ISTANBUL BILGI UNIVERSTIY CENTER FOR CIVIL SOCIETY STUDIES
CIVIL SOCIETY EXCHANGE PROGRAM

FINAL EVALUATION REPORT
APRIL 2015 – JUNE 2016

Contents

Abbreviations

CSEP: Civil Society Exchange Program

CSOs: Civil Society Organizations

CCSS: Center for Civil Society Studies

EQ – 1: Evaluation Questionnaire – 1

EQ – 2: Evaluation Questionnaire – 2

MT: Mentor Training

OCDA: Organizational Capacity Development Area

PEM: Program Evaluation Meeting (with Beneficiary Organizations)

PLC: Perceived Levels of Confidence

SIC: Bilgi University Social Incubation Center

SV: Study Visit

TAF: Training Assessment Form

Introduction

Civil Society Exchange Program (CSEP), is a capacity building and sustainability program for Civil Society Organizations (CSOs) in Turkey designed and implemented by Istanbul Bilgi University's Center for Civil Society Studies (CCSS) with the support of Stiftung Mercator, during April 2015 – June 2016.

Background

Although a radical change has occurred in the civil society of Turkey since 2000s, as expected, civil society has never been a monolithic unit. Both the value based organizations and charity oriented CSOs have increased their numbers. As the number and the influence of the CSOs that are working with/on European values such as democratization, multiculturalism, social cohesion have increased, new capacity problems emerged and/or new organizations needed different forms of assistances.

In the late 2000s, sustainability of the CSOs was diagnosed as a fundamental problem for the development of civil society and for the democratization of Turkey. [1]The "Civil Society Monitoring Report" of 2011, indicated that the sustainability problem has continued and only %8 of the CSOs have managed their sustainability problem according to the global standards (CIVICUS standards in this case).[2] Different than the 2000s (a "training centered" assistance), the sustainability problem of the CSOs is in need of divergent solutions/assistances since the segmentation of the organizations varied since then. Aside trainings, the CSOs need other forms of interventions/methods in order to collaborate with stakeholders – both civic and public. They need to learn from each others' experiences, tools and/or operational activities to support their capacity building process and establish sustainability. The CSOs need spaces and eco-systems that will provide them opportunities to establish deep and long relationships with their counterparts. CCSS assumes if attained, this will provide support to the sustainability of the organizations as well as fostering innovation.

Aims, Objectives and Activities

The end goal of the Civil Society Exchange Program (from now on here, referred as the program) is to contribute qualitatively to the civil society of Turkey working on issues related to core European values.

The two sub aims of the overall Program is

· to contribute organizational sustainability of CSOs and

· to foster innovation in civil society.

Fostering innovation in civil society remains as the long term goal of the second phase of the program. In this respect, this evaluation report focuses on the first phase; contribution to organizational sustainability.

The long term goal of the program was to increase organizational sustainability of the CSOs in Turkey. In line with this goal the program aimed at providing tailor made support to its beneficiary

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[1]Türkiye'de Sivil Toplum Bir Değişim Süreci: Uluslararası Sivil toplum Endeksi Türkiye Raporu (Civil Society in Turkey, A Changing Process: International Civil Society Index Turkey Report), Tüsev Publishings, 2006. http://www.tusev.org.tr/usrfiles/images/yayinlar/Uluslararasi_STEP_Turkiye_Ulke_Raporu.pdf [2]Türkiye'de Sivil Toplum Bir Değişim Süreci: Uluslararası Sivil toplum Endeksi Türkiye Raporu II (Civil Society in Turkey, A Changing Process: International Civil Society Index Turkey Report II), Tüsev Publishings, March 2011. http://www.tusev.org.tr/usrfiles/files/step2011_web_SON.pdf

organizations (including foundations, associations, initiatives, platforms, etc. and from now on here, referred as the organizations) in determining their prioritized organizational capacity areas and improving their capacity.

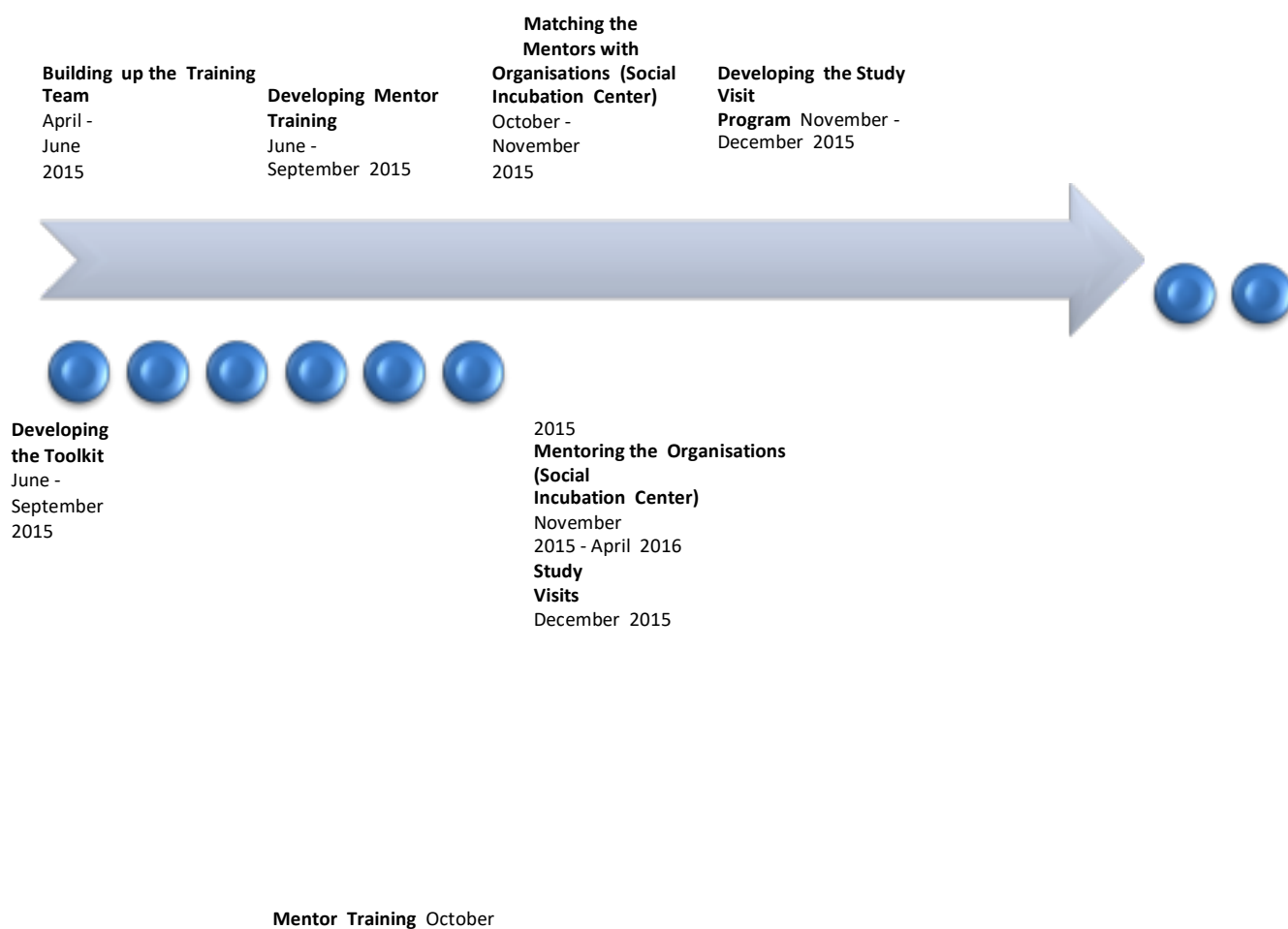The conceptual flow of the program was designed as follows:

· Organizations review their own structure, strategy and needs;
· Organizations identify their prioritized capacity development areas;

· Organizations increase their knowledge and skills, particularly in these prioritized areas; · Organizations make concrete functional and/or structural changes in these areas; · Organizations develop new strategies and agenda based on their increased awareness of their own capacity and further needs.

Six major organizational capacity development areas were identified by the program coordination based on previous experience and feedback from beneficiaries. These were "organizational structure, financial sustainability, advocacy, project management, networking and working with volunteers." Throughout the program, the organizations were supported in other capacity development areas as their needs emerged, however these six areas were kept as the focus of the implementation process.

Four main activities were implemented throughout the program; including a study visit, mentor support, support from program actors (referrals, consultations by the coordinator, project team, consultants and other participant organizations) and providing online learning materials (such as videos, guides).[3]See the figures 1 and 2 below for the activity flow of the program.

Figure – 1: Activity Flow of the Program

Building up the Training Team
April -
June
2015

Developing Mentor Training
June -
September 2015

Matching the Mentors with Organisations (Social Incubation Center)
October -
November
2015

Developing the Study Visit Program November -
December 2015

Developing the Toolkit
June -
September
2015

2015
Mentoring the Organisations (Social Incubation Center)
November
2015 - April 2016
Study Visits
December 2015

Mentor Training October

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[3]The objectives and content of each activity is presented in related sections of the report.

Figure – 2: Activity Flow of the Program – Cont.

**Develeping
the Online**

**Matching the
Mentors with Organisations
(CSEP)** December 2015-

Program Actors

January 2016
Tools and Publication
October
2015-April 2016

Closure - Evaluation Meeting
April 2016
Support to Organisations

September 2015-June
2016

**Mentoring the
Organisations (CSEP)**
December 2015 - June 2016
Online support to

organisations - tools/
publication January-June
2016
Program Actors

**Support for
Mentors** October 2015-
June 2016

Evaluation Plan and Data Collection Instruments

The evaluation plan was designed and conducted by an evaluation specialist. Program coordinator provided context support to the evaluator in developing the plan and some of the instruments.

Appreciative inquiry, gender-sensitive and participatory approaches were used to seek the views of the participants and beneficiaries; where appropriate, project coordinator and project team.

Confidentiality of information, in that all documents and data collected from questionnaires, scales, evaluation forms and observations were treated as confidential and used solely to facilitate analysis, was insured by the evaluator.

The evaluation study included the process as well as the impact of the pilot program. It was not an audit but an inquiry into what worked and what could be improved in the future. It was conducted making use of both qualitative and quantitative data collection including:

· Evaluation Questionnaire – 1 for Mentor Training participants at the start and end of training, and at the end of the program.
· Evaluation Questionnaire – 2 for Mentor Training participants at the end of the training. · Evaluation Meetings with Mentor Training trainers and project team at the end of each day and at the end of the training.
· Semi – structured observations during the Mentor Training.
· Evaluation round table meeting with mentors at the end of the program. · Evaluation Form for beneficiary organizations at the end of Study Visit Program. · Evaluation Session with beneficiary organizations at the end of Study Visit Program. · Evaluation meeting with beneficiary organizations at the end of the Program (Three day long). · Monitoring online tools and publication use.
· Informal unstructured meetings with project coordinator. [4]

[4]All of the instruments were detailed in the relevant sections of the report.

Results

In this section, results related to the process and impact of the program on beneficiary organizations, including mentorship program process and outcomes were presented. Recommendations for future programs were covered as well.

Mentorship Program

Mentor support was one of the major tailor made activities/support mechanisms of the program. Although there were field professionals who could be recruited for the program, previous experience (in the Bilgi University Social Incubation Center) suggested that prospective mentors (and the program coordination team, as well) needed a framework of mentoring skills and mentor-mentee relationship. In order to address this need a pilot Mentor Training (MT) was designed and implemented. After the training ongoing support for mentors were informally provided by the program coordinator and other program actors.

