

EĞİTİMİN
SİGORTASI
Öğretmenlerimiz

Our Teachers:
Insurance of Education

SROI Analysis 2018-2023

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#ÖğretmenDeğiştirir







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Our Teachers: Insurance of Education SROI Analysis 2018-2023

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Signed

Mr Ben Carpenter
Chief Executive Officer
Social Value International



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As the Turkish Education Association, we are steadfast in our commitment to enhancing the quality of education and fostering societal development through a multitude of initiatives. In this regard, the “Our Teachers: Insurance of Education Project” executed in collaboration with the Ministry of National Education, the Zurich Insurance Group Türkiye and the Z Zurich Foundation, holds particular significance for us.

Through the support provided by this initiative, our teachers experienced a reduction in feelings of isolation and developed a more positive and solution-oriented perspective, both professionally and personally, by connecting with other female village teachers who share similar experiences and backgrounds. This collective empowerment enabled them to take more active and effective roles within their village schools and communities. The insights and competencies that they gained during the project significantly contributed to enhancing the quality of education in village schools and raising social consciousness.

Female teachers serving in rural areas contribute to regional development and act as catalysts for social transformation. They not only impart education to children but also play a crucial role in empowering women in villages to participate actively in social life. This project was designed to support the personal and professional development of 1,138 female village teachers, equip them with knowledge and skills in social entrepreneurship, and sustain their well-being throughout the project, thereby fostering a lasting impact on education.

We have supported our teachers throughout the project, enhancing their well-being, and we take immense pride in the social impact achieved through this effort. This report thoroughly documents the achieved results and social impact throughout the project’s lifespan.

I express my deepest appreciation to all parties involved in the project, especially our committed teachers. I genuinely hope that this report will inspire similar efforts in the future and contribute to the advancement of more educators.

Yours sincerely,

Aysun Harteviođlu

Deputy General Manager, Civil Society Studies
Turkish Education Association

As Zurich Insurance Group Türkiye , we are proud to have initiated the “Our Teachers: Insurance of Education Project” in 2018, with the financial support of the Z Zurich Foundation and in partnership with the Ministry of National Education in Türkiye (MoNE) and the Turkish Education Association (TED). Our project aims to improve access to quality education for students in village schools and seeks to establish inspiring role models for young girls by supporting female teachers assigned to rural areas in the early years of their careers, enabling them to make a strong start to their working lives.



Through our project, we aim to minimize disadvantages encountered by female teachers and equip them with the skills necessary to overcome the environmental, physical, and professional challenges they face. Our “Social Impact Generator Teachers” training program enables teachers to create social responsibility projects and social initiatives, thereby contributing to the social, cultural, and economic development of the regions where they work. We are proud to have created a large learning community, with 1,138 teachers from nearly all of Türkiye (77 different provinces) and 938 villages participating in our project, resulting in a positive impact on more than 30,000 students and 150,000 family members over six years.

Witnessing the passion and enthusiasm of our teachers during the project implementation has filled us with hope, reinforcing our belief that the impact of our project will continue to grow exponentially in the future. Our focus on village schoolteachers contributes to reducing inequalities in education and supporting rural development through the social responsibility projects and initiatives of teachers.

We are pleased to share the outcomes of the program’s six-year journey with you through our published SROI report. We extend our heartfelt gratitude, especially to our teachers, as well as to all our volunteers and stakeholders, for their extensive efforts and support for the success of this project. We believe that our project has created a sustainable model of social investment that empowers teachers and contributes to the development of the regions where they work.

Didem Yamaç

Social Impact & Sustainability Coordinator
Zurich Insurance Group Türkiye



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OUR TEACHERS: INSURANCE OF EDUCATION

With the contributions of the Z Zurich Foundation, “Our Teachers: Insurance of Education” project carried out in partnership with the Ministry of National Education (MoNE) and the Turkish Education Association, aims to improve the quality of teachers’ was implemented the cooperation protocol signed in November 2018.

“Our Teachers: Insurance of Education” project facilitates teachers, who have just started their professional life under challenging working conditions, to cope with the environmental, social and professional problems they face. It aims to help them adapt to their working life, contribute to their professional development and become individuals who contribute to the social, cultural and economic development of the region where they work with a teacher vision. In this context, female teachers assigned to the village in the first years of their profession are supported to overcome the environmental, physical and professional problems they experience, and their belief and motivation in their profession and themselves are increased. By supporting the teachers, it is aimed to make them role models for their students and the people of the region. At the same time, it is aimed to contribute to local development through social entrepreneurship and social responsibility projects by carrying out capacity building activities on the economic and social impacts that teachers can create in the region through different training modules.

In the end of “Our Teachers: Insurance of Education” project, it was planned to contact 1000 teachers and besides this, 30 thousand students and 150 thousand family members one-to-one through 1000 teachers. As of 2023, the project has reached 1138 female teachers from 77 provinces.



