



**SOSYALBEN ACADEMY
DIGITAL CAMPING for COMMUNITY
OPERATING REPORT**

27-28 February 2021

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ABOUT SOSYALBEN ACADEMY

SosyalBen Academy is the second economic enterprise of the SosyalBen Foundation, which was founded by Ece Çiftçi in 2015. The SosyalBen Academy, as a social enterprise-based organization, aims to increase the rate of volunteerism in Turkey and create a more livable world for corporate companies; as an educational institution, it helps students to serve a social responsibility project consulting services. The consultancy provided primarily aims to increase the participation of individuals in volunteering activities and within this scope, a personal and institutional social responsibility program is prepared for individuals and institutions to spend their social responsibility hours in the most active, productive, and creative way. It contributes to social benefit in a sustainable way by transferring 45% of its profit share to the SosyalBen Foundation in return for its consultancy service. You can visit www.sosyalben.org to examine the work of SosyalBen Foundation more closely. SosyalBen Store, another economic enterprise established to create a budget for the works of the SosyalBen Foundation, is a store with various products. All of the products are designed by volunteers and supporters; SosyalBen Store products include notebooks, umbrellas, mugs, seed pens, phone cases, multi-purpose bags and tote bags of various qualities. SosyalBen Store transfers 35% of the revenue it generates from the products it sells to the SosyalBen Foundation in order to reach more children. SosyalBen Academy's founder Ece Çiftçi has been named as "Turkey's Female Social Entrepreneur" with SosyalBen Academy in Turkey's Female Entrepreneur Competition, organized by KAGIDER, Economist Magazine, and Garanti Bank, out of 34,000 women with social entrepreneurship models. SosyalBen Academy, bringing together the most successful individuals and / or institutions in the education sector; being invited to a global education conference that offers learning, networking, and growth opportunities, it was selected as one of the 50th most innovative and successful model in the education sector and was awarded the GFEL (Global Forum for Education and Learning) award.



We are Responsible for The World

In today's world, the importance of the concept of social responsibility increases day by day. The societies are now aware that citizens have an important role in realizing social and environmental transformation and that a human-centered development is significant. Now, we know and accept that changes can be supported through a responsible and resourceful civil society, and that a contribution can be made to the development. At this point, the perception of volunteering is spreading rapidly in our country as it is all over the world. While those interested in social responsibility projects are considered as sensitive individuals in the society, producing a solution to a problem on behalf of the society has been one of the most popular topics. Many students and adults have received admission to universities and jobs with the social responsibility projects they have made, whereas firms made it possible for their brands to stand out in the sector through social responsibility projects. We, as SosyalBen Academy, want to raise individuals and institutions conscious and sensitive to society. Therefore, we think that social responsibility projects should be a lifelong responsibility. We provide consultancy services in social responsibility projects by bringing individuals and brands with the right projects together which contribute to the personal development, work performance, and academic success of individuals and which enable companies to make a difference. While raising professional volunteers for the society in the world of the future, we aim to be a pioneering consulting company that increases the value and rate of volunteering also at the local level. Come, together with SosyalBen Academy, you, as social individuals, support the formation of a voluntary society. Because we are responsible for the world.

Best Regards

Ece Çiftçi

About SosialBen Foundation

SosyalBen Foundation, aiming for children aged between 7-13 to discover and develop their talents, carries out field and training work in line with this purpose on national and international level that will contribute to the personal development of children. SosialBen Foundation also aims to strengthen the awareness and skills of social responsibility, entrepreneurship and volunteering together with the community volunteers aged between 18-25 consisting of university students, and entrepreneur world citizen e-volunteers of all ages carrying out online activities in digital media independent of time and place, who conduct fundraising activities in their own communities, carry out fieldwork thanks to public cooperation and develop themselves within the scope of various trainings.

SosyalBen Foundation continues its work with the mission of aiming to support social development and social identity of children aged between 7-13 living in disadvantaged regions, to broaden their horizons, to contribute to their growth as happier individuals, to support them to gain awareness of sharing and communal living, to ensure continuity of all these with the vision of a society of strong generations who are aware of their social self and abilities.

The Vision of SosialBen Foundation

The vision of SosialBen Foundation is to imagine a society made up of strong generations who are aware of their social self and abilities.