A total of 24 different mentors were recruited during the Civil Society Exchange Program (CSEP) period. 12 of this 24 were participants of the mentor training. There were 23 participants of the mentor training. 14 out of 23 participants of mentor training were matched with mentee organizations which were either CSEP beneficiaries (6 organizations) or Social Incubation Center beneficiaries (8 organizations). At the end of May 2016, in Center for Civil Society Studies, there was a pool of mentors including 35 mentors; 23 of which participated in the mentor training; 26 of which mentored a beneficiary organization at least for one program period.

Mentor Training

Aims and Objectives

The overall goal of the training was to empower participants in terms of increasing their mentoring skills and defining mentor-mentee relationship framework. More specifically, MT was designed to provide its participants with a framework for mentorship (including roles, boundaries and approach), a set of tools (which were included in the toolbox) that participants can use in mentoring practice, and a learning environment where participants can experience mentoring simulations and reflect on mentoring practice and skills.

Therefore, increasing participants' knowledge and mentoring skills, raising awareness on mentor mentee relationship framework and increasing their self-confidence in becoming mentors in the service of organizational capacity development were expected outcomes of the MT program (See Annex - 1 for the program).

Setting and Demographics

The call was open to everyone who met the pre-determined criteria, in between 8th of September and 2nd of October 2015. 75 applications were received, 74 of which was eligible.

The Mentor Training took place on 14th – 18th October 2015 in Istanbul, Turkey. 23 civil society professionals and 5 team members (coordinators, trainers, evaluator) participated in the training.

The program and the materials of it was designed and prepared in 5 months, in collaboration with LEAD[5]. 5 preparatory meetings (3 face-to-face, 2 online) were held prior to the training.

The evaluator fully participated in the training to make observations, to apply the evaluation forms and to take part in the daily and final evaluation meetings with the training team.

%57 of the participants were women and %43 were men. The mean age of the participants was 35,48 ± 4,9. The youngest participant was 27 years old, and the oldest was 43 years old. %60 of them reported having previous mentoring experience with the duration varying from 6 months to 5 years. However, only 3 of them had mentor training before (One of them was a one hour presentation, the others were a one day training and a nine day training). Participants' previous mentees were mostly students, CSO staff, and volunteers. Almost all of the participants had been working in the civil society field (with
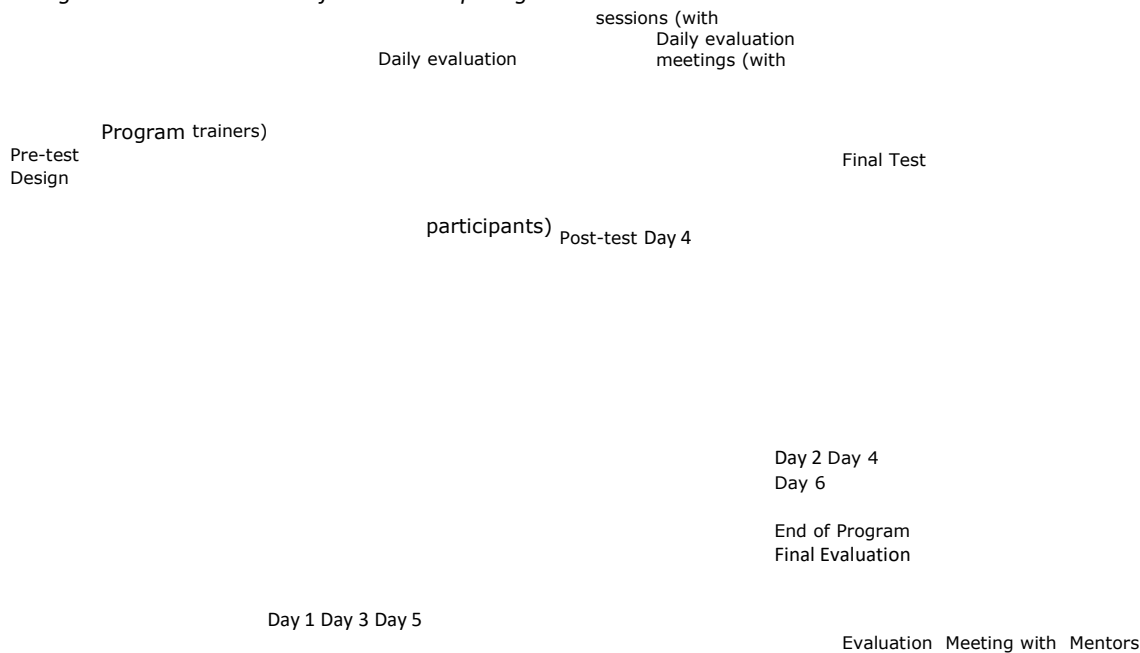
titles such as project manager, grant program supervisor, general secretary, youth worker, trainer, consultant, social worker, communication executive, academic, university instructor and fundraiser).

Methodology and Assessment Tools

The evaluator got involved at every stage of the training process to make a multi-dimensional and meaningful assessment. A variety of data collection methods (quantitative and qualitative) were used in order to minimize the weakness of any single approach. With this intention, both the data gathered from the participants and feedback from the trainers had been used for assessment.

The evaluation plan for the training involved the assessment of significant changes in participants, in terms of knowledge, skills and opinions specific to the training objectives; observation of the sessions and participant observations of the evaluation meetings the trainers organized at the end of each day (see Figure – 3).

Figure – 3: Evaluation Plan for Mentorship Program

sessions (with
Daily evaluation
Daily evaluation
meetings (with

Program trainers)

Pre-test
Design

Final Test

participants) Post-test Day 4

Day 2 Day 4
Day 6

End of Program
Final Evaluation

Day 1 Day 3 Day 5

Evaluation Meeting with Mentors

EVALUATION - TT   EVALUATION PLAN
Meeting (with trainers, coordinator)

Evaluation Questionnaire – 1: Self Assessment Form for Mentors (EQ – 1, see Annex -2) was designed to measure changes in mentoring skills of participants. The EQ – 1 had 17 items based on the content of the training program. Items included skills such as Maintaining Effective Communication, Aligning Expectations, Assessing Organization's Understanding and Needs, Promoting Organizational

[5] Mercator Capacity Building Center for Leadership&Advocacy

Development. The participants were required to respond to the items on a seven point Likert scale from "Not at all skilled to Extremely skilled". The questionnaire was applied twice, once at the beginning and once at the end of the training as pre-test and post-test. Participants were asked to fill in the column "A" during pre-test and columns "B" and "C" during post-test (representing pre-test, revised pre-test and post-test scores respectively). For the column "B" participants reassessed their

pre-test scores after the training. In the 'End of Program Evaluation Meeting' the EQ-1 was applied again including two measures. In column "D" participants rated their skills before the mentorship program and in column "E" they rated their final scores (end of program).

Evaluation Questionnaire – 2: Training Assessment Form (EQ – 2, see Annex - 3) was basically a "reactionnaire form" which was developed to enable participants to assess their confidence levels in using tools and get feedback from the participants about the trainers, knowledge, skills and opinions, and recommendations for the training program. Besides providing qualitative data for the evaluator EQ – 2 served the team of trainers during the final evaluation meeting as a tool for evaluating the training.

Daily Evaluation Sessions (with participants): These were the sessions where the participants shared their experiences about the program, expressed their feelings, heard how others had experienced that same part of the program and came up with suggestions and ideas to improve the program. These sessions also provided the team of trainers an effective means for staying in touch with the way the group of participants developed and identifying any problems and challenges that needed intervention.

Daily Evaluation Meetings (with trainers): The meetings trainers held at the end of each day where they evaluated the sessions, participants' reactions, the training team and make modifications on the program if necessary. The evaluator participated in these meetings mostly as an observer and made suggestions if needed.

Final Evaluation Meeting (with trainers and project team): Meeting held with the participation of trainers, coordinator, consultant and evaluator shortly after the training where overall structure and elements of the training program were evaluated and necessary future modifications were discussed.

Results

In this section, findings derived from the EQ-1 and EQ-2 presented, respectively. Findings from evaluation sessions and meetings were added when necessary.

Self Assessment Form for Mentors, Evaluation Questionnaire – 1 (EQ – 1)

In Graphic – 1 pre-test (A), revised pre-test (B) and post-test (C) scores of the participants were presented. One-way Repeated Measures ANOVA was conducted to compare the A, B, C scores. The results indicated that there was a statistically significant difference across these three scores. Wilk's Lambda = .17, F (2,21), p < .001. The means and standard deviations were presented in Table – 1. In other words, generally speaking, the training had the desired effect on the participants in terms of mentoring skills.

Graphic – 1: EQ-1 mean scores for participants

In addition, in Graphic – 2 mean scores for each item were demonstrated.

Graphic – 2: Mean scores for EQ – 1 items

Table – 1: EQ – 1, Descriptive Statistics for Pre-test, Revised Pre-test and Post-test Scores

	Mean	Std.	N
Pre-test	4,858	Deviation ,131	23
Revised Pre-test	4,319	,189	23
Post-test	5,557	,117	23

Moreover, *Bonferroni Post Hoc Test* revealed that there was statistically significantly difference among pre-test, revised pre-test and post-test scores. The results were shown in Table – 2.

Table – 2: EQ – 1, Pairwise Comparisons for Pre-test, Revised Pre-test and Post-test Scores

(I) factor1		Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b]	
					Lower Bound	Upper Bound
Pre-test	R. Pre-test	,539[*]	,166	,011	,109	,969
	Post-test	-,699[*]	,129	,000	-1,034	-,364
R. Pre-test	Pre-test	-,539[*]	,166	,011	-,969	-,109
	Post-test	-1,238[*]	,130	,000	-1,575	-,901
Post-test	Pre-test	,699[*]	,129	,000	,364	1,034
	R. Pre-test	1,238[*]	,130	,000	,901	1,575
Based on estimated marginal means						
*. The mean difference is significant at the 0, 05 level.						
b. Adjustment for multiple comparisons: Bonferroni.						
R. Pre-test: Revised pre-test						

Given that there was significant difference between pre-test and revised pre-test scores, in the following phase of analysis *Wilcoxon Matched Pairs Signed Ranks Test* was conducted to analyze the difference between revised pre-test and post-test scores, for each item of EQ-1. The Wilcoxon Test

revealed statistically significant increase in post-test scores for all items (see Annex – 4). These results

indicated that training participants felt (or thought they were) significantly more skilled in Maintaining Effective Communication, Aligning Expectations, Assessing Organization's Understanding and Needs, Promoting Organizational Development after the training.

At the beginning of "Program Evaluation Meeting with Mentors" mentors completed the EQ-1 again using two columns. These two measures were final revised pre-test scores (ratings considering their skill level before they attended to the program) and final scores (their current ratings; at the time of evaluation meeting). 12 mentors completed the form. 3 additional forms were completed online by mentors who could not participate in the meeting. These ratings were matched with previous 3 measures (pre-test, revised pre-test and post-test scores of mentor training) and a five measure comparative analysis was conducted.

One-way Repeated Measures ANOVA was conducted to compare the A, B, C, D and E scores. The results indicated that there was a statistically significant difference across these five scores. Wilk's Lambda = .14, F (4,11), p < .001. The means and standard deviations were presented in Table – 3.

