CSO Support Program for On-line Tools and Facilities
Evaluation Report

Social Incubation Center ,founded under the Center for Civil Society Studies at Bilgi University in late 2014, has been continuing its capacity building activities for civil society organizations during times of corona pandemic. The experiences of Social Incubation Center with different civil society organizations in the initial months of pandemic ,together with observations about the reactions of different CSOs in the face of pandemic, have pointed out that there is a common need both to reflect on and exchange experiences and opinions about civil society in times of coronavirus, and to build capacity for using online tools and facilities in a more effective way to adapt to the pandemic conditions. Taking these needs shared by CSOs into consideration, Center for Civil Society Studies (CCSS) , designed a pilot online support program for CSOs to use on-line tools and facilities, in June. The pilot program was realized in the last week of June and in the first week of July as four different sessions in two different days of each week via zoom program. This report is written to explain the objectives and flow of the pilot program and evaluate its impact on the participants from different CSOs. Inferences derived from participants' reactions, will also serve to assess the needs and demands of CSOs for future capacity building programs.

The Methodology of the Evaluation

The evaluation process was designed and implemented by an internal monitoring and evaluation expert, who had not been an active part of the design and implementation of the program. The expert was present in all the online sessions to observe the flow of the program and participants' reactions throughout the sessions. She also participated in the planning and evaluation meetings of the CCSS team.

The methodology of the evaluation is determined according to the main features of the program. First of all, the program consists of four different on-line sessions realized in two different days of two subsequent weeks. The sessions were first designed as independent sessions but they certainly had a flow in the program. Thus, the program will yield more effective benefits for participants who take part in all the sessions and the participants were invited and encouraged to complete all the sessions. However, since it was a pilot program and participants reactions including drop-outs were important to observe, no specific sanctions were applied in face of absences.

Secondly, the sessions were designed and implemented as two hour lasting online zoom sessions between 19.00- 21.00 , which is in line with experiences in online meetings and trainings in corona times ,showing that more than two hours would not be effective as desired. It has also be noted that it is a pilot program, thus it was designed as a flexible program which could be modified by the trainers/facilitators of CCSS team according to the inferences derived from the flow of the sessions and the reactions of the participants, discussed by the team in the evaluation meetings in between subsequent sessions.

Another important criteria kept in mind while designing the methodology of the evaluation is related with the content. Namely, this program was a support program for CSOs to use online

tools and facilities more effectively. Thus, to introduce and make use of new online tools and facilities for evaluation would also serve to the general learning objective of the program.

Taking this features into consideration, it is decided that the program was not suitable for a pre/post-test implementation, two different evaluation forms were designed instead. To get initial reactions of the participants at the end of each session, three self-reflective questions were posed using mentimeter.com (Appendix 1). This anonymous tool, visualizing the answers just given by the participants, provided an opportunity both for the participants and CCSS teams to see and reflect on the initial reactions and opinions at the end of each session.

The second form introduced at the end of the program making use of a another online platform named jotform.com, was designed as a more comprehensive form, involving both open-ended and scale-type self-reflective questions about the learning experiences and participation levels, technical conditions, expectancies about and objectives of the program (Appendix 2). The self-reflective scale type questions about whether participants' expectations were met or not, were developed making use of the expectations participants share with each other in the first part of the first session, which was designated for getting to know each other. Since the form will be introduced after the completion of the program and participation is of course voluntary, it is known that the longer the form, the fewer participants will submit it. However, the risk was taken and the form was introduced as a comprehensive form, which will also provide an opportunity for the participants to reflect on their learning experience for themselves. A total of 13 forms were submitted. Six of them were submitted by the participants who took part in all the sessions, five of them by the participants who took part in three of the sessions and two of them by the participants who took part in two of the sessions. This distribution is understandable, since the more sessions participants have attended, the greater would be their motivation to give feedback as a part of the program.

The last part of the evaluation process was designed as individual follow up interviews with voluntary participants. Namely, one month after the program completion, evaluation expert got into contact with participants who said they would like to participate in the follow up interviews and four individual meetings ,40-50 minutes in length, were realized via the online platforms participants preferred (skype and zoom). Three of the four participants who volunteered to take part in the follow-up interviews had attended all of the sessions, one of them had missed one of the sessions. The main objective of these follow up interviews is to hear participants' reflections about their experiences after the program and whether they have made use the skills/ information they generated from the program. Via the questions addressed in these semi-structured interviews, suggestions and demands for future programs are also tried to be consolidated (Appendix III).

The results of mentimeter questions posed at the end of each session will be covered in the "Flow of the Program and Sessions" section. The results of the evaluation form implemented after the completion of the program will also be mentioned in the same section but also in a separate "Results from the Evaluation Form" section. The inferences derived from the semi-structured interviews will mainly constitute the last part of the report as "Needs and Suggestions

of Participants as Concluding Remarks", but they will also be used to complement the data presented in other sections.

Participants

The pilot "CSO Support Program for On-line Tools and Facilities" was introduced with an open call via the websites and social media accounts of Center for Civil Society Studies and related civil society platforms. The applicants were asked to submit an application form. Within a relatively short period of one week, 169 forms were submitted from 25 different cities. Most of the applicants are coming from associations, but they are also different organizations ranging from foundations to digital platforms, from student clubs to cooperatives, from city councils to university centers and organizations without any legal entity. Their working fields are also various ranging from right based issues related with gender, youth, children, people with disabilities etc., to human rights violations, from environmental rights to local governance, from migration to health etc. Approximately 10% of the forms were not properly filled and submitted but even just the remaining number of applicants could be considered as a variable revealing the need for this type of programs in the field. The answers applicants have given for the questions related with the effects of the pandemic on the organizations and activities of CSOs and CSOs experiences with and plans about online tools and facilities, also indicated that they have been facing a lot of problems and difficulties due to the pandemic conditions and need to improve their capacities to adapt to these conditions more effectively.

24 applicants from 5 different cities were invited to take part in the pilot implementation of the program. Criteria such as similarity of the previous level of experience with online tools and facilities, motivation and potential to implement the outcomes of the program and potential to create multiplier effect were taken into consideration in the process of determination of the first group of participants for the program. It has also to be noted that other participant groups sharing similar domains of work such as CSOs working with local governments, could also be formed using the same applicant list for future training programs.

Before moving on the program and its individual sessions it is also remarkable to mention that 11 different individuals working in or in collaboration with CCSS have actively took part in the development and implementation of this program: One senior trainer for the coordination of the program design, a team of five senior academicians/trainers for theoretical framework of the program, two experts about online tools and facilities, social incubation center team for the coordination (communication, technical support, reporting), monitoring and evaluation expert. All the people working in CCSS team especially the facilitators, coordinators and experts were also appreciated by participants both in the evaluation forms and follow-up interviews.