The Mission of SosialBen Foundation

The mission of SosialBen Foundation is to support the social development and social identity of children aged between 7-13 living in disadvantaged regions, to broaden their horizons, to contribute to their happiness by strengthening their self-confidence, to support them gain awareness of sharing and communal living, and to ensure continuity of all these.

About Digital Camping for Community

As a non-governmental organization of the new generation, SosialBen Foundation has moved its 7 years of physical work to digital with the e-SosyalBen brand, which was founded in March 2020.

The SosialBen Foundation has quickened its pace in order to benefit the society, in the process of e-SosyalBen which covers network society, digital culture and the generation Z, and has started to draft scenarios and plans for the future.

Digital Camping for Community is a digital creation, during the first of which 164 young people gathered on May 18-19, 2020, and held under the slogan of SosialBen Academy, one of the commercial enterprises of the SosialBen Foundation, “We are responsible for the world we live in”.

Digital Camping for Community focuses on identifying problems about a theme, predetermined by people gathered from different geographies and different cultures in an online platform, creating solution groups, reporting solutions and implementation stages. Digital Camping for Community aims to develop sensitivity to social problems, observation and problem-solving skills, to communicate effectively and to gain experience in group work.

Each individual can shape their future by using their mind in a visionary and multidisciplinary way, benefiting from knowledge and technology, determining their vision of the future, and taking into account events which will affect them. The theme of the second digital camp, which was held on February 27-28, 2021, in order to facilitate the current transformation and the preparation of young people for the new transformations to come, was within the framework of “Futurism”. The digital transformation and the impact of this transformation on youth, the world we live in - the climate - and the non-governmental organizations, were discussed in three different dimensions with the valuable point of view of young participants and experts.

SosyalBen Academy

The Digital Camping for Community Program, which was held **on February 27-28, 2021**, is as follows;

Saturday, February 27

1:00 pm	Opening Speech - We are responsible for the world
1:15 pm	World Citizenship in the 21st century
2:40 pm	One world, One chance
3:20 pm	Climate of the future : Activism
4:00 pm	Civil Society 5.0
5:15 pm	End of day Camp Evaluation

Sunday, February 28

1:00 pm	Play Kahoot
1:15 pm	Current Situation Analysis
2:30 pm	Problem Detection
3:45 pm	Solution Proposals
5:15 pm	Camp Evaluation

PARTICIPANT DEMOGRAPHICS

- DCFC applications which started on **February 20** were terminated on **February 26**. During this time, **212 applications** were received that said, “I also want to join the digital camp”.



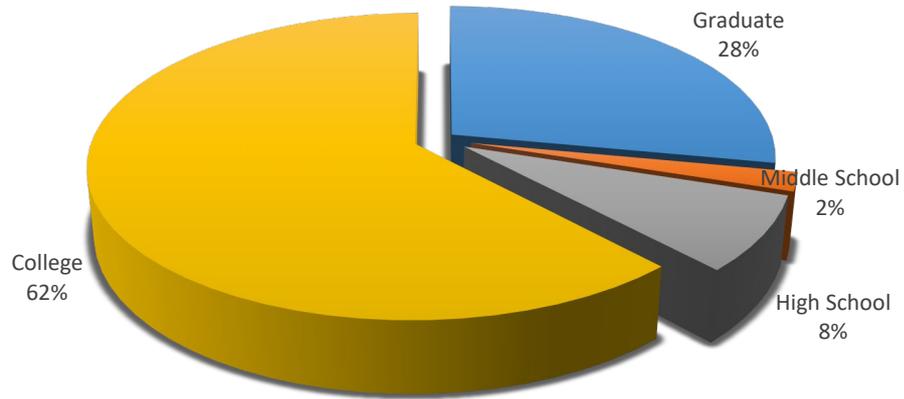
- Applications were obtained from **6 different countries** of the world (Germany, Turkish Republic of Northern Cyprus, Netherlands, Georgia, Greece, Italy) and **47 different provinces of Turkey**.



- Three provinces with the highest number of applications in Turkey have been Istanbul, Bursa and Ankara.



- From 90 different colleges, 11 different high schools, 3 different middle schools and 40 graduates applied to the digital camp.



