YOUTH ARE HERE!

A HANDBOOK FOR THE
INCLUSION OF YOUNG
PEOPLE IN YOUTH WORK
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FOREWORD

I believe that Youth Work is essential to the development and promotion of policies which address the needs of young people. This is even more important in Turkey, where young people are such a large part of the population. Youth Work has been growing in importance in Turkey in recent years, and it now makes a significant contribution to education, training and employment.

On the other hand, among the positive developments which have followed from this we can include; the rate at which young people participate in training courses voluntarily outside their formal education, an increasing tendency to plan their futures according to their own learning plans, and their willingness to participate in the life of the community through their own contribution to youth work.

At Akdeniz University we attach great importance to developing policies related to needs of young people and we continue to support them through promoting these kinds of projects. The EuroMed Youth Centre, the first to be founded in Turkey in 2012, and awarded the Council of Europe Quality Label in 2013 and first in Turkey, aims to produce solutions to youth problems through the application of youth work and cooperation with other institutions.

It is our wish that this guide, which is an offshoot of the “Youth are Here” project established by Akdeniz University and funded by the Turkish National Agency in 2013, will make a valuable contribution to young people wherever they may be. I would like to thank in particular the following members of Akdeniz University International Relations Office staff, Expert Dilek Hale Sipahi Aybar, Serap Yeter and Rabia Vezne for the excellent way in which they have run this successful project, as well as trainers Bahadir Úlgen, Onur Çiftçi and Mehmet Kuzu who have contributed the contents of this guide. We are also indebted to all young people who have participated in the activities and training courses.

It is my sincere wish that this book will be useful for young people and all readers.

Prof Dr. Burhan ÖZKAN
Advisor to Rector
Head of International Relations
THROUGH THE EYES OF THE WRITERS

Onur ÇİFTCİ - Trainer

Having taken part actively in national and international youth work since 2004, and as a youth worker who is trying to make a serious contribution to youth policies, I believe that youth work is essential to the development and promotion of policies which address the needs of young people. This is even more important in Turkey, where 24.9% of the population is below the age of 14. Youth Work has been growing in importance in Turkey since the year 2000, and it now makes a significant contribution to education, training and employment. Among the positive developments which have followed from this we can include; the rate at which young people participate in training courses voluntarily outside their formal education, an increasing tendency to plan their futures according to their own learning plans, and their willingness to participate in the life of the community through their own contribution to youth work. It is also important to remember that success in all of these areas is dependant on the effectiveness and quality of the work we do.

It is our wish that this guide, which is an offshoot of the “Youth are Here” project run by Akdeniz University and funded by the Turkish National Agency in 2013, will make a valuable contribute to young people wherever they may be. I would like to thank in particular Prof. Dr. Burhan Özkan, Advisor to Rector and Coordinator of the International Relations Office at Akdeniz University, Expert Dilek Hale Sipahi Aybar and Serap Yeter for the excellent way they have run this successful project, as well as my colleagues Bahadır Ülgen and Mehmet Kuzu, and all the young people who have participated in the activities and training courses.

Bahadır ÜLGEN- Trainer

Being involved in this project has been very meaningful for me and I am proud of what we have achieved since I first became involved in Youth Work and started working with young people for a long time. This project, which was funded by the Turkish National Agency and implemented by Akdeniz University, aims to help young people to contribute to youth policy, and to increase their level of participation. Both the project and this book will be of great assistance to academics, members of NGOs, and young people active in youth work. It will
help them to explore their role in the learning process, to appreciate the necessity of non-formal learning, to increase their conscious of active participation and volunteerism, and to employ an inclusive approach when working with disadvantaged individuals. I am very happy to give my support to the “Youth Are Here” slogan, which is the name of the Project.

I would like to thank the Turkish National Agency, the Akdeniz University International Relations Office, Oya Bumin who is the expert responsible for Youth Action 5.1 from the Turkish National Agency, Prof. Dr. Burhan Özkan, Advisor to the Rector and Coordinator of the International Relations Office of Akdeniz University, Expert Dilek Hale Sipahi Aybar and Serap Yeter, and the EuroMed Youth Centre staff members for running this successful project, as well as my colleagues Onur Çiftçi and Mehmet Kuzu.

Serap YETER- Trainer

I have been involved in Youth Work and working with young people for a long time. This Project, which was funded by the Turkish National Agency and implemented by Akdeniz University, aims to help young people to contribute to youth policy, and to increase their level of participation. Both the project and this book will be of great help to academics, members of NGOs, and young people active in youth work to explore their role in the learning process, to appreciate the necessity of non-formal learning, to increase their conscious of active participation and volunteerism, and to employ an inclusive approach when working with disadvantaged individuals. I am very happy give my support to the “Youth Are Here” slogan, which is the name of the Project.

I hope this guide will make a valuable contribute to young people. I would like to thank Prof. Dr. Burhan Özkan, Advisor to Rector and Coordinator of the International Relations Office at Akdeniz University, and Expert Dilek Hale Sipahi Aybar for the excellent way they have run this successful project, as well as my colleagues Bahadir Ülgen, Mehmet Kuzu, and Onur Çiftçi, and all the young people who participated in the activities and training courses.
1. BEING YOUNG

According to the TÜİK data gathered in 2012, the population of Turkey was 75,627,384. Within this total, one of the most important features we can observe is the high proportion of young people. Approximately 25% of the population is in the 0-14 age group, while a further 25%, almost 19 million in all, is between the ages of 15 and 30. This number is more than the total population of many European countries.

When we look at the detailed statistical data about the younger sections of the population which can be found in the Adult Education Survey from 2012, we can see that while the proportion of the 18-24 age group in higher education is 46.6 %, the total for the 25-34 age group is only 26.9 %. From the same data, the 18-24 age group has 26.7 % of its members in non-formal education, while the figure for the 25-34 age group is 20.9 %. The educational statistics for non-formal education in the population as a whole reveal; 40.0 % in higher education, 26.6 % in vocational education, and 26.2 % in general high school. In understanding these statistical data the proportional content of non-formal education is important. The aim of the Adult Education Survey was to compile information about the participation in formal, non-formal and informal education by individuals whose intention is to improve their vocational and personal knowledge and skills, and who are described as adults within the context of lifelong learning because they are at least 18 years old.

