



Guidebook



Adrese Büyüteç Projesi (Magnifier to the Adress Project)

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Magnifier to the Adress Project,

is an advocacy action for monitoring public institutions that provide services and representation opportunities for the youth, through participatory monitoring.



Acknowledgements, Project Team, Introductions

This book, The Final Report of the Magnifier to the Adress Project (Magnifier To the Address) Project, is the first report of the monitoring activities launched by the Community Volunteers Foundation (TOG) in the area of youth in partnership with the Youth Studies Unit and NGO Research and Training Centre of the Istanbul Bilgi University. The execution of this project, which was spread over a long period, is the product of more than just one project team. Therefore, the project owes its thanks to lots of people. We would like to extend our thanks to all who contributed to the project, including:

- Young Community Volunteers who conducted the monitoring, reporting and advocacy activities of the project at the grassroots level,
- Project Experts Evren Sener Ünal, Laden Yurttagüler, Volkan Akkuş and Yörük Kurtaran who, despite their busy schedules, dedicated their valuable time to contribute to the content and technical aspects of the project, putting in great efforts from the start till the end of the project,
- Our Monitoring and Evaluation Expert Betül Selcen Özer, who observed us throughout the project, standing quietly in the back rows in all project activities, and showed us what we have achieved in terms of the project objectives while we were too busy to see for ourselves.
- Neslihan Öztürk, who shot, watched, cropped and eventually produced the visual archive of the whole project with 58 video cassettes of

around 1200 minutes of recorded activity, with her chips and coke which she never did without during the shootings,

- Project Assistants Özlem Çolak and Özge Konuralp, thanks to whom we have managed to surmount all the challenges we have encountered throughout the project,
- The Delegation of the European Union to Turkey, and the National Endowment for Democracy, who allocated resources for the project and provided us with financial support,
- Istanbul Bilgi University NGO Research and Training Centre and Youth Studies Unit for their contributions as institutional partners,
- Gözde Durmuş from the Child Studies Unit of the of the Istanbul Bilgi University, who gave us an appointment and her time despite her busy schedule during the study visits,
- Derya Engin from the Association for Nature,
- Batuhan Aydagül and Işık Tüzün from the Education Reform Initiative
- Şehnaz Kıymaz Bahçeci from the Women for Women's Human Rights- New Ways Association
- Nurhan Yentürk from the Public Expenditures Monitoring Platform,
- Bekir Ağırır from KONDA Research Company,
- Levent Şensever from the Association for Social Change,



-
- Hale Akay from the Turkish Economic and Social Studies Foundation,
 - Mustafa Durna from the Association of Committees for Monitoring Parliamentarians and Elected Officials
 - Zeynep Meydanođlu and Bařak Ersen from the Third Sector Foundation of Turkey,
 - Cennet Özcömert from Amnesty International,
 - All the agencies and institutions giving us appointments before the lobby marathon, and listening with interest to our findings, asking us questions and giving us their support throughout the marathon,

And all others, whose names are not included here but who engaged in the project and supported us.

This report is the final output of a process of three and a half years starting in 2008, throughout which we learned by trial and error. In the report, you will see the efforts and contributions of many people, whose names may or may not be listed here.

We hope that this report will inspire more projects in this area.

Proje Ekibi Adına
Gökdađ Göktepe-Özlem Ezgin

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PROJECT TEAM



Gökdağ Göktepe
Project Coordination Team

He was born in 1984 in Afyon and completed his primary education in Istanbul and secondary education in Balıkesir-Gönen. In 2009, he got his bachelor's degree from the Ege University, Faculty of Letters, Department of Sociology. During his university studies, he met the Community Volunteers Foundation and assumed various responsibilities and duties on a volunteer basis at the foundation. Peer education through non-formal techniques was one of the projects in which he undertook the project responsibility. In addition, he participated in various trainings of the Council of Europe and the Istanbul Bilgi University Youth Studies Unit. Right after his graduation, he started working as communication specialist at the Dokuz Eylül University, Faculty of Fine Arts, Department of Performing Arts. Since October 2009, he has been working as youth studies coordinator at the Community Volunteers Foundation, Department of Youth Studies and Social Relations. He also has an MA from the European Youth Studies Project of the Council of Europe. His areas of interest are youth studies, human rights, advocacy and democracy.



Özlem Çolak
Project Assistant

She was born in 1983 in Istanbul. After graduating from the Istanbul University Department of Psychology, she received her master's degree from the Istanbul University, Institute of Forensics, where she is currently continuing her doctorate studies. Since 2006, she has been working in volunteer and professional projects in rights-based organizations.





Özge Konuralp
Project Assistant

She was born in 1982 in Istanbul. After graduating from the Middle East Technical University, Department of Sociology, she is continuing her graduate programme at the Middle East Technical University, Institute of Social Sciences, Department of Social Politics. She has worked in various projects by non-governmental organizations, the World Bank Youth Programme, the Social Assistance and Solidarity Fund and Southeastern Anatolia Project Regional Development Administration as associate, research assistant and social development specialist.

In 2006, she started working as “Ankara Coordination Centre and Field Officer” at the Community Volunteers Foundation, where, in 2007-2011, she also worked on establishment and sustainability of youth organizations in universities as the “Field Coordinator” of the Istanbul HQ. Since February 2011, she has been working as project assistant in the “Magnifier to the Adress Project ” (Magnifier to the Address) project. She currently lives in Ankara.



Özlem Ezgin
Community Volunteers Foundation, Youth Studies
Department, Manager

She was born in 1982 in Mardin. She got her bachelor’s degree from Marmara University, Department of Political Sciences and International Relations, after which she finished her doctorate programme at the Bilgi University Department of Human Rights Law. Her dissertation was on Alevi youth and organizing. Since 2005, she has been working at the Community Volunteers Foundation in various positions.



Betül Selcen Özer Monitoring & Evaluation Expert

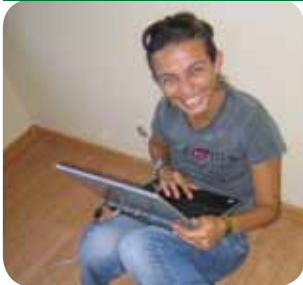
Betül Selcen Özer graduated from the Middle East Technical University, Department of Sociology. She received her master's degree from Hacettepe University, Institute of Population Studies, Department of Economic and Social Demography. Since 2000, she has been working in various NGOs on reproductive health, family planning, environment, corporate social responsibility and youth. She continues to work in the civil sector.



Evren Sener Ünal Project Expert

Born in 1978, Sener got his bachelor's degree from METU Department of Aerospace Engineering. He worked on voluntary basis with Genç Anlayış ve Değişim Derneği and YEU International, particularly in international youth projects.

Still continuing to work as free trainer, which he first started in 2000, Sener assumed the responsibility of running the Ankara Coordination Centre of the Community Volunteers Foundation in 2004. He describes his two attempts at a postgraduate degree, which never came to fruition, as “an experimental learning process”, and strives to increase his experiences in non-formal learning with a focus on voluntary works. Sener currently coordinates TOG Training and Field Department.



Neslihan Öztürk Documentation Manager

Born in 1980, Neslihan worked between 2002 and 2006 at the Community Volunteers Foundation (TOG) as Field Coordinator. In 2006, she worked in Latvia under the European Voluntary Service. After 2007, she worked as coordinator in various projects at Youth Studies Unit (GÇB) and as a youth worker at Kısa Dalga Youth Centre, which focuses on grassroots youth projects. Currently, she works in the same organization as coordinator of the Video Activism in Youth Works Project.





Volkan Akkuş Project Expert

Volkan Akkuş has been working as project coordinator, trainer and consultant in various NGOs on voluntary basis for the last 10 years. His main work areas include human rights and discrimination, democracy, organization management, cooperation with volunteers and disadvantaged groups. He is currently a student at the Ege University, Department of Turkish Language & Literature. He lives with his dog, "Toprak".



Laden Yurttagüler Project Expert

Laden Yurttagüler has been working at Bilgi NGO since 2005. Her work areas can be listed as human rights training, social rights, civil society and participation, non-formal education, voluntarism, body politics and the feminist theory. She has publications on voluntarism, civil society, human rights training, advocacy and similar subjects. She is currently working on her doctorate at the Boğaziçi University, Institute of Ataturk Principles and Revolutions History.



Yörük Kurtaran Project Expert

Born in 1974, Kurtaran got his undergraduate and graduate degrees from the Bilkent University, Department of Political Science and Public Administration. Since 1997, he has worked with various NGOs, including TESEV, Willows Foundation and TÜSİAD. In 2003 he started to work at the Community Volunteers Foundation (TOG), and in 2006 at the Youth Studies Unit. Currently, he is the Director General of the Community Volunteers Foundation. Kurtaran has publications on youth studies, youth and social rights, and youth policies.

COMMUNITY VOLUNTEERS FOUNDATION

When the Community Volunteers Foundation set off on this road in 2002, many thought that it was taking a very risky step. The owners of this comment were not wrong in having such a prejudice, considering the environment in which they had grown up. Our target group, which consists of individuals in the 18-29 age range, have always been seen and portrayed as difficult individuals that need to be under constant control and as potential troublemakers, by public officials and by the older segments of our society.

The founding philosophy of TOG never agreed with this prejudice found in the society. From the very first day of its founding, TOG always chose to trust in the youth when choosing its activities, determining its scholarship eligibility criteria, formulating its organizational structure and forming its board of directors. With only a few months to its 10th birthday, TOG's experience so far shows that young people respond to this trust way better than everybody expects.

Focusing on youth empowerment in its initial years, our Foundation followed up on the problems of young people through its own volunteers, most of whom were university students. In 2009, it decided to support the anecdotes collected to that date, with a research based on scientific methods. The "Survey on the Needs of the University Youth", carried out in 59 universities in 43 provinces with the participation of 1886 young people, was released in December 2009.

In the survey, problem areas ranging from health to accommodation, social life and nutrition were compiled under 12 headings, and it was determined

that the needs in all these areas had two common causes. The last paragraph of the "Problems" section of the study gives a good description of these two reasons:

"The opportunities youth have are not sufficient, yet this is not the only problem; the problem is that these opportunities are used with irrational practices; the source of these irrational approaches is the practice that never consults to young people and never takes into consideration the specific circumstances and characteristics of the youth in any of the phases, from design to consumption; not including the youth in the formula leaves them on their own with their undeveloped characteristics; the youth is well aware that they are lagging behind, and are left behind on their own, although they may not voice it loudly.

After establishing these facts, the Magnifier to the Adress Project was designed with a focus on the needs most frequently voiced by the youth, and the authorities responsible for meeting these needs. In the initial phase, five institutions were monitored: Youth Assemblies; Youth Centres of the DG Youth & Sports; EU External Relations Offices of Universities; Health, Culture & Sports

Departments and Medicos at universities; and the Dorms of the Institution of Student Loans and Dorms (KYK).

"With a method that has only newly started to be implemented in our country, these institutions were inspected by those who are the recipients of their services. The results were then shared with the institutions that were the real owners of the work.



Suggestions on how to eliminate or alleviate the problems were communicated to these institutions.

As TOG, we will continue to do similar studies. While monitoring the developments taking place in the above-mentioned institutions, we will continue to watch other institutions and produce solutions.

We will encourage the institutions that are responsible for producing and delivering services for the youth to work with the youth, to hear them and consult to their opinions so that they can develop more rational, more youth-friendly practices. In the last decade, we have developed the tools and methods which the decision-makers in the area of youth will need when working together with the segment to which they are responsible to deliver services. And we are ready to share the problem areas we have identified, along with our suggestions for solutions, with officials who are interested in putting these experiences to good use. I congratulate everyone who has contributed to this study, and most of all, our volunteers.

Head of the Board of Directors
Kerim PAKER

İSTANBUL BİLGİ UNIVERSITY YOUTH STUDIES UNIT

Istanbul Bilgi University Youth Studies Unit (GÇB) was founded in 2006 within the Istanbul Bilgi University with the support of the Community Volunteers Foundation, with the purpose of promoting the development of democratic youth policies in Turkey. The unit continues its activities under 4 programmes. Under its Networking Programme, the Unit carries out activities to bring together youth organizations and people working with the youth. Under its Research Programme, the Unit carries out and supports studies oriented to reduce the research gap especially in the area of youth and youth studies in Turkey. With its Modelling Programme, it builds partnerships to bring to life innovative activities in the area of youth studies. Under the scope of its Capacity-Building Programme, the Unit provides supports to youth organizations to help them better execute their activities.

GÇB initially piloted the Magnifier to the Adress Project project under its Modelling Programme. Afterwards, it expanded the implementation to a wider geography together with its civil partners, and thereby supported the development of a model that could set an example not only for the area of youth but also for the other areas of the civil society. In the implementation phase, the Unit delegated the direct implementation responsibility to TOG and focused mainly on the reporting and video-recording of the implementation and the dissemination of the project in the electronic media through websites. It also provided content support to help the execution of the project as a whole.

Although the study took 16 months, our acquaintance with Magnifier to the Adress Project has a longer history. Although a lot of young people contributed to realizing this phase of the study, we might not have progressed so easily if we had not had the experiences of those earlier days. Thus, we owe our thanks to all our friends who contributed to the piloting phase of Magnifier to the Adress Project. If not for the dedication of our friends who participated in the piloting and implementation phase, we would not have all these data and books today. Thank God you were there with us.

One of our biggest dreams for the period ahead is that this study is adopted by the various stakeholders in the civil sector and adapted according to their own requirements. In addition, we are continuing to exchange ideas on how we can transfer this study to an electronic medium and make it accessible to more young people in consideration of the changing needs and the rhythm of life itself. And this possibility excites us immensely.

Finally, Magnifier to the Adress Project was an innovative study not only for the area of youth in Turkey but also for the area of youth studies in Europe. In an environment where we have gotten used to the sameness of practices, we have gained an important experience in our quest to find something new. We hope that studies like this will clear the path for developments favouring the youth in Turkey and set an example for other studies supporting a democratic society and a democratic state.

Yörük Kurtaran



İSTANBUL BİLGİ UNIVERSITY NGO TRAINING AND RESEARCH UNIT

Istanbul Bilgi NGO was founded in 2003 within the Istanbul Bilgi University with the aim of supporting non-governmental organizations engaged in rights-based works and contributing to the democratization of Turkey. The purpose of Istanbul Bilgi NGO is to empower non-governmental organizations and increase and ensure their participation in decision-making and policy-making processes. Istanbul Bilgi NGO has been working since 2003 to strengthen the civil domain with its classroom-based training programmes, distance learning programmes, publications, interactive CDs and a variety of documents in addition to networking activities and events that bring experts and activities together.

Another activity carried out by Istanbul Bilgi NGO is creating platforms where new methodologies meet the field and experiences are exchanged. Magnifier to the Adress Project has an important place as a project that supports the youth and that uses the participatory monitoring method. The participatory monitoring method is based on monitoring and reporting of the relevant institutions, policies, laws and services based on the experiences of the recipients of those services. Hence, young people who are the recipients of the offered services found the area where they could report to influence the related policies and decisions. Furthermore, instead of having someone else deciding for them, they have created an opportunity where they could make their own needs visible and personally demand them.

Istanbul Bilgi NGO watched and supported with enthusiasm the development of the participatory monitoring method into a model. In the future phases of the project, it aims to support the maturation and dissemination of this rarely used method.

Throughout the Magnifier to the Adress Project process, the labour of the volunteers have been the real power that enabled this project and developed this method. We are grateful to our volunteers for the painstaking work they have put into this project and the creation of the method.

Laden Yurttagüler

INTRODUCTION

Laden Yurttagüler & Özlem Ezgin

The crisis of the representative democracy is one of the issues that has been the focus of debates and frequently addressed in the last decade. Both in the world and in Turkey, the constraints and problems of representative democracy have become more widely talked of as different needs started to become more identifiable and visible and as different identities started to voice their different needs. One important issue representative democracy faces is the inability of the deputies elected to represent the majority in sufficiently voicing and making visible the needs of different groups. Moreover, they may be inadequate and/or constrained in voicing the demands of the majority that have elected them, due to the myopia caused by sitting in the centre. It is altogether possible that deputies elected to represent the citizens make decisions that do not meet the needs of the citizens in their decision and policy making processes, or become deaf to the demands of citizens. In such cases, we might witness citizens organizing to make their demands or needs heard. Citizens organizing to participate in decision-making and policy-making processes and to have a say in the matters may demand structural changes to accommodate their unmet needs.¹ In general, citizens organizing through non-governmental

organizations may choose various ways ranging from campaigns to reporting in order to voice their demands and make them visible. This section will first attempt to briefly define the methods used to participate in decision-making and policy-making

processes, with examples from Turkey. Then, the relationship between advocacy and citizenship will be discussed. The third part of the section will focus on Magnifier to the Adress Project and the method used. The last part will include the evaluations of volunteers who brought Magnifier to the Adress Project to life on the method.

PARTICIPATING IN DECISION-MAKING AND POLICY-MAKING PROCESSES

Participation of citizens in decision-making and policy-making processes has started to be discussed increasingly, especially in the last two decades. While the number of NGOs is increasing in Turkey and all around the world, the number of service-focused organizations is 2-3 times more than advocacy-focused organizations. Although there may not be many organizations focusing on advocacy, their sphere of influence have widened. And in the course of this process, various mechanisms and ways have emerged to increase the active participation of citizens. These mechanisms vary from awareness-raising to campaign organization.

Awareness-raising is an important way of increasing participation. Awareness-raising aims to increase the knowledge, experience and/or information of citizens on a specific subject. Awareness-raising may be on a specific theme, or may focus on advocacy methods in general.

One of the common methods of awareness-raising is to organize trainings. Trainings organized to strengthen NGOs in advocacy and how to influence policies have aimed to empower NGOs on the various ways of participation, and ensured dissemination of the knowledge on the various methods of increasing participation. Institutions aiming to promote NGOs, such as the Istanbul Bilgi University NGO Research and Training Centre and the Civil Society Development Centre

I wonder If is there any one who want to listen my needs.

