 'Youthpass' certificate describes, certifies and recognises the learning experience acquired during an Erasmus+ Youth in Action project, it is a good point to start.

The participants of RAY-MON were also directed a set of questions regarding the Youthpass and the use of it.

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<sup>59</sup> <https://www.youthpass.eu/en/youthpass/about/>

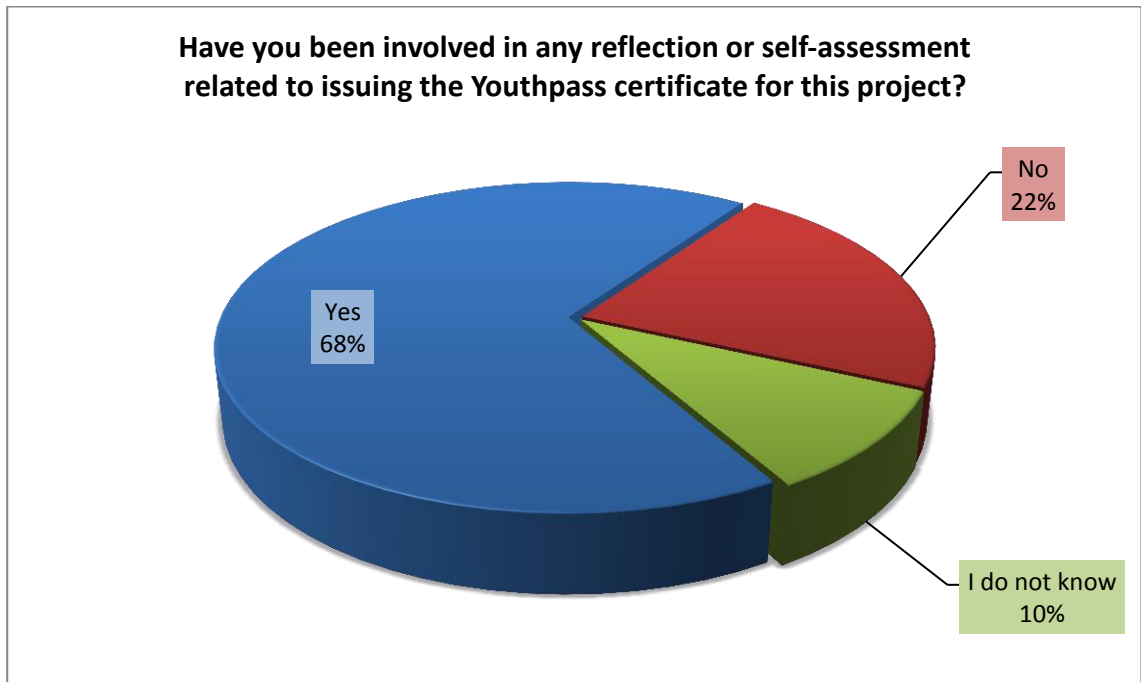
To start with, it is found that a very high majority of the project participants *received a Youthpass*. **94% of those surveyed indicated that they received a Youthpass at the end of the project they have evaluated.** (Graph 18)

**GRAPH 18. Participants Having a Youthpass**



Youthpass is not issued automatically at the end of a project. It is intended to be a self-evaluation and reflection tool, which enables the participant become aware of his/her development and learning. However, due to practical reasons, it is not unknown that certain projects do not carry out this reflection processes related to the Youthpass. Therefore, the project participants were asked whether at the end of their project there was a reflection or self-assessment at the end of their project as part of the Youthpass certificate. The results are presented in Graph 19.

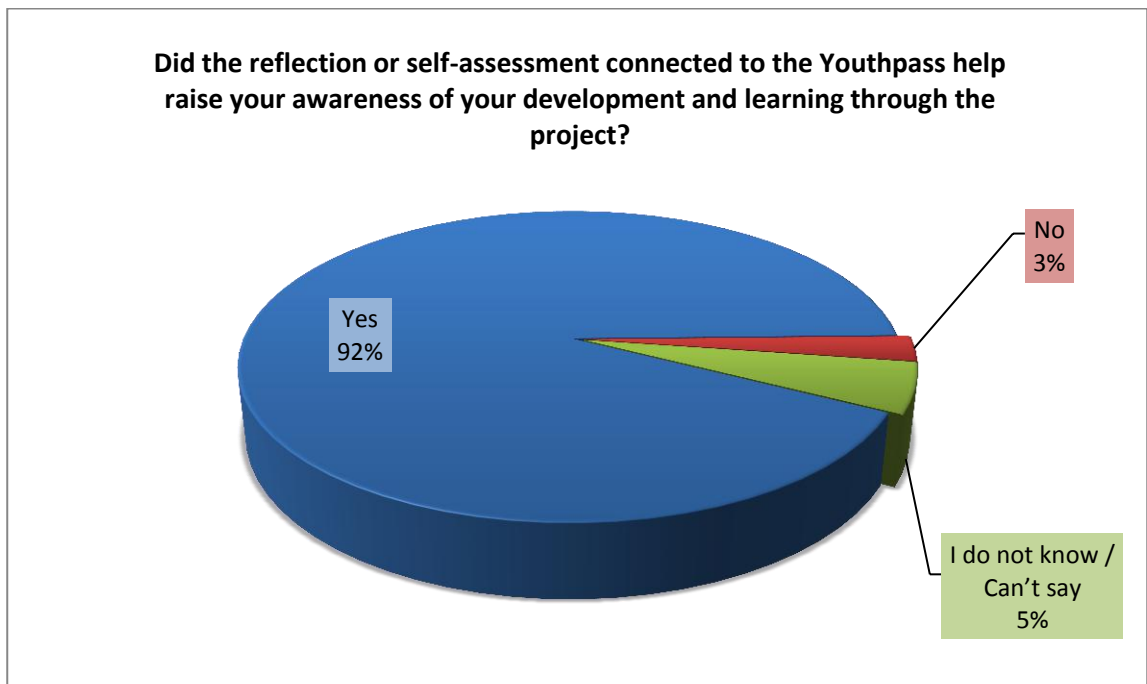
**GRAPH 19. Youthpass Reflection and Self-Assessment**



