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Abbreviations

CLIP Community Centres and Local Initiatives Project

IGTV Instagram TV

IOM International Organization for Migration

KVKK Turkey's Personal Data Protection Law

LMS Learning Management Systems

NGO Non-governmental Organisation

PCK Pedagogical Content Knowledge

SWOC Strengths, Weaknesses, Opportunities, Challenges

TCK Technological Content Knowledge

TPACK Technological Pedagogical Content Knowledge

TPK Technological Pedagogical Knowledge

UNFPA United Nations Population Fund

UNHCR United Nations High Commissioner for Refugees

UNICEF United Nations International Children's Emergency Fund

1. Introduction

The COVID-19 pandemic has greatly impacted every part of society. Refugees, forcibly displaced people and asylum seekers have suffered even more than others as the pandemic has limited their access to social services. Refugees living in middle and low-income countries have suffered tremendously from COVID-19 as national policies oftentimes fail to address their specific needs. Hosting over 3.5 million forcibly displaced Syrians under Temporary Protection and thousands of others under International Protection, Turkey faces significant challenges to sustain services to the people in great need during the pandemic. Disruption in economic activities has increased the vulnerabilities of refugees while lockdown measures and the shutdown of public schools have resulted in significant setbacks in social services. Moreover, such shortcomings as access to routine and/or specialised healthcare services, lack of information, and deteriorating economic conditions have hindered the efforts of civil society and international organisations amid decreased state involvement.

Many organisations began to implement activities online in order to decrease the devastating impacts of the pandemic on refugees and vulnerable population groups. In order to avoid further setbacks, it is fundamental to sustain existing relationships among refugees, civil society actors and international organisations. Initial responses were limited to short-term solutions that focused on converting and delivering the existing content in an online environment, trying to make use of digital tools. However, it has been noted that service providers still face challenges that must be dealt with in the process of digitalisation, most of which result from low levels of digital literacy, insufficient infrastructure, lack of devices, connectivity and pedagogical knowledge. These challenges might lead to digital services that lack quality especially in the fields of non-formal education, social cohesion, information dissemination and awareness raising activities, which require complex planning and implementation. The purpose of this guideline is to help service providers (facilitators) better understand what online service delivery is and how its unique benefits can improve their services during the pandemic and beyond.

2. About the Guideline

This guideline presents the joint efforts of two consultants commissioned by GIZ's Community Centres and Local Initiatives Project (CLIP). The information in the guideline is based on both qualitative and quantitative data collection.

2.1 Sections

This guideline consists of four chapters. This introductory first chapter discusses the background, brief overview of the purpose, the process of data collection and the contents of chapters.

The second chapter provides an in-depth analysis of the collected data and offers common challenges and needs that reduce the effectiveness of digital services. Challenges and needs are categorized into three different but interrelated subsections: technological, pedagogical and content related challenges.

The third chapter lists recommendations to increase the effectiveness of digital services, which are specifically tailored for the needs and challenges identified. The recommendations are made based on a technology integration model with both theoretical and practical areas of content knowledge (what is taught), pedagogical knowledge (how it is taught) and technological knowledge (best technology to support the pedagogical approach).

The fourth chapter takes the recommendations from the third chapter further and offers sample hands-on activities. This chapter also includes a simple checklist that aims to demonstrate the practical use of the recommendations. Facilitators are encouraged to implement these recommendations by tailoring them when necessary to reflect the unique needs and on-the-ground realities of their contexts.

2.2 Data Collection

The information in the guideline is based on both qualitative and quantitative data collection.

The first set of data was collected through 14 semi-structured in-depth interviews with project managers, social cohesion officers, teachers working for civil society organizations in Gaziantep, Kilis, Mardin, İstanbul, Ankara, Bursa and İzmir. Interviews with civil society organization representatives took place between December 1, 2020 and December 4, 2020. The interviews focused on the impact of COVID-19 on facilitators and their challenges and needs to digitalise services for participants.

The second set of data was collected through 15 semi-structured interviews with the representatives of UN agencies such as UNFPA, UNHCR, UNICEF, IOM and other international organizations and projects such as Care International and GIZ Qudra II. These interviews focused on understanding the efforts of digitalization by other international organizations and identifying their best practices.

Finally, quantitative data was collected through an online survey. A total of 39 staff members of GIZ-CLIP implementing partners filled the online survey which aimed to understand the rationale behind selecting and the frequency of using digital tools, as well as facilitators' digital competency (see Annex A: Online Survey Results).

Based on the results obtained from the desk analysis and mixed method data collection, the guidelines in this document can be applied in activities for social cohesion, non-formal education, information dissemination and raising awareness. This guideline aims to provide facilitators with the necessary theoretical and practical knowledge on how to conduct online activities more effectively.

3. Needs and challenges

As stated before, the COVID-19 pandemic has had an immense impact upon forcibly displaced people. Refugees living in middle and low-income countries have suffered tremendously from the pandemic measures, as national policies often did not take their needs into consideration. Disruption in economic activities increased the risk of gender-based violence and significant setbacks emerged in education and social cohesion activities with the closures of schools and educational institutions. Mainly, lack of access to routine and/or specialised healthcare services and to right information as well as the existence of economic hardships pressurised international organisations and civil society to tackle these problems that forcibly displaced people confront daily. One of the most important challenges that all organizations have faced during the pandemic is the digitalization of services as physical contact with vulnerable groups were totally out of the picture with the measures taken amidst the spread of COVID-19.

Within this context, this chapter offers an analysis of the common challenges that NGOs in Turkey have faced in their efforts to digitalize their services in general and the factors that hinder the quality of online services in the field of social cohesion, non-formal education, raising awareness, information dissemination and social-legal counselling. The challenges identified through the data collection are categorized into three different but interrelated areas of knowledge: technological, pedagogical and content related challenges. "Interrelated" means that a challenge given under a domain might also relate to another domain (see Annex B: TPACK).

3.1 Technological challenges

Technology has been a key component in refugees' life, transforming every stage of their journey from the decision of leaving their home country to the decision of a final destination. Digital means are also seen as cost-effective and flexible solutions that can be scaled up to provide more opportunities for refugees. Opportunity to learn or work remotely makes digital innovations especially promising for facilitators where the services provided are oversubscribed. While digital technology is helpful

for refugees, it can also be a barrier if it is difficult for them to access (Migliorino, 2010). Those digital barriers are framed around the term of "digital divide" in the literature. Digital divide in this respect refers to the gap between those who do not have physical access to digital technology and those who do as well as between those who do not have the skills and desire to use digital tools and those who do (Alam and Imran, 2015). One of the most relevant impacts of the digital divide is that it negatively constructs refugees' perception on digital approaches as exclusionary rather than inclusionary. Therefore, digital technologies may pose risks for facilitators as digital exclusion can stall the process of social inclusion and integration into the society. This process also creates information poverty for those with low digital literacy and inadequate digital infrastructure. Critically, the pandemic has made this situation even worse. Therefore, all the services that have been adapted digitally should consider the issues of exclusion and information precarity and be prepared to tackle these problems.

According to the needs assessment, organizations and facilitators face the following technological challenges:

- ▶ The high cost of digitalisation prevents an overall switch to online activities. Neither facilitators nor the participants have adequate funding in terms of digital infrastructure.
- ▶ Inadequate equipment results in a hierarchy in the participant's households (e.g., women have to share their mobile devices with their children who are supposed to attend their own online courses).
- ▶ Lack of technological infrastructure, especially in rural areas, cause connectivity problems that result in low number of participants.
- ▶ Connectivity problems have become an important issue hindering effectiveness of online services.
- ▶ Facilitators' connectivity problems have direct negative impact on the quality of any online activity.
- ▶ Low digital literacy among the participants decreases the quality of online services.

- ▶ There is a lack of comprehensive training on the use of digital tools for online service providers.
- ▶ Free digital tools with time limitations result in online interaction problems.
- ▶ Facilitators' digital tool selection criteria depend on participants' digital infrastructure level, which in turn limits the use of effective digital tools.
- ▶ Lack of technological infrastructure has led to cancellation of formal education activities and certification in many cases.
- ▶ There is a growing demand for technological support from refugee parents for their children's access to online public education.
- ▶ Privacy and digital security, if not designed properly, are important issues that negatively impact participation. For example, many women do not want to participate in online activities due to privacy concerns. Facilitators need to be prepared for digital privacy and security issues.

3.2 Pedagogical challenges

Education is the key to a successful and peaceful future for both refugees and host communities. It is the most important instrument for refugee children to adapt to social life harmoniously while it is also crucial to remove traces of past traumatic experiences related to the forced displacement. Moreover, vocational education facilitates refugee adults' social mobility while non-formal education creates new venues for refugee women and men to interact with the local community. In other words, not only do the educational activities bridge the gap between refugees and host communities, but they can also enhance the effectiveness of social cohesion, protection, awareness raising, information dissemination and livelihood generation activities. However, the dramatic switch to provide remote service through digital means has altered the ways in which pedagogical approaches were employed.

According to the analysis, international organizations and facilitators face the following pedagogical challenges:

- ▶ Technological difficulties affect a facilitator's control over participants negatively.
- ▶ Online learning can lead to isolation as participants lose their connection to one another as well as to the facilitator.
- ▶ Lack of technological knowledge directly impacts the facilitator's ability to manage an online classroom environment.
- ▶ Time management and scheduling problems decrease participants' involvement in online activities.
- ▶ Unlike face-to-face activities, online activities are more susceptible to distraction.
- ▶ Feedback mechanisms are not working properly as the facilitators, who plan and practice those activities, also monitor activities. Independent monitoring and evaluation of the activities is required.
- ▶ Better assessment tools are needed.
- ▶ Facilitators and participants lack motivation for online activities.
- ▶ Online translation and spontaneous interpretation services, which are often distractive and ineffective, prevent easier communication with participants.
- ▶ Lack of certification leads to demotivation among participants.
- ▶ There exists a lack of intra-group interaction as well as interaction between the facilitator and participants.
- ▶ Creation of digital content for children is challenging due to more distractions in the home environment.
- ▶ There is a great need for a training on creating online content for facilitators as facilitators also lack training on how to use online tools.
- ▶ Adapting applied and vocational courses to online courses is a challenge.
- ▶ Switching to online activities increases the workload of facilitators who are thus deprived of the time for their other duties.
- ▶ Failure of adapting the content to online activities results in cancellation of many social cohesion and non-formal activities.
- ▶ Unclear measurement tools and low level of feedback hinder improvement.
- ▶ There is a need to increase efforts to provide tailor-made online content for information dissemination and awareness raising activities as the pandemic has created an information precarity for the refugee population.

3.3 Content related challenges

In most cases, transition from face-to-face to online teaching poses certain drawbacks. Facilitators find it difficult to adapt themselves to this transition and motivate participants when confronted with contents which are borrowed directly from face-to-face teaching.

This difficulty is almost inevitable since online moderation prevents the use of body language to incorporate one's own experiences into the content. Therefore, the task of generating new materials or adapting the content from face-to-face activities is challenging. Technology, pedagogy and content should all be taken into account holistically when designing online courses since content cannot be simply copied from face-to-face activities (Koehler et al. 2004). Additionally, owing to a lack of training and support, facilitators also perceive a lack of incentives in designing and delivering online courses (Allen and Seaman 2010).

In addition to these general issues, the interviewees underlined the following challenges:

- ▶ Failure to adapt the content to online activities resulted in negative perception among participants, as they do not consider online social cohesion and non-formal education activities useful.
- ▶ Without any training, facilitators adapted their complex face-to-face content to basic online content focusing more on protection, information dissemination and raising awareness rather than non-formal education and social cohesion.
- ▶ Facilitators failed to create online content to increase social interaction between the host community and refugee community except for online women solidarity activities.
- ▶ Non-formal education for refugee children is not complementary to online public education contents.

4. Recommendations on how to deal with the challenges in online learning and digital approaches

This section provides a useful conceptual framework and a set of practical recommendations for the facilitators who have encountered the challenges mentioned above. While some of these challenges are universal to online learning and digital approaches, others are specifically related to the results of the needs assessment. It is important to read this part as a comprehensive method to cover both contextual and universal challenges as it involves techniques and strategies that will help digital activity facilitators to tackle further challenges that might occur in the future.