Table – 3: EQ – 1, Descriptive Statistics for Pre-test, Revised Pre-test, Post-test, Final Revised Pre-test and Final- test Scores

	Mean	Std.	N
Pre-test	4,81	Devia' 18	15
Revised Pre-test	4,14	,24	15
Post-test	5,51	tion ,17	15
Final R. pre-test	3,99	,22	15
Final-test	5,26	,13	15

Bonferroni Post Hoc Test revealed that there was statistically significant difference between pre-test and revised pre-test; pre-test and final revised pre-test. No significant difference was found between revised pre-test and final revised pre-test. These suggest both revised test scores were eligible to use in final analysis. The results were shown in Table – 4.

Table – 4: EQ – 1, Pairwise Comparisons for Pre-test, Revised Pre-test, Post-test Final Revised Pre-test and Final-test Scores

(I) factor1		Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b]	
					Lower Bound	Upper Bound
1	2	,667	,201	,050	-,001	1,334
	3	-,704[*]	,182	,017	-1,309	-,099
	4	,820[*]	,191	,007	,185	1,455
	5	-,451	,205	,448	-1,131	,230
2	1	-,667	,201	,050	-1,334	,001
	3	-1,371[*]	,160	,000	-1,903	-,838
	4	,153	,173	1,000	-,423	,730
	5	-1,117[*]	,232	,003	-1,889	-,346
3	1	,704[*]	,182	,017	,099	1,309
	2	1,371[*]	,160	,000	,838	1,903

	4	1,524*	,196	,000	,872	2,176
	5	,253	,174	1,000	-,326	,832
4	1	-,820*	,191	,007	-1,455	-,185
	2	-,153	,173	1,000	-,730	,423
	3	-1,524*	,196	,000	-2,176	-,872
	5	-1,271*	,220	,000	-2,001	-,540
5	1	,451	,205	,448	-,230	1,131
	2	1,117*	,232	,003	,346	1,889
	3	-,253	,174	1,000	-,832	,326
	4	1,271*	,220	,000	,540	2,001
Based on estimated marginal means						
***. The mean difference is significant at the ,05 level.**						
b. Adjustment for multiple comparisons: Bonferroni.						
1: Pre-test, 2: Revised pre-test, 3: Post-test 4: Final Revised Pre-test 5: Final-test						

No significance was observed between post-test and final-test indicating that the participants rated their skills same way at the end of the training and at the end of the program. In other words they felt a significant increase in their mentoring skills at the end of the training and program as compared to their skills before participating in the program.

Wilcoxon Matched Pairs Signed Ranks Test was conducted to assess the difference between final revised pre-test and final-test scores, for each item of EQ-1. The Wilcoxon Test revealed statistically significant increase in final-test scores **for all items** (see Annex – 4 for items). These results showed that training participants felt (or thought they were) significantly more skilled in Maintaining Effective Communication, Aligning Expectations, Assessing Organization's Understanding and Needs, Promoting Organizational Development ***at the end of the program***.

Training Assessment Form (TAF), EQ – 2

In Graphic – 3 participants' "Perceived Levels of Confidence" (PLC) were presented. In the TAF, the participants were asked to rate to what extent they felt confident in each of the tools/areas covered in the training on a seven point Likert scale from "1: Not at all confident" to "7: Extremely confident". Perceived Levels of Confidence refers to the mean scores of these self-assessments.

Graphic – 3: Participants' Perceived Levels of Confidence

The overall PLC mean score was 5,61 out of 7. Minimum score was 4,58 and maximum score was 6,75.

Graphic - 4: Perceived Levels of Confidence based on tools/areas

As presented in Graphic – 4, participants' self assessments indicated that participants felt moderately to extremely confident in using the tools, identifying relationship boundaries and defining their role as mentors after the training.

Additional qualitative data regarding participants' learning were gathered via the TAF. Participants were asked to briefly share what they had learned during the training; including knowledge gained, skills acquired or improved, and opinions/ideas changed.

The learning outcomes reported by the participants can be grouped in three major categories. The theoretical/technical knowledge, the skills and the framework of mentor-mentee relationship; including mentor roles and boundaries, setting and approach.

Knowledge

"I learned that there are some techniques that I can apply into my relationship with the mentees. GROW, creativity techniques and conflict management are my favorites."

"All the tools in the toolbox enabled me to frame what I intuitively practice."

"I learned technical names of some of the tools/techniques that I already apply."

"I learned a couple of practical tools to use, making it easier to support people and organizations in the long term."

"I have learned different communication styles, influencing techniques and conflict management methods."

"GROW model is one of the main tools, the one I liked the most. I think MEAO will be very useful for my next steps."

"I learned multi-functional tools/techniques that will be helpful both in mentoring and everyday

life." "I learned conflict management styles and has chance to go in depth in GROW model. "

Skills

"I can construct a mentorship session much better now."

"Tools and techniques I have seen will help me to construct mentor-mentee relationship."

"I have improved myself in asking the right questions."

"Less self-oriented listening; towards a more objective grasp of a situation."

"I have better listening and conflict management skills now."

"Listening and asking questions at the right time."

"Supporting/creating a creative environment."

"Managing a conflict better."

"I have gained skills in creativity tools, influencing techniques and conflict management." "I improved my mentoring skill via increasing my awareness on specific techniques." "I had the chance to practice some of the tools and improved my skills in using them."

Framework of mentor-mentee relationship (roles, boundaries and approach)

"I realized that there is a thin line between being friendly and acting professionally in the mentor-mentee relationship."

"I had more ideas on boundaries of mentor-mentee relationship which makes me feel more self-confident."

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"Mentor's role is clearer for me now. I know where I should stand, where my boundaries are." "The role of the mentor as a capacity builder is highlighted."

"Defining the boundaries of mentor-mentee relationship."

"Clear definition and boundaries of mentoring."

"I have learned how to position myself as a mentor and how important it is to keep the boundaries. The mentor-mentee role play was extremely useful."

"All the tools that we have learned opened up new ways of thinking on mentorship." "My understanding of mentoring has deepened."

"I have become more conscious of the need to provide space and listen attentively."

"I have learned to be more aware of my own limitations."

"Until now, my experiences were based on a traditional model and they were without a structure. To be true, I did not believe in the necessity of a structure as I believe in myself in human relations. But I feel very convinced about the advantages of using – developing new tools and structures."

"Learned the importance of structured work, this can also help in building trust between mentor and mentee."

"I have realized the importance of more structured questions in the mentorship process."

"My idea about mentorship is still the same. I confirmed that the red lines I have in mind are shared by others as well."

Other open ended questions concerning the team of facilitators/trainers and strengths&weaknesses of the training revealed the following outputs.

Participants' comments on the team of facilitators included facilitators' approach to participants, their competency and skills, and teamwork.

Approach

"They took our suggestions and developed program according to these."

"Since this is a pilot training and mentorship is a new tool for civil society (in Turkey), facilitators' way of receiving feedback during the training and modifying the program accordingly has influenced me a lot and made me happy."

"The team really knew who were in the training room and they had "wide" skill to design a program and approach according to participant group."

"Facilitators were quite clear and open to feedback from participants."

"Facilitators were sincere."

"All facilitators were very helpful, open and skilled."

"The most important thing for me is that they provided a learning space that I could feel secure."

"The role that facilitators took could be also a good example of mentoring as they created a perfect space for a learning environment."

"Facilitators were communicative, open to answer questions, created a positive environment and respected participants' inputs."

"They were funny and helpful."

"Facilitators were sympathetic, not dictators nor dominators and flexible."

"They were positive, fun, supportive and flexible."

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Teamwork

"Each had a different style but they complemented each other quite well."

"The combination of the trainers was excellent, each of them combining different skills/learning methods making it easy to understand."

"The team was extremely good, seemed in great harmony. Interactive methodology that they brought helped participants to take more initiative in learning process."

"Working in balance gave us a positive feeling which kept us in balance, thank you."

Competency and/or Skills

"We were difficult participants in a way, they managed us well."

"They were well prepared, informative, had very well knowledge about the

topic." "In some sessions, their instructions were not clear cut enough."

The strengths and weaknesses of the training stated by the participants were as follows.

Strengths

"Program flow and mandatory fields kept us in track. It was good to see well constructed sequences which are completing each other, and deduction from general ideas to specific tools helped my learning."

"Training program was revised and developed based on participant's feedback each day. This was the strongest feature of the training."

"I honestly say that the program was designed (and adopted also) according to needs."

"The strength is the awareness raised during the training. Every time we learned a tool we became more aware of our existing skills and felt the need to improve them."

"The strength of the training is the combination of academic/theoretical parts and the practical parts."

"The team of trainers itself and open communication were the strengths."

"The toolkit is a great tool."

"There was a really nice atmosphere."

"The learning environment and the expertise of the trainers were the strengths."

"Many opportunities of learning experiences. Balance between brainstorming/thinking and

input/learning." "Positive feedback, chance to experiment/try, variety of participants."

Weaknesses

"In Prioritization and Skill-Will sessions lack of proper exercise and examples made me feel

incomplete” “I think some of the cases/examples are poorly chosen; such as the example in prioritization.” “Since it’s a pilot training I cannot see any weaknesses.”

“All topics were covered in a simple/generalized way. Needed more deepening.”

“Theoretical/written material lacked. Needed extra reading in addition to toolkit.”

“The training program does not offer a structured process to supervise and support mentors during the 6-8 months after the training.”

“More information could be provided on the mentorship practice and process in the program.”

“The training gave us some important tools to manage the mentoring process but it gave us little information on how to make strategic plan and implement a six months relationship. So we need more guidance during the mentoring process.”

“We (as the participants) did not focus much on organizational development techniques.”

“During the voting (for elective tools to be covered) , most of the tools elected (by the participants) were focusing on personal development (instead of organizational development).”

“I’d prefer one language. English or Turkish. Switching from one language to another sometimes decreased my motivation.”

Finally, their _recommendations_ for following trainings were:

“We could do more exercises on specific cases. I would learn better that way.”

“Maybe there can be discussion about the topics which are not to be mentored, what issues are incurable. This may help the mentor to set more realistic expectations of his/her success.”

“There can be a session which tries to figure out possible expectations of

mentees.” “We should have covered more tools in the training.”

“I would love to learn tools for assessing the impact of mentoring process.”

“I think we over practiced some of the tools. We could experience more tools by parallel sessions.”

“To include a “supervision” model in the training and to prepare for “peer-supervision” would make participants feel safer and more confident.”

“I would like to learn about mentorship experiences of the previous year.” (Experiences of the mentors who took part in Social Incubation Center mentorship support prior to CSEP)

“The training can be developed more by adding more parts including collective creation of the participant group.”

“We needed more time for breaks.”

“More time for open discussions.”

“All tools are originally corporate. A tool production session for our own context would be good.”

Conclusions

Increasing participants’ knowledge and mentoring skills, raising awareness on mentor-mentee relationship framework and increasing their self-confidence in practicing as mentors in the service of organizational capacity development were the objectives of this training.

The results presented in the previous section indicated that the training had reached its overall objectives. In other words, participants increased their theoretical knowledge and were provided with a conceptual framework; learned new tools which can be used in mentoring practice; reframed their previous experiences with mentees; and began to define the framework of mentor-mentee relationship; including mentor roles and boundaries, setting and approach.