The survey data reveals that 68% of the participants went through a Youthpass self-assessment and reflection process at the end of the project, while **almost 1 out of 5 state that they did not have such a process**, which is a rather high number and it should be noted down carefully.

Having a self-assessment or reflection process does not automatically guarantee a significant outcome. It has to be designed carefully and implemented thoroughly. The participants who stated that they had such a process were asked to evaluate the self-assessment and reflection they had for Youthpass. The results are very positive (Graph 20).

**GRAPH 20. Youthpass: Effects of Reflection and Self-Assessment**

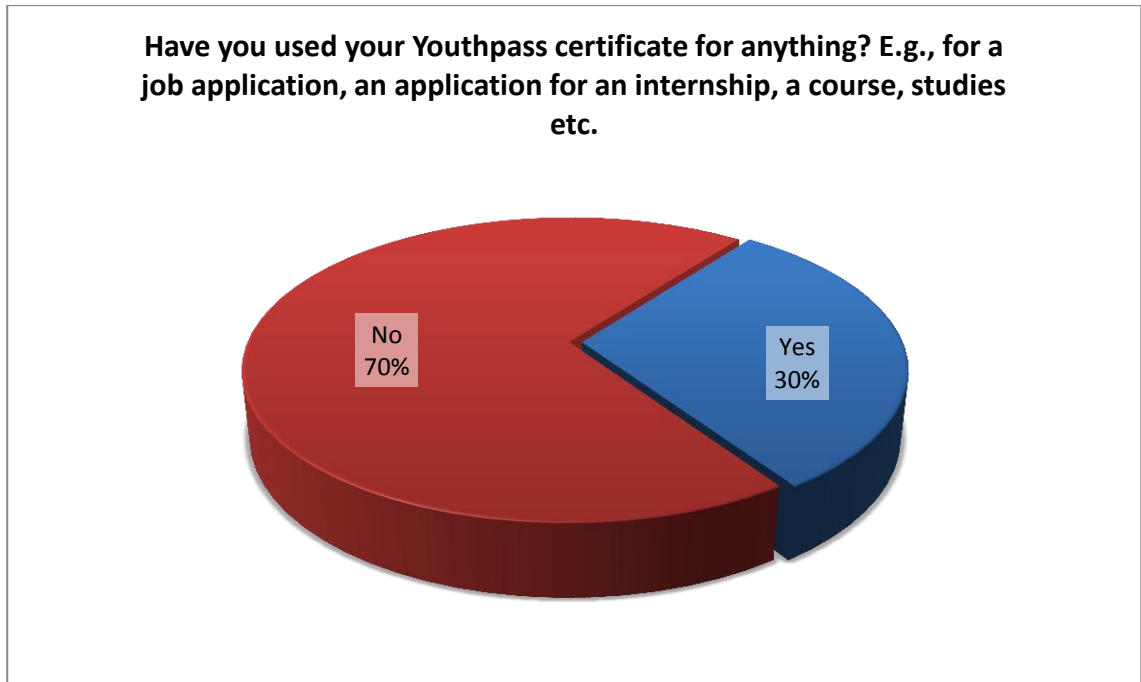


**92% of project participants** who had a Youthpass reflection and self-assessment connected to the Youthpass believe that it helped to raise their awareness of their development and learning through the project. This very high score demonstrates that a Youthpass connected reflection and self-assessment at the end of the project is very useful and necessary for developing the self-recognition of the participants. Through such a process, they can become aware of their own development and learning during the project, and therefore they can work more efficiently in gaining social and political recognition. In other words, a young person who is self-aware of the development can explain and transmit the benefits of non-formal learning to his/her environment better.

To increase the awareness about Youthpass' in the larger society and improve its recognition is a priority. The Youthpass holders are recommended to include it in their CVs and portfolios and use it in their applications for employment, internship, and for further education.

RAY-MON survey asked the participants *who received a youth pass* whether they presented it in some sort of the application. As the Graph 21 shows, only **3 out of 10 participants used the Youthpass in an application**. This low figure may be explained with the time factor, keeping in mind that these waves covered project *completed in 2015*. Therefore, the participants may not have had the opportunity to use it *yet*.