Based on an academic model (see Annex B: TPACK), the recommendations are clustered under four interrelated areas.

4.1 Technological recommendations: Digital tools and resources for facilitators

Online activities involve the use of Internet accessible devices and digital tools (aka Web 2.0 tools) that can be used for educational or leisure purposes. There is usually a facilitator who designs the tool for their specific purpose and participants. Designing content and making it available to the participants is one of the key elements in creating and managing online activities. Digital tools are simply tools that can assist facilitators to deliver their content to the participants. Participants, on the other hand, should also be involved actively in the activities so that the objectives of each online activity can be achieved. These kinds of activities require good planning and practice before the facilitator presents them in their online sessions to the participants.

There are thousands of digital tools available on the web that can be used for three main purposes: giving feedback, collaboration and interaction (Figure 1).

Figure 1. Functions of Web 2.0 tools.



Digital tools, which ideally aim to assist the facilitator and the participants in the process, should be chosen in accordance with the objectives of the session. Digital tools should be chosen according to user friendliness and accessibility while also considering the objectives of the activity. Finally, it should be borne in mind that guiding the participants depends on the strategy adopted by the facilitator.

When selecting the right digital tool, the following questions should be taken into account (Figure 2).

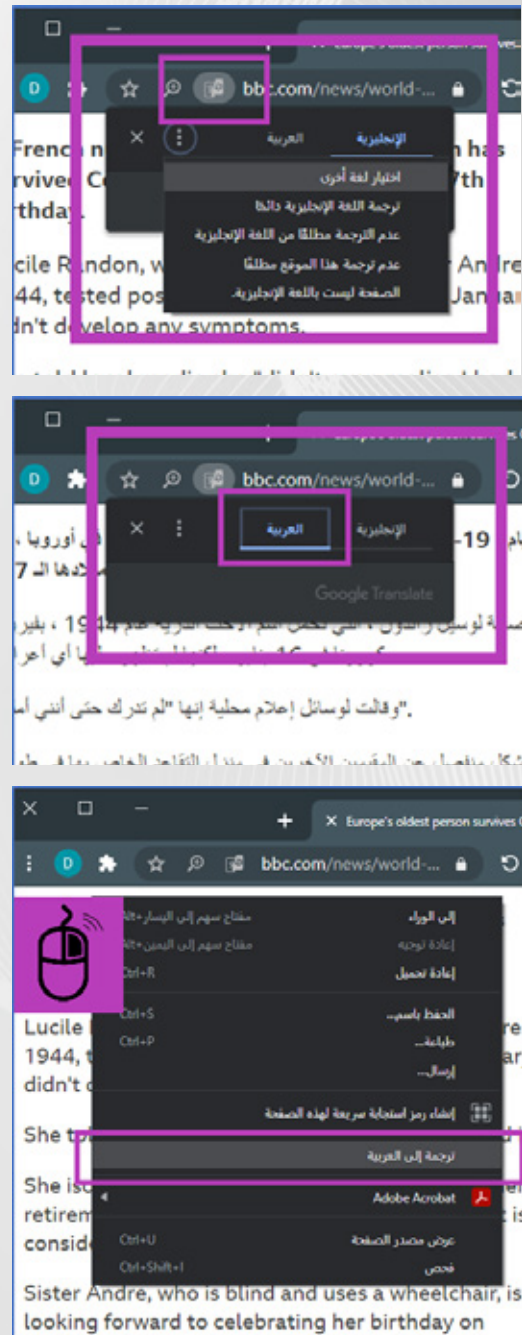
Figure 2. Questions to ask when selecting a digital tool.

- 01 What do you really need the digital tool to do?
- 02 Is another digital tool or app necessary?
- 03 Which features are most important to you?
- 04 Is it easy to use and practical?
- 05 Does it function on the devices that you and the participants already own?
- 06 Is it affordable?

Furthermore, it should be kept in mind that technology constantly evolves; therefore, it is necessary to keep up with the updates of these digital tools. Although most of these updates are for improvement, there might be updates that disable certain features of the application, which can disappoint some users.

It should also be noted that using these digital tools could pose some problems too. One of these challenges could be the language. Even though most applications and websites allow the users to change the interface language, there are still some websites that offer solely English interface. In these cases, it is recommended to use Chrome browser's translation feature to change the display language as shown in Figure 3.

Figure 3. Using the Google translate tool.



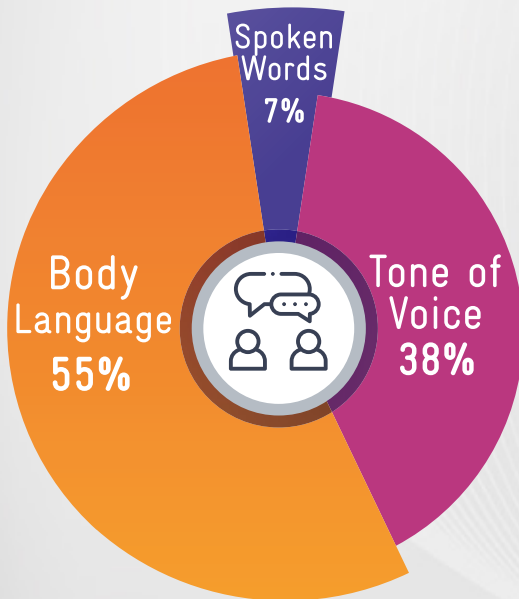
4.1.1 Set up the webcam and microphone

4.1.1.1 Webcam position

Words are not everything when it comes to spoken –face-to-face– communication. The elements of communication are spoken words, tone of voice and body language, which make up 7%, 38% and 55% of verbal communication, respectively (Figure 4).

Research might indicate different numbers; however, it should be noted that body language and tone of voice make up most of the communication and are congruent with the spoken words. It is crucial that participants and the facilitator use their body language (camera) and tone of voice (microphone) carefully and effectively during an online activity.

Figure 4. Elements of verbal communication.



The webcam is often the only and the most important device during an online meeting that enables the facilitator's engagement with the participants. Therefore, when using the webcam in a video meeting, it is crucial to set up the webcam correctly. The first point is to make sure the webcam is at the eye-level of the speaker. This can be achieved, for instance, by using a laptop riser. Secondly, the screen should be parallel to the speaker's body (Figure 5). The same rule also applies when the facilitator is using a mobile device to hold a meeting.

Figure 5. Setting up the position of the webcam



4.1.1.2 Eye contact

When speaking to the participants and listening to them, it is crucial that the facilitator makes eye contact with the participants. To maintain this, during an activity, the facilitator should look at his/her own webcam as much as possible instead of just looking at the screen.

4.1.1.3 Body language

Using body language will help deliver the message to the participants more effectively. Facilitators can simply conduct their online session standing up, which will enable them to play with the space when there is no chair around. By using this space, facilitators will be able to show their body and hands more easily.

4.1.1.4 Sound

Sound is another key element to engage participants. If possible, using a headset (earphone/headphone with built-in microphone) will be more effective and impact the presentation positively. Built-in microphones have the tendency to pick up disruptive noise from the environment and from the fan of laptop. Therefore, the facilitator should ask the participants to use their headsets as they are also expected to listen and talk in the meeting.

4.1.2 Video conferencing tools

As all the video conferencing tools have very similar features, selecting the video conferencing tool mostly depends on the facilitators' and the participants' knowledge of and familiarity with the tool. The tools suggested in this guideline are free.

4.1.2.1 MS Teams

With its regular updates and improved features, MS Teams is one of the most actively used tools nowadays. It provides good quality audio and video as long as the connectivity is stable. Even though, MS Teams is used mostly by corporations, the number of personal users has been increasing since the start of pandemic. The free version of MS Teams allows unlimited chat messages, video/audio calls for individuals and groups, up to 60 minutes. As of February 2021, due to the pandemic, these calls

have been extended to last up to 24 hours. Another advantage of this application is that it gives the free version of MS Office applications, namely Microsoft Word, Excel, PowerPoint and OneNote. Being one of the most secure video call tools, MS Teams also allows users to communicate and collaborate with guest users outside the organization.



<https://www.microsoft.com/en-ww/microsoft-teams/group-chat-software>

4.1.2.2 Zoom

Zoom, one of the simple and quick video conferencing tools, offers many features that can be adapted to the user's needs both on mobile and desktop devices. It also offers good sound and video quality in general, depending on the connection. In addition, the free version accommodates up to 100 people for up to 40 minutes. Also, Zoom enables participants to share their screens, which might be handy.

Because of these useful and easy-to-use features, Zoom has been the number one choice among service providers since the onset of the pandemic. The 40-minute restriction should not be a concern, as longer sessions are not recommended; in case there is a need for an extended time, successive sessions can be started, which might be even more effective than a single longer session.

Another useful tool in Zoom is the Whiteboard. There are times when the facilitator or the participants might need to write down or draw their ideas to share with others, and facilitators should make use of this feature which comes with Zoom (Figure 6).



<https://zoom.us>

Figure 6. Built-in Whiteboard in Zoom.



4.1.2.3 Google Meet

One of the best features of Google Meet is that it does not require any software to download when using it on a computer. However, on mobile devices it is necessary to install the application. Moreover, considering that almost everyone has a Google account, which is mandatory for Android users, there will not be a sign in issue once the Google Meet application has been installed on the device.

Google Meet offered a 24-hour limitation for meetings for up to 100 participants until March 31, 2021. Since then meetings are limited to 1 hour. Google Meet has a very basic user interface with a chat box and a whiteboard feature, called Jamboard. Because it is a Google product, Google Meet's integration with other tools in Google's ecosystem (Google Calendar, Google Drive, Google Docs) brings a great benefit to its users.

With these features and its Arabic user interface, Google Meet is one of the best options that can be used as a video conferencing tool.



<https://meet.google.com>

4.1.2.4 WhatsApp

WhatsApp is another popular application among participants. It allows 8 persons to join a video call at the same time. One drawback, and something that the facilitator needs to be aware of, is that all the participants are able to see each other's phone number as it requires registration through the user's phone number. As long as this is not a problem for the participants, who are adults, and the session itself is mostly chat oriented (with few participants), WhatsApp might be a good enough option. However, it is still suggested to notify adult participants in advance about this requirement and its risks. Also, WhatsApp with children is not recommended as it can lead to privacy issues.



<https://www.whatsapp.com/?lang=en>

4.1.2.5 Telegram

Telegram can be an alternative to WhatsApp with some extra features, one of which is that it allows the user to create a public or private channel where members' phone numbers are hidden. The channel owner can create announcements and posts with pictures and web links. Each channel, which can accommodate an unlimited number of members, has a public link that is used to join the channel. The channel owner can decide who can post, while other members can read those posts. Telegram also supports sending and receiving any kind of files, unlike WhatsApp, which only allows videos, images, and document files to be shared.



<https://telegram.org/>

4.1.2.6 Instagram IGTV, Facebook Live, YouTube live

All these tools have similar features that serve a similar purpose. One advantage of these tools is that an unlimited number of viewers can join live sessions; however, the only interaction they provide is the chat box. These tools can be used to hold sessions where lecture-like talks are given and written questions from the viewers are accepted. Finally, the recording of the sessions can be posted on the organisation's profile.

These tools might not be applicable for those activities that require more interaction with learning outcomes, but useful for advocacy videos and information dissemination.



<https://www.instagram.com>

4.1.3 Online presentation tools

4.1.3.1 Google Slides

Apart from Microsoft PowerPoint, Google Slides can also offer a flexible and efficient experience when preparing online presentations that can be

used in online activities. One advantage of Google Slides is that it is free and can be used on any web browser, which means it is not necessary to install a programme on the computer. Another advantage is that it is also available as a mobile application that can be used on both Android and iOS devices. Hence, this feature allows not only the facilitator but also the participants to use it when creating a presentation. Once shared via a link, the presentation file, which is kept on the user's Google cloud storage, can be viewed on any device with Internet connection.

Activities where participants can exhibit their creativity and work collaboratively are appreciated and that is why Google Slides and similar productivity tools are recommended for the pre- and post-stage of online activities. As a pre-activity, participants can be asked to create a presentation with images and texts and present it to their peers during the activity. As for a post-activity, participants can be asked to prepare a presentation to reflect what they have learned during the online session and share their ideas with the facilitator or anyone else, depending on the objective and outcomes of the session.



