

**CONSULTATIONS for
WORLD DEVELOPMENT REPORT
2007: NEXT GENERATION and
DEVELOPMENT
in TURKEY**

Turkey, 2006

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Introduction

Four separate WDR consultation meetings took place in Turkey within December 2005. Arsev Umur Aydinoglu (*made presentations and edited the report*) and Ozan Cakmak (*facilitated group works and last session & prepared the report*) organized these meetings with participation of young people in following cities:

- ***Istanbul, December 9, 2005***
- ***Eskisehir, December 12, 2005***
- ***Ankara, December 17, 2005***
- ***Ankara, December 21, 2005***

In total, 65 young people coming from different educational, cultural backgrounds and cities took part actively in the consultations. Each consultation lasted around five hours.

Methodology

Each consultation meeting started with a short introduction session. Then, three different powerpoint presentations were made by Arsev Umur Aydinoglu. These were presentations on World Bank, World Bank Youth Agenda and WDR 2007, respectively.

After the presentations, a Q&A session took place and participants had chance to ask their questions and make their comments on presentations.

After a short coffee-break session, participants splitted into three sub-groups according to these topics: *Education (Going to School)*, *Employment (Finding a Job)* and *Active Citizenship (Being a Citizen)*. This session was the heart of consultations since participants were given a chance to exchange their opinions among each other in their sub-groups on these topics.

Four different questions related with each topic given to participants and they were expected to discuss their own answers among themselves and ,at the end, to make brief group presentations on their answers to given questions.

Last but not least, before the closure of consultation meeting, a short interactive session was run in order participants to make their own recommendations to the World Bank about youth issues. They were asked to complete the sentence below by their own suggestions and wishes:

“If I were a young staff having a decision-making power in the World Bank....”

All the outputs collected during group-works in consultation meetings are prepared in tabular forms and presented in this report.

Moreover, in the annexes, some pictures from all consultation meetings, lists of participants and outputs of last session (*“if I were...”*) of each consultation attached.

a) Education (Going to School) Sub-Group

Q. 1) Do you feel that you learn “the right and necessary stuff” at the school?

ISTANBUL

- I do not believe that I learn right stuff in the school because;
- *It is too theoretical, practical part is missing.
- *Teachers should be more objective during lessons.
- *Students are imposed by official point of view of national education policies.
- *Students are not given an education which is enabling them to be more open-minded
- *Many things learnt in schools are not up-to-date.
- *Education system is based on mostly memorization and doctrinal point of view.
- *Lack of courses to prepare students to life.
- *Education system is not supporting socialization of students.
- *Exaggeration on national identity emphasis.
- *Religious education turns to a propaganda.
- *Non-existence of participative bodies in schools for students (i. e. student councils in secondary schools).
- *Low quality of courses on citizenship rights.
- *School is recognised just as a process to step further.
- *It is difficult to apply knowledge gained in the school to daily life.

ESKISEHIR

- No;
- During secondary education, we do not get sufficient background. In university, the knowledge passed on are far from practice.
- We all are given technical knowledge but no possibility/opportunity of doing practice.
- In school, they do not teach what I really need.
- We do not have teachers qualified enough to pass on “right things”to us. The biggest reason is that our education system is far from practice.
- We are given useless things to learn. And there is complete dominance of theoretical education.
- Education is based on memorization in general.

YOUTH VOICES

- I learned necessary things but methodology was not appropriate one.
- There was repetition in education.
- System would be based on “learn to learning”.
- Current system is not providing criticism/questioning skills to students.
- There would exist more courses applicable to daily life in the curricula
- There would be several courses on general culture

ANKARA

- Education we are given in the school is based on memorization & is not supported by visual tools. Especially, in first years, it is hard for that ages of students. Moreover, objective knowledge is not given in high school level
- Current education system has not places for alternative ideas. For instance, only current education system is included in the curricula. Marxist Economical system is not covered enough. More importance should be given to vocational education.
- The biggest handicap of our education system is that it damages analytical-thinking ability of students It does not let students broaden their vision. And, also in private universities, there occurs a conflict on education language between Turkish & English.