1 Aksakoğlu, Yiğit."STK'lar İçin Savunuculuk Rehberi", Katılımcı sivil Toplum Geliştirme Merkezi, 2006.



(STGM), have been organizing trainings since 2006 on advocacy and policy influence. Moreover, publications compiling the subjects discussed and experienced gained in these trainings help in increasing awareness and knowledge in the field. Books prepared by these same institutions and made digitally available for all also enrich the field.² Activities opening new discussion areas such as seminars and conferences can be given as examples to thematic events organized to raise awareness. An example of the pioneers of the conference activities aiming at building awareness and opening new discussion areas is the working groups and conference event on “New Tactics on Human Rights” organized in 2002 and 2003 by Helsinki Citizens Assembly.³

Another activity carried out to build awareness is reporting. Reporting is an

important activity in ensuring the quality and control of the information entering the field. Reports produced by NGOs ensure production of alternative information in a specific area. When the subject collecting and interpreting the data is the beneficiary, the asymmetry caused by the power that comes with knowledge is disturbed, enabling NGOs to voice their opinions and even interfere in the relevant policies. Especially in the last decade, a large number of reports have been produced in various areas such as education, health, migration and social policy by various NGOs such as Education Reform Initiative, Turkish Economic and Social



Studies Foundation, Social Policy Forum, and Positive Living Association.⁴ These reports have evaluated the relevant situation from a different perspective, while also attempting to unearth the invisible issues. Campaigns are another awareness-raising tool. Campaigns serve to raise public awareness on a specific matter, while also voicing the demands through various actions and/or performances. Among the recent high-impact campaigns, we can list the “Turkey Sign Kyoto” (Türkiye Kyoto’yu İmzalasın) campaign⁵ of 2007, the “No to War in Iraq” (Irak’ta Savaşa No) campaign of 2002, and the Turkish Penal Code (TCK) Campaign of 2002-2004. Another way of participating in decision-making and policymaking processes is monitoring. Monitoring can be used as a method structured to identify the current situation and can be built as the initial phase of both reporting

In the monitoring process, current policies, practices and/or laws are examined in view of the laws of the relevant subjects.

2 for detailed information, please see: www.bilgi.edu.tr, www.stgm.org.tr.

3 for detailed information, please see: www.bilgi.edu.tr, www.stgm.org.tr.

4 for detailed information, see: www.tesev.org.tr/, www.org.sabanciuniv.edu/, www.spf.boun.edu.tr, www.pozitifyasam.org

5 for detailed information, see: <http://www.kyotoyuimzala.com/>, <http://www.savaskarsitlari.org/arsiv.asp?ArsivTipID=9&ArsvAnaID=37811>,

and the campaign process. In the monitoring process, current policies, practices and/or laws are examined in view of the laws of the relevant subjects. Monitoring can be done by experts, or directly by the beneficiaries. When services are monitored directly by the beneficiaries of those services, it is called “participatory monitoring”. Magnifier to the Adress Project is a project using the participatory monitoring method and aiming to thus empower the participants.

Magnifier to the Adress Project AND PARTICIPATORY MONITORING

Advocacy and Monitoring

Advocacy is the attempt of NGOs to influence a public policy for a common interest. It can also be defined as a process of strategic use of information to influence decision-makers to change laws or policies in favour of segments excluded from the society. Advocacy aims to demand policy or legislation changes, or contribute to the changes made in them.

In policy changes and law amendments, decision-makers are in an important position. Decision-makers can be individuals appointed or elected at the local, regional, national or international level. For example, ministers and MPs

are decision-makers elected at the national level, while governors are decision-makers appointed at the local level. In short, it is the process of influencing the elected or appointed decision-makers at the national, local and international levels for the problem you are trying to solve.⁶

In this scope, Magnifier to the Adress Project is also an advocacy project. Advocacy projects identify the various methods they will use to achieve their goals. These may include campaigning, lobbying, modelling, agenda-setting and reporting. The method adopted in this sense by Magnifier to the Adress Project is the “participatory monitoring” method.

Magnifier to the Adress Project is an advocacy project. Advocacy projects identify the various methods they will use to achieve their goals. These may include campaigning, lobbying, modelling, agenda-setting and reporting.

Participatory Monitoring as an Advocacy Tool⁷

“Cavar”, which means “to dig” in Spanish, was first used by Homero Fuentes as a metaphor for the monitoring process.



⁶ Aksakoğlu, Yiğit. op.cit.,ps:4.

⁷ For the description of “Participatory Monitoring”, the text “Participation and Civic Engagement” was used. <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALDEVELOPMENT/EXTPCENG/0,,contentMDK:20509352~menuPK:127820~pagePK:148956~piPK:216618~theSitePK:410306,00.html>

C A V A R

Context Archive Visit Analysis Report

Participatory monitoring is a process through which stakeholders at various levels engage in monitoring a particular project, program or policy, share control

over the content, the process and the results of the monitoring and engage in taking or identifying corrective actions.

There are some criteria necessary for reliable and smooth execution of the monitoring and evaluation (M&E) activities.

1

To get information on the area that will be monitored, first of all it is necessary to reach the information on the status and infrastructure of the services and local activities provided in the area of youth (Who provides the services? How? How many organizations are working in the area of youth? What kind of and how many projects and activities are there? Who carries them out?). After that, the targets of the monitoring activity can be identified.

2

Constantly following and archiving the available current data and information sources on the youth area can help in identifying the direction of the monitoring activity.

3

Careful evaluation and testing of the quality of the collected data is a necessary process to see whether the monitoring is getting reliable data. Hence, expert consultancy may be required; or a joint process can be created through cooperating with the academia.

5

Ways to solve the identified problems can be formulated through disclosure of the data obtained from monitoring and the historic data processed as specified above.

4

4-Continuously identifying and measuring the scope of the pressure on the youth and the negative or positive practices targeting them may be important in revising the format and objectives of the monitoring.

FREEDOM

It is necessary that monitoring teams do not feel under pressure when running the monitoring process. This is an important prerequisite for an impartial monitoring.

On the other hand, the monitoring method should not be under the Initiative of either the one monitoring or the others planning the monitoring programme. It should be a continuous learning process, and the method should be identified through joint steps.

RESPONSIBILITY & METHODOLOGY

Monitorer should be accountable for every step he takes, as it is the only way to ensure the testability of objective and final data in the evaluation of the process where violation of rights occur or that is the subject of the monitoring. On the other hand, it will also enable avoiding potential errors with re-evaluation of inaccurate or incomplete data.

TECHNICAL CAPACITY

İzleme yapılacak alanın bilgisi ve değerlendirilecek kriterlerin kendisi göz önünde tutulmalıdır. Dolayısıyla izlenecek alan sürekli yakını takipte olmalıdır.

There are certain criteria that are necessary to ensure reliable and smooth running of the monitoring and evaluation activities.

TRANSPARENCY

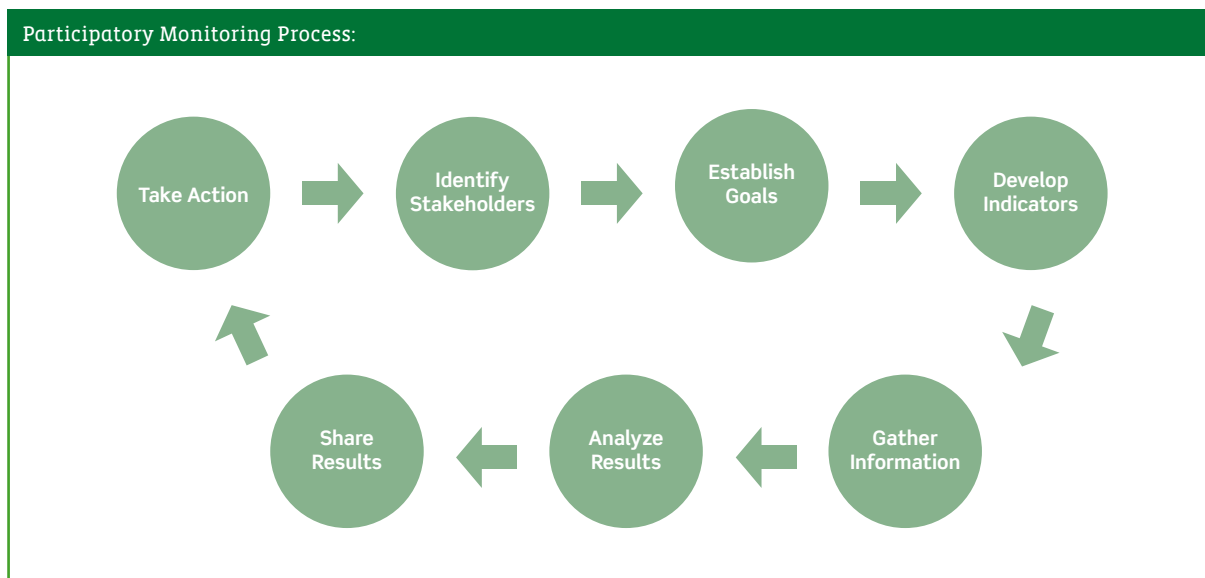
Data obtained and how they were obtained should always be reliable, clear and understandable for the public. On the other hand, data should be categorized as private and public, and there should be a secure data storage system to ensure protection of private data. Sharing with the public the obtained data via reports at specific intervals (quarterly, semi-annually) is important in terms of the visibility and accessibility of the outputs of the monitoring system.

I am participating then I have my eye on you!

Differences between the methods of conventional monitoring and participatory monitoring can be shown as follows:⁸

	Conventional Monitoring	Participatory Monitoring
Who plans and manages the process:	Senior managers, or outside experts	Local people, project participants and stakeholders, often helped by a facilitator
Role of primary stakeholders / beneficiaries:	Provide information only	Design and adapt the methodology, collect and analyze data, share outputs and develop concrete action plans
How success is measured:	Externally defined, mainly quantitative indicators	Internally-defined indicators, including more qualitative indicators
Approach	Predetermined	Adaptive within the process

The most important characteristic of participatory monitoring is the active participation of main stakeholders.



Participatory Monitoring is important, because it:

- Enables learning from changes that are more inclusive and more responsive to the needs and aspirations of those most directly affected,
- Suggests a method that ensures direct participation of the beneficiary for impact analysis,
- Develops a sense of belonging for the monitoring activity,
- Empowers beneficiaries specifically on the subject-matter,
- Follows a transparent and accountable process,
- Ensures development of correct and effective actions in line with results.

Main principles of PM are as follows:

- Primary stakeholders should be active participants, not just sources of information!
- It should build capacities of local people to analyze, reflect and take action.
- It should enable joint learning of stakeholders at various levels.
- It should catalyze commitment towards the action plan created.

Magnifier to the Adress Project is a participatory monitoring process in the area of youth in which young people are involved as active participants, because we believe that a monitoring activity in the area of youth can achieve the highest effectiveness only if it is carried out by young people who are directly affected from the

What makes you think that I am pollster? I am collecting information for myself.



monitored services, who can identify their own needs and who experience these needs in their daily lives.

What does using this monitoring tool add in general to the format of “monitoring” the civil area?

Participation of young people in the decision-making processes concerning them and the process of monitoring the implementation phases of these decisions is important in terms of widening the application areas of the “governance” concept in Turkey in general and development of a needs-based and effective youth policy in particular. Young people should be empowered to identify and express their own needs. Since participation is not only an output but also the foundation of democratic systems, this will also contribute to the development of a culture of democracy.

In this scope, the starting point of the Magnifier to the Adress Project project is the growing need for the participation of youth in the development process of youth policies. It is expected that this report, which is the end product of a monitoring process carried out on youth services in 16 provinces by local young people, will contribute to the development process of youth policies in this country. It is aimed that this study will become a model for the civil sector in terms of the monitoring

The starting point of the Magnifier to the Adress Project project is the growing need for the participation of youth in the development process of youth policies.

of public services directly by its beneficiaries.

An “Magnifier to the Adress Project Story”: By Whom? For Whom? With Whose Funding?

Magnifier to the Adress Project was carried out in 16 provinces where young people monitored 5 institutions that provide youth services. While field activities of the project were coordinated by the Community Volunteers Foundation, content support came from Istanbul Bilgi University Youth

Studies Unit and Istanbul Bilgi University NGO Training and Research Unit. Financial support for the project was provided by the Delegation of the European Union to Turkey and the National Endowment for Democracy (NED).

EVALUATING PARTICIPATORY MONITORING

Project volunteers using the participatory monitoring (PM) method during the Magnifier to the

Adress Project process evaluated the method. Here are the responses they gave:

What did PM teach?

- Methods of demanding and “questioning” our rights,
- How to take a critical eye to policy processes, implementations and institutions,
- Institutions and their employees may not always give satisfactory answers,
- Individual Initiatives of employees can get ahead of laws and regulations,
- One should be inquisitive about rights and practices,
- Giving importance to citizenship awareness and rights ensures participation in the process,
- Institutions sometimes do not even know their own regulations,
- Young people are not informed about the institutions that provide services to them,
- Young people do not question why they are not informed about the services they get from these institutions,
- Institutions offering services do not sufficiently advertise themselves,
- Young people do not take part in decision and policy making mechanisms concerning the youth,
- Monitoring process has an important effect in building the self-confidence of young people,
- Preliminary research is important,
- Lack of communication between institutions and recipients of their services,
- Institution employees are not youth-friendly,
- The services that are or should be provided are not a favour but a requirement, and these services are our rights,
- In general, institutions are not disabled-friendly,
- Youth services are not adequate,
- There is no gender equality in the general mentality of the institutions.

After all, I have my eye on youth center which is in my district.



As they have listed above, young volunteers got widely informed about the institutions from which they get services, and learned the processes of demanding their rights. The PM method helped young people in getting information on the institutions (their statutes, duties etc).

The things to be done before PM were listed by participants as follows.

Pre-PM Preparation phase

- Before starting the PM, there should be a clear job distribution.
- Before going to the institutions to be monitored, participants should research and get information on the institution.
- Participants should be aware of main questions before starting on PM.
- Before starting PM, people who have received services from the institution should be contacted.
- Experienced of those previously involved in PM should be learned and a monitoring strategy should be determined
- Appointments should be taken from the relevant institutions before PM.
- Participants should rehearse, write a scenario and distribute roles before PM.
- The addresses of the institutions to be monitored should be learned.
- Observer should be free from negative prejudices about the institution.
- Participants should follow the legal procedures when entering the institutions.

People with previous knowledge about the institution should be contacted to share their experiences.

Documents should be read and examined.

Rules should be set.

Is there any one who knows public services for young people?

Some positive and negative things that may happen during a PM activity were listed as follows.

Weaknesses of PM

- There may be doubts about the accuracy of the information received.
- Observer may not be adequately informed or equipped.
- The PM form may not cover all necessary areas.
- Observer may provide a full account of his/her experiences.
- Observers share their PM experiences, and hence may influence the participants who have not yet done PM.
- The timing of the monitoring may be wrong.
- Problems arising from not having an example, as PM has not been used as a method before.
- The institution may always be monitored by the same people who may have a one-sided perspective.
- Close relations with employees of the institutions may affect objectivity.
- Inability to enter the institution to be monitored.
- Observers may be interrogated because they are young
- Not knowing how the institution operates.
- Inadequate PM due to inability to properly phrase the questions.



Strengths of PM

- Allows reflection of different viewpoints.
- Participants get informed about the institutions and share their information.
- Ensures participants gain awareness on the operations of the institutions from which they do not receive services.
- Allows identifying the differences between regulations and practice.
- Allows taking action to be included in the institutions monitored (e.g. becoming a member of the youth assembly).
- Sets an example for other institutions as “PM” is a new method.
- With this method, we witness and become proofs of the reality of the problem!
- One-to-one interviews allows observation of the behaviours of institution employees in addition to providing information.

Things done after PM were listed as follows.

Following PM

- Reports on the relevant institutions were prepared.
- Observations on the relevant institutions were discussed among the teams involved in PM, allowing a critical evaluation.
- Observers learned their rights.
- Observers gained experience that will be useful for future PM activities.
- Ideas for new projects were created.
- Reports were shared with all teams.
- Things learned were shared with local young people.
- We became better informed about the institution monitored.
- People started to make more use of the services offered by the institutions.
- We got the opportunity to influence participation mechanisms.

Magnifier to the Adress Project HISTORY

Gökdağ Göktepe & Yörük Kurtaran

The history of Magnifier to the Adress Project goes back to a meeting held at the office of the Youth Studies Unit in Istanbul Bilgi University in the summer of 2007, when this project was nothing more than an idea. Everyone was sharing what was in their minds when talking about the annual programme. We wanted to do something “new”. While discussing all these policy aspects, we started to get inspired by the breakthrough achieved by the women’s movement in Turkey in the last 15 years, and got really curious about what “they” did and how they did it.

As a result of all these discussions – or rather, brainstorming and collision of ideas – we also established some facts about the youth area in Turkey. Of course, it was not easy to put these findings in an order, although all those discussions were nothing but hundreds of sentences in which we had complained about issues concerning or affecting us and tried to find solutions.

Preliminary Meetings

Of course, while thinking about this whole process, we also racked our brains to find out who would want to get involved in these activities. We were talking about monitoring and policy (but not organization!), so had to discuss these issues

When designing the whole process together, if the subject – our participating friends, in this case- is not involved in the design phase he/she may find it difficult to fully participate in the process.



with people who would understand this specific language. So we contacted friends with whom we could decide on the “how” of the activities without having to discuss at length the “why”. When designing the whole process together, if the subject – our participating friends, in this case- is not involved in the design phase she/she may find it difficult to fully participate in the process. After the design phase, we discussed how we wanted to work, and decided that we wanted to create an enabling environment for our friends who wanted to engage in this activity.

After some busy telephone and e-mail traffic, we came to an agreement with Malatya, Kocaeli and Samsun. They said – and rightly so – that the job was too abstract, asked us to send someone so that we could explain the activity together to the volunteers. So we went to Malatya and Kocaeli. Samsun was the next destination...

In these local meetings, we mostly talked about why we have to do this PM. In the end, everything was clear to those we had contacted, yet still we had to describe at length the project to everyone. The local people were justified in their need for lengthy explanations: “Why monitoring?” they asked, “Not tangible” they said, and “What policy?” ...



In Kocaeli, we worked for 2 days at a Culture Centre of the Gölcük Municipality. When it started snowing on the second day, we took shelter in a friend's home. With snow outside and a roaring stove inside, we worked while dining, with much laughter.