Flow of the Program and Sessions

The program was designed to serve these main objectives based on the needs of CSOs:

- To provide an opportunity for CSOs both to reflect on and exchange experiences and opinions about civil society in times of coronavirus,
    -To provide a framework for discussions about the effects of corona pandemic on CSOs

- To empower CSOs in terms of their capacities for using online tools and facilities in a more effective way to adapt to the pandemic conditions.

  -To provide a theoretical framework of participation to evaluate governance in CSOs during and after the coronavirus pandemic and the effects of digitalization on internal/external decision making processes

  - To give useful information about different online tools and facilities CSOs could easily make use of both for internal and external purposes and to provide opportunities for them to test some of them as participants

  -To give tips about and provide opportunities to experience how to apply participatory learning principles and methods online, how to design and implement more participatory online trainings

- To provide an opportunity to learn about and exchange best online practices of different CSOs.

Based on these objectives, the program was initially designed as four sessions:
What to expect after coronavirus pandemic?
Governance in CSOs during and after the coronavirus pandemic, internal/external decision making processes, online and digital tools and facilities
Is it possible to apply participatory learning principles and methods online?
Best practices and experience sharing

However, as indicated before, since the program was a pilot program with a participant-centered approach, trainers of CCSS team had modified the flow of the program according to the inferences derived from the expectations participants shared in the first session and the flow of the first session. Namely, although there was certainly a need to discuss and reflect on different practices of CSOs in corona times within a theoretical framework of participation, the participants' attention was on their urgent needs to get more information about and develop skills related with different online tools and facilities, since they have to apply them to transform their meetings, trainings and activities into online platforms. Taking this demand into consideration, the second session was modified as two subsequent sessions so that there is more opportunity to meet the needs of CSOs, but since it was planned and announces as a four session program, the last session was postponed to be implemented as a session open to all the applicants in the following weeks.

Thus the program was realized as four sessions with these headlines on these days:
1.What to expect after coronavirus pandemic? 22.06.2020
2. Governance in CSOs during and after the coronavirus pandemic, internal/external decision making processes, online and digital tools and facilities I 25.06.2020
3. Governance in CSOs during and after the coronavirus pandemic, internal/external decision making processes, online and digital tools and facilities II 29.06.2020
4. Is it possible to apply participatory learning principles and methods online? 02.07.2020

Although participants had indicated in their application forms that they will participate in all the sessions in the program announced in the call, unfortunately there were absences and drop

outs from the beginning of the program on, which were mainly explained as results of unexpected problems,, duties and responsibilities by participants talked with in follow-up interviews. The instances of drop outs and absences were very rare for participants who took actively part in one of the sessions in the beginning, but the risk was much more higher for participants who had missed one of the sessions in the beginning.

The first sessions was realized with 19 participants, the second with 16, the third with 19 and the last one with 14 participants. 10 of the 24 participants took part in all the sessions as indicated in the application form, 7 of them in three of the sessions, 2 of them in two of the sessions , 3 of them in only one session and 2 of them participated in none of the sessions.

The main features of the general methodology of the program adopted in the design and implementation of all the sessions were to have a participant-centered approach and to provide a participatory learning environment for all the participants.

Zoom account of Social Incubation Center was used throughout the program, and as a precaution for any technical difficulties participants might face, this was indicated in the application form and a guide about how to use zoom as a participant was shared with all the participants before the program started. Zoom was the main platform used throughout the program, but different tools such as google slides , padlet, mentimeter, kahout, jotform, google drive, skype had also been utilized in different sessions, where participants had a chance to experience these tools. In all the online tools and facilities used in the program, the main method was first to provide an opportunity to experience it as a participant, then give information about the use of it and reflect on the experiences in a meta level, explaining why and how these tools had been used. As an example to illustrate, after the first part of the first session spared for getting to know each other, the facilitator of the session made participants stop and think about how much time was needed just for a very brief getting to know exercise in online mediums, which technical features of the zoom program were used, how many people have to share the responsibilities to prevent possible technical problems during the session etc. Although one of the participants interviewed with in the follow-up phase, indicated that this method made her occasionally question the sincerity of in the session by making her think that all the things said and made by the facilitators have a reason for it, she also mentioned that this had also given them a chance to reflect on the experience they had. Other participants interviewed with have a similar point of view and pointed out this made it easier for them to understand and practice how to use the tools they experienced in the program.

In all the parts of the program ranging from the application process, to small group activities in the sessions, from presentations to evaluation processes, different online tools and facilities had been utilized as examples CSOs could also use in their activities. All the participants interviewed in the follow-up face indicated that the tools and facilities they had highest motivation to use and/or had immediately started to use after the program are the ones they had experienced in the program.

Throughout all the sessions one person from Social Incubation Center, wrote the report of the session including all the major factual information shared with the participants together with associated links. The google drive link of the report was shared with the participants at the beginning of each session, so that they could follow the report as it was generated simultaneously within the flow of the session. All the participants interviewed in the follow-up phase indicated that this made it easier for them to focus on the session and their experience in the session as the essence, since they know that they won't miss any information shared with them owing to these reports. These reports had also a function to keep in touch with the participants in between the sessions and stimulate participants with the materials covered in the previous session so that it is easier to keep up with the flow of the program.

The first session of the program was realized with an objective to provide a space to share the details of the program and to get know each other and an opportunity for CSOs to reflect on and exchange experiences and opinions about civil society in times of coronavirus. In the getting to know each other part, participants were asked to share their expectations about the program, which were used to modify the program before the second session. The expectations shared by the participants were also utilized as statements to rate whether participants' expectation were met or not, in the evaluation form applied after the completion of the program. In the week before the program, a short questionnaire consisting of three open-ended questions was shared with the participants via jotform to encourage them to think about and share the things they found important to discuss in times of corona pandemic, threats and opportunities of these times and digitalization of activities. Yörük Kurtaran's talk in the second part of the session provided a theoretical framework for discussions about the effects of corona pandemic on CSOs. In between the talk of Yörük Kurtaran, participants were provided spaces via Mentimeter where they can share their opinions on questions raised in the talk. All these information gathered before and in the session highlighted the needs of CSOs have to empower themselves in the digitalization processes. The session ended with a question-answer part and self-reflective questions posed at the end via mentimeter to evaluate the session.

