



Needs Analysis Report

Country Report Turkey



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Abstract

This study provides an overview of needs analysis on youth work in Turkey. A review of current literature revealed some studies on the field of youth work which are mainly adaptations or translations of international studies in the Turkish context. It is shown that youth work activities are conducted by the Ministry of Youth and Sports which organize, implements, and monitors all youth services and non-governmental organizations (NGOs) such as youth associations, youth clubs and youth foundations on voluntary basis.

The study sought to use qualitative methods to obtain the relating data via semi structured interviews with 24 people who are key persons on youth work as youth leaders, volunteers, youth workers and youngs.

Initial findings indicated that eleven main themes (topics of the questionnaire) emerged in youth work as follows: (1) understanding the terms and practice of youth work, (2) the characteristics of a good youth worker, (3) understandings of the terms inclusion, diversity and equality, (4) the importance of inclusion, diversity and equality, (5) specific issues young people face, (6) specific examples of interventions, (7) Evaluation of interventions, (8) specific resources used, (9) resources required, (10) education/training for inclusion, diversity, and equality, and (11) further developments in training/education.

Keywords: Youth work, inclusion, diversity, equality.



1. Introduction

The world population of 7,4 billion in 2015 is expected to reach 8,9 billion by 2030 according to the United Nations. (<http://esa.un.org/unpd/wpp/>) The world's population growth is expected to be concentrated mainly in underdeveloped and developing countries. According to the STAT/05/48 research conducted by the European Commission, while the proportion of elderly people in the total population of Europe was 16,4% in 2004, this proportion is projected to be 29,9% in 2050. Therefore, having a young and dynamic population in the coming years will provide many advantages in economic and social life for the countries. When the population growth rate in Turkey is considered, young people aged 14 to 29 is expected to account for 70 % of the population by 2023. Thus, the systematical management of the current demographic structure is possible by means of carrying out efficient and qualified youth works.

The active participation of young people in social, political and economic life by showing their potential will promote achieving sustainable development through paving the way for national development.

1.1 Youth work

“Youth” is a concept for which it is not possible to address a single universally accepted definition. Youth can be defined on the basis of sociology in terms of time, place, cultural and social variables. Although the United Nations (UN), the United Nations Organization for Education, Science and Culture (UNESCO) and World Bank (WB) define those aged 15 to 24 as “young”, when the conditions in Turkey is taken into account, all individuals between the ages of 14 and 29 are included in this definition without any discrimination. Significantly limited sources have been obtained during the body of literature research in Turkey which has only recently acquainted with the terms of youth politics and youth works. It is essentially important to ensure suitable communication channels with young people in order to develop public policies while considering the factors such as young person's age, gender, economic, social, family and cultural conditions, level of education, place of residency, etc.

As the nature of youth requires, young people should be considered as a dynamic human source and positive force which will play a role in building the future. There has been a need for a national youth policy as well as adocument thereof due to the requirement of



efficient and qualified youth polices and of the policy document in which the aforementioned polices are specified in order to create fundamental values for the youth development nationwide, set targets, define the main target groups, promote collaboration and cooperation between the young individuals and all relevant organizations/institutions as well as groups in Turkey, enhance the youth programs and to designate the priorities. Following the foundation of the Ministry of Youth and Sports in 2011 to this end, youth workshops, to which 8000 people of whom most were young people attended, were organized in 17 different regions (15 workshops in Turkey, 2 workshops abroad) with a view to determining youth problems and solution offers. As a result of these workshops, Turkey's 2. Youth Council in Ankara was held with broad participation in consequence of which the Youth and Sports Policy Document was formed. The National Youth and Sports Policy Document is the first and unique official document issued and enforced in 23.01.2013 in this scope. National youth policies are an indispensable factor for the participation of young people as active individuals in every area of the social structure and for revealing the skills and capabilities they have. Moreover, youth policies are the body of means which protects young people from abuse and neglect (The National Youth and Sports Policy Document, 2013).

Youth works which constitute an important pillar of the youth policy are at the forefront for ensuring the youth participation. While promoting the active participation of dynamic young people as citizens in the society, improving their skills and capabilities for further enhancement, youth policies make the existence of young people more visible as citizens nationwide.