<https://www.google.com/slides/about>

4.1.3.2 Mentimeter

Mentimeter is another cloud-based presentation software for creating interactive presentations with question and quiz slides as well as basic layouts with images and texts. Mentimeter is a freemium tool which means users get the basic functions for free and have to pay for additional features and services if wanted. The free version of Mentimeter offers unlimited presentations, up to 2 questions and up to 5 quiz slides for each presentation.

During an online session, presentation slides can be viewed on the shared screen. The quiz question feature in Mentimeter enables the presenter to ask questions to the participants, who can use their mobile devices to submit their answers. The answers are shown live on the results slide and the names of the participants can be hidden. There are different types of questions that can be used in Mentimeter: multiple-choice questions, open-ended questions, ranking questions. Open-ended questions can be used to get participants' feedback on the session

they have just attended. What participants feel about and gain from each session is of central importance. The questions could be revised and asked at the end of every session, if applicable. The results can be used in order to improve the sessions.



<https://www.mentimeter.com>



<https://www.storyboardthat.com>



<https://bookcreator.com>

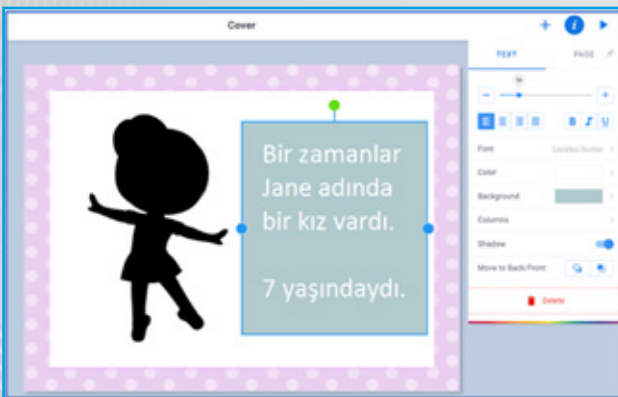
4.1.4 Online storytelling tools

4.1.4.1 Storyboard That, Book Creator

Storyboard That and Book Creator are two of the many websites available to create online storybooks with text and images (Figure 7). They offer a wide range of images and illustrations. From a pedagogical point of view, storytelling is an amazing method to establish connections among people and their ideas. Stories can convey culture, history and values that can unite people. Texts combined with visuals are effective tools to create a narrative world. Another function of stories is that they help engage our emotions and imagination all at once.

Facilitators can also make use of this method by asking the participants to create and narrate their own stories with their own photos, especially in social cohesion and language learning activities. One sample activity with storytelling technique is provided in section 4.3.1.1.

Figure 7. Book Creator: A simple tool for kids.



4.1.5 Building online classroom

There are times when asynchronous environments serve the needs of the services and participants. Some necessary information and documentation can be delivered to the participants simply through websites or learning management systems such as Moodle. There are two online classroom tools that are presented in this section that facilitators can quickly use: Google Classroom and Moodle Cloud, both of which are Learning Management Systems (LMS).

4.1.5.1 Why use LMS in online classrooms?

There are three main roles of Learning Management Systems (LMS) (Figure 8).

Figure 8. Roles of Learning Management System (LMS).

Communication

An LMS provides teacher-student and student-student interaction with chat functions, discussion forums and built-in video conferencing tools for synchronous lessons.

Sharing Resources

Through a variety of tools, it is possible to create interactive content with effective feedback options. Learners can access these resources anytime anywhere.

Assessment

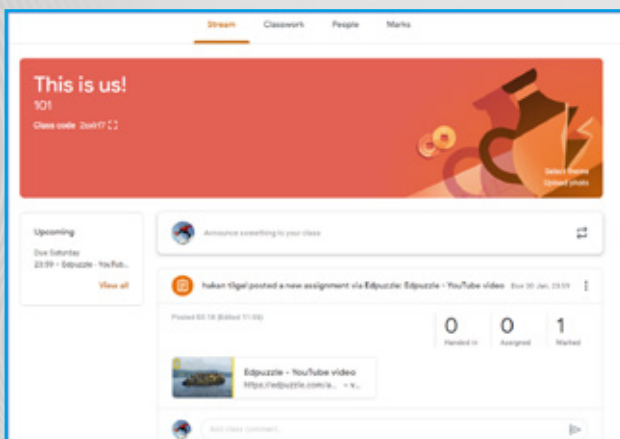
Different types of assessment tools are available on every LMS.

The first benefit of Learning Management System is that it can store all learning materials in one location, which reduces the risk of losing data. With this benefit, participants will be able to access the information they need seamlessly through any device they own. A learning management system can reduce the costs on some level as manuals and related course documents must not be printed. Another benefit of an LMS is its handiness to update the courses and make them available very quickly.

4.1.5.2 Google Classroom

Google Classroom could be used without any difficulty, as it is a Google product. The facilitator (acting as a teacher) sets up the classroom by sharing documents, links to different websites, creating surveys, quizzes and assignments and making announcements. Participants (acting as students) can easily be invited through their Gmail addresses. Once they accept the invitation they have received in their emails, they can directly access the course page and its contents. Facilitators can create multiple different courses and add participants to these courses separately. All data is kept in one place and participants can only access the content created by the facilitator. The participants cannot see each other's works or data. Google Classroom is free and provides useful applications and other websites that can be used along with Google Classroom to create interactive content (Figure 9).

Figure 9. Google Classroom

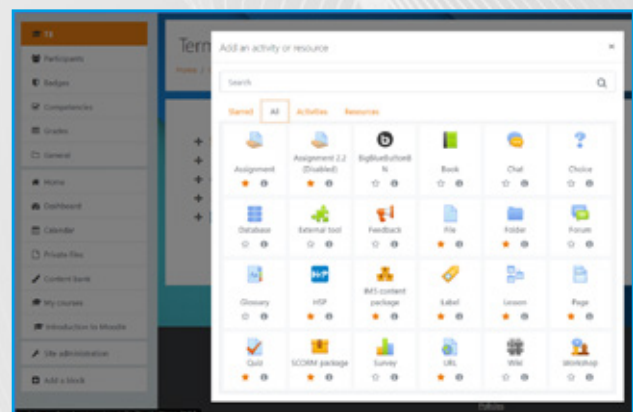


<https://classroom.google.com>

4.1.5.3 Moodle Cloud

Moodle is a popular LMS used both in higher education and institutions that provide in-service training to their employees. It is an open-source software package that can be deployed on private servers. Moodle Cloud is a fully hosted freemium Moodle site offering different packages that are scalable to one's needs. The free version can accommodate 50 users and it provides 200MB of space for files stored in the system. This version offers almost every tool one might need, including the interactive content creating tool H5P (Figure 10).

Figure 10. Activities available on Moodle Cloud.



One significant point to mention is that the facilitator needs to create the materials carefully as the participants will be interacting with them on their own without any guidance from the facilitator.



<https://moodlecloud.com/app/en/login>

4.1.6 Video-editing tools

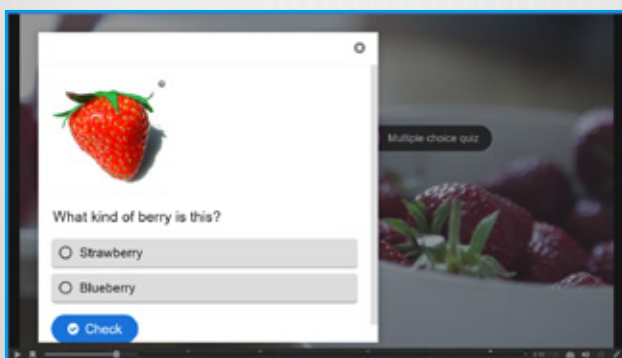
There are two types of video-editing tools: video-editing tools and interactive video-editing tools. Video-editing application is any software programme that is capable of editing, modifying, generating or manipulating a video or movie file. There are many free and paid video-editing applications available both for beginner level users and professionals. Windows Movie Maker (used to be a simple and handy tool, not released anymore), Adobe Premiere Pro (for professional use) are two of the best-known video-editing software programmes.

Videos can be used to narrate personal or made-up stories, with visual stimulation, which grabs

participants' attention. There are times when facilitators or participants might need to record and edit their own videos to create their stories to share within their group. Some facilitators can make use of videos by recording and editing their videos in information dissemination activities. After editing, they can make the videos available online with different sharing options (YouTube, for example, allows three different privacy options: private, public, unlisted).

An interactive video editor, on the other hand, is a tool to add interaction within the video, where the users can click on and interact directly with the video content itself. These interactions include, but not limited to, hotspots, flash cards, multiple-choice questions and open-ended questions (Figure 11).

Figure 11. Interactive video



Videos are one of tools with the greatest advantages in online learning. However, the presence of a video does not guarantee a better learning. Videos without interactive features should be maximum 13 minutes for adults and 5 minutes for children and teenagers. There are a number of interactive video editors that can be used to create and edit videos on PCs or mobile devices.



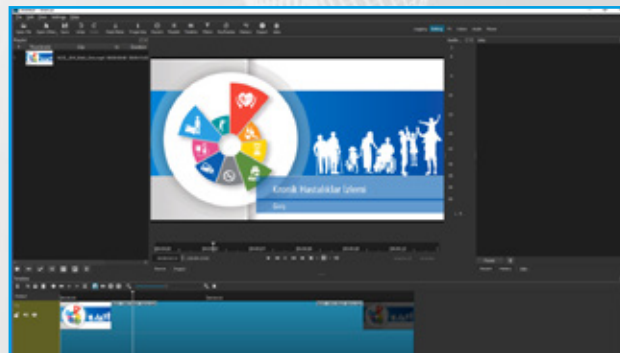
<https://h5p.org>

4.1.6.1 PC video-editing tool: Shotcut

Since most video-editing tools might look quite confusing and complicated, people may feel hesitant about using them. However, using a video editor is not necessarily complicated and cumbersome. There are plenty of free video tutorials available online that are helpful to start and master one's video-editing

skills. Selecting the right software is important at the beginning phase. Shotcut (Figure 12), which is an open-source video editor, can be the software to start with. First of all, it is free and many video tutorials are available on how to use it. Second, offering the most basic features, it is a user-friendly tool.

Figure 12. Shotcut video editor for PCs.

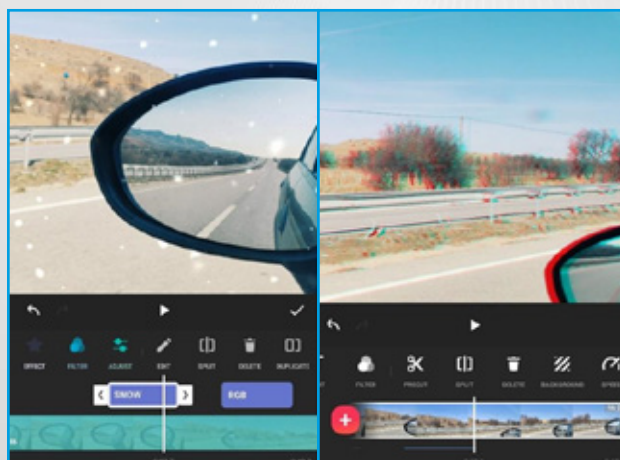


<https://shotcut.org>

4.1.6.2 Mobile video-editing tool: InShot

InShot is an easy-to-use, all-in-one video-editing tool that works on any mobile device –Android and iOS. Not only does it enable to edit recorded videos, but it also lets users create videos from photos. Users can trim clips, change the speed of the footage and add filters, texts and music (Figure 13).

Figure 13. InShot video editor for mobile devices.