- We get right stuff in the school but insufficiently. Views different than teachers' are considered less important... Creativity is less & almost no discussion during lessons
 - The education we get is too theoretical, not fitting to real life, and leaving students out of the system...
 - In primary school level, education is not enabling students to discover their own skills. In tertiary education level, there are too many courses & no practice opportunities.
 - No, we do not learn right things in the school. It depends on what teacher wants to give students. Teachers would be supervised effectively. They would be motivated & their income would be increased satisfactorily enough.
-

Q. 2) What motivates you and what do you like best at school? What makes you want to work harder?

ISTANBUL

- If content of courses and style of teachers to transfer knowledge are interesting for me, only then I am getting motivated.
- The positive attitude of instructors
- Meeting with my friends and playing games with them in school
- Recognition & appreciation of my success in the school
- Mutual understanding between myself and teachers
- Attractive style of teaching of instructors.
- Topics that I am interested and I believe that they will be useful in my life.
- My desire to gain knowledge.

ESKISEHIR

- My worries about future increase my motivation towards school. I think that I have to study more and overcome such worries by having successful degree at school.
- Getting good grades and support of my family for my success,
- Support of school administration,
- Due to financial constraints, desire for having job by finishing school as soon as possible,
- Will of reaching my dreams,
- My social life,
- Walking on the path through my vision,
- Happiness in successes,
- Doing successful jobs in NGOs, and getting appreciation for my efforts, motivates me towards the school as well
- Group works with my classmates for doing assignments,
- Getting pleasure of success&desire for accomplishment after doing unsuccessful work
- Getting support for my success&social activities that I enroll.
- My friends, facilities of school

YOUTH VOICES

- Teachers,
- Curiosity & will on topics covered in the courses.
- Ability of teachers to transfer knowledge & their knowledge capacity
- Encouragement/award system for students
- Considering knowledge as functional & necessary
- Environment: Family, peers, school
- Access to information resources

ANKARA

- For many people, friend groups & teachers are motivation sources. Easy Access to resources would be motivating in university level.

- High quality in education and activity fields in the school, are prior motivating factors. Psychological situations & conditions of person are other factors.
 - Awarding success of students and making schools as attraction centers.
 - By bearing an active role as government, increasing the quality of education by creating autonomy & competitive atmosphere in the school
 - The quality of teachers, awarding success of students&and having chance to take active role in the class during the lessons.
 - The answers to be given the question "what would be the function of all my efforts in the school for the future?" would motivate me.
 - Facilities in the campus
 - Social activities&student clubs
 - Work atmosphere after graduation.
 - Library atmosphere/easy-access to wide range of information
-

Q. 3) What kind of actions do you think would give you and other young people, especially very poor young people, more and better choices or ways to get your education?

ISTANBUL

- The percentage of money allocated for general education would be increased.
- More scholarship opportunities for poor students would be provided.
- Taxes of institutions, companies would be directly transferred to education funds.
- More trainings should be given to teachers in order to raise the quality.
- More resources should be provided by government to education.
- Government would encourage private sector to assist education system financially.
- More schools would be constructed in poor areas. And poor children would be given chance to get to school.
- Necessary instruments (school uniforms, books) would be given free to poor students.
- Keeping equal educational standards in all schools throughout the country.
- More emphasis would be done on the necessity and importance of education by public information campaigns.
- Discrimination between public & private schools would be diminished
- The economical conditions of teacher would be improved.

ESKISEHIR

- Psychological support would be given
- Multi-dimensional&qualified teacher and an education orienting us towards productivity
- Scholarships&possibilities enabling people to discover their skills
- Scholarships to those who need
- Informative acitivities about scholarship opportunities
- Opportunities would be provided poor people by emphasizing on social responsibility in relevant organizations/private sector
- Increasing the quality of teachers

YOUTH VOICES

- Development of pre-education environment (family...)
- Sufficient financial support to students.
- Part-time job opportunities for students
- Development of non-formal education opportunities.
- Mentorship services to students.

ANKARA

- Financial support to families of students/Free education opportunities.

- In rural areas, government can send students to pensional schools & give financial support to their families. In long-term, employment possibilities would be increased in these areas.
 - Effective scholarship system & its supervision for equality purposes.
 - Education to parents of poor children
 - There would be population control/family planning.
 - Transperancy in government regarding donations for general education
 - NGOs would be supported in their activities focusing on education quality.
-

Q. 4) Where else do you learn, besides school itself? What do you think is important and what you learn or experience there?