EQ – 1 results showed that the participants considered themselves significantly more skilled in Maintaining Effective Communication, Aligning Expectations, Assessing Organization’s Understanding

and Needs, Promoting Organizational Development after the training. More specifically, training increased their sense of skillfulness in

· Active listening
· Providing constructive feedback

· Establishing a relationship based on trust
· Identifying and accommodating different communication styles
· Employing strategies to improve communication with mentees
· Working with mentees to set clear expectations of the mentoring relationship ·
Aligning their expectations with their mentees'
· Working with mentees to set organizational goals
· Helping mentees develop strategies to meet organizational goals
· Accurately estimating mentees' level of organizational management knowledge ·
Employing strategies to enhance their mentees' knowledge and abilities
· Motivating mentees
· Building mentees' confidence
· Taking into account the biases and prejudices they bring to the mentor/mentee relationship · Working effectively with mentees whose personal background is different from their own (age, race, gender, class, region, culture, religion, family composition etc.)
· Helping their mentees network effectively
· Helping their mentees acquire resources (e.g. grants, etc.)

In addition, no significance was observed between post-test and final-test mean scores indicating that the participants rated their skills same way both at the end of the training and at the end of the program. In other words, this result suggested that their sense of gained skills resisted against attrition after the training, due to ongoing mentoring practice.

The significant difference between final revised pre-test and final-test scores showed that at the end of the program mentors viewed themselves more skilled and equipped than they were before the program.

Moreover, according to EQ-2 results participants felt moderately to extremely confident in using the mentoring tools, identifying relationship boundaries and defining their role as mentors after the training.

Complementary qualitative data from EQ-2 supported these findings. According to participants' responds the training content provided the participants with a theoretical framework by introducing tools and techniques. Participants not only learned about new tools and techniques but also reframed their intuitive previous practices. GROW model, conflict management, influencing techniques were among specifically emphasized tools.

Constructing the mentor-mentee session, communication skills (particularly, active listening and asking appropriate questions) and conflict management were the skills stressed by the participants.

Clarification of their role as mentors and identifying the boundaries of mentor-mentee relationship were the most significant learning for the participants in regard to mentorship framework.

Additionally, the participants began to develop new approaches to and gain deepened understanding of mentorship. Most significantly they underlined the importance and benefits of *structuring* mentor mentee work.

Participants' comments on the team of facilitators included facilitators' approach to participants, their competency and skills, and teamwork. Participant-centered approach was the most welcomed aspect of the training team according to participants. Getting feedback from participants and using these feedbacks to modify the program during the training enabled the program to become a collaborative effort and enhanced the learning possibilities. Correspondingly, facilitators' supportive, sincere and flexible attitudes helped participants to feel secure and comfortable, which also increased participants' involvement. Team of facilitators was perceived as complementary and well balanced by the participants. Varying skills that each member had was combined in harmony to provide a learning

environment which allows participants with different learning styles to have

appropriate opportunities for learning. Being knowledgeable, well informed and well prepared were the adjectives used to define facilitators by the participants. Though, few participants demanded better; clear cut instructions in particularly two sessions.

Well constructed complementary sessions, daily program revision based on participants' feedback, increasing awareness on existing skills and building new ones, participant-centered approach, facilitators' communication style with the participants, combination of theory and practice, and the toolkit were stated as the strengths of the training.

Weaknesses and recommendations should be considered together. Basically, need for extra theoretical reading material, sharing previous mentorship experiences, a structure for making a strategic plan for 6-8 months mentorship, a structured supervision and support model for mentors, more exercise and practice on specific cases, tool modification for civil society context and more time for breaks and open discussions were stressed as weaknesses of the program.

Evaluation Meeting with Mentors

On 17th April 2016, a three hour roundtable evaluation meeting with the mentors was organized. The meeting was moderated by the program coordinator with contribution of the program evaluator. Thirteen mentors participated in the meeting. Eight of the participants were matched with mentee organizations during the program. One of the mentors was not a participant of the Mentor Training. The mentorship support started in February and was still ongoing at the time.

Following questions were addressed during the evaluation meeting.

- How was your mentorship experience until now? Can you tell us your experiences with your mentee organizations? What has happened during this process? (This includes mentorship experience out of the CSEP program if such an experience was present)
- What kind of contributions has the program (training and mentorship experience) had on you in terms of a) mentoring, b) your professional work and c) personal development? · Can you please compare the conceptual and theoretical content of the training with your experiences on the field, particularly in terms of relevancy?
- What are your observations about the areas, topics and practical implementations that need to be improved in the mentorship program? What are your recommendations?

Responds and feedback of the mentors on *mentorship process* (their experiences until then) could be gathered under the following headings.

Initiating mentor – mentee relationship

The mentor-mentee relationships were initiated face to face by the facilitation of Civil Society Exchange Program and Bilgi University Social Incubation Center coordinators (both programs has   been implemented under Bilgi University Civil Society Studies Unit). Mentors and mentee organizations were informed about the process before the initiation by the coordinators. The two parties were matched based primarily on the prioritized capacity developmental areas of the mentee organizations (For instance, if the organization identified its priority as organizational structure and financial sustainability in prior needs assessment meetings or Study Visit then the coordinators tried to match it with a mentor who can contribute most in these areas). Few pairs were matched according to organization's work field and mentor's expertise. Some of the mentors emphasized that the contribution of the coordinators did facilitate the initiation for both themselves and the mentee organization. On the other hand some mentors reported that it would be easier if the organizations were better informed about their mentors and the process. After the first face to face meeting all pairs identified their unique relationship strategy on their own.

Communication tools and contact/meeting frequencies

Communication tools and methods varied greatly due to geographical conditions and organizations' demands. Skype, e-mail, whatsapp and telephone were the most used tools for distant mentorship. Pairs living in the same city occasionally met face to face however online tools have kept its significance.

Some pairs contacted once a week, some once in two or three weeks. Some mentors also reported needs based irregular contacts and meetings.

Sustainability of the relationship

Building up and sustaining the relationship with the organizations was one of the problematic areas for some mentors. Some felt that they had to hold themselves back since the organization seemed so busy with their ongoing daily activities and did not demand to meet. Some reported that the organization in itself was not aware of what to expect and demand from a mentor support. Some mentors reported conflicts within organization which complicated relationship development and sustainability. Finding a stable team of mentees was another complicating factor for some mentors.

On the other hand, some of the mentors easily completed the relationship building phase and started to work with the mentees, even though they could not follow a preset time schedule as well.

All but one mentors were still in the process at the time of the evaluation meeting.

Content (Focus areas of the mentor-mentee work)

The content of the mentorship work varied according to the needs and priorities of the mentee organizations and style of mentors, as expected. However, assessment of needs and review of organizational structure were common for most of the matched pair, according to what the mentors reported. Some pairs needed to work on organizational structure and intra-organizational conflict management first.

Headlines and some outputs of the mentor-mentee work were presented below.

"Prioritization of needs including lots of discussion; concluding on "working with volunteers". Need for volunteer data base identified. Orientation program for volunteers was designed. Intra-organizational communication included in agenda."

"Fundraising was prioritized. Working with volunteers and institutionalization followed. In order to build a local network for fundraising a presentation was prepared."

"Lack of human resources and funds were primer problems. So efforts were towards fundraising and volunteer recruitment. For fundraising mentee organization participated in a fundraising campaign (Runatolia) and met with its beneficiaries for volunteer recruitment. Identifying major needs and finding a stable respondent in the organization were main issues for the mentor."

"Intra-organizational conflict management. Identifying the roles in the organization. Public relations practices, social media use, in particular."

"Intra-organizational conflict management. Identification of job descriptions and role distribution. Preparation of organizational activity plan."

"Human resources and working with volunteers."

"Needs assessment and prioritization. Primer issue was identifying a focus (which was identified as democratization) and making a strategic plan. Network building was another area. Referrals to similar organizations and academic."

"Intra-organizational conflict management. Organizational structure. Identifying goals and objectives of the organization; inclusions of beneficiaries in this process."

Contribution to mentors' capacity development

When asked 'What kind of contributions has the program (training and mentorship experience) had on you, including mentorship, professional work and personal life the mentors responded as follows:

"In cases of conflicts, I could keep the boundaries and experienced that it worked. Instead of getting into the conflict

and try to resolve it for them I could keep my position, stayed out of conflict and I could be more helpful in managing the situation."

"Training enabled me to identify and keep my boundaries and role as a mentor. I realized where to stand and that I don't have to solve anything on my own. I didn't feel obliged to solve the problems at once."

"I sensed the importance of solidarity. Knowing that I have someone to talk to who may understand me made me feel good and strong. I am more capable at sharing analytic strategic approach with people I work with. I have new tools such as grow model, team-chart and different versions of brainstorming that I use in my work and with my mentees."

"I used grow model, prioritization, influencing techniques both for mentoring and my own work." "I

used some of the tools in a training."

"In my work after the training I became better at planning my work and using my time efficiently. I can do things in 2-3 days which I had to spend a week before. I used prioritization for my own work plan. The training positively influenced my decision making process at work. It also helped me in better identifying the needs of our projects' beneficiaries. At work my self-oriented approach decreased. I began to focus more on the young people's needs much more than before."

"Making referrals more efficiently for people who consulted me at workplace; by asking right questions and identifying their needs faster. I made such referrals faster and feeling calmer. I made referrals to other mentors in the program, as well."

"The tools we learned in the training made it easier for me to monitor my own performance at work."

"I could externally observe my own organization after the training. I realize that, without being aware of it, I mentored a new recruit at work."

These responds suggested that the mentors gained awareness and skill in identifying the boundaries of the relationship and redefining their role as a mentor. This was the most significant change of both the training and mentoring experience in the program. Additionally, some mentors mentioned the importance of mentor network in the program. By providing referral opportunities and peer support, the pool enabled them to feel more confident and secure in their practice.

Prioritization and grow model were the most utilized tools both in mentoring practice and mentors' own work. In their professional work, some mentors used skills, tools and conceptual framework to observe their own organizations, to plan and monitor their work performance, and to redefine some aspects of their perceptual sets about themselves.

It can be stated that by participating in this program mentors increased their insights about mentor role and boundaries of mentor-mentee relationship, learned and gained skills on some practical techniques and began to develop a new attitude towards mentoring relationship and practices.

Recommendations for the Mentorship Program

The mentors shared both their suggestions and questions about the program when asked for their recommendations. These can be categorized as selection criteria and selection process of the beneficiary organizations, framework and setting of mentor-mentee relationship, monitoring the mentorship process and peer support mechanisms for mentors.

Selection Process

· Matching mentor – mentee organization based on prioritized organizational needs instead of themes they work in (Some pairs were matched according to organizations' work field and mentors' expertise in those fields).
· Is there any way of including mentors in the selection process?
· Is there a way of understanding whether representatives of the organizations (three from each organization) have a functional effect/influence in organizational decision making? · How the organizations' motivation in applying to the program can be assessed accurately? Do they wish to participate for learning/empowerment, prestige, or only for personal mobility purposes?

Some mentors emphasized that when the organization did not have sufficient motivation or need for mentor support, particularly in the initial phase, it became quite hard for the mentor to build an effective relationship with the mentee organization. Including mentors in the prioritization of the organizational needs (before matching) was one of the suggestions to address this issue.

Framework and setting

Even though the mentors reported significant learning in terms of identifying their role as mentors and relationship boundaries, case specific questions were raised in the meeting.

· How should we set limits when we observe serious intra-organizational conflicts? · How will be the mentor's approach when the priorities the organization identifies and the mentor thinks they should be differs or conflicts?
· Where should we stand when we observe that working on a particular problem may lead the organization to the risk of structural defects (or organizational breakdown)?
· Participating in an activity enables the mentor to get acquainted with the mentee organization and observe the actual working capacity. Nevertheless, should there be limits in doing this? · Sharing our own experiences…sometimes this is very helpful for the mentees, since it provides specific, case related examples but should some limits be set in doing so?