**GRAPH 21. Youthpass Used in an Application**

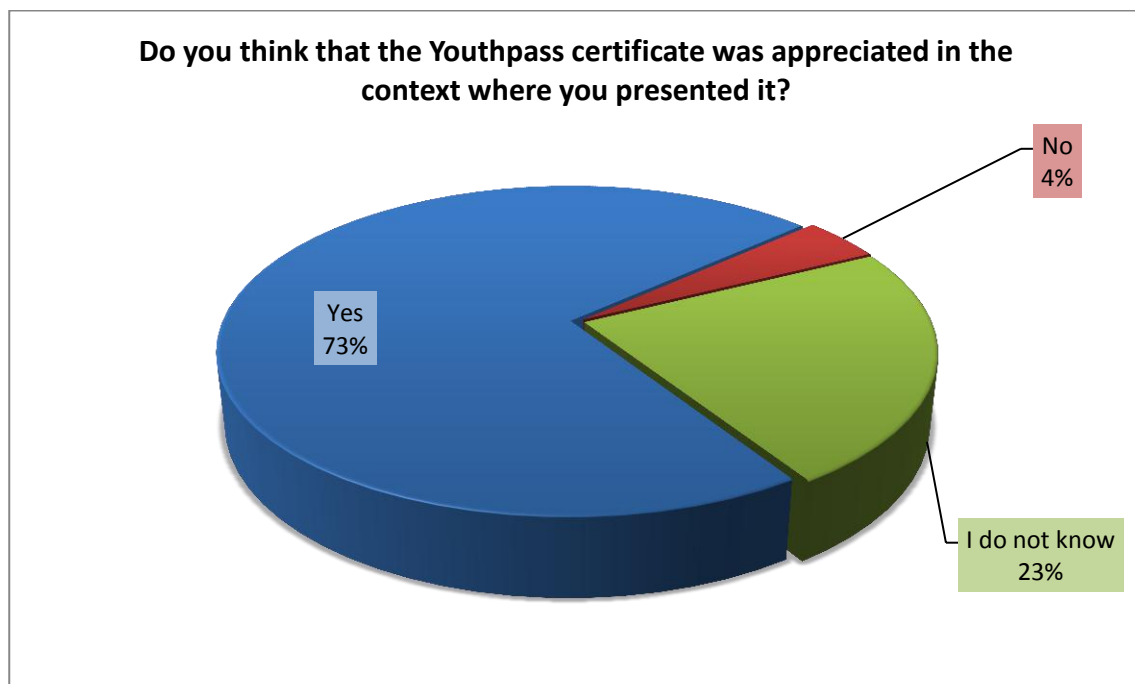


However, those who have used the Youthpass report very positive responses. It appears that when Youthpass was presented in some form of application in Turkey, **it creates a positive reaction**, according to the participants who have used it. **73%** of the participants who used Youthpass reported that **it was appreciated by those who evaluate the application** (Graph 22). Also an important figure is the low percentage of the negative responses, which is only 4 %, which report that Youthpass was not appreciated.

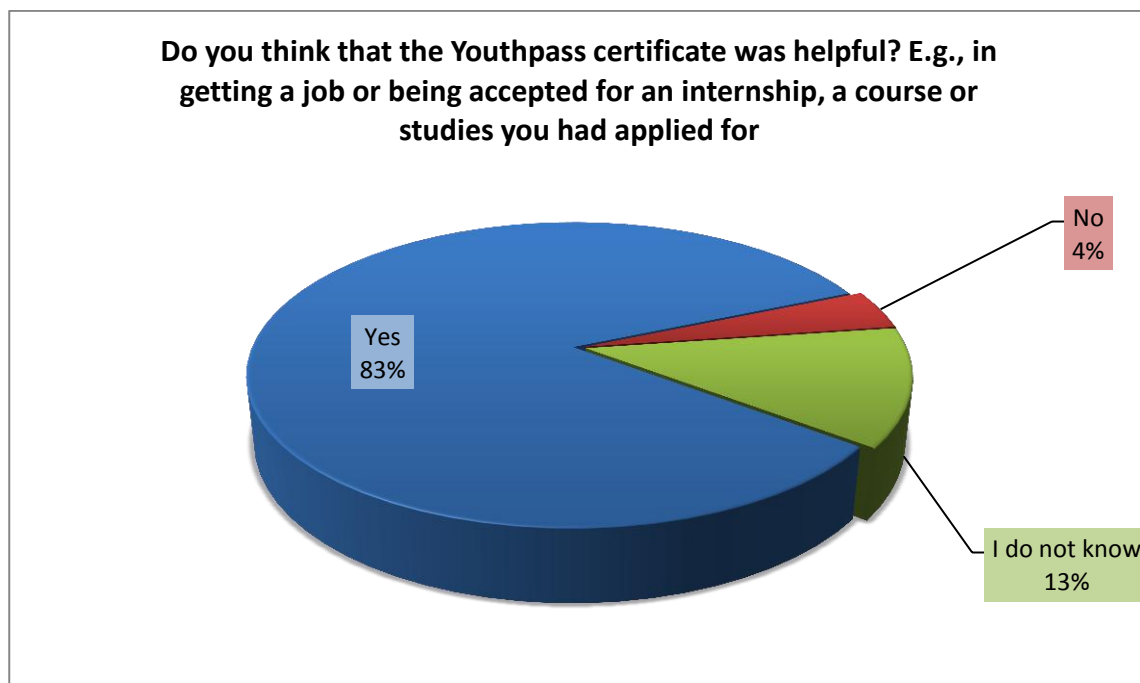
Graph 23 presents the percentages of Youthpass holders who presented it in an application and **believe that presenting a Youthpass increased their chances of being accepted. 83% said that the Youthpass certificate was helpful in getting a job, being accepted to an internship, a course or studies.**

Taken together, these results suggest that when used, the Youthpass makes an important contribution to the career and professional lives of the participants. Although the research on the level of recognition of non-formal and informal learning in Turkey is rather weak, the findings of RAY-MON and RAY research in the past years all point towards a potential to explore: there is an interest and positive reaction towards Youthpass and non-formal learning experience, however in the very limited areas where they are presented and discussed.