The mean score participants had given for the scale-type question about whether their expectations were met or not was 7,4 in a scale from 1 to 10. Although it was not a bad score it has to be mentioned that this score was one of the lowest ones among all sessions and the only one, where there are participants who thought their expectations were not met meaning a score below 4. Participants interviewed in the follow-up phase indicated that this might be related with their motivation and expectations to talk about new online tools and facilities immediately with the beginning of the program. They also mentioned that the factual information Yörük Kurtaran had shared with them ,had broaden their vision and provided a framework to discuss different issues CSOs might face during times of corona.

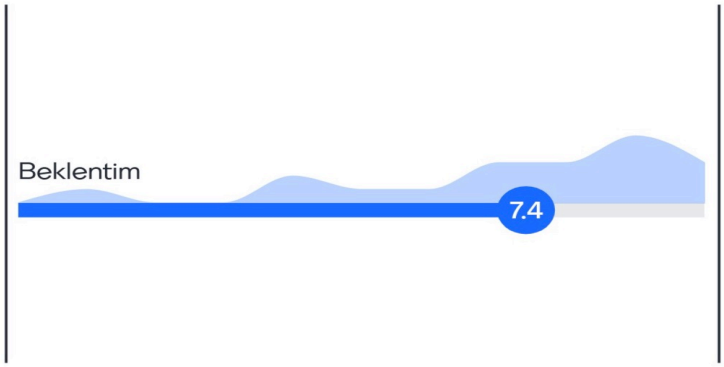


Figure 1. Expectations in the first session.
"The session has met my expectations."
Please evaluate this statement and rate it in the scale from 1 to 10.
1 meaning not at all, 10 meaning absolutely.

To emphasize the importance of participation in trainings and activities while using online tools and platforms, participants were also asked to rate their level of participation in the first two sessions. The phrase "I was able to express myself/participate as I wanted in the session." was rated with a 5 by 7 participants and with a 4 by 12 participants. Also the participants interviewed in the follow up phase had confirmed this situation and stated that there had been a very encouraging learning atmosphere where they could easily share their thoughts, opinions and questions. The answers participants have given for the last and the only open ended question in the session evaluation, namely, the question about new information/skill/question they have generated via this session, indicated that the talk and discussion afterwards had stimulated thoughts and questions about threat and opportunities CSOs might faces in corona times, the potential advantages and disadvantages using online tools and facilities and need of collaboration with different actors in civil society, which were among the objectives of the session.

As indicated before, the CCSS team had made a modification in the program based on the reactions and demands of participants in the first session. As shared with the participants together with the rationale behind this modification, two successive sessions would be realized about online tools and facilities CSOs might use in internal/external decision making mechanisms and activities in corona times. The main objective of these two sessions was to empower CSOs in terms of their capacities for using online tools and facilities in a more effective way to adapt to the pandemic conditions. Second session started with Laden Yurttagüler's talk as a theoretical framework about participation to evaluate governance in CSOs during and after the coronavirus pandemic and the effects digitalization on internal/external decision making processes. The contributions of the participants in discussions after this talk and the follow up interviews with voluntary participants showed that it had stimulated new questions about participation, changing power relations in corona times, inclusive methods in decision making processes, problems disadvantaged population might face during times of corona where all the activities started to be digitalized. However, it has

also be mentioned that, participants were not able to give reference to these discussions while working on different online tools and facilities.

The main objective of second part of the second session was to give useful information about different online tools and facilities CSOs could easily make use of both for internal and external purposes and zoom was the focus. Although zoom has been already used by many participants before, both the answers given in the evaluation forms and also the follow-up interviews indicated that participants started to feel more competent to use zoom for different purposes so that they could easily make use of it after the program. At the end of the session the same self-reflective evaluation questions were posed via mentimeter.
The mean score participants had given for the scale-type question about whether their expectations were met or not was 8,5 in a scale from 1 to 10, which was higher compared to the session and there was no participant indicating his/her expectations were not met.

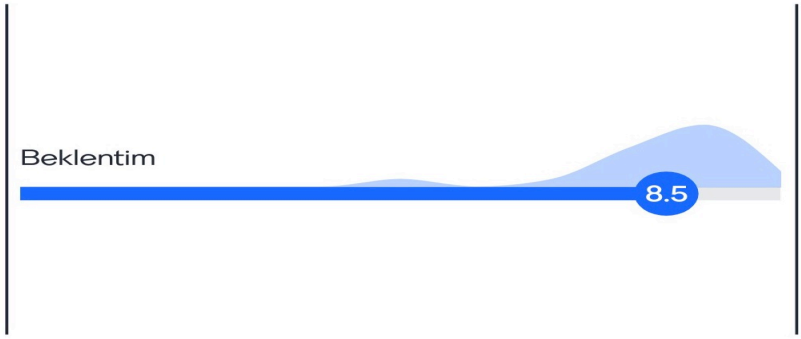


Figure 2. Expectations in the second session
"The session has met my expectations."
Please evaluate this statement and rate it in the scale from 1 to 10.
1 meaning not at all, 10 meaning absolutely.

The phrase "I was able to express myself/participate as I wanted in the session." was rated with a 5 by 9 participants and with a 4 by 6 participants. One participant indicated that he/she was uncertain about this statement. Also the participants interviewed in the follow up phase had also confirmed the participatory learning environment in the sessions. Almost all of the answers participants have given for the last and the only open ended question in the session evaluation, namely, the question about new information/skill/question they have generated via this session, were about new information they learned about different features of zoom. It has to be questioned that there was no single reference to the theoretical discussion in the beginning of the session. The participants interviewed in the follow-up phase pointed out that this might be because they need more time to concentrate, think about and reflect on the questions stimulated in the discussions and their excitement and motivation to develop technical skills to use different online tools and facilities might have hindered to keep on with the theoretical discussions introduced at the beginning.

The third session has also an objective to give useful information about different online tools and facilities CSOs could easily make use of both for internal and external purposes and to provide opportunities for them to test some of them as participants. It started with a similar flow

like the second part of the second session where different online tools and facilities like kahout, mentimeter and padlet were introduced with opportunities to experience them as participants. In the second part of the session, where padlet was utilized as the medium, a very comprehensive data developed by the experts working in collaboration with CCSS, was introduced to participants and participants were guided how to make use of these table where different tools and facilities were categorized with respect to different features and variables and compared with each other. Especially the sets of tools and facilities developed and introduced as means for both internal and external decision making processes and activities, and explained in comparison with each other were described as very valuable and useful by the participants both in the evaluation forms and in the follow-up interviews.
The mean score participants had given for the scale-type question posed at the end of the session, about whether their expectations were met or not was 9 in a scale from 1 to 10, which was the highest rating among all the sessions.

