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PROJECT IMPACT ANALYSIS REPORT 2024



HUMAN RESOURCES
DEVELOPMENT
OPERATING STRUCTURE



İŞKUR
TÜRKİYE İŞ KURUMU



REPUBLIC OF TÜRKİYE
MINISTRY OF LABOUR AND
SOCIAL SECURITY



ÜLFET
Eğitim ve Yaratıcılık Birliği



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IMPACT ANALYSIS REPORT

LABOR MARKET SUPPORT PROGRAM FOR YOUTH NOT IN
EMPLOYMENT, EDUCATION AND TRAINING (NEET PRO)

PROFESSIONAL DEVELOPMENT AND ENTREPRENEURSHIP **PROGRAM IN DIGITAL MEDIA**

August 2024

Adana



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CONTENTS

Chart List 3

Table List..... 4

List of Abbreviations and Explanations..... 5

SUMMARY..... 6

1. ENTRANCE..... 7

2. METHOD 12

3. IMPACT OF THE PROJECT..... 12

3.1. CHANGES IN FINAL BENEFICIARIES AND THEIR FEEDBACK..... 14

3.2. POINTS FOR IMPROVEMENT..... 22

4. CONCLUSION AND RECOMMENDATIONS 24

ANNEXES 28

Chart List

Chart 1. Final Beneficiary Age Range 13
Chart 2. Participant Educational Status..... 14
Chart 3. Evaluation of the project management process..... 15
Chart 4. Evaluation of preparations for the project..... 15

Table List

Table 1. Vocational Trainings 9
Table 2. Personal and Social Awareness Development Trainings 10
Table 3. Activities 11

List of Abbreviations and Explanations

AB: Avrupa Birliđi- (European Union)

ALMP: Aktif İşgücü Piyasası Programları (Active Labor Market Programs)

IESP SOP : İstihdam, Eğitim ve Sosyal Politikalar Sektörel Operasyonel Programı
(Employment, Education and Social Policies Sectoral Operational Program)

ILO : Uluslararası Çalışma Örgütü (International Labor Organization)

IAP: Bireysel Eylem Planı (Individual Action Plan)

İŞKUR: Türkiye İş Kurumu (Türkiye Employment Agency)

NEET: Eğitimde, İstihdamda veya Eğitimde Deđildir

(Not in Education, Employment or Training)

NEET PRO : Ne Eğitimde Ne İstihdamda Olan Gençlere Yönelik İşgücü Piyasası Destek Programı için Hibe Programı (Grant Scheme for the Labor Market Support Program for Young People Neither in Education nor in Employment)

OECD: Ekonomik İşbirliđi ve Kalkınma Örgütü (Organization for Economic Co-operation and Development)

STK : Sivil Toplum Kuruluşu (Non-Governmental Organization)

TSKB : Türkiye Sınai Kalkınma Bankası (Türkiye Industrial Development Bank)

SUMMARY

Grant Scheme for Labor Market Support Program for Young People Neither in Education nor in Employment (NEET PRO) aims to increase the employability of young people who are neither in education nor in employment, in line with the needs of the current labor market. In this context; It is prioritized to increase the participation of young people who are neither in education nor in employment in the workforce by introducing comprehensive, holistic and active labor market measures.

The priority areas of the grant program are important. It is planned to include people between the ages of 15-29, who are neither employed nor in education, as the target audience in the project. It is important to reach the young people in the target group planned to be included and ensure that they are registered with İŞKUR. Within the scope of the project; vocational training, entrepreneurship training programs, on-the-job training, daily training to develop general skills for the labor market (communication skills, business skills, leadership skills, problem solving, computer use skills, etc.) and social skills (Motivation, self-confidence and self-awareness, etc.). It is aimed to increase employability and improve the competencies of young people who are neither in education nor in employment in line with the needs of the local labor market, through the Active Labor Force Program, which is based on training provided with subsistence allowance and implemented by İŞKUR. In addition, it is planned to support the active job search of young people who are neither in education nor in employment through the implementation and monitoring of the İŞKUR Individual Action Plan, which ensures the provision of allowances and/or relocation allowance to job seekers in close cooperation with İŞKUR provincial directorates through Job and Vocational Consultants. The project proposal is expected to cover all of the stated priority areas. In this context, it is stated that the projects to be submitted should not be shorter than 10 months and longer than 12 months.

In this context, the contracting authority for the Grant Program for the Labor Market Support Program for Young People Who Are Neither in Education nor in Employment is the Department of European Union and Financial Assistance of the Ministry of Labor and Social Security of the Republic of Turkey. Detailed information about the program can be found on the website <https://www.ikg.gov.tr/>

The prepared report presents an impact analysis study for the "Professional Development and Entrepreneurship Program in Digital Media" project supported within the scope of the Labor Market Support Program for Young People Not in Employment, Education

or Training (NEET PRO). In this context, the report investigates the impact of increasing the employment of young people who are neither employed nor in education in the digital media sector. In addition, the report also investigated whether young people's design-oriented innovative business ideas for this sector are supported, taking into account the current labor market needs.

1. ENTRANCE

While the exclusion of NEETs from education, training and work processes causes economic and social costs, it also poses risks to social welfare and social peace dynamics in the medium and long term.

According to the research "Catalyst for sustainable and inclusive development: Youth empowerment" published by the Industrial Development Bank of Türkiye in May 2021; In 2019, approximately 13% of young people in OECD member countries were classified as NEET. It has been stated that Türkiye has the highest rate in this share and the percentage with the highest gender inequality in NEET rates. Additionally, it was emphasized that the NEET rate among women aged 15-29 in Türkiye is at 40%.

TSKB Economic Research emphasizes that low employment and labor force participation rates of young women in Türkiye are another serious problem for the Turkish labor market. In the report, it is stated that Türkiye is one of the countries with the lowest labor force participation of women in the 15-24 age range. According to the research, the average labor force participation rate of women in Türkiye in 2019 was 32.6%. Additionally, only one in every five young women in Türkiye is employed.

In addition to all these processes, the COVID-19 epidemic has had a devastating impact on the labor market. For this reason, it has been observed that the difficulties faced by young people around the world are increasing. According to ILO estimates, 8.7% of young people lost their jobs due to the pandemic in 2020. The COVID-19 pandemic has accelerated digital transformation and negatively affected existing business lines and employment opportunities. In the country's economy, which has shrunk due to external reasons such as globalization, pandemic, war and migration, it has become important for businesses to be more active in order to exist in both the domestic and foreign markets. In addition, it has become much more important for businesses to open new areas for themselves in a competitive and innovative way.

In today's conditions, digital transformation, digital marketing and new media tools are critical. Qualified young people are needed for the digital sectors emerging in the new order.

The need for digital skills across all sectors and businesses has accelerated since the onset of COVID-19. In parallel with the developments and changes in today's world, consumer expectations are rapidly changing and reshaped. In this journey of change, in the digital universe, which is the communication environment where the highest contact with consumers is provided; Communication and recognition are becoming more difficult, and competition is increasing day by day. The process of touching, influencing and directing the consumer to the target involves adding extra values and approaches to standard communication channels and methods. From this point of view, digital media tools emerge as one of the key competencies of the future in terms of employment and entrepreneurship.

While the traditional media sector consumes both energy and resources, the digital media sector is a much better alternative in terms of combating the climate crisis and sustainable development. For this reason, attention was paid to recycling, clean energy and environmental cleanliness in all activities in the project.

With the sustainable network established with the public, NGOs, universities and private sector, career guidance, project market, employment fair etc. are organized, especially with the contributions of Adana İŞKUR Directorate. With the applications developed, the Professional Development and Entrepreneurship Program in Digital Media project met the specific objectives of the program in the region in the short term.

In this context; With the Professional Development and Entrepreneurship Program in Digital Media project supported within the scope of the Labor Market Support Program for Young People Not in Employment, Education or Training (NEET PRO), it is aimed to increase the employability of NEET young people, who are the primary target group, for the digital media sector and to design young people in the specified sector within the current labor market needs. It is aimed to support focused innovative business ideas.

Information about the employment rates of NEETs in the region was given with the problem and target tree, which was revealed as a result of web research on the youth unemployment problem, literature review, interviews with NEETs in the target audience and potential stakeholder institutions, and in this context, activities that were expected to contribute to the project proposal were planned and carried out.