According to data published in September 2013 by the Association Department, there are 98,684 active associations in Turkey. The areas of activity of these associations can be broken down as follows; sports 16,384, religious based activities 16,121, help 15,353, development 11,063, professional solidarity 9,508, social life 6,944, friendship 4,351, culture 4,196, health 2,129, zoning 1,380, environment 1,718, social 1,519, civil rights 863, youth 810, charities 664, other 474, student 335, and international activities 76. Young people, comprising a quarter of the total population, are active in 1,145 volunteer based NGO and youth activities.
The unemployment rate for the 15-24 age group in Turkey is 17.5%. The southeastern region of Anatolia has the highest level of unemployment, while the West Black Sea region has the lowest rate of unemployment for young people. The southeastern region of Anatolia also has the highest rate of unemployment for men, while Istanbul has the highest unemployment rate among women. This shows that the most important variables to be taken into consideration when assessing the problems faced by the young are not geographical conditions and facilities. The conclusion must be that effective youth work is more valuable and essential in Turkey, due to the existence of a dynamic and youthful population with many variables.
2. YOUTH WORK

Both in Turkey and in the rest of the world, youth work may be defined as all the activities and issues related to the lives of young people. However, an examination of studies and research projects in the field demonstrate that there is no consensus on what “young” means precisely, and what age range it covers. The definition of “young” is accepted as being between 15 and 30 by the Council of Europe, 13 to 30 by the European Commission, 13 to 18 by the World Bank, and 13 to 24 by the United Nations and the European Youth Forum. The Turkish Ministry of Youth and Sports has chosen 12 to 24, and they direct their youth activities towards this target group.

It is useful to look at the process of how different definitions of “Youth” and “Youth Work” have formed over time. It is difficult to determine the date on which the idea of youth work was first applied, but some historians accept that the establishment in the 18th century of “Sunday Schools” connected to churches represents the first examples of youth work. Sunday Schools improved the organisation of social and sporting activities which had not been formalised previously, but which now became more planned and controlled. Other historians prefer to describe the “Ragged Schools” as the starting point of youth work at the beginning of 19th century. These schools were run by volunteers, and supported the personal development of their target groups through the use of non-formal education methods. Another point of view is that the foundation of the organisational development of youth work was laid down by the YMCA, “The Young Men’s Christian Association” founded in 1844. These different starting points, in fact, reveal that it is necessary to look more carefully at the idea “youth” and its place in society. By 1850 the changes and developments in civil society, and the establishment of youth clubs and youth organisations were among the critical milestones for youth work in Britain.

At this point, we must mention the articles and studies of the Reverend Arthur Sweatman. Sweatman not only made a significant contribution through the foundation of youth organisations and their activities, he also described the application of specific measures for the benefit of young people for first time when he published his article for the Edinburgh Social Sciences Association.

There was a remarkable growth in the number of youth clubs during the 1880s and 1890s, of which the “Young Men’s Club”, under the leadership of Catholic and Anglican Monks is an important example. A similar increase was seen in girls groups and clubs, with many being
founded from 1880 onwards. Some were established as youth hostels, or made facilities and rooms available for their members. This period also saw many other important developments in the support provided for young women by Christian organisations. The Girls Friendly Society, for example, was founded in 1875, and soon became actively engaged in the field of youth work with 821 branch offices by 1885.

More radical forms of youth work started to emerge at the end of the 1880s and 1890s. One of the most interesting examples was the work of Emmeline Pethick and Mary Neal. They founded a club called The Espérance with which they made notable contributions to youth work in terms of recognition of the social and political aspects of the work they were doing with young women. Many women supported the establishment of women’s clubs which dealt with the abuse of young women at work, and with the problems that women faced in their spare time. The activities of contemporary young women’s organisations such as the National Organisation of Girls Clubs (founded in 1911 and known as UK Youth now) were to force government to make reforms in this area.

By the 1890s, psychologists and sociologists had developed “adolescent theories” to deal with the problems faced by young men and women, but activities designed to address the basic needs of young people had already started towards the middle of the century. The Protestant version of “Young Men of Church” was launched in London in 1891, and had 8,000 members by 1893. The Jewish Young Men Team was founded in 1895 and in 1896 the Catholic Men Team followed, with the Young Girls Team being established soon after.

A significant step forward in the field of youth work took place through the activities of Robert Baden-Powell, who was the inventor of scouting. After the First World War, essential improvements were made to the level of participation in youth work, and the financial involvement of the state with, for example, the power to set up ‘Juvenile (Youth) Organisation Committees being granted to local education authorities. (Education Council Public Mandate 86, 1921). Towards the end of the 1920s we see that the term “youth work” was being used more frequently, and the first booklet in Britain on the subject was published under the title “Methods of Youth Work”.

With the start of the Second World War, activities which were directed towards the war effort, and the contribution which could be made by young people started to appear. (Public Mandate No. 1486, 1939). During this period there were interesting developments in church-based youth work, clubs for former pupils of certain schools, and work directed towards the tenants
of the new housing estates (cf. for example, Leonard Barnett and Church Youth Clubs). With the start of the war and the increase in the need for creative youth work, there were many improvements including ‘independent’ youth work and “open” clubs. With the end of the war the state’s interest in youth work started to decline, and it became necessary to launch a campaign to make the problems of the 13-19 age groups more widely known.

In the 1960s the Albemarle Report was published in Wales and England, and the golden age of youth work started. This report stated that the priority targets of the youth service were participation, action and struggle. The main function of the service was to encourage young people to come together by participating in groups of their own choice. It was envisaged that youth should be encouraged in three points:

- Opportunity for loyalty
- Opportunity for guidance
- Opportunity for self-determination.