ISTANBUL

- From television programs.
- From my friend groups and my family.
- From internet.
- From youth NGO meetings
- From newspapers, books.
- From movies
- By atteding seminars on various topics
- from my talks with my friends.
- From various civil society activities.

ESKISEHIR

- Learning by real life experiences. Also, I learn from communicating with people, internet
- From family, friends, audiovisual media tools
- I learn within my social environment
- From seminars, conferences&social activities I take part in
- From my NGO's activities, national/international level training courses on various topics
- From internet

YOUTH VOICES

- Family, elder people peers/friends
- Media: Newspapers, television, cinema, internet
- Domestic and international travels
- “Learning by doing/living”

This helps;

- building-up personality,
- increasing&broadng knowledge
- participating in social life
- making life more meaningful.

ANKARA

From;

- family & environment. Also from youth/scout camps, activities
 - family & media. Education in family prevent person from being actor in her society.
 - family, media tools & friends...
 - internet
 - personal environment, press. And in my opinion, these are more important than what I have been learning from school.
 - family, NGOs, friends & enviroment...
-

b) Employment (Finding a Job) Sub-Group

Q. 1) Are you hopeful about finding the kind of work that you want to do? In your opinion, how much is this easy or difficult? Why?

ISTANBUL

No, because;

- There is a clout/influence mechanism functioning in the system.
- No new job opportunities exists due to inability of production
- Only persons who have work experiences hired for jobs
- Lack of practice (given education) opportunities before graduation
- Theoretical education given in the school is not been able to use in the working life.

ESKISEHIR

-Yes;

- *But we have worries to find jobs that we want to work
- *We do not know what kind of outcomes those jobs can bring

-No;

*We do not believe in current system. Although we have great will to have jobs we want, we can not get them

YOUTH VOICES

-Yes;

- *I am enthusiastic to work and I have enough experience for finding a job.
- *I have a good educational background I know two foreign languages.
- *I am hard-working person.

ANKARA

-In long-term, I am hopeful.

*It is not impossible but difficult. During education process, we need to define targets & be aware of external factors influencing employment.

-I want to be hopeful but I am not completely yet.

- *unemployment problem in Turkey,
- *risk of not being successful in job

-I am hopeful

*It is easy as soon as you are qualified enough & you have your own skills...

-I am not hopeful since,

- *I stil do not know what I want to do. There are not enough consultancy services for this.
- *There is unbalance between demand & supply in the market.

-In long term, I believe to find the job I want;

*If one is aware of her own skills and he manages to put them into practice, she would be successful to perform job she wants to do

-In long-term, I am hopeful.

*Being aware of your own skills will make a difference.

By the way, consultancy services for finding a job are insufficient.

Q. 2) Do you plan to try to work for a formal, established private company, the government, or do something else? Might you go to work for yourself? What kinds of things affect the options you have?

ISTANBUL

-In state/government sector:

- * Guaranteed work
- * Less risks to lose job etc...
- * Performing also "citizenship" duty

Negative sides:

- * Less efficiency in productivity compared with private sector
- * Monotony and too much bureaucracy

-In private sector:

- * More income generating possibilities
- * Encouraging atmosphere for creativity and productivity
- * Contribution to economy, employment generation

Negative sides:

- * More risky to lose job etc...
- * Due to unstable economy, it is risky to set up your own business

ESKISEHIR

-We want to work in private sector;

- * high income possibilities,
- * open spaces for personal development
- * more transparent
- * more advantageous than public sector

YOUTH VOICES

-I want to set up my own business. I have experience on consultancy field. I have an enthusiastic & entrepreneur spirit. Only disadvantage is that -I do not speak any foreign language.

-I want to work on social development either in public or private sector.

-My educational background & experiences are advantage for me. Disadvantages to affect my choice is that there is no clear definition on social development. This field also is not institutionalized in the country.

-I want to work in universities or private sector (scientific research institutes). I have a degree in university. This can be advantageous for finding a work I want to do.

ANKARA

-Both public & private sector

- * Development in country economy & changes in my opinions would affect the options.

-No clear distinction between public & private sector

- * It depends on which opportunities I meet.

-Academic career+private sector. 2nd choice is public sector.

* In public sector, one's future is guaranteed but chances of improving her skills & conditions are less. Therefore, my choice is private sector.

The factors can influence options,

- * income conditions
- * social possibilities,
- * chances of promotion to higher levels.