While youth policies can be executed under the roof of the Ministry of Youth and Sports, they can be conducted by means of non-governmental organizations, foundations and associations on voluntary basis. The collaboration between young people and institutions increases the confidence of young people and also plays a role in changing the social perception. Realization of the projects conducted by young people through important national and international cooperation which also includes working in collaboration with different institutions at provincial level enable young women and men to gain acceptance by and respect of others in terms of their personality and works they carry out.



Hence, popularizing youth works nationwide and conducting extensive awareness and consciousness raising studies in relation to the youth participation are deemed to be significant in promoting the social perception regarding the inclusion of young people in decision-making process.

In this context, it will have beneficial effects to increase the scope and efficiency of the cooperation among diverse organizations such as youth centers, non-governmental organizations, youth council, and youth clubs, and to increase that of local-national and international youth works.

It has been observed that different youth groups to reach their capacities regarding partnership development, coordination and representation at a non-hierarchical scale is a prerequisite for youth participation which is closely associated with the democratization of decision making processes and with co-occurrence of differences. (Recommendations for Youth Participation and Youth Policies, 2010)

1.2 Education and Training of Youth Workers in Inclusion, Diversity and Equality Topics

Although there are currently no undergraduate or graduate programs in the field of youth works in Turkey, Youth Works Application and Research centers have recently been founded within universities. For example; Akdeniz University Youth Works Application and Research Center, Abdullah Gül University Youth Factory, Bilgi University Youth Works Unit, etc.

The Ministry of Youth and Sports and NGOs are fulfilling the gap that has been created academically. The Ministry of Youth and Sports are engaging in transforming the youth works, which has started as an unprofessional work field, into a profession. The voluntary works which began during the first years have now turned into a profession under the name of youth leader. And, the youth leaders are being employed in 220 youth centers across Turkey. The Ministry, aside from providing trainings that set the basis of works of the Council of Europe, such as “Human Rights”, “Democracy and Human Rights”, “Voluntarism”, “Youth Works and Participation” to youth leaders and youth workers, also gives trainings such as “Intercultural Learning”, “Conflict Resolution”, “Council of Europe and EU Youth Programs and Strategies”, “E-presentation” and “Social Media”. In addition to this, the Ministry also gathers youth leaders in Turkey ever



year for 5 days, firstly to evaluate the previous year and secondly to organize trainings for the forthcoming years.

However, since there are no specific standards in the field of youth works, the NGOs define their own program, trainings and activities while carrying out youth works. For instance, TEGV (Educational Volunteers Foundation of Turkey) executes its youth works on voluntary basis and they provide “Basic Volunteer Trainings” when learning how to become a volunteer. Another educational program organized by TEGV is “As Citizens, We’re Active Participants” which was developed to support our children and young people to become modern individuals and citizens who know their rights, are against stereotyping, biased behaviors and discrimination, are not involved in violence, and are able to assess social issues, -generally in a critical manner. In addition to these trainings, trainings on *gender, racism and peace* are also provided throughout the year.

1.3 Background Research on the Issues which May Affect Young People

The needs analysis study titled “Turkey’s Youth Profile” conducted by SETA (Foundation for Political, Economic and Social Research) in March 2012 was held with the participation of 10.174 young people in Turkey between the ages 15-29 in order to promote the youth policies in Turkey. The headings that are especially distinguished are : (1) youth unemployment, (2) harmful habits (smoking, alcohol, substance abuse), (3) lack of foreign language skills, (4) lack of international experience, (5) lack of role model, (6) being unable to manage leisure-time activities (Turkey’s Youth Profile, 2012). Following the work carried out SETA in March 2012, 2.Youth Council was held by the Ministry of Youth and Sports in May, 2012. 8000 people, of whom 21 % were relevant stakeholders, 25 % were from universities, 30 % were from NGOs organizing activities related to youth, 18 % were from City Council Youth Assemblies and 6 % were young people who participated in workshops held abroad, attended to the 2.Youth Council. Thus, the National Youth and Sports Policy Document was formed as a consequence of the Council. The fundamental policy fields in the National Youth and Sports Policy Document which has been projected in parallel with the difficulties young people face are as follows:

1. Education and Lifelong Learning
2. Family



3. Ethics and Humanitarian Values
4. Employment, Entrepreneurship and Vocational Training
5. Disadvantaged Young People and Social Inclusion
6. Health and Environment
7. Democratic Participation and Civic Consciousness
8. Culture and Art
9. Science and Technology
10. Youth In The International Arena and Intercultural Dialogue
11. Utilizing Free Time
12. Informing Young People
13. Voluntary Work and Mobility

In addition to this, non-governmental organizations such as Educational Volunteers Foundation of Turkey (TEGV), Community Volunteers Foundation (TOG), units affiliated with Turkish National Agency and The Ministry of National Education as well as youth organizations, local authorities and youth assemblies carry out training programs, projects, courses and activities in order to fight against the problems that young people face. Some of the problems that youth workers and young people face are as follows; gender equality, health problems, geographic position, regional differences, transportation difficulty, cultural differences, physical disability, and time management.

According to the “Youth Unemployment in Turkey: Contributing Factors and Policy Proposals 17” written by Yentürk and Başlevent, youth population in Turkey confronts critical problems and ensuring jobs will not easily eliminate these problems. The authors of the said study argue that the unemployed young people constitute an important part of the problem, although is it not the sole key to the solution. Yurttagüler underlines the correlation between youth and social exclusion, referring to the sources in “Social Exclusion and Youth”. While providing a brief explanation related to the policies of the Council of Europe and European Commission regarding social inclusion, the article argues that young people, especially those in Turkey, can be given advantages aimed at fighting against poverty and social exclusion. In the article by Uyan, “Childhood to Adulthood: The Non-Youth” the conditions of young people are questioned by laying an emphasis on the poverty young people face today. According to Uyan, young people does not have a chance to actually live their childhood which renders them depressed



about the future, all of which are due to problems such as poverty, inequality and discrimination.

Underlying the gender factor

Due to the prejudged perception of the social visibility of male and female, it can be stated that policies related to young people have one-sided viewpoints against males. However, these policies should be formed taking into consideration a wide range of resemblances and distinctions between the needs of young men and women. It should be the main concern of the youth policies to interrelate differences and similarities for the mutual benefit of both parties.

Differences are not a threat but a source of diversity

Since Turkey lacks the necessary environments where youth can prepare themselves for social life, it is not possible to acquire the culture of living together, as a consequence of which adverse effects are seen in terms of violence, narrow-mindedness and excessive intolerance. Therefore, creating environments where young people can get together plays a crucial role in developing youth policies.



2. Methodology

In order to investigate youth workers', youth work trainers' and young people's view in the field of inclusion, diversity and equality approach a qualitative research was conducted. Semi-structured interviews and focus group interviews were used in the study. Sample was 24 people who were selected as key people in the field of youth work. Data was collected from individual interviews with 6 people, 2 focus group interviews with 7 adults, 2 focus group interviews with 11 young people.

Participants' profiles are shown in the following table.

Table 1: Participants' Profiles

	Participants	Gender	Age	Educational Background	Experience	Institutions
INDIVIDUALS	1	Male	26	M.A.	11 years	Governmental
	2	Male	30	Bachelor	4 years	Governmental
	3	Male	32	M.A.	14 years	NGO
	4	Male	33	Bachelor	11 years	NGO
	5	Female	27	M.A.	4 years	NGO
	6	Female	43	Bachelor	3 years	NGO
FOCUS GROUP (ADULT)	7	Male	27	Bachelor	2 years	Governmental
	8	Male	63	Bachelor	10 years	NGO
	9	Male	31	Bachelor	5 years	Governmental
	10	Male	31	M.A.	5 years	NGO
	11	Female	28	Bachelor	1 year	Governmental
	12	Female	31	Bachelor	5 years	NGO