The Albemarle Report was the inspiration behind widespread support for youth centres, the expansion of education, and the development of youth projects (especially independent youth work and coffee houses). As Britain moved into the 1970s, young workers started to feel the advantages of being part of a rapidly expanding young population. After this phase, however, population trends started to work contrary to the interests of young people, and a considerable decrease was seen in the proportion of young people in the population. The growth of television, video, computer games and similar factors caused an increase in entertainment facilities within the home. Participation in education and training gave young people an opportunity to get together and socialise, while some problems in completing educational courses occurred. There was a considerable increase in alternative and commercial free-time activities (Smith 1999) while places like youth clubs and community centres where people could meet and spend time together gradually started to lose their importance.

Between the 1980s and 1990s, the contraction of state finance in the field of youth work continued. Social work, penal law, schools and higher education were regarded as having a higher priority. This trend was compounded by the ongoing decrease in the young population.

After 1990, political developments in Europe caused a further decrease in interest in youth work, and this decrease in the participation rate in voluntary activities resulted in changes to structures and mobilities. Although different countries experienced different processes in
youth work, it is possible to define some important common factors in its application since the beginning of the 1900s.

These factors include:

**The focus is on “Youth”:** Youth work should be related to young people and for young people. An essential factor in defining an activity as youth work is that it should be done for the basic vital needs of young people, and that it should have a youth-friendly and rights-based approach.

**Voluntary Participation:** It is essential that youth work should be based on the principle of voluntary participation by young people, who should participate according to their needs and of their own free will. This emphasis may lead youth workers to increase the attention they give to mutual dialogue as a method of operation. For the successful application of youth work, recognising the importance of the nature of the relationship between trainers and learners and addressing the participants’ needs are important principles.

**Organisation:** The organisation factor in youth work represents the freedom to come together for a common purpose and to work within a common target framework. The importance of increasing the ability to work together and to improve knowledge and skills is increasingly being recognised in the communal framework of youth work.

**Freedom and integrity:** In the youth work creed, the providers must be seen to be not only accessible and helpful, but also people who trust others and try to live according to a set of principles. Youth work should be accessible to everyone, transparent, and focused on understanding. It should have a political standpoint rather than a diplomatic function, and should work with a clear idea of how to develop and enhance its role.

**Progress-based:** There is now a consensus in youth work that the way forward is through personal development-based and learning-based activities, with an interest in improving the education and well-being of young people. From a historical perspective, youth work has not
seen its primary purpose as being to create free-time activities which are entertainment-based. The nature of the learning process and the most effective learning method is different for each individual. The key factor is to organise learning-based activities using different learning approaches.

Today, the major topics of “youth work” are assembled under particular headings.

With Youth Work:

- Defining the basic vital needs of young people, and removing the obstacles to attaining these basic vital needs
- Supporting the participation of young people in the life of the community, and developing a sense of social responsibility
- Supporting the personal development of young people, and contributing to the exploration of individual learning processes

The basic subjects mentioned above are:

- Active Participation
- Shelter, health, social inclusion, justice, social security and employment-based constructive youth policy
- Cultural activities
- Scouting
- Learning-centered free-time and sports activities

The activities mentioned in this list constitute the ongoing activity areas of national and international youth work.

The number of actors in the field of youth work has increased with the acceptance of the concept and development of “youth” in civil society. Youth work is carried out by national and international public bodies, national and international youth organisations, NGOs, and the youth-oriented units of local authorities and universities.

In this sense the Turkish National Agency, affiliated with the Centre for European Union Education and Youth Programmes within the Ministry for EU Affairs is the most prominent among the organisation responsible for youth work in Turkey. After starting pilot
programmes in 2003, the Turkish National Agency initiated active support for youth activities with a system of grants designed to address the needs of young people in 2004.

It is possible to bring into perspective the effects of youth work on young people with some data from the book “Youth Programme Makes Difference” Analyze Book published by the Turkish National Agency in 2012.

You can find some questions and answers from the questionnaires and focus group studies applied to young people who attended the Youth Programme below.

- The impacts of youth projects supported by the Turkish National Agency on project participants and leaders

![Bar chart showing the impacts of youth projects supported by the Turkish National Agency on project participants and leaders.](image)
### Project Impacts related to Youth Programme Objectives and Priorities

<table>
<thead>
<tr>
<th>How the Project affected you at the end</th>
<th>On a smaller scale</th>
<th>On the same scale</th>
<th>On a larger scale</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I participate in social and/or political life</td>
<td>Number 304</td>
<td>1,836</td>
<td>1,128</td>
<td>3,268</td>
</tr>
<tr>
<td></td>
<td>Percentage 9.3</td>
<td>56.2</td>
<td>34.5</td>
<td>100</td>
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<tr>
<td>I am interested in subjects about Europe</td>
<td>Number 166</td>
<td>1,407</td>
<td>1,687</td>
<td>3,260</td>
</tr>
<tr>
<td></td>
<td>Percentage 5.1</td>
<td>43.2</td>
<td>51.7</td>
<td>100</td>
</tr>
<tr>
<td>I am determined to work against discrimination, intolerance, xenophobia and racism.</td>
<td>Number 279</td>
<td>1,880</td>
<td>1,103</td>
<td>3,262</td>
</tr>
<tr>
<td></td>
<td>Percentage 8.6</td>
<td>57.6</td>
<td>33.8</td>
<td>100</td>
</tr>
<tr>
<td>Disadvantaged young people have my support</td>
<td>Number 185</td>
<td>1,812</td>
<td>1,261</td>
<td>3,258</td>
</tr>
<tr>
<td></td>
<td>Percentage 5.7</td>
<td>55.6</td>
<td>38.7</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>Number 934</td>
<td>6,935</td>
<td>5,179</td>
<td>13,048</td>
</tr>
<tr>
<td></td>
<td>Percentage 7.2</td>
<td>53.1</td>
<td>39.7</td>
<td>100</td>
</tr>
</tbody>
</table>

### The impact of youth projects on education and career development

- I believe that my employment chance has increased
- I really intend to go abroad to study, work, ... now
- I really intend to improve my foreign language skills now
- I am planning to attend further education
- I have a clearer idea about my professional career, desire and goals
- I have a clearer idea for my future education
- RAY Total
- Total(3470)
Obstacles related to participation in education, work, employment, mobility, society and politics stated by the participants in youth programmes

Since 2004 the Turkish National Agency has been one of the key actors in youth-based programmes and in support of youth rights. It also supports young people in their efforts to be more active by taking part in civil society projects.