**GRAPH 22. Youthpass: Value/Appreciated in an Application**



**GRAPH 23. Youthpass: Value/Helpful for Being Accepted**



## **Conclusions**

This RAY-MON report presents the general theoretical and methodological framework for the RAY-MON research, and accordingly discusses the country-specific findings of the research. The analysis depends on the data within the RAY-MON study, which consists of two large scale surveys conducted with the participants and leaders of Erasmus+ Youth projects completed in 2015. It focuses on project participants and project leaders who are from Turkey. In the annex, it also presents an overview of the analysis of the responses from all participants who took part in project funded by the Turkish National Agency.

RAY-MON report is the first of Erasmus+ Youth, the new phase of the European Union Youth Programmes,. In Turkey, for over ten years, these programmes have provided thousands of young people and individuals, active in youth work at different ages, of different cultural and socio-economic backgrounds and from different locations in Turkey, with the opportunity to come together with their peers and colleagues in different countries and conduct joint learning mobility activities. The new phase continues to support these important non-formal learning opportunities and RAY-MON aims to systematically continue to monitor, assess and analyse the impact and contribution of these projects to the young people in specific and to the society at large. RAY Network provides a unique scientific, evidence-based and over time analysis of this important learning mobility opportunity for European young people.

This National Report is the third of its kind. The last two reports covered the period of 2012 and 2014 and provided important findings regarding the impact of the Youth in Action Programme. Through RAY analysis and findings, the youth workers, youth researchers and related policy makers have the possibility to have a better understanding of the work they are involved in, and hopefully RAY findings provide the basis for further evidence-based policy making in the future.

The results presented in this report are consistent with those of earlier studies and suggest that whoever they are, wherever they come from, whatever the project duration is, the projects make a major contribution to the lives of the individuals who participate.

A key policy priority for the Turkish National Agency and other involved stakeholders should therefore be to plan for the long-term awareness raising and recognition strategy to disseminate the positive impact of these projects. The information provided by the RAY research can be used to develop targeted interventions aimed at further recognition and awareness raising.

The most important advantage of the Research-based Analysis and Monitoring of Youth in Action Programme – RAY Network National Research is that it is based on continuous and comparative analysis. Continuous and systematic data collection is a must in order to understand correctly the dynamic and changeable structure of the youth work, whose sole object is youth. RAY-MON, together with RAY-CAP provide a very comprehensive picture of the contribution of the Erasmus + Youth to the young people in Turkey, to the development of youth work and youth workers and overall contribution to the society. It is therefore essential to continue and complement the RAY-MON and RAY-CAP findings and make use of them for better assessment and evaluation of the state of art in European youth projects in Turkey and other European countries.



## ANNEX: THE EVALUATION OF THE PROJECTS FUNDED BY THE TURKISH NATIONAL AGENCY

All the results and findings presented in this report are based on the sample of *project participants* and *project leaders* whose *country of residence was Turkey before the project*. In other words, this report focused on the project participants and project leaders from Turkey.

However, the universe of RAY-MON is not limited to these participants. We also gather and analyse the participants who participated in projects *funded by the Turkish National Agency*, regardless of their country of origin.