Social networking for participants, snowball outreach method, personal relationships, etc. Activities were organized using Training on general skills was provided and within this scope; for communication skills, presentation skills, interpersonal skills, etc. Trainings were provided and activities for job skills were also put forward. Participants improved their social and communication skills during the project activity. Training has been provided to support

NEETs' integration into the labor market or their socio-psychological development. Career guidance and counseling were provided, and individual or group-based, face-to-face or internet-based activities were organized. In this regard, İŞKUR services, one-on-one consultancy services, job clubs and job search guidance services were used. Professional development modules were introduced and training providing certificates was provided (See Table 1). In order to raise awareness among the target group, activities on job search skills training, job clubs, social assistance and information were organized. Employment fairs and career days were organized for the target group, NEETs.

Table 1. Vocational Trainings

Vocational Trainings
Diction and Effective Communication
Advertising-Copywriting
Digital Marketing and Social Media Expertise
Editing Editing and Post-Production Techniques
Script Writing
Graphic Design
Visual Effects and Composition
Advanced Photography
Internet Journalism and Journalism
Cinematography
3D Animation
Technical English

Technical visits were made to media centers to observe practices and practices. New methods and approaches in the labor market for the integration processes of NEETs were conveyed to the participants and workshops were organized to share good practices in the field. Activities for monitoring and implementing IAPs are designed in close cooperation with İŞKUR services. Cooperation and coordination activities have been established between employee organizations, employer organizations, universities, professional organizations and other relevant actors.

Digital environments were established to disseminate and gain visibility of the project. In this context, a website and three social media accounts were created. Throughout the project, visuals and contents were compiled and all activities were shared through these channels. The rights-based approach, the principle of equal treatment and multiple disadvantages were taken into account in the design and implementation of project activities.

30 young NEET participants between the ages of 15-29, selected from among the applications, were given 240 hours of theoretical training, 180 hours of practical training and

120 hours of awareness training. Personal and social awareness development trainings were provided online via the website (See Table 2). Online training modules are published in Turkish on the website. Since there were no Arab participants, the language of instruction was Turkish. In order to measure the change and development aimed at the project, reliable and online pre-test and post-test surveys were administered to the participants for each application module, supported by questions open to interpretation. Participants were asked to perform tasks based on teamwork and project presentations based on social development and skills to measure performance development, such as team games and team presentations, and technical development was monitored.

Table 2. Personal and Social Awareness Development Trainings

Personal Trainings	Social Trainings
Self-Awareness and Self-Confidence	Active Citizenship and Human Rights
Motivation and Determination	Occupational Health and Safety
Leadership and Entrepreneurship	Participation and Good Governance
Crisis Management and Problem Solving	Sustainability and Development

Within the scope of training activities for the target audience, six local media trips, one national technical trip and a project market were organized. We went to Istanbul as part of a national technical trip. Interviews were held with TRT World, TR News, Anadolu Agency Kum Yapım and TRT 2 officials. Neets exchanged information and ideas with the authorities. Within the scope of the local technical trip, digital media sectors operating in Adana, Hayat Medya, Filiz Yıldırıncı Advertising Agency, Demirören News Agency, Barış Newspaper, 5 Ocak Newspaper and 5 Ocak TV were visited and information was exchanged about the project. Project-specific news broadcasts were encouraged in the local press, and in this context, the project's promotional program was broadcast live on Radio Barış. Within the scope of the project, participants attended the meetings held by İŞKUR in Ankara. Within the scope of the study visits, meetings were held with five commercial organizations, five local NGOs and ten administrative institutions. However, it was not possible to go to Berlin within the scope of the global technical trip specified when the activities were defined. Necessary correspondence was made with the contracting authority regarding the European Championship and the technical trip to Germany, which could not be attended due to visa problems, and this situation was stated.

The trainees visited the Ulu Camii, one of Adana's historical mosques, for a photo shoot and Studio Akgönül to see photography in action.

In the Project Market Workshop, participants exhibited their activities throughout the project. Within the scope of career events, four career meetings and an employment fair were organized. In this context, the activities expected to contribute to the project were carried out within the specified period. (See Table 3) The events lasted 2 days, where many company officials opened their own stands at the employment fair, and NEETs met one-on-one with the company owners and applied for jobs.

Table 3. Activities

ACTIVITIES		MONTHS
1- PREPARATION AND ESTABLISHMENT	1.1 Formation of the Project Team and Advisory Board	1-2
	1.2 Equipment and Hardware supply	
2- PUBLICITY AND CANDIDATE SELECTION	2.1 Establishing Digital Environments	3-6
	2.2 Opening/Project Promotion Organization	
	2.3 Candidate Selection	
3-TRAININGS	3.1 Vocational Training	7-10
	3.2 Individual Training	
	3.3 Social Education	
4-INDIVIDUAL ACTION PLAN AND EVENTS	4.1 Educational Events	11-12
	4.2 Career Events	
	4.3 Individual Action Plan (IAP)	
5- CLOSING	5.1 Evaluation and Reporting	11-12
	5.2 Project Closing	

It was stated that a new association would be established at the end of the project, which would work on the project theme and reach new participants, but it has not been established yet. Although studies on this subject are ongoing; It is aimed to include the new association in national and cross-border networks, as well as to provide sponsorships from local supporters to work with different trainers in a similar program, and to apply for EU and local grant programs through the new association.

Labor Market Support Program for Young People Neither in Education nor in Employment (NEET PRO)” was implemented under IESP SOP Employment operations.

In this project, which covers all added value elements included in the Employment, Education and Social Policies Sectoral Operational Program (IESP SOP); Awareness-raising activities were carried out on the employment of women, young people and disadvantaged people, and trainings were provided for the unemployed. Career events, project markets, fairs, conferences and seminars were organized with the participation of relevant actors.

2. METHOD

Impact analysis studies are divided into two classes in terms of methodology. These are called quantitative approach and qualitative approach. Both approaches have their strengths. Therefore, applying an appropriate approach for effective analysis is important to provide reliable inferences.

In this study; A retrospective evaluation study was conducted to understand the impact of the Professional Development and Entrepreneurship Program in Digital Media more comprehensively and to observe its impact on the participants. An online survey was prepared to observe the opinions and experiences of the participants. In addition to the online survey, focus group meetings and interviews were used for retrospective evaluation. The impact evaluation study was conducted retrospectively. A report content focused on participants' feedback was created.

Within the scope of the study, an online Impact Assessment Survey was prepared for final beneficiaries. The data obtained from the online survey was evaluated, and then a focus group meeting was held to evaluate the impact on the final beneficiaries during the project process. 28 out of 30 final beneficiaries responded to the survey. The survey questions were created in order to obtain information about the impact of the project on the participants by examining the demographic data of the final beneficiaries of the grantee project, revealing the outputs regarding the effectiveness of the project. Focus group meetings held after the online survey consist of groups of 8 to 10 people. The participants' opinions were consulted at the end of the project and information was obtained about the changes that occurred in them.

This report; It is aimed to support more effective work for the future by seeing what impact the grant support provided on the project has on the beneficiary institution and final beneficiaries.

The results of the online survey and focus group meetings were evaluated in detail; As a result of the resulting data, the report content was created.