In addition to the Turkish National Agency, there are many local, national and international public organisations and institutions operating in Turkey. The World Bank, the United Nations, the Ministry of Youth and Sports, of local authority youth councils and youth centres, and youth-based NGOs all take an active role in youth development, and following a rights-based approach.
3. YOUTH ARE HERE! PROJECT

The Akdeniz University EuroMed Youth Centre supports youth employment, strengthening the role of non-formal education methods in formal education, and a wide range of activities in the youth field. We contribute to solving problems through cooperation with public bodies and NGOs which make use of robust and efficient youth work planned and supported in accordance with non-formal education methods which meet the needs of target groups.

The “Youth are Here” Project is being carried out under the Youth in Action Program Action 5.1 (Meetings of Young People and Those Responsible for Youth Policy). The project, which was initiated in 2013 by Akdeniz University and funded by the Turkish National Agency, has the aim of increasing youth participation and improving the quality of Youth Work. In pursuit of this aim, “Youth Are Here” (Producing solutions for Youth Problems by Youth Work and Establishing Interinstitutional Dialogue Project) has organised free trainings whose details are below.
The following free trainings were organised during our Project.

**ACADEMICIANS** who work in youth field: 8-13 July 2013 “Youth Researchers Training”

**YOUTH** who work in Youth Office: 1-30 August 2013 "Young Office Free Training Program"

**NON GOVERNMENTAL ORGANISATIONS** worked in youth field: 12-17 August 2013 “Youth Workers Training”

**YOUTH WORKERS** in youth field: 9-12 September 2013 “Young Office Training”

Are You aware Youth Are Here! Project Final: 10-13 October 2013 “Dialogue Seminar”

For detailed information: [http://erasmus.akdeniz.edu.tr/gencler-var-](http://erasmus.akdeniz.edu.tr/gencler-var-)

Project Objectives:

- Improving of good quality youth work in NGOs and public bodies
- Recognition of non-formal education and youth work in formal education
- Including youth in youth work and recognition of non-governmantal work and youth work in universities
- Recognition of youth work by private sector and the public
- Recognition of certificates like Youthpass given at the end of youth work in youth employment
- Developing services like guidance, leading and informing about youth employment in youth work
- Building capacity of NGOs to give these services
- Improving youth work cooperation with public bodies who work with youth and increasing efficient youth work practices
- Recognition and dissemination of non-formal education.
4. LEARNING & NON-FORMAL LEARNING

There are three learning approaches: **Formal Learning** is a learning approach which has a particular curriculum, is applied in the schools and organisations of the Ministry of Education over a determined period, has a student-teacher relationship, and is recognized by a degree. **Non-formal Learning** is a learning approach which has an experiential learning theory basis. It is voluntary, planned, runs over a determined period, is participation-focused, and uses interactive methods such as group work, energizers, ice-breakers, discussion groups and simulations. **Informal Learning** is a learning approach in which the individual learns by experience gained from life from birth to death without a plan.

The basic foundation of non-formal learning is **Experiential Learning Theory**, which describes how individuals learn in different ways. Learning styles, one of the most essential factors in understanding different ways of learning, are the primary component of the learning-teaching process. Learning styles are a multi-dimensional concept, and many learning models and inventories are developed by focusing on different dimensions. Academic studies about the effectiveness of the learning process can be found in the D. A. Kolb Experiential Learning Theory, which has a key position in the learning field. According to this theory, learning is composed of four levels:

1. Individual **experience** of something unrealistic or very close to reality about the subject.

2. This experience is analysed by the individual/group, and sensitive reflections are shared.

3. **Generalization** is made about real life from the acquired deductions.

4. Knowledge and realisation from the relationship between experience and reality can be subsequently applied.
Youth Work supports non-formal learning based activities which aim to encourage the active participation of young people. The main contribution made by Youth Work is the way it is active and targets the sharing of knowledge and experience. This helps young people to discover learning processes and methods.
5. COMPETENCES

Youth work and youth projects are learning-based and aim to address the issue of personal development. An important function of learning-based Youth Work is that it focuses on competence.

The concept of competence is made up of 3 elements.

Knowledge: This refers to the basic knowledge of the particular subject which is, in this case, Youth Work. Academic, basic and approach-based knowledge transfer which is related to the particular thematic subject is important in Youth Work, and the necessary substructure which allows young people to gain access to the knowledge should be presented.

Skill: After transferring the basic knowledge about a particular thematic subject, the employment of presenting skills in support of the knowledge is important for learning and the development of competences. Skill, which means the ability to effectively apply the knowledge gained, is a necessity for transferring basic knowledge to learning.

Behaviour: This deals with taking the knowledge and skills that young people have gained in the learning process and transferring them into attitudes and behaviour in real life situations. The learning process enables the individual to translate the knowledge and skills gained into real life as an attitude or pattern of behaviour.

Competences, personal development and active citizenship gained with or improved by Youth Work have a significant impact on suitability for employment.
The latest studies in the Youth field have revealed an issue. It is the problem of gaining recognition of acquisition through learning-based Youth Work.

Recognition is important for individuals so that they can follow their personal development, and are able to take advantage of employment opportunities. In particular the recognition of Youth Work by the private sector in the employment field has become a vital need to be addressed in recent years.

Youth workers and the NGOs which are active within the field of youth work have been successful in drawing the attention of the European Commission to this issue due to the effectiveness of their lobbying. With the help of this effort, measures related to the recognition of Youth Work were put in place, in particular with the National Agencies, and in 2007 the Youthpass Certification System was developed to formalise recognition of Youth Work and its positive effect on employment.