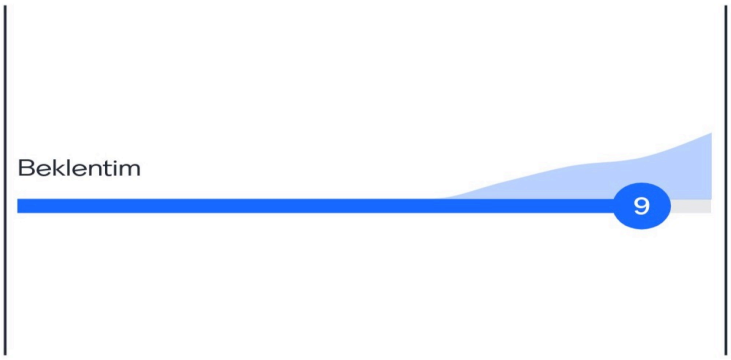


Figure 3. Expectations in the third session
"The session has met my expectations."
Please evaluate this statement and rate it in the scale from 1 to 10.
1 meaning not at all, 10 meaning absolutely.

The answers participants have given for the last and the only open ended question in the session evaluation, namely, the question about new information/skill/question they have generated via this session, indicated that participants were impressed with the comprehensive data developed and shared with them to make it easier to decide which online tools and facilities to use for which purposes. They pointed out that this has also raised their motivation to learn about and develop their skills to use new online tools and facilities. There were also some participants who pointed out they need also to have more opportunities to try these new tools and platforms in trainings like these, so that they could overcome their anxieties to start to use them. The participants interviewed in the follow-up phase also stated that although they are very excited about the data shared with them, they have not been able to analyze and try different tools mentioned in the padlet document yet. Overall the third session was rated as the most successful session with respect to the objective to give useful information about different online tools and facilities CSOs could easily make use of both for internal and external purposes.

The last session of the program was designed to give tips about and provide opportunities to experience how to apply participatory learning principles and methods online and how to design

and implement more participatory online trainings. The first part of the session was designed as a model online training module, where participants had a chance to experience a small group task where they try to fill out a SWOT matrix about different actors to collaborate with ranging from public institutions, to media and private sector, from civil society to academy, based on their discussion. This topic was chosen considering its value of serving for a secondary gain, namely, this is a very hot topic, CSOs might want to share opinions about, thus, this session could provide an opportunity for this. However, since it was also a very comprehensive and rather complicated task, it made it difficult for the participants to concentrate and complete the small group. In each small group, a facilitator from CCSS was there to take notes and guide participants if there is a need, but due to the time restraints, it was not possible to reflect on the content and experience in the small group activity. In other words, the experiential learning cycle was not completed as planned. In the second part of the session, the coordinator of the program and the facilitator of the session made a presentation giving tips about how to apply participatory learning principles and methods online and how to design and implement more participatory online trainings by giving references to different sessions of the program and the last small group experience. The session ended again with self reflective evaluation questions posed via mentimeter. After the closing remarks, information was shared about the evaluation form expected to be filled and submitted by the participants in the following week and the follow-up meetings they might volunteer to participate in the next month. The mean score participants had given for the scale-type question about whether their expectations were met or not was 7 in a scale from 1 to 10. Although it was the lowest score among all sessions, there were no participants who thought their expectations were not met meaning a score below 4.

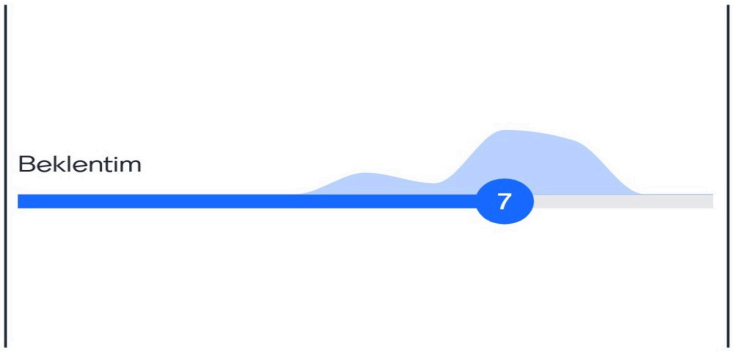


Figure 4. Expectations in the last session
"The session has met my expectations."
Please evaluate this statement and rate it in the scale from 1 to 10.
1 meaning not at all, 10 meaning absolutely.

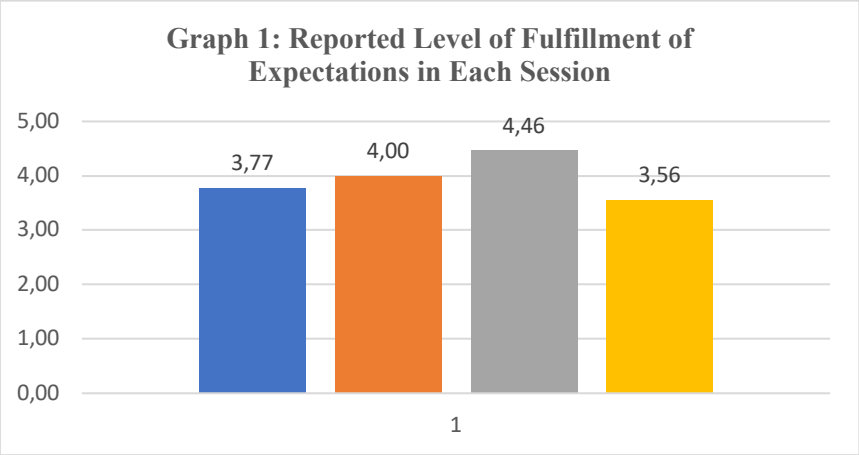
The answers participants have given for the last open ended question in the session evaluation, namely, the question about new information/skill/question they have generated via this session, indicated that participants found the tips shared with them via the presentation in the session with references to experiences in different programs and previous sessions, very valuable and useful. But there were also participants who had problems to connect the tips in the presentation with their experiences in the session, and/or participants who stated it would be better if they had more time to discuss the task in small groups, to reflect on these and then come up with different tips they can generate from their experience. Also the participants interviewed in the

follow-up phase pointed out that it would be better to have at least to successive session about this topic, which was also in line with the ideas of CCSS team.