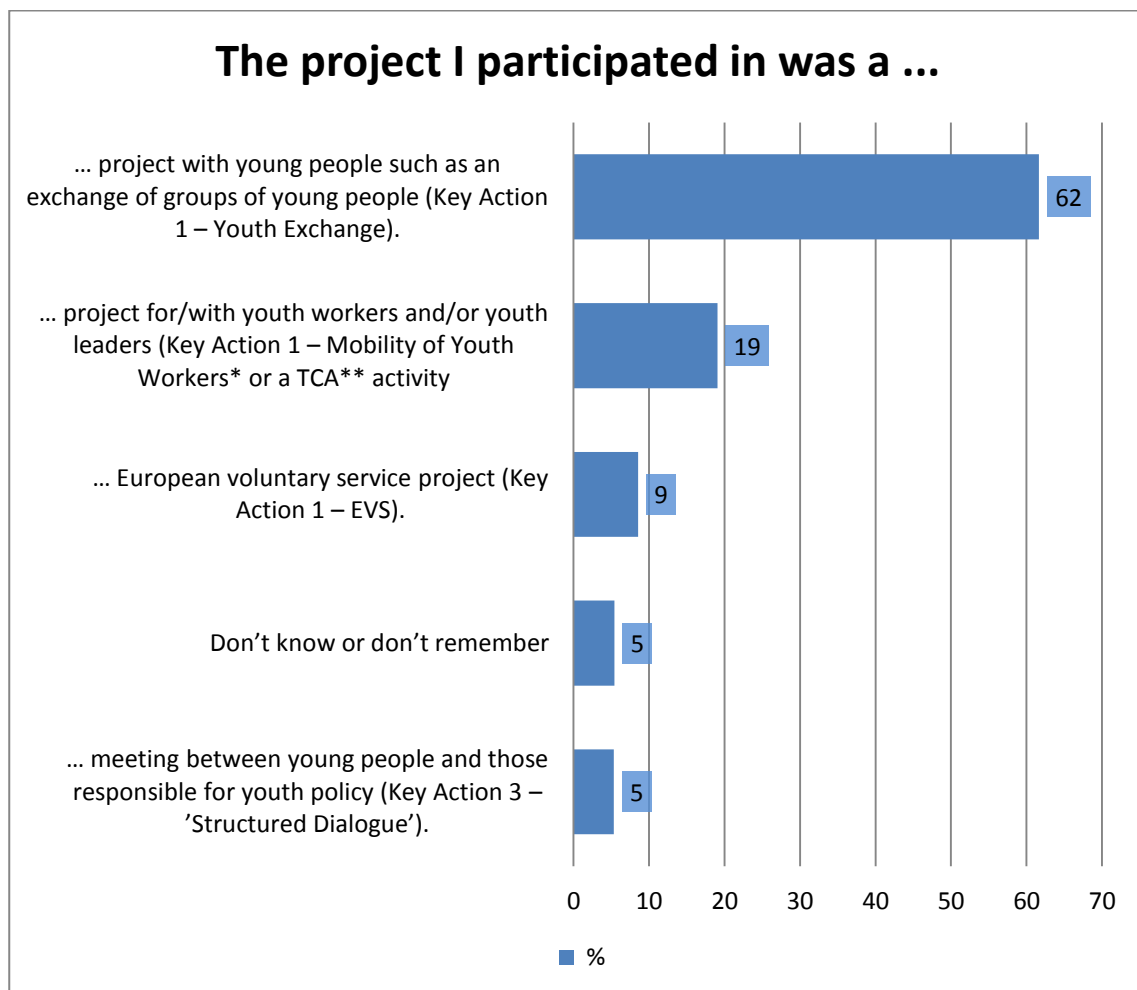
In order to keep this report well focused on the impact of participating in Erasmus + Youth in Action project on the young people from Turkey, the findings from the second group composed of *all young people participating in projects funded by the Turkish National Agency* are not going to be discussed in detail.

However, some key findings of this larger group are presented in this annex, in order to give a general idea about the impact that Turkish National Agency is making on young people through their funding.

The sample of the project participants who participated in projects funded by the Turkish National Agency is composed of **2005 respondents**. This figure includes young people from Turkey (which are analysed in detail in this report) plus those from other European countries and participated in a project funded by the Turkish National Agency. Out of these 2005 respondents, 1193 of them are male and 812 of them are female. The *average age of these participants (at the time of the project) were 24.2 years*.

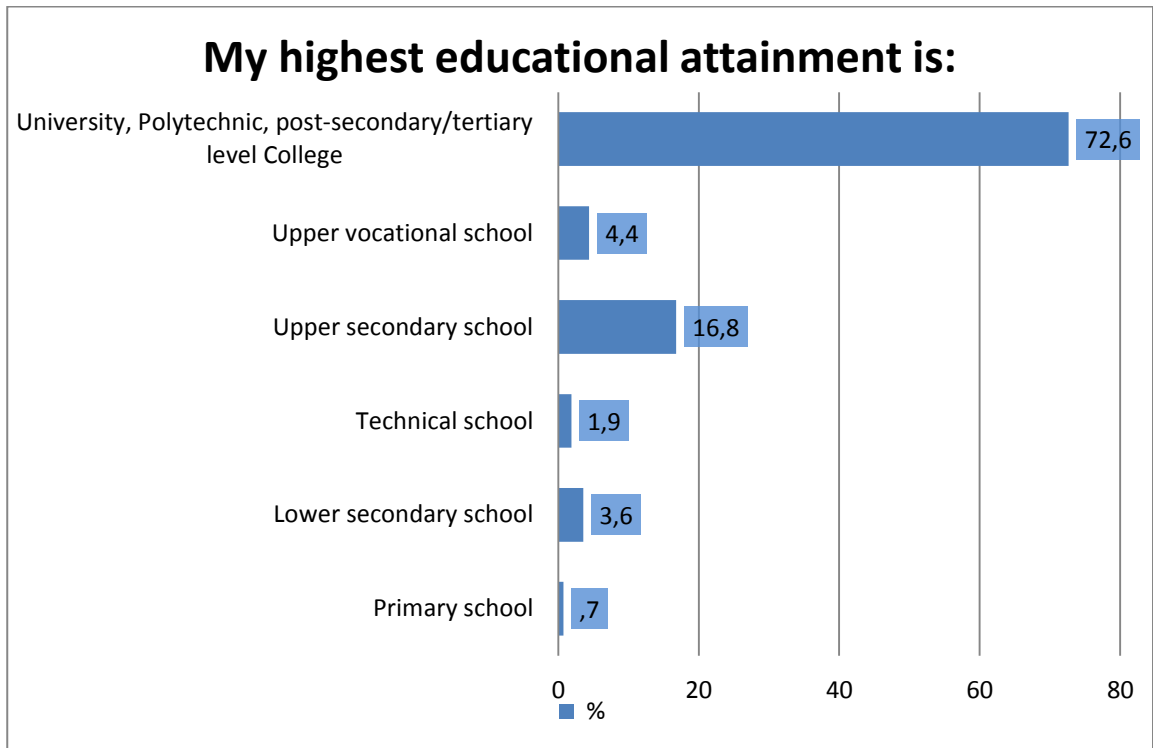
The distribution of these participants by the activity type is almost identical with the participants from Turkey: Mainly at Youth Exchanges (62 %), followed by project for/with youth workers and/or youth leaders (Key Action 1 – Mobility of Youth Workers or a TCA activity (19 %). (Graph 24)

