



Funded by
the European Union



National Report

Turkey



Project information

Project Acronym: **NONFORMAL**

Project Title: Non-formal education for functional
literacy of the Youth

Project Reference: 2024-1-BG01-KA220-YOU-000255556





Introduction

The National Report for Turkey presents insights gathered from a focus group discussion and the implementation of best practices within the NONFORMAL project. The report highlights the transformative potential of non-formal education in empowering youth, fostering innovation, and addressing societal challenges in Turkey. By exploring participant perspectives and successful initiatives, this document offers a roadmap for enhancing the role of non-formal education in the region.


FOCUS GROUP

FOCUS GROUP	
DATE OF CONDUCT	12.12.2024
PLACE OF CONDUCT	<i>It was held in a special meeting office</i>
RESEARCHER (NAME, SURNAME AND ROLE)	<i>The focus group was held from Mr. Memet Kaymaz. Mr. Kaymaz has a Bachelor's degree in Psychological Counseling, he is an expert project coordinator. As a youth worker, he leads many young groups. He tries to get young people to learn, implement and volunteer to take part in various project ideas.</i>
DURATION	1,5 hours
NUMBER OF PARTICIPANTS	5 people
HOW WERE PARTICIPANTS SELECTED?	<i>Participants were selected based on their interest in non-formal education, taking into account gender equality. Their ages were taken into account. Their availability to meet at a common time was also effective.</i>
PARTICIPANTS' PROFILE	<i>All participants in the focus group live in the Pozantı / Turkey Education Region. The participants are between the ages of 20-30. The participants, who have positive thoughts about the success of non- formal education activities, have previously been involved in the field as students, young people and employees.</i>



<p>VIEW OF THE FOCUS GROUP</p>	<p><i>The focus group was created by coming together physically. It was conducted with a total of 5 participants.</i></p> <p><i>Mr. Kaymaz explained the purpose and goal of the focus group.</i></p> <p><i>All participants provided a brief CV and information about the activities they are currently involved in.</i></p> <p><i>Then, the focus group manager asked the participants questions that were prepared in advance. Everyone was given the opportunity to express themselves freely.</i></p> <p><i>This interactive question-answer process increased the participants' awareness.</i></p>
	<p><i>The fact that the participants volunteered allowed them to discover aspects of non-formal activities that they were not aware of.</i></p>
<p>QUESTION 1</p>	<p><i>What is your experience with non-formal education? In which context did you use it?</i></p>
	<p><i>Describe the answers collected during the focus group and the thoughts shared.</i></p> <p><i>Regarding their experiences so far; participants mentioned that they have participated in trainings related to their own professions. These trainings were generally online, but some provided physical participation.</i></p> <p><i>They liked the workshop-like trainings, that is, the trainings where they could practice, demonstrate their skills and gain new skills.</i></p> <p><i>They think that the non-constructivist training environment is more impressive. They say that online opportunities are more attractive because they make participation easier.</i></p>
<p>QUESTION 2</p>	<p><i>How do you define non-formal education, when comparing it with formal one? What are its strengths?</i></p>
	<p><i>Describe the answers collected during the focus group and the thoughts shared. Indicate the 3 main strengths that were mentioned by participants. Did they provide similar/different answers? Did they justify their answers? How?</i></p> <p><i>Instead of a closed classroom atmosphere, they defined non-formal education as sometimes outdoors, sometimes in a workshop, sometimes theme-focused, sometimes case-focused. All participants stated that non-formal education is definitely more practical, provides permanent learning and is fun.</i></p> <p><i>While some participants mentioned workplace training and community workshops, others brought up online learning platforms, youth programs, and volunteering experiences.</i></p> <ul style="list-style-type: none"> <i>- Participants stated that learning opportunities were more - Many participants mentioned the practical and interactive nature of non-formal education.</i> <i>- Some participants linked their experiences to wider societal benefits, such as encouraging community participation or increasing employability.</i>