	13	Female	51	Bachelor	6 mounts	NGO
FOCUS GROUP(YOUNG)	14	Male	21	Undergraduate	2 years	Governmental
	15	Male	22	Undergraduate	4 years	Governmental
	16	Male	19	Undergraduate	1 year	Governmental
	17	Male	21	Undergraduate	3 years	NGO
	18	Female	22	Undergraduate	4 years	Governmental
	19	Female	21	Undergraduate	2 years	Governmental
	20	Female	22	Undergraduate	5 years	NGO
	21	Female	20	Undergraduate	1 year	Governmental
	22	Female	21	Undergraduate	2 years	NGO
	23	Female	22	Undergraduate	3 years	Governmental
	24	Female	21	Undergraduate	3 years	NGO



3. Findings

Please explain how you understand the terms and practice of youth work

Adults' View

Youth works, the target audience of which is young people, are works that can be carried out by any volunteers aimed at helping young people to become more active individuals in society in accordance with their needs and problems they face. These are works which contribute to the personal, social and cultural developments of children and young people.

"...body of works conducted on voluntary basis with a view to preparing young people for life in a most efficient way."

"...Youth works can be executed in any institution where young people are active individuals and anyone who is enthusiastic for this kind of work can be a youth worker. If you give priority to the youth and opinions of the youth and you are working in collaboration with them considering their needs, this is what I would call a true youth work..."

"...these are works which include everyone aged 13 to 29 without any discrimination, intending to upbringing young people who improve themselves, who can take the responsibility of their own personal development."

Young People's View

According to young people, youth works are works that are based on voluntarism to which the young people attend actively and which also enhance communication and interaction between young people, contribute to their personal development, help them utilize their leisure time more efficiently and which reinforce the equality of disadvantaged groups.

"...These are works that can be carried out by anyone who is volunteer, of which the goal is to aid young people to be productive and to increase the level of communication among them".

"...These are works conducted in order to encourage young people to be more active individuals".



“These are works that strive to establish humanitarian values such as respect, tolerance, etc. These works also help us use our free time more efficiently”.

“...These are works that promote personal development of individuals and equality of disadvantaged groups”.

What are the characteristics of a good youth worker?

Adults' View

A good youth worker should;

- Empathize with people,
- Be objective,
- Understand the youth psychology,
- Be a role model for young people,
- Possess leadership qualities,
- Be open to learning,
- Have awareness of volunteering,
- Possess high level of communication skills,
- Be determined,
- Be enthusiastic,
- Be devoted,
- Be up to date,
- Follow technology and innovations,
- Be dynamic,
- Be responsible,
- Be tolerant,
- Be creative,
- Be self-confident
- Have problem solving skills,
- Be patient.

“...A good youth worker should possess skills regarding empathy, understanding of youth psychology, team work, time management, etc., and shall direct young people in accordance with their qualifications and be objective. I would like to particularly emphasize the word “objective” here, because if a youth worker does not respect the



differences of every young person, then it would be very hard for him / her to win the heart of the relevant young person or to include that person into an activity”.

“...Those who are open to learning, love sharing, possess awareness of volunteering, have high level of communication skills as well as leadership qualities are good youth workers”.

“...We volunteer while we manage our professional lives; therefore, youth works require you to be determined, enthusiastic and devoted.”

“...Youth worker is an individual who is always up to date, follows technology and who can empathize with young people and who is informed”.

“...A good youth worker is dynamic, responsible, understanding and tolerant, knows to listen and thinks critically. A good youth worker is solution-oriented, positive, attentive, sincere and honest. A good youth worker is hardworking, can be occasionally persistent and does not give up easily”.

Young People’s View

A good youth workers are those who;

- Possess high level of communication skills,
- Are responsible,
- Are tolerant,
- Are respectful,
- Are enthusiastic,
- Have sense of justice,
- Are active,
- Are determined,
- Are devoted,
- Have problem solving skills,
- Are creative,
- Know to empathize with people.
- Can be role models.



“...Youth workers are active individuals who are responsible and voluntary, who communicate efficiently, can express themselves well, who are good-humored, tolerant, respectful, who have a sense of justice, love their jobs, possess solution-solving skills and who can empathize with others”.

“...It is important to be devoted, determined, enthusiastic and voluntary”.

“...A youth worker should have necessary communication skills, be creative and a role model for others”.

How does your organization understand the terms: inclusion, diversity and equality?