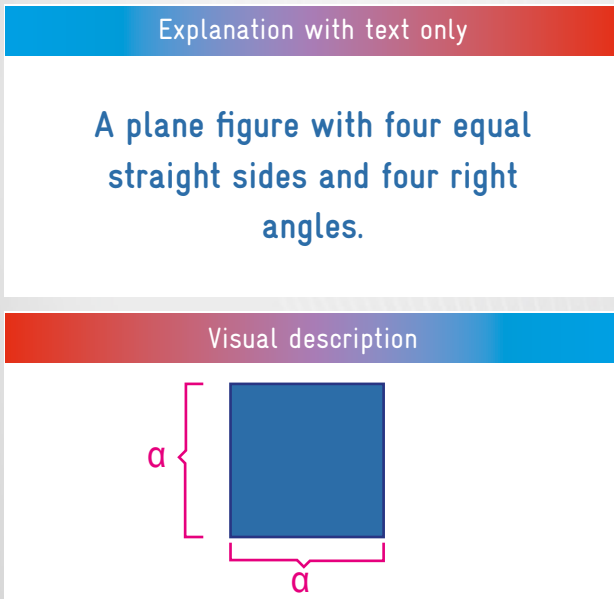
<https://inshot.com/>

4.1.7 Images and infographics

4.1.7.1 Using images

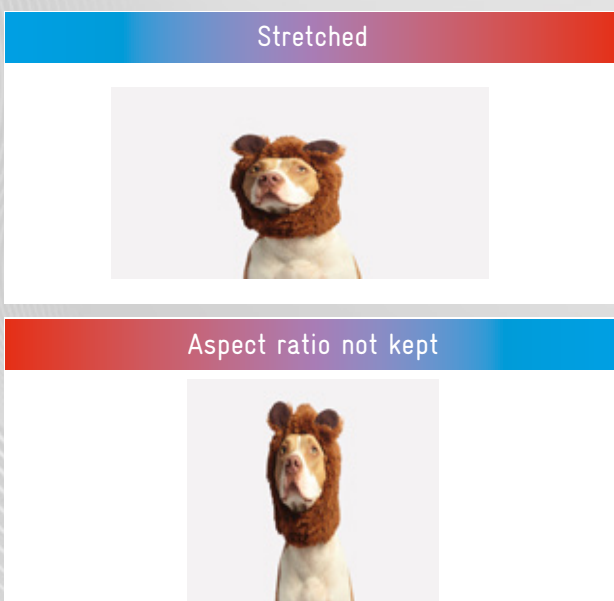
Texts with visuals are more captivating and memorable than texts without visuals. Use simple, high quality images that can make it easier to convey any message to the participants (Figure 14).

Figure 14. Visual description



When resizing an image, do keep the aspect ratio, do not stretch it. In most platforms, this can be done by resizing the image from the corners, not the edges (Figure 15).

Figure 15. Resizing images

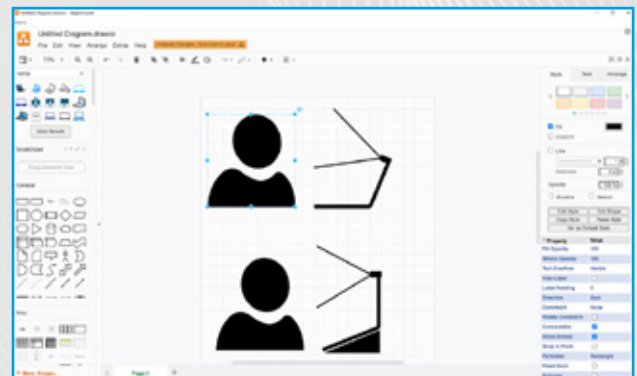


4.1.7.2 Infographic makers: Draw.io

An infographic (information graphic) is a visual representation of information or data in a graphic format –imagery, charts and minimal text– that are designed to make the data easily intelligible. Infographics include all types of charts, tree diagrams, network diagrams, histograms and mind maps. They are used to help the reader understand the information at a glance. Draw.io is a free, easy-to-use infographic maker that allows to change documents into different file formats such as PDF, PNG, JPEG, XML and SVG (Figure 16).

Figure 16. Draw.io.

<https://app.diagrams.net/>





Pedagogical Recommendations

4.2 Pedagogical recommendations

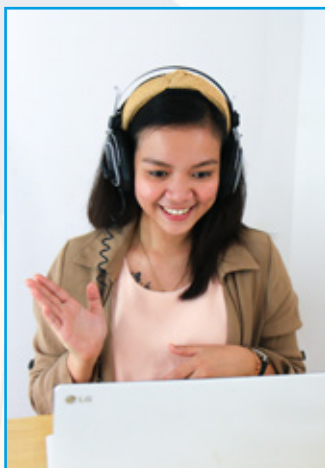
1: Manage online activities effectively

Instructional designers point out some areas of skills and knowledge to cover when shifting face-to-face activities into the online environment. Before moving on to them, it is highly recommended that the facilitators have a look at the strengths, weaknesses, opportunities and challenges of online activities (see Annex C: SWOC analysis on online learning) so as to avoid the possible challenges that may arise during their sessions. Peachey (2020) mentions the following areas of skills and knowledge for digitalizing activities:

4.2.1 Environmental

Understanding how the physical environment impacts the online teaching and learning experience

Figure 17. The physical environment.



- ▶ Quiet room
- ▶ Good lightning
- ▶ Well positioned camera
- ▶ Uncluttered background
- ▶ Distraction-free
- ▶ Cool and well ventilated

This is the environment where the facilitator is physically present when holding his/her online session. The facilitator might be present either at home or at his/her desk in the office, which directly impacts the participants. The facilitators must be aware of the surroundings where they are holding the online activity – a quiet, well-lit, distraction-free, cool and well-ventilated room with an uncluttered background and a well-positioned camera.

4.2.2 Technical

Understanding how the online platform works, its possibilities and limitations

Figure 18. How the online platform works.



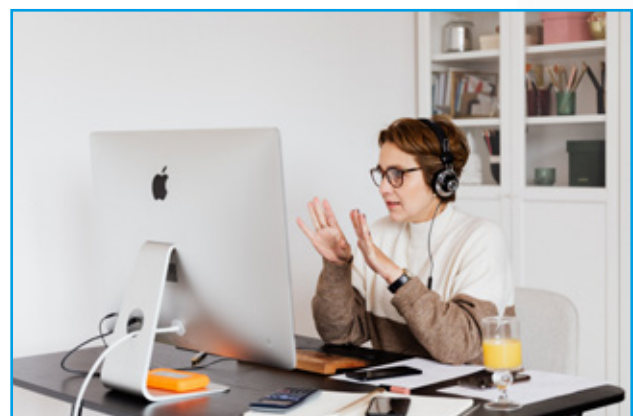
- ▶ Webcam
- ▶ Microphone
- ▶ Understanding settings
- ▶ Muting video/audio
- ▶ Troubleshooting
- ▶ Screen sharing
- ▶ Setting up breakout rooms
- ▶ Using browser tabs
- ▶ Creating QR codes
- ▶ Selecting digital tools
- ▶ Protecting privacy

The second area concerns all the technical set-up that the facilitators need to consider before starting an online activity. It is crucial to learn and familiarize oneself with the features of the digital tools and acquire necessary skills before holding an online session. These skills include using the webcam and microphone, understanding settings, muting video/audio, troubleshooting, screen sharing, setting up breakout rooms, using browser tabs, creating QR codes, selecting digital tools and protecting privacy. Every facilitator needs to master these skills as each of these will help them conduct their sessions smoothly without letting the participants wait.

4.2.3 Interpersonal

Understanding how communication takes place and relationships are developed in online environments

Figure 19. Interpersonal communication.



- ▶ Relating to the camera
- ▶ Making eye contact
- ▶ Using body language
- ▶ Distance from camera
- ▶ Voice
- ▶ Standing up and using movement
- ▶ Understanding relationship
- ▶ Team building

How the facilitators communicate with and relate to the participants to build relationships in an online environment is not the same as in a face-to-face environment. Building relations with the participants in an online environment may be difficult. There are important points to make communication in an online environment more effective such as relating to the camera, making eye contact, using body language, distance from camera, voice, standing up and using movement, understanding relationship and team building.

4.2.4 Security

It is important for the facilitators to have a basic understanding and an effective awareness on the security of virtual platforms. There are many paid or free virus protection software alternatives today with proven effectiveness, available online, which works with all kinds of operating systems. However, it should not be disregarded that as the virus protection solutions improve, the hackers evolve their capabilities and methodologies.

Today there are a number of techniques that hackers use in order to access the data on computers. Basically their aim is to raid into your computers by convincing you to download a file or a software with hidden viruses. One of the most common and renown techniques is called Phishing. The hacker sends an e-mail to the user with varying attractive titles such as a call for help, a reward, a campaign announcement, a visual or a funny video.

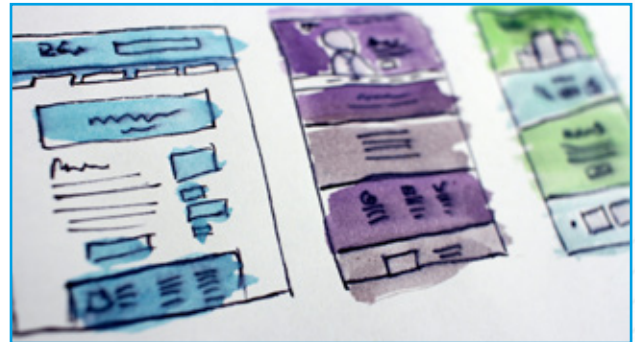
When you open that file the hidden virus infects your computer and the hacker has access to all your files. Another widespread trap is the technique called Cookie Theft. This is mainly trying the user click on a video, an advertisement, a photo etc. while browsing through the internet or watching online content. When the user clicks this file, a malicious software is downloaded.

The best way to avoid such incidents is to have an active awareness on which content may be harmful, be alert about the names of e-mail senders or website addresses, not clicking on every link and not opening suspicious files, besides having an updated virus protection software.

4.2.5 Pedagogical

Understanding how to create a positive learning setting within online environments

Figure 20. Creation of a positive learning setting.



- ▶ Follow code of conduct
- ▶ Monitor beneficiaries' safety & privacy
- ▶ Abide by copyright laws when using outer sources
- ▶ Manage time effectively

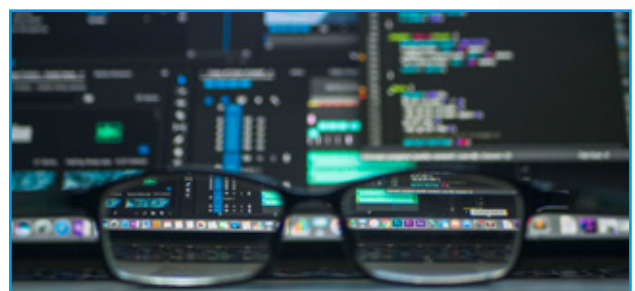
Creating a learning environment online can be achieved by following pedagogical strategies specifically defined for the digital environment. Facilitators need to be aware of not only how to create engagement between participants but also how to develop materials. To do this, it is necessary for the facilitators to develop an understanding of the instructional design. Another point to mention is giving immediate feedback on participants' performance. Once the participants have completed a task, they should receive feedback. Simple techniques like sending emojis or putting check marks can be very effective no matter what age group participants belong to.

Pedagogical strategies to maintain online activities are presented in more detail in the following section of this guideline.

4.2.6 Behavioural

Understanding how student and teacher behaviour can impact the learning experience

Figure 21. Behaviour impact.



- ▶ Follow code of conduct
- ▶ Monitor beneficiaries' safety & privacy
- ▶ Abide by copyright laws when using outer sources
- ▶ Manage time effectively

Ethical principles should be observed in the implementation of online instruction: both the facilitator and the participants have to follow certain rules so that their online experiences will not create any issues. This includes ensuring that the objectives of online activities do not endanger participants or negatively affect existing levels of social cohesion. First and foremost, the objectives must conform to a code of conduct as well as monitor participants' safety and privacy. In addition, participants share a lot of information and they need to be more aware of potential privacy threats. They need assurance that they are interacting in a protected and secure environment, which should be provided by the facilitator. There might be cases and applications that may not provide an adequate degree of safety for the users. In such cases, the facilitator should take necessary action by asking participants to give their consent beforehand.

4.2.7 Motivational

Understanding the challenges and techniques that can be used to foster motivation in online learning environments

Figure 22. Fostering motivation



- ▶ Understand the impact of isolation
- ▶ Create socialisation between participants
- ▶ Create a roadmap
- ▶ Create process based project
- ▶ Set goals
- ▶ Recognise progress & achievement

Increasing and maintaining motivation is already a challenge in a physical environment, and in online environments it can be far more challenging than expected. The facilitator may make use of ice-breaker games, design specific tasks and assign homework, setting learning goals, recognising and praising achievements, in order to increase and maintain the participants' motivation.