The Youthpass Certification System differs in two basic points from other standard certification systems:

- The Youthpass Certification System has a system which defines competences that young people have gained and developed through projects and Youth Work.
- The Youthpass Certification System includes individual evaluations of people who have participated in Youth Work.

Although the second difference in particular has been found odd by many youth workers and NGOs, the certification system has been operating successfully since 2007. When we look deeper into the philosophy of the system, it explains why the system is founded on the individual’s own evaluation. As mentioned in the chapter about Youth Work, two of the essential building blocks of Youth Work are honesty and personal development.

Youth Work helps the individual to explore him or herself, to recognize learning methods and to prepare learning plans for personal development. From this perspective, for the Youthpass Certification System to work as intended individual realisation is necessary.
Within this framework, the Youthpass Certification System defines 8 Key Competences for the recognition of Youth Work.

**Learning to learn:** This is one of the key competences in the Youth Programme. It is the personal awareness competence which helps the individual participating in Youth Work to explore his or her own competences and learning methods, and to prepare his or her own learning plan. The process of learning is as individual to a person as a fingerprint. Everybody has a different learning method and speed. Learning-based Youth Work helps an individual to know his or her own learning method, and to plan his or her future learning. Thus, the individual has a chance to ask “Why am I doing this work?” to evaluate him or herself.

**Digital competence:** The most vital component of modern life is technological development. It is therefore an important competence in the way Youth Work contributes to employment. This competence helps the individual to become familiar with information society, technologies and methods, to use the internet and computer system effectively, and to adapt technological instruments to his or her own life.
Mathematical competence: This competence supports analytical thinking, the exploration of application areas in daily life, the solving of problems using mathematical methods, the use of information gained, and the preparation of results based on proofs.

Cultural awareness and expression: Both national and international Youth Work increases the cultural awareness of the individuals who take part in the work. This competence helps to increase awareness of cultural values, appreciation of the creative expressions of ideas, experiences and feelings, and the introduction of culture through music and the performing arts.

Entrepreneurship: As stated in European Strategies 2020, the future plans for Youth Work include increasing the effect it has on employment, and accelerating sectoral innovations derived from Youth Work. This competence helps the subjects to put ideas into practice, to be creative and innovative, to be prepared to take risks, and to improve administrative competence.

Communication in the mother tongue: This competence helps the subject to express feelings, ideas and facts with words, to use language effectively, and to interact and communicate properly through language.

Communication in foreign languages: The basic priority of Youth Work is cross-cultural interaction and dialogue. This competence helps the subject to understand in a foreign language, express him or herself, be tolerant in multi-cultural environments and cultural diversity, and to support intercultural communication.

Social and civic competences: One of the building blocks of Youth Work is developing participation-based citizenship. It is important to help young people to acquire the capacity for self-expression. With this competence, individuals can communicate effectively in social areas such as with their families, among their friends, in a work situation, as well as being able to communicate with people from different social and cultural environments. They can also overcome conflict in a constructive way, participate actively in civil life, be active in decision-making mechanisms, and have a view of democracy, citizenship and social rights, all within the context of a rights-based approach.

The 8 categories listed above are the Key Competences which have been adopted for Youth Projects operating as part of the Youth Programme.
Expanding and adapting these competences is possible due to the extensive nature of Youth Work which, as applied by the European Commission, has a youth-based and learning-based approach to shaping both the present and the future.

The basis of national and international Youth Work is individual awareness, and the work is carried out with a proper regard for learning outcomes. In order to continue to apply Youth Work effectively, these two essential features must be observed and maintained seriously.
6. VOLUNTEERING

“Volunteering” is a concept which has been very popular in both national and international areas since 1990, and it is on this principle that all the activities in Youth Work are built. Almost all the documentary sources make reference to volunteering, and thousands of projects and activities have been put in place precisely to raise awareness and ensure the continuity of volunteer work.

In order to understand what “volunteering” means for us now and for the future, it is necessary to look deeper into the chronological and terminological background of this field of activity.

It is possible to find a wide range of definitions of volunteering on the internet. These include;

- Volunteering; “…is not a problem which can be solved by others, but rather a problem which you must solve by yourself”.
- Volunteering; “…is the action done by a volunteer who helps disadvantaged people of his or her own volition under the mission of the Turkish Red Crescent, without expecting a pecuniary benefit to themselves. (www.kizilayizmir.org.tr)
- Volunteering; “…is undertaking a duty in the community without expecting or receiving any personal benefit or financial gain. (www.tr.m.wikipedia.org)
- Volunteering; “…is loving life so much. It is happiness, conscience, responsibility, and peace. It is realizing that the biggest happiness is to make others happy. It is the ability to teach trust, honesty and sharing”. (www.siviltoplumakademisi.org.tr)

Actually, everybody can write their own definition of volunteering. Why are there many different points of view about a single concept? We can learn more about this by looking more deeply into the principle and practice of volunteering.

It is an undeniable truth that people, communities, and governments have their own values and purposes to exist, and this reality affects the meanings of primary concepts. Therefore, while volunteering can be seen as goodness, charity, helping, and creating happiness in societies which value sentimental ideals, it is important to remember that social responsibility, a political standpoint and active participation in the community are the qualities which give great importance to scientific facts. This presents us with different point of views in human-centred concepts including feelings.
Within a general framework; there are three basic values which will lead people to take part in voluntary work:

- the free will of the person who will participate in voluntary work
- motivation without thought of financial gain or benefit
- having regard for social utility and the public interest

From this point of view, volunteering is;

“people using knowledge and skill, spending time and resources, and even serving goodwill with free will for the public interest without an expectation of financial gain.”

Other different definitions of volunteering include:

- formal service for a third person
- people helping each other by forming alliances to address a common need, problem or benefit, or to become self-sufficient

These definitions are the same in terms of social utility, but target different groups.