In Malatya, first we tried to hold a meeting with a team in the school canteen – yes, in the middle of so many people. Then, we went back, this time with only 2 people, and found the chance to make a 2-day meeting – in the cold provincial public library, and almost getting ourselves locked out one morning. What I remember from these adventures was how I got sick during the bus trip between Kahramanmaraş – Malatya, and how AEGEE opened its home for us – cheers for NGO solidarity!

The first Study Visit

While all these developments started to add colour to our lives, we decided to combine the PM works with study visits.⁹ We did not make an open call, because we more or less knew who would be joining from which province. On the road, Samsun and İzmir joined us – only coincidence really. Just as we were about to start, we found the opportunity to make a

⁹ It should be mentioned that in our first year, we launched this “monitoring” programme – which was not yet named Magnifier to the Adress Project – with the contributions of the Open Society Institute (www.osiaf.org.tr), and the study visits with the support of Olof Palme International Center (www.palmecenter.se). We thank both these institutions...



solid start in Izmir with more people joining us upon hearing our plans. In Samsun, out of pure luck we found a fellow traveller who decided to join us. We attempted a landing in Ankara, but people were not interested. So it did (could) not happen.

In March 2008 we held a workshop with young people coming from the provinces (2 from each) to inform them about policy-making and advocacy and what NGOs other than those working in the youth area were doing. We had great fun. We also had the opportunity to discuss the policy-making processes of many organizations in their own areas and the methods they used. In 10 days, we interviewed around 25 people and organizations. On the last day of the study visits, we even prepared a draft report format showing participants how to look at what in a PM. It was not easy. But when we look back, we see we have put all these experiences to good use, with changes big and small. So, I guess it was not so bad... Then, to our surprise, all this PM job transformed into Magnifier to the Adress Project .

Initial Efforts

Amateurism was rife, and discipline was a little over zero; in truth, we started learning with trial and error for this first experience. In all the provinces, we made new friends. We laughed with the anecdotes in Magnifier to the Adress Project visits. Based on the feedback we received, perhaps one of the most important gains from this year is the ability gained by our friends who organized the project in their local areas in terms of taking an objective look to their own local environments. I think it will make all of us feel good to thank all who have contributed, especially in our first year.

A New Partnership

Then TOG got involved. The young people we had contacted were already Community Volunteers. The grapevine started to work. It really was not us who organized all these people. Amidst councils and e-mail groups, one day this whole organization came

to being. With the ownership demonstrated by our friends, we gained new members, and TOG became an institutional partner.

The first concrete output of these efforts was the 3-day exchange meeting at the Samsun 19 Mayıs Youth Centre in the fall of 2008. After that, TOG started to provide the financing. And the Bilgi University Youth Studies Unit gradually evolved from the organizer of the activity to the delegator of the model, focusing more on the pen and paper aspects of the project. We made it into the history of Magnifier to the Adress Project as both a meeting of those organizing the project in their own local areas, and a convention of new organizations who wanted to get involved in these efforts. Again, decisions were made, forms were updated and experiences were shared. We were fully motivated and ready to step into the field...

Sometimes, we went with a team of three and found the opportunity to record on video the experiences of the teams.

2010-2011

We have a lot of monitoring reports, mainly from the monitoring conducted in 2009. We worked on these. We found new sponsors to fund the project.¹⁰ Also, Istanbul Bilgi University NGO Research and Training

¹⁰ Before the autumn of 2009, National Endowment for Democracy (NED) (www.ned.org), and then the European Commission (<http://ec.europa.eu/>) sponsored Magnifier to the Adress Project for around 16 months.

Now it is the time for
looking behind of us.
Wow!



Centre¹¹ also became a partner. The report was finalized. We produced a booklet on how the project was locally organized – including all the experiences in the process. Then, a documentary film was added to this. The project website was launched¹². In addition to the website, we also started a project blog.¹³ From late 2009 to the June of 2011, more than 250 Community Volunteers in 16 provinces took part in the Magnifier to the Adress Project Project. In the project provinces, the works were started with the “Project Training” conducted in march 2010. Throughout the trainings, we talked about our previous experiences, why we are doing this participatory civil monitoring, the methods of the monitoring process, and how we would organize in the provinces to realize all these actions.

Five public agencies were monitored 167 times by young people from 16 provinces. During this process, the abstract nature of monitoring and policy works that did not exactly correspond to daily life, and the long time required to see the results affected the motivation of a lot of our friends and resulted in the project team having to exert more effort than initially expected. But in the end, we managed.

In June, we held a midterm review meeting and discussed the problems we encountered and how we should continue in the second term of the project. Then we adjourned to meet again in September.

In September, we conducted an activity much like the “Study Visits” of 2008, which had resulted in the Magnifier to the Adress Project project.

We visited 11 NGOs that were engaged in advocacy and used the monitoring method in their own areas,

together with the project volunteers. We shared our own experiences and received information and tools to increase the quality of our own local works.

By the January of 2011, project volunteers had already finalized the monitoring activities in their local areas. In late February, we met in Istanbul to discuss how to share the outputs and decide on the tools we should use to increase the impact of our activities.

In February, we shared all our deliverables with decision-makers, opinion leaders, public officials and the public opinion. In this activity, which we call the Lobby Marathon, for the first time in Turkey young people met to discuss their own needs with public agencies.

In May, we shared the project outputs with the Turkey’s leading journalists and columnists as well as the NGOs that used similar methods, in two separate meetings.

The project ended in May 2011. At the end of the project, a documentary film, a web site, a project guidebook, a project report and booklets summarizing the activities were produced. In addition, 250 young volunteers gained experience in monitoring the public, which is an important requirement of being a citizen.

Next

From 2008 to May 2011, we have accumulated a huge body of experiences, which did not exist in Turkey before. We have created a new method and a new perspective through which millions of young people in Turkey can demand their rights through democratic means, monitor the services provided by the state to them as citizens, and make new demands based on their needs.

In the next phase, we intend to disseminate the project through more effective instruments in the light of the experiences gained.

11 for detailed information, please see: <http://stk.bilgi.edu.tr/>

12 for detailed information, please see: www.adresebuyutec.net

13 for detailed information, please see: <http://adresebuyutecgunlugu.blogspot.com>



Magnifier to the Adress Project TRAINING SESSIONS

(12-17 MARCH 2010)

SESSION: Welcome

Day/Session: Day 0

Duration: 10 Minutes

Aim: To take the first step into the training.

Objectives: Kick off the project training. Learn how the participants' journey was and whether they had any problems. Initiating the introductions.

Application: The trainer who will carry out the introduction session asks questions to participants and interprets the answers.

SESSION: What's the Time?

Day/Session: Day 0

Duration: 60 Minutes

Materials Needed: Clocks on A5 paper showing a specific hour, for each participant.

Aim: To ensure that participants and project team feel comfortable in a common area.

Objectives: Create a safe environment in which participants and trainers can get to know each other and express themselves freely.

Application: First we distribute the paper clocks randomly to all participants.

Depending on the number of participants, there may be more than one clocks showing the same hour. We have 1-minute performances corresponding to each hour. Session supervisor reads a mission, for example: 'it is 3:00, you have just waken up and

you are telling the horrible nightmare you saw last night while doing pilates'. Then the participants whose clocks show hour 3:00 take turns to perform according to the mission scenario.

Suggestions/Comments: Make sure that all performances are as enjoyable as the others with a similar difficulty level. If digital rather than analog clock is used, again hours showing one of the 24 hours of the day can be designed so that everyone gets a chance to make a different performance.

SESSION: Technical Information

Day/Session: Day 0

Duration: 10 Minutes

Aim: To give logistic information.

Objectives: Provide technical and physical information to participants on the training and the venue and location where they will be spending time until the end of the training programme.

Application: Participants are given explanations on the hotel, the training programme, the general objectives of the training, and the rules of the programme and other matters that they should pay attention to.

SESSION: Project and Programme Introduction

Day/Session: Day 1, Session 0

Duration: 60 Minutes

Materials Needed: Poster paper, board marker, computer, overhead projector, projection screen, Visual documentation of the Bilgi University Youth Studies Unit Study Visits

Aim: To give general information on the project and the training.

Objectives:

- Inform participants about the objectives and

past activities of the project.

- Ensure participants are informed about the training programme so that they can perceive and follow it as a whole.

Application: Project Coordinator gives information on the general objectives and the start date of the project. Then the visuals on the “study visits”, which are the starting point of the project, are shown on the projection screen so that participants can watch it. After the video, general questions of the participants are answered. Then A4 papers bearing the name of each session are hung on the wall and the trainer briefly explains each session.

Suggestions/Comments: After the video display, participants may ask some detailed questions about the project content. In such a case, it is better to postpone the answer by referencing the future sessions, as most of the answers will already be provided during the various sessions of the training.

SESSION: Citizenship

Day/Session: Day 1, Session 1 and Day 1 Session 2

Duration: 120 Minutes

Materials Needed: 2 pieces of adhesive paper for each participant, Poster papers, board marker.

Aim: To discuss why the citizenship concept, which is based on equality, cannot remove the disadvantages for some groups, and potential means of participation for disadvantaged groups.

Objectives:

- Ensure a safe discussion environment on the concept of citizenship
- Ensure young people associate the youth concept with their selves

- Enable young people to express the concepts they associate with the concept of citizenship
- Raise awareness that citizenship is an integral concept based on equality and consisting of civil, political and economic rights.

Application: Each participant is given 2 adhesive papers and asked to write on each paper a concept that comes to their minds when we say citizenship. Participants are given 10 minutes to reflect on and write the answer. They are also asked not to share their thoughts with each other during that 10 minute time.

After writing their thoughts on the papers, participants stick the papers on the wall.

After each participant sticks the concept papers on the wall, they are asked to mark with a colour pen the concepts with which they do not agree. A total of 15 minutes is given to participants so that they can examine the concepts and raise their objections.

After all participants take a look at all the concepts on the wall and mark the ones they disagree with, then the whole group starts grouping the concepts.

Concepts that are the same or similar are put under the same group with the participation and approval of the learners.

When grouping the concepts, participants are asked to state why they agree or disagree with them.

After the discussion on the concepts, session is ended after sharing T. H. Marshall's work classifying and describing citizenship as civil, political and social rights.

Suggestions/Comments: The analysis section of the application may include the following questions.

1. How did it go? Was it easy? Was it difficult?
2. What is difficult about finding a concept related to citizenship? What is the easy part?



3. Why did you write down these concepts?
4. How do you relate them?
5. What is the relationship between citizenship and equality? Are all citizens “equal”?
6. What are the main characteristics that unite/join citizens?
7. Which rights come to mind when we say citizenship? If you were to classify the areas defined as rights on the wall, how would you define?
8. What are the civil, social and political rights of citizens?

N.B.: At the end of this session, the main conceptual framework used by T.H. Marshall in his article “Social Class and Citizenship” was used. T.H. Marshall’s article which says that citizenship is based on equality and consists of three fundamental areas of rights, i.e. civil, political and social, can be found in the book “Sosyal Politika Yazıları” by Ayşe Buğra and Çağlar Keyder. (T.H. Marshall, “Sosyal Sınıf ve Yurttaşlık” in “Sosyal Politika Yazıları” Ayşe Buğra & Çağlar Keyder [İletişim Yayınları: 2005], İstanbul.)

SESSION: Tower of Babel – Disadvantaged Groups and Ways of Participation

Day/Session: Day 1 Session 3 and Day 1 Session 4

Duration: 180 Minutes

Materials Needed: Role cards, building layout charts, poster papers, board maker.

Objectives:

- Create a safe environment for discussion on disadvantaged citizens and being disadvantaged.
- Create a discussion environment on which



citizens can be disadvantaged and why.

- Discuss and raise awareness on ways and forms of citizen participation.
- Discuss youth participation, obstacles to participation, and opportunities.
- Raise awareness on participatory democracy and representative democracy.

Application: Inform participants that this is a role-playing game and the theme is citizenship and disadvantaged groups.

Participants are invited to an emergency meeting of residents in an apartment building where there are some problems.

Then trainers hand out role cards and invitation to the meeting, both of which can be found at the end of the section.

After giving participants enough time to read the invitation and the role cards, trainers start playing the role of outside experts and open the meeting. Trainers inform that unlike the usual meeting of building residents, this time the discussions will be moderated by outside experts so that everyone can

have equal speaking rights.

Trainer then summarizes the system emphasized in the letter and drawing the boundaries of the role-play. For example, in this meeting, unlike the usual meetings, there is no condition to be a resident for at least 2 years in order to have a voting right.

After the main roles and the purpose of the meeting are understood, the building layout plan showing where each resident resides is shared so that all participants learn more about each other.

The building managers lead the discussions on agenda items included in the invitation letters, allowing 10 minutes for each topic. Which topic will be focused on and when the discussion on each topic will end depends on the trainer's choice. After discussion of agenda items, each discussion/issue is voted.

When it is decided that residents have discussed enough, moderators say they will prepare a minute which will also include the voting, and then close the first part of the session.

The second part of the session is for analysis. Some of the analysis questions that can be used may include the following:

1. How did the role-playing go?
2. How did you feel?
3. Which role felt more disadvantaged than others?
4. Was there anyone who felt his/her words were not heard or were ignored due to his/her role?
5. What do you think about the voting method (majority-minority) used for decision-making?
6. Are there instances in your daily life where you are not listened to or where you are not taken seriously because you are young? If yes, when?

7. Do you think voting is the most appropriate decision-making method?

8. Are there any groups you think who cannot have their needs/demands met with the voting method?

9. What do you think can be done about it?

After the analysis discussion, the citizenship debate of Kymlicka and Norman is shared with participants in the generalization section. Then, session is closed with descriptions of the general concepts of representative democracy and participatory democracy.

Suggestions/Comments:

- When working with the abovementioned method, especially in crowded groups, it should be kept in mind that the discussions may be prolonged. Hence, it is suggested that moderators be sensitive about time-management.
- When working with crowded groups, participants may sometimes find it difficult or be reluctant to speak up during discussions. Moderators should encourage the participants, especially during the role-playing.
- It may help to remind the building plan to the participants during the role-playing.
- Discussion on representation may be of utmost importance to achieve the session aim.

Reminder: At the end of this session, the citizenship theory postulated by Will Kymlicka and Wayne Norman is used in the generalization section. In this theory, Kymlicka and Norman say that citizenship is an equality-based status and may accommodate various different definitions of belonging, and that those with citizenship status can participate in decision-making processes via democratic mechanisms. The related article of Kymlicka and



Norman can be found in the book “Vatandaşlığın Dönüşümü: Üyelikten Haklara” compiled by Ayşe Kadioğlu. (Will Kymlicka ve Wayne Norman, “Vatandaşın Dönüşü: Vatandaşlık Kuramındaki Yeni Çalışmalar Üzerine Bir Değerlendirme” in “Vatandaşlığın Dönüşümü: Üyelikten Haklara” compiled by Ayşe Kadioğlu, [Metis Yayınları: İstanbul], 2008.)

Role and Scenario Cards Used in the Session

Invitation to meeting of building residents

Dear Residents of the Dilek Building,

The ordinary general assembly meeting of our Building, which convenes very six months, will convene “extraordinarily” this year due to objections, general complaints and needs that remain unmet.

As a resident of the Dilek Building, you are invited to participate in the general assembly meeting that will start at 17:00 at the Selimpaşa meeting hall of our building.

Unlike the routine meetings, this time the requirement of at least two-years of residency will not be sought for voting. All residents of the building are invited to this extraordinary meeting. However, each household will have only one vote right during the meeting.

For a healthy meeting, Mr Sener and Ms Laden, who are not building residents, will join us to moderate the discussions.

Meting Agenda:

1. Opening to discussion the general assembly participation rule reading “those who have not been living in the Dilek Apartment for at least two years cannot participate in the general assembly meeting”.
2. Opening to discussion the individual

distribution system instead of joint payment of fuel and water bills.

3. Deciding on construction of a parking lot in the place of the playground.
4. The issue of pets.
5. Decision on funds to be used for roof repairs.
6. Joint decision-making on selection of tenants by property owners.
7. Decision on the SSK (social security) of the doorman and the assignment of the empty boiler room to the doorman for use as an apartment
8. Decision on exemption of pensioners from

participation in building costs.

We expect to see you at this important meeting.

Building residency plan

Retired teacher (roof leaking)	Retired teacher's husband (roof leaking)	Jeweller couple	Jeweller couple	Retired colonel	Retired colonel's wife	Two siblings
Student house-student 1	Student house-student 2	Student house-student 3	Student house-student 4	Foreign family Woman	Foreign family Man	Foreign family Child
Surgeon (husband and wife, both MD)	Surgeon (husband and wife, both MD)	Cat owner 1	Cat owners husband 1	Parrot owner 1	Parrot owner's husband 1	Young female teacher (living alone)
Single advertiser (parking space problem)	Single advertiser's girlfriend	Dog owner 1	Dog owner's wife 1	Civil servant couple, union members (resident for 1.5 years)	Civil servant couple, union members (resident for 1.5 years)	Two siblings
Hajji old man	Hajji old woman	Hajji couple's son	Civil servant (resident for 5 years)	Civil servant (resident for 5 years)	Building manager	Manager's wife



ROLE CARDS

Retired Teacher, Couple: (floor 6)

You have been living at the Dilek Building for 7 years. You bought your flat with your retirement bonus. Despite the roof leaking on several at certain periods of the year, no lasting solution has yet been found. Since you are on the top floor, you have to live with this problem frequently, especially when it rains. Due to costs you cannot afford and since you it as the problem of the whole building, you think all residents of the building should share the responsibility in the roof issue.

Your agenda asking for allocation of a portion of this year's monthly dues to fix the roof issue has been brought on the meeting agenda.

However, some residents refuse to up the monthly dues for this problem.

Jeweller Couple: (floor 6)

You have been living at the Dilek Building for 2.5 years. Despite the roof leaking on several at certain periods of the year, no lasting solution has yet been found. Since you are on the top floor, you have to live with this problem frequently, especially when it rains. Your financial situation allows you to bear all the costs on your own. But you think that the costs should be borne by all residents, or at least shared among the top floor residents. You also want a raise in the monthly dues to rearrange the parking lot.

Your agenda asking for allocation of a portion of this year's monthly dues to fix the roof issue has been brought on the meeting agenda.

However, some residents refuse to up the monthly dues for this problem.

To siblings: (floor 6)

You have been living at the Dilek Building for 1.5 years. You are usually not at home since you travel a lot. But since the fuel and water bill is shared among all flats, you think you are paying for more than what you use.