4.2.8 Language

Understanding the challenges of the language that is used for communication

Figure 23. Language



- ▶ Use visuals
- ▶ Encourage interaction
- ▶ Use plain and simple language
- ▶ Refrain from correcting mistakes
- ▶ Train your interpreter
- ▶ Use buddy system when applicable

Language is one of the challenges, even a serious barrier, when conducting online activities, just the way it is in face-to-face activities. The facilitator and participants may not always be able to communicate in a common language. There are cases where the facilitator communicates with participants with the support of an interpreter. Also, there are different tools or extensions available that are integrated in the digital tools to translate the text into another language. When an interpreter is needed, it is recommended that the interpreter receive prior training on the content and the approaches used in social services.

4.3 Pedagogical recommendations 2: Strategies when planning online activities

This part of the guideline presents 10 strategies to help facilitators create more effective and engaging online activities. What makes good speakers/facilitators in online activity is how confident, knowledgeable and engaging they are. Thorough preparation is key to an effective online activity.

4.3.1 Strategy 1: Get to know the participants

In the context of this guideline, the activities that are implemented should be learner-centred. Every target group has its own unique values and brings a vast reservoir of experience that should be considered when planning the activities. It is a fact that participants require additional guidance in the usage of digital sources. Academic studies reveal that participants prefer approaches which are tailored to their specific needs and characteristics and which include support mechanisms (Colucci et al. 2017). Practical strategies would include using polls during sessions to check for understanding, which allows the facilitator to make necessary adjustments in real time. Whenever applicable, using surveys to get data and asking participants to share their personal experiences are great ways to encourage active participation. Finally, it is important to tailor online activities to the needs and capacity of the participants, considering their existing skills, learning culture and learning environment.

- ◆ Employ learner centred activities
- ◆ Respect the principle that participants are unique individuals with their own experiences
- ◆ Guide participants when using digital tools
- ◆ Use tailor-based approaches based on the participants' existing skills and learning background
- ◆ Check participants' understanding during sessions and make adjustments accordingly
- ◆ Ask them to share their personal experiences

4.3.2 Strategy 2: Set clear expectations

This strategy involves setting clear expectations for participants. There are correlations between consistency, clarity and simplicity of online course

design, which support the need for clear objectives and expectations for participants. Fit for purpose design can strongly influence the type of intervention, its design based on the needs of the participants and its subsequent measurement.

To communicate clear goals and expectations, facilitators can clearly state the times they are available and their policy on contacting the participants. Thus, participants know how best to contact their facilitator without hesitation. In some cases, the participants might not know what to expect in the sessions. That is why it is important to let them know about the objectives of both the ongoing and upcoming sessions. Participants should be aware of what activities are offered and how these activities might help them.

Also, the facilitator should give reasons to the participants to actively participate in the activity. According to the results of the needs assessment, this strategy is critical in terms of sustaining a healthy relationship between participants and facilitators and to create more effective digital solutions. Finally, facilitators are strongly advised to take the pandemic into account on setting expectations and outcomes. Previous expectations and learning outcomes might no longer apply as a result of the physical limitations. Therefore, during the adaptation of any physical activity to the online setting it is critical to consider the impact of technological, pedagogical and content related challenges and revise the overall aim of the intervention planned accordingly.

- ◆ Set clear goals and share them with the participants
- ◆ Let participants know how the activities can be helpful for them
- ◆ Provide a clear objective or learning outcome of the activity that has been planned

4.3.3 Strategy 3: Encourage active online presence

An active online presence is necessary for the participants to benefit from the sessions. One way of achieving this is to create communication bridges to establish the role of the facilitator as a mentor. Providing opportunities to connect will encourage participants to actively engage during an online session. Community centres have provided participants with a sense of belonging as well as

a safe space to participate in activities/ classes/ events prior to COVID-19. It is, therefore, imperative for facilitators to sustain their connection with their participants in online settings too. To this end, moderators/teachers should facilitate social interaction as much as possible to make sure that participants feel as if they were in a class together. Also, participants might want to reach facilitators outside the session periods. Allowing them to stay in touch might be useful to show them that the service provider is there for them. Finally, sustainability of any online activity depends on successful involvement of participants.

This analysis suggests that most of the activities have failed to create a sustainable bond between facilitators and participants when adapted online. However, co-development activity design by promoting participatory methodology will enhance the social bond between facilitators and participants as well as among participants themselves. Also, following a participatory approach during the activity design would help increase online participation and activity of participants. Facilitators are strongly advised, if possible, to include participants' ideas by employing a thorough needs assessment and facilitate group discussions on how to address those needs with the designed activity depending on the context.

- ◆ Create communication bridges with and among participants
- ◆ Provide participants with a sense of belonging and a safe space where they can stay in touch
- ◆ Establish bonds with participants both during and after the sessions
- ◆ Design activities for active participation

4.3.4 Strategy 4: Use blended methods

Using online and face-to-face teaching together can sometimes be effective in specific contexts. This analysis shows that there is a challenge in measurement and certification of online education activities. However, literature suggests that there is a correlation between the effectiveness of the teaching and certification for refugees. Most of the refugees attend language courses to move forward in their lives and seek employment with the certification. Therefore, service providers should employ blended learning methods that include online teaching and face-to-face assessment for certification.

Therefore, within the context of COVID-19, implementing partners are suggested to create pandemic-aware physical spaces for assessment and certification activities while the actual activity is carried out through online/offline digital tools and approaches. Flipped classroom model in this respect may help facilitators to use the online teaching effectively by dividing the learning process between sharing offline videos prepared by the teacher and interacting with the refugees by assessing the effectiveness of offline videos during the online session.

This research also shows that refugee households lack space allocated to each individual within their houses. Therefore, services targeting refugee children and women should consider using both synchronous and asynchronous approaches. Asynchronous content might be an efficient methodology in the context of personal space. This allows participants to manage their personal time and space to effectively benefit from the activities. Moreover, activities that depend on offline digital approaches, low-tech requirements such as mobile phones and active use of social media proved to be more effective to avoid connectivity problems.

- ◆ Make use of blended method to include both online and face-to-face content and assessment
- ◆ Provide asynchronous content for the ones who are not available in the session

4.3.5 Strategy 5: Giving and receiving effective feedback

The data collected during the study suggests that the level of interaction between participants and facilitators during online activities is low. Giving supportive, clear feedback during an activity increases social interaction between the facilitator and participant and makes sure that participants gain a greater understanding of the content of the session. Feedback is not only helpful to assess participants' existing knowledge but also reflects what they still need to learn.

Common formats of online feedback include written, verbal or video feedback. Written feedback works well with adolescent and adult groups whereas verbal feedback is more useful with children. The aim of constructive feedback is to change behaviour; therefore, timing and frequency of feedback is important to keep online students engaged and

promote a more connected learning environment. Additionally, facilitators are strongly advised to employ peer feedback to facilitate more inter-group engagement. However, it is important to keep in mind that peer feedback requires careful moderation.

One way of giving feedback is to make announcements to address common questions or issues at the beginning or at the end of each activity. For example, the facilitator can send individual or group messages to the participants through different mediums such as Facebook, WhatsApp or the tools available in open-source learning management systems (i.e. moodlecloud.com, Google Classroom). Thus, addressing the problems voiced by participants will improve the overall quality of online sessions.

In the context of this guideline, providing feedback necessitates that the facilitator follows up participants' questions actively and consistently even outside the session (Chickering & Gamson, 1999).

Receiving feedback is also important as it provides a basis for including the perspective of participants. At the end of each session, the facilitator can get this feedback through different digital tools like Mentimeter, through which students may reflect their view also anonymously (see the section "Digital tools and resources for facilitators").

- ◆ Give supportive and constructive feedback to the participants to monitor their progress
- ◆ Use different modalities for different groups to give feedback
- ◆ Provide peer feedback (moderated by a facilitator)
- ◆ Get regular feedbacks from the participants to improve your moderator and facilitator skills

4.3.6 Strategy 6: Provide a supportive learning community

Building a community is especially important in the online learning environment where participants are prone to feel disconnected. Learning in the digital age relies on a connected learning that occurs through interaction with various sources of knowledge including the Internet and learning management systems and participation in communities of common interest, social networks and group tasks (Siemens, 2005).

One way to adopt this strategy is establishing

and maintaining a positive and motivational tone. Designing activities where students get to know each other might prove to be useful. If applicable, the facilitator can encourage participants to share ideas and resources too. Depending on the context and the content of the session, the facilitator should encourage participants to reflect regularly, which can strengthen the sense of belonging in the community. Participants will have a sense of belonging in the activities when the facilitator asks them to give their opinion on the session they hold. Thus, participants will realise that their opinions are valued and shared, which also can lead to building support among participants. This can be achieved by asking participants to give their opinions and express their feelings on the sessions they have just attended.

- ◆ Build a community in the online learning environment
- ◆ Make use of digital tools to share resources and create group work activities
- ◆ Ask participants to share their opinions and express their feelings

4.3.7 Strategy 7: Respect diversity

Diversity in this context suggests that learners have unique ways of learning things. It goes without saying that participants bring their own unique experiences to any learning situation. In different ways, each of them needs the opportunity to show their talents and learn in ways that work for them (Chickering & Gamson, 1987). It is vital to adapt services to participants' characteristics and the environment that they find themselves in. Therefore, facilitators should be aware of the fact that different participants might prefer different learning styles. It is important to make use of different approaches to reach out to refugees effectively. Participants' preferred learning modes have significant influence on their behaviour and learning (Fleming & Baume, 2006). This diversity should be kept in mind when approaching participants and designing activities.

Additionally, exposure to different learning styles and perspectives increases a participant's ability to adapt to situations in their lives. Providing a variety of learning resources might be the first and the most practical step. This requires preparation for searching and selecting appropriate resources for the participants, as different target groups need different resources. Moreover, service providers

should consider using targeted, blended approaches that involve online and offline digital pedagogies as well as face-to-face interaction between refugees and facilitators while ensuring that refugees have access to a stable learning environment with adequate Internet connectivity.

- ◆ Provide different approaches for participants with different learning styles
- ◆ Facilitate different learning styles to increase participants' ability to adapt to new situations in their lives

4.3.8 Strategy 8: Engage in best practices

In online learning, the use of technology is secondary to the value of quality pedagogy for course design and instructional effectiveness. Moreover, the environment most conducive to online learning is one that balances the interactions between the participants and the technological device or medium.

A high quality of instruction depends on the facilitators' opportunities to keep up-to-date with best practices. To ensure this, facilitators can improve their digital literacies by seeking out new digital tools and methodologies, sharing best practices with their colleagues in periodical meetings and becoming autonomous lifelong learners. Moreover, it is crucial to increase cooperation with other facilitators on a regular basis; also, sharing of good practices and challenges should be a key component to increase effectiveness of digital service provision.

- ◆ Keep up to date with recent developments
- ◆ Seek new and effective practices and digital tools
- ◆ Hold meetings and cooperate with other facilitators to exchange ideas

4.3.9 Strategy 9: Provide interaction

People are social beings and interaction reveals their social aspect. Likewise, interaction among peers is an essential part of the learning process. Learners learn from each other as much as they learn from their instructors. When possible, facilitators should seek opportunities to provide activities that are based on pair or group work. However, group or pair work activities are difficult to create and

monitor during an online session especially with young participants. That is why the way the learner interacts with the content becomes more important in an online environment. Online material should be designed so that the participants can interact with it by themselves. This is a process that can be supported by digital tools.

Additionally, the present analysis suggests that interaction between refugees and host communities have been reduced since the outbreak of the pandemic except among women solidarity groups. The success of those women solidarity groups stems from their ability to promote interaction between all participants on the challenges they have been facing since the beginning of the pandemic. In line with this argument, the literature suggests that a buddy system increases social interaction if the participants are working towards the same goal. Finally, an important point to consider for facilitators is the language requirement to ensure healthy social interaction between refugee community and host community during the activity.