ACKNOWLEDGEMENT

Today, traditional production and service systems are taking a new structure by going through a digital transformation. In particular, developments in electronics, information and communication technologies have accelerated this transformation. Artificial intelligence, sensors, 3D printers, drones, advanced data storage and analysis systems and many more technologies play a key role in this transformation. In the 21st century, value chains are re-emerging for people, while senior management adapts their decisions with the requirements of this new age, young people have to keep up with change.

In the developing and changing world system, again according to various climate models, it is predicted that Turkey, which will enter into a complex climate structure from the 2030s, will be greatly affected by climate change, especially due to global warming, and most of it will be suffering from a dry and hot climate, and also it will be significantly affected in many areas such as water resources, ecological and economic processes, ecosystem and biological diversity, and agriculture.

Substantial outcomes were obtained from the perspective of the participating youth on the future of civil society in the digital camp work to be carried out in order to reveal the positive effects of civil organizations and to create a way to reveal their potential to manage a positive change in the rapidly changing world conditions with the pandemic.

As the non-governmental organization of the new generation, SosyalBen, we ensured the active participation of our youth in the digital camp work we carried out around the theme of "Futurism". In the report prepared, the problem and solution suggestions within the scope of the determined headings were finalized by being shaped by the perspectives of our participant youth.

We sincerely thank all our participants who contributed to the preparation of this report with valuable breakthroughs for the future.

GLOBAL CITIZENSHIP IN THE 21ST CENTURY

In the first session of the first day of Digital Camping for Community which was initiated by SosyalBen Academy and was organized for the second time, "Global Citizenship in the 21st century" has been discussed. Ece Çiftçi, founder and social entrepreneur of SosyalBen Foundation and Bora Can, Business Development Director of the British Council, mentioned many important points about global citizenship and also shared their useful advice with the participants. It has been pointed out to the importance of Chinese and English, two of the most widely spoken languages in the world, and to the idea that languages are a living concept and should be included in life. After the speakers' sessions, with the participants of the Digital Camping for Community, a workshop was held under the title of "Global Citizenship in the 21st Century". In the workshops, first the current situation analysis was made, then the problems stated by the participants with their own views were determined and solutions were offered to these problems.

Current Situation Analysis of the World Citizenship in the 21st Century

In general, world citizenship is described as a citizen who is able to look at the differences between the people with different eyes, who thinks everyone is equal and free, and who acts on a local, national, and global level (Kan, 2009).

The famous philosopher Diogenes said, "I am a world citizen" and rejected the opinions and traditions that he found restrictive, such as manners and customs. On the other hand, Stoics believed that an individual had commitments and that they could not refuse them. They envision that these commitments wrap the human beings in concentric circles, and adopt the idea that the human being's self, family, relatives, neighbors, and the loyalty circle that surrounds them should change sides and the outermost human family should be as close as the innermost circle.

These days, the situation has become even more complicated. Rapid change results in revising the required competencies that people should have and questioning many concepts once again, and precisely at this point, world citizenship in the 21st-century come up. In this century, it is examined how capable one is in thinking quickly, commanding different languages, analytical thinking, and having emotional intelligence. That raises the question: *How to become a 21st-Century World Citizen?*

Ece Çiftçi explained the features that the world citizens should have as "communication without the language barrier, research, and taking action" in her speech during Camping for Community. Beyond active languages, emotional languages are also of great importance in understanding people. Individuals have a position to become world citizens only after becoming citizens first and recognizing their responsibilities. After a certain time, when they cannot find a presence in their national borders, individuals are in search of the right to speak in the international area and act with the thought of what can be done in this context. It is suggested that they start changing the people around them first while seeking their right to have a voice in a wide range.

Change comes with many factors, such as the individual's research, reading, and curiosity. The individual who has developed himself/herself in certain aspects starts to serve the surrounding people. At this point, the convenience of accessing information brought by digitalization is in question, and now the issue is beyond reaching information.

While it was perceived much more important to access information in the past, today ability to interpret information rather than having it, the ability to use it, picking out important information, and associating it with other information became more important for individuals (Harari, 2018).

North Central Regional Education Laboratory divided the 21st-century skills into four parts under the headings of globalization and digitalization as universal literacy, creativity, communications skills, and efficiency in its work (EnGauge, 2003).