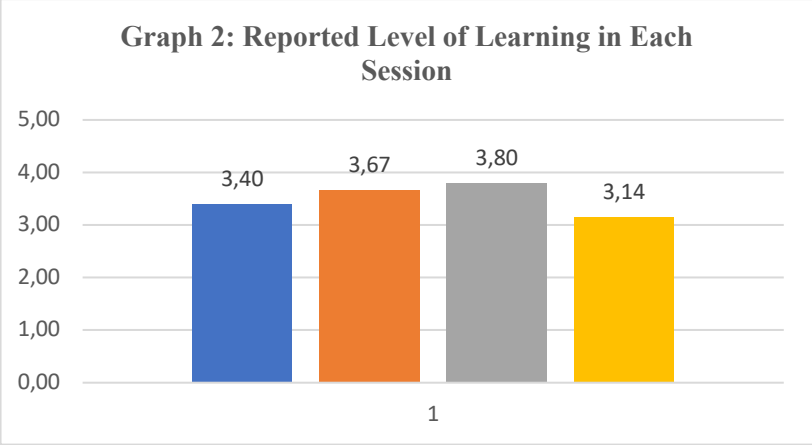
Results from the Evaluation Form

Some of the results of the evaluation form implemented after the completion of the program have already been mentioned in the "Flow of the Program and Sessions" section. In this part, answers to questions which are not covered in previous sections will be reported.
As described before, the second form introduced at the end of the program making use of a another online platform named jotform.com, was designed as a more comprehensive form, involving both open-ended and scale-type self-reflective questions about the learning experiences and participation levels, technical conditions, expectancies about and objectives of the program (Appendix 2). A total of 13 forms were submitted and analyzed.

The self-reflective scale type question about whether participants expectations were met or not was posed via mentimeter in each session to get the initial reactions from the participants. The same question is used also in the Evaluation Forms introduced after the completion of the program where participants have also a chance to compare their experiences in different session. As illustrated in the graph below, the average scores are relatively high for all sessions, where the third session is associated with the highest score and the last section with the lowest score, which is in line with the results derived from mentimeter questions, covered in the previous section.

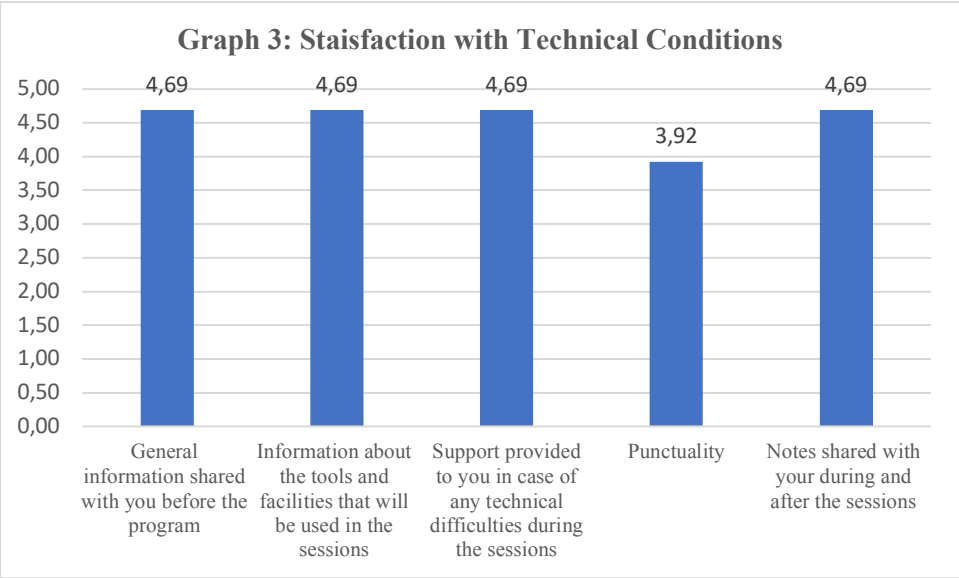


Participants were also asked to evaluate their learning experience in the program and rate the sessions of the program with respect to their level of learning. The result illustrated in the second graph are also similar with results related with expectations. Namely, the average scores tend to be lower for all sessions but the order is the same, the third session was rated as the most fruitful and effective session in terms of learning and the last one was rated as the least one.



In the section where participants were asked for their comments about the general flow of the program and individual sessions, there were statements about participant's satisfaction with the information provided in the program about different online tools and facilities ,making reference especially to the third session. However, participants also mentioned that it would be better if they could get more detailed information about specific tools just mentioned in the program and especially if they had a chance to experience more tools directly. Also the participants interviewed in the follow-up phase indicated that the online tools and facilities they feel more comfortable with to use are the ones they had a chance to test in the program.

Another suggestion written in the forms was to spare more time for group dynamic and networking. The need for getting to know each other and exchange opinions and experiences together with need for networking meetings was also pointed out as an important need of CSOs during corona times.



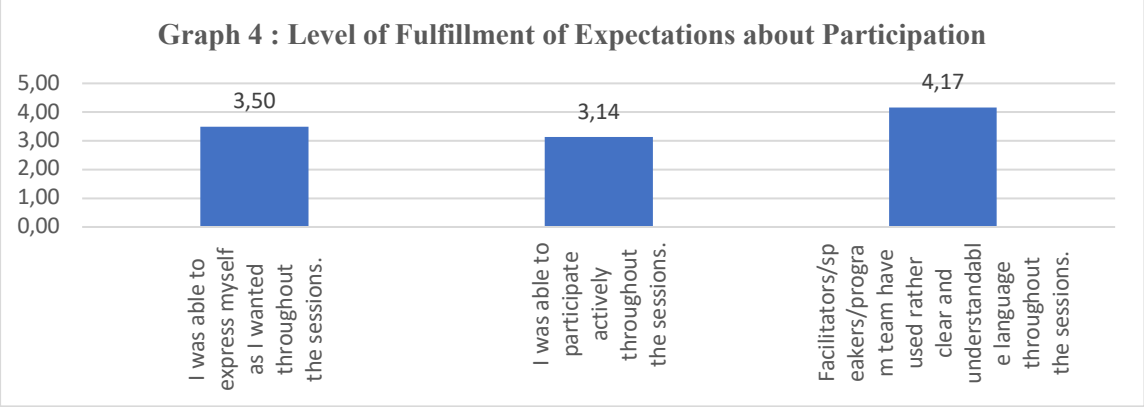
Likert-type questions about participants' levels of satisfaction with technical conditions of the program illustrated in the above graph, revealed very high levels of satisfaction about the information shared with them before the program , notes e-mailed in between the sessions and technical support available in case of any difficulty. Participants' levels of satisfaction with respect to punctuality criterion remained relatively lower compared to others. In the follow-up

interviews, participants stated that it is usually more difficult to stay concentrated in sessions following each other in one day, thus it was a good idea to have a time table like this, being two 2 hours lasting evening session per week. They also pointed out the notes shared with them in between the session helped them to stay connected with the flow of the program. For some participants it was not so easy to concentrate on the evening sessions after a busy work day and delays are difficult to tolerate for them. It is remarkable that the last session was the session which was lasted approximately 30 minutes longer than initially planned and announced and it was also the session marked with relatively poorer scores compared to others.