- ◆ Provide pair and group work for interaction whenever possible
- ◆ Consider a buddy system to increase social interaction
- ◆ Provide good quality materials for efficient participant-content interaction

4.3.10 Strategy 10: Measurement

Measurement is key to assessing whether learning outcomes and expectations from the activity have been achieved. Interviews reveal that there is a need to develop more structured measurement techniques that allow facilitators to assess tangible data with their qualitative observations. It is important to transform abstract conceptual frameworks into measurable variables. If facilitators want to create their own survey to measure social cohesion, they should focus on such issues as affiliation/isolation, inclusion/exclusion, participation/passivity, acceptance/rejection of other cultures, legitimacy/illegitimacy, equality/inequality.

A widely used measurement tool for social cohesion is the Bogardus social distance scale,¹ which allows facilitators to measure whether their social cohesion activities have increased social cohesion. The tool is applied once before the activity and once at the end of the activity. Facilitators can also couple this

1 <https://www.questionpro.com/blog/bogardus-social-distance-scale/>

quantitative data with qualitative data by conducting a focus group once at the beginning and once at the end of each activity. The focus group method will allow participants to reflect on the success level of the activity effectively as this method involves high level of social interaction. Finally, if possible, it would be more effective to use independent assessors to examine the effectiveness of online activities according to predetermined criteria.

- ◆ Transform abstract concepts into measurable variables
- ◆ Make use of measurement tools
- ◆ Use both quantitative and qualitative data
- ◆ Let an independent assessor evaluate your activities

4.3.11 Strategy 11: Protect personal data

Personal Data is defined as “any information relating to an identified or identifiable natural person” by Turkey’s Personal Data Protection Law (Kişisel Verileri Koruma Kanunu - KVKK). According to this definition, any data that is related to a person and identifies that person can be defined as personal data. Personal data relating to race, ethnic origin, political opinion, philosophical belief, religion, sect or other belief, membership of associations, (...) is deemed to be sensitive and can lead to discrimination or unfair treatment (KVKK, 2019).

That is why any personal data obtained from the data subject (participants in this context) during online sessions must be protected strictly, cannot be processed and must be deleted unless necessary. Moreover, the facilitator has to get participant’s explicit consent to obtain such data. Participants also have the right to withdraw their consents any time. Accordingly, when and after conducting an online activity, the following points should be kept in mind:

- ◆ When getting personal data from the participants, do not ask for more information than necessary
- ◆ Do not force participants to turn on their webcam (and microphone) in case they do not want to
- ◆ Keep their personal data secure
- ◆ Do not process their personal data
- ◆ Do not share their personal data with third parties

- ◆ Delete any personal data of others unless it is necessary
- ◆ Adopt the motto “Everything is prohibited unless permitted”, rather than “Everything is free unless prohibited”

“Everything is prohibited unless permitted.”

4.4 Content related recommendations: Define the objectives of the online activity

The first and most important step to be taken by a facilitator is to define the objectives of the activity. What is the message to be conveyed? What learning outcome is envisioned for participants at the end of the online activity? This is in fact the content that the facilitator aims to deliver, which is much the same as the content that would be delivered in a face-to-face activity.

The primary step for any activity (social cohesion, non-formal education, awareness raising and information dissemination) is to define clear and measurable objectives. This guideline suggests that a lack of clear objectives results in participants losing interest in the activities. It is critical to provide participants with comprehensive information about the learning outcome of any activity to surmount this obstacle.

Moreover, with the spread of the pandemic, participants have stated that they find the content of digital social cohesion activities “ineffective”. Defining clear and measurable objectives and including the participants in the decision-making process of setting the objectives will help facilitators to avoid this challenge. First, this step will help facilitators have a better understanding of the needs of the participants and include these needs in the activity design. Second, involvement of participants in the design process increases the quality and quantity of intergroup contact, which was also one of the problems identified in the interviews. Creating the content together allows participants to focus on shared goals and to build a sense of belonging with the group.

Facilitators are strongly encouraged to borrow perspectives from different approaches in the design phase and to structure multiple interventions together. For example, social cohesion activities

combined with non-formal education interventions or activities combined with social cohesion interventions proved to be more efficient by design. It is important to base the activities on the current needs of the participants, and not on the intention to carry out a specific intervention for the sake of carrying it out.

The content should be created beforehand, and, depending on the participants' needs, further activities should be developed. Nevertheless, participants' needs might change very quickly. Therefore, facilitators should adjust their objectives according to the emerging needs in the respective local context. For example, according to the interviewees, information precarity has increased during the pandemic. Against this background, carrying out activities geared towards social cohesion might not meet participants' needs, as this is not the main concern. However, an information dissemination activity can be designed that includes social cohesion interventions (i.e. socialization, intergroup exchange, empathy building, etc.), which will increase the effectiveness of the activity. For example, the interviews reveal that participants need and demand more information

on the online public education system; therefore, a parent meeting on this issue might help establish an intergroup contact dynamic, which could contribute to increase social cohesion.

This strategy may also work effectively when the participants are included in the design of activity strategy. For example, a facilitator could conduct a focus group study with the target group to determine the areas and issues that participants expect to be covered in that activity. This focus group will also help facilitators design the activity in accordance with participants' changing needs. Having small discussions at the end of each activity on the lives of the participants can help facilitators to identify structural changes in their needs. Moreover, these small conversation sessions that participants hold on their lives are useful in terms of two positive outcomes: helping participants increase their sense of belonging with the group and enhancing intergroup exchange. For example, a non-formal information dissemination activity on the newly taken measures on COVID-19 might contribute to the realization of two positive outcomes mentioned above.

5. Sample hands-on activities

Unless otherwise stated, the sample activities in this section will be conducted using digital tools, and the facilitator needs to choose a digital tool suitable for its context.

5.1 Standard checklist in preparation for an online activity

#	Item	Check
1	Conduct a needs analysis for the activity with the targeted participant group.	<input type="checkbox"/>
	Fit-for purpose design can strongly influence the type of intervention, and its subsequent assessment. It is vital to adapt services to the participants' characteristics and environment. Establishing stable learning environments with adequate connectivity is advised. There is a need to assess the technology to which refugees may or may not have access before preparing any digital activity. Access to the Internet or to a digital device is only a small part of digital exclusion, which can also manifest itself in a number of ways including digital literacy.	
2	Use multiple approaches to reach out to more participants effectively.	<input type="checkbox"/>
	It is important to facilitate different approaches to reach out to participants effectively. Using targeted, blended approaches are recommended that involve face-to-face interaction between participants and facilitators. Offline and mobile social interaction possibilities, low-tech requirements for activity designs will increase effectiveness of digital services.	
3	Prepare entry requirements for participants (for non-formal education activities only).	<input type="checkbox"/>
	It is important to have entry requirements for the quality of the service provided. Pre-screening activities will help improve the quality of digital learning by eliminating the risk of placing advanced students together with basic level students.	
4	Prepare a concise objective for each activity.	<input type="checkbox"/>
	Having a clear target for each activity is one of the most important prerequisites to implementing the activity effectively. It also helps facilitators attract the attention of the participants. The data shows that participants are having a hard time relating the benefits of the activities to their lives. Designing activities with outcomes that have direct impact on the participants' life skills is recommended.	
5	Prepare ethical permissions and consent forms.	<input type="checkbox"/>
	It is important to obtain an ethical permission from trained psycho-social support personnel during the preparation phase of the activity. By doing so, the increased risk of alleviating trauma and doing harm might be minimized. Acquiring consent of participants is also crucial. Facilitators are required to address privacy and ethical concerns of participants in detail.	

6	Become familiar with all relevant technology.	<input type="checkbox"/>																																																								
	<p>In the preparation phase it is important to outline the reasons for using a particular tool (e.g. presentation, visualisation, video-editing). It is advised to search for other tools that serve the same purpose and compare these two digital tools by answering the following questions and choose the digital tools based on the answers.</p> <ul style="list-style-type: none"> ▶ Which one is easier and more practical to use? ▶ Do both of them function on the devices that the facilitator and participants already own? ▶ Which one is more affordable? 																																																									
7	Prepare a session plan.	<input type="checkbox"/>																																																								
	<p>Preparing a session plan will definitely be helpful for managing the live sessions. This plan should include the session objectives, steps to be followed, time allocated for each step, resources, characteristics of the attendees and assessment tools/techniques. This will increase the efficiency and effectiveness of the live sessions (Appendix A).</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="background-color: #4F81BD; color: white; text-align: center;">Sample session plan and procedure</th> </tr> </thead> <tbody> <tr> <td style="width: 30%;">Topic:</td> <td colspan="3"></td> </tr> <tr> <td>Assumed knowledge:</td> <td colspan="3"></td> </tr> <tr> <td>Learning Objectives:</td> <td colspan="3"></td> </tr> <tr> <td>Strategies, methods or techniques applied in the session:</td> <td colspan="3"></td> </tr> <tr> <td>Materials and equipment required for the session:</td> <td colspan="3"></td> </tr> <tr> <th colspan="4" style="background-color: #4F81BD; color: white; text-align: center;">Procedure:</th> </tr> <tr> <th style="background-color: #D9D9D9;">Stages</th> <th style="background-color: #D9D9D9;">Timing</th> <th style="background-color: #D9D9D9;">Facilitator activity</th> <th style="background-color: #D9D9D9;">Participant activity</th> </tr> <tr> <td>Lead-in/Warm up</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Introduction to the session/ topic (Brainstorming/ Outlining):</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Presentation</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Practice (if any)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Conclusion</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Assessment/Feedback</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Sample session plan and procedure				Topic:				Assumed knowledge:				Learning Objectives:				Strategies, methods or techniques applied in the session:				Materials and equipment required for the session:				Procedure:				Stages	Timing	Facilitator activity	Participant activity	Lead-in/Warm up				Introduction to the session/ topic (Brainstorming/ Outlining):				Presentation				Practice (if any)				Conclusion				Assessment/Feedback				
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8	Do a practice run.	<input type="checkbox"/>
	It is important for facilitators to test the digital infrastructure and the activity before conducting the actual activity. It is suggested to conduct a practice event with other colleagues to test the digital infrastructure as well as ask for feedback to improve the content, presentation and evaluation.	
9	Use social media to announce the activity (optional).	<input type="checkbox"/>
	One of the most important advantages of online activities is that anyone can participate as long as participants meet necessary pre-requisites of the activity and have adequate digital connectivity. Facilitators are strongly advised to make use of social media and thus increase the participant pool for activities.	
10	Design the workspace.	<input type="checkbox"/>
	Ensure that the proper lighting is available and that the facilitator's face is clearly visible. Make sure that the background is visually appealing since participants will be spending a lot of time looking at the area behind the facilitator. Putting the right material in the background can stimulate participants' attention and interest.	
11	Prepare ice-breaker activities.	<input type="checkbox"/>
	Participants might be reluctant to join, or unaccustomed to, online activities. Brief ice-breaker activities can help increase their interest in the online activities (please see Section 4.2 for some examples).	
12	Record a practice run and then watch to improve the facilitator's skills.	<input type="checkbox"/>
	This is the last task to complete before the actual activity. Check lightning. Check the background. Does the facilitator seem less energetic than planned? Is he/she talking too fast or too slow? Are there any problems concerning the use of digital tools? Answer these questions and try to sort out the shortcomings.	
13	Prepare a pre-test before the activity.	<input type="checkbox"/>
	It is important to evaluate the overall effectiveness of any activity. In order to understand whether the targeted outcomes are achieved, facilitators should prepare pre-tests and post-tests and evaluate the outcome at the end of the activity.	

5.2 Ice-Breakers

The needs assessment reveals that all target groups feel shy or reluctant to turn on their cameras during online activities. This reluctance negatively impacts the effectiveness of the activity and could be solved by means of ice-breaker activities at the beginning of the session.

5.2.1 Fruit game

This small ice-breaker game aims to decrease the tension that participants might have prior to the actual activity. It is possible to conduct this ice-breaker with 5 to 20 people. The facilitator starts telling his/her name to the participants along with a fruit name beginning with the initial letter of his/her name. Next the facilitator explains the rule of the game, in which each participant has to remember the name and fruit told before him/her. The game ends only when each participant correctly tells the name of the previous participant and the name of the fruit. This basic ice-breaker allows facilitators to create a harmonious atmosphere and tackle the challenges of conducting online activity.