-I prefer public sector

- * having job there is difficult but work is flexible & relatively easy.

Comparing with private sector. Income dimension is not prior for me

-I prefer public sector.

-I prefer private sector.

*There are more opportunities & mobility in private sector.

Q. 3) What do you think makes the biggest difference in successfully finding work? Is it the education you had, the personal skills and experience you have (whether you gained those skills at work or not)

ISTANBUL

-Experience:

*The more experienced a person, the more reliable he/she is (according to employers)

*Less money to invest for improving skills

ESKISEHIR

-Environment,

-References,

-Personal development,

-Personal skills,

-Education

-Preferential treatment

YOUTH VOICES

-Education

-Personal skills (communication skills, productivity, leadership)

-Experience

ANKARA

-1. Personal skills, 2. education

-1. personal skills, 2. education (as a factor revealing personal skills) 3.individual experience.

-1. Personal skills. (it leads to creativity which makes difference)

-1. personal skills, and others are education & experience. (personal skills can make one different.)

-1. personal. skills, 2. experience, 3. education

*Education helps finding job but then experience has more crucial role.

-1. experience, 2. personal. skills, 3. education(must)

*Experience helps us reveal our skills.

Q. 4) If you would like to start your own business, what do you think makes the biggest difference in being able to do that successfully?

-Is it having the money you need to make the first purchases and other investments to start the business?

-Is it advice on how to do business? Is it being able to go through the legal process of setting up the business?

ISTANBUL

-Stable economical environment

-Necessary Capital

-Legal setting supporting entrepreneurs

-State subvention

-Experience and knowledge

- Bureaucracy
- Coaching

ESKISEHIR

- Using opportunities efficiently,
- Entrepreneurship skills & spirit,
- Legal process is less bureaucratic now
- Advices are necessary to a certain extent only
- Money is necessary for taking steps towards action

YOUTH VOICES

Obstacles;

- *Legal process in taxes
- *Legal process in general.

Needs to be successful;

- *Guidance, encouragement
- *Money

ANKARA

- 1. Advices, 2 money, 3 legal process.
- 1. Advices, 2. money, 3. legal process
 - *When one feels that he is experienced enough, he can decide on setting up his own business.
- 1. Advice, 2. money
 - *Enough money is a must
- Determination is the first thing to make the biggest difference.
 - *Good advices to a determined person are needed in 2nd step, then money comes.
- The most important thing is to have entrepreneur spirit. Then, having enough knowledge through legal process is necessary. Also, experience & advices have important roles. Then, as a must, money is important.

c) Active Citizenship (Being a Citizen) Sub-Group

Q. 1) Are there ways you wish you could participate in political and social life, but that you cannot, and why? If so, what are these ways you wish you could participate more?

ISTANBUL

-There is weak participation of youth in social and political life.

Reasons:

- *Negative effects of depoliticization after military coup in 1980 on active participation of youth to political life
- *Mistrust to civil society and family's guidance
- *Education policies
- *Legal rights and arrangements-Emphasis on *responsibilities & duties* are prior than *rights*
- *Unawareness of media on active citizenship
- *Inadequacy in participation to social life to economical conditions
- *Weak participation in decision-making mechanism in local level.

ESKISEHIR

- For 12-19 year-old youth, there is lack of common communication platforms
- Lack of youth council
- Political schools/academies are not convenient for youth
- Lack of pre-school education
- No encouragement for political participation
- Human rights are not known well & use of them are barriered

YOUTH VOICES

- Lack of effective political parties & their youth branches
- No mechanisms in education system supporting participation in social & political life
- There is no existing a political culture in the society.
- Lack of a national youth council.
- There is no integral/integrated youth council
- Political culture is not developed.
- Lack of laws to support participation.
- Political parties are like "soccer teams"
- There is no national youth council.
- There are no organizations/mechanisms for inclusion of individuals starting from their childhood.
- There are no courses towards participation of students to social life
- Insufficient number of NGOs that gives trust to people.
- Lack of a national youth council
- Youth branches of political parties are disfunctional.
- No importance & attention given to youth branches in political parties
- Dominant point of view(of families, education system) which constraint political participation.
- Education system is not incentive for participation of students to social & political life

ANKARA

- There is no youth council or youth platform for youth to express themselves in Turkey.
- Popular culture influences the community a lot and this affects social participation, negatively.
- Democracy in school would be more developed. By doing this, students can be involved actively in social life beginning from early ages.
- There would be more courses about citizenship/civic life for primary & secondary school students
- Families are creating big problems when their children want to take part in political life.