These case specific questions provided important, experience based material for reflection both in future mentor trainings and peer support meetings.

Monitoring the process

· A framework which defines how mentors report the course of mentor-mentee meetings (including format, content and frequency).
· A reporting format for mentee organizations including their view of the mentorship process.

Support for Mentors

· A space where mentors can share their experiences with each other. This can be in pairs or small groups based on the same organizational capacity development areas.

Additional suggestions

· Most of the organizations have same kinds of intra-organizational conflicts. Can we adapt and localize the conflict management tools for these kinds of conflicts?
· I think the most organizations need a role model. Can an organization which has been through similar stages and dealt with similar issues coach mentee organizations. Matching with "role model organizations" would be useful for our mentee organizations.
· Is it possible to make local matching since I think being in the same city is more effective than distant monitoring?
· Can we add case examples derived from our own experiences into the toolkit? These examples may include failures, as well.
  · Not working with a mentee organization decreases the impact of the training. Is it possible to build a system where all participants of the mentor training can be matched with an organization?

Beneficiary Organizations

The call for application to the program was open to organizations who met the pre-determined criteria, in between 17-27 November 2015.

28 applications were received and 8 organizations were accepted to the program. These organizations were located in 7 different cities in Turkey, including Adana, Ankara, Bursa (2 organizations), Çanakkale, Denizli, Hatay and İzmir (4 associations, 2 initiatives, 1 foundation and 1 youth council).

The organizations were provided with four activities throughout the program; including a study visit, mentor support, support from program actors (referrals, consultations by the coordinator, project team, consultants and other participant organizations) and online learning materials (such as video and document guides).

Study Visit (SV) was the first gathering of the program, followed by mentor support, program actors' support and online tool/publication support. Through the following sections, data gathered by assessing views of beneficiary organizations, regarding the implementation of these activities and their impact on organizations' capacity development process were presented.

Study Visit

Aim, Objectives and Setting

The Study Visit (SV) was the beginning phase of the program for beneficiary organizations. It took place through 14 – 19 December 2015, in Istanbul. 24 organization representatives (3 from each), team of trainers including program coordinator and other program actors (team of 4) and the evaluator participated in SV.

The SV basically aimed at providing a conceptual and practical base and framework to the organizations which they could use throughout the program.

The specific objectives of SV were providing a learning environment where;

- · Participant organizations could review their current situation in organizational capacity development areas (OCDA) and make needs assessment,
- · Prioritize strategically important OCDAs for their own organizations
- · Meet with organizations, institutions and people who work preferably in their prioritized OCDAs and
    - o Exchange experiences and ideas,
    - o Increase awareness about new methods, approaches and tools
- · They could find cooperation opportunities with hosting organizations and/or other participant organizations.

The SV Program was designed considering the visiting organizations' work fields/themes and their needs stated in the application form. Each organization was also assigned to particular visits regarding these criteria.

During the SV each organization had 8 visits. A total of 22 visits were organized, 4 of which were with field professionals and 18 were to the organizations working in related fields (See Annex - 5 for visits schedule). In the first two and a half days of the program, the organizations worked on organizational needs assessment and analysis, identifying objectives and prioritization of OCDAs, and strategy building; with the facilitation of the program team. The visits were realized in the following two days. In the last day of the program, the organizations were informed about following phases of the program and SV evaluation session was realized.

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To evaluate the program two assessment tools were designed and used. One of them was the Study Visit Evaluation Form which included open and close ended questions to gather participant organizations' views. The form included questions covering expectations of the organizations, the extent to which these expectations were met, program content, hosting organizations, contributions of the study visit to the organizations and organizations' recommendations for future SVs (Annex - 6). In addition, at the end of each program day an evaluation session was made in order to create a space for the participants to share their experiences and views. At the end of the program a more comprehensive evaluation session which provided qualitative data for the evaluator was organized.

Results

In this section first the results from the evaluation form is presented. Later a combination of results derived from open ended questions and evaluation sessions were shared.

In Graphic – 5 mean scores for expectations met, technical information given prior to SV and the extent to which the SV reached its objectives were showed.

Graphic - 5: Informing, expectations and objectives

According to organizations' responses their major expectations were highly met, they thought that the SV has reached its objectives and they were satisfied with the information provided on the content before the SV began. All of the organizations stated that they understood the objectives of SV.

Organizations' expectations which were met by the program were presented below. *"We have gained knowledge about how CSOs act, operate and how they manage to be sustainable."*

"Our motivation as a CSO has increased. We have seen organizational diversity, organization-volunteer relationship."

"We have overcome our incompetency that we had mentioned in the application form. Our vision has enhanced. And we have developed new perspectives for various working models and solutions."

"We have learned on working with volunteers, a baseline framework for our strategy and alternative advocacy methods."

"We had the chance to meet new organizations who work in the same context with us, and in other fields as well."

"We have taken important steps in developing a new organizational strategy."

Regarding technical conditions, the participants were satisfied with transportation, accommodation, and meals (Graphic – 6). All organizations found the number of visits appropriate. 7 of 8 organizations said the length of the SV program was appropriate for them.

Graphic - 6: Technical Conditions

Qualitative data gathered via evaluation form and evaluation sessions revealed four main outcome categories.

A. Organizational Needs Assessment and Prioritization of OCDAs:

Quotes presented below suggested that the participant organizations reviewed their organizational structure, aims and objectives, methods/tools they used and their organizational approach. Moreover, beginning in the first two days of SV, organizations continuously reflected on their needs and prioritized organizational development areas throughout SV. Almost all of the organizations changed their prioritized OCDAs at the end of the SV program. This reflection process progressively continued during the whole CSEP period (e.g. in their work with their mentors).

"My unhealthy anxiety about my organization turned into healthy concern. What do we do, what's our roadmap..? I questioned myself and my organization."

"We decided to narrow down our scope and context. It will be better for us to concentrate on one field in order to sustain our efforts."

"We have seen that we need to narrow down the scope of our projects in order to be more effective and sustainable."

"We have taken important steps in developing a new organizational strategy."

"We had chance to discuss and reflect on our organizational structure."

"Our visits to hosting organizations and other participant organizations inspired us with their organizational structure. We believe that these visits helped us to get closer to figuring out our own structural model."

"We need to work on our organizational structure. We work in a needs based and short term manner but we need to build a strategy and make long term plans."

"In our organization everyone deals with everything. We need to organize things. If we can manage to do this we can make progress on other issues."

"During SV we have seen that our priority should be institutionalization."

"We have realized that we were over institutionalized. Everything was so strict. We need to get more civic. We need to transform our organizational structure."

"What are we doing and for what; what are the objectives of our association…? We need to clarify the internal dynamics of our organization."

B. Knowledge and Awareness about New Methods, Tools, Approaches and Perspectives.

The organizations not only reflected on and reviewed themselves but also increased their knowledge about some new practical methods and tools they could use, and increased their awareness about

strategies, models and new perspectives, particularly in their prioritized OCDAs. This increased awareness also enabled them to gain deeper organizational insight in return.

"I have seen new models and ways of thinking."

"We realized that we need to work with a mentor. Noticed that we need to develop a new communication style (including wording, tone, dialect) to work with volunteers better. Realized the importance of data based advocacy."

"We have learned the intricacies of communication between governmental institutions and CSOs."

"Departmental sponsorship might be as useful as main sponsorship. Building personal relationships and trust with donors and sponsors seems quite important."

"We have learned alternative ways of financial sustainability. We have gained significant knowledge on working with volunteers."

"We have learned a lot about financial sustainability and fundraising. We learned about working with volunteers and advocacy from other participant organizations."

"We gained knowledge about organizational structure and working with volunteers."

"We have realized the importance of in kind donations, personal relationship with donors, honoring the donors, and keeping close relationship with funders."

"We have developed a strategic perception regarding working with volunteers and sustaining relations with them."

"We have realized the impact of effective and strategic advocacy efforts on policy change and the effectiveness of donor database on financial sustainability."

C. Mobility and Networking Environment

All of the participant organizations were located in Anatolia. The SV, above all, enabled them to mobilize. By providing a space for the organizations where they could meet with professionals,

organizations, institutions SV had created a significant opportunity for the organizations to get out of their local environment and meet the "others". Exchanging experience, knowledge and perspectives had contributed positively to the organizations increased awareness about methods, tools and approaches. Additionally, some organizations (3 out of 8) met with other organizations with whom they had planned to work together on project level. Others enhanced their view and learned with whom and how they could get in touch in case of a possible cooperation or support request. According to their responses, participant organizations had more cooperation and relationship opportunities compared to that before the SV.

"We can get support from Tohum Autism Foundation, Tarlabaşı Community Center and Sulukule Volunteers Association."

"We can work with Açık Radio on increasing our organizational visibility."

"We will work together with SPOD in our project targeting women in prison."

"We have decided to work with TAK on architectural design of World Youth Center that we are planning to build."

"We will conduct a research on Youth with TOG."

"We have decided to work with TAK, Babil and SAHA Association."

"Now we believe we can cooperate in joint projects and share our experiences."

"We have seen that there are so many people and organizations that we can cooperate, our horizon is broadened."

"We have met with people and organizations that we can take as models."

"We have learned how we can reach to people and organizations who work on renewable energy."

"As locally based organizations we got out of our circle… we see different approaches, this feels good."

"Before coming here I was thinking that what we were going to do with (participant) organizations who work in 8 different areas/themes. Seeing different models … this opened up our minds."

D. Decreased Sense of Isolation, Increased Motivation and Sense of Agency,

Organizations' increased sense of agency and motivation in relation with a decrease in their sense of isolation were the unplanned positive outcomes of SV. Reviewing their organizational needs; seeing new models, methods and tools; guidance and support from program coordinator and actors enabled the participants to feel more motivated to work in their fields, more self confident. In addition, by seeing other organizations' problems and their efforts/methods to overcome these problems participants realized that they were not alone. Building relations with other organizations and/or finding out how to reach other people and organizations enhanced their vision, and again their sense of agency. In other words, participants felt that they could move, they could talk, they could plan, they could act and they could build relationships.

Finally, participants recommended including social activities in the program to overcome possible exhaustion due to the program intensity. Some participants reported that some of the hosting organizations did not have enough information about the visiting organizations. This lack of information caused the visiting organizations to present themselves and loose time. They suggested providing information to the hosting organizations before the visits start however hosting organizations were already informed by the program coordinator prior to SV.

Program Evaluation and Closure Meeting with Beneficiary Organizations The Program Evaluation Meeting (PEM) was designed and implemented to gather feedback and collect data on the process as well as the impact of the pilot program. It was also organized in a way beneficiary

organizations could share their experiences with each other.

The objectives of the meeting were as follows (objectives were presented in line with meeting program flow):

· Sharing the activity flow of the program and the preliminary findings of the ongoing evaluation study with organizations (in order for them to remember their experience).
· Enabling the beneficiary organizations to review their own experience through the program and to build their narrative; and share it with each other.
· Enabling the organizations to assess
  o their capacity development levels, particularly in their prioritized OCDAs,
  o the impact of the activities of the program on them (direct and indirect),
  o the program implementation process,
· Getting feedback and recommendations for program improvement.

In the first half day of the meeting an external evaluator commissioned by Stiftung Mercator had interviews with some of the organizations. The following two day meeting program was developed by the program coordinator and program evaluator (See Annex – 7 for the questions addressed during the meeting). In the last session of the meeting, program coordinator informed the organizations about following phases of the program and future possibilities.

At least 1 representative from each organization; a total of 17 from 8 beneficiary organizations participated in the meeting. The meeting took place through 14-16 May 2016, in Istanbul.

