



MAYA

**Mainstreaming actions to reinforce
the professional dimension and
emotional side of Young Adult NEET
women in Europe**

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NATIONAL REPORT

1. General Information

Country	Türkiye
Partner organisation	Selçuk University (P1, Coordinator) and Meram Public Education Centre (Field Partner, from December 2025)

2. Overview of Rollout Activities

Selçuk University carried out the national implementation in Konya, together with Meram Public Education Centre, which joined the partnership in December 2025. Training ran from April to June 2026. Three venues were used: Meram Public Education Centre, the Selçuklu Youth Council and the Atmosfer Youth Centre. The rollout drew on the MAYA Curriculum, the Mentoring Guide and the OER platform. It had two strands. Young adult NEET women completed the full seven-module curriculum in June 2026. Youth workers and educators followed a sixteen-hour programme in April and May 2026. The mentoring programme, the five interactive tools and the digital platform were tested alongside both strands.

One feature set the Turkish implementation apart. Sessions were facilitated by psychology students who had themselves been trained on the MAYA method. The same young facilitators later acted as mentors. This produced a train-the-trainer model with a clear multiplier effect. Seven mentor and mentee matches were established. Each pair completed the thirty-hour cycle defined under Work Package 3, delivered as ten sessions of three hours in June 2026. The first and last sessions were individual; the eight sessions in between were held in a group format. Mentoring was designed as one-to-one at application stage. The group format was introduced to strengthen peer support and to protect continuity within a compressed timetable, while individual goal setting and the



closing review were kept one-to-one. Individual follow-up is combined with group learning. The aim is to strengthen confidence, socio-emotional skills and employability. Results were disseminated through a Multiplier Event on 19 June 2026 at Meram Public Education Centre. Eighty-one people attended. The implementation was adapted to the local context in two respects. First, the field partner changed to Meram Public Education Centre in December 2025. Second, the age range for young adult NEET women was widened from twenty-five to twenty-nine years to eighteen to thirty-five years. This reflected the actual pool of participants in Konya. Examples used in the sessions were drawn from participants' everyday reality, particularly around employability, motivation and social inclusion.

3. Participants

Target Group	Number of Participants	Description
Young Adult NEET Women	25	Young adult women not in employment, education or training who completed the full seven-module pilot training at Meram Public Education Centre and engaged in activities aimed at strengthening confidence, social participation, emotional awareness and employability-related competences. Seven of them were selected as mentees and completed the thirty-hour mentoring cycle.
Youth Workers	31	Youth workers and educators who took part in the sixteen-hour training programme (five sessions of two hours and six hours of asynchronous learning) delivered at the Selçuklu Youth Council and

		the Atmosfer Youth Centre, including the psychology students who delivered the pilot under the train-the-trainer model.
Stakeholders	7	Representatives of public institutions, the Provincial Directorate of National Education, municipalities, non-governmental organisations and employers who engaged with the project results, in particular during the Multiplier Event.
Mentors	7	Seven mentors, two from the youth-worker group and five from Meram Public Education Centre, matched on a one-to-one basis with the seven mentees, ensuring continuity and personalised guidance across the mentoring cycle.

4. Implementation of Training Modules

Module	Implemented (Yes/No)	Participants	Key Feedback
Module 1	Yes	25	Participants appreciated the focus on their own experiences and needs. The personalised and observation-based approach helped them feel listened to and more in control of their own learning path, and the personal learning calendar was valued as a practical

			planning tool.
Module 2	Yes	25	Group activities created a strong sense of belonging and mutual support. Working as a community and sharing experiences reduced feelings of isolation and increased motivation to remain engaged in the programme.
Module 3	Yes	25	Critical-thinking and problem-based tasks were seen as challenging but empowering. Participants reported feeling more confident to express opinions and analyse everyday situations rather than feeling passive.
Module 4	Yes	25	Hands-on, multisensory activities combined with simple digital tools made learning more concrete and engaging, and increased participants interest and confidence in using technology.
Module 5	Yes	25	This module was perceived as highly relevant. Participants reported better awareness of their emotions and relationship patterns and valued a

			structured space to practise empathy and communication.
Module 6	Yes	25	Participants found it useful to see their progress recognised over time through observation and feedback rather than formal tests, which made the process feel supportive rather than judgmental.
Module 7	Yes	25	The personal education plan was seen as a key outcome of the programme. Participants valued having a clear, realistic roadmap with short and long-term goals that helped them feel more hopeful and organised about next steps.

5. Interactive Tools Testing

Tool	Tested (Yes/No)	Feedback
Personal Goal Mapping Tool	Yes	Used with the NEET group to identify strengths, challenges and short and long-term goals. Participants found it clear and helpful for visualising their personal pathways and linking the modules to concrete steps.
Real-World Simulation Tool	Yes	Applied through project

		simulations and mock interviews connected to local entry-level opportunities, which made employability concepts more tangible and reduced anxiety about real job-search situations.
Peer Mentoring Circles	Yes	Integrated into group sessions to structure peer sharing, mutual support and collective reflection, strengthening trust, belonging and motivation.
Scenario Co-Creation Tool	Yes	Role-play and social-simulation activities strengthened communication and problem-solving in everyday situations.
Skills Exchange Fair Tool	Yes	A skill-swap activity that encouraged participants to recognise and share their own competences and build confidence.