Adults' View

Inclusion means;

- Reintegration of the disadvantaged groups into the society,
- Integration of the individuals under equal conditions despite diverse obstacles,
- Accepting people as they are and making them a part of the society.
 - *“...In our institutions, we do not discriminate anyone, whether they are volunteers or children. We strive to reintroduce marginal groups and people with disabilities, who have been excluded, into the society again”.*
 - *“...We emphasize these terms in almost all our works and projects. Our primary target audience is “young people with limited opportunities” and we are trying to integrate them into the society. We also make it possible for them to attend to many events free of charge by providing them European opportunities”.*
 - *“...Inclusion means to have equal rights under equal conditions with your peers, maybe by means of positive discrimination, if you are a part of a segment which has been exposed to discrimination by the society or if you face various obstacles such as physical, economic and geographical obstacles.”.*
 - *“...If the “Inclusion” concept is considered as accepting children or young people irrespective of race, language, religion, then our foundation is very sensitive about this. None of our volunteers can carry out an activity without having received a relevant training regarding these issues”.*



Diversity;

Diversity is referred to as pluriformity rather than discrimination stemming from the individual differences in the society such as culture, emotions, opinions, gender, language, religion, socio-economic level, etc.

- *“...Every young individual is important and we see them as a source of wealth. Diversity is not a source of conflict but of wealth, all of which includes language, religion, ethnicity, political differences”.*
- *“...There would be no concept of diversity where everyone has the same skin color, the same tone of voice, the same gender, because there would be no different variables; therefore, it is not important the team you support, the language you speak, the ethnicity you belong to, or what your religion or your nationality is. Our institution’s main principle is to respect the differences for we believe these differences enrich us.*
- *“...We believe that our differences are our colors and we act in accordance with this belief in practice. We organize activities and play games in which we give the message that differences are good. All these are not only for children, but also for our volunteers. We welcome all our volunteers in our foundation regardless of who they are. We do not criticize differences, we respect them”.*

Equality;

Equality means that everyone can be fairly included in all processes of social life under equal conditions despite their differences.

- *“...If we need to consider differences and equal opportunity as a whole; in the statute of our institution, these concepts are explicitly defined and there can be no question of discrimination. We have assumed a mission of bridging the achievement gap in the education”.*
- *“...All young people are same to us and we approach them in the same manner”.*
- *“...Equality can be defined as ensuring equal conditions for everyone despite all differences. As an institution, we base our works on these principles”.*
- *Equal opportunity is the most emphasized notion here. TEGV activity centers are located in quarters having low socio-economic levels. This is an application aimed at balancing inequalities. Inclusion, diversity and equality are concepts that both our foundation and us, the volunteers, deliberately lay emphasis on”.*



Young People's View

Inclusion; means that the individuals who have differences can coexist with other individuals under equal circumstances.

"...The projects conducted in the youth centre adopt the concept of "inclusion". Necessary conditions are created, especially in the camps, in order to include individuals with disabilities into the projects".

"...Integration of individuals with special needs into activities together with other individuals can be given as an example to the concept of inclusion. For instance, we recently held a kite fest. We included individuals with autism in this fest and tried to show them that they are not different from the others".

"...In EXPO, base stations have been installed for people with disabilities. They told us how to behave people with disabilities and that they have created environment necessary so as to make them to participate in all activities".

Diversity:

It is the circumstances such as gender, religion, language, race, emotion, opinion, regional and cultural differences, physical features, difference of opinion, etc., which vary in parallel with the individuals.

"...There are regional and cultural differences. For example, in the university I had the chance to meet with people coming from various cultures. I have learned to respect diversity".

Equality is understood as:

- Everyone having same rights,
- Achieving justice for everyone,
- Sharing the same emotions,
- Living under same conditions despite differences.

"...Equality is when different people reach the same level of equality where they can carry out the same thing. It is to be able to provide them same rights".



“... It is when different people can live together in the same place under the same conditions.”

So which element of IDE are particularly important for your organization? Why?

Some institutions think that all three concepts are interrelated and that it is not possible to distinguish them.

“...Due to the fact that our institution is a youth center and that we work constantly with young people; the concepts of inclusion, diversity and equal opportunity are identical and interconnected for us”.

“...I cannot say one is has more significance than the other. All three notions have the same role for us. It is not really possible to differentiate them from one another.”