Outputs and Results of the Meeting

First of all, overall results suggested that beneficiary organizations had different levels of organizational structure and capacity. Thus, they all had divergent prioritized OCDAs and experienced different levels of capacity development. Secondly, the program claimed to provide a tailor made support to beneficiaries. Hence, in order to demonstrate each organization's unique capacity development their responses were mostly presented on organizational basis, under main evaluation question categories.

Needs Assessment and Prioritization

Organizations' were asked to identify their needs and prioritize their OCDAs before they came to the Study Visit. In the study visits they were asked and supported to review their organizational needs and OCDAs at the beginning of SV and revise at the end. After SV, while working with their mentors most organizations' revised these one more time. Identifying and reviewing needs and prioritized OCDAs became an ongoing exercise for the organizations during the whole program.

All organizations changed and/or modified their prioritized OCDAs as a result of "working through" in SV (see Table - below).

Table – 5: Organizations' prioritized OCDAs before and after Study Visit

Organizations	OCDAs before SV	OCDAs after SV
Organization - 1	Networking, Financial Sustainability	Working with Volunteers, Advocacy
Organization - 2	Financial Sustainability, Working with Volunteers, Advocacy, Networking	Financial Sustainability, Organizational Structure, Networking

Organization		
Organization - 3	Working with Volunteers, Advocacy, Networking	Organizational Structure (Strategy), Networking
Organization - 4	Project Management, Networking	Organizational Structure, Financial Sustainability
Organization - 5	Working with Volunteers, Networking	Working with Volunteers, Organizational Structure
Organization - 6	Financial Sustainability, Project Management, Advocacy, Networking	Working with Volunteers, Organizational Structure, Networking
Organization - 7	Financial Sustainability, Project Management, Advocacy, Networking	Organizational Structure, Project Management
Organization - 8	Project Management, Working with Volunteers, Advocacy	Working with Volunteers, Project Management, Organizational Structure

Functional/Structural Concrete Changes and Improvements in Prioritized OCDAs and Other OCDAs

Examples of most significant concrete changes and improvements were presented below. Program activities had direct and indirect impact on these improvements according to participants' statements.

Organization – 1

· Performed organizational needs assessment with stakeholders and members. ·
Revised and delegated task and roles in the organization.

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· Formed a working group for 'working with volunteers'.
· Revised volunteer application form.
· 50 plus new volunteer applications were received.
· Created a volunteer database.
· Designed and implemented volunteer orientation program.
· A new project was launched with new volunteers.
· Built a volunteer communication system via internet and social media.
· Organized the National Foster Family Symposium.

Organization – 2:

· Identified annual objectives.
· Prepared materials (brochures, flyers) to directly contact the donors.
· Designing the website.
· Participated in East Mediterranean Anti Violence Network.

Organization – 3:

· Participated in a co-operative systems seminar.
· Made research on international organizations working as renewable energy co-operatives. ·

Contacted with governmental institutions working on co-operatives and renewable energy. ·
Organized an international seminar with participation of renewable energy co-operatives. ·
Participated in 40 hours Co-operatives Training.

· Contacted with Agricultural Development Agency, Provincial Directorate of Commerce and Ministry of Commerce for new funding opportunities.

· Provided consultancy to an initiative on solar panel budgeting.

· Organized an international conference on Renewable Energy Co-Operations

· Contacted with British Embassy. Made a fund application for Renewable Energy Co-operations. ·
Developed relationships with Buğday Association ad Açık Radio; getting support on advocacy methods.

Organization – 4:

· Found new ways of fund raising after SV.

· Identified organization structure and roles.

· Shared current situation about our organizational structure and roles with members. · Made demands from the municipality (the platform functions in the Municipality), brought up our need for an appropriate work place.

· Gained support from private sector in terms of institutionalization. Including people and mechanisms that can represent our organization in private sector.

· Contacted with academics and increased their visibility in universities.

· Organized volunteer work groups.

· Began to use social media more effectively.

· Began to organize forums where the artist form same disciplines can meet.

· Increased number of individual sponsors from 50 to 100.

Organization – 5:

· Developed an orientation program and began using it.

· Found an office room in university. This office is shared with other organizations working with young people.

· Got in contact with neighborhood youth councils.

· Publicity seminars were organized in high schools.

· Began making activity schedule.

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· Began working on organization charter.

· Began meeting with other youth councils.

· Co-chairmanship began.

Organization – 6:

· Build a departmental structure in the organization. Identified roles and tasks and made delegations. ·
Hired an employee.

· Designed and implemented an orientation program.

· Number of volunteers increased. A volunteer coordinator is commissioned.

· Began to organize monthly strategy meetings.

· Organized Young Woman Academy and increased visibility.

· Worked to become more active and visible in social media. Using social media more effectively. ·
Organizational cooperation with LOSEV has started. Negotiating for being project partners.

Organization – 7:

· Hired an employee

· Identified roles and job descriptions.

· Prepared annual organizational activity schedule.

· Organization owned its office building. Made it open for local organizations' use. ·
Began to build organizational memory (including visuals and documents).

· Hosted !F Istanbul Film Festival in the city.

· Hosted TOG's Youth Bank Project in the city.

· Began doing activities with refugee children in cooperation with Kırıkhan Refugee Association. ·
Began using FonZip (https://fonzip.com/) for fund raising.

· Used new methods to improve relations with the donors.

· Organized regular meeting activities with artist and individual sponsors.

· Designed visual materials for PR and fund raising purposes.

Organization - 8

· Made formal application for becoming an association (At the end of the June the organization gained
    association status).

· Organized LGBTI individuals in the university.

· Cooperated with KAOS GL (an association working in the same field as the organization) ·
Began to work on a project proposal to apply US Embassy.

· Made preparatory meetings to gain support from organizations working for woman rights. ·
Designing new PR materials.

· Made strategic meetings to recruit new volunteers. New volunteers participated in the organization. ·
Organized "coming out" meetings with new volunteers together with municipality equity unit. · Designed
intra organization trainings for members and volunteers.

· Began to work on a project proposal targeting LGBTI individuals in prison in partnership with an
    association and municipality.

Besides these concrete improvements the organizations had short and medium term objectives, new
activities and ideas in their agenda for the upcoming period. Their responses suggested that the
organizations have gained more strategic thinking in their work. They had a tendency in sustaining
previous activities and using new tools, methods and building new partnerships. Moreover, they had
more opportunities in terms of reaching out financial and thematic resources and partnerships.

Effectiveness of Program Activities/Support Mechanisms

After identifying their improvements and future agenda participants were asked which program
activities they had benefitted most in increasing their organizational capacity; improving organizational
perspectives, skills, functions and activities. In other words, they reflected on and identified which
program activity had a direct or indirect impact (support) on each of their improvement items, and
future agenda (see Annex – 8 for their sample posters).

Vast majority of the organizations reported that the most effective program activities were the Study
Visit, mentor support and program actors support, respectively. On the other hand, less effective
activities (support mechanisms) were stated as online material support and (exchange with) other
beneficiary organizations in the program.

Online publications and tools included three basic guides (documents) and two live broadcasts (An
additional document -Funder Index - was still in progress). The guides were "Social Media and
Visualization Tools", "How to Establish an Association" and Accounting for Associations". The
broadcasts were "Social Media and Visualization Tools" and "Fund/Funder Mapping".

Online publications/tools were not used widely by the beneficiary organizations. However, data
presented in Table - 6 showed that these publications had been a meaningful resource for civil society
field. Some beneficiaries stated that online materials had not become their priority during the program
and this was the reason they rarely used or not used them. So they could not say that online tools and
publications needed improvement. On the contrary, online material support was widely used by one
organization particularly in social media communication, online publicity methods and tools. Another
organization benefitted from online materials in building organizational memory and online
fundraising.

Table – 6: Online Publications/Tools Statistics*

# of Facebook	
	# of Twitter -

			Post Reach	Impressions	
1 Social Media and Visualization Tools	Document Guide		1330	26373	15669
2 How to Establish an Association	Document Guide		873	20334	7459
3 Accounting for Associations	Document Guide		678	31705	13875
4 Social Media and Visualization Tools	Live Broadcast	439	769	654	
5 Fund/Funder Mapping	Live Broadcast	463	817	2476	

*These statistics include CCSS's posts only.

Finally, according to organizations' responses beneficiary organizations did not have a direct effect or contribution to each other; neither did they cooperate on project level. Nevertheless, each became a strong inspiration and motivation source for one another. Few of the organizations helped each other by providing referrals.

Areas for Improvement and Recommendations

Finally the participants were asked which processes or activities they thought needed improvement and/or modification; and their recommendations. The outputs were summarized below.

· In the Study Visit program, private sector actors or companies working in related fields could be included to see any possibilities regarding civil society and private sector partnership. · Increasing the time arranged for working with moderators in the SV (the first one and a half day of SV).

· In some of the visits hosting organizations new nothing at all about us. Each visiting organization can prepare a 10-15 minute presentation to use in these situations.
· Providing information about the hosting organizations' organizational structure and organizational charter would increase efficiency of the visits.
· Providing structured space and time for beneficiary organizations to come together and learn from each other (working on cooperation possibilities).
· Building an exchange program among beneficiary organizations to make job shadowing (matching the organizations according to their prioritized OCDAs).
· Building "coaching organization support program" in which more experienced organizations are matched with beneficiaries and support them as role models.
· Providing follow up and support on organizational structure and institutionalization throughout the program.
· Providing needs based, tailor made local workshops and trainings in specific areas (e.g. Website design, accounting, online fundraising, etc.). Nearby organizations could participate in these workshops together.

· Forming a referral list of consultants and organizations.
· Finding a way to sustain relationships built through CSEP (Program Alumni plan was introduced to
    beneficiaries at the end of Program Evaluation Meeting).
· Providing a longer term for mentor support.
· Beneficiary organizations could be supported specifically in preparing project proposals. · Program
coordination (and program team) might have a more active role in the relationship between mentors and
mentee organizations (Program coordinator already introduced mentor-mentee organization in person).

Conclusions and Recommendations

The Civil Society Exchange Program proposed a new model of organizational capacity development to
promote sustainability in civil society field, in its pilot period. Rather than delivering mass thematic
training programs CSEP offered needs based, tailor made support program for its beneficiary
organizations (4 associations, 2 initiatives, 1 foundation and 1 youth council from 7 different cities in
Turkey) by providing them with a study visit, mentor support, program actors support and online
publications.

It was assumed that with support and assistance they received throughout the program, beneficiary
organizations would review their own structure, strategy and needs; identify their prioritized capacity
development areas; increase their knowledge, skills, awareness particularly in these prioritized areas;
make concrete functional and/or structural changes in these areas; develop new strategies and agenda
based on increased awareness of their own capacity and further needs.

Impact of the Program on its Beneficiary Organizations

The Study Visit (SV) was the beginning phase of the program for beneficiary organizations. 24
organization representatives (3 from each) participated in SV. The SV Program was designed

considering the visiting organizations' work fields/themes and their needs stated in the application form. Each organization was also assigned to particular visits regarding these criteria. A total of 22 visits were organized, 4 of which were with field professionals and 18 were to the organizations working in related fields.

The SV program resulted in four main outcomes. First of all, the participant organizations reviewed their organizational structure, aims and objectives, methods/tools they used and their organizational approach. All organizations changed and/or modified their prioritized OCDAs as a result of "working through" in SV (see Table – 5, page 24). This reflection process progressively continued during the whole CSEP period (e.g. in their work with their mentors).