6. Digital Platform Testing

Navigation	The main sections and resources were accessible and navigation was generally smooth during both the pilot and the Multiplier Event.
Accessibility	The Open Educational Resources are openly accessible on mayaproject.eu and were reached by participants and stakeholders without restriction.
User experience	The overall experience was positive and the platform and its resources were introduced to the eighty-one participants of the Multiplier Event.
Content integration	The seven modules, the mentoring programme, the five interactive tools and the multimedia capsules are integrated within a single environment. No



	issues.
Technical issues	No critical technical problems were encountered during testing and the minor points observed were addressed during the pilot.

7. Data Collection

Tool	Used (Yes/No)
Pre-test questionnaire	Yes
Module questionnaires	Yes
Mentoring feedback form	Yes
Bug log	Yes
Final satisfaction survey	Yes

8. Observations

Engagement stayed high throughout the rollout. This was not a given. The national examination period and family responsibilities competed for participants' time. The Montessori-inspired design of the curriculum helped. It favours observation, hands-on activity and self-directed work, and so invites participation rather than demanding it. Trust within the group built gradually. Participants who barely spoke in the first sessions were contributing openly by the end. The shift was clearest in the emotional-intelligence and personal-planning modules.

The choice of facilitators mattered. Psychology students trained on the MAYA method created a relatable and non-hierarchical atmosphere. Anxiety fell and openness rose. The interactive tools gave participants a structure for sharing experience and supporting one another. Group interaction became cooperative rather than competitive, and participants recognised their own difficulties in each other's accounts. One outcome was not anticipated. Youth workers and educators asked how to transfer the method to their own institutions.

9. Impact and Results



The rollout produced encouraging results across all three target groups. Twenty-five young adult NEET women completed the full seven-module training. They showed early signs of greater self-confidence, better communication and a clearer sense of personal direction. Thirty-one youth workers and educators completed the sixteen-hour programme. Their capacity to apply Montessori-inspired methods with disadvantaged learners was strengthened.

Seven mentor and mentee relationships were established, using a buddy-system model. Each pair completed the thirty-hour cycle: ten sessions of three hours, held in June 2026. The first and last sessions were individual and the eight in between were group-based. Mentoring provides emotional support and structured goal setting in equal measure. The Multiplier Event of 19 June 2026 reached eighty-one participants. Fifty-one feedback forms were returned. The average satisfaction score was 4.63 out of 5, and ninety-nine per cent of all ratings fell in the two highest bands. Local stakeholders took part, including the Provincial Directorate of National Education and other public and civil-society actors. Their interest confirmed both the relevance of the results and the potential for local uptake. The train-the-trainer model is Türkiye's distinctive contribution. It builds local capacity and supports the sustainability of the method beyond the project.

10. Challenges and Lessons Learned

Three operational challenges shaped delivery. The national examination calendar and participants' caring responsibilities affected attendance; flexible scheduling and make-up sessions were the answer. The project timeline was compressed and set an intensive pace; module content was streamlined to the needs and prior experience of the group. Work across three venues — Meram Public Education Centre, the Selçuklu Youth Council and the Atmosfer Youth Centre — required close coordination with the host institutions. The change of field partner to Meram Public Education Centre in December 2025 was managed without any loss of quality.

Participants faced barriers of their own. Self-confidence was low at the start. Few had positive prior experiences of education or training. These barriers eased as the group



became emotionally safe and as examples stayed concrete and close to participants' lives. The main lesson is straightforward. Flexible scheduling and a relatable, peer-based delivery model are what sustain the engagement of young adult NEET women over a longer programme.

11. Recommendations

Five recommendations follow from the rollout. First, allow more delivery time for the training modules, and add short optional activities for sessions where time or energy runs low. Second, keep the balance between individual and group support in the mentoring programme, and add simple follow-up tools such as brief written reflections after key sessions. Third, provide ready-made scenarios for the interactive tools that match the reality of NEET women; this raises take-up and reduces the need for explanation. Fourth, keep the Open Educational Resources on mayaproject.eu and improve navigation for users with lower digital confidence. Fifth, offer the train-the-trainer model to other youth and adult-education institutions in the region.

12. Supporting Materials

The coordinating team holds a complete evidence base for the national implementation. It comprises signed participant information sheets and informed-consent forms; pre-test questionnaires and post-module evaluation surveys; session observation sheets; signed mentor and mentee matching agreements with the mentoring session logs; professional validation questionnaires; and the full Multiplier Event file, including signed attendance lists, the agenda, the presentations and the feedback survey results. Photographs taken with participant consent appear below.



PROJECT PARTNERS



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