**GRAPH 24. Turkish NA Funded Project Participants by Type**



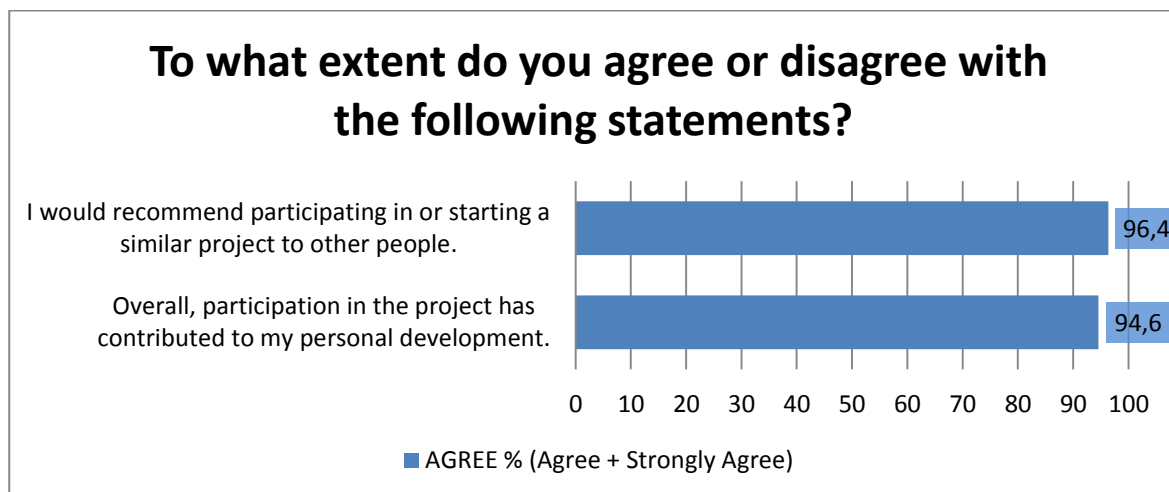
The education levels of the participants of the projects funded by the Turkish National Agency are similar to the those of participants from Turkey: university or higher level is the biggest group with 73 %. (Graph 25). However, comparing the two data reveals that *the participants from Turkey are in average have higher education levels than those not from Turkey*. The percentage of university or higher level education is almost 9 points higher (81.4% versus 72.4 %). The possible technical and bureaucratic explanations for this were discussed earlier.