Participants were also asked to evaluate their participation/contribution in the sessions and the participation/contribution of other participants CCSS team. In line with scores given at the end of the questions and opinions shared in the follow up interviews, participants comments in this section indicated that there was a welcoming learning environment encouraging participants' contributions. They stated that they were able to participate and contribute as much as they want and it was also true for other participants. However, it was also mentioned that it would be better if more people were willing to participate and contribute so that they had a more active space to exchange ideas and experiences. Participants also emphasized their need for online meetings just for networking and to build new collaborations.

Almost all of the answers participants have given for the question about new information/skill/question they have generated via this program, were about new information they learned about different online tools and facilities for internal and external purposes. There were also remarks associated with tips how to apply participatory learning principles and methods online, how to design and implement more participatory online trainings.

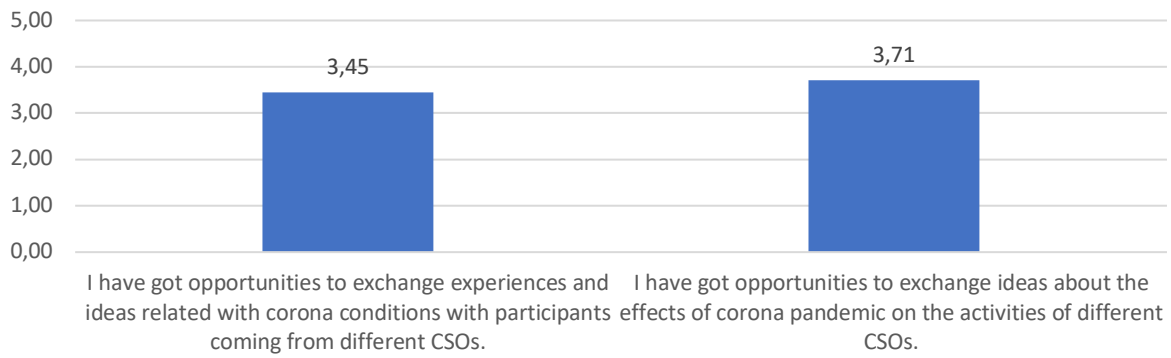
Most of the self-reflective scale type questions about whether participants' expectations were met or not, were developed making use of the expectations participants share with each other in the first part of the first session, which was designated for getting to know each other. The statements were grouped as the ones related with the participation and contribution of the participants and CCSS team; the ones about creating a more participatory and inclusive learning environment in online platforms; the ones related about getting new information to use new online tools and facilities. The average scores of the each item of these main groups were illustrated in the graphs below.



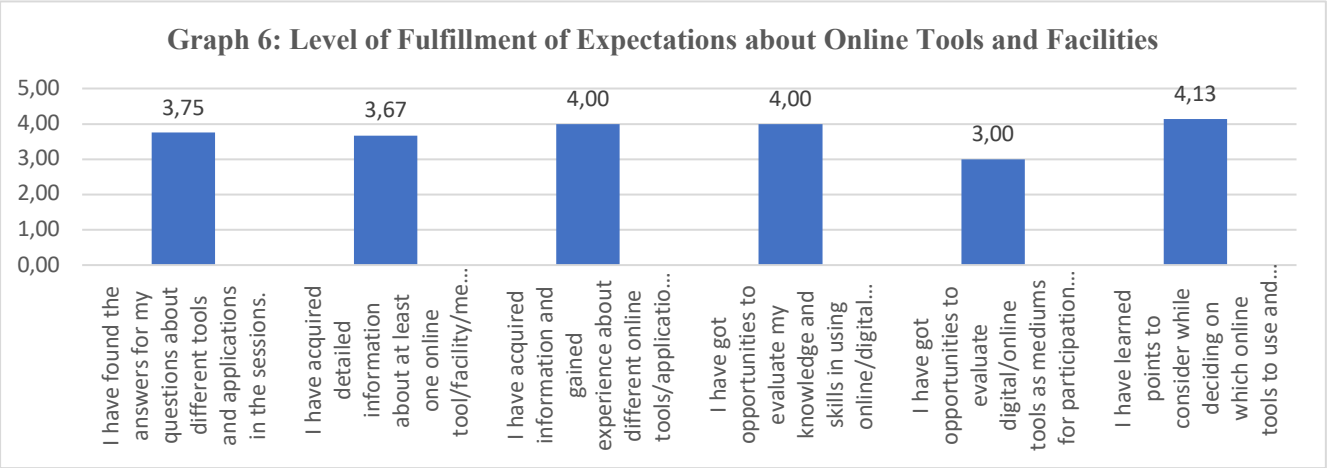
Participants expectations about the facilitators/experts' commitment by using a clear/understandable language were quite met, but it is interesting that the average scores about their level of participation is lower compared to scores for other statements. It seemed to be in contradiction with high participation scores given at the end of first two sessions and also with participants statements in the related open ended question in the evaluation form and in follow-up interviews. This might also be interpreted as the effect of time. Namely, they filled the evaluation form after the completion of the program and when they were answering the questions in the form, they might have thought that they should have be more active in the program to get more.

As mentioned in previous sections, participants wished they had more time to get to know each other and more spaces to exchange experiences and opinions. The level of fulfillment of expectations about exchange of corona pandemic related experiences and opinions illustrated in the below graph, showed that the discussions in the first two sessions were rather successful to fulfill participants' expectations. Unfortunately, there were almost given no reference to these discussions in other sessions where the focus was on online tools and facilities and/or when it comes to the evaluative questions about skills/information generated from the program, but interestingly two participants in the follow-up interviews stated that they need more time to understand and reflect on the discussions and suggested it would be better if facilitators had tried to give more reference to the theoretical frameworks when they were introducing online tools and facilities. Another suggestion was to have special online sessions just to talk about these theoretical debates.