These skills, which should be acquired in addition to the basic skills that an individual must acquire, determine in a way how much they can adapt to 21st Century World Citizenship. These skills become a mechanism that measures an individual's position in all areas from business life to friendship relations. It embodies opportunities and crises for the 21st-century. In this case, the importance of education plays an active role in crisis and opportunity management. Societies that raise individuals who are suitable for 21st-century competencies are successful on the way to become cosmopolitan and sustainable. While analyzing the current situation with the participants, the sustainable development goals of the United Nations are also addressed. In the sustainable development agenda, the topics such as poverty, hunger, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production,

climate action, life below water and on land, peace, justice and strong institutions, and partnerships for the goals have been included (UNDP, 2015).

Today, individuals and institutions who follow sustainability and develop themselves in this regard prevail. Concepts such as eco-efficiency, eco-effectiveness are of great importance in the 21st-century. For these concepts to have tangible value depends on global citizenship, information transfer between societies and individuals, sharing, and the principle of creating common interest. Through the pool of ideas in problem-solving together with understanding the necessities of the 21st-century, the steps taken for the future can save the future. It is possible to summarize the situation with the slogan "We Are Responsible For The World". It should be aimed to identify the problems and resolve them by suggesting solutions. People, however, think that sustainable development can be achieved even if only some of these solutions are applied in every country and that this is a common issue for all. This awareness is very important. The need for 21st-Century World Citizens who are aware and ready to act, who do not only think about themselves but others, who strive to do good rises day by day. The existence of people who can meet this need goes hand in hand with education. The education, which was referred to intensely by 21 participants in the workshop, has critical importance. The education system that enables an individual to get to know himself/herself first and then the environment is a serious need and a cornerstone that the whole world should talk about. Because individuals who have met their basic needs and can proceed towards being themselves can take steps to become world citizens of the 21st-century. All these mentioned should bring to mind some key concepts such as education, sustainability, common interest, analytical thinking, focusing on the whole or pieces when necessary. These key concepts are linked to each other like the chainrings. They cannot be considered separate from each other. Thus, being a 21st-Century Citizen requires not only an individual effort but also a communal one. At this point, our problems are common, and we need many 21st-Century World Citizens to overcome these problems.

Global Citizenship Problem Determination in the 21st Century

According to the points that participants drew attention to, they were seen to agree on making global citizenship education a curriculum. Throughout their education, students are thought to have deficiencies in evaluating how efficient they are in lessons and how much they have learned. It has been stated that basic lessons such as Turkish and mathematics are over-focused and that they are lacking in raising awareness of students on important issues in global warming, global citizenship, and many social areas. While there is a lack of a proper education system, there is also a deficiency in terms of equality of opportunity in education.

It has been pointed out that some schools are developing as well as some schools are falling behind in increasing the extracurricular activities of students. It has been observed that school clubs that help students with extracurricular activities in schools are also falling behind in increasing their children's creativity from an early age. In addition to all these issues, it has been stated that teachers do not provide enough guidance to students, they only guide them in a proper school-oriented way, they do not generally care about what students want, and they do not give enough courage to many issues such as choosing a profession for students who are concerned about the future. Besides, it has been stated that teachers are also lacking in self-improvement.

Within the scope of global citizenship, when ideas of participants about the sharing economy were taken, the reasons which were most mentioned missing aspects were missing in changing people's point of view, negativities, individual differences, being problem-oriented rather than solution-oriented when talking about problems, not developing ourselves and some obstacles set by cultural perspective. On this basis, it was pointed out that in a situation where borders are eliminated, when compared to collectivist and individualistic cultures, they will face more difficulties in becoming a global citizen in cultures where individuals who adopt social roles too much, grow under pressure, do not know how to transfer what is learned in school to real life, and who are restricted in access to information.

It is believed that when universal concepts such as elimination of borders and sharing are mentioned, issues such as the disenfranchisement of refugees and raising awareness should be examined more.

World Citizenship Solution Offers in the 21st Century

After identifying problems throughout the workshop, suggestions for solutions to these problems were developed with participants. Firstly, it was stated that we should start by fulfilling our responsibilities as a citizen and by raising awareness of our environment about the common problems of the world. It has been mentioned that since this awareness should be given to individuals from an early age, it should be initiated in the family, which is the first place of education of individuals.

These are presented as solutions regardless of elementary school or university; all educational institutions should emphasize all social issues related to the educational system; perhaps the most effective in schools is to take a step towards the evolution of school clubs, ensure equality of opportunity, to get into a habit that students bring to life they have learned rather than their exam-oriented upbringing.