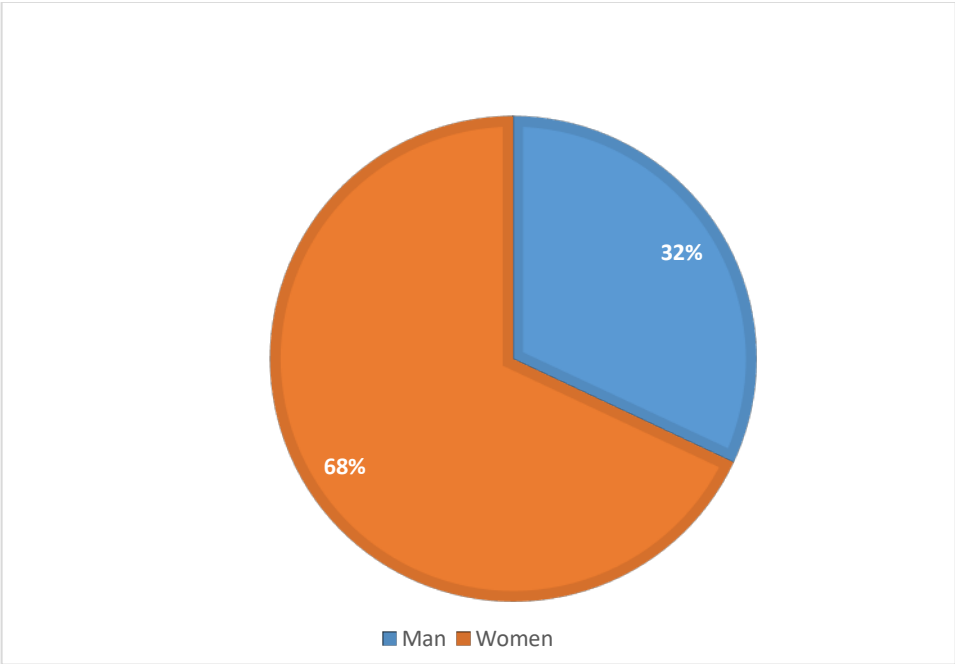
3. IMPACT OF THE PROJECT

The analysis of project outcomes was prepared in line with the data obtained from the participant survey and focus group discussions. An attempt was made to evaluate the impact of the implementation and completion processes of the project on the participants. It is aimed to determine the positive and negative changes created by the project supported within the scope

of the program on the final beneficiaries.

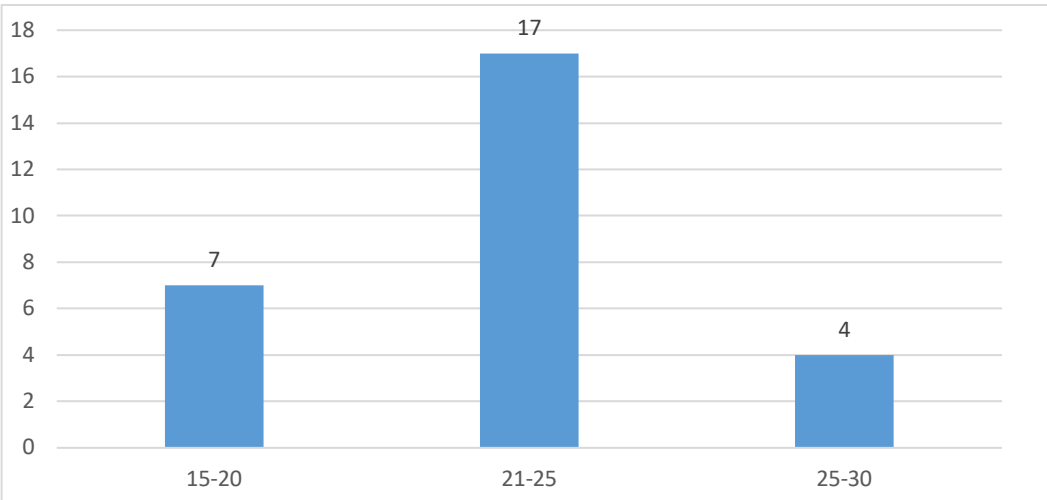
28 out of 30 final beneficiaries participated in the Online Impact Assessment Survey. A target of at least 50% female participants was set as the final beneficiary of the project. Considering the applied impact evaluation survey, the number of female participants is at a significant level of 68%. The number of male participants is 32%. (See Chart 1)

Chart 1. Participant Gender Ratio (%)



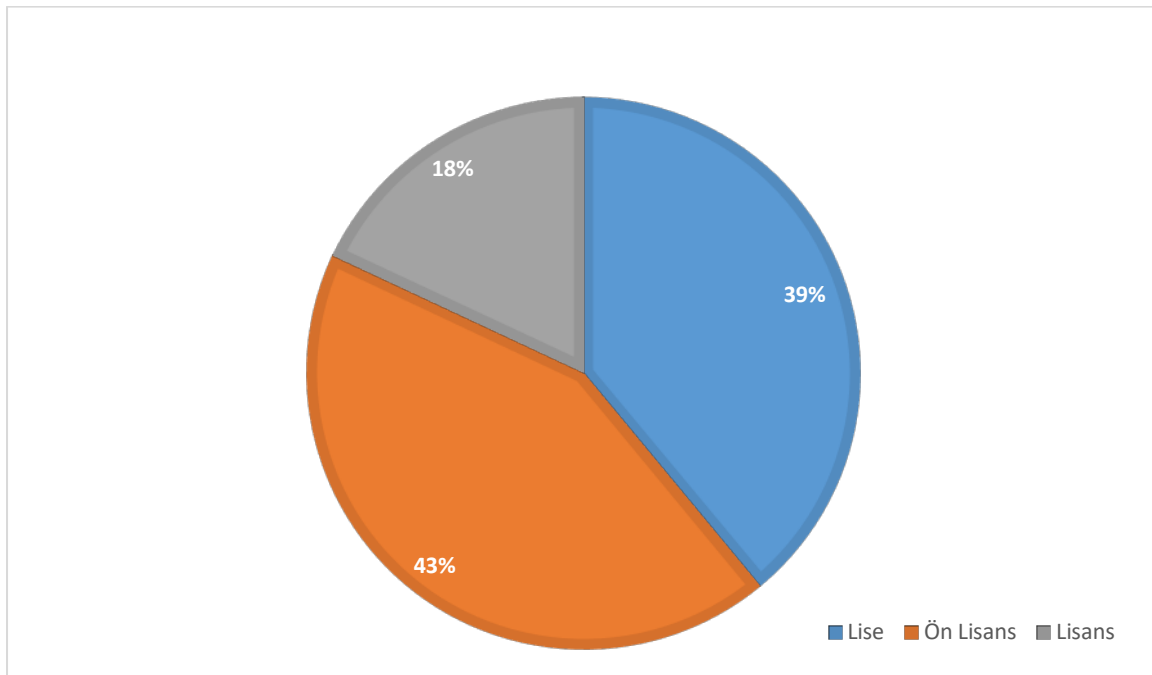
The age range of the final beneficiaries is presented in Chart 2. In this context, the highest participation rate is in the 21-25 age range. While 17 participants are in the 21-25 age range, this group is followed by 7 participants in the 15-20 age range. There are 4 participants in the 25-30 age range.

Chart 1. Final Beneficiary Age Range



When the education level of the participants is examined, it is seen that the number of participants with an associate degree, which has the highest percentage share, is 43%. Subsequently, 39% of the participants were high school graduates. The number of undergraduate graduates participating is 18%. (See Chart 3)