When we look at the history of organised voluntary work, we can see that some activities were carried out by groups of young people who wanted to restore damaged civil and public infrastructures in Europe in the aftermath of the world wars. This does not mean the history of volunteering started in 1945, since we can see local and national voluntary activities in every society and state. Because it is impossible to discuss the volunteering history of each nation in this book, our position should be an acceptance of this organised voluntary youth work as the basis of all subsequent youth work.

Since 1960 in particular, the development of civil society movements and awareness in Britain accelerated the progress of voluntary actions, with interest centred on youth-focussed voluntary programmes.

The active role of non-governmental organisations in decision-making mechanisms helped voluntary work to expand its area of impact areas in the 1970s, and this emphasised the necessity of strengthening the role of non-governmental organisations which are based on volunteering, and of using effective mechanisms to obtain recognition of their activities. The important common features of these organisations are their “civil” nature, and the strength of their structure, including a solid base. The term “volunteer” was most commonly applied to
the individuals who contributed to the organising process. The economic turmoil in the 1970s provided a background against which non-governmental organisations which concentrated on equality-based activities in the civil area were able to develop projects which could improve the social welfare of individuals. Thus, towards the end of the 1970s, non-governmental organisations had started to develop in both quality and quantity.

In the 1980s, an increase could be seen in the calls which encouraged people to join national and international non-governmental organisations, which in turn persuaded these organisations to become more active in different social areas in America and Europe. At this time there were approximately 1,600 non-governmental organisations carrying out international aid programs in the northern countries of the world.

In the 1990s, non-governmental organisations were living through their golden age as an organisational movement, with the number of non-governmental organisations involved in international aid programs in northern countries increasing from 1,600 to more than 2,500 in 1990. Since 1990, governments have relied much more on non-governmental organisations to provide social services such as education, health and social aid. Ensuring and providing for the social rights of individuals, services which belong properly under the responsibility of governments, has been left to non-governmental organisations to a greater and still increasing degree. Through to the end of the 1990s, one of the significant features has been the way that non-governmental organisations have become more active in issues dealing with public well-being at the local, national and international level with the support of international organisations, which have seen this as a part of their rights-based approach.

In the 2000s, non-governmental organisations saw themselves as following a rights-based approach with an understanding of citizenship rights. Two important studies which deal with citizenship rights have been very useful for us:

- Kymlicka and Norman – “Citizenship in Diverse Societies”

In his article, Marshall defined citizenship as a “status” and he stated that all individuals who possess this status are equal in terms of rights and responsibilities. Since the end of the 1990s, non-governmental organisations have started to provide services which address the questions of education, health, and the struggle against poverty, and this has led to the compact between the state and the citizen on subjects related to social rights becoming more of a relationship
between non-governmental organisations and the individual. Non-governmental organisations are initiatives which are founded and carried by individuals. These organisations have different values, objectives and target groups, and represent the basic elements of democratisation by allowing diverse groups to be heard, and to have their rights defended.

While Marshall defined citizenship as a status, Kymlickan and Norman defined citizenship as a combination of three basic elements:

- status
- belonging
- being effective

According to Kymlicka and Norman, status is a quality which every citizen possesses, and which is built on the basis of equality, meaning that the availability of services which the individual makes use of should also be based on equality. Belonging requires citizens to assume responsibilities as well as rights. With the sense of responsibility comes the sense of being part of a mission which marks their inclusion in society. Being effective is a state which reforms continuously as a result of participation and a sense of belonging among citizens.

Volunteering is a necessary social response to the wish to create a world which gives equal rights to everybody by improving social welfare. As a volunteer, one can work in a non-governmental organisation, take part in decision making processes, or contribute to the advocacy of necessary reforms.

Volunteers are seen as a work force, taking on a role which contributes to self-improvement, and creating a structure which imposes democracy through participation.

Voluntary work and local, national and international voluntary programmes have become the focus for the activities of non-governmental organisations, particularly in the last ten years.

Supporting youth work on a voluntary basis includes the contribution made to the personal development of the volunteer. In a questionnaires which sought the views of young people, the answers to the question: “Why do young people want to be volunteer?”, the answers included; to learn about the culture, to feel good, to do something they like, to donate their professional skills to a relevant organisation, to have an effect, to gain a work experience, to be with different people, to perform the duty of citizenship, to gain experience, to be an
advocate for rights. Although there are many different answers, all of them involve development and awareness.

There are two approaches to volunteering: the pragmatic and the idealistic approaches. The pragmatic approach defines volunteering as a benefit-based and self-improvement based activity which also supports employment. The idealistic approach defines voluntary work as a social development-based activity which supports awareness.

The basis of youth work is the awareness of being a volunteer. It is important to have activities which are based on self-improvement for both the volunteer and the target group. This is also necessary to ensure the quality and effectiveness of the work done.
7. ACTIVE PARTICIPATION

There are different implementations, approaches and theories informing youth participation. Youth workers, youth organisations and local authorities have different views of participation because of their different backgrounds and experiences. The reasons behind their work on youth participation are always different from each other, with some asking for social change and more democratic societies, while others can be interested in this subject from the perspective of youth development or their own political aims. Discussions about the different elements of youth participation are ongoing, and different answers can be found to the same questions.

1) “To put it simply, participation is taking part in activities, having particular duties, and sharing and taking on responsibilities. In other words, being accessible and included.”

2) Participation means "helping with guidance and shaping"

3) "Participation is related to speaking and listening, expressing one’s own ideas, and listening to others while they are expressing their ideas. It may mean working together for a solution or an action plan. Being just a young activist must not be associated only with participation. At the same time, it may mean being able to benefit from facilities such as joining a club, or to gain a new skill or join a group which is strong in a particular subject.”

4) “Participation in the democratic life of a society is something beyond voting or being a candidate in elections, although they are also of great importance. Participation and active citizenship means having the rights, opportunities, space, facilities and support needed to influence and contribute to decisions, and to participate in the activities and actions needed to create a better society.”