Secondly, organizations increased their knowledge about some new practical methods and tools they could use, and increased their awareness about strategies, models and new perspectives, particularly in their prioritized OCDAs. Those included alternative ways of financial sustainability, new methods and tools for fund raising, new communication strategies, methods and tools for social media, knowledge on working with volunteers and organizational structure. This increased awareness also enabled them to gain deeper organizational insight in return.

Thirdly, the SV provided mobility and networking environment. By setting up a space for the organizations where they could meet with professionals and organizations SV created a significant opportunity for them to get out of their local environment (all were located in Anatolia) and meet the "others". Exchanging experience, knowledge and perspectives with others increased awareness about methods, tools and approaches. Some organizations met with other organizations with whom they had planned to work together on project level. Others enhanced their view and learned with whom and how they could get in touch in case of a possible partnership or support request.

The fourth was an unplanned positive result of above mentioned outcomes. Reviewing their organizational needs; seeing new models, methods and tools; having guidance and support from SV facilitators; building relations with other organizations and/or finding out how to reach other people and organizations increased beneficiary organizations' motivation and sense of agency and decreased their sense of isolation in the civil society field.

After the study visits all organizations were matched with their mentors. In addition, program actors' (program coordinator, CCSU members, and professionals) support and online publications were

delivered. All through program, provided with those support mechanisms, the organizations identified their strategies and began making structural and functional changes focusing mostly on their prioritized OCDAs.

According to the results of Program Evaluation Meeting with beneficiaries, CSEP mostly reached its overall objectives. Meeting results, consistent with SV results, indicated that all of the organizations reviewed their organizational structure and identified their prioritized capacity development areas, starting at SV. Moreover, while working with their mentors most organizations' revised these one more time. Identifying and reviewing needs and prioritized OCDAs became an ongoing exercise for the organizations all through program and enabled them to plan and act more strategically. This was observed in organizations' future agenda as well. The organizations had short and medium term objectives, new activities and ideas in their agenda for the upcoming period which were mostly based on prioritized OCDAs.

Beneficiary organizations had different levels of organizational structure and capacity. Thus, they had divergent prioritized OCDAs and experienced different levels of capacity development regarding concrete structural and functional changes. However, their prioritized OCDAs and responses indicated that almost all of the organizations (7 out of 8) made some sort of structural revision and modification such as "organizational needs assessment with stakeholders and members, organizing monthly strategy meetings, identifying annual objectives, preparing annual activity plan, identifying organization structure, roles and job descriptions, defining organization chart, building a departmental structure, hiring professionals and making formal application to become an association".

Financial sustainability and fund raising, working with volunteers and networking were the other OCDAs in which most of the organizations had significant structural or functional changes/modifications. "Increasing the number of individual sponsors, using FonZip for fund raising, organizing regular meetings with individual sponsors, creating a donor/sponsor database, applying for

project funds" were some examples that the organizations began to use as new methods and tools for fund raising and financial sustainability.

Organizations with priority of working with volunteers had also improved their work with their volunteers by organizing volunteer work groups, revising volunteer application forms, recruiting new volunteers, designing and implementing volunteer orientation program, building online volunteer communication system, creating volunteer database, commissioning volunteer coordinator and delivering intra-organization trainings for members and volunteers.

The organizations with networking priority created lists of possible contacts (personal and organizational); contacted with academics, other youth councils, national and international CSOs, platforms, private companies and governmental bodies such as municipalities, directorates and ministries; organized a national symposium and an international seminar; made contact meetings with other organizations who could support them and hosted some projects of other organizations in their locals. Furthermore, all of the organizations gained more knowledge on how to build contact, relationship and partnership with other organizations and professionals.

In addition to networking, some of the organizations increased their skills in developing and using organizational communication and public relations methods and tools. Preparing materials (brochures, flyers) to directly contact the donors, designing the website, using social media more effectively, delivering seminars in high schools, organizing regular meeting activities with artists and individual sponsors, designing visual materials for PR and fund raising purposes were some examples.

The most effective program activities were reported as the Study Visit, mentor support and program actors' support. The SV enabled the organizations to review their own structure, strategy and needs; identify their prioritized capacity development areas; increase their knowledge, skills, awareness particularly in these prioritized areas; increase their mobility; increase their knowledge and

opportunities in building partnership with other organizations and bodies; increase sense of agency and confidence.

Mentorship and program actors' support (referrals, consultations by the coordinator, project team, and consultants) helped the organizations in modifying their organizational structure and functioning; increasing their knowledge and practices in fund raising tools and financial sustainability methods, working with volunteers, improving organizational communication and PR tools and meeting with new organizations and professionals/academics.

On the other hand, less effective activities (support mechanisms) were stated as online material support and (exchange with) other beneficiary organizations in the program. Beneficiary organizations did not have a direct effect or contribution to each other; neither did they cooperate on project level. Few of the organizations helped each other by providing referrals. Nevertheless, each became a strong inspiration and motivation source for one another. Few organizations were closely related with each other with possibilities of future partnerships.

Online publications and tools were widely used by one organization particularly in social media communication, online publicity methods and tools. Another organization used them in building organizational memory and online fundraising. However, all in all, they were not considered as a primary resource by most of the beneficiary organizations. They preferred one on one or face to face resources such as SV, mentor support or program actors' support. At the same time, online usage data of the publications and tools indicated that those had been a public resource used by other actors and beneficiaries in civil society field.

Mentorship Program

Mentorship Program designed and implemented through CSEP was the first program providing structured training and support for mentors who work/would work with nonprofit organizations in Turkey. For this reason, this evaluation study focused on Mentorship Program as well as beneficiary organizations' capacity development and overall program implementation process.

A total of 24 different mentors were recruited during the program. 12 of this 24 were participants of

the mentor training. There were 23 participants of the mentor training. 14 out of 23 participants of mentor training were matched with mentee organizations which were either CSEP beneficiaries (6 organizations) or Social Incubation Center beneficiaries (8 organizations). At the end of May 2016, in Center for Civil Society Studies, there was a pool of mentors including 35 mentors; 23 of which participated in the mentor training; 26 of which mentored a beneficiary organization at least for one program period.

Mentor Training

Evaluation results indicated that the training had reached its overall objectives. Participants increased their theoretical knowledge and were provided with a conceptual framework; learned new tools which can be used in mentoring practice; reframed their previous experiences with mentees; and began to define the framework of mentor-mentee relationship; including mentor roles and boundaries, setting and approach.

Participants felt significantly more skilled in Maintaining Effective Communication, Aligning Expectations, Assessing Organization's Understanding and Needs, Promoting Organizational Development after the training. Moreover, they felt moderately to extremely confident in using the mentoring tools, identifying relationship boundaries and defining their role as mentors.

The training content provided the participants with a theoretical framework by introducing tools and techniques. Participants not only learned about new tools and techniques but also reframed their

intuitive previous practices. GROW model, conflict management, influencing techniques were among specifically emphasized tools.

Constructing the mentor-mentee session, communication skills (particularly, active listening and asking appropriate questions) and conflict management were the improved skills stressed by the participants.

Clarifying their role as mentors and identifying the boundaries of mentor-mentee relationship were the most significant learning for the participants in regard to mentorship framework. Additionally, the participants began to develop new approaches to and gain deepened understanding of mentorship. Most significantly they underlined the importance and benefits of *structuring* mentor mentee work.

Well constructed complementary sessions, daily program revision based on participants' feedback, increasing awareness on existing skills and building new ones, participant-centered approach, facilitators' communication style with the participants, combination of theory and practice, and the toolkit were the factors which strengthened the impact of the training.

Mentoring Process

Evaluation meeting with the mentors revealed important results which could shed light on the mentoring process experienced throughout the program.

Mentor-mentee relationships were initiated face to face by the facilitation of program coordinators. According to some of the mentors this facilitated the initiation for both themselves and the mentee organization. On the other hand some mentors reported that it would be easier if the organizations were better informed about their mentors and the process.

Communication tools and contact frequency varied greatly due to geographical conditions and organizations' demands. Skype, e-mail, whatsapp and telephone were the most used tools for distant mentorship. Skype, e-mail, whatsapp and telephone were the most used tools for distant mentorship. Some pairs contacted once a week, some once in two or three weeks. Most of the pairs could not follow a preset time schedule.

Although some of the mentors easily completed the relationship building phase and started to work with the mentees, building up and sustaining the relationship with the organizations was one of the problematic areas for some mentors. Organization's unwillingness to meet due to their busy schedule,

lacking awareness of what to expect and demand from a mentor, conflicts within organization, and finding a stable team of mentees were the challenges reported.

The needs and priorities of the mentee organizations and style of mentors determined the content of the mentorship work. However, needs assessment, review and revision of organizational structure were common for most of the matched pairs. Some pairs needed to work primarily on organizational structure and intra-organizational conflict management first.

Through their mentoring practice mentors gained awareness and skill in identifying the boundaries of the relationship and redefining their role as mentors. This was the most significant and common impact of both the training and mentoring experience in the program. Additionally, by providing referral opportunities and peer support, the pool of mentors enabled mentors to feel more confident and secure in their practice.

Prioritization and grow model were the most utilized tools both in mentoring practice and mentors' own work. In their professional work, some mentors used skills, tools and conceptual framework to observe their own organizations, to plan and monitor their work performance, and to redefine some aspects of their perceptual sets about themselves.

By participating in this program mentors increased their insights about mentor role and boundaries of mentor-mentee relationship, learned and gained skills on some practical techniques and began to develop a new attitude towards mentoring relationship and practices.

Recommendations

Evaluation study results suggested that CSEP achieved its overall objectives. However, there were still areas for improvement. Key recommendations derived from beneficiary organizations' and mentors' feedback were as follows.

Study Visit

· Including social activities in the program to overcome possible exhaustion due to the program intensity.
· Some organizations reported that some of the hosting organizations did not have enough information about the visiting organizations. They suggested providing information to the hosting organizations before the visits start however hosting organizations were already informed by the program coordinator prior to SV. Each visiting organization can prepare a 5-10 minutes presentation to use in these situations.
· In the Study Visit program, private sector actors or companies working in related fields could be included to see any possibilities regarding civil society and private sector partnership. · Providing information about the hosting organizations' organizational structure and organizational charter would increase efficiency of the visits.

Overall Program

· Providing structured space and time for beneficiary organizations to come together and learn from each other (working on partnership possibilities).
· Building an exchange program among beneficiary organizations to make job shadowing (matching the organizations according to their prioritized OCDAs).
· Building "coaching organization support program" in which more experienced organizations are matched with beneficiaries and support them as role models.
· Providing needs based, tailor made local workshops and trainings in specific areas (e.g. Website design, accounting, online fundraising, project proposals etc.). Nearby organizations could participate in these workshops together.
· Forming a referral list of consultants and organizations.
· Increasing mentor support duration.
· Program coordination (and program team) might have a more active role in the relationship

between mentors and mentee organizations (Program coordinator already introduced mentors mentee organizations in person).

Mentorship Program

<u>*Training*</u>

· Providing extra theoretical reading material.
· Sharing previous mentorship experiences.
· A structure for making a strategic plan for 6-8 months mentorship.
· A structured supervision and support model for mentors.
· More exercise and practice on specific cases.
· Tool modification for civil society context.
· More time for breaks and open discussions.

<u>*Mentorship Process*</u>

Selection

· Including mentors in the selection process
· Finding a way of understanding whether representatives of the organizations have a functional effect/influence in organizational decision making
　· Assessing organizations' motivation in applying to the program accurately (Do they wish to participate for learning/empowerment, prestige, or only for personal mobility purposes?)