**GRAPH 25. Turkish NA Funded Project Participants by Education**

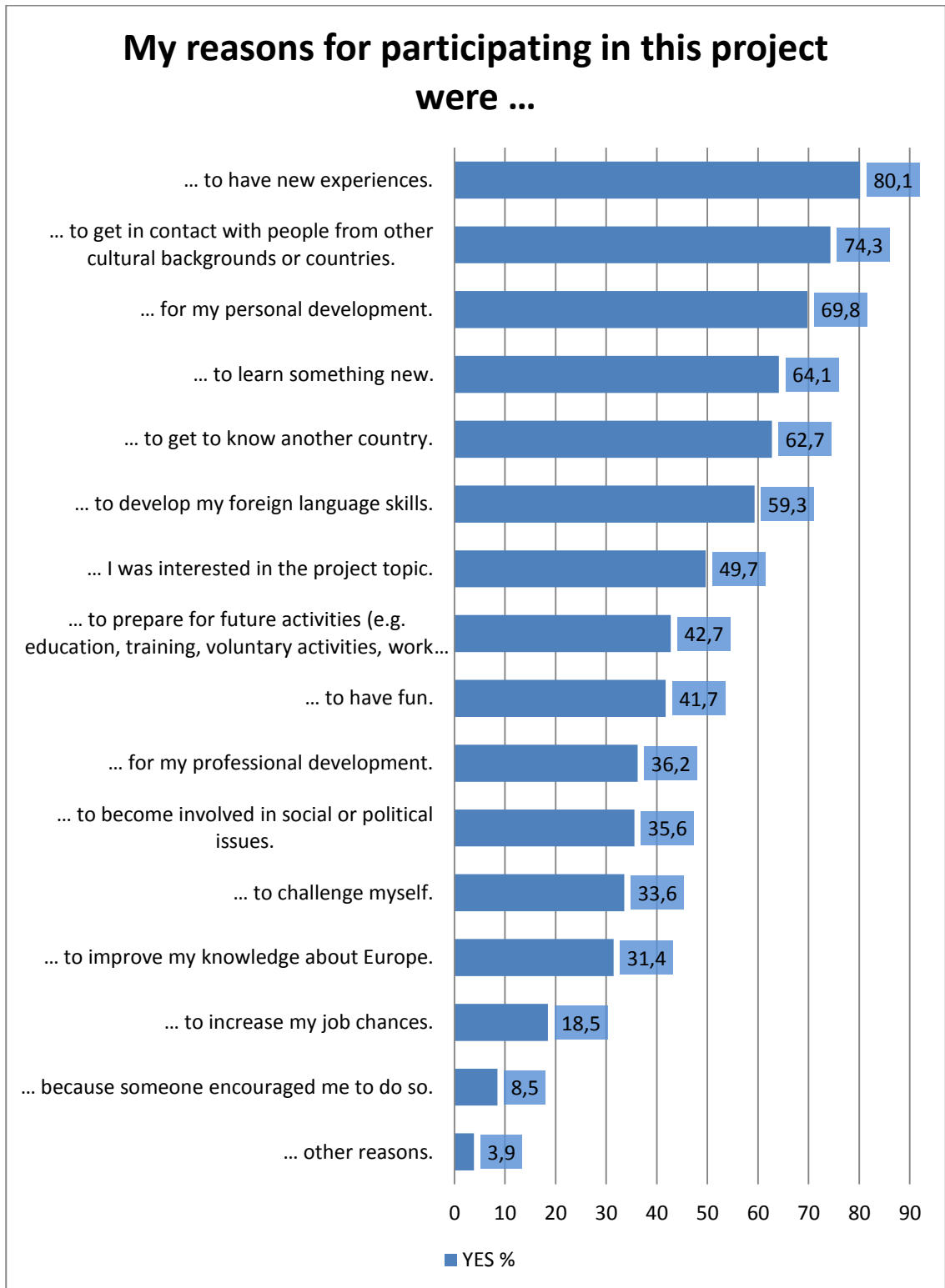


The level of satisfaction of the participants of the projects funded by the Turkish National Agency is also very high, and it is reflected in the *multiplier effect*. **Almost all of the participants say that they would recommend other people to participate in a similar project and that overall, the project experience contributed to their personal development.** (Graph 26).

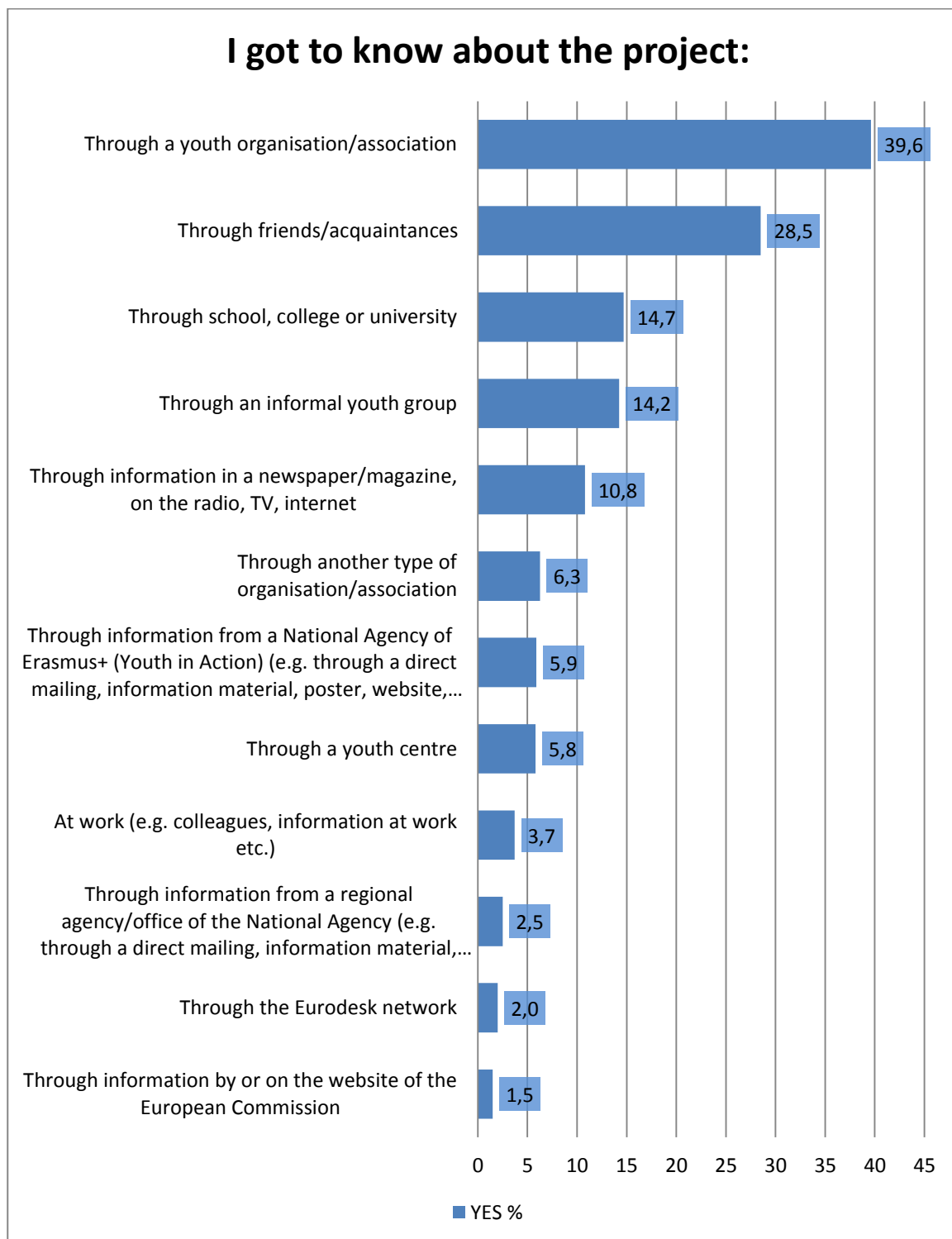
**GRAPH 26. Turkish NA Funded Project Participants by Satisfaction**