The definition above carries youth participation beyond a narrow understanding which sees it as just political participation or being active in a youth council. This definition emphasizes that participation means that young people have responsibility for, and influence on the decisions and actions which affect their lives, or which are important to them. For this reason, participation can be described as voting in local elections, setting up a youth organisation representing a hobby or interest, creating an information exchange for free time activities, or forming a virtual discussion platform. The definition of youth participation used in the European Charter takes as its starting point the idea of youth contribution. Young people are not seen as an aggrieved minority who need protection and help, or as a vulnerable
group (“problem-based approach”). Young people must not be seen to be under the control of adults, who know better about their needs. Young people are now counted as active players in organisations, in the life of the community, and as partners who have potential, skills and strengths. Young people should have the chance to express their own needs, and to find ways to fulfil them. An African proverb says that, “the one who knows which part of the shoe pinches is the one who wears the shoe”. For this reason young people should participate in the process of dealing with issues related to them, and they should be supported instead of being instructed.

Over the last ten years, youth participation is increasingly mentioned as a right (the “rights-based approach”). As an example, UNICEF sees participation as a human right and, because of this, the right to participation for children is emphasised in the UN Convention on the Rights of the Child. Roger Hart, the author of “Ladder of Participation”, claims that participation is one of the basic citizenship rights, since it is a way of understanding what it means to be a citizen. For the European Council, youth participation is perceived as “including young people in the daily life at the local community, taking on tasks and responsibilities, and at the same time enjoying the right to influence life processes in a democratic way”. Accepting participation as a right means that all young people can exercise this right without discrimination, wherever they are from or whatever language they speak. Youth participation can also seen as a kind of youth-adult partnership. “Partnership means doing something together. Partnership means taking advice from other people, and taking different ideas into consideration.” In practice, this means discussing and agreeing on aims, targets, roles, responsibilities and decisions. This also means that young people and adults must know exactly;

- where they are going;

- what is awaiting them in the future;

- what they expect from others;

- how they can make it happen;

- what kind of support they get, and from where they can get this support.

The advantage of cooperation between young people and adults is the opportunity to bring together the skills and competences of young people, and the experience and wisdom of
adults. This partnership also gives partners more motivation in launching enterprises and developing projects since it welcomes and appreciates the individual contributions of all participants.

It is not enough to say that young people participate or do not participate. There are different levels of youth participation and youth responsibility according to local situations, resources, needs and experiences. In the “Ladder of Child Participation” model proposed by Roger Hart, the different levels of participation of children and young people in projects, organisations or societies are shown. Hart defines 8 different rungs which show the varying participation levels:

**Rung 8 – Youth-initiated shared decisions with adults**

Youth-led projects and ideas are started, in which decision-making is shared between young people and adults working as equal partners.

**Rung 7 – Youth-initiated and directed**

Youth-led projects and ideas are initiated and directed with little input from adults. Adults can give support but the project can be directed without their intervention.

**Rung 6 – Adult-initiated shared decisions with youth**
Adult-led projects in which decision-making and responsibilities are shared with young people.

Rung 5 - Consulted and informed

Adult-led projects in which young people are consulted and informed about how their input will be used, and about the consequences of adult decisions.

Rung 4 - Assigned, but informed

Adult-led projects in which young people understand the purpose and the decision-making process of the project, and have a role in its realisation.

Rung 3 - Tokenism

Adult-led projects in which young people may be consulted, but with minimal opportunities for feedback. Young people are assigned some tasks in the projects, but they do not have any real influence in the decisions made. There is an illusion of participation here (deliberately or inadvertently), but young people do not have a right to speak about what they are doing and how they are doing it.

Rung 2 - Decoration

Adult-led projects in which young people understand the purpose of what they are doing, but are allowed no input into how it is planned. Young are included only as a decoration to be seen by others.

Rung 1 - Manipulation

Adult-led projects in which young people do as they are directed without understanding the purpose of the activities. The real reasons of their presence are to win local elections, to give a better impression of an organisation, or to get funding from an organisation which supports youth participation.

The youth participation ladder is a very useful tool for practitioners who want to criticize how participatory projects and enterprises operate in their society. However, this model may also illustrate the hierarchical ranking of youth participation levels in a misleading way, and it may result in an effort to reach the top of the ladder at all costs.
It is therefore important to keep in mind that the degree of youth participation or inclusion depends on local conditions, what can be realistically achieved, or the current level of experience accumulated. Sometimes it is difficult to see the precise level of participation in a particular project because of its complexity, or the lack of clear a distinction between the different levels of participation. It is also possible that the level of participation may change or develop over the term of the project.
8. **SOCIAL INCLUSION**

While the disadvantage is the situation in which individuals find themselves, social exclusion and social inclusion are dynamic concepts which express the process that individuals are living through. Social inclusion means integrating these individuals into the life of the community, and contributing to their social lives by decreasing or overcoming disadvantages. In short, social inclusion is intended to enable disadvantaged individuals to access opportunities in the community.

Social inclusion puts the individual at the centre, and emphasizes the improvement of the lives of individuals who are experiencing social exclusion. Therefore, youth work should be expected to do something with disadvantaged youth groups and produce concrete outputs. The structure of projects which focus on social inclusion involves difficulties for both the project team and the disadvantaged group, which means that reciprocal acknowledgement and understanding are of great importance. In work carried out for the benefit of disadvantaged groups, young people should be helped to express themselves easily, while work done with non-disadvantaged peer groups is designed to increase reciprocal tolerance and awareness.

**Inclusion of disadvantaged young people**

Disadvantaged young people are faced with one or more of the situations described below, and have limited access to facilities when compared to their non-disadvantaged peer groups. Sometimes these obstacles can prevent young people from taking part in formal and non-formal education programmes, international mobility and participation projects and active citizenship initiatives, while at the same time discouraging them from taking responsibility and experiencing inclusion in the community.

- **Social Obstacles**: These affect young people who are faced with aspects of discrimination such as gender, ethnicity, religion and physical disability, as well as young people with limited social skills or who are taking part in high-risky sexual behaviour; young people who are in danger; active or recovering criminals, drug or alcohol addicts; young or separated parents; orphans; separated families.