The processes of the project for teachers are categorised under 3 main headings;

- I. Adaptation Module
- II. Personal and Professional Training Module
- III. Social Impact Generators Module

Within the scope of Adaptation Module, it is aimed for teachers to adapt first to the project and then to the regions where they work. The project process is explained to teachers in an online meeting with all project stakeholders. Welcome kits are sent to teachers, containing materials such as agendas, pens, and stamps to use during the term, and 50 GB data lines to participate in training. Then, teachers attend regional meetings

in small groups, where they can meet other teachers in their region and easily share the problems they experience in the places where they work with other teachers who experience the same problems in nearby provinces, thus feeling that they are not alone.

Negative experiences for village teachers in the first years of their career can cause permanent loss of motivation in their profession, and this negatively affects quality education opportunities. In order to find a solution to this situation, teachers are offered MoNE- certified training focused on overcoming negative experiences, improving their professional competence and supporting their wellbeing. In this context, project teachers first complete “Personal Development Trainings” and then “Professional Development Trainings”.

The Personal and Professional Development Training Module is divided into 2 modules as online and face-to-face training. The content of The Personal Training Program was;

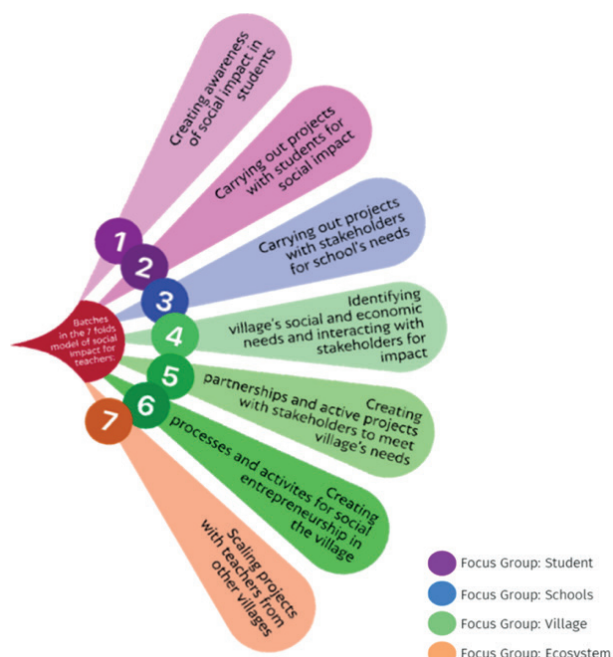
- Peace Language Workshop
- Mentoring Workshop
- Time and Classroom Management
- Body Percussion
- Games in Education, Gamification and Gamified Lesson Plan

The content of The Professional Training Program was;

- Turkish Language Teaching at Primary School Level
- Mathematics Teaching at Primary School Level
- Education in Multigrade Classes
- Social Studies Teaching at Primary School Level
- Applied Science Training at Primary School Level
- Life Sciences Teaching at Primary School Level
- Activities for Children Development and Evaluation

The Social Impact Generators Module aims to support teachers in solving social problems through social benefit-oriented and non-profit structures. In this context, the focus is on teachers working in co-operation with different actors, especially the local community. Furthermore, the project aims to implement activities in which students are the main actors and the development of their school is the focal point.

Project team develops a ladder mode of social impact creation running from level 1 on impact with students to level 7 for social entrepreneurship for Social Impact Generators Module. It is called this model ‘7 folds model of impact generation for teachers’. The principal of ‘ensuring connectivity and engagement of all’ teachers led this process. The batches were created with input from teachers based on their personal readiness and interest areas and the needs of their community in their villages. The model enables teachers to choose their impact area and to build on other batches of impact based on their personal learning and impact journey. Social Impact Generator Teachers Module supports Rural Development through Social Entrepreneurship and Social Responsibility.



Specifically designed for teachers, this module aims to activate their potentials and empower them to assume key roles in this direction. The module includes online and face-to-face training sessions that will raise awareness among teachers and encourage them to take on a supportive role in solving social problems within their villages through socially beneficial ideas.

The content of Social Impact Generators Training Program was;

- Social Impact and Benefit
- Social Entrepreneurship
- Sustainable Development Goals
- Project Management Cycle
- Innovative and Creative Thinking
- Strong Communication and Cooperation
- Design-Oriented Thinking Workshop
- Raising Ecological Awareness

As of 2023, project teachers presented 55 projects they wrote about supporting many areas, from protecting peer bullying at increasing ages to protecting biodiversity, from local investors to supporting women's health and families. In the next phase of the project, it is aim to support teachers in developing their own socially beneficial projects with project assistance, thereby contributing to local development.

In addition to these training modules, the project has developed the following 2 training modules in response to teachers' needs and requests:

- Supporting Psychological Wellbeing Module
- Philosophy For Children and Communities (P4C)