5.2.2 Paper dance

The aim of this activity is to energize participants before an activity. It is possible to conduct this ice-breaker with 5 to 15 people. The activity lasts 3 to 5 minutes depending on the song chosen by the facilitator. Each participant needs a piece of paper. Each participant stands up facing the camera and backs up until their entire body is visible on the screen. Everyone puts their paper on their heads after the facilitator starts the song. Participants are expected to dance to the song and try not to drop the paper on their head. If a player drops the paper, they have to remain frozen until the facilitator calls their name. At the end of the activity the rhythm speeds up so that participants dance more quickly. The activity ends when only one participant remains with the paper on his/her head.

5.2.3 End Game activity for feedback purposes

This activity aims to increase authentic responses from participants on the effectiveness of the activity.

The facilitator should spare 10 minutes at the end of the activity for this end game. The facilitator briefly reviews what happened in the session and tells participants to choose one of the statements below. No comments or discussion are allowed at this point. Each participant has to choose a statement and complete the sentence based on his/her opinion on the session.

1. The best thing about the activity was ...
2. The worst thing about the activity was ...
3. The most interesting thing was ...
4. The most boring thing was ...
5. What I resent most is ...
6. What I appreciate most is ...
7. I would have liked more of ...
8. I would have liked less of ...
9. I learned ...
10. I want to learn more about ...
11. I hope ...
12. I understood ...
13. I need ...

Facilitators are advised to expand this list of statements based on their own contexts.

5.3 Non-formal education activities

5.3.3.1 *Digital storytelling with refugee children*

Digital storytelling is a versatile instructional strategy that can be easily adapted as a literacy building tool for children with refugee backgrounds (Emert 2014, 401). The emphasis on visual language in the form of sequential images offers children learning Turkish to share their personal narrative, which might otherwise lie dormant within students (Ohler 2006, 47). It can serve as a cornerstone of constructivist learning,² in which students become heroes of their own learning adventures (Ohler 2006, 9). Visual narratives allow students to express their thoughts and promote strong engagement with educational activities. Moreover, it increases student engagement, thoughtful self-expression, creativity, awareness of audience, creation of meaning and technological competences. It also introduces refugee children to new vocabulary, sentence construction and knowledge of Turkish grammar.

The activity targets a small number of refugee children attending public schools in Turkey. It aims

² "Constructivist learning is based on the idea that people actively construct or make their own knowledge, and that reality is determined by your experiences as a learner." For details, please see <https://www.wgu.edu/blog/what-constructivism2005.html>

to enhance their language skills and allows them to gain oral presentation skills, basic technological skills to create a presentation, confidence to express feelings, ability to work in a group and learn to give constructive feedback to others. Moreover, the final stage of the activity includes a showcase event with the aim of increasing social cohesion. This optional event targets family members of refugee children and the local community. In this event, children present their digital stories to the audience.

In the preparation phase facilitators are advised to prepare consent forms and apply for an ethical form from a psychologist. Moreover, it is strongly advised to find short stories that refugee children can relate to themselves. A practical choice would be a story about a small kid who recently moved to another city or transferred to another school. Stories could be used to create discussions on someone struggling to adjust to a new environment or feeling excluded from the local community. Moreover, using pre-tests to evaluate children's Turkish language skills is recommended to ensure that they have basic Turkish literacy.

The first session begins with the facilitator reading the story and discussing scenarios, which should lead to self-reflection of refugee children on the topic by analysing the story. It is imperative for the facilitator to promote refugee children's engagement, paying attention not to intimidate them by forcing them to say something. The second part of the first week's lesson involves a brainstorming activity where children openly discuss with the facilitator. The children are requested to transfer their ideas individually to a journal until the next activity. In Turkish language courses, it is important that children take these notes in Turkish. These notes will develop into their interactive digital narratives following individual meetings with the facilitator. Scheduling separate meetings with the children is important to grow a strong relationship between the facilitator and the children as well as to increase the children's engagement with the activity.

In the second session, the children begin revising their stories, creating 5 to 6 plot points in their scenarios in which their characters face a decisive moment in their lives. For children who have difficulty due to lack of necessary language skills, the facilitator is suggested to provide sample sentences and to transcribe parts of their stories.

In the third session, the facilitator teaches the students how to render their texts as illustrated

interactive stories. At this stage of the activity, the facilitator introduces the digital storybook creation tool Storyboard That. The service providers are suggested to create a computer lab for those who do not have access to a computer in their house for this part of the activity. The students should have access to a computer for approximately 10 hours. In this session, the aim is to allow students to gain knowledge on a variety of technology-based skills such as using the computer mouse, running software, downloading images/music from the Internet, acquiring basic understanding of PowerPoint as well as naming, saving and locating a file/folder.

In the fourth session, the students are expected to add illustrative images of their stories. Before working with the facilitator, the students should discuss/brainstorm with their peers/siblings on possible themes for the illustrations. By using their peers/siblings as "intelligent clay" (Boal 2002, 136), they are able to find living pictures of the scenes they envisioned.

In the fifth session, all the children present their stories enriched by digital storytelling techniques. After all presentations, the students receive feedback depending on feedback protocol. According to this protocol, all the students comment on the success that each student achieved in creating links between each slide, in developing a logical storyline for each section, and in imaging, staging and presenting their output. Critically, the facilitator is required to set the tone by modelling responses to the protocol.

This activity could be further adapted to social cohesion perspective by means of a showcase event for the children. For this adaptation, the facilitator is advised to organise an event in the community centres. In this showcase, the children present selected stories to their families and local people who are invited for this event. It is important to include all the children in the event. Those who will not present their stories should have speaking roles as well.

Points to consider:

- ▶ Ask feedback on each activity in each section and address concerns and feelings of the participants at the start of next section.
- ▶ Students' stories might be based on imaginary creatures or include imaginary elements as long as they follow the main theme that is selected by the facilitator.

- ▶ Students should be provided with extra computer training. The facilitator should first teach skills and provide instruction on tools step by step and allow the children practice afterwards. Depending on their needs, extra help should be offered to the students individually.
- ▶ Students should be encouraged to use new vocabulary during activity.
- ▶ Improving oral presentation skills of the children is an important outcome of this activity.

5.4 Social cohesion activities

5.4.1 Digital Storytelling as a tool of supporting women's empowerment

Digital storytelling is a form of narrative where life stories are reconstructed using computer software, where text, photos, narration and music make up the story (Lenette et al. 2015).

This activity targets a small group of women from refugee backgrounds to trigger discussion on their life journeys, including topics such as family, children, culture, cooking, community, spirituality, grief and hope. Participants could choose how they want to frame their experiences. The activity lasts approximately six months and might be modified as required.

The preparation phase takes place in the first three months in which the facilitator prepares consent form and applies for an ethical form. Moreover, social worker/psychologist of the implementing partner should acquire necessary digital storytelling skills in the preparation phase. Finally, the facilitator collects individual stories from the participants by conducting interviews with them and recording those interviews.

The second phase of the activity involves creation of a Digital Story, in which participants write short scripts with the help of the facilitator. Moreover, the facilitator helps participants with the recording of their voiceovers, assembling and editing pictures that they want to use and editing of the final versions of the digital stories. Finally, as a part of the activity, the facilitator should train the participants on the use of free video-editing and free online music software.

Finally, the activity requires a dissemination and measurement phase. In this final phase, participants share their digital stories with the rest of the participants and receive feedbacks and reactions from others. It is suggested that the facilitator conduct a focus group discussion that is framed around the involvement of refugee women in the activity and how this activity has changed their feelings about their past and their motivation for the future. By doing so, the facilitator compares the final results with the first recordings and qualitatively decides whether this activity has worked for participants.

Points to consider:

- ▶ This activity allows women to share their feelings in depth and reflect on their traumatic migration experiences to relatively stable present and shape their perception for a better future by focusing on their achievements.
- ▶ Listening is a key part of building a relationship.
- ▶ The facilitator should respect the privacy of participants and pay attention not to perpetuate stereotypes, idealise or denigrate the traumas of participants involved in the activity.
- ▶ Ownership of the digital outputs belongs to the participants who have the right to share or not to share them.
- ▶ This activity requires considerable investment in terms of time, resources and training; however, it might help implementing organizations targeting women refugees to utilise this activity for better results of trust building and women's empowerment.
- ▶ This activity can be structured as a blended activity, which requires both face-to-face and distant training approaches based on the digital infrastructure of the participants and the state of the pandemic.

5.4.2 Mapping activity for children

This activity aims to increase social interaction, mutual understanding and social cohesion between refugee children and local children. All children should have access to a computer or mobile phone with Internet connection. The targeted audience should not be more than 10 children as a larger group might alter the dynamics of the event and lead to the loss of interest among them. Moreover, the activity should last between 30–40 minutes since

children's attention span will decrease in online activities when this allocated time is exceeded.

Begin the activity by displaying a flat map of the world on Google Earth, which offers a more dynamic view. Next, explain interesting facts on the Earth that might grasp the attention of the children. For example, how each country is represented in an accurate scale relative to each other, or what the colours on the map represent. Following this, ask children what they think about the world when they look at the map. Afterwards, tell children to locate Turkey and then the city they are in right now. After each student has located where they are living right now, ask them where they or their family and friends come from, and the places in the world their family members and friends live. Allow children to discuss these questions in detail if they want to. In the meantime, mark all the locations on the map. In the final phase, ask children about the places that they want to visit in the future and let them explain why. Finally, ask other children if they also want to visit those places.

Points to consider:

- ▶ The main aim is to facilitate interaction, mutual understanding between local and refugee children.
- ▶ Local children with migrant backgrounds and refugee children can share similar stories of leaving a place and resettling in another place, which helps them to bond.
- ▶ The facilitator should engage all the participants constantly to increase social interaction.
- ▶ This activity might trigger existing traumatic experiences. Facilitators are strongly advised to cooperate with trained PSS (psychosocial support) staff for this challenge.

<https://earth.google.com/web/@39.81126493,22.97783116,2386.40699941a,11701482.69159437d,35y,0h,0t,0r>

5.5 Awareness-raising activity

The needs assessment suggests that online awareness-raising activities targeting women are in great demand. As noted in the needs assessment, women who lack prior knowledge on violence internalise and normalise violence. This online activity aims to raise women's awareness about their

rights, about different types of violence, identifying different types of violence and highlighting possible solutions. Understanding and naming violence is the first step towards protecting women who face sexual and gender-based violence.

The session lasts between 1-2 hours depending on the number of participants. To increase the efficiency of this event, it is suggested not to have more than 15 and ideally less than 8 participants. First, clearly explain the concepts of gender-based violence, survivor of violence, consent, violence against women and girls, and choose a violence term from the link <https://www.unwomen.org/en/what-we-do/ending-violence-against-women/faqs/types-of-violence>.

Ask participants what the term "violence" means for them. Let them think about each term for a couple of minutes. When they have come up with a definition and an example let them share it with the group. In the meantime, note the definition. Discuss the answers within the group and encourage everyone to participate. After discussing each term, show them the screen where they can see their answers next to the definitions on the UN website. After the participants have learnt about the definitions of the terms, talk to them about possible solutions and where to seek help.

Points to consider:

- ▶ This activity must be facilitated by a trained professional.
- ▶ The interpreter should be trained prior to the activity on the sensitivity of gender-based violence with specific regards to use of language and word choice.
- ▶ At the end of the session, spare some time for women who would like to ask questions or ask for help.
- ▶ This activity presents a unique opportunity to reach out to more women for individual protection.
- ▶ Be prepared for strong emotional reactions and possible traumatic experiences.

5.6 Information dissemination

The needs assessment suggests that participants are hesitant about engaging in online activities as they find most activities irrelevant to their needs. The literature argues that employment is as important

as language learning for increasing social cohesion. This interactive information dissemination activity aims to create a bond between the facilitator and participants as well as offering support to refugees and vulnerable members of the host community seeking employment in Turkey. Narration and conversation between the facilitator and participants create a connection between the service providing organization and refugees. This activity involves interactive information dissemination on topics such as Turkish labour market, self-employment opportunities for refugees in Turkey, developing a job application or practicing being interviewed. Searching for jobs should be an affirming process, in which the facilitator treats refugees as individuals with histories rather than statistics (Tomlinson and Egan 2002, 1034).