QUESTION 3	What are non-formal education challenges?
	<p><i>Describe the answers collected during the focus group and the thoughts shared. Indicate the 3 main challenges that were mentioned by participants. Did they provide similar/different answers? Did they justify their answers? How?</i></p> <p><i>Participants discussed the challenges of non-formal education;</i></p>
	<ul style="list-style-type: none"> - <i>Non-formal education lacks formal recognition compared to traditional education.</i> - <i>Participants mentioned barriers to accessing non-formal education, such as lack of awareness of available opportunities in rural areas or geographical limitations.</i> - <i>Some participants mentioned experiences of attending poorly organised workshops or receiving outdated content, indicating that this could be a handicap.</i>
QUESTION 4	Can you share any example of non-formal education path to which you took part? Which impact did it have on you?
	<p><i>Describe the answers collected during the focus group and the thoughts shared.</i></p> <p><i>Most participants felt that non-formal education allowed them to explore topics they were passionate about, which traditional education often overlooked.</i></p> <p><i>Non-formal education paths were often perceived as more directly applicable to real-world challenges, making the learning more relevant and engaging.</i></p> <ul style="list-style-type: none"> - <i>One participant discussed their involvement in a cultural exchange program where they learned about conflict resolution and cross-cultural communication. They reported improved interpersonal skills and greater cultural awareness.</i> - <i>Another participant mentioned attending a series of coding boot camps. They gained practical skills that directly enhanced their employability and confidence in a professional setting.</i> - <i>Some shared their experiences in arts-based non-formal education, such as drama workshops or photography classes. These activities encouraged personal expression, improved mental well-being, and fostered creativity.</i>
	



Examples of good practices in Turkey

BEST PRACTICE RESEARCH	
TITLE	<i>ESCAPE ROOM</i>
DESCRIPTION AND CONTEXT	<i>The climate change escape room was held in a youth center in Pozanti, Turkey, in April 2024. It was organized as a workshop in collaboration with local educators as part of a youth initiative focused on raising awareness about climate change and sustainability. The event targeted young people aged 15-25 from different backgrounds.</i>
MAIN OBJECTIVES	<i>The main objective was to raise awareness about climate change and empower participants to understand and address its challenges through interactive problem-solving and teamwork.</i>
TARGET GROUP	<i>The target group consisted of young people aged 15-25, including students, youth workers, and activists interested in environmental issues and sustainability.</i>
NUMBER OF PARTICIPANTS	<i>16</i>
METHODOLOGIES	<i>The methodologies included;</i> <ul style="list-style-type: none"> - teamwork - role-playing as environmental scientists or policymakers - problem-solving puzzles - interactive tasks simulating real-world climate challenges like reducing carbon emissions or managing renewable resources.
MAIN ACTIVITIES	<ul style="list-style-type: none"> - Introduction and Briefing: Participants received the storyline and rules of the escape room. - Puzzle Solving: Teams deciphered codes, solved riddles, and completed challenges related to climate change topics, such as renewable energy, carbon footprints, and waste management. - Interactive Tasks: Activities included assembling a model of a sustainable city and prioritizing actions to combat global warming. - Role-Playing: Participants took on roles like scientists or policymakers to collaboratively solve climate-related scenarios. - Debriefing and Reflection: A guided discussion to reflect on the experience and discuss real-life applications of the lessons learned.
RESOURCES USED	<p>Financial Resources: <i>The escape room was funded by the organisation.</i></p> <p>Human Resources: <i>A team of 5 facilitators, including 2 environmental experts, 2 youth workers, and 1 coordinator, managed the activity.</i></p> <p>Materials: <i>: Props and puzzles (e.g., lockable boxes, maps, and clue cards), educational materials on climate change, role-playing costumes, a projector, and decorations to create an immersive setting</i></p>
TOOLS	<p>Tools: <i>Lockable boxes, keys, and combination locks for puzzles.</i></p>



	<p><i>Maps and charts depicting climate data and global environmental trends.</i></p> <p><i>Interactive props such as renewable energy models and recyclable materials.</i></p> <p>Didactic Support:</p> <ul style="list-style-type: none">- <i>Informational handouts and clue cards containing facts about climate change.</i>- <i>A digital projector for displaying multimedia content like videos and infographics.</i>- <i>Facilitator guides to provide hints and ensure the activity aligned with learning objectives.</i>
RESULTS	<p><i>Participants gained a deeper understanding of climate change, its causes, and potential solutions. They improved their teamwork, problem-solving, and critical thinking skills while fostering a sense of responsibility and motivation to take action for environmental sustainability. Many expressed increased interest in engaging in eco-friendly practices and participating in further environmental initiatives.</i></p>