Nevertheless, in general, the institutions think that it is important to provide equal opportunities to all individuals by respecting differences.

“...I believe that equal opportunity has more bearing than the other two concepts. Our institution is trying to focus on disadvantaged children. I think they are all interrelated notions in general terms. However, the goal of our institution is to bring the concept of equal opportunity to the fore”.

“...Our institution embraces all three, though mostly the equal opportunity, I believe.”

“...All these three concepts are very important to us. None of them could exist without the presence of each other. I do not think it is right to compare them; nevertheless, when we look at the structure of the institution, I can say that starting point of the foundation is to ensure equal opportunity”.

What specific issues do the young people you work with face which may prevent them from reaching their potential? How do these links into IDE issues?

Adults' View

- Physical obstacles,
- Health problems,



- Drug addiction,
- Prejudice,
- Transportation difficulty,
- Geographical conditions,
- Educational differences,
- Cultural differences,
- Economic differences.

“...There is a significant gap between the educational-cultural levels of young people. The school, the residency place have a direct influence on young people and usually affect adversely their participation process in the society”.

“...Geographic difficulties, economic difficulties, disabilities, continuous disease and long term recovery, etc., all of them create inequalities.”

“...Socio-economic level differences, regional and geographic differences cause obstacles especially for education.”

Young People’s View

- Time management problems,
- Socio-economic level,
- Being unable to speak English,
- Housing problems,
- Physical Obstacles,
- Education system
- Family problems

“...Physical disability obstacles caused by the society prevent them achieving their true potentials. All these aforementioned obstacles are actually deemed as differences in the society. And the inclusion of young people or individuals in the society under the same conditions explains the correlation between them.”

“... Due to the lack and restriction of financial resources and time, socio-economic level difference, we cannot really talk about the notion of equal opportunity, especially in terms of education.



“...Language is an obstacle. For some events and projects, knowledge of English is required and; therefore, I feel like being precluded. Due to our differences, we are not included. Just because I do not speak English, for example, I am excluded.

“...Financial problems, time restriction, housing problems, education system, and family problems are impediments causing inequality in the society.”

Please give some specific examples of interventions/projects that have tried to help young people to work through such issues encountered.

Adult's View

“...We especially focus on disadvantaged young people, including them in projects, events and activities. This enables them to become more confident and to hold on to life more eagerly.”

“...The donations granted to our foundation enable the transportation for regions having transportation difficulties. We also have units of mobile trucks that we call “Lightning Bug” which are also for elimination of transportation difficulties and these units travel by bus turning the events into mobile activities. Our purpose is to reach the handicapped people. In addition, our volunteers cover the transportation costs of our young people traveling far from home and whose financial situations are not well.”.

Some of the projects are as follows:

- *"Values Workshop" for understanding the social values better and realizing them
- *"Personal Development Workshop" for personal and social development
- *"Innovation Workshop" for an entrepreneur, innovate youth who follows scientific developments
- *"Project Club" for writing projects in accordance with their needs
- *"Sports Club" where they can easily carry out sports activities
- *Environment Club
- *Literature Club



*Volunteering Club

*Theatre Club

*Law Club

Young People

"...We visit schools that have different economic levels within the scope of community service practices course. We organize activities in these schools. The students whose financial situation is bad cannot afford the materials we utilize in these activities. So, we plan the same activity with the materials which these children can afford. Thus, we make it possible for these children to benefit from the same rights in these activities, even though their socio-economic levels are different.

"...We give priority to people with disabilities or disadvantaged people in our projects. We support groups having different socio-economic levels by means of social responsibility projects. In order to understand people with Down syndrome, we played basketball under the same conditions. We do not organize these events for the disadvantaged people, we organize the events together with them".

"...Free courses are provided to individuals with educational differences."

"...For instance, I had the chance to attend to a free language course and learned a language. So, the difference between me and those who already have knowledge of language was eliminated."

How do you evaluate your interventions/project's successes?

The projects are usually evaluated taking into consideration the feedbacks received from the project stakeholders and in conjunction with the evaluation experts.