It has been mentioned that the sustainability of the training given to individuals is essential, and it is necessary to monitor. It is believed that when it comes to long-term changes, our competence and determination will improve and have a greater impact on the environment.

As a feature of being a world citizen, it is possible to approach problems in the world as a common problem; one of these problems, environment, and climate problems, should be offered an alternative for substances that will harm the environment in any way and institutions should help citizens in this regard.

In addition to the universal problems, another issue that participants drew attention to was that enough attention should be paid to the issues within ourselves. Especially in terms of local production, it was pointed out that individuals should be more focused on agriculture and production rather than on consumption. Therefore, those who produce should be more supported. Besides environmental problems, it was mentioned that such issues need to be given more attention.

When it comes to people preferring other countries to find better opportunities, such as the recently increasing brain drain, it is stated that countries should provide more support, create opportunities and environments for their citizens, even if these situations are not restricted. In

the beginning, proposals for solutions such as increasing opportunities of scholarships to support students in their academic careers, states should allocate an extra budget for this, improving the quality of scientific journals in which articles are published, expanding the topics of articles, supporting students for research on different and new topics were introduced. Moreover, it was mentioned that scales developed for experimental articles should be improved and especially lecturers should provide separate support in terms of innovation in research issues.

In summary, from the point of view of becoming a world citizen, individuals should start development first from themselves, and then continue from their environment, make changes in the educational system to use what they have learned in their daily lives, and countries should support their citizens in education, science, production, awareness, and many ways.

CLIMATE OF FUTURE: ACTIVISM

The climate system has been affecting by internal and human effects, periodic activities of the sun and greenhouse gases, and so on.

The main cause of the climate crisis is global warming and its effects, which we all hear a lot about. Global warming is the name given to the phenomenon of greenhouse gases in the atmosphere causing an increase in the average temperatures of the earth's crust and seas. As for causes of global warming, although sophisticated we can briefly say that carbon dioxide and other greenhouse gas emissions from fossil fuel consumption, deforestation, and other human actions have increased over the past century.

Activist means people who take action and think about their actions towards the future of humanity.

Climate of Future: Activism Analysis of Current Situation

Climate change is a change from the past, and these climates have changed so much now that they have turned into a climate crisis. It has been defined as the mixing and interlacing of the seasons. Hard and sharp transitions started to be experienced between the winter and the summer seasons without the spring season. It has been said that many invisible factors were ignored by looking at just the tip of the iceberg in the climate crisis. It has been stated that with the bipolar air exchange, the world is now in a state of exhaustion.

Since generation Z is a generation that comes at a time when technology is on the rise, they can reach information on this subject more quickly. Thanks to the information they have accessed, they work with more awareness to benefit society and the environment. They act as role models for people by assuming guidance both for the generation before and for the next generation.

An activist means someone who takes action and influences people as they take action. It has been said that governments are slow in the implementation of the decisions to be taken for the climate crisis, and accordingly, activists want to change this situation by stating that there is no day to lose for the climate crisis.

Future Climate: Activism Identifying Issues

The Paris Climate Agreement, which was presented to combat the reduction of carbon dioxide emissions and the climate crisis worldwide, has been approved. However, it was said that not implementing it poses a problem. It is seen that the world is advancing in this regard and has started to work for 1.5 degrees.

Awareness of young people about the climate crisis has increased, and thanks to social media, they can deliver this awareness to more people. Young people think that the studies are not enough, and they should be multiplied. At this point, activists argue that individual and social awareness studies are insufficient. It has been said that low levels of individual awareness cause a lack of sustainability accordingly.

The reason for the lack of self-awareness was described as education. It was stated that course contents and practices related to climate crisis and sustainability were insufficient both in our childhood and adulthood education.

It was said that the use of non-renewable energy sources such as coal, natural gas, and petroleum derivatives and the high CO₂ emission of these energy sources constitute a significant problem. In addition to this, the damage caused by hydroelectric power plants to the environment was mentioned.

It was stated that climatic and agricultural migrations are expected to occur due to water scarcity, which is the biggest negative outcome of the climate crisis, and which is thought to be experienced in a short time, according to the estimates. Because of the fact that where there is no water, there will be no cleaning, the disease will increase, and it was stated that mass migration may occur due to the inability to produce agricultural products.