Some mentors emphasized that when the organization did not have sufficient motivation or need for mentor support, particularly in the initial phase, it became quite hard for the mentor to build an effective relationship with the mentee organization. Including mentors in the prioritization of the organizational needs (before matching) was one of the suggestions to address this issue.

Framework and setting

Even though the mentors reported significant learning in terms of identifying their role as mentors and relationship boundaries, case specific questions were raised in the evaluation meeting. These case specific questions provided important, experience based material for reflection both in future mentor trainings and peer support meetings.

· How should we set limits when we observe serious intra-organizational conflicts? · How will be the mentor's approach when the priorities the organization identifies and the mentor thinks they should be differs or conflicts?
· Where should we stand when we observe that working on a particular problem may lead the organization to the risk of structural defects (or organizational breakdown)?
· Participating in an activity enables the mentor to get acquainted with the mentee organization and observe the actual working capacity. Nevertheless, should there be limits in doing this? · Sharing our own experiences…sometimes this is very helpful for the mentees, since it provides specific, case related examples but should some limits be set in doing so?

Monitoring the process

· A reporting format which defines how mentors report the course of mentor-mentee meetings (including format, content and frequency).
· A reporting format for mentee organizations including their view of the mentorship process.

Support for Mentors

· A space where mentors can share their experiences with each other. This can be in pairs or small groups based on the same organizational capacity development areas.

Additional suggestions

· Adopting and localizing the conflict management tools since most of the organizations have same kinds of intra-organizational conflicts.

· Matching with "role model organizations".
· Adding case examples derived from this year's experiences into the toolkit. These examples may include failures, as well.

ANNEX – 1

ANNEX – 2

Code:_____

Baseline

CIVIL SOCIETY EXCHANGE

This form is developed in order to evaluate the program; to figure out the extent to which the program objectives are met. Your contributions will help us to further develop the program.

So we may compare your pre and post-program responses, please write down the last four digits of your cell phone number (right hand upper corner of the page). If you would like to use another code please make sure that this would be a unique code that you will not forget until the end of the program (six months). These codes will be used by the evaluator only (for internal tracking) and will not be shared with the sites hosting the training.

Try to rate yourself as you *actually are*, not as you'd like to be. Thank you in advance for your sincere responses.

A. **Please rate how skilled you feel/think you are in each of the following areas.** For each item,

rate yourself as follows and write down your scores in the *column next to the items*.

	1 2 3 **Moderately** **skilled**	**4 5 6** **Extremely skilled** **7**
Not at all **skilled**		

		A
1	Active listening	
2	Providing constructive feedback	
3	Establishing a relationship based on trust	
4	Identifying and accommodating different communication styles	
5	Employing strategies to improve communication with mentees	
6	Working with mentees to set clear expectations of the mentoring relationship	
7	Aligning your expectations with your mentees'	
8	Working with mentees to set organizational goals	
9	Helping mentees develop strategies to meet organizational goals	
10	Accurately estimating your mentees' level of organizational management knowledge	
11	Employing strategies to enhance your mentees' knowledge and abilities	

12	Motivating your mentees	
13	Building mentees' confidence	
14	Taking into account the biases and prejudices you bring to the mentor/mentee relationship	
15	Working effectively with mentees whose personal background is different from your own (age, race, gender, class, region, culture, religion, family composition etc.)	
16	Helping your mentees network effectively	
17	Helping your mentees acquire resources (e.g. grants, etc.)	

B.

18. Age: _____

19. Gender (optional): _____

20. Profession: _____

21. Do you have previous mentoring experience? Yes ❏ No ❏

If yes,

a) please indicate what kinds of mentees you have mentored (Students, CSO staff, youth workers, etc.)?

b) please indicate the duration of mentoring

22. Have you ever participated in a "Mentor Training"? Yes ❏ No ❏
If yes; please write the name(s) and duration(s) of the training(s).

23. Please use this field to add any other comments that you would like.

CIVIL SOCIETY EXCHANGE PROGRAM
MENTOR TRAINING / 14 – 18 October 2015
Training Evaluation Form

Thank you for participating in CSEP Mentor Training! This form is developed in order to evaluate the training; to figure out the extent to which the training objectives are met. Your contributions will help us to further develop the training. Thank you in advance for your sincere responses. No names or codes needed.

A. Please rate how confident you feel in each of the following tools/areas.
For each item, rate yourself as follows and write down your scores in the *column next to the items*.

	1 2 3	**4 5 6**
Not at all confident	**Moderately confident**	**Extremely confident 7**

		A
1	Analyzing Mentee Organization	
2	Prioritization	
3	Team Development and Team Charter	
4	Influencing Techniques	
5	The GROW Model of Coaching	
6	Skill / Will Matrix	
7	Conflict Management	
8	MEAO technique	
9	Creativity Techniques	
10	The Trust Equation	
11	Defining your role as a mentor	
12	Identifying the boundaries of mentor-mentee relationship	

B. Please share your comments about the facilitators.

B. Please share with us briefly what you have learned during this training.
It may include
a) knowledge you have gained,
b) skills you have acquired or improved,
c) and opinions that have changed.

C. What are the strengths and weaknesses of this mentor training? Are there things you would like to see changed or added? If so, what?

Thank you for your contribution
😌

ANNEX – 4

No Item Revised pre-test Post-test p values 1 Active listening 4,91 5,78 0,0028 2 Providing constructive feedback 4,48

5,83 0,0001 3 Establishing a relationship based on trust 5,04 5,96 0,0002 4 Identifying and accommodating different communication styles 4,09 5,43 0,0001 5 Employing strategies to improve communication with mentees 3,83 5,65

0,0000 6 Working with mentees to set clear expectations of the mentoring relationship 4,22 5,96 0,0001 7 Aligning your expectations with your mentees' 4,22 5,74 0,0001 8 Working with mentees to set organizational goals 4,26 5,74 0,0001 9 Helping mentees develop strategies to meet organizational goals

4,09 5,78 0,0001 10 Accurately estimating your mentees' level of organizational management knowledge 4,22 5,52 0,0001 11 Employing strategies to enhance your mentees' knowledge and abilities 4,00 5,39 0,0001 12 Motivating your mentees 4,52 5,30 0,0017 13 Building mentees' confidence 4,48 5,39

0,0002 14 Taking into account the biases and prejudices you bring to the mentor/mentee relationship 4,26 5,65 0,0002 Working effectively with mentees whose personal background is 15 different from your own (age, race, gender, class, region, culture, religion, family composition etc.) 4,78 5,48 0,0015

16 Helping your mentees network effectively 4,17 5,13 0,0005 17 Helping your mentees acquire resources (e.g. grants, etc.) 4,43 4,74 0,0196

ANNEX – 5

16th Wednesday

Emre Erdoğan (Social Incubation Center)

All Organizations 16:00

17th Thursday

Öğleden Sonra 13:00 Öğleden Sonra 15:30

1. Oturum 09:30 2. Oturum 3. Oturum

Betül Özer - Tohum Autism
Akdam Needs 1 İzmir Theme 2 Troya
Needs 1 Troya Theme 1 Özgür
RenklerNeeds 1 Özgür RenklerTheme 1
Education Reform Initiative - Batuhan

All Organizati

Alikev Needs 1 Alikev Theme 1 Aydagül (Karaköy)
Saha Association (Galata)
BuğdayAssociation (Karaköy)
LİSTAG - Canberk Yukarı (Osmanbey)

Tarlabaşı Community Center (Kasımpaşa) 16:00'da

Sağlık Bernard Van Leer Foundation Needs 1 Denizli Theme 2

ons
Foundatio n(Şişli)
Akdam Theme 2

Denizli Needs 1 Sağlık Theme 1 İzmir   TOG (Eminönü)
Theme 1 Nilüfer Theme 2
SPOD

Nilüfer Theme 1
TAK (Yeldeğirmeni)

18th Friday

Öğleden Sonra 13:00 Öğleden Sonra 15:30
1. Oturum 09:30 2. Oturum 3. Oturum Denizli Needs 2 Özgür RenklerNeeds 2
Aysun Sayın (Boyner Holding)
Sağlık Needs 2 Troya Needs 2

All
Organizati ons
Kenan
Dursun - STK'lar
için Sosyal

/https://bulusum.biz Working with Volunteers /
Laden 16:00 (Otel) Alikev Needs 2 Nilüfer Needs 1
Akdam Theme 1 Sağlık Theme 2

Şişli Eşitlik (Şişli) Willows Foundation - Rahime
(Anadolu Hisarı)
Açık Radio Sulukule Volunteers Association (Sulukule) (Otel)
İzmir Theme 3 Denizli Theme 3

Nilüfer Theme 3 Akdam Theme 3

Medya
Özgür RenklerTheme 2 İzmir Theme 4 Troya Theme 2
Alikev Theme 2
Babil Association and Depo (Tophane)

Studio X - Selva Gürdoğan (Tophane) Ashoka - Zeynep - (Tünel)

Study Visit Evaluation Form 14 –
19 December 2015, Istanbul

ANNEX – 6

Civil Society Exchange Program

This form is developed in order to evaluate the program; to figure out the extent to which the program objectives are met. Your contributions will help us to further develop the program. Thank you in advance for your sincere responses. .

Please rate the technical conditions of the Study Visit.

		1	2	3	4	5	Any other comments
1	Transportation						
2	Accommodation						
3	Meals						

Please rate the following items.
1. Too Bad 5. Very Good

		1	2	3	4	5	
1	Our expectations form the SV has been…						1. Not met at all 5.Completely met
2	Information about the SV given before, by the organizers was						1. Not satisfactory at all 5. Completely satisfactory
3	Do you know the objectives of this SV? □ Yes □ No						
4	**If "Yes"**; "We think the SV has …"						1. not reached its objectives 5. reached its objectives

5. If you have rated 3 or above please share your expectations that you think have been met.

6. SV Program Duration; □ Too short □ Appropriate □ Too long

7. Number of hosting organizations; □ Insufficient □ Appropriate □ Too many

8. Which visits (organizations and professionals) will contribute your work the most?

9. Do you think that the SV has provided networking opportunities for your future work (Is there any professionals or organizations that you wish to cooperate; or agreed to work together)?

42

10. We have gained new knowledge, ideas, methods, tools that we can use in our work during the visits. □ Yes □ No

If yes, please share new knowledge, ideas, methods and tools you have learned considering the following organizational development areas. Please <u>mark your prioritized organizational capacity development areas below</u>.

A) Project Management B) Working with Volunteers C) Advocacy D) Financial Sustainability E) Networking F) Organizational Structure

11. Please share your recommendations for future study visits.

12. Please use this field to add any other comments that you would like.

Thank you for your participation!

ANNEX – 7

Questions addressed at the Program Evaluation Meeting

1. What were your prioritized capacity development areas (PCDA) you have identified both before and at the end of the SV? Have they changed after the SV? Why? What were your latest needs areas?

2. What have you achieved to change or improve concretely;

A. in your prioritized needs areas? B. in other areas of capacity development?

3. What are the issues or subjects that you have put in your agenda but not done anything concrete yet (Including indicators showing that you have included them in your agenda)?

A. in your prioritized needs areas? B. in other areas of capacity development?

What can you specifically do about them?

4. Which activities/resources have had impact on your each improvement a) directly and b)indirectly? 5. What

are the areas (activities, supports, resources in the project) that you think need to be improved? Why? 6. What

are your recommendations for the activities/resources to be improved?

ANNEX – 8