As a solution, you want to have separate meters installed for every flat. Residents reject the idea, as they think this will add an extra load on the overheads.

Your agenda was included in this year's meeting agenda. You also complain about not being able to participate in last year's meeting because of the 2-year residency condition.

Retired Colonel, couple: (floor 6)

You have been living at the Dilek Building for 10 years. You bought your flat with your retirement bonus. Despite the roof leaking on several at certain periods of the year, no lasting solution has yet been found. Since you are on the top floor, you have to live with this problem frequently, especially when it rains. Also, since your flat is on the north side, the current heating arrangements do not heat your apartment sufficiently. During the time you were the building manager, there were no such problems.

You think there should be more heating. But this means increasing the monthly dues. You are keen on increasing the monthly dues so that you can get more heating, but the other residents are fine with the current heating arrangements so they do not want to up the monthlies. Your agenda on allocating some of this year's monthlies to fixing the roof problem and also rearranging the monthly dues has been carried to the meeting agenda.

However some residents do not want either the roof job or the upping of the monthlies.

Foreign family: (floor 5)

You have been living at the Dilek Building for 2 years. You chose this building because of its playground. But now there are some residents who want to convert the playground into a parking lot. You vehemently object to this idea. They already act weird towards you since you are a foreigner.

You have managed to include in this year's meeting your problems about the playground.

Student house: (floor 5)

You have been living at the Dilek Building for 1 year. Your neighbour below, the family of doctors, is complaining about the noise from your flat and they want you out of the building. You are thinking that they are employing a double standard since you are young. In any case, the noise from the flat that has a dog is way higher than yours. Plus, you already have very little money, and now the retired neighbours want to be exempt from paying monthlies and you think this is unfair. You have managed to add to this year's agenda your problems about the tenant selection of flat owners and the amount of monthlies.

Family of doctors: (floor 4)

You have been living at the Dilek Building for 3 years. Over the last 1 year, you have grown tired of the noise coming from the young neighbour living upstairs and the dog owners, the cat that thinks the hall is its litter box, and the doorman who insists on having social security made. If these problems are not solved, you are determined to seek your rights through legal action. You especially think that those making noise should go from the building. You have managed to include your problems in this year's agenda.



Cat owners: (floor 4)

You have been living at the Dilek Building for 4 years. You found your dear little cat on the street right before your building. There are people who do not want the cat in the building. What's more, you vehemently object to giving to the doorman the old boiler room, which serves as a shelter for all those lovely cats that are otherwise left on the street. You already think the doorman is a lazy man. You are determined to defend the rights of both your cat and the other cats. But they make fun of your love for animals and they do not take your words seriously. You have managed to include your problems in this year's agenda.

Parrot owners: (floor 4)

You have newly moved to the Dilek building. You sense a tension in the air, and you think that the saying "don't buy a house, buy a neighbour" is no longer the mentality in this building. You think what is important is the approach, rather than the problem itself. You are thinking that it would be good if everyone was a little understanding towards each other. You joined the meeting to see if you could be the mediator.

Young woman, teacher: (floor 4)

You have been living at the Dilek Building for 2 years. You have not been able to participate in any of the meetings to date because of the 2-year residency condition. Your budget cannot afford either an increase in the monthly payments or exemption of the pensioners from monthly payments or paying the social security premiums of the doorman. You have come to raise your objections to all of these agenda items.

Single Advertiser and his GF: (floor 3)

You have been living at the Dilek Building for 1.5 years. Your girlfriend frequently stays with you. The old hajji is uncomfortable with it, and you have difficulty understanding his attitude. You also need a space where you can safely park your brand new, top model car.

You are willing to do everything in your power to have a parking lot constructed (including a raise in monthly payments). You are thinking that the resources of the building are not used in line with your needs.

You have come to put an end to this.

Old Hajji and his family: (floor 2)

You have been living at the Dilek Building for 10 years, or in other words, since it was first built. The land for the building was also yours. You are not happy with the recent newcomers. Both the students and the young teacher who lives alone, and especially the advertising guy who lives on the flat above you and whose girlfriend frequently stays the night all make you morally uncomfortable. Also, the doorman insists on social security. While you are demanding exemption from payment of monthlies because you are retired, you will be forced to pay tons of money because of him.

You have come to put an end to this.

Dog owner: (floor 3)

You have been living at the Dilek Building for 3 years. Your late uncle's dog has been staying with you for the last 3 months.

You had promised your late uncle before his demise that you would take care of his dog and give him a home. However, there are some people in the building who do not want your dog. It is impossible for you to understand this vulgar, cruel and cold-hearted attitude. It is very important for you to be at that meeting to prevent any unfavourable decisions on this matter.

Union members, couple: (floor 3)

You have been living at the Dilek Building for 2 years. It disturbs you immensely that you had not been able to participate in the meetings before. Today you are here to express this feeling and correct this wrong. The wrongs in the building are countless anyway ... Your doorman does not even have social security despite all his labour and dedication. Plus, all your initiatives to have his social insurance covered face a serious resistance. Yet this is not legal.

You are participating in the meeting to unite forces with your doorman and to raise your voice, which has never been heard before. You have a tough job ahead.

Civil Servant couple: (floor 2)

You have been living in the building for 3 years. Since you are still paying the mortgage, your budget is tight. So you are not keen on any suggestion that may raise the monthly payments. You are even thinking that the monthlies should be reduced so that your budget can get some relief. So, you think that the currently vacant old boiler room should be rented instead of being given to the doorman, and that the money from the rent should be used to reduce the monthly dues.

The doorman should work and earn his house in any case, just like you did.

Also, you are very discontent with the shop owners who were also invited to the meeting. You are thinking that they do not count as one of the residents of the building.

Building manager: (floor 2)

You have been living at the Dilek building for 5 years. And you have been the building manager for the last 2 years. However whatever you do, you cannot please anyone. You are aware that there are some problems, yet no one is willing to find a solution. It is not possible to make everyone happy. Plus, those who do not know anything about the building also want to take part in the decision-making. It is unheard of! You think that the monthlies and the right to participate in the meetings should be dependent on the year of residency at the building.

You have invited two experts from the outside to participate in the meeting. That way, you will also be able to speak your mind.



Old Lady living alone: (ground floor)

You have been living at the Dilek Building for 6 years. Since your sons live abroad, you have to deal with every problem yourself. You are aware of the many problems in the building and you think they are of the unsolvable sort. However, your income is limited to what your sons send you from abroad. So, you think that those with money should contribute more to the building's expenses, and that you should be exempted from paying these expenses because of your advanced age.

Disabled: (ground floor)

You have been living at the building for 1 year. You want the building entrance rearranged. Yet, this issue was not even included in the agenda. You are going to the meeting to share this grievance. Also, turning the playground into a parking lot will make your life easier.

You will be there to make your voice heard.

Doorman: (ground floor)

You have been working at the building for 3 years. And the chores never ends. They are not giving you a place to live, and they are not paying your insurance premiums. For the first time ever, you have now found the opportunity to raise your voice at the meeting of residents. This time you will defend your rights to the end. You need other residents to support you.

Grocery Store: (ground floor)

You have been operating the store on the ground floor of the Dilek Building for nearly 2 years. Since you are on the ground floor, you know all the residents. You are especially pleased with the young residents, as they always and everyday shop from you. But the decision that requires you to pay the monthly due in an amount equal to everyone else feels unfair to you, because your store is not that big. Plus, the parking lot planned to replace the playground will also reduce your business. You want to join this meeting and raise your voice. But since you are a store owner and not a resident, no one takes you seriously. Though you are also a part of this building!

Car Dealers: (ground floor)

You have only just moved to the store on the ground floor of the building. They expect you to pay the monthly dues regularly, yet no one is asking your opinion. When moving here, the realtor had told you the playground in front of the building would be converted into a parking lot. But now you see there is a serious opposition to the idea in the building. Yet, if this opposition continues, how can you do business?



developed at national and international levels in different work areas (environment, IT, human rights, etc)

- Raise awareness on different advocacy methods (modelling, lobbying, campaigning, reporting)
- Ensure participants link the processes of influencing public policies to the advocacy project in which they are involved.

Application:

Participants are divided into 8 groups, with gender balance maintained in each group. Each group is given examples of various tactics and relevant information, documents or information access channels. Here are the examples:

Old woman living alone (smelly house)	Grocery shop	Disabled man/woman	Disabled man/woman	• Reporting: Amnesty International, Education Reform Initiative	• Doorman	• Doorman's wife
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- Modelling: Turning the Information Pile into a Meaningful Mass: Library and Information Services in Developing Human Rights, New Tactics in Human Rights
- Lobbying: The Women's Movement in Turkey / Zelal Ayman
- Campaigning: Call to End Corruption: 1 Minute Darkness for Unending Light, New Tactics in Human Rights; No to Censorship Initiative

Each group is asked to prepare presentations to be presented to the plenary group, including the answers to the questions below with regard to their examples:

- What is the subject? What is the target?
- Who was it done by?
- When was it done?
- What was the method used? What kind of tools were chosen?

SESSION: Influencing Policies

Day/Session:

Day 1 evening session, Day 2 session 1

Duration: 270 Minutes

Materials Needed: Advocacy examples from different work areas, reference information and documents, computer and internet access, poster paper, board marker

Aim: Ensure participants get information the work areas and methods developed by various actors to influence policies in the civil domain.

Objectives:

- Give information on the policy influence methods of the actors in the civil domain
- Raise awareness on advocacy works



- What is the result?
- What aspect of the tactic is interesting/striking to you?

The groups spend the afternoon hours evaluating the assignments given to them and preparing their presentations.

In the subsequent session, each group makes its presentation on the tactics assigned to them to the plenary group.

any questions from the plenary group regarding the presentation are answered. At the end of the session, all participants become informed about the various advocacy tactics developed and used at local, national and international levels.

Before closing the session, the moderator summarizes the session, stressing that different actors can influence public policies via different methods. Moderator then gives information on the four advocacy methods he examples of which were studied in the session (modelling, lobbying, campaigning and reporting), and then closes the session.

Suggestions/Comments:

The moderator should have good knowledge about the examples assigned to the groups. This is very important in terms of supporting the world of the teams and enriching the Q&A part of the session.

Groups should be provided with the necessary information, documents and equipment (computer, internet access etc) so they can do more detailed research on the examples. During the group works, it is important that the trainers visit and guide the groups.

Time-management is crucial especially in the second session, and group presentations should be moderated carefully.

N.B.:

- Aksakoğlu, Yiğit. Stk'lar İçin Savunuculuk Rehberi, Sivil Toplum Geliştirme Merkezi
- Enformasyon Yığınınını Anlamalı Hale Getirmek: İnsan Haklarını Geliştirmede Kütüphanecilik ve Enformasyon Hizmetleri, İnsan Haklarında Yeni Taktikler
- <http://sansuresansur.org/>
- <http://www.erg.sabanciuniv.edu/>
- <http://www.amnesty.org.tr/ai/>
- Türkiye'de Kadın Hareketi, Zelal Ayman, Savunuculuk ve Politikaları Etkileme Konferans Yazıları no 1, 2004
- Yozlaşmaya Son Verme Çağrısı: Sürekli Aydınlık İçin 1 Dakika Karanlık, İnsan Haklarında Yeni Taktikler

SESSION: What is Monitoring?

Day/Session: Day 2, Session 2

Duration: 90 Minutes **Materials Needed:** Cardboard and pens in various colours, Poster paper, board marker.

Aim: To inform participants about the connection between the “Adrese Bütüyeç” project and advocacy and civil monitoring, so that they are better equipped to do advocacy in the youth area through civil monitoring.

Objectives:

- Introduce civil monitoring, one of the advocacy tools, to participants
- Inform participants about the processes of the civil monitoring method and the changes it targets
- Discuss on the civil monitoring method that will be used in the youth area

- Ensure building a link between advocacy, civil monitoring and the Magnifier to the Adress Project project

Application:

This session is executed with all the participants. At the start, advocacy is discussed again with a reference to the previous session. “Civil monitoring” is introduced as an advocacy method.

The relationship of the Magnifier to the Adress Project Project with the youth area, advocacy and civil monitoring concepts, and its position in this context is clarified.

It is suggested that the session, guided by the moderator, is run with participatory methods to the extent possible. Session should be enriched with the questions and contributions of participants.

The main questions of the session are as follows:

- What is monitoring? What is civil monitoring?
- What are the phases of civil monitoring?
- What does the method target?
- What are the principles of the method?
- How can the method be used in the youth area?
- How can the method be used by young people?
- Where does Magnifier to the Adress Project stand in all these discussions?

Suggestions/Comments: The moderator should direct the session with participatory methods as much as possible, and a link should be established between the information given and the Magnifier to the Adress Project Project.

N.B.:

Why Monitoring?

Advocacy is the attempt of NGOs to influence a public policy for a common interest. It can also be defined as a process of strategic use of information to influence decision-makers to change laws or policies in favour of segments excluded from the society. Advocacy aims to demand policy or legislation changes, or contribute to the changes made in them.

In policy changes and law amendments, decision-makers are in an important position. Decision-makers can be individuals appointed or elected at the local, regional, national or international level. For example, ministers and MPs are decision-makers elected at the national level, while governors are decision-makers appointed at the local level. In short, it is the process of influencing the elected or appointed decision-makers at the national, local and international levels for the problem you are trying to solve.¹

In this scope, Magnifier to the Adress Project is also an advocacy project. Advocacy projects identify the various methods they will use to achieve their goals. These may include campaigning, lobbying, modelling, agenda-setting and reporting. The method adopted in this sense by Magnifier to the Adress Project is the “participatory monitoring” method.

Why Participatory Monitoring?

Cavar”, which means “to dig” in Spanish, was first used by Homero Fuentes as a metaphor for the monitoring process.

1 Aksakoğlu, Yiğit. “STK’lar İçin Savunuculuk Rehberi”, Sivil Toplum Geliştirme Merkezi, 006, p:4

2 The part explaining the “Participatory Monitoring” concept was taken from the article “Participation and Civic Engagement” at <http://web.worldbank.org/WBSITE/EXTERNAL/ TOPICS/ EXTSOCIALDEVELOPMENT/EXTPCENG/0 ,,contentMDK:20509352~menuPK:1278203~pagePK:148956~piPK:216618~theSitePK:410306,00.html>



Participatory monitoring is a process through which stakeholders at various levels engage in monitoring a particular project, program or policy, share control over the content, the process and the results of the monitoring and engage in taking or identifying corrective actions.

The most important characteristics of participatory monitoring is the active participation of main stakeholders.

Participatory Monitoring is important, because it:

- Enables learning from changes that are more inclusive and more responsive to the needs and aspirations of those most directly affected,
- Suggests a method that ensures direct participation of the beneficiary for impact analysis,
- Develops a sense of belonging for the monitoring activity,
- Empowers beneficiaries specifically on the subject-matter,
- Follows a transparent and accountable process,
- Ensures development of correct and effective actions in line with results.

Main principles of PM are as follows:

- Primary stakeholders should be active participants, not just sources of information!
- It should build capacities of local people to analyze, reflect and take action.
- It should enable joint learning of stakeholders at various levels.
- It should catalyze commitment towards the action plan created.

Magnifier to the Adress Project is a participatory monitoring process in the area of youth in which young people are involved as active participants, because we believe that a monitoring activity in the area of youth can achieve the highest effectiveness only if it is carried out by young people who are directly affected from the monitored services, who can identify their own needs and who experience these needs in their daily lives.

What does using this monitoring tool add in general to the format of “monitoring” the civil area?

Participation of young people in the decision-making processes concerning them and the process of monitoring the implementation phases of these decisions is important in terms of widening the application areas of the “governance” concept in Turkey in general and development of a needs-based and effective youth policy in particular. Young people should be empowered to identify and express their own needs. Since participation is not only an output but also the foundation of democratic systems, this will also contribute to the development of a culture of democracy.

In this scope, the starting point of the Magnifier to the Adress Project project is the growing need for the participation of youth in the development process of youth policies. It is expected that this report, which is the end product of a monitoring process carried out on youth services in 16 provinces by local young people, will contribute to the development process of youth policies in this country. It is aimed that this study will become a model for the civil sector in terms of the monitoring of public services directly by its beneficiaries.

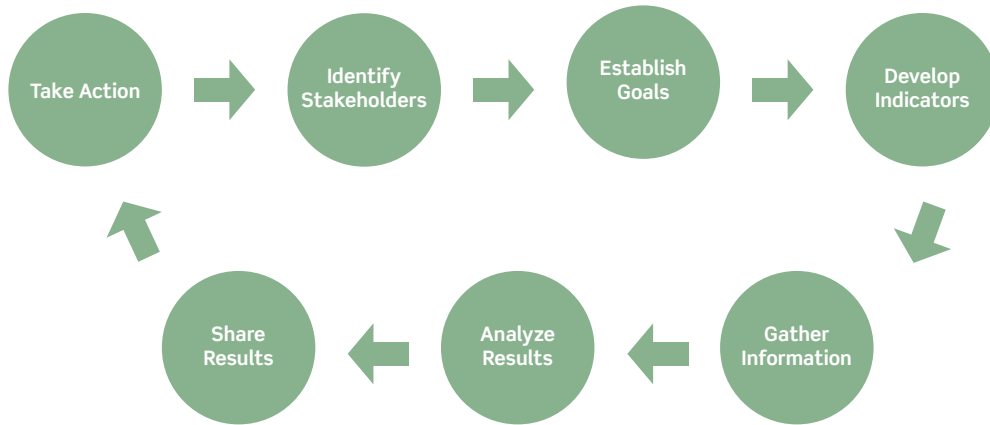
Suggested Reading:

- Aksakoğlu, Yiğit. Stk'lar İçin Savunuculuk Rehberi, Sivil Toplum Geliştirme Merkezi
- “The part explaining the “Participatory

C A V A R

Context Archive Visit Analysis Report

Participatory Monitoring Process:



Monitoring” concept was taken from the article “Participation and Civic Engagement” at: <http://web.worldbank.org/WBSITE/EXTERNAL/ TOPICS/ EXTSOCIALDEVELOPMENT/ EXTPCENG/0,, contentMDK:20509352~menuPK:127820 3~pagePK:148956~piPK:216618~theSite PK:410306,00.htm>

[worldbank.org/WBSITE/EXTERNAL/ TOPICS/ EXTSOCIALDEVELOPMENT/ EXTPCENG/0,, contentMDK:20509352~menuPK:127820 3~pagePK:148956~piPK:216618~theSite PK:410306,00.htm](http://web.worldbank.org/WBSITE/EXTERNAL/ TOPICS/ EXTSOCIALDEVELOPMENT/ EXTPCENG/0,, contentMDK:20509352~menuPK:127820 3~pagePK:148956~piPK:216618~theSite PK:410306,00.htm)

SESSION: What is Happening in Turkey on Advocacy Basis

Day/Session: Day 2, Session 3

Duration: 90 Minutes

Materials Needed: 6 different daily newspapers,

adhesives, scissors, colour cardboards, poster papers, colour pens, water colour, 20x A4 paper, stapler, according to the number of participants.