The use of electric vehicles is essential to prevent the climate crisis, but it was discussed that the charging system could create problems if it is made of non-renewable energy sources.

Future Climate: Activism Proposals for Solution

It has been said that we need to reduce our carbon, water, and digital footprints, individually and, also, to include sustainability in our lives. To exemplify a few, we can use public transport or reduce the use of plastic for our carbon footprint. We can reduce our consumption of water for our water footprint. It was stated that because the effect of the virtual water footprint is greater, we can think for at least 72 hours to see if we need it while shopping. For our digital footprint, we can empty our mailbox and delete our messages regularly. At the same time, if we live in a house with a garden, we can give natural fertilizer to the soil by making compost.

We must now terminate the thermal power plants for clean air and climate. We need to switch to renewable and sustainable energy for the climate, even if it is costly. For example, cars are starting to be electrified in England, and we need to take these steps, too.

Courses that will increase environmental awareness can be added to the curriculum in the education system, and sustainable projects can be supported. Competitions that support sustainability can be organized. Also, courses containing information about the climate crisis should be provided and, it has been mentioned that more robust steps can be taken for the future by raising conscious generations at a young age.

In addition, more importance should be given to recycling in workplaces. Both public and private sector-based studies should be carried out and be supported.

CIVIL SOCIETY 5.0

In our last session, Civil Society 5.0, which we set off by saying that we are responsible for the world, the current situation analysis was emphasized with the participants before the problem determination. The speeches of Ali Ercan Özgür, Bülent Özcan, and Tezcan Eralp Abay of the session held on the first day were evaluated and discussions were held on problem determinations and solution proposals. A SWOT analysis was designed in order to strengthen the assessment of the current situation, and solution proposals were developed for the identified problems.

Civil Society 5.0 Current Situation Analysis

While the Industry 4.0 or the 4th Industrial Revolution concept, which has been brought to the literature with the increasing convergence of information technologies and functional technologies, expresses many new technologies such as nano technology, artificial intelligence, internet of things, artificial neural networks, the concept of Society 5.0 refers to putting people at the center of the development of society, increasing the quality of life with the technological opportunities offered by Industry 4.0, and ensuring social responsibility and sustainability (Çark, 2020). Super smart society, expressed as Society 5.0, represents the fifth step of the process from the first human to today.



Society 5.0 is characterized as a powerful life in which the various needs of society are subtly differentiated, and needs are met by providing the necessary amount of products and services when they need them, a society where all people can receive quality service and live comfortably, taking into account various differences such as age, gender, region or language (Harayama, 2017, s. 10; akt. Ferreira ve Serpa, 2018).

In Turkey regarding this field, the disadvantaged people and their supporters meet in the social cooperative called “İhtiyaç Haritası” with Ali Ercan Özgür and his team on online environments.

The ultimate goal of Society 5.0 is to increase the quality of life by activating the productive and technological potential of Industry 4.0 (Harayama, 2017; akt. Saracel ve Aksoy, 2020).

The implementation of Society 5.0 is not only a political ideological concept, but it also seems necessary to integrate several dimensions into practice, such as:

- 1) Innovation Policy (by government)
- 2) Entrepreneurial spirit (by society) and,
- 3) Entrepreneurial skills (by civil society and institutions)

Non-governmental Organizations, the third pillar of the dimensions, differ in terms of their fields of work, but basically, all of them have come together in line with their own wishes; having an autonomous structure independent from state authority; on a voluntary basis; they are organizations that have emerged depending on the rules and legal order they have created for their own wishes (Yalçın, 2008).