- People has hidden fears towards participation.
 - Democratically insufficient bodies in universities for participation.
-

Q. 2) What makes a person feel and believe that he/she is a full citizen of his/her country? Do you feel like your voice matters and you can make a difference?

ISTANBUL

- To feel being a *full citizen*:
 - *Active participation possibilities
 - *Equality in opportunities among all citizens
 - *Being aware of problems, producing solutions to them and implementing these solutions

ESKISEHIR

- Having rights to candidate in elections & be elected (in Turkey it has 30 years old age limit)
- Equal dispersion of representation rights over society
- Reduction of political influence on justice
- Freedom of expression
- Active role of young people in decision-making process
- Transparency
- Voting rights

YOUTH VOICES

- Voting & candidature rights in elections.
 - Ability to express opinions&having attention for them.
 - Ability to take part in decisions of decision -makers (not only in elections).
 - I do not believe that expressing your own ideas can always make a difference
 - Voting & candidature rights
 - Giving taxes
 - Doing military service.
 - Ability of questioning
 - Lobbying towards decision-makers
 - Having justice, social security, health, education services
- If it is in same line of how politicians think, then our voice can matter. Otherwise, there is no change it can do.
- Doing military service
 - Giving tax.
 - Taking care of needs & thoughts of individuals (by decision-makers).
- If one can express himself/herself in right ways, he/she can make a difference.

ANKARA

- Equality in opportunities
 - Influence in decision-making mechanisms
 - Voting in elections.
-

Q. 3) Are you participating in any group, organization, or association? Do you find it important part of your daily life? If you belong to more than one, which one do you think is most important for you? If you don't belong to any, why? Do you wish you could?

ISTANBUL

-Yes, we all members of students clubs and several NGOs. Because of this, we all are happy!

ESKISEHIR

YES; This helps,

- *raising awareness on social issues, health, environment
- *enlarging my vision,
- *improving personal development,
- *discovering differences,
- *feeling myself as global citizen,
- *bringing social integration
- *mobilizing people to create platforms

YOUTH VOICES

-Yes

*Participating in an NGO is most important part of my life. It changed a lot my life.

-Yes

*It shaped my past and future.

-Yes

*It increases social awareness.

*It enables you to improve your own leadership skills.

*By working in NGOs, you can learn how to work in a group/team with other people

*Influencing others' lives positively

ANKARA

-Members of NGOs in this group think that working in an NGO has important place in their life.

-Some of them who are not member of any NGO/organization yet, want to be member of them.

-And members of student clubs think that their work has also some parts in their life.

Q. 4) Do you exchange ideas on politics or social issues with your friends? With your family?

ISTANBUL

-We do not encounter any difficulties for sharing our ideas on social or political issues with our freinds & families.

However, we are also aware of the fact that there exist some other young people who do not have equal opportunities like us or similar families, are facing some difficulties in these issues.

ESKISEHIR

-3 Yes, 2 No;

*Internal communication in families is insufficient

*When the topic is religion, exchanging ideas in family is becoming more complicated due to different views

*It is sometimes very difficult to overcome taboos

YOUTH VOICES

-Yes

*I do not encounter any problem while exchanging my political ideas with my family and friends. However, I do not believe that I can change opinions of my family at the end.

-Yes

*I have completely different political ideas from. my parents'and I am not imposed by their thoughts.

*Expressing my ideas freely in my family and friend groups enables me to learn also different views. Thus, this enlarges my vision

-Yes

ANKARA

-All members of this group exchange their political & social views with their friends & families without any problem.

But concerning Turkey in general, they think that especially women have sometimes problems to express their views on these issues. Also, it must be noted that, many people from upper social & economical layers do not talk about politics since they are highly distant to it.

d) If I were a young staff having a decision-making power in the World Bank....”

“I would support less developed or developing countries which plan to implement projects on employment generation & overcoming health problems I would support more the projects focusing on social development & education. As WB, I would take responsibility of controlling (supervision of) the money given to projects...”

Incila Guler, female, 22

“ I would notice that everything is on the hands of young people & invest more to them...”