Aim: To give information on what is happening in the areas of culture & arts, women, people with disabilities, worker rights, human rights and the environment, and the advocacy examples on this theme from Turkey. Increase the awareness of participants in the problems in the rights areas in Turkey through a press scan be participants.

Objective:

- Ensure participants get an idea about the rights areas where advocacy works are carried out.



- Give information and raise awareness on the background of advocacy using examples.
- Inform participants about the advocacy works that will be carried out under the Magnifier to the Adress Project Project.
- Raise awareness in participants about the problems in rights areas.

Application: Participants are divided into 6 groups. Each group is given a newspaper and sufficient materials. Each group is assigned one of the areas of culture & arts, women, disability, worker rights, human rights, and the environment. Then participants are asked to make a newspaper collage on the poster papers given them using the materials, with any news, suggestion, problem or model they find in the newspaper.

Hence, each group will prepare a newspaper with headlines and columns and photos. Groups are given 45 minutes for discussion, newspaper scan and collating.

AT the end of the 45 minutes, each groups hangs their newspaper on the wall, page by page next to each other. Everyone is asked to review the newspapers of other groups. After 5 minutes for review, groups are asked to present their newspaper.

- What did you pay particular attention to in the discussion you did before the newspaper scan?
- Which sections of the newspaper did you use most?
- Which news did you use, and why?
- What kind of messages would you like to give in your work?
- Was there anything or any subject you found challenging?

After the presentations, the trainer makes a short presentation on advocacy examples from Turkey.



Suggestions/Comments: It is important to listen to the discussions of the groups and observe what they think during the exercise. It is also important to not intervene the teamwork of the participants during that observation.

N.B.: For info on advocacy, please see: <http://stk.bilgi.edu.tr/stkcd.asp>

SESSION: History of Youth 101

Day/Session: Day 2 Session 4

Duration: 90 Minutes

Materials Needed: Summary of historical events printed on various colours of paper and hung in



a way visible from every corner of the room, and sufficient adhesive gum to stick the papers on the wall.

Aim: Raise awareness on why participants are doing this monitoring today and here, with a historical perspective on similar works done.

Objective:

- Help participants in establishing a cause-effect relation with historical events and works undertaken in the civil domain by ensuring that they take a look at their own activities from a historical perspective.
- Help them understand that as a result of general historical conditions, today youth issues are being debated,

- Raise awareness that today we are talking about monitoring as a method and monitoring public services offered to the youth, all as a result of the developments taking place with regard to the youth in Turkey and in Europe.

Application: Before the session, place the papers, starting from the WWII and progressing by decades (1950s, 1960s and so on), leaving enough space between them. Have the topics to be explained for each decade printed and put in chronological order. The topics should be selected from among the most important events of that decade's history of social struggles. Make sure that each topic is directly or indirectly related to the youth. However, you can also use some general concepts reflecting the spirit of the decade in question.

Particularly from 90s and onward, give more weight to youth-related topics, so that the participants can more easily establish a parallelism with their own lives.

The papers should be ready to be put on the wall, stacked on the table.

Ensure that participants are seated in a way they can see the blank wall easily. Share with them that in this session, there will be a 45-minute presentation, that questions can be asked during the presentation to better understand the topic, and that the session will end with a plenary discussion following the presentation. Also underline that the topics you will be explaining will mostly include the social history. It would also be useful to tell participants that although the narratives may change depending on the narrator, the essential thing is to remember that this is rather an exercise to remember the past.

Using the adhesive gum, start sticking the papers on the wall, from left to right, starting with the WWII and continuing in chronological order, explaining each topic as you go along. When placing the paper



to its proper place, give details on the topic, not exceeding 1 minute for each topic.

Make sure that you maintain a link between the topics. When passing from one decade to another, make a general analysis of the period.

By the end of the presentation, the wall will be covered with the major social events of the last 60 years. The following questions can be asked to start a debate with the participants:

1. What do you think when you look at this wall?
2. When you consider the links between the periods, what kind of a change do you see for the youth specifically?
3. Which events, in our opinion, had what kind of reflections on today?
4. What do you think, particularly when you look at the events, institutions and opportunities of the most recent period?

Suggestions/Comments: The person making the presentation should be knowledgeable about the social history, as it will have a positive effect on the general flow of the presentation. Giving room for questions from the participants will also introduce a certain level of dynamism.

N.B.: Examples of social events, topics, developments and opportunities that can be included on one of the colour papers used during the presentation:

SESSION: Youth is Not Homogenous³

Day/Session: Day 3, Session 1

³ Ed. "Pusulula; Gençlerle İnsan Hakları Eğitimi Klavuzu", Bilgi Üniversitesi Yayınları, 2008, p.257 [Who are we? session]. Adapted from the relevant session.



Duration: 90 Minutes

Materials Needed: Colour ball pens and board markers (if possible, different colour for each participant), a sheet of paper for each participant, flipchart and board markers

Aim:

- To become aware of the individuality of ourselves as youth and of others
- Identify the common things we share with other people

Objective:

- Raise awareness that "youth are not homogenous".
- Raise awareness that different young people have different needs.
- Raise awareness that despite all differences, young people can have some common characteristics.

Application:

To warm up, divide participants into couples to form "buzz groups". Ask them to act as if they do not know each other and to introduce themselves.

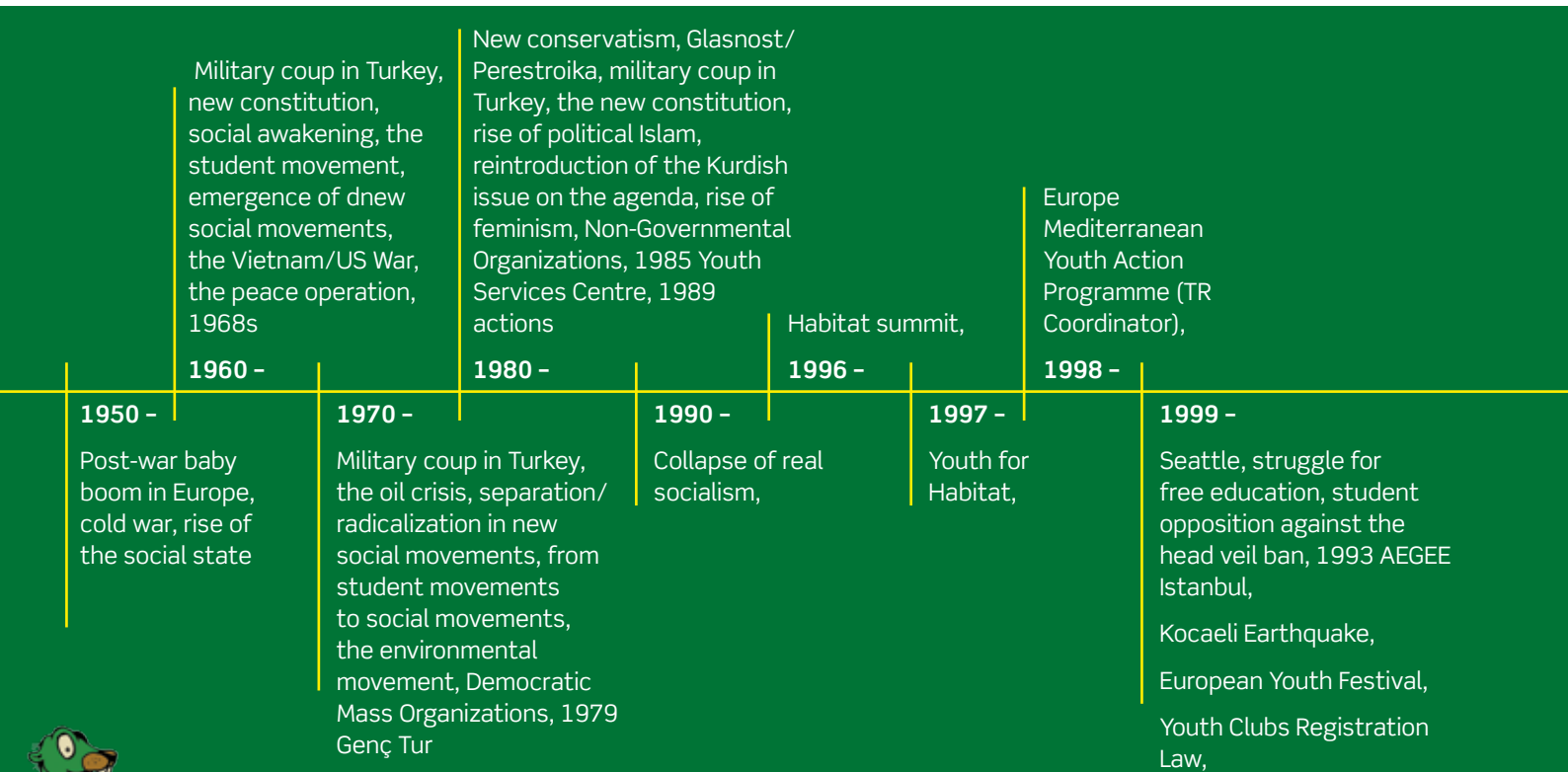
In the second phase, ask them what is interesting or important when getting information about a person you have just met. Have the group brainstorm on the information needed to get to know a person. For example, name, age, gender, nationality, status in family, religion, ethnicity, profession, education, taste in music, hobbies, sports, likes and dislikes etc.

Now ask participants to find what they have in common with the other members of the group. Distribute the pens and papers, and ask participants to make a drawing representing his/her identity. They should think themselves as stars; the different aspects of their identities pour light over the society.

Ask group members to draw their own stars based on 8-0 of the most important aspects of their identity.

In the next step, ask participants to walk around the room and compare their stars to the others. When they find a participant with whom they share a ray or a glitter, that person's name should be written next to that ray (for example, if Aysu and Bulut have a "rapper" ray, they should write each other's name next to that ray on their stars). Give 15 minutes for this exercise.

Return to plenary. Ask participants how individual each of them are.



Here are some of the questions you can use:

- Which aspects of their identities do people share? Which aspects are specific to that person?
 - How similar or dissimilar are the group members? Do they have more in common than the differences they have?
6. Finally, make some brainstorming on the identity aspects that are chosen by people and that come from birth. Write them down in two columns on the board.

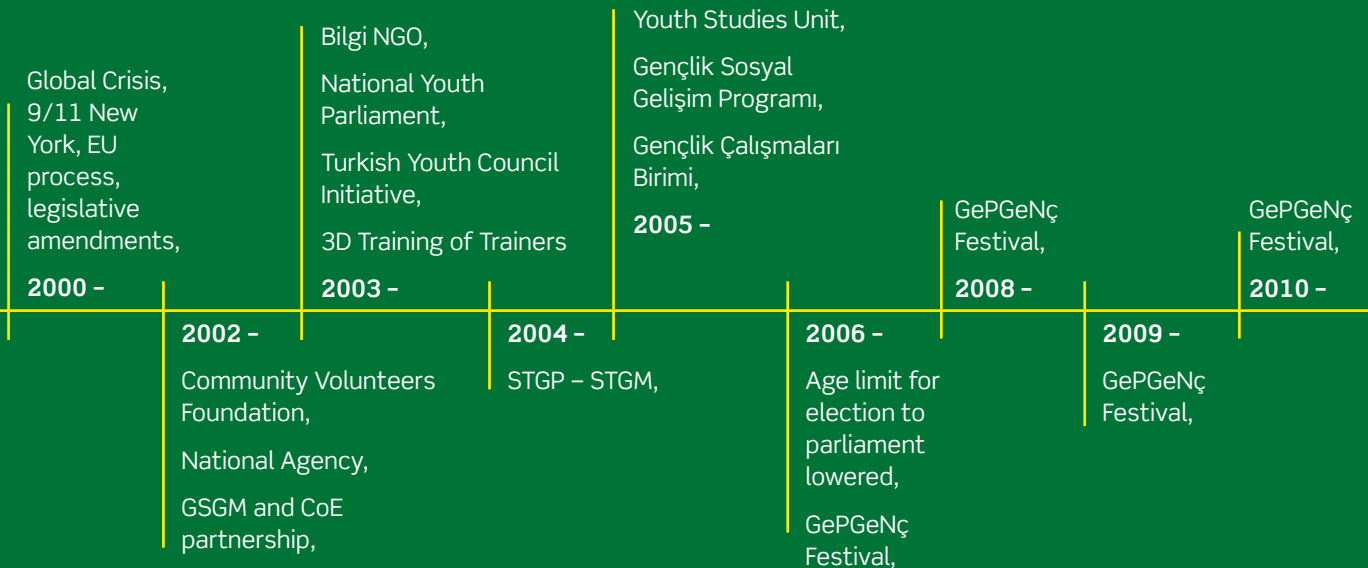
7. Discuss what the participants have learned about themselves, the other group members and human rights.

8. Emphasize that the youth have a heterogeneous structure, just like the young people in the session, and then close the session.

Suggestions/Comments:

In the warming up section, you may need to help some partners by giving a few examples.

You can use yourself or an imaginary person as an example: For example; Olena, Female, Ukrainian, mother, wife, trainer, traveller, likes to listen to



music.

The purpose of giving each participant a different colour pen is to give the message that each individual is unique and to evoke the feeling that a group formed of different identities is like a rainbow.

A discussion on an identity is formed, what characteristics make the identity social, which characteristics are inherent etc may lead to a conflict in the group, especially when it comes to religion and gender. You can ask participants about how they grew up, how some aspects of their identities changed in the course of years, or how maybe some characteristics they thought as inherent traits underwent a change in time.

N.B.: Introduction section of the book “Türkiye’de Gençlik Çalışması ve Politikaları”.

SESSION: What do I need?

Day/Session: Day 3, Session 3

Duration: 90 Minutes

Materials Needed: 8x A3 paper, 8 x poster paper, post-its 7 times the number of participants, ball pens equal to number of participants, and A4 paper.

Aim: Share differences between current situation and needs (if any), by mapping which services should go as they are and which should be developed or improved, within the framework of the experiences of participants with public institutions providing services to young people

Objectives:

- Remind participants about their experiences with public institutions
- Enable them to identify their own needs within the framework of their own experiences
- Draw attention to differences between needs and current situation

Application: Divide the participants into 8 groups, observing a gender balance.

Assign the first four groups to identify the positive practices of public institutions working in the youth

area, and the other four groups to identify the areas that require improvement. Assign a different public institution to each group.

Give each group a A3 paper, post-its equal to 6 or 7 times the number of group members, and a pen and an A4 paper for each participant. Each participant writes on a post-it a practice that is going well and/or that needs improvement (which one he/she writes will depend on his/her group). For example:

- “Doors of dorms where young women stay are locked earlier than dorms for boys”; or
- “Personnel is warm and friendly” etc. Everyone sticks the post-it on the paper given him/her. Make sure that all participants do so. Then, ask them to pass their papers to the persons sitting on their left.

Now, everyone should be holding an A4 paper with post-its on it, passed from the member sitting on their right side. Every participant should now write another practice that is going well or that needs improvement, on another post it with a single sentence. Then every participant sticks their post-it on the A4, which already has one post-it on it, and passes the A4 to the person on their left. This process is repeated 6-7 times.

Then ask all groups to stop. Chose a facilitator from each group and ask them to summarize the sentences written on each post-it, onto a large poster paper.

The participants on each table should chose a speaker after that. The speakers then go to the other group’s desk and explain the poster paper which has the summary on it. If the members of that



group have made a contribution to those articles on the poster paper, then this is indicated on the poster. Each speaker visits each desk and adds all contributions on the poster paper, finalizing the poster.

Then, all participants at each desk form a circle. Then they go over the things written on the poster and contributed by them. It is then explained that needs of the youth require continuing existing good practices, and that the practices that need improvement should be shaped around the needs of the youth.

Suggestions/Comments: When participants are working in groups at their desks, each participant should hand his/her A4 to the person on his/her left, simultaneously with all the groups. In this way, you can ensure that every group has the same chance to work on roughly the same number of articles.

Also, when this work is going on, the participants may find it difficult after 4 – 5 rounds. Going on for 2-3 more rounds even after that may ensure that more thought is put into each article. So, it may be a good idea to continue even if they find it difficult.

SESSION: Families Competing - What we Imagined, What Reality Brought

Day/Session: Day 3, Session 3; Day 3, Session 4

Duration: 180 Minutes

Materials Needed: 10 x poster papers, 2 x tables, 8 x chairs, sticky paper in different colours enough for 45 people; pre-cut longitudinal poster papers in the number equal to the number of duties listed in the regulations of institutions; poster marker in 5 different colours, half a pack of adhesive gum, pre-prepared 5 colour cardboards on which the aims and objectives of the institutions are written, 1 tie, 10 x balloons, 2 hand bells with one giving a deep and one giving a high sound; post-it papers to show the scores for each question.

Aim: Ensure that participants reflect on the functions of public institutions that will be monitored and get information on their structure and duties, so that they can perform a quality monitoring on the project institutions.

Objectives:

- Ensure participants get information and reflect on the functions and structures of the EU Offices, the Institution of Loans and Dorms, the youth centres of the DG Youth & Sports Department of Youth Services, the youth assemblies of city councils, and the Health, Culture and Sports units of universities.
- Ensure participants are informed about the public services provided to the youth.
- Ensure that participants are informed enough to lead a discussion on the regulations and services of the institutions they will monitor.
- Raise awareness on the observable services at institutions.

Application:

Divide the participants into two groups. Ask them to go behind the tables that are set two human-lengths away from each other, to select their spokesperson and sit on a chair. Tables should be in positioned so that they face large wall and the middle area is empty.