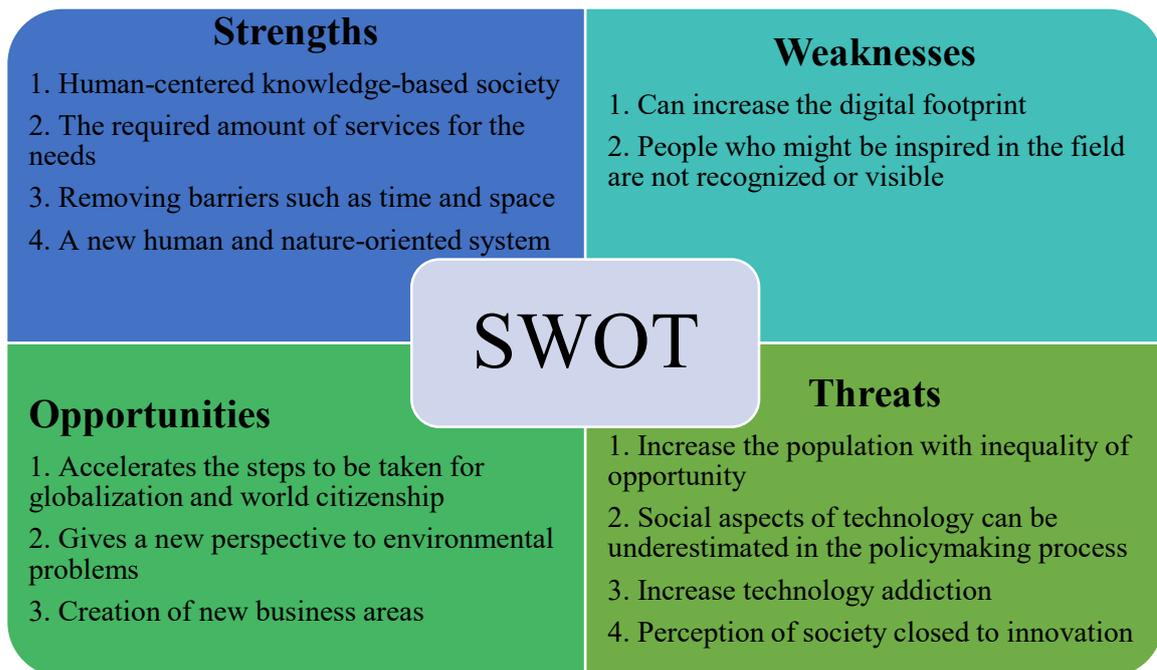
Civil Society Organizations first developed and strengthened independently from the state with the end of the Cold War in the 20th century, and worked on the same side with the state, and some of them even developed enough to influence state decisions. Civil Society Organizations, which are of national importance, have become internationally important in the 21st century (Yalçınkaya, Türkeş ve Aslantaş, 2006; akt. Yalçın 2008).

Since the centralist state structure prevailed in the Ottoman period, people had to adapt to the authority. Civil Society had little influence on the authority and attempts made on this basis were generally inadequate and weak. This situation did not change until the middle of the Republic, and many changes and developments in the direction of civil formations took place in the middle years of the Republic (Yalçın, 2008).

Although the 1961 Constitution made a great contribution to the understanding of social justice, the 1981 Constitution, with its oppressive, restrictive, and contradictory stance, had an effect preventing democratization and civil society studies (Koray, 2005; akt. Yalçın, 2008). Socio-political changes that occurred in the 1980s have given importance to civil society organizations for Turkey. The economic and political policies followed after 1980 changed the importance of values in the social and economic structure and replaced them with new values (Yalçın, 2008).

Today, Non-governmental Organizations play an important role in social development both at national and international levels. Although the fields of work of Non-Governmental Organizations differ from each other, they significantly contribute to social reconciliation and social integration.

Considering the strengths / weaknesses and opportunities and threats of Non-governmental Organizations within Society 5.0 will undoubtedly shed light on future civil society studies.



Civil Society 5.0 Problem Detection

Participants, in Civil Society 5.0 session, emphasized the following titles in the problem detection workshop: (1) The need for development and change of structure of non-governmental organizations, (2) Perspective of society on non-governmental organizations, (3) Damages and donation that non-governmental organizations give themselves, (4) Not considering non-governmental organizations as an occupational group in public perspective.

First of all, it has been discussed with the participants that non-governmental organizations are unable to innovate and constantly repeat themselves by emphasizing the need for development and change of structure of non-governmental organizations. The reasons behind this problem are detected as following: lack of courage, being unconscious about nongovernmental organizations, rote-learning based education system and social pressure, etc.

Secondly, the perspective of society on non-governmental organizations has been discussed. It has been stated that the rising generation, unaware of non-governmental organizations and does not participate in them, could not adopt the topic. It has been dwelled on that nongovernmental organizations should engrain in the term “WE” instead of “I” by conducting individual activities.