BEST PRACTICE RESEARCH	
TITLE	<i>PROJECT CYCLE MANAGEMENT FOR EU GRANT FUNDS</i>
DESCRIPTION AND CONTEXT	<i>This course program, planned to meet the need for qualified personnel in project writing and execution and to increase the quality of the projects carried out, aims to increase the knowledge and skills of the participants in preparing projects for national and international grant programs within the scope of the logical framework matrix by conducting problem and need analysis.</i>
MAIN OBJECTIVES	<i>Participants will be able to recognize the concepts of project cycle, to be able to analyze problems, stakeholders, targets and strategies by recognizing the problem, stakeholder, target and strategy analysis methods suitable for the structure of the project, to gain the ability to prepare the project translation, project approach and project objectives in accordance with the rules.</i>
TARGET GROUP	<i>Participants aged at least 18 years old who are interested in EU funds.</i>
NUMBER OF PARTICIPANTS	12
METHODOLOGIES	<i>The topics in the program are conveyed to the participants using active teaching methods and techniques based on student participation, such as discussion, question-answer, and brainstorming, along with power point presentations in a computer environment.</i>
MAIN ACTIVITIES	<i>Logical Framework Matrix Sample Project Applications Workshop Work Project Preparation Application Group Work Evaluation of Work</i>
RESOURCES USED	Financial Resources: <i>EU Project Cycle Training is provided by the non-formal education organization.</i> Human Resources: <i>A team of 5 people managed the activity: an EU expert manager, 2 youth workers, and 1 coordinator.</i>
TOOLS	Tools: <i>Lecture Notes Prepared by Instructors Computer Projector</i> Didactic Support: <i>- Group work was frequently included during the course. - In group work, small groups were formed in the classroom and a project sample was prepared. - The project sample prepared by each group was presented in class, evaluated and the deficiencies of the trainees were completed.</i>
RESULTS	<i>Participants gained awareness of EU projects and gained knowledge to create a conscious project cycle management. They learned how to define the problem by creating a logical framework matrix, conduct needs analysis, and develop a project idea based on needs.</i>



BEST PRACTICE RESEARCH	
TITLE	ARDUINO PROGRAMMING DEVELOPMENT AND ADAPTATION
DESCRIPTION AND CONTEXT	<i>Arduino Programming is a software and hardware method. Software-based applications developed by people for commercial, hobby or Maker (Do It Yourself) philosophy are also important in terms of contributing to our country. The aim of this program is for individuals to consciously program Arduino etc. development cards.</i>
MAIN OBJECTIVES	<i>It is aimed to use electronic circuit elements with ARDUINO in electronic circuits in accordance with the catalog information, and to develop applications using the ARDUINO Development Card.</i>
TARGET GROUP	<i>Young people between the ages of 16-25</i>
NUMBER OF PARTICIPANTS	<i>12</i>
METHODOLOGIES	<i>In teaching the subjects, methods and techniques aimed at gaining professional competence were mainly applied. Explanation, Question-answer, Group work, Discussion, Research, Practice</i>
MAIN ACTIVITIES	<i>ELECTRONICS WITH ARDUINO ARDUINO STRUCTURE AND PROGRAMMING LANGUAGE ARDUINO APPLICATIONS</i>
RESOURCES USED	Financial Resources <i>Arduino Programming Training is provided by the non-formal education organization.</i> Human Resources: <i>A team of 3 people managed the activity: 1 Arduino Programming Specialist, 2 youth workers, and 1 coordinator.</i>
TOOLS	Tools: <i>ARDUINO IDE ☑ Computer ☑ Keyboard ☑ Mouse ☑ Mouse pad ☑ Headphones ☑ Microphone ☑ Speaker ☑ Operating system ☑ Office software ☑ Printer ☑ Scanner ☑ Projector ☑ Pointer ☑ Barcode reader ☑ Portable disk ☑ CD/DVD ☑ Webcam</i>



	<ul style="list-style-type: none"><input type="checkbox"/> Camera<input type="checkbox"/> Camera<input type="checkbox"/> Diagram creation program<input type="checkbox"/> DVI converter<input type="checkbox"/> HDMI converter<input type="checkbox"/> PATA converter<input type="checkbox"/> USB converter<input type="checkbox"/> Fax<input type="checkbox"/> Copier<input type="checkbox"/> Flash memory<input type="checkbox"/> Card reader<input type="checkbox"/> Hard disk<input type="checkbox"/> Power cable<input type="checkbox"/> Extension cable<input type="checkbox"/> Group socket<input type="checkbox"/> Multiplexer<input type="checkbox"/> USB data cable<input type="checkbox"/> VGA data cable<input type="checkbox"/> DVI data cable<input type="checkbox"/> HDMI data cable<input type="checkbox"/> IEEE 1394 data cable<input type="checkbox"/> Internet connection<input type="checkbox"/> Wireless modem<input type="checkbox"/> Telephone<input type="checkbox"/> Mobile phone<input type="checkbox"/> Uninterruptible power supply (UPS)<input type="checkbox"/> Office supplies<input type="checkbox"/> Stationery supplies
RESULTS	<p><i>Performs basic measurement operations.</i></p> <p><i>Establishes a direct current circuit.</i></p> <p><i>Recognizes the structure and types of analog circuit elements and selects the circuit element with the desired properties.</i></p>