In front of the large wall, two trainers introduce them as the presenters of the contest. One of the trainers writes the contest results on the board and handles the warning rings. The trainer with a tie served as the moderator of the contest, explaining the rules, asking the questions and giving the correct answers. For every correct answer, the other trainer rings the high-sounding bell, and for each wrong answer sounds the deep-sounding bell.

Before each question, the moderator says “We have

asked 100 people and we are looking for 5 [this number may change according to the duties of the institutions concerned] popular answers”.

Before starting the questions, the aims and objectives of the relevant institution, written on colour cardboards, are hung on the wall. The participants will try to find the popular answers based on these aims and duties.

The rules of the contest are as follows:

- a. The game is played with maximum 40 and minimum 10 contestants.
- b. The contest consists of 5 rounds.
- c. Only two groups can compete in one contest.
- d. Each group selects 4 persons who will be the spokespersons for a round.
- e. In each round, the spokespersons are selected by the group members from among those who have not been the spokesperson yet. Hence, the total 40 persons in both groups all get to be the spokesperson for a round.
- f. At the end of the 5th round, the group with the highest score wins.
- g. Popular answers are scored according to their popularity. Yet, the maximum points a group can get in one single round is 100.
- h. At the start of each round, the aims and objectives of the relevant institution, written on colour cardboard, are hung on the highest section of the wall by the moderator (the answers will be hung below it).
- i. A coin is flipped to determine who goes first.
- j. 3 minutes is given for the answer.
- k. Group spokespersons discuss the answer among them, and give the final decision to the spokesperson on the far left, who announces

the group's answer.

- l. If there are still no answers after three minutes or if the answer is incorrect, the turn passes to the next group.
- m. Each group can give only 3 incorrect answers in one tour.
- n. When the total incorrect answers of both groups exceeds 6, the moderator announces the answers.

The aims and objectives of the 5 institutions that will be monitored under the project are hung on the wall so that they are visible and so that there is one institution for each round. Then the moderator asks: “You see the aims and objectives of the institution; according to these, we have asked 100 people and got 5 popular answers. What do you think the duties of this institution might be?”

The perceptions and thoughts of the participants regarding the institution and the actual duties of the institution are recognized, seen and discussed by the participants during the contest. While all these are happening, a fun contest takes place.

After the contest ends, the winner is determined by calculating the points on the scorecard. The reward is a song sung in chorus by the losing group.

Afterwards, all participants are asked leave behind the contest atmosphere and go take a look at the aims and objectives of the institutions written on the wall. Announce a coffee break before starting on the analysis and the structure of institutions.

In the second part of this block session, the trainer presents the pre-made organizational charts of the institutions. Then, the analysis of the first session starts.

Questions that can be asked during analysis:

1. How did it go, what are you feeling? Did you



- have fun?
2. Which information remained in your mind about the institutions?
 3. What did you not know about the institutions?
 4. Which parts of the contest did you find most difficult?
 5. Which institution had the most difficult answers for you?
 6. Was there anything that caught your attention in the regulations and structures of the institutions?
 7. If you were to go to monitor these institutions tomorrow, what would be the first thing you check?
 8. If you were to establish a public agency providing services to young people, what would be your priorities?

Suggestions/Comments:

The contest rules are long and distracting. On order to get the answers and maintain a nice tempo, the trainers should be fast and persuasive when placing the answers on the wall or adding the points to the scoreboard or sounding the ring. When done with 40 participants, it is important that those who are not on spokesperson duty do not distract the spokespersons and do not interfere in the decision-making process. Failure to present the contest smoothly may distract the participants.

N.B.:

<http://www.ua.gov.tr/>

<http://www.icisleri.gov.tr/>

<http://www.ghdb.gov.tr/>

<http://www.yok.gov.tr/>

<http://www.kyk.gov.tr/>

SESSION: Adrese Büyüteç Fraternity

Day/Session: Day 4, Session 1; Day 2 Session 2

Duration: 180 Minutes

Materials Needed: 60x A4 paper, 5 x ball-pens, 79 balloons in different colours, 4 x poster papers, pastel crayons in 5 different colours, 3 scissors, 1 newspaper, 1 highlighter, 1 colour cardboard, 1 tube of glue.

Aim: Raise awareness on how participants should get support from and give support to other groups when carrying our activities in their own organizations.

Objective:

- Help participants identify their priorities within the frame of constraints
- Raise their awareness on opportunities of collaboration with other youth groups engaged in similar activities in other provinces

Application: The materials should be prepared beforehand, as will be explained below. Place into each material package a mission paper stating the mission of the group and the time they have to accomplish their mission. Distribute the participants randomly into groups, making sure that each group has 7-8 members. Make 6 groups, observing the gender balance. Tell participants that each group has a mission which they need to complete in 30 minutes.

According to the number of the groups, two or three trainers become the postmen. Postmen cannot talk to the participants after the simulation starts. The duty of the postmen is to ensure “communication”.

Place the groups in a way that they do not see each other. If possible, you can use different rooms in the same building. Give each group their package including the mission paper, on their way to their designated rooms/locations.

Let the groups do their work. They can talk among themselves. And the postmen can carry letters between groups if such a demand comes from the groups.

When the time is up, gather all the groups and seat them in a large circle. Ask them to share their mission and what they have accomplished regarding that mission. Then continue the discussion with the questions suggested below:

- How did you do the job distribution in your group?
- Did you communicate with other groups to get hold of a material you did not have? If yes, how did this communication process go?
- Did any of the groups worked to help the other groups after finishing their own missions? Why?
- Was there anyone who thought this exercise was a contest? Why?
- Do the things that took place between the groups in this exercise also happen to you in the civil society?
- How can you associate the things that happened in this simulation with the Magnifier to the Adress Project Project?

Suggestions/Comments:

- Post carriers should not talk to the participants and should only do their job like any postal worker (receiving and delivering letters). If there is no address on the letters sent by one group to another, the letters may

get “lost” or “mistakenly” delivered to another address. The same “mistakes” can also happen if there is no address on the replies.

- You can create a situation where one group’s task becomes impossible to accomplish due to distribution of materials (for example, they may not have paper and pen to exchange letters). In that way, you can discuss why the other groups did not support that group despite knowing their lack of materials (especially if exchange of materials had started through exchange of letters) when analysing the simulation. But in such a case, especially during the analysis, you might have to make an extra effort to alleviate the frustration felt by that group.

N.B.: Distribution of materials and missions can be as follows.

Group I

Missions: write a 5-stanza poem complete with rhymes on volunteerism, blow up 25 balloons, paint 2 poster papers with 4 colours.

Materials to give: 3 x A4 paper,

1 ball-pen, 5 x 7 colour balloons, 2 poster papers and pastel crayons in 3 colours.

Group II

Missions: write a 5-stanza poem complete with rhymes on volunteerism, cut out 150 triangles from paper, and blow up 29 balloons

Materials to give: 1 pen, 21 x A4 paper, 1 scissor, 29 balloons in 4 colours.

Group III

Missions: 5 write a 5-stanza poem complete with rhymes on volunteerism, underline all “and”s with



yellow highlighter in the newspaper, make 150 triangles from paper.

Materials to give: 1 pen, 1 newspaper, 1 highlighter, 21 A4 paper, 1 scissors.

Group IV

Missions: write a 6-stanza poem complete with rhymes on volunteerism, get regular reports from all groups, make 50 triangles from paper, paint with 2 colours on a poster paper, blow up 15 balloons.

Materials to give: 1 ball-pen, 11 x A4 paper, 1 scissors, 1 poster paper, pastel crayons in 2 different colours, 15 x colour balloons.

Group V

Missions: One-page essay on education, an abstract painting with colour paper, 25 x paper circles.

Materials to give: 1 colour cardboard, 3 x A4 paper, 1 poster paper.

Group VI

Missions: 3 newly produced jokes, an introductory text on the group members, 1 puzzle

Materials to give: 1 tube of glue, 1 x A4 paper, 1 pen.

SESSION: After the Project Training

Day/Session: Day 4, Session 3

Duration: 90 Minutes

Aim: Create an environment of effective collaboration and trust between the project team and the project volunteers so that when the volunteers return to their local organizations they will be able to draw on the knowledge and experience they have gained at the training to meet the project's organizing, monitoring, reporting,

coordination and communication needs.

Objective:

- Provide participants with a tool with which they can effectively convey the training content to others when they return to their local organizations
- To give them assurance of office support so that they can implement the monitoring method in their local areas, and to plan during the cooperation.
- To create together the communication tools that will help in operating the project calendar and coordination.
- Develop the skills of participants so they can use websites, blogs and mailing groups effectively and efficiently.

Application:

Participants are divided into two groups. One group gets a session on project coordination, transfer of knowledge and experience on the feasibility of the monitoring method, giving assurance that project teams are always with the project volunteers, and developing the related tools.

The other groups get a session which gives information on how to use communication and social networking tools such as the project website, blogs, mailing group, Facebook etc.

At the end of 1 hour, groups swap sessions. At the end of 2 hours of parallel sessions, the training is ended.

SOME NOTES ON THE CONCEPTUAL FRAMEWORK OF THE Magnifier to the Adress Project TRAINING PROGRAMME

Volkan Akkuş, Project Expert

1-Discussion the Concept of Citizenship

Some debated judgements on the concept of citizenship were discussed, followed by some brainstorming on the difference between the concepts of *vatandaşlık* (citizenship) and *yurttaşlık* (citizenship) in the literature, and some theoretical discussions.

Comments from the discussion included:

- Vatandaşlık is more regional while yurttaşlık is a more local concept
- Yurttaşlık is used in the leftist discourse, vatandaşlık in the rightist.
- Matters such as taxes and military service are related to yurttaşlık, while expectations from the state are related to vatandaşlık.
- Is it legitimate for those who are not citizens (yurttaş) to demand rights?
- It is normal that refugees are not provided opportunities. The State provides opportunities to employees, the others should contribute to production, yet refugees demand without producing.
- Refugees come to the country from clandestine and illegal ways, so it is normal that there should be a trial period and that some services are not rendered during that period.
- The citizenship contract is not an agreement done to otherize another group.

Observation Note: One of the most attention-gathering examples that was not debated or objected to was that the citizenship concept implied unity, unison and uniting.

- Solidarity debates were on assistance rather than social solidarity mechanisms.
- Rights are given by the state. State does not give the services related to existing rights, but

gives the rights.

At the end of the session, T. Marshall and his citizenship discussion was outlined. Civil, social and political rights (generation rights) were categorized.

Suggestions and Notes:

Since the debated concepts were short in the second part of the session, some topics that received too many objections were passed without discussion, such as the indivisibility of the national territories, nationalism, and the Turkish Nation.

Since the participants were not inclined to discuss what the system and the state is currently doing, no discussion was made on the system itself and on the state-social rights- services triangle.

There was also some inaccurate information coming from the groups. There is a perception in Turkey that there is a trial period for refugees and that the refugees come to our country from illegal ways and are smuggled in. The information that Turkey was the first country to give women the right to elect and be elected is also interesting.

2-“There are Disadvantaged Groups” Session (Tower of Babel)

Comments from the discussions were as follows:

- The actual basis of the debate on representation and voting rights was the matter that was constantly debated during the simulation of the building meeting; that the one who “pays the monthly dues” must have the voting rights. In short, in the simulation, being a resident of the building is not enough for participation; what determines participation is whether the person is contributing to the available funds/resources of the building.
- Throughout the session where almost all participants claimed they consumed very little (water), the claim that some demands were



“officially” impossible and others were “contrary to the system” was enough to make the claimants withdraw from the discussion.

- Although needs may be common, everyone should meet their needs with their “own means” was the idea that “smoothed over” the disagreements.
- In all cases, “majority of votes” was seen a satisfying result to make a decision.
- In the simulation, the union-member teacher’s argument to give the doorman his rights” was noteworthy. On the other hand, insurance was the “employee’s right”.
- All participants in the simulation –except for the manager- thought: “I would manage things better if I were the manager”.

Notes on the Analysis

- People are after their own interests (playground, insurance etc), which is selfishness.
- Please, everyone find the object of his/her own problem.
- It is difficult to decide with so many people; it is necessary to develop the democracy. There cannot be democracy without compromise.
- Those who can make their voices heard speak; we are not happy about it but this is the case.
- I can be managed by someone elected by others but I cannot even vote, ha?
- It is all very nice to do something for someone... but we cannot make everyone happy at the same time!
- Anyone who is impartial is apolitical.
- If we will have 1 vote from each household, what has happened to direct democracy? And, will the flat owners not vote? And, how many

vote rights do you think we should give to the owner who has 9 flats?

The data input at the session end was from the citizenship arguments of Kymlicka and Norman.

3-What is policy? [Evening work] Highlights from the presentations made by participants:

- On Amnesty International: the general problem about the definition of refugee prevented discussion of the method in this presentation.
- ERG: The questions coming from the participants were mostly oriented to test the knowledge level of the team making the presentation. There was an air of a workshop at the training of trainers.
- Women’s Movement: As was seen in all other presentations, the presentation was vague about what it saw as a problem.
- Human Rights Library: Although the group making the presentation gave some very clear information, to what this method served was uncertain. The matter of facilitating access to information was not even mentioned.
- No to Censorship: Perhaps because the presenting group was from a law background, this was the only presentation that included references to related documents and conventions. However, the presentation was mostly about the opinions of the presenters and the participants, rather than the work done or the method preferred. The question “So you are saying we should censor only that part?” was quite interesting.
- Turkish Penal Code 301: I think the participants did not leave space for each other during this presentation.

4-Advocacy:

The reason why some of the examples under the advocacy title were chosen – such as the “inspect



weapons” campaign- could not be highlighted as it should. Yet, the talks on using documents and conventions as references to build a foundation for the advocacy work were effective.

5-Families Competing: What are Institutions?

Notes from the participant groups:

- It will be fair if the moderator not giving me points does not give points to the other group either.
- Youth centres are institutions established for personal development.
- Are there no upper bodies to which these institutions are attached (like ministries etc)? I mean, why are we doing the “auditing”?

Hey everybody who are young I guess we need to make a new contract with state.

PROJECT ACTIVITIES & CONCEPTUAL DISCUSSIONS

Volkan Akkuş, Project Expert

Magnifier to the Adress Project is an advocacy project in which young people monitor the institutions from which they receive services, using the “participatory monitoring” method. By using the participatory monitoring (PM) method, the project turned the experiences in which young people were the “subjects” into tangible, concrete data, and became an advocacy activity by bringing these data to the attention of relevant bodies through activities such as “study visits” and a “lobby marathon”.

The information about how the idea for this project first emerged and the ensuing maturation process can be found in the 2008 report¹ of the project. For more detailed information on the project phases, the project website² can be consulted.

This section includes information on the conceptual bases of the Magnifier to the Adress Project idea, the discussions taking place during the course of the project, the theoretical/conceptual rationale and reasons for which these activities were carried out with the relevant persons/institutions. The subsequent pages will attempt to briefly answer the following questions:

1. What are the conceptual pillars of the Magnifier to the Adress Project Project?
2. Which discussions and contents did project activities involve?

¹ for detailed information, see: <http://www.scribd.com/doc/30852850/Adrese-Buyutec-2008-Pilot-Proje-Raporu>

² for detailed information, see: <http://www.adresebuyutec.net>



3. What were the project activities and contents, along with the whys and hows?

WHAT ARE THE CONCEPTUAL PILLARS OF Magnifier to the Adress Project ?

The main pillar of the Magnifier to the Adress Project idea starts by addressing the youth, including university students who are a relatively lucky minority, as a disadvantaged group in terms of their representation and access to social rights and services. The perception on “youth”, which has varying definitions in almost all references and which is identified with varying age ranges, never goes beyond them being the “individuals of the future”. On the other hand, institutions engaged in debates on the youth’s human rights, “social rights” and “needs” unique to their life experiences, are unfortunately limited to NGOs and youth organizations carrying out rights-based activities.

The main pillar of the Magnifier to the Adress Project idea starts by addressing the youth, including university students who are a relatively lucky minority, as a disadvantaged group in terms of their representation and access to social rights and services.

Regardless of where or how they are defined, the functioning of the mechanisms related to the representation and right demands of the youth is questionable. This representation issue surfaces through many problems such as the number of young individuals managing to find a place for themselves within the parliamentary system, the average age of officials responsible for making decisions “on behalf of the youth”, and the poor functioning of the local and national participation mechanisms. As a result, we are now face to face with a relevant, deep-reaching debate about the

functioning of the contract between the social state and young individuals.

Addressing the debate on human rights and social rights on a needs-based platform and making the related data visible will help us get an idea on the quality and adequacy of the services provided to young people.

The main basis on which Magnifier to the Adress Project was founded since its emergence as an idea was to reach the information on whether the services provided under the contract between the individual and the state were adequate and functioning. In Turkey’s situation, considering the experiences of the young people, it is clearly seen that there are some problems about the services provided by the institutions monitored under the project. Magnifier to the Adress Project was designed as an advocacy activity to enable young people, who were having various problems in

communicating their demands about the services provided to them within the representative democracy practice, to make their demands known. The project structure that highlights “participatory democracy” is of particular importance in the sense that it is oriented to ensure participation of young people, who are regarded as a “homogenous group of the individuals of the future” by representative democracy and who are often ignored, in the policies that primarily affect them. Setting of with volunteerism and advocacy as participation tools, the project uses the “participatory monitoring” (PM) method as an advocacy tool. In short, with the

PM method, young people who have things to say and demands and suggestions to make regarding their representation and the provision of their fundamental social rights have found the opportunity to communicate to relevant institutions the data they have collected, through this advocacy tool.

In the project continuing since 2010 January, young people took part in the project as “activists” seeking representation for some of their common needs as the “subjects” of their political demands and suggestions. In the introduction to this study, you can find information on “Deciding On Behalf of

Others”, “Advocacy and Service”, “Experience and Experience-Based Advocacy”.

PROJECT ACTIVITIES & DISCUSSIONS

Magnifier to the Adress Project Project Training:

Why Magnifier to the Adress Project Training?