- **Economic Obstacles**: Young people with low living standards and income levels; young people dependant on the social security system; young people living through long term
unemployment and poverty; young people who are homeless, in debt and experiencing economic problems.

- Disability: Young people who are mentally (intellectual, cognitive, learning) disabled; young people who have physical, emotional and other kinds of disabilities.

- Educational Difficulties: Young people who have educational difficulties; early school leavers; unqualified young people; young people who have low school grades.

- Cultural Differences: Young immigrants or refugees, or the children of immigrant or refugee families; young people from ethnic minorities; young people experiencing language and cultural inclusion problems.

- Health Problems: Young people suffering from chronic diseases, or severe health or psychiatric problems; young people with mental health problems.

- Geographical Obstacles: Young people living in suburban or rural areas; young people living on small islands or in isolated communities; young people living in the problem areas of cities; young people living in areas with low levels of public services (limited public transport, inadequate facilities or depopulated villages).

Social Inclusion in youth work is also an important tool for encouraging disadvantaged young people to take a more active role in citizenship, and increasing employment.
9. EMPLOYMENT AND SOCIAL ENTREPRENEURSHIP

Since 1990 youth work has aimed to contribute to the development of the lives of young people in all sectors, and to improve their employment prospects at both the national and international levels. Youth unemployment is a serious problem in our country, with an unemployment rate for the 15-24 age group of 17.5% according to TÜİK data for 2012. Turkey has the highest proportion of young people in its population in Europe, and increasing problems show that the current policies are not sufficient to deal with this situation.

Sustainable development and youth employment have been the focus of youth work at both the national level, and throughout Europe since the year 2000. The purpose of this effort has been to increase the entrepreneurial skills of young people in new and different sectors, and to enhance the contribution made by young people to higher rates of employment through youth work.

There have been many policy papers which have addressed the problem of employment indirectly, including action plans, strategic plans and other initiatives in Turkey, but there has been no strategic paper directly dealing with employment, especially employment of young people and women.

The Ministry of Labour and Social Security (ÇSGB) and the General Directorate of the Turkish Employment Organisation (İŞKUR) are responsible for employment. In 2009, a National Employment Plan was prepared by ÇSGB and other stakeholders, the first time a project of this kind has been initiated in Turkey. Within this framework, there is the scope to prepare a strategy related to youth employment.

The general aims of the 2012-2023 Employment Strategy include:

- Reducing the unemployment rate to 5% by 2013
- Increasing the employment rate to 50%
- Increasing the non-agricultural employment rate from 0.52 to 0.62
- Reducing the shadow employment rate in all non-agricultural sectors from 29.1% to 15% by 2023
Several basic principles have been established in order to achieve these aims; equal opportunities, protecting people rather than positions, no extra load on employers, social dialogue based, and an incentive approach.

The general framework of economic and social policy in Turkey is established through development plans, medium term programmes and annual programmes. The 9th Development Plan, which covers the 2007-2013 period, was prepared for a vision of “a Turkey which is developing in stability, sharing income more equally, possessing competitive power on a global scale, transforming into a knowledge society, and ready to complete the adaptation process needed for membership”, which is part of the national Long Term Strategy (2001-2023) framework. There are five development centerlines in the plan:

- Increasing competitive power
- Empowering human and social solidarity
- Providing regional development
- Increasing quality and effectiveness in public services
- Increasing employment

Both the national and the European employment policy focus on youth employment. The aims of both national and international programmes are to reduce youth unemployment and contribute to the health of the economy by increasing employment rates. At this point, the work which specifically targets young people includes:

- The revision of general education, and vocational education in particular according to need,
- Supporting programmes which address the transfer of knowledge, experience and technology in vocational education,
- Promoting youth entrepreneurship to improve youth employment,
- Carrying out youth work focussed on personal development
- Carrying out stable and sustainable youth work

Of these policies the one attracting most support is youth entrepreneurship, through which a dynamic improvement in economic mobility and creative power among young people is anticipated. It is for this reason that it is considered important to focus on entrepreneurship.
The concept of entrepreneurship was first recognised in the Middle Ages, and the word is derived from “entreprendere”, which is translated as “doer” or “maker”. This definition has changed over time and developed according to needs of the user. In the 20th Century, it came to mean taking risks, pursuing innovations, and taking advantage of the opportunities and the moment in pursuit of these ends. From the point of view of these definitions, entrepreneurship is not only setting up one’s own business, it also includes revising the present state of one’s business or entering a new sector. In recent years in particular, there has been a trend to improve economic mobility by increasing the number of programmes which are designed to support youth entrepreneurship.

We should make clear at this point that entrepreneurship encompasses not only commercial progress, but also includes social entrepreneurship. Social entrepreneurship is the combination of social responsibility and planned activities directed towards the solution to a social problem. The purpose of organisational social responsibility is to fulfil both the organisational needs of the private sector, and the social needs of the community through voluntary activities.

From the results of the analysis carried out by the Turkish National Agency in 2012, it can be seen that youth projects encourage both the participants and project leaders to assess their educational plans and professional development. It also shows that youth projects encourage both parties to initiate enterprises in new fields. Most of the participants and leaders also believe that their employment opportunities increased after they had participated in projects of this type.

In all youth work carried out as part of the Europe 2020 growth strategy of the European Commission, there are two main subjects: Employment and Sustainability. It is important that all youth work should support competence-based personal development, and give young people a chance to use their creative capacity and contribute to the economy.
10. INNOVATION AND CREATIVITY

Young people and youth workers should develop new methods and resources, since applying these creative methods will help young people to realise their own potential and encourage their active participation.

In order to avoid frequently repeated youth work, young people and youth workers should use the following fields of creativity to further develop creative methods.

1) Verbal Creativity
   If we make a story out of our method in youth work by verbal means, our work will be more remarkable. Making or creating a story will help young people to develop their verbal skills.

2) Visual Creativity
   Visuality is very important in youth work, and we can continue to use this method of application and relevant resources. The use of visual materials will help to increase youth participation.

3) Physical Creativity
   We should be more energetic and active in our methods in youth work through the use of youth dynamics.
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