Muna Ercetin, female, 21

“I would ensure that all young people in the world get good-quality education... Beside education, I would also try to work for solving health problems of young people. Not only education and health, but also I would focus on social development of youth...”

Filiz Gunay, female, 23

“I would ensure new investments are focusing on youth employment generation. I would also support Works increasing entrepreneurship of youth...”

Savas Ozturun, male, 23

“I would focus on educating next generation from primary school to tertiary education in terms of teaching next generation work with each other, improve their own skills & understand the importance of sustainable development...”

Gulsah Guneri, female, 22

"I would support young people to have freedom in decision making mechanisms. And also in Turkey sense, I would work for eliminating 'family dominance' in young people's choices & decisions..."

Sezin Ozdemir, female, 22

"I would support all projects aiming at extending compulsory education duration... I would also support projects which raise awareness of young people on drug use & HIV/AIDS and psychological rehabilitation projects for drug users & HIV/AIDS vulnerables..."

Fatih Cetintas, male, 22

"I would support a project focusing on peer education..."

Tetis Uygun, male, 22

"In order to create employment, I would ensure that people can perceive the necessity of bearing responsibilities brought by education & active citizenship processes... In this sense, I would organize many more conferences, discussion forums & seminars around the world..."

Fatih Tunca, male, 19

"I would provide good opportunities to young people who want to have master/Ph.d. degree abroad..."

Sebnem Ozsutcu, female, 21

"I would prepare & support projects to assist in education of poor, disadvantaged youth. Everybody has right to get education and reach technology... Therefore, 'computer technologies for everybody' projects I would support"

Ayan Ozturk, male, 22

“ I would provide necessary funds and technical support to young people in my country in order them to be productive...”

Neslihan Vural, female, 22

“I would be only a pawn in order to sustain the projects of WB which is such an ‘ ossified’ organization...”

Meral, female, 25

“I would create new funds for youth to provide them equal opportunities in education. By these funds, I would keep the standard of education in certain level. Moreover, I would detemine this standard by forming up a group of experts coming from different disciplines such as sociology, education, pedagogy, psychology, economy etc...”

Anonymous

“I would like WB to consider the demands of youth seriously and make recommendations to countries about these demands...”

Gürkan Özturan, male, 20

“I would give more funds to NGOs for their activities... In collaboration with universities, I would ensure implementation of programs developing social, technical & academeical skills of students in their universities.. I would also organize various project competitions which contribute to development & peace of the world. And I would give grants to projects which aim at decreasing income differences.”

Guzin Ergun, female, 22

"I would organize more discussion platforms to inform young people and I would use media tools to reach wider group of people to enable them access to projects..."
Ayşe Banu Bağriacık, female, 20

"I would emphasize on that high-level administration which is under USA hegemonia would be a more international body. Moreover, I would improve the works more to reduce death rate of children living in sub-Saharan countries due to HIV/AIDS..."

Gökhan Çakır, male, 21

"I would work for participation of university students into social fields&NGOs..."

Yasin Dalgıç, male, 21

"I would provide more qualified staff to existing WB programs besides only financial supports..."

Sevim Halisyama, female, 22

"I would work for changing negative image of WB. Furthermore, I would support people (in less developed countries) who want to set up their own business or bring new sectors to their country..."

Anil Karacaoglu, male, 21

"I would share the results of WDR with workshops in different countries..."

Anonymous

"I would look for ways to increase understanding between communities (i.e. happenings in France, migrants' rebels) I would determine the title of next WDR as 'Communication'..."

Anonymous

"I would analyse the realities in the world with an objective point of views & work for common values to be spread in the world... I would do activities for peace equality & stability in Middle East & Africa... And I would work for also more transparency of defense industry..."

Anonymous

"I would do works for erasing the bad image of WB..."

Ferhat Kara, male, 20

"I would establish a unit which provides youth with consultancy services in job finding, citizenship, education and making seminars, conferences towards youth... I would also inform youth NGOs more about WB projects and partnership possibilities..."

Bilgi Aslankurt, female, 20

"I would deal with youth problems in regional level and prevent generalization of all youth problems in the world... I would try to make efforts for a young group of people who are experienced effective & conscious about youth problems work in WB..."

Gulsah Deniz, female, 25

“ I would tend to work on producing civil society publications. I would support developments of youth centers in the country. I would also work for youth to enable them to feel that they are important actors to contribute to development of their countries...”