The third problem detection has been “damages and donations that non-governmental organizations give themselves”. It’s been uttered that the central issue is the fact that strict hierarchies that have been carried out in the structuring of non-governmental organizations damages volunteering activities and sense of belonging in itself by reflecting the organization as a company. Besides, non-governmental organizations do not publish their financial statements within the scope of the principle of transparency, and do not state their mission and vision. Thus, donators do not know what happens to their donations. These are seen as the factors that damage donations. Non-governmental organizations, which do not apply the principles of transparency, cause a perception such as abuse of goodwill and misusing of donations.

Finally, not considering non-governmental organizations as an occupational group in public perspective has been negotiated. The main reasons behind not considering non-governmental organizations, which are not interiorized, as a new sector are seen as following; unawareness of society, fewness of support giving to the organizations, the fact that volunteering activities are not integrated into education system and the fact that connection between non-governmental organizations and public domain are not supported.

Civil Society 5.0 Solution Proposals

Members of Civil Society 5.0 have brought up suggestions to analyze the agenda of “Problem Spotting”. The suggestions can be collected under the titles of education, volunteering activities, awareness-raising studies, and new generation civil society structure.

The individual mainly learns about the environment he exists in, the cultural characteristics, prejudices, and stereotypes as a model. Based on the effect of taking someone as a model and the idiom “As the twig is bent, so grows the tree”, the responsibility beyond being an individual can be implemented on children starting from preschool with a civil society

curriculum that will be specially prepared for every age group. Eventually, while the children are active in volunteering both in practice and in theory, non-governmental organizations can be exposed to the ideas of the new generation and the presence of a third sector in careers can be introduced to children.

Another draft in the education field will be the collaboration of schools and non-governmental organizations. By granting schools representative agencies, city-wide operations will both increase the recognition of the institutions and make it easier for them to reach more regions.

A reality that was revealed with e-Volunteering because of Covid-19 is that the act of volunteering is independent from age, distance, time, and place. It is necessary to make room for people from every age and region in non-governmental organizations.

To regain the trust in the public eye, suggestions have been made to non-governmental organizations such as, transparently revealing their financial statements, helping the donors follow their donations, including volunteers in board of management's meetings and providing the necessary support and importance to social workers.

Finally, apart from the strict and oppressive hierarchy that reminds corporations, the predominant structure in non-governmental organizations should be sincere but disciplined enough to create an environment that enables institutions, volunteers, and social workers to nurture each other and avoid exploitation.

In the 21st century, a new world is dominant that develops, changes and transforms. Non-governmental organizations should keep up with this new world and technological advancements to ensure sustainability. New opportunities and different ideas will only be attained by benefiting from Industry 4.0 and Society 5.0.

CONCLUSION

On 27-28 February, participants from 6 countries and 47 Provinces of Turkey discussed the theme "Futurism" at the 2nd Digital Camping for Community Camps. Current situation analyzes, problem determinations, and solution offers were reported separately in three different sessions through the active participation of people of all ages.

To summarize with reference to the solution suggestions mentioned in detail in the problem determination section of more than 200 participants who have experience in various fields; young people are insufficient in competencies to become world citizens. World Citizenship in the 21st Century, Future Climate: Expanding Activism and Civil Society 5.0 principles for the general public will be a key step in solving many problems. The further increases in activities of the Ministry of Youth and Sports provides the educational support described so far will be extended to more bases. For this reason, we are, as SosyalBen Academy, pleased to announce that, we are ready to lead campaigns that can be launched in communication networks in the new hybrid phase with Covid-19, leveraging the power of young people, and mobilizing young people to be a part of the transition, and we can carry out projects that support the work of the Ministry of Youth and Sports.

Another significant point in this report, which is prepared based on the observations in the planning and implementation processes of Digital Camping for Community, is that youth are ready to be a part of the change and transformation. In addition to the high demand for the digital camp's application, the participants were placed in the most effective and active way possible, providing valuable feedback through the exchange of ideas for social awareness during the entire phase of 8-hour content spread over two days. Our main responsibility, based on the active involvement shown here, will be to involve people of all ages, especially young people, in change and transformation, to give them full responsibility, and to make them the most valuable transformation actors.

Based on the report, we would like to inform you that as SosyalBen Academy, one of the economic enterprises of SosyalBen Foundation and SosyalBen Foundation; we may pursue the solution proposals that match the planned policies as a result of the Ministry of Youth and Sports evaluations, in collaboration with the ministry.

Best Regards

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