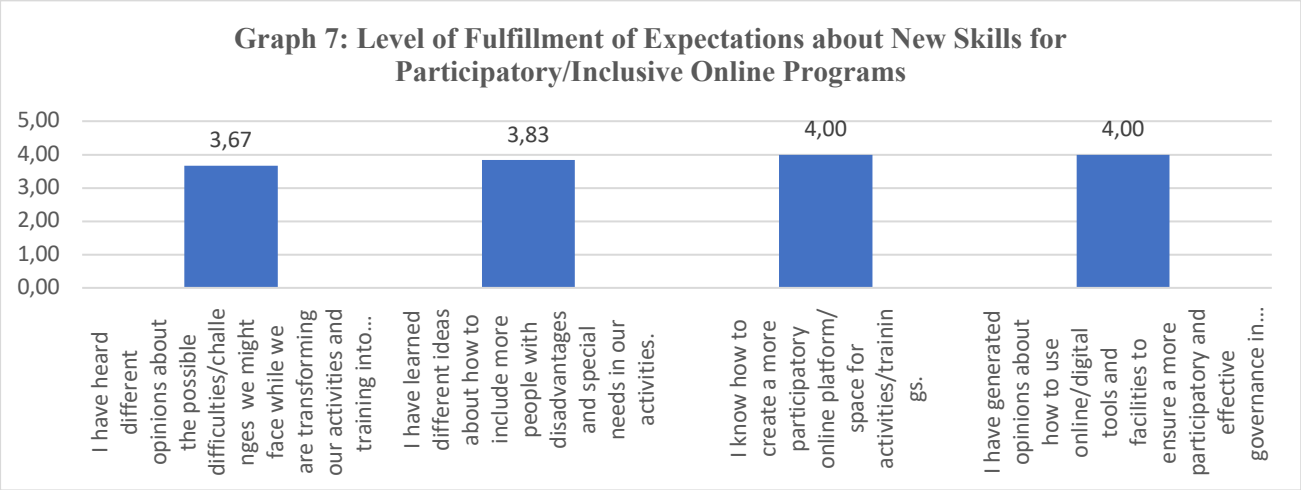
Graph 5: Level of Fulfillment of Expectations about Exchange of Experiences/Opinions



It is also remarkable to see that among the statements related with online tools and facilities, the lowest score was given for the statement "I have got opportunities to evaluate digital/online tools as mediums for participation both with respect to challenges/difficulties and opportunities they have." This might be because they need more time to integrate the theoretical discussions with practice as participants interviewed in the follow-up phase stated. The other scores about the level of fulfillment of expectations about online tools and facilities are rather high which is also in line with the findings in previous sections indicating that the second and third sessions were considered as the most fruitful and effective sessions by the participants.



Although the last session seemed to be the least favorite one among the participants and was described as the session where it was difficult for them to keep concentrated, levels of fulfillment of expectations about new skills for participatory/inclusive online programs , which were directly related with the last section were relatively high. Participants interviewed in the follow-up phase stated that the tips shared with them about how to create more participatory/inclusive online programs were very valuable resources they probably might use when they need, but the experiences they had throughout the program would be more helpful for them when they had to create their own activities/sessions. They also have given examples how they have already used different methods and practices they had experienced in the program, in the activities of the CSOs they are working.



Participants have also given higher scores for the statement “I think that I will be able to use skills/information I have acquired throughout the program.” which was a very pleasing result for the program, which is also in line with the answers given for the open-ended questions about their plans how to make use of the skills/information they had developed throughout the program and experiences shared by participants interviewed in the follow-up phase. Participants tended to feel more comfortable to use and actually started to use online tools and facilities they had a chance to test an experience in the program.

Needs and Suggestions from the Participants as Concluding Remarks

In this last section of the report needs and suggestions participants have pointed out as answers to open-ended questions in the evaluation form and / or in the follow-up interviews will be summarized briefly item by item, so that they could be used in the development of new programs. But before moving on to these needs and suggestions, limitations of the evaluation process and basic outcomes of it will be summarized.

Variables such as the structure of the program consisting of four online sessions in four different days, the time table used for it, online nature of all the activities in the program including the ones used for evaluation, attendance levels of the participants made the team decide that a pre/post-test implementation was not suitable. Thus, it has to be revealed that the results analyzed in this report are not based on statistically robust differences. The second limitation of the evaluation methodology is that since all evaluation tools were based on the voluntary participation of the participants, and voluntary participants were the ones who have taken part in more sessions, it was not possible to evaluate the reasons of drop-outs. And the last limitation is about anonymous nature of the online tools to collect data which made it impossible to analyze the results with respect to any variable such as characteristics of CSOs participants are working with and/or variables related with participants characteristics such as gender, previous experience with online tools etc. Taking all these limitation into account, the data gathered for the evaluative purposes which is mainly consisting of data showing effects of the program on the participants on the reaction level, together with data derived from the semi-structured follow-up interviews are enough to conclude the pilot CSO support program for on-line tools and facilities have found to be a successful program with respect to the program objectives. The program is also successful as a program meeting the needs and expectations of CSOs in times of corona as revealed in previous sections.

- The program was effective as an opportunity for CSOs both to reflect on and exchange experiences and opinions about civil society in times of coronavirus, but the participants have emphasized that they need more online opportunities just to getting to know each other, building networks and collaborations and discuss current debates of corona times.

-The program aimed to provide a framework for discussions about the effects of corona pandemic on CSOs and a theoretical framework of participation to evaluate governance in CSOs during and after the coronavirus pandemic and the effects of digitalization on internal/external decision making processes. Although information provided and discussions stimulated in the talks related with these frameworks were described as very valuable, participants have not linked them with their more practical experiences with new online tools and facilities introduced in the program. Participants suggested to have regular webinars about these theoretical discussions to bring them into the agenda of CSOs.

- To empower CSOs in terms of their capacities for using online tools and facilities in a more effective way to adapt to the pandemic conditions was another aim of the program. To give useful information about different online tools and facilities CSOs could easily make use of both for internal and external purposes and to provide opportunities for them to test some of

them as participants was the objective under this aim, which was accomplished in a very successful way. However, participants revealed that the need more practice to start to use these tools in a more competent way. They have different suggestions based on ongoing needs of CSOs to improve their capacities and skills to use online tools and facilities.

- There is a need for digital literacy trainings especially for disadvantaged target groups including children, refugees, elderly, socio-economically disadvantaged youth etc.
-There is a need for training about the use of different online tools and facilities for monitoring and evaluation, for fund-raising in digital platforms, for organizing campaigns and for organizing itself.
-There is a need for thematic online trainings for example for CSOs working about youth rights, children's rights, environmental rights, gender issues, with people with disabilities etc. so that the participant CSOs could also exchange their experiences in a more effective way which might also facilitate future collaborations between them.

-Participants who have been familiar with the mentoring programs of social incubation center have also suggested a similar mentoring service for CSOs use of digital tools and online facilities. They emphasized the presence of someone with an expertise in this domain, they feel comfortable to ask any question regarding online tools and facilities will be very helpful. They have also proposed that individuals from CSOs which are more competent in this regard, even themselves after receiving this type of trainings could be volunteer in this process. Thus, actually a two-step model could be adopted like training of trainers and dissemination trainings. And in accordance to this model, two different contents have to be developed, one about how to use new online tools and facilities, one how to explain how to use them.