Ozge Konuralp, female, 22

“I would support education and health programs more in the countries which need such supports ...”

Adnan Kobazoglu, male, 23

“I would try to ensure development of youth focused projects and policies. I would try to provide inclusion of youth in every sector WB is working on...”

Duygu Karaoglu, female, 23

“ I would support programs aiming at equality in education for all citizens...”

Arzu Akar, female, 24

“If I would create funds and develop projects for youth participation models, I would consult to young groups whenever WB happens to develop policies about youth...”

Kenan Dogan, male, 23

“I would develop projects focusing on youth employment. I would also work on development and recognition of non-formal education towards youth.”.

Kenan Dogan, male, 23

“I would like increase in the number of places where young people can benefit socially. I would raise the possibilities of credits/funds given to young entrepreneurs...”

Şahan Guran, male, 23

“ I would provide youth NGOs with micro grant programs aiming at raising political awareness...”

Ceren Kenar, female, 21

“I would initiate WORLD YOUTH FORUM or similar bodies in order to bring youth organizations, clubs, groups which are working in local & global level together...”

Anonymous

“ I would focus more on gender issues and improvement of women’s current situation...”

Müjde Ertürk, female, 22

“I would make EMPATHY!...”

Mehmet Yanmaz, male

“I would work for more recognition of NGO works.

Tugce Aladagli, female, 21

“I would work on participatory democracy models/systems in order to provide young people to take part in decision-making process/mechanisms...”

Emin Fidan, male, 22

“ In order to enable WB to gain youth view, I would initiate internship programs in WB country projects for young people especially in developing countries”
Ferhat Gök ,male, 25

“I would establish a separate unit for social development of young people and allocate enough budget for that... I would sometimes bring young people together for the world peace...”

Ferhat Gök, male, 25

“I would encourage young people to tend to have technical and vocational education. I would also support family education programs..”

Orcun Dogan, male, 23

“I would like WB to support young people in entrepreneurship field... I would provide regular psychological consultancy services to young people...”

Orcun Dogan, male, 23

"I would improve this system which can bring end of WB by giving more importance to close the development gap between countries & regions. Also, I would focus more on youth issues, invest more to education..."

M.Caglar Gonullu, male, 22

"I would establish a more powerful supervision mechanism on countries given credits & loans. Despite this mechanism, if I would not stil find how such a big amount of money disappear and do not turn back,I would leave this organization..."

Sibel Polat, female, 23

"I would change the wild capitalist system which makes rich countries richer, poor countries poorer... I would ensure control and supervision of WB credits more carefully and work for transfer of services to right people..."

Tugba Tanil, female, 21

"I would inform NGOs more to influence state institutions...I would also give more information to NGOs about how to get credits & loans from WB..."

Melek Okay, female, 22

"I would give guidance to new university graduate.for their choices of for jobs. I would also provide scholarships to Master/Ph.D students..."

Ilke Toygur, female, 21

"I would raise the awareness on individual liberties in the society..."

Erol Iyidilli, male, 20

“I would work for equaling opportunities of all people in accessing information... By using some parts of incomes of drinks & tobacco products, I would meet the clean water needs of African people & overcome hunger in their continent...”

Deniz Goktas, female, 25

“I would encourage governments to hear the voices of young people whose voices are not heard by their own governments yet...”

Ozlem Puyan, female, 22

“ If I would be WB president, I would ensure the establishment of a university composed of economy administration, sociology, agriculture, environment faculties... I would send graduates to their own countries and to work in WB country offices. I would send our publications to world universities...”

Emrah Gok. male. 25

“I would support young people in Turkey to establish a national youth council.. I would also work for creating opportunities for young people to work in the summer to give them chance to learn working life... I would also work for pre-school & parents education activities...”