The main purpose of the training conceived in the beginning of the project which, as an advocacy activity, identified the monitoring method as its conceptual basis, was to engage in discussions on citizenship, participation, advocacy and participatory monitoring with the

12-17 March 2010 Magnifier to the Adress Project, Training Programme

	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday
1	INTRODUCTION	Expectations, Project & Programme Introduction	Policy Influence	Noah's Youth Pudding	Telescope	Fellowship of the Ring
		Break	Break	Break	Break	Break
2		Citizenship	Monitoring	What do I need?	Experiences Sweet and Sour	Fellowship of the Ring
		Lunch	Lunch	Lunch	Lunch	Lunch
3		Tower of Babel	What's happening in Life?	Institutions -1	Netting	Evaluation
		Break	Break	Break	Break	
		Advocacy Examples	History of Youth 101	Institutions -2	What next?	
		Evaluation	Evaluation	Evaluation	Evaluation	
	Dinner	Dinner	Dinner	Dinner		STARTING!
5	Welcome, Introduction, Technical Information	Briefing	Golden Orange; "Iron Jawed Angels" Film Display			

There are citizenship, state, service, need, right, hmmm!



volunteers who would be executing the project. In this framework, it was felt necessary to organize an inception training that would have a positive effect on the related knowledge, skills and opinions of young volunteers in order to support the intended discussion and the political work. On the other hand, a training of this format was necessary to transfer and disseminate the experienced gained in the piloting phase regarding “monitoring”, which was a fairly new method in Turkey, and to involve young people in this project process of which they were the “subjects”. It was planned that the project volunteers engaged in these theoretical discussions and leaving the training with adequate knowledge on the PM method would have a determining effect on activities such as study visits and the lobby marathon in the ensuing phases of the project.

Training methodology & Conceptual/Theoretical Content

The conceptual flow of the training designed for young volunteers who would carry out the monitoring activities of the project and report their experiences was built on citizenship and social rights as its foundation. In this conceptual context, the first topic discussed with the young volunteers who would be monitoring public agencies in their local areas was “citizenship”. Within the “equality and peerage” frame of this conceptual discussion, the project coordination and training team chose to use non- formal methods³ and the peer education⁴ model.

Based on the rights-based approach of the project, citizenship was addressed as a contract with the

state. Within the frame of this contract, the state has the obligation to meet the needs of its citizens, including the special needs of each group, by using the resources obtained through the tax system. This entire discussion was structured on the “principle of indivisibility of rights”⁵ which is shaped on a human rights basis and which stands against the existence of a hierarchy⁶ between rights.

Not mentioning some of the discussions put forth by the “organized, activist youth” in this part of the training would have meant ignoring a picture of Turkey with regard to the current situation of the discussion and perception of rights. From these initial conceptual discussions of the Training Programme, we recall the following as being highly meaningful:

- The approach from the frame of state and law uses the “citizenship” discourse, while organized civil approach uses the “citizen” concept.
- “Citizenship” comes to foreground when concepts such as unity, uniting, unison are used, and “citizenship” comes to fore in actions related to the demand for rights.
- In the contract between the state and the citizen, ‘citizen’ is the individual who has duties and from whom some things are expected, while a “national” is an individual who demands something from the state and its mechanisms.
- The definition of “... speaking the same language and moving together towards the same goal” is far from being a rights-based approach.

3 for detailed information, see: <http://www.unesco.org/iiep/eng/focus/emergency/guidebook/Chapter12.pdf> <http://www.infed.org/biblio/b-nonfor.htm> <http://egitimheryerde.org/web/non-formal-yaygin-egitim-hakkinda>

4 for detailed information, see: http://en.wikipedia.org/wiki/Peer_education

5 for detailed information, see: <http://www.sosyalhaklar.net/2009/bildiri/gulmez.pdf>

6 25 for detailed information, see: http://tr.wikipedia.org/wiki/Maslow_teorisi for detailed information, see:

Beyond these, it was discussed that the “nationality” concept does not mean “equal representation”, and that having social rights cannot in practice prevent some groups from becoming disadvantaged. In short, under headings such as representation and the delivery of social rights to certain standards, the disadvantaged positions of various social groups were opened to discussion based on the training modules and the personal experiences of the participants, who were young individuals themselves. As an output of this thematic discussion, it was found that lack of equal representation can cause different social groups to become disadvantaged, though there are methods for demanding rights and “participation” in decision mechanisms and policies through and civic rights within the constitutional system.

At the end of this thematic section, as data input the conceptual texts by Kymlicka and Norman⁷ were discussed. This conceptual text focuses on the new citizenship perception and social contract. This approach, defining the citizenship concept on the concepts of “Status-Belonging-Engagement” constitutes a conceptual basis for the advocacy studies the project teams foresees to carry out. According to this approach, which defined status based on identity/citizenship certificate, citizenship defines –at last on paper – an equality. This social contract also defined “rights and duties”.

The concept of belonging focuses on the individual's geographical, political, ethnic, cultural etc belonging,

depending on the content. Lastly, the “engagement” concept defines the individual's representation and participation. Through these three concepts as a whole, a transition was made to the new thematic section that opened to discussion the practices and private area of life under the heading of “policy”.

Within this thematic block, some of the questions raised by project volunteers included the following:

- The discourse of fundamental rights and freedoms is used in virtually the entire public domain, however there is no clarity as to what exactly they cover.
- Does pluralism mean plurality or majority?
- Are individuals/groups remaining impartial towards a policy matter considered apolitical?
- Is democracy a decision-making process or a participation mechanism?
- If representative democracy is a system of bargaining and mutual compromise, what can we do about the victimized party?
- Old-age, sickness etc are disadvantages that can happen to anyone. So who should design the system?

After discussion of citizenship and policy, the new conceptual discussion focused on the concept and ways of “participation”, “advocacy”, and monitoring as a method. The discussion followed the following course:

**Representation and Participation → Advocacy → Influencing
the Decision-Makers → Interest**



**Participatory Methods In Advocacy → Reporting, Campaigning
Lobbying, Modelling**

⁷ for detailed information, see: <http://fds.oup.com/www.oup.co.uk/pdf/0-19-829644-4.pdf>



The main output of this discussion was that the perception that no method is absolutely effective on its own and that all methods are actually interlinked and can achieve effectiveness when used together.

After examining the good examples of each method used in advocacy, the session moved on to “civil monitoring” as a participatory method, with a more information-based content.

The theoretical information input on “civil monitoring”, which constituted the foundation of

this thematic section, formed the backbone of the session. Participants were given information on the civil monitoring method, as outlined by Homeros Fuentes.

The “Participatory Monitoring” section in the introduction can be referred to for this method.

In order for civil monitoring to be, “**participatory monitoring**”, it is necessary that those doing the monitoring be a part, i.e. subject/actor, of the process. When we look at Magnifier to the Adress Project from this perspective:

1	Identify Goals and Stakeholders → Magnifier to the Adress Project Training
2	Identify Indicators and Monitoring Areas → Identify the Monitoring Method with Participants
3	Gather Information/Data → Local Monitoring, Developing the Youth Policy Discussion Areas, Study Visits, Visits Between Grassroots Organizations, Expert Meetings
4	Analyze Results → Expert Analyses and Articles, Mid-term Meeting and Final Meeting
5	Share Results → Website, Project Report, Lobby Marathon and Publishing a Guide Book, Project Documentary
6	Take Action → It can be said that monitoring projects like Magnifier to the Adress Project have received demands from grassroots organizations.

However, despite this optimistic picture, it should be noted that project volunteers had some concerns, especially during the lobbying activities, about exactly which

institutions/persons should be monitored and how these persons/entities would respond.

The links⁸ given below can be accessed for more detailed information on advocacy.

Regarding the project implementation, a general discussion was run on the “**advocacy**” activities that would be carried out after the end of the thematic section with a focus on knowledge and skills. The topics addressed in view of advocacy included “the rights of women, children, persons with disabilities, culture & arts, and freedom of expression and worker rights”. It is hard to see the headlines used in the newspaper prepared by participants as heart-warming. However, this situation analyses proved a useful activity in terms of discussing the good examples and the problems experienced about advocacy and representation in Turkey. After this session, which was mainly an analysis of the civil domain and advocacy activities, an enabling environment was created for information exchange and discussions on the project’s own area.


“What is the situation in the Area of Youth Policies?”

In the session, participants attempted to draw a detailed picture of the area of youth policies in view of the changes it has gone through since 1960s, its actors, activities, and the changes public institutions and their legal frameworks. Discussion topics included student movements, military interventions, economic depressions, the environmental movement,

emergence of neo-liberalism, constitutional amendments and, in particular, the changes in the civil and youth domain since late 1990s. The active participation of the learners in discussions on rapid growth of the civil area, and the increase in the resources allocated to this area was promising in terms of the political ground which the project aimed for. Identifying the general situation of the area which the project intended to intervene in left a positive effect on the motivations of the participants to influence the political processes affecting their own lives.

In an environment where youth is defined as a **homogenous group** with common needs, one of the discussions –naturally- focused on the question of “**who are the youth?**”. While it was propounded that the youth, which is indeed not a homogenous group, has varying needs and expectations, it was also suggested that there are some common topics that concern the group as a whole within the context of fundamental social rights. Participants discussed how public institutions operate in terms of meeting the common needs of the youth area and the specific needs of the relatively disadvantaged groups included within the youth. It appears that there is a priority need for special policies regarding services received by young people in special cases such as being a young person in Turkey, being young and female in Turkey, being young and disabled in Turkey, and being young, disabled and female and member of an ethnic/cultural group in Turkey.

The Magnifier to the Adress Project team, placing the project’s conceptual frame on a rights-based approach, identified the next discussion area as where agencies to be monitored stand in terms of the **needs of the youth**. The ensuring discussions focused on the needs of the youth within the context of social rights, and the general situation of the public entities that have the obligation to meet these needs as a requirement of the social



We done lots of work.
Now it's the time for
thinking on it.

⁸ for detailed information, see: <http://www.newtactics.org/>, <http://stk.bilgi.edu.tr/savunuculukseminer.asp> <http://stk.bilgi.edu.tr/docs/SAVUNUCULUK.pdf>

contract. During the discussion that was shaped with the experiences of the youth, focus was on the expectations of the youth from public institutions, the duties of these institutions as identified by the laws, and the extent to which these duties were fulfilled in practice. The main path to be followed in this PM-based advocacy activity will be to observe whether the responsible institutions meet the needs of young people with suitable, adequate and quality services –at least- in keeping with their definitions in the law. The legal bases of using the available data, or rather the experiences of young people with the institutions from which they receive service, as an advocacy tool by transforming it into a demand for rights will be the duties of these laws as defined in the laws and regulations. Hence, this section of the training was allocated to examining the duties and legislations of the institutions to be monitored. In the third section of this book, you can find articles including the data analyses related to these institutions.

As a result of almost five days of training and discussion the categories of monitoring to be conducted were identified and it was attempted to finalize the monitoring method and the PM forms. It was decided that in order to ensure “participatory” monitoring, local teams should make their monitoring reports by experiencing the services provided by the institutions.

2. Magnifier to the Adress Project Miterm Meeting: Why Mid-Term Meeting?

A Mid-term Meeting was felt necessary so as to evaluate the progress with project volunteers from local organizations, exchange experiences on the PM process and work on ensuring standardization in the quality of the PM data.

Meeting Content

At the 3-day meeting, problems encountered in local PM works, the internal issues encountered in the organizations of local teams during the long project duration, and the standardization of the data were some of the agenda items. Almost the entire meeting was structured on the demands from local organizations and the areas in which support was needed. Moreover, the content of the study visits to be conducted in the coming days, the institutions to be visited and the agenda items to be discussed in the interviews with institutions were shared by the project team. Since the PM reports were to be categorized and evaluated for each relevant institution, the efforts to create a common language were taken further ahead during this meeting to ensure a common reporting methodology and exchange of personal experiences. Lastly, the project calendar and project objectives were reviewed, with fresh discussions on the main purpose of the project: the need to have young people make demands for their own on matters of which they are the subjects.

3. Study Visits: Why Study

Visits?

On the basis of the advocacy activities and tools discussed in the project background, it is critical to create an agenda on the activities conducted and data gathered, as well as to exchange information with stakeholders. Hence, project volunteers visited and interviewed 10 institutions within the scope of the study visits conducted in Istanbul. Another output of the study visits was that it ensured networking with other organizations active in the civil area.

Institutions Visited &

Content of the Visits

- **Amnesty International**⁹: At meeting with Amnesty International, an organization carrying out worldwide reporting activities on violations of human and all other rights, volunteers received information on the reporting and monitoring activities of the organization, which also monitors ongoing cases on violation of rights
- **KONDA Research**¹⁰: Originally a survey company, KONDA works as an NGO, finds funding for its projects and publishes study reports on social issues. Meeting content mostly included how the methods were used and techniques to ensure healthy data gathering. During the meeting, which was highly fruitful for the project team, an in-depth discussion was carried out on the policy effects of reporting on and ensuring visibility of social issues.
- **Association for Nature**¹¹: The meeting with Association for Nature, a highly active organization on nature protection and ecology in Turkey, focused on exchanging experiences. Carrying out monitoring activities mostly in the field of ecology, the organization provided some valuable feedback on the method used.
- **Women for Women's Human Rights (WWHR) - New Ways**¹²: An organization highly active in advocacy and lobbying on the human rights of women in Turkey, WWHR also monitors the press and the ongoing cases and publishes

shadow reports from a civilian perspective. In the meeting, volunteers learned about the reporting and lobbying experiences of the organization, their methods, and their opinions on the general situation of their activity area.

- **Hale Akay, Turkish Economic and Social Studies Foundation (TESEV)**¹³: TESEV is a foundation operating as a “think-tank” on social and economic issues in Turkey. It organizes meetings and releases publications in areas such as democratization and good governance. At the meeting, participants talked to Hale Akay about the details of her report on the military and security in Turkey.
- **Education Reform Initiative (ERG)**¹⁴: Active since 2003 under the Sabancı University Istanbul Policy Centre, ERG works to influence decision-makers and create dialogue platforms with stakeholders to realize an education reform in Turkey. Monitoring and observing educational reforms is also one of the aims of organization. The meeting with ERG focused mostly on the general situation of the education area in Turkey and the activities that should be carried out on the education-youth axis.
- **Third Sector Foundation of Turkey (TÜSEV)**¹⁵: Describing the civil society as the third sector next to the public and private sector, TÜSEV works on legal issues, inter-sectoral collaborations, and effective utilization of resources for NGOs, and has many associations and foundations under its umbrella. The meeting was in the format of

9 for detailed information, see: <http://www.amnesty.org.tr/ai/>

10 for detailed information, see: <http://www.konda.com.tr/>

11 for detailed information, see: <http://www.dogadernegi.org/>

12 for detailed information, see: <http://www.Femaleininsanhaklari.org/>

13 for detailed information, see: <http://www.tesev.org.tr/default.asp?PG=ANATR>

14 for detailed information, see: <http://erg.sabanciuniv.edu/>

15 for detailed information, see: <http://www.tusev.org.tr/>



exchanging views on the STEP (Civil Society Index Project) and the various approaches regarding the general situation of the civil sector in Turkey.

- **Public Expenditures Monitoring Platform (PEMP)¹⁶:** PEMP is a monitoring platform run by over 50 organizations under the auspices of the Istanbul Bilgi University NGO Research and Training Centre. Unlike Magnifier to the Adress Project, PEMP uses its “right to information” to monitor from official channels the budgets of public agencies, with an aim to ensure visibility of the obtained data through trainings and camps and create a pressure mechanism through letters sent to the TGNA. At the meeting, the data gathered by the platform were briefly shared, then, the strategic use of monitoring and information within the context of rights were discussed as main topics.
- **Association for Social Change¹⁷:** Say Stop To Racism and Nationalism (DUR DE!)¹⁸ Initiative, under which many organizations and foundations are gathered, has assumed an active role in the fight against hate crimes and hate speech in Turkey. The meeting focused on DUR DE! Initiative’s press-scanning and reporting activities against hate speech. The activities carried out to ensure visibility of the

existence of and fight against hate speech as an advocacy tool provided a new perspective to the project team and introduced them to this new method.

- **Istanbul Bilgi University Children’s Studies Unit¹⁹:** Istanbul Bilgi University Children’s Studies Unit is actively involved in the Rights in Education Advocacy Platform, Child Neglect and Abuse Prevention Platform and the Public Expenditures Monitoring Platform, and follows the works of the Network Against Commercial Sexual Exploitation of Children (CTCS), Anti-Poverty Network and Justice for Children Initiative (ÇİAG).

The main topics of the meeting included the issues in the children’s area, the point reached in advocacy activities and the monitoring and reporting activities carried out in the children’s area.

After the Study Visits/ Rapporteur’s Note:

It can be said that the study visits were highly effective in terms of introducing the participants with some innovative methods used in the monitoring, reporting and advocacy works carried out in Turkey-and in some cases in the world. Additionally, it was also gratifying to see the development of the perception that Magnifier to the Adress Project is not the only project in this

It can be said that the study visits were highly effective in terms of introducing the participants with some innovative methods used in the monitoring, reporting and advocacy works carried out in Turkey-and in some cases in the world.

16 for detailed information, see: <http://www.kahip.org/index.html>

17 for detailed information, see: <http://www.sosyaldegisim.org/>

18 for detailed information, see: <http://www.durde.org/>

19 for detailed information, see: <http://cocukcalismalari.bilgi.edu.tr/>

field, the monitored institutions are not the only institutions in this field, which brings together a multitude of stakeholders interested in policy issues, and hence that it is possible to employ many new and different methods.

4. Final Meeting and Preparing for the Lobby Marathon

Why Final Meeting?

It was felt that a meeting was needed before the lobby marathon so as to prepare, review and share the data gathered throughout the project. Since project team and institutions did not have sufficient lobbying experience, it was necessary to compile the data into a lobbying tool and prepare the lobbying team for the marathon via sessions with people/institutions who had experience/expertise on lobbying.

Final Meeting - Content:

The meeting content was designed to make a final evaluation of the whole process with the project team before the lobby marathon and to deepen the discussion on advocacy and lobbying in the civil area. other agenda items included sharing the lobbying schedule and the documents produced under the project as well as getting feedback. The programme flow leaned mostly towards sharing theoretical information on the lobbying activity, the institutions and the lobbying experiences with the project team rather than theoretical or conceptual discussions on the civil area. The difficulty of finding Turkish reference books on lobbying, the fact that written sources were mostly based on the legal frameworks of the EU²⁰, the European countries or the USA made it difficult to carry the discussions to the practices in Turkey.