"...For example, we built a raceway to perform applications aimed at understanding the disabled students. As a result of these applications, we wanted them to write their reflections and these feedbacks provided us information about the project. Other than that, the behavioral changes during this process constitute a source helping us to assess the projects and responses".



"...We have assessment instruments for evaluation. The evaluation forms are completed by our young people. If it is a training course, then we first make a verbal assessment and then a written assessment. During this stage, a monitoring and evaluation expert observes and assesses the whole process from the start until the end. And we can get the answers to our questions such as "What did we intend to achieve?" "What have we achieved?" from these evaluations. Therefore, we can assess our achievement."

What specific resources have you found useful in promoting inclusion, diversity and equality in your work?

Adults

- "Use of Non-formal Education for Youth Learning" (EURODESK)
- Guides prepared by the NGOs for their own projects
- Sources submitted by the Ministry of Youth and Sports (communiques, practice guidelines, national youth policies).
- Sources produced by SALTO
- Sources produced by the Council of Europe
- Compass

"...Most of the materials we use in the trainings are the sources produced by the Council of Europe. There are studies conducted and books published by the Council of Europe related to the matter in hand. Particularly, one of them, named "Compass", was translated into Turkish as "Pusula". Those who do not speak a foreign language can also benefit from this source. In addition to this, there is a unit affiliated with European Commission, called "SALTO" and it also has many relevant materials.



Young People

Young people think mostly that online sources and sources related to disadvantaged people would be helpful.

“...I find online sources very useful, especially audiovisual sources such as YouTube videos are very helpful, I think.”

“...Some materials such as those written in Braille for people visually impaired could be produced. Activities may be conducted for our disabled friends.”

Are there any resources for organizations/workers/young people that you feel need developing in promoting IDE?

The necessity to use current sources and to update them in parallel with the changing conditions of the world has been defined as the common problem.

“...Yes, there is always need for that. As time and technology change, these sources have to be amended and enriched, too.”

“...For instances, there are training kits that SALTO produced 10 years ago. But these training kits need to be renewed and updated. I cannot give specific examples regarding certain problems in some of the sources, but up-to-dateness is an important factor”.

What education/training is there for staff, youth workers and young people in inclusion, diversity and equality?

Aside from the trainings provided by the Turkish National Agency and Council of Europe, there are also trainings given by the institutions themselves for informing and developing the volunteers.

“...We give teamwork, volunteering, time management and project cycle trainings.”

“...As a youth unit, there are international trainings we organize for the young people. This is because we can benefit from funds. We receive funds financed by the Council of Europe from Turkish National Agency. We conduct trainings in collaboration with the youth workers participating from different countries. But there are also other trainings conducted in the institution apart from the youth unit, such as women’s studies. When there are other projects produced in different



countries, we can be included in those trainings as an institution. For example, there is a project called “living library” realized by the Netherlands and it fights against prejudices for those who have been subjected to discrimination. This project is implemented by TOG (Community Volunteers Foundation) in Turkey as well. The Netherlands wishes to organize a training course regarding this project and they invite us to participate in it. And, the concepts of diversity, equality and inclusion are reviewed thoroughly in these trainings.

“...All of our volunteers in our institution are obliged to receive the basic volunteering training as well as trainings regarding children and human rights, gender, racism, peace, citizenship and participation.”

How could this provision (training/education) be further developed to meet your specific needs?

“...Due to the lack of certificate programs or of academic programs in the universities, we can only attend to the trainings organized by our own institution and Turkish National Agency as well as the Ministry of Youth and Sports”.

“...First of all, our country needs a Youth Agency. Foundation of an independent agency as such would respond to the needs of all young people.”

“...The lack of a job description hinders our daily works. We need to be more organized.



Conclusion

Understanding the terms and practice of youth work

Although there is no legal definition of a youth worker, the interviewed adults describe themselves as volunteers, youth leaders and youth workers. While the volunteering adult groups organize events and projects just to be beneficial to children and young people without expecting anything in return, the youth leaders indicate the employed group who implement the projects produced by the Ministry of Youth and Sports in the youth centers for the beneficiaries and also write project themselves and who carry out courses in line with the needs of young people in the relevant region. There is also another adult group who defines themselves as youth workers who, for a salary or wage, organize project trainings, youth works trainings, Erasmus+ training as well as events related to matters in hand in the NGOs that they are affiliated with.