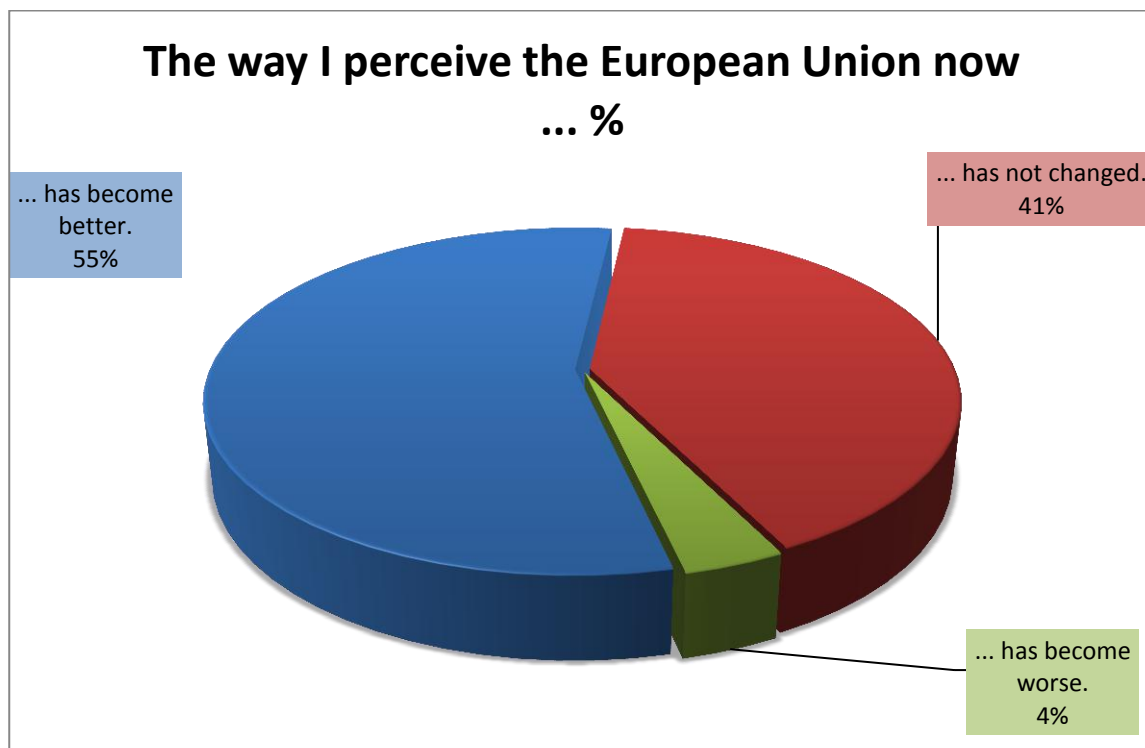
**GRAPH 27. Turkish NA Funded Project Participants by Motivation**



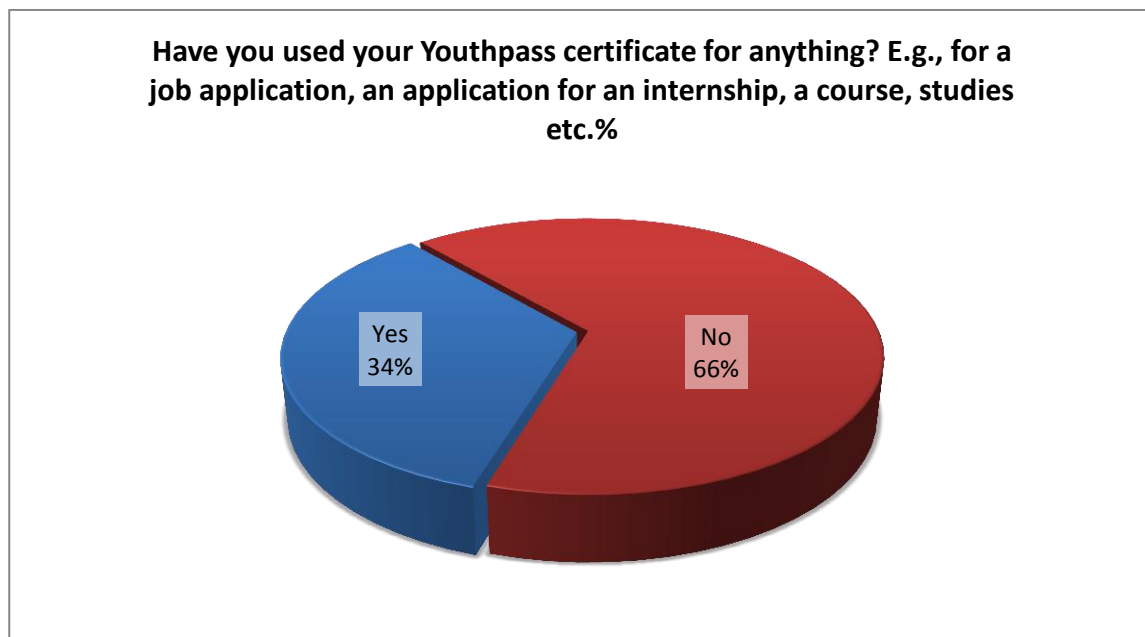
**GRAPH 28. Turkish NA Funded Project Participants by Information Source**



**GRAPH 29. Turkish NA Funded Project Participants by EU Perception**



**GRAPH 30. Turkish NA Funded Project Participants by Youthpass**



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