5. Lobby Marathon:

The purpose of the lobby marathon, which was the final activity of the project, was to communicate the data compiled from the experiences of young participants, their demands, suggestions and complaints to the monitored institutions and the relevant stakeholders.

Through the lobby marathon, available data were shared with experts and officials of agencies and organizations including the State Planning Organization, Delegation of the European Union to Turkey, Department of Youth Services, Political Parties, Directorate General of Local Administrations, TGNA Youth Commission,

and the Presidency of the Student Council. It would indeed be overly optimistic to expect readily observable effects after an advocacy activities like the lobby marathon. Thus, as was discussed at the final meeting, longer-term objectives were identified before starting the lobby marathon. However, the feedback from institutions, the interest shown to our available data by stakeholders, the contact information acquired and the thus opening of the doors of the highest-level decision-making mechanisms, left a positive impact on project volunteers and the coordination team. It is gratifying to see that the data produced through over one year of monitoring and reporting finally served as an advocacy tool, reaching their intended recipients.

After the Lobby Marathon and the Project / Rapporteur's Note:

It would indeed be overly optimistic to expect readily observable effects after an advocacy activities like the lobby marathon.

²⁰ for detailed information, see: http://ec.europa.eu/civil_society/interest_groups/docs/workingdocparl.pdf



Since the lobby marathon designed to share the project outputs was too close to the general elections, some important stakeholders, such as political parties, did not give us appointments, which was unfortunate. On the other hand, our inability to get an appointment from some other critical institutions, such as the Ministry of Health and the Council of Higher Education, give ample evidence on the challenges of carrying out advocacy activities in Turkey. Communicating this study and the project outputs firsthand to these stakeholders is still something that implementing institutions must do.

As a positive impact, it would be unfair not to mention that a lot of positive feedbacks were received from members of the press and the NGOs working in similar areas in the civil sector, with which the project outputs were shared. We hope to see the effects of our civil monitoring activities and project outputs on the civil area in Turkey, on the services received by the youth as part of their social rights, and on the culture of advocacy of rights

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Saying flies, post remains! Was she really watched whole 58 tape?



Magnifier to the Address Project VISUAL DOCUMENTATION PROCESS

The visual documentation of Magnifier to the Address Project was produced in three phases:

- Planning
- Implementation
- Framing / Montage

The visual documentation consists of video recordings during the field activities and some interviews with the project team and experts to support the content.

PLANNING

To highlight the elements included in the documentation objectives, the planning focused

conveying new perspectives fed by a diversity of experiences.

IMPLEMENTATION

Implementation was the phase in which we recorded the project activities on video.

Project Training

Mid-term Meeting

Local Monitoring Works

Youth Panels

Lobby Marathon

Project Team's Preparation and Evaluation Meetings

The recordings were designed to answer the following questions:

What is being done?

Why?

Hence, we were able to create the sections containing information on the purpose, function and

The data given by young volunteers who conducted the monitoring and who took part in all project phases on both the activities and their own learning processes were what fed the project and hence the documentary most.

on the project calendar and the goals desired to be reached. The questions to be asked in the interviews and the elements we wanted to emphasize regarding the activities were also identified during the planning phase. We determined the documentary content together with the coordination team and the trainers and experts involved in the project. Hence, each revision and feedback helped us prepare a product

programme of the activity.

The data given by young volunteers who conducted the monitoring and who took part in all project phases on both the activities and their own learning processes were what fed the project and hence the documentary most. Our experiences and the suggestions arising from them should be regarded as information that organizations/Initiatives wanting to conduct civil monitoring projects can benefit



from and that can help them in identifying realistic, participation-oriented, measurable and sustainable objectives, because another objective of the visual documentation was to become a guide for future monitoring projects. Hence, the data we compiled

from the observations, suggestions and comments of young volunteers also helped the objective of producing a documentation that could serve as a guide. Therefore, another question we asked to the project coordination team and the young volunteers who implemented the project in the field and who are the most effective stakeholders of the project was “How did we do it?”.

FRAMING / MONTAGE

We took care to make the recordings in the natural environment of the activities, to the extent possible. We edited the recordings from 11 field activities by compiling 58 video cassettes. Interviews with experts and the project coordination team under each title helped us in creating the main framework of the documentary and conveying the project with references to the project calendar. As mentioned in the section on the implementation phase, one of the project objectives was to create a documentary that could guide/help another monitoring project. Hence, the interviews gave references to our experiences but adopted the perspective of an ideal monitoring project based on the participatory method in consideration of the needs and facilities likely to change in cases of other projects.

The documentary is published on the project website (www.adresebuyutec.net) and the websites of the implementing organizations, TOG (www.tog.org.tr) and GÇB (<http://genclik.bilgi.edu.tr>). CD versions have also been distributed to institutions, local organizations and project volunteers collaborating in the project. It also became an additional document to the documentation prepared at the end of the project for sharing with the field.

Magnifier to the Adress Project EXECUTIVE SUMMARY

Magnifier to the Adress Project is a participatory monitoring project in the youth area.

Magnifier to the Adress Project was carried out in 16 provinces by young people by monitoring 5 institutions that provide youth-oriented services. The field activities of the project were coordinated by the Community Volunteers Foundation (TOG), while the content support came from Istanbul Bilgi University Youth Studies Unit and Istanbul Bilgi University NGO Training and Research Unit. The Delegation of the European Union to Turkey and National Endowment for Democracy (NED) provided the financial support of the project, which was carried out in the following provinces: Adana, Aksaray, Ankara, Edirne, Erzurum, Hatay, İstanbul,

In this scope, the starting point of the Magnifier to the Adress Project project is the growing need for the participation of youth in the development process of youth policies. It is expected that this report, which is the end product of a monitoring process carried out on youth services in 16 provinces by local young people, will contribute to the development process of youth policies in this country. It is aimed that this study will become a model for the civil sector in terms of the monitoring of public services directly by its beneficiaries.

EUROPEAN UNION OFFICES AT UNIVERSITIES

Since their role as programme implementer and coordinator at university basis has a direct effect on the funds received from EU programmes, it was observed that EU Offices are becoming a new centre of power in universities, and are the top

Magnifier to the Adress Project was carried out in 16 provinces by young people monitoring 5 institutions providing youth services.

İzmir, Kars, Kilis, Kocaeli, Konya, Malatya, Muğla, Samsun, Trabzon.

Participation of young people in the decision-making processes concerning them and the process of monitoring the implementation phases of these decisions is important in terms of widening the application areas of the “governance” concept in Turkey in general and development of a needs-based and effective youth policy in particular. Young people should be empowered to identify and express their own needs. Since participation is not only an output but also the foundation of democratic systems, this will also contribute to the development of a culture of democracy.

actors particularly in selection and criteria-setting processes. Setting selection criteria based only on academic achievement and foreign language skills is not in full conformity with the pedagogical approach of the programmes and has the potential to cause overlooking the potential for “empowerment” oriented motivation. Similarly, selecting the candidates on the basis of a centrally administered exam/test may prevent needs-based decision-making. On the other hand, selection on department basis in direct contact with the students by a jury is more compatible with the principle of decentralized management, though it was specifically mentioned by PM teams that such a procedure could lead to favouritism between students.



Organized participation of students in the determination of the criteria, and organization of students demanding transparency and accountability can prevent such adversities.

In the meeting with monitoring teams, it was stated that the EU Offices of some universities had assumed the role of an organization standing students in mass to the European Youth in Action Programme, designed for disadvantaged young people and NGOs, and European Voluntary Service. It is acceptable for the university to assume this role in the exceptional cases where there are no competent NGOs to undertake it; moreover, considering that the programmes provide a certain amount of funds per beneficiary, this has become an important income item for universities. This implies that a fund that should be utilized for the improvement of local youth organizations is channelled to universities, causing university students, who cannot in general be considered as

The National Agency should be asked to provide publication and training support to EU Offices for a 'youth-friendly' structure and approach.

disadvantaged in terms of socioeconomic level, to benefit from the programme more compared to non-university students; it also leads to situations where the volunteer serving in volunteer service cannot contact the sending organization in the event of problems that may require one-to-one communications. Lastly, it also means that the personnel of EU Offices can allocate less time to education and research programmes, which constitute their main duty. Although university Offices are authorities that can be applied to, it falls on the National Agency to prevent abuses that may arise from the problematic situation mentioned above.

Finally, it should be demanded that the National Agency provide publication and education support to EU Offices of universities to contribute to a "youth-friendly" structure and approach.

YOUTH ASSEMBLIES

Budget is an important criteria for evaluation of the autonomy level of local youth assemblies in particular. The meetings and questionnaire results show that local youth assemblies are unable to determine a budget based on the needs of the youth, and therefore cannot freely plan their activities.

An institutional funding and budgeting model is necessary to ensure the sustainability and institutional structure of youth assemblies. This is an important requirement that can be provided for through central and local organizations.

Another problem emerging with regard to the functioning of youth assemblies was their accessibility. Having their own autonomous spaces under their management and administration will likely be effective in ensuring this accessibility.

Using a more effective communication method through the media and websites would likely be effective in reaching all interest groups in the city.

One important problem area regarding the accessibility of youth assemblies is their disabled-friendliness level.

YOUTH CENTRES OF THE DG YOUTH & SPORTS

Turkey has a young population, with half of its population is under 29.2 years of age¹. Therefore, it can be said that policies concerning the youth are directly related to the daily lives of a considerable portion of the population, considering the youth and the people around them. It is one of the main responsibilities of the social state to create opportunities for social and individual self-realization of young people, in addition to formal education. However, it is clearly seen that the contents and approaches of existing youth centres are far from meeting the needs and being sufficient.

In this context, it would be the right strategy to increase the number of youth centres operated by local governments together with NGOs or on their

to be established, and the new regulation that will be developed for youth centres should be based on decentralization, data-based action, provision of youth-friendly services, participation, and approaching all differences existing in the society as a richness.

MEDICO

According to available findings, the university youth is not satisfied with the current situation, and the majority does not have a clue about how to benefit from these services.

Medicos either have no activities to promote and make themselves known to the population they serve, or these activities are far from being sufficient. There is no information (banners, pamphlets), no promotion, and no activity (film

More than 70% of the university students do not have social security. So, for students coming from low-income families with no social security, medicos mean the only free health insurance.

own. The central government can provide services oriented to build the capacities of locally operating youth centres, supervise them and increase communication between the youth centres. The knowledge and experiences of youth organizations and youth workers active in this area can play a key role in any strategy developed with regard to youth centres. The government is working on establishing a new youth structure in 2011. The spirit of the Turkey Youth Agency², which is planned

display, conference etc) to promote the services. 2 out 3 students do not know the duties and functions of medicos.

The health services provide at our universities are limited and insufficient. There are only a few universities that have adequate facilities, equipment and personnel. In the universities established in the recent years and in the health centres of the universities in East Anatolia, the services are very limited. In the universities of many cities, students cannot benefit from these free services due to lack of specialized physicians and polyclinics.

Today, many universities take a small fee or donation from students and employees receiving

1 TURKSTAT Address Based Population Registry System 2010 Results (31 December 2010), www.tuik.gov.tr

2 The draft law for the Turkish Youth Agency, developed with the contributions of TOG, is currently pending discussion at the parliament.



health services from the medico. While no fee is charged in some universities, in general we see there is no specific standard to that. In cases where the university covers only a portion of the treatment costs, the remainder comes out of the student's pocket, and not all students have the means to pay this portion. More than 70% of the university students do not have social security. Plus, in Turkey, most university students come from other cities. For students coming from low-income families with no social security, medicos mean the only free health insurance.

In our universities, medicos work only during the work hours. Personnel and students at in-campus dorms cannot use the medico after work hours. When a dorm student gets sick at night, s/he has to wait until the medico opens in the morning, or get services from another hospital. Only a few medicos keep ambulances. Hence, there is a need for a health system that students can reach 24/7.

Even if such a health system was to be put in place, today most of the medicos have personnel shortages and are physically lacking. In medicos with too few physicians, students are treated by doctors specializing in other areas.

The YÖK Disciplinary Regulation, which allows arbitrary penal sanctions and applications should be changed.

One of the duties of universities defined in the Implementation Regulation for Medico-Social Culture and Sports Departments is to conduct health checks of all students at the university every year, to the extent it is capable, and record the health findings in the relevant files.

Data obtained by students in the PM activity of the Magnifier to the Adress Project Project show that universities are not doing anything with regard to this duty.

SAĞLIK KÜLTÜR VE SPOR DAİRESİ (Health and Sport Unit)

The YÖK system and law, which restrict the autonomy of the universities and the freedom and rights of expression, thought and organizing of their academic and administrative personnel and students should be seriously questioned, and restructured with a transparent system through which relevant stakeholders can convey their needs, demands and thoughts, and actively participate in decision-making mechanisms. In this restructuring process, fundamental changes in the higher education system should be brought on the agenda. On the basis of the freedom to organize and freedom of expression, the articles of the YÖK Disciplinary Regulation, which to a very large extent limit the political activities and action-based expression channels of students and which allow arbitrary penal sanctions and practices must be changed. . The Law on the Duties and Powers of the Police, which limits the action-based expression channels of the youth and which causes a lot of

problems on the student's side when they are expressing themselves, as well as the articles of the Law on Meeting and Demonstration Marches that allows arbitrary practices should be abolished; and violent and/or punishing practices based on the articles that restrict the rights to organize and take action should be prevented.

The Student Representation Regulation put into practice in line with the effects of and expectations from the Bologna process which targeted enlarging the European Education Area in early 2000, and the practices imposed from the top based on this regulation should be reviewed. Necessary changes should be made to enable representation systems to become structures that get their strength from a wide student base and that can communicate the needs, demands and thoughts of students to management mechanisms and hence influence the decision mechanisms. These changes should be designed to respond to the structures and needs that change from university to university, and universities should be allowed to develop different regulations and practices based on the demands coming from their students. In this sense, the only central limitation on the regulations should be on the limitation of the freedom to organize based on criteria such as grade average points or disciplinary standing of the students. In election of representatives, the main tenet should be wide participation; election of students should not be subject to approval from a higher authority, either academic or administrative.

will meet the varying demands and needs of their students. In order to ensure that students benefit from the services as their rights, information should be visible and accessible to all from various channels, including the internet. Systems should be established through which the services provided and the employees providing these services can be monitored and evaluated by the recipients of those services.

The freedom of organizing and the existence of student organizations in universities should be taken under the guarantee of the law via a new regulation. Criteria such as GPA, member quorum, acting in an 'acceptable' area, advisor's approval, adoption of the SKS statute etc, which are sought for founding a club, should be abandoned, and informing the relevant department should be sufficient to found a club.

The execution process regarding the clubs should be determined with the participation of students, and systems and practices that allow limitation and interference in the internal affairs of organizations by an academic and/or administrative upper body should be abandoned. It may be meaningful in terms

Facilities and opportunities available to university organizations such as financial resources, venues, rooms, internet services etc should be widened and distributed via a transparent system that can be monitored.

The operations and regulation of SKSs, which are the first structures to come to mind with regard to the freedom to organize in universities and under which clubs and student societies operate, should be reviewed. SKSs should stop being control mechanisms under which clubs operate, and should continue their existence as structures providing services to students in the areas in which they define themselves; and universities should be allowed to make their own autonomous regulations that

of ensuring that the new arrangements ensure that student clubs and representations that are based on broad representation play an active role in the establishment processes of coordination boards.

Opportunities should also be provided for students and groups who want to express themselves or engage in actions or activities to express themselves without setting up a club; to this end, specific procedures should be determined with the participation of students.



Facilities and opportunities available to university organizations such as financial resources, venues, rooms, internet services etc should be widened and distributed via a transparent system that can be monitored. Benefiting from these facilities and services should not be dependent on criteria such as the activity area of the organization, who the individual students are, the impact of the activity on the university's promotion, and relevance with the opinion of the university management. All financial burdens that make organizing difficult, and that force students to express and/or do something in which they do not believe in just for the sake of appearances (forced conformism: Lüküslü, 2008)³ should be borne by university managements. University managements should share with students every year how much funds have been allocated to which activities of which organizations.

NGOs from outside the university should be allowed to collaborate with student organizations, and discriminating practices in this area should be abandoned.

Student and youth organizations that have defined themselves as youth clubs in their statutes should not be required to be registered at the Directorate General of Youth of Sports to benefit from the funds, facilities and opportunities offered by the DG Youth and Sports. Also, clubs and youth organizations should not be put under the obligation to pledge that they will abide by the directives, communiqués and orders of the DG and to accept inspection by provincial directorates

when necessary and intervention in its internal affairs in line with these 'requirements'. In particular it is unacceptable to ask organizations that are already registered at the Associations Desk to limit themselves with yet another regulation

The in-kind and in-cash resources offered by DG Youth and Sports to youth organizations as 'assistance appropriation' should be increased; the distribution of these resources and the framework of the services provided should be transparent and able to be monitored; and in this process, any and all kinds of discriminatory practices based on the identities and activity areas of organizations and the regions from which they come from should be prevented.

YURT-KUR (DORMS)

Developing a new approach to dorms will make it easier for students to benefit from dorm services. In this framework:

There is a need to improve participation mechanisms in order to provide services based on the needs of dorm occupants. Guaranteeing these mechanisms through laws with clearly defined participation processes will enable students to participate in dorm management and in general in university management.

There is a need for more resources, as well as for prioritizing the utilization of available resources. In this framework, rather than a simple "allocation

There is a need to improve participation mechanisms in order to provide services based on the needs of dorm occupants.

3 Lüküslü, G. Demet, (2008). Günümüz Türkiye Gençliği: Ne Kayıp Bir Kuşak Ne de Ülkesinin Aydınlık Geleceği.

of more funds”, it is necessary to develop an approach for efficient and needs-based utilization of resources”.

It is necessary to ensure that there is no discrimination against women or people with disabilities in access to dorms and services, parallel to existing laws. Although new legal arrangements are needed in this framework, the priority focus should be on changing the current practice.

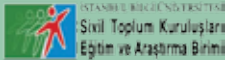
As seen, it is possible to establish some practices that will serve the interests of young people single some individual improvements. However, as needs change every day, it is necessary to develop and systematize a service approach that will include a whole range of services to respond to this change. Otherwise, it may not be possible to systematize, in a sustainable way, an approach that will turn the scales towards the youth’s side in the relationship between the state and the citizens.





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