BEST PRACTICE RESEARCH	
TITLE	ASTRONOMY, AVIATION AND SPACE WORKSHOP
DESCRIPTION AND CONTEXT	<i>The aim is for individuals who complete the astronomy, aviation and space workshop to become familiar with the field of study of astronomy, to get to know scientists involved in the history of astronomy, to understand the history of aviation in the world and in Turkey, and to have certain information about space studies.</i>
MAIN OBJECTIVES	<ul style="list-style-type: none"> - <i>To be able to realize that astronomy is the oldest branch of science that emerged as a result of human needs,</i> - <i>To be able to recognize important scientists who left their mark on the history of astronomy and their work.</i> - <i>To be able to explain the Big Bang theory regarding the formation of the universe,</i> - <i>To be able to recognize the distance units commonly used in astronomy.</i> - <i>To be able to recognize the basic tools used in space studies,</i> - <i>To be able to realize the importance of satellites in our lives.</i>
TARGET GROUP	<i>Young people between the ages of 16-25</i>
NUMBER OF PARTICIPANTS	<i>15</i>
METHODOLOGIES	<i>In the implementation of the program, methods and techniques that support individual learning are mainly applied. In the training process; Narrative Method, Problem Solving Method, Show and Do Method, Individual Study Method, Case Study Method, Demonstration Methods are applied.</i>
MAIN ACTIVITIES	<i>History of Astronomy History of Aviation in the World and Turkey Universe Space Sciences and Space Studies</i>
RESOURCES USED	<p>Financial Resources: <i>The budget for this workshop is covered by the non-formal education organization.</i></p> <p>Human Resources: <i>A team of 4 people managed the activity: 2 Physics and Astronomy Experts, 1 youth workers, and 1 coordinator.</i></p>
TOOLS	<p>Tools:</p> <p><i>Observation instruments Types of telescopes</i></p>
RESULTS	<i>Young people who understand the purpose of astronomy have gained awareness of natural sciences by learning the importance of physics for nature and the working laws of the universe.</i>



BEST PRACTICE RESEARCH	
TITLE	<i>Effective and Fast Reading Workshop</i>
DESCRIPTION AND CONTEXT	<i>Effective and Fast Reading is a technique that combines many different systems to be able to read quickly and read many books in a short time. In the Effective and Fast Reading workshop, various trainings are given to increase the speed of reading books, such as fast comprehension, understanding what is read and concentration.</i>
MAIN OBJECTIVES	<ol style="list-style-type: none"> 1. Recognize effective and fast reading techniques, 2. Demonstrate knowledge, skills and attitudes regarding understanding, remembering, interpreting and evaluating what is read, 3. Be able to analyze at paragraph and text levels, 4. Be able to read in accordance with the purpose in printed and electronic environments, 5. Be able to criticize media texts such as advertisements, news, etc., and use prior knowledge and experience in understanding what is read, 6. Be able to make comparisons between the texts read (story, essay, newspaper, magazine, etc.),
TARGET GROUP	<i>Young people between the ages of 15-18</i>
NUMBER OF PARTICIPANTS	<i>10</i>
METHODOLOGIES	<i>Silent reading Reading aloud Eye exercises, field of vision, block reading techniques Skimming Reading Scanning Reading Careful Reading Flexible Reading Selective Reading Effective Reading Techniques</i>
MAIN ACTIVITIES	<ol style="list-style-type: none"> 1. Individual Characteristics 2. Speed Reading Obstacles 3. Reading Types
RESOURCES USED	<p>Financial Resources: <i>The budget for this workshop is covered by the non-formal education organization.</i></p> <p>Human Resources: <i>A team of 3 people managed the activity: 1 Reading Specialist, 1 youth workers, and 1 coordinator.</i></p>
TOOLS	<p>Tools:</p> <i>book, magazine, brochure, presentation, film, picture</i>
RESULTS	<i>Participants' focus and concentration increased. Their comprehension skills improved. Their memory strengthened. They learned to use time effectively. They gained the ability to work quickly under pressure. Their vocabulary expanded.</i>