Chart 2. Participant Educational Status



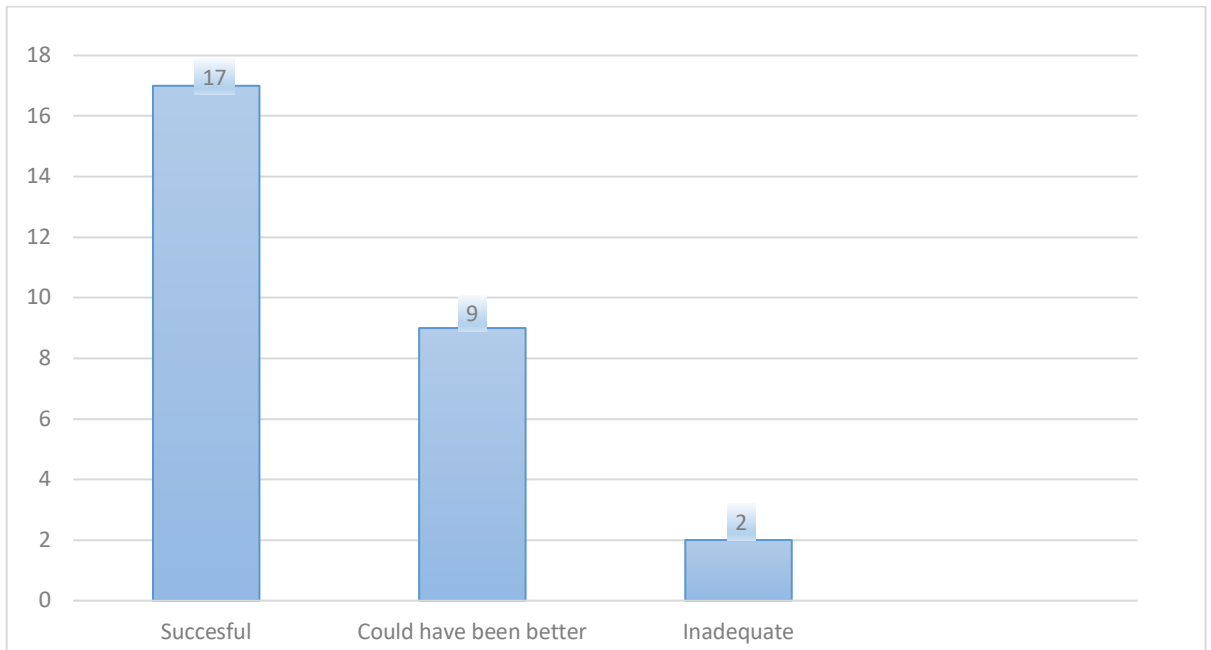
3.1. CHANGES IN FINAL BENEFICIARIES AND THEIR FEEDBACK

The impact of the project and project activities was evaluated on the final beneficiaries who responded to the online impact assessment survey. 28 out of 30 final beneficiaries participated in the survey. In addition, as a result of a retrospective evaluation through focus group studies, the opinions of the final beneficiaries regarding the project and project activities were taken into account. In this context, the questions asked are shown with the answers given in the graphs below and the relevant opinions are detailed.

When the answers given by the final beneficiaries to the question "How did you find the project management process of the project team?" were examined;

The answer "I found it successful" was evaluated by 17 participants, the answer "It could have been better" was evaluated by 9 participants, and the answer "Inadequate" was evaluated by 2 participants. (See: Chart 4)

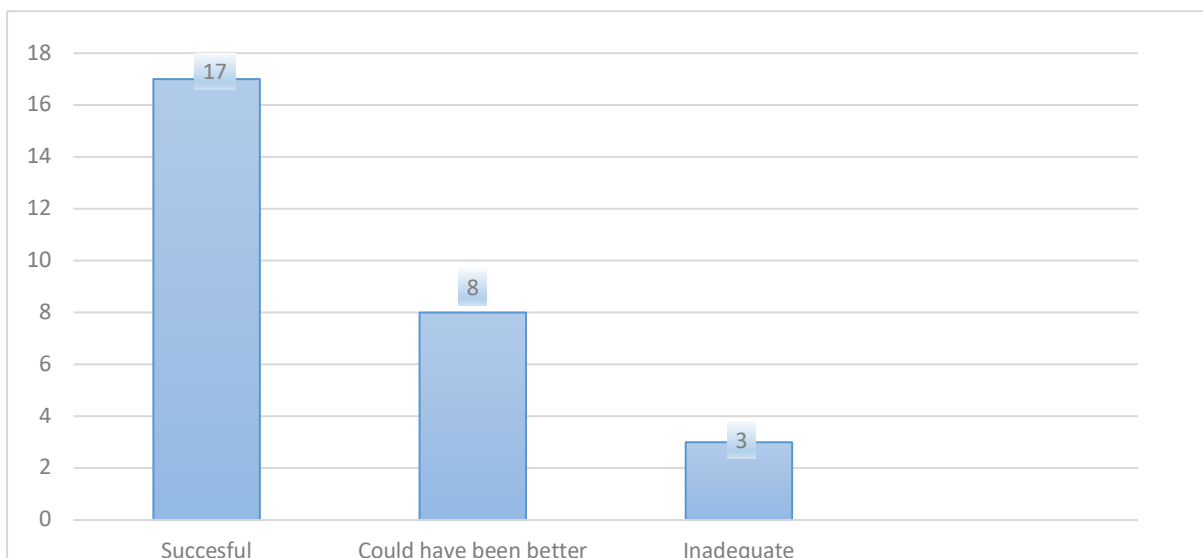
Chart 3. Evaluation of the project management process



When the answers given by the final beneficiaries to the question "How did you find the preparations for the project?" were examined;

The answer "I found it sucesful" was evaluated by 17 participants, the answer "It could have been better" was evaluated by 8 participants, and the answer "Inadequate" was evaluated by 3 participants. (See: Chart 5)

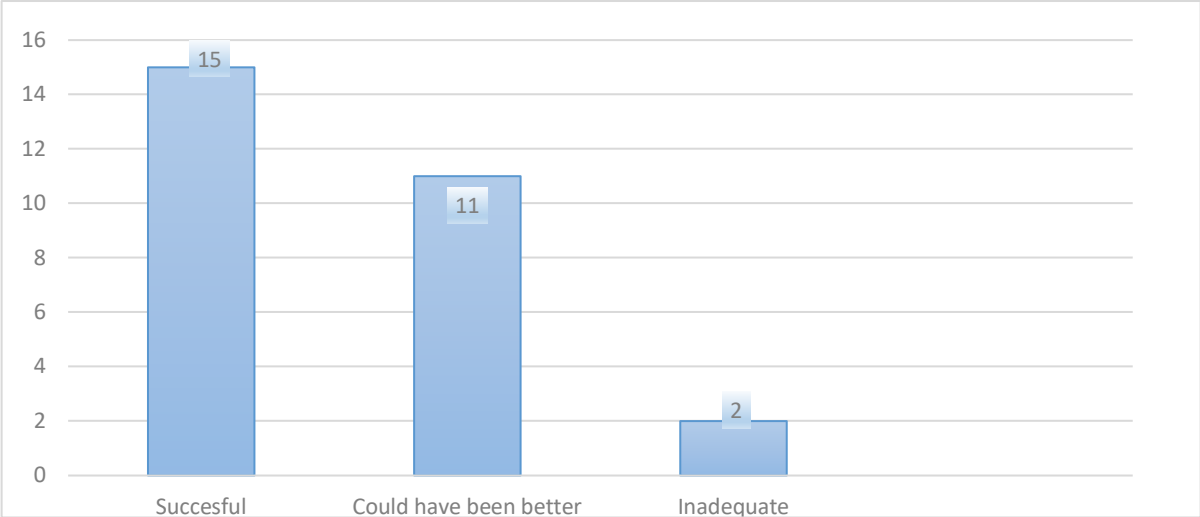
Chart 4. Evaluation of preparations for the project



When the answers given by the final beneficiaries to the question "How did you find the activities carried out within the scope of the project?" were examined;

The answer "I found it successful" was evaluated by 15 participants, the answer "It could have been better" was evaluated by 11 participants, and the answer "Inadequate" was evaluated by 2 participants. (See: Chart 6)

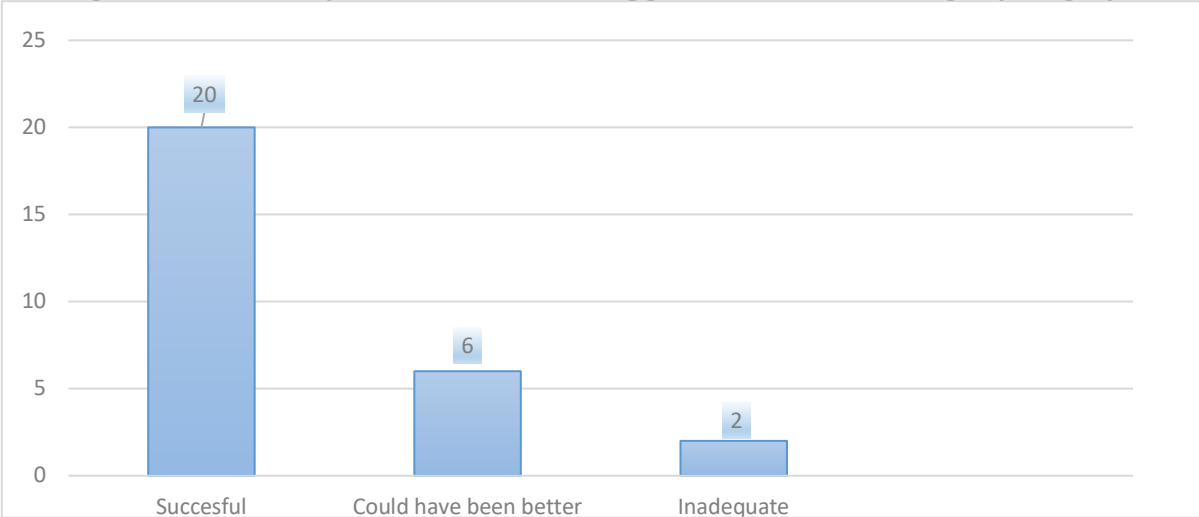
Chart 6. Evaluation of the activities carried out within the scope of the project