-Another suggestion made by the participants in the follow-up interviews was the development and dissemination of written manuals and/or videos about how to use different online tools and facilities which might be more cost-effective compared to trainings.

-Another objective of the program was to give tips about and provide opportunities to experience how to apply participatory learning principles and methods online, how to design and implement more participatory online trainings. Participants reactions and CCSS team's comments about the last session designed to serve this objective, revealed that it was not possible to cover this content in just one session even just in a introductory manner. So for a program like this, one have to implement at least two sessions to make an introduction to this topic. There is also a need to theoretically discuss issues related with online learning tools, self-directed learning, experiential learning in online mediums etc. to come up with practices and methods for a more participatory and inclusive learning environment.

-The last session which was initially planned to provide an opportunity to learn about and exchange best online practices of different CSOs have not been realized yet. As indicated before, this session was postponed since the program had been modified according to the reactions and expectations of the participants. Participants emphasizing their need to learn from each other's experiences ,seemed to be very eager to take part sessions like this and suggested that it would be very helpful to have this type of best practices sessions regularly.

Appendix I
End of the Session Questions / Mentimeter

Questions for Session I and II

1. "The session has met my expectations."
   Please evaluate this statement and rate it in the scale from 1 to 10.
   1 meaning not at all, 10 meaning absolutely.

2. "I was able to express myself/participate as I wanted in the session."
   Please evaluate this statement and rate it in the scale from 1 to 5.
   1 meaning not at all, 5 meaning absolutely.

3. New information/skill/question I have generated via this session, I will carry with me…

Questions for Session III and IV

1. "The session has met my expectations."
   Please evaluate this statement and rate it in the scale from 1 to 10.
   1 meaning not at all, 10 meaning absolutely.

2. My comment for this session / what I want to say about this session…

3. New information/skill/question I have generated via this session, I will carry with me…

Appendix II
CSO Support Program for On-line Tools and Facilities
Evaluation Form

1. **Which of the sessions of the program have you participated in?**

The Name of the session:	
What to expect after coronavirus pandemic?	
Governance in CSOs during and after the coronavirus pandemic, Internal/external decision making processes, Online and Digital tools and facilities -I	
Governance in CSOs during and after the coronavirus pandemic, Internal/external decision making processes, Online and Digital tools and facilities -II	
Is it possible to apply participatory learning principles and methods online?	

2. **Has the program met your expectations? Please evaluate and scale the sessions of the program in the table below, with respect to this question.**

The Name of the session:	Not at all. ←				→ Absolutely.
What to expect after coronavirus pandemic?					
Governance in CSOs during and after the coronavirus pandemic, Internal/external decision making processes, Online and Digital tools and facilities -I					
Governance in CSOs during and after the coronavirus pandemic, Internal/external decision making processes, Online and Digital tools and facilities -II					
Is it possible to apply participatory learning principles and methods online?					

3. **Please evaluate your learning experience in the program and scale the sessions of the program in the table below with respect your level of learning.**

The Name of the session:	I have learned nothing. ← → I have learned a great deal.				
What to expect after coronavirus pandemic?					
Governance in CSOs during and after the coronavirus pandemic, Internal/external decision making processes, Online and Digital tools and facilities -I					
Governance in CSOs during and after the coronavirus pandemic, Internal/external decision making processes, Online and Digital tools and facilities -II					
Is it possible to apply participatory learning principles and methods online?					

4. **Do you want to share any other comment about the flow of the program and/or the sessions?**

5. **Please evaluate the technical conditions throughout the program in the table/scale below.**

Statements to evaluate:	Very problematic ← → Very good				
General information shared with you before the program					
Information about the tools and facilities that will be used in the sessions					
Support provided to you in case of any technical difficulties during the sessions.					
Punctuality					
Notes shared with your during and after the sessions					

6. **Please evaluate your participation/contribution in the sessions? How about the participation/contribution of other participants and your comments about CCSS team?**

My participation / contribution…	*Other participants's participation / contribution*	*About CCSS team…*

7. **New information/skills/question I have generated throughout the program…**

8. **Notes for myself :**

How to decide which online tools and facilities to use….	Points to consider, while transforming trainings and activities into online platforms …	For a more participatory online platform…

9. Please indicate whether you agree or disagree with the statements in the table below within a scale from 1 to 5.

1. I disagree with it absolutely/very much / completely
2.
3.
4.
5. I agree with it absolutely/very much / completely

Statements to evaluate	1	2	3	4	5
I was able to express myself as I wanted throughout the sessions.					
I was able to participate actively throughout the sessions.					
I have found the answers for my questions about different tools and applications in the sessions.					
I have acquired detailed information about at least one online tool/facility/method that I can use in the activities of the CSO I am working with.					
Facilitators/speakers/program team have used rather clear and understandable language throughout the sessions.					
I have acquired information and gained experience about different online tools/applications/facilities.					
I have got opportunities to evaluate my knowledge and skills in using online/digital tools and facilities.					
I know how to create a more participatory online platform/ space for activities/trainings.					
I think that I will be able to use skills/information I have acquired throughout the program.					
I have learned points to consider while deciding on which online tools to use and about how to use them.					
I have generated opinions about how to use online/digital tools and facilities to ensure a more participatory and effective governance in the CSO I am working in.					
I have got opportunities to exchange experiences and ideas related with corona conditions with participants coming from different CSOs.					
I have got opportunities to exchange ideas about the effects of corona pandemic on the activities of different CSOs.					
I have heard different opinions about the possible difficulties/challenges we might face while we are transforming our activities and training into online platforms.					
I have got opportunities to evaluate digital/online tools as mediums for participation both with respect to challenges/difficulties and opportunities they have.					
I have learned different ideas about how to include more people with disadvantages and special needs in our activities.					

10. How do you plan to use the information and skills you have acquired from the program

11. **About the online tools and facilities addressed in the program…**

I have been already using but got more information about:	I have just learned in this program and think that I will use it as soon as possible	I want to have more information and experience about:

12. Needs and demands for future programs…..

I think that CSOs need to empower themselves by improving their capacities to/about/for ….	I want to learn more about…,and/or improve/empower myself about…..

13. There is no specific question about this, but I want to say:

Thank you very much!

Appendix III
Questions for Semi-Structured Follow-up Interviews
(Skype-Zoom)

- If you want to talk about this program with someone else from the field, how would you describe it…
- What are your motivation and expectations to take part in this program. Have they been met?
- Anything you want to say about the flow of the program and/or the specific sessions?
- In the one month after the program, anything you have made use of in your organization or in another platform? Which of them? How?
- Anything you think was missing, which was your need?
- Anything you improve yourself afterwards? Anything new you have learned, implemented? Let's talk about your experience…
- Needs and demands for future programs