Points to consider:

- ▶ This activity should be designed for 3 to 5 participants.
- ▶ Each session should be planned for 30-40 minutes and each topic should be addressed in different sessions.
- ▶ As this activity is designed longitudinally, the bond between refugees and facilitators grows stronger over time.
- ▶ Facilitators should prepare sessions according to the specific needs and achievements of the targeted audience.
- ▶ Facilitators should collect information on the participants prior to the first session.
- ▶ This activity specifically aims to increase refugees' participation and creates a venue for social interaction between them and the service providers. At the same time, through this activity service providers could reach out to more refugees and consequently include this targeted group in other activities such as non-formal education or social cohesion.

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Annexes

Annex A: Online survey results

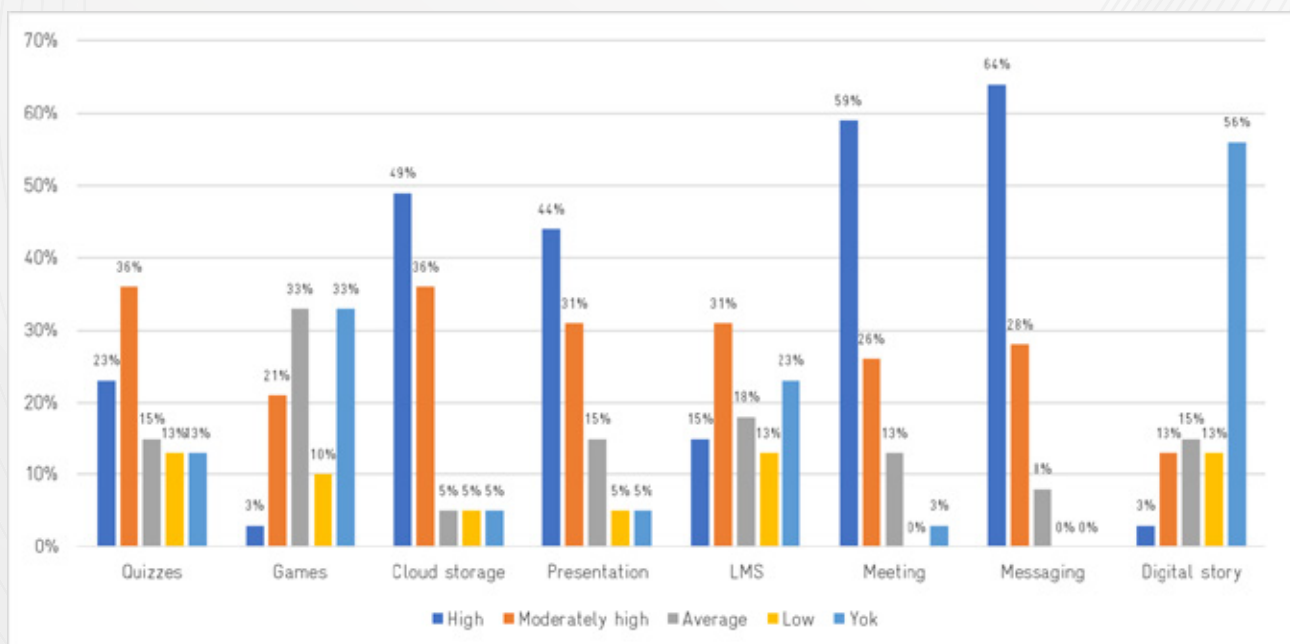
Below are the results of the survey that aimed at collecting information on the digital literacy of facilitators at CLIP's implementing partners. 39 team members with an average age of 30 (24 women, 15 men) participated in the survey.

Digital devices that can be / are used

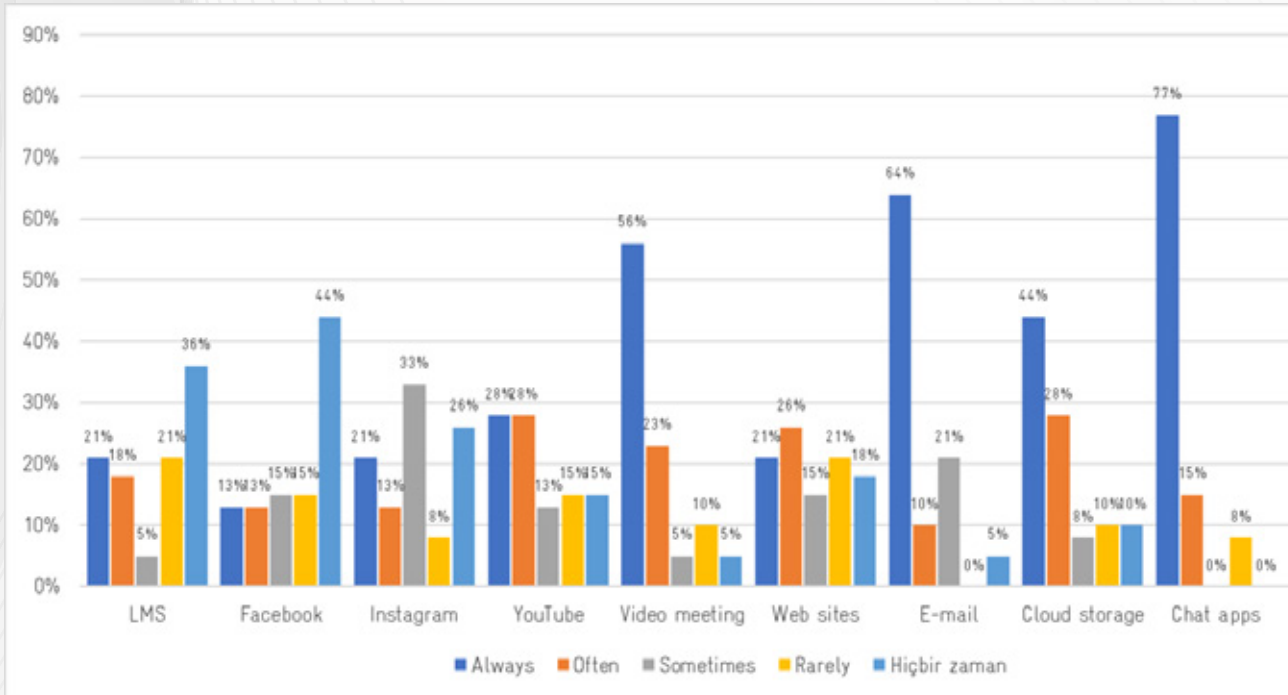
- ▶ Laptops and smart phones are the commonly used devices when going online.

Competence in using online applications and tools

- ▶ During the pandemic, participants use the Internet mostly for searching purposes and keeping up with the news.
- ▶ 80% of the participants feel competent using online tools.
- ▶ The participants' competency in digital tools cover the following: creating online quizzes, games, digital stories, using cloud storage, online presentation tools, LMS (learning management systems, such as Canvas) video conferencing, messaging tools. The graph below shows that most of the survey participants feel competent enough to use online meeting tools (e.g. Zoom, MS Teams), and in messaging with social media tools (e.g. Facebook Messenger, Twitter/Instagram direct messaging). However, most participants lack knowledge on creating digital stories and games. The level of competency in terms of creating online quizzes is slightly above average, whereas regarding the use of LMS it is below average.



- ▶ As for the frequency of using digital tools in sessions, the graph below shows that video conferencing tools (e.g. Zoom), e-mail, cloud storage (e.g. Google Drive) and messenger applications (e.g. WhatsApp) are the tools that almost all survey participants have used regularly during the pandemic. However, it can be seen that LMS, Facebook and other websites have been used rarely. Instagram, also, does not generate a great deal of interest among the participants. YouTube, on the other hand, has been used quite often by half of the survey participants.



Privacy related behaviours

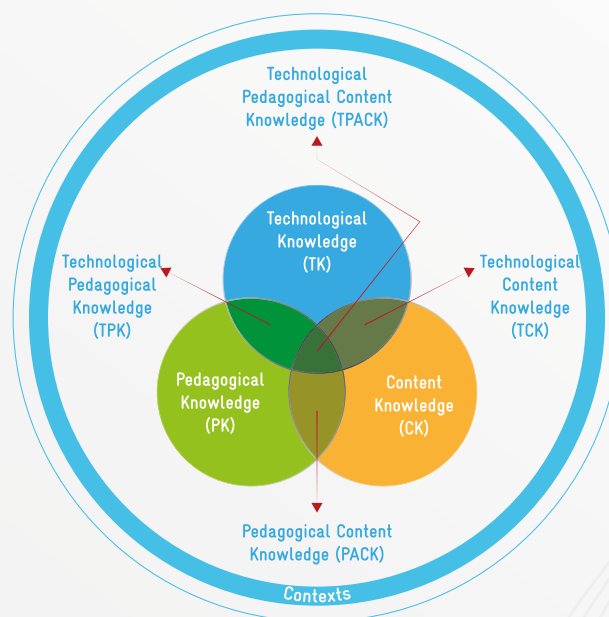
- ▶ Figures obtained from the survey show that participants are aware of privacy issues in social networks. Most of them are careful about what they share and what they do on the platforms; however, the only item they are not aware of is the digital footprint. Digital footprints are the traces that the users leave behind as they use the Internet. With any information shared online (an uploaded picture of the user, sharing one's location, and so on), the user loses privacy. Digital footprints can be taken out of context and misinterpreted by third parties to draw different conclusions.

Annex B: TPACK (Technological Pedagogical Content Knowledge)

Exciting and practical trends continue to evolve and one framework that serves as a concise introduction in this field is TPACK by Mishra & Koehler (2006). The framework is based on Lee Shulman's concept of pedagogical content knowledge (1987) and lays down the ground rules for using technology in online environment to help and improve the learning process.

In order to get a better understanding of TPACK, it is essential to provide a brief explanation on the domains that construct this framework (Figure 24). (1) Content Knowledge is the knowledge about the subject matter to be learned or taught. In a nutshell, Content Knowledge is what teachers know. (2) Pedagogical Knowledge is the knowledge of teaching methodologies and approaches that are used when delivering the content. Pedagogical Knowledge looks at how teachers teach. These are the tools that are put to use, such as group discussions, storytelling, direct instructions and visual aids. (3) Technological Knowledge is the knowledge of using the appropriate technology to make the content more accessible to the learners. This includes both hardware and software such as laptops, smart phones, WhatsApp, Instagram, Google Drive, e-mail, Canvas and eBooks.

Figure 24. TPACK Diagram



It is necessary to identify these support features in order to use technology to reach the expected outcome. The framework becomes particularly important because most popular software programmes or platforms are not designed for educational purposes (Koehler, Mishra, & Cain, 2017). At the heart of effective teaching with technology are three components: content, pedagogy and technology, plus the relationships (TPK–Technological Pedagogical Knowledge, TCK–Technological Content Knowledge, PCK–Pedagogical Content Knowledge and TPACK–Technological Pedagogical Content Knowledge) among and between them. Overall, the key point of TPACK is the intersection where all these three domains meet and the dotted area represents the learning context, which makes an enormous difference, specifically in terms of how technology would be implemented. The intersections are helpful in an analytical way where practitioners of this framework decide whether the technology they have selected is the appropriate one for the content and pedagogical approach that they are using.

In the context of this guideline, this framework can help service providers to construct their activities in a more meaningful and effective way depending on the content and pedagogy they use.

Annex C: SWOC analysis on online learning

A SWOC analysis on online learning during COVID-19 pandemic highlights the *strengths*, *weaknesses*, *opportunities* and *challenges* of the approach (Dhawan, 2020). Online learning environments have as many disadvantages as advantages. The most commonly emphasized benefits in the literature are that online learning makes the teaching–learning process more student-centred, more innovative and more flexible. Figure 25 below summarizes the pros and cons of an online environment.

Figure 25. Dhawan's SWOC Analysis of Online Learning (2020)



Annex D: Session plan template

Sample session plan and procedure

Topic:	
Assumed knowledge:	
Learning Objectives:	
Strategies, methods or techniques applied in the session:	
Materials and equipment required for the session:	

Procedure:

	Stages	Timing	Instructor activity	Participant activity
1	Lead-in /Warm up			
2	Introduction to the session / topic (Brainstorming/ Outlining):			
3	Presentation			
4	Practice			
5	Conclusion			
6	Assessment /Feedback			