When the answers given by the final beneficiaries to the question "How did you find the vocational training provided within the scope of the project?" were examined;

The answer "I found it successful" was evaluated by 20 participants, the answer "It could have been better" was evaluated by 6 participants, and the answer "Inadequate" was evaluated by 2 participants. (See Chart 7)

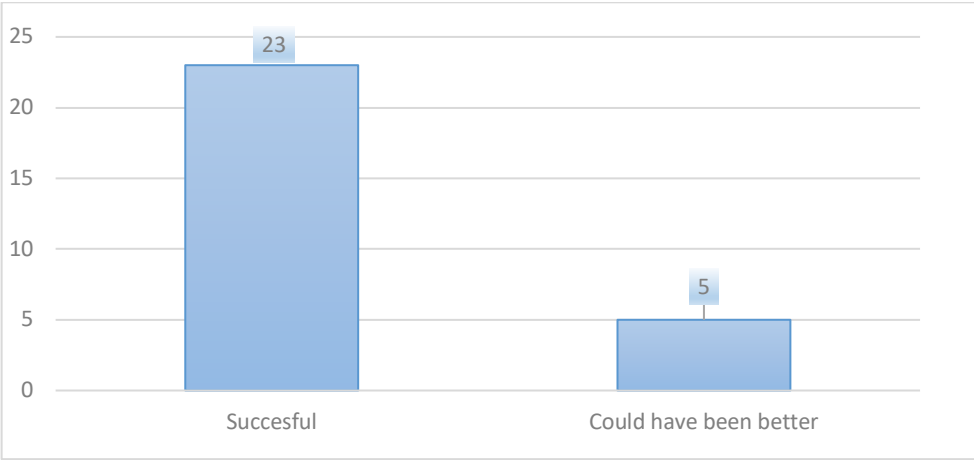
Graph 7. Evaluation of the vocational training provided within the scope of the project



When the answers given by the final beneficiaries to the question "How did you find the places where the activities and trainings were carried out within the scope of the project?" were examined;

The answer "I found it successful" was evaluated by 23 participants, the answer "It could have been better" was evaluated by 5 participants, and the answer "Inadequate" was evaluated by 0 participants. (See: Chart 8)

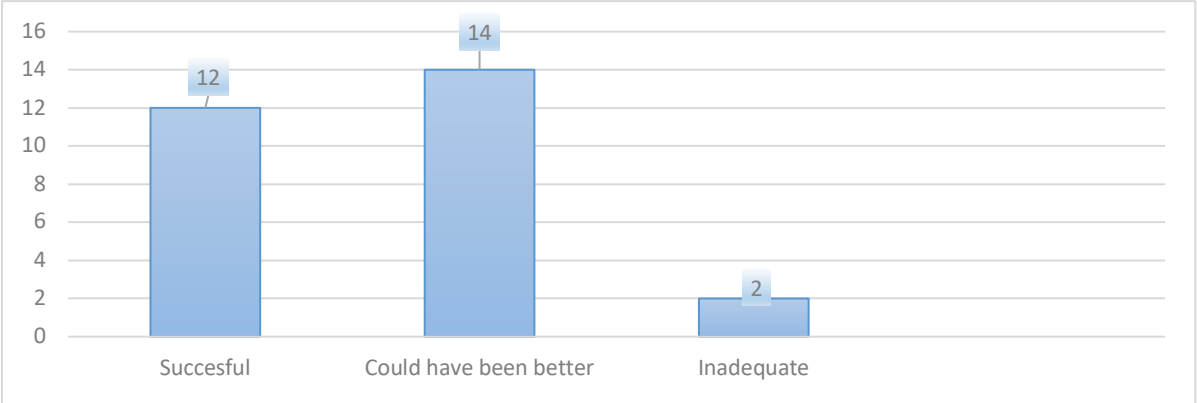
Graph 8. Evaluation of the places where activities and training are carried out within the scope of the project



When the answers given by the final beneficiaries to the question "Were the equipment/materials used within the scope of the project sufficient within the scope of training?" were examined;

The answer "I found it successful" was evaluated by 12 participants, the answer "It could have been better" was evaluated by 14 participants, and the answer "Inadequate" was evaluated by 2 participants. (See Chart 9)

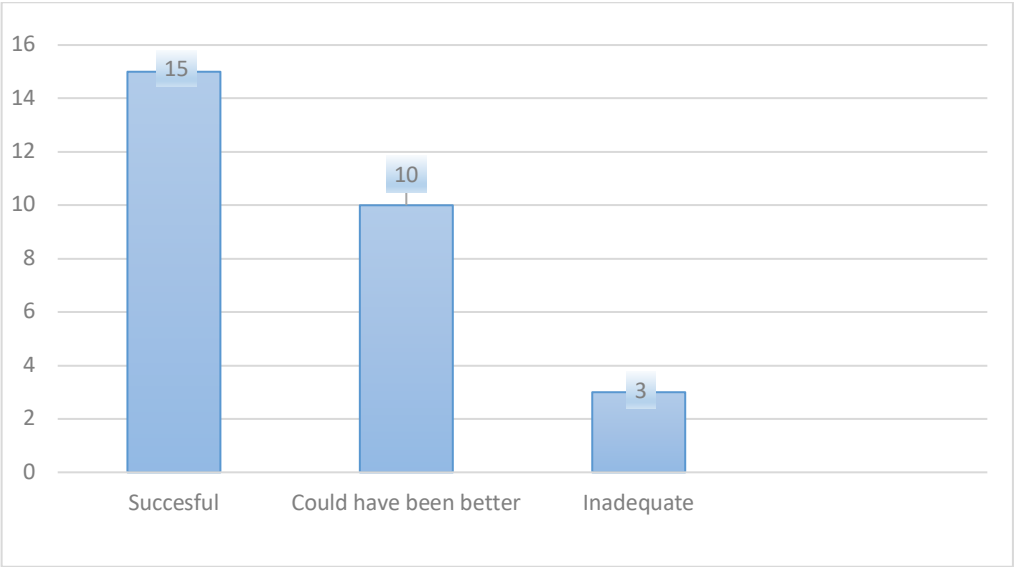
Graph 9. Evaluation of equipment/materials used within the scope of the project



When the answers given by the final beneficiaries to the question "Do you think the goals and objectives set at the beginning of the project were achieved?" were examined;

The answer "I found it successful" was evaluated by 15 participants, the answer "It could have been better" was evaluated by 10 participants, and the answer "Inadequate" was evaluated by 3 participants. (See: Chart 10)

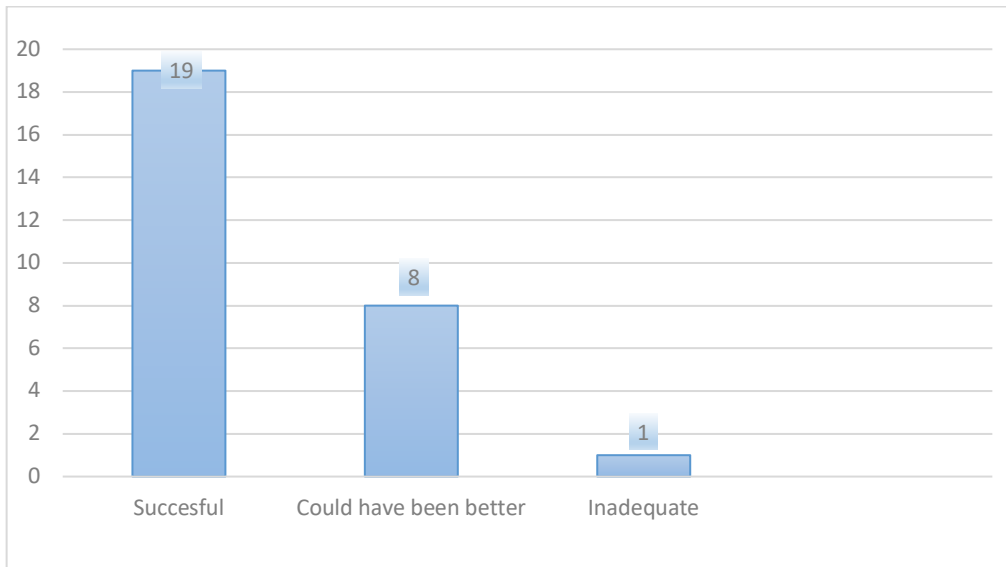
Graph 10. Evaluation of the level of achievement of the goals and objectives of the project