Taner Yilmaz, male, 21

Annex

Participation Lists

WDR CONSULTATIONS-ISTANBUL, December 9, 2005					
Name	Organization	Field	Age	City of Origin	E-mail
Bahar Aygöl	GENÇ ARI/ARI movement-youth branch	International Relations	22	Gölcük	bahar_aygul@yahoo.com
Gülcan Korkmaz	Youth for Habitat	Local Projects	25	Istanbul	gulcankorkmaz@yahoo.com
Burak Evren	Ekonomistler/Economists' Platform	International Relations	24	Istanbul	burakevren@yahoo.com
Selin Saraç	Ekonomistler/Economists' Platform/TOG	International Finance	19	Istanbul	selin.sarac@gmail.com
Beğüm Kurtuluş	Galatasaray University- EU MA	European Union(EU)	22	Istanbul	bgmkurtulus@yahoo.com
Yeşim Canbulat	Bilgi University-İletişim-CommunicationBA	Advertising	29	Istanbul	yesimcanbulat@yahoo.com
Meral Açıkgöz	Uluslararası Göç Örgütü/Migration Org.	International Relations	25	Istanbul	laremeral@yahoo.com
Özüm Tepetaş	Türkiye Gençliğin Sesi-Youth Voices	Employment	19	Istanbul	ozumtepetas@gmail.com
Simay Alpaydın	Marmara Hukuk/ Marmara University-Law	Law	18	Istanbul	simayalpaydin@hotmail.com
Reyhan Kırbaç	Kamusal Başarı/ Public Achievement	Public Administration	21	Istanbul	reyhankirbac@yahoo.com
Gürkan Özturan	TR-GR Gençlik Pl./TR-GR Youth Platform	Western Languages	20	Kırklareli	gurqanx@hotmail.com
Güvenç Küçükçtok	Ekonomistler/Economists' Platform	Development-EU	33	Istanbul	emnasut@yahoo.com
Orhan Yarar	Bilgi University-Economics BA	Economy	21	Istanbul	oyarar@gmail.com
R. Neslihan Vural	Yerel Gündem 21/Local Agenda 21	Banking	22	Istanbul	neslihan_vural@yahoo.com
Ozan Çakmak	World Bank Youth Voices Consultant		24	Ankara	ocakmak@aegee-ankara.org
A.Umur Aydınoğlu	World Bank PIC Assistant		29	Ankara	aaydinoglu@worldbank.org

WDR CONSULTATIONS-ESKİŞEHİR, December 12, 2005

Name	Organization	Field	Age	City of Origin	E-mail
Güzin Ergün	Anadolu University-Economics	Economics	22	Ankara	guzine@anadolu.edu.tr
Deniz Göktaş	Anadolu University-Economics	Economics	25	Isparta	dgoktas@anadolu.edu.tr
Filiz Günay	Anadolu University-Economics	Economics	23	Bursa	filizgunay26@hotmail.com
Sezin Özdemir	Anadolu University-Economics	Economics	22	Fethiye/Muğla	sezin55@hotmail.com
İncila Güler	Anadolu University-Economics	Economics	22	Istanbul	iincila@gmail.com
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Cihan Demir	European Students Forum-Eskisehir	Education/ Management	21	Istanbul	cihandemir85@gmail.com
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Şebnem Özşütçü	AIESEC-Eskisehir	Education	21	Akhisar/Manisa	sebnemozsutcu@hotmail.com
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Tetiş Uygun	AIESEC-Eskisehir	Education	22	Mersin	tetish@mynet.com
Ali Can Kır	European Students Forum-Eskisehir	Active Citizenship	19	Sakarya	alicankir@gmail.com
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Süleyman Karakaya	European Students Forum-Eskisehir	Economics	19	Denizli	skarakaya_131@yahoo.com.tr
Muna Erçetin	European Students Forum-Eskisehir	Languages-English	21	Mersin	twister_03@hotmail.com
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Ayan Öztürk	European Students Forum-Eskisehir	Information Technologies	22	Istanbul	ayanozturk@gmail.com
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WDR CONSULTATIONS-ANKARA, December 21, 2005

Name	Organization	Field	Age	City of Origin	E-mail
Ferhat.Gök	Youth.Voices	Employment	26	Bitlis	ferhatgok13@hotmail.com
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Ozan Çakmak	World Bank Youth Voices Consultant		24	Ankara	ocakmak@aegee-ankara.org
A.Umur Aydınoglu	World Bank PIC Assistant			Ankara	aaydinoglu@worldbank.org

WDR CONSULTATIONS-ANKARA, December 21, 2005

Name	Organization	Field	Age	City of Origin	E-mail
Anıl Karacaoğlu	Gazi University	Education	21	Ankara	anilk84@gmail.com
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Sibel Polat	Başkent University	Education	23	Ankara	sibelpolat_82@hotmail.com
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* Association for solidarity with young people deprived of their freedom