In addition, the young people, for whom focus group discussions were arranged, explain the definition of youth works based on their experiences. It has been observed that these young people call themselves either volunteer or beneficiary according to the event they participate in.

The characteristics of a good youth worker

Even though there have been many different answers when the qualities of a youth worker were asked, both young people and adults have also provided common answers. For instance, being a good role model for young people and adults, possessing high level of communication skills and problem-solving skills, having ability of empathy, being tolerant, devoted, determined, creative, fair and responsible, etc.

Understandings of the terms inclusion, diversity and equality

The participants stated that there is no clear distinction among the concepts of inclusion, diversity and equality and that the definitions of all these notions complement each other. Although the institutional legislations emphasize the concept of equality, it has been observed that these institutions place more importance on inclusion in practice. However, the fact that they support inclusion because they believe equal opportunity is important has shown that they cannot distinguish between these two terms.



The importance of inclusion, diversity and equality

While there are institutions that cannot make comparison among the concepts of inclusion, diversity and equality, some participants stated that their institutions attach more importance to the equality notion in their practices and activities.

Specific issues young people face

The young people, on one hand, complained about time management problems arising from the education system; on the other, mentioned that impediments such as socio-economic and geographical obstacles, lack of knowledge of English, physical disability, health problems, substance abuse, etc. have negative effects on their daily lives.

Specific examples of interventions

There exist many useful applications coping with problems young people face. In terms of dealing with struggles, the NGOs and the Ministry arrange diverse applications and activities. Providing equal opportunities, including young people in the society and respecting differences are placed in the centre of these events.

Evaluation of interventions

It has been observed that there is no single approach in evaluating projects and applications and that every institution, moreover every project executer implement a different method. The feedbacks mainly received from the project stakeholders have been useful for these evaluation processes.

Specific resources used

It has been seen that youth leaders, volunteers and youth workers utilize different sources. While youth leaders take into consideration the guidelines and documents sent by the Ministry, the NGOs have stated that they use the sources they prepare for their own activities as a guide, and youth workers who claim to do this job as professionals have indicated that they use sources of the Council of Europe, EURODESK, SALTO and those of Turkish National Agency.

Resources required

It has been noticed that in Turkey, there is an insufficiency in the literature as well as significant lack of sources. Since the current sources are mainly adaptations or translations of international studies, producing sources such as case studies in



compliance with our own culture and guidelines for disadvantaged groups would be more useful. In terms of national culture, Turkey occupies substantially a vast geographic area and is deemed to be divided into seven regions. When considering the cultural differences of people living in these regions, it is indeed very difficult to use a single source/guideline/tool. Due to the fact that every region may have its own obstacles and advantages, the current sources require being revised taking into consideration the regional differences rather than standardizing the country needs. Owing to the recent technological developments, young people can easily access information via mobile phones and internet. Therefore, it would be useful to prepare sources as online leaflets or case study videos and audio records for availability and practicality. Moreover, since youth works have not been adopted in the academic literature for the present, it may be hard to address a source for which the scientific research process has been completed. Thus, this project can be considered a good toolbox option.

Education/training for Inclusion, Diversity and equality

Aside from the trainings provided by the Turkish National Agency and Council of Europe, there are also trainings given by the institutions themselves for informing and developing the volunteers.

Further developments in training/education

While volunteers, youth workers, youth leaders or young people engaging in the field of youth works are only responsible for trainings of the institutions they are associated to, they can also participate in trainings of other organizations or institutions. However, it has been observed from the answers given that people working for youth works wish to specialize in this field and request from the universities to open graduate studies or certificate programs in this sphere of activity. In fact, one of the youth leaders does master's degree in Macedonia, since there is not a master's degree program in youth works in Turkey.

In addition to these, due to the fact that the educational activities organized by the Turkish National Agency and the Ministry of Youth and Sports are usually conducted as projects, some difficulties arise in terms of both publicity and announcements and number of participants. If the financial resource problem can be resolved in the projects



while enabling more regional participation, it would be possible to reach more youth workers and to create awareness through knowledge in the youth work field.