‘When the answers given by the final beneficiaries to the question 'Did the project activities contribute to you?' are examined;

‘The answer "I found it successful" was evaluated by 19 participants, the answer "It could have been better" was evaluated by 8 participants, and the answer "Inadequate" was evaluated by 1 participant. (See: Chart 11)

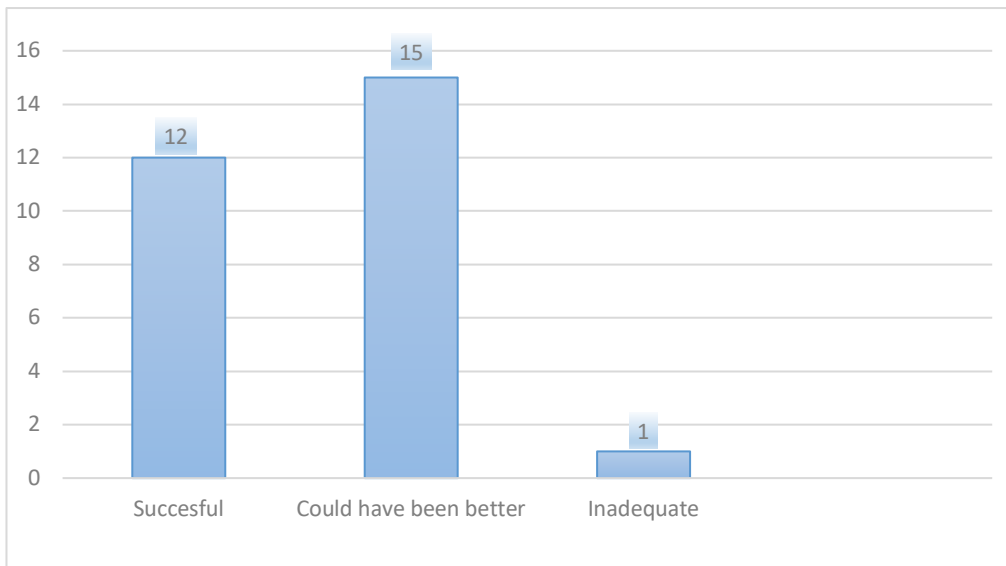
Graph 11. Evaluation of the contribution level of project activities to participants



When the answers given by the final beneficiaries to the question "Did the project activities meet your expectations?" were examined;

The answer "I found it successful" was evaluated by 12 participants, the answer "It could have been better" was evaluated by 15 participants, and the answer "Inadequate" was evaluated by 1 participant. (See: Chart 12)

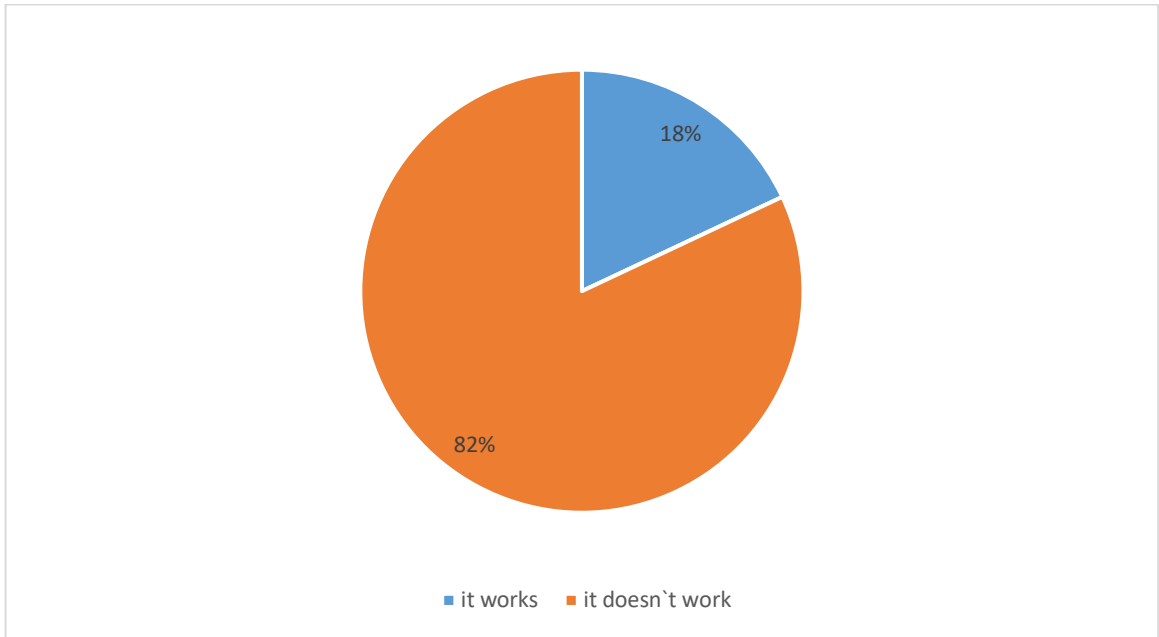
Graph 12. Evaluation of the level of meeting expectations of project activities



When the answers given by the final beneficiaries to the 'Please indicate your employment status' section are examined;

'The answer 'It works' was evaluated by 18% of the participants, and the answer 'It does not work' was evaluated by 82% of the participants. (See Chart 13)

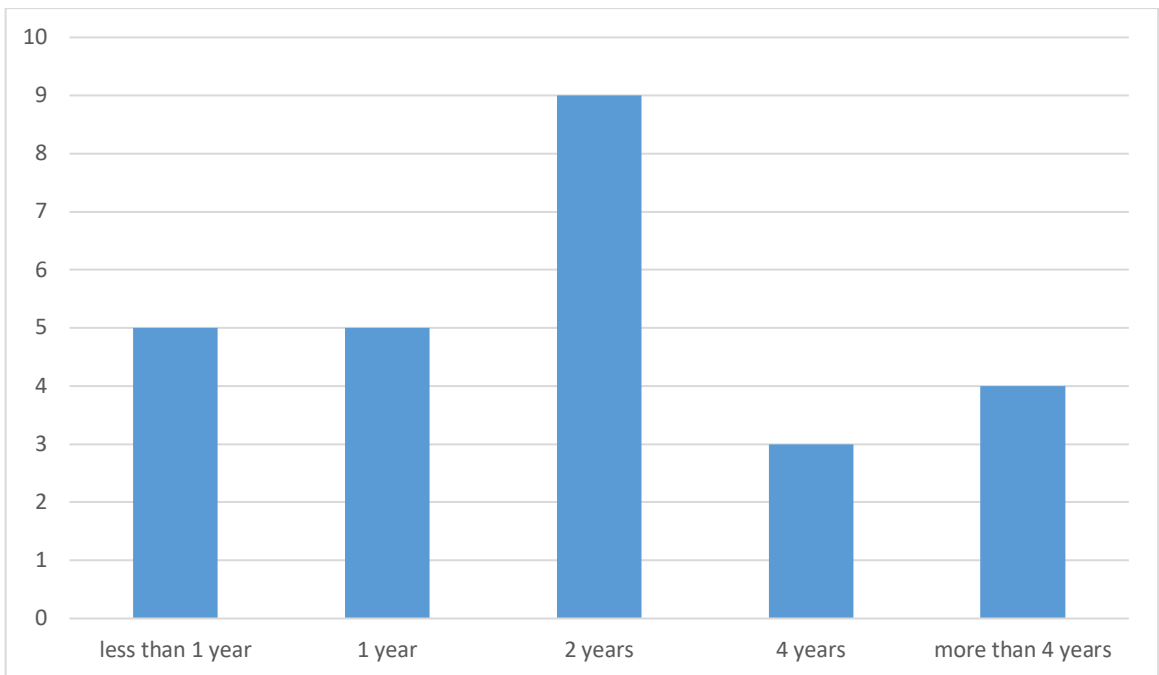
Graph 13. Participant business situation



If you are not working, how long have you been unemployed? When the answers given by the final beneficiaries to the question are examined;

The distribution of the answers given by 26 out of 28 participants in the survey is shown in the graph. Two participants who were NEET PRO students were employed. (See Chart 14)

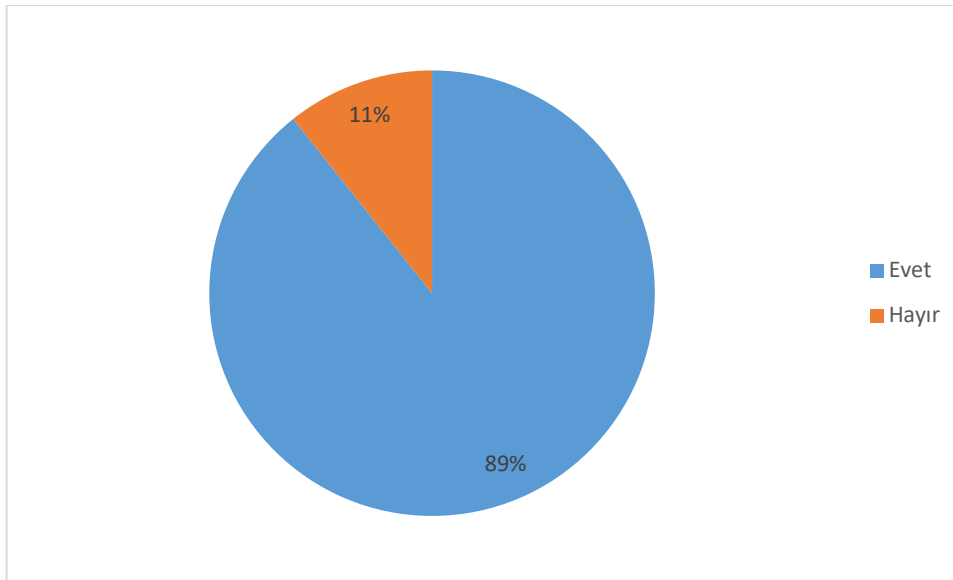
Chart 14. Participant unemployment duration



When the answers given by the final beneficiaries to the question "Are you continuing to look for a job?" are examined;

'89% of the participants evaluated the 'Yes' answer and 11% of the participants evaluated the 'No' answer. (See Chart 15)

Graph 15. Participant job search status



In this context; When the Impact Assessment Survey is examined, the answers given by the final beneficiaries can be seen through graphics. Although the answers to the questions vary, among the questions asked to the final beneficiaries, "How did you find the places where the activities and trainings were carried out within the scope of the project?", the answer "I Found It Successful" was the answer marked by the highest number of participants. For the question 'How did you find the vocational training provided within the scope of the project?', the answer 'I found it successful' is one of the answers marked by the highest number of participants. In addition to this framework, let's examine the opinions of the final beneficiaries about the project received through focus group meetings and the impact evaluation survey:

'Before I came to the project, I thought we could not do it, but this project is a very good project in terms of paving the way for young people, that is, I think it increases the self-confidence of young people. I can say that this project is better than what I thought.'

'Our training was good, we got along very well with our teachers. Our teachers gave us direction for our future. Our communication with our teachers was very good.'

'The teachers who took our classes were very good. They gave us a fluid lesson.'

'In this period, just being a university or high school graduate is not enough. That's why the education given here has many advantages for me. I think this will make my life easier.'

'The lessons in the project were chosen very well. The environment in which the courses in the project were taught was also sufficient. He was very good at the harmony between the participants.'

'Overall, the project was beneficial to me. I learned new things in graphic design and similar fields and my interest increased. I think it will be beneficial for your certificates. Our teachers were very good, I felt the teacher's competence in almost all lessons. We practiced a lot, which was good for our learning.'

3.2. POINTS FOR IMPROVEMENT

A significant number of participants in the Impact Assessment Survey stated that the vocational training provided within the scope of the project had a positive impact on meeting their expectations. In addition, there is a majority of positive opinions regarding the adequacy of the spaces where activities and training take place. They stated that they did not encounter any problems in this context. In addition to this information, the problems encountered by the participants are shared below.

In the focus group discussions, the participants expressed negative opinions about the online courses given within the scope of the project. This situation was expressed by the final beneficiaries as follows:

'There were times when classes started late. We had computers and sometimes encountered programmatic errors.'

'The lessons seemed to be given superficially rather than in depth. Lessons could be spread over longer periods of time.'

'I think it would be more productive if the variety of courses was reduced and the depth of knowledge was increased. The lessons were good but superficial.'

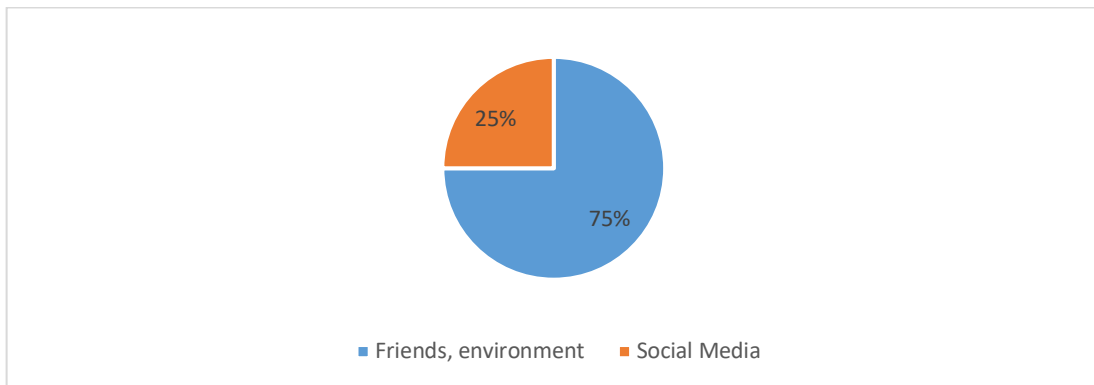
'The number of online trainings could have been reduced and more applied training could have been given.'

Participants emphasized that they could get more efficiency if the depth of the lessons was increased.

When the answers given by the final beneficiaries to the question "Where did you hear about the project?" in the impact evaluation survey applied to the participants were examined;

'75% of the participants evaluated the answer 'Friends, environment' and 25% of the participants evaluated the answer 'Social Media'. (See Chart 16)

Graph 16. Communication channel through which the participant heard about the project



For this reason, when we look at the answers given by the participants to the question "Where did you hear about the project?", the rate of participants who got involved by hearing about it through social media channels is remarkable. In this process where digitalization has gained importance, the active use of digital media tools, which is also the focus of the project, has been carefully stated.

Considering the answers given by the final beneficiaries to the question 'Was the equipment/material used in the project sufficient within the scope of training?' While 14 out of 28 participants evaluated it as 'could be better', 2 participants found it 'inadequate'. Participants suggested that this issue was an area open to improvement.

To the question 'Did the project activities meet your expectations?', 15 out of 28 participants who participated in the impact evaluation survey answered 'it could have been better'. The opinion on this issue appears in connection with the cancellation of the technical trip to Germany.

In the project, it was not possible to go to Berlin, which was planned as part of the global technical trip. The contracting authority was contacted regarding the technical trip to Germany, which was mentioned while defining the activities and could not be attended due to visa problems, and this situation was stated. Necessary correspondence was made with the competent authorities regarding the trip that could not be realized. Cancellation of the trip is unforeseen. However, it is evident from the discussions held in the focus group meetings that the participants have high expectations regarding the global technical trip. They expressed their thoughts on this issue with the following sentences:

“Going to Germany was a great motivation for me and I was very excited. I was quite surprised and saddened when I learned that we could not go.”

‘I think the project could have been more productive if the applications and technical visits were increased. I would like to go to Germany and observe the experiences there.’

In summary; The processing and content of online training can be considered as one of the main areas that need improvement. P During the project process, the failure to meet the participants' expectations of having a global experience opportunity with the technical trip to Germany was also identified as a problem that needed to be addressed.

4. CONCLUSION AND RECOMMENDATIONS

With technological developments, digital transformation has begun to deeply affect every aspect of our business life. It has become inevitable to keep up with digitalization in all business processes, from communication to data analysis, from marketing strategies to product and service offerings. This transformation has also shaped our ways of doing business, workplace cultures and recruitment processes. Innovations such as automating our business processes and increasing use of artificial intelligence and machine learning in the workplace enable us to be more efficient and achieve our goals faster.

The business world of the future is based on the principles of flexibility and freedom. The continuous development of technology and digitalization allow employees to carry out their work from anywhere without being tied to the Office.

In this context; Digital media tools have important dimensions in the business value chain, from new product/service design and production processes to marketing and sales processes.

Digital media; It has facilitating opportunities for vulnerable groups such as disabled people, women and refugees, whose NEET rate is higher than other groups. In addition, digital media is critical in attracting the target audience, teaching and guiding what they do not know. Digital content changes the minds of the target audience and influences their decisions.

In this context, the Professional Development and Entrepreneurship Program in Digital Media focuses on meeting the needs of the current labor market in increasing the employability of 30 NEET young people within the borders of Adana province for the digital media sector and supporting innovative business ideas of entrepreneur candidates for this sector.

The Labor Market Support Program for Young People Neither in Education nor Employment (NEET PRO) aims to support the employability and labor market participation of young people who are neither in employment nor education through comprehensive and holistic labor market measures. In this context, the expected outputs from the Program are stated below:

- a. Development of trainings, Individual Action Plan and Job Search Allowance Implementation and Monitoring Model, and supporting the capacity of İŞKUR through study visits,
- b. Reaching NEETs, their families and relevant stakeholders through outreach strategy, communication and visibility activities,
- c. Contributing to policy making by improving knowledge about NEETs.

Within the scope of the Grant Program, Grant Agreements worth a total of 18.8 million Euros were signed in May 2023 for 58 projects that were deemed worthy of funding among hundreds of project proposals. The following activities are basically envisaged for projects with a duration of 12 months:

- Reaching NEETs between the ages of 15-29 and ensuring that they are registered with İŞKUR,
- Through Active Labor Market Programs (ALMP); In order to increase the employability of NEETs;
 - i. certified vocational training,
 - ii. entrepreneurship training programs

- iii. on-the-job training,
- iv. By providing daily allowance to the participants through training focused on productivity-enhancing skills (communication, management, leadership skills, problem solving, computer skills, etc.) and/or social skills (motivation, determination, self-esteem, self-confidence, self-awareness, etc.); It is planned to increase the qualifications of NEETs in line with the needs of the local labor market.

- It is important to prepare and implement Individual Action Plans with Job and Vocational Counselors in close cooperation with İŞKUR Provincial Directorates, monitor them by grant beneficiaries, and support the active job search processes of NEETs by providing Job Search Allowance and/or relocation incentives in this context.

This report tries to reveal the impact on the participants of the activities carried out in line with the objectives specified by the Professional Development and Entrepreneurship Program in Digital Media project supported within the scope of the Labor Market Support Program for Young People Not in Employment, Education or Training (NEET PRO). These goals are stated below:

Increasing the capacity of NEET young people to use digital media tools through professional development training,

Increasing the self-confidence of NEET young people in working and starting a business through personal development training,

Strengthening the relationships of NEET young people with the social environment through social development training

NEET young people determine their ideal career plans with career guidance,

Strengthening the employment and entrepreneurship networks of NEET youth through career events.

In this study, a retrospective evaluation study was conducted. The retrospective nature of the study allowed us to include limited views of the final beneficiaries. Surveys and focus group meetings were held to collect more data from the participants. In the focus group meetings and survey study, the opinions of the beneficiaries about the project were taken in order to understand the impact of the project. In this way, a report content focused on their feedback was prepared.

In addition to the positive results that the project created on the participants, as we have previously mentioned, some problems are also stated in the report. These include issues such as disruptions in the processing of online training, inadequacies in equipment/materials, and activities not adequately meeting the expectations of the participants. The communication

channel through which the participant hears about the project is another issue that should be taken into consideration. We can say that in the process of directing the target audience, additional efforts should be made to include digital media tools in the process to add extra values and approaches to standard communication channels and methods.

One of the problems stated by the participants is the Berlin technical trip that could not be realized. Providing detailed information to the participants on this issue, bringing together the authorized persons who are planned to take part in the global technical trip and exchanging ideas online with the participants can add value in terms of strengthening the project management. Additionally, since the project target audience is based on NEET youth, we can note that additional efforts are needed to ensure that young people with fewer opportunities have greater access to these projects. We can state that more efforts should be made to prioritize the inclusion of young people with limited resources in supporting projects in employment and education.

Aside from what needs to be improved, we can say that the project made significant contributions to the region and had a positive impact on the participants. In addition, the presence of young people who found employment opportunities at the end of the project left a positive impression on achieving the goals of the project. Overall, the Professional Development and Entrepreneurship Program in Digital Media project contributes to the capacity building of NEET young people and has positive effects on their employability potential by developing important competencies. We can state that the Professional Development and Entrepreneurship Program in Digital Media project meets the specific objectives of the program in the region in the short term.

ANNEXES

Professional Development and Entrepreneurship Program in Digital Media, Impact Evaluation Form:

This survey was prepared within the scope of the study carried out by Ülfet Education and Assistance Association to prepare the impact analysis report of the Professional Development and Entrepreneurship Program in Digital Media project implemented within the scope of the Grant Program for the Labor Market Support Program for Young People Who Are Neither in Education nor in Employment (NEET PRO). It is important that you fill out all questions accurately and completely in order to achieve the purpose of the study. Thank you in advance for your contribution to the study.

1. Please select your age range.

- 15-20 21-25 25-30
 31-35 35+

2. Please indicate your year of birth.

3. Gender

- Women
 Man
 I do not want to specify

4. Place of Birth

5. City of Residence

6. Please indicate your educational status.

- Primary School High School Licence
 Associate Degree Master's degree and
above

7. Please indicate your graduation date (dd.mm.yyyy).

8. State your employment status.

- Working Not working Student

9. If you are not working, how long have you been unemployed?

10. Are you continuing to look for a job?

- Yes No

11. Where did you hear about the project??

- Friends, Environment Social Media
 job search sites (Linkedin, Other:
Kariyer.net vb.)

12. How did you find the project management process of the project team?

- Successful Could have been better Inadequate

13. How did you find the preparations for the project?

- Successful Could have been better Inadequate

14. How did you find the activities carried out within the scope of the project?

- Successful Could have been better Inadequate

15. How did you find the vocational training provided within the scope of the project?

- Successful Could have been better Inadequate

16. Proje kapsamında faaliyetlerin ve eğitimlerin yürütüldüğü mekanları nasıl buldunuz?

- Successful Could have been better Inadequate

17. Were the equipment/materials used within the scope of the project sufficient within the scope of training?

- Successful** **Could have been better** **Inadequate**

18. Do you think the goals and objectives set at the beginning of the project were achieved?

- Successful** **Could have been better** **Inadequate**

19. How did the project activities contribute to you?

- Successful** **Could have been better** **Inadequate**

20. Did the project activities meet your expectations?

- Successful** **Could have been better** **Inadequate**

21. Are there any things you would like to specify within the scope of the project?

Focus Group Meeting Questions - Interview Flow:

The information you provide in this interview will be used not only individually but also collectively within the scope of this research. The interview is voluntary and you can end the interview at any time. Thank you for your contribution.

Your name and surname?

Do you think you can increase your professional and technical knowledge, skills and abilities in this competition you participated in? And what kind of contributions arise for you?

Generally speaking, what did this project you participated in add to you, apart from professional and technical knowledge? (Personal, emotional, etc.)

Are there any areas you find missing in this project you participated in? If so, can you please specify what it is?

How do you think this project you participated in could have been better?

Is there anything else you would like to share with us about the project?

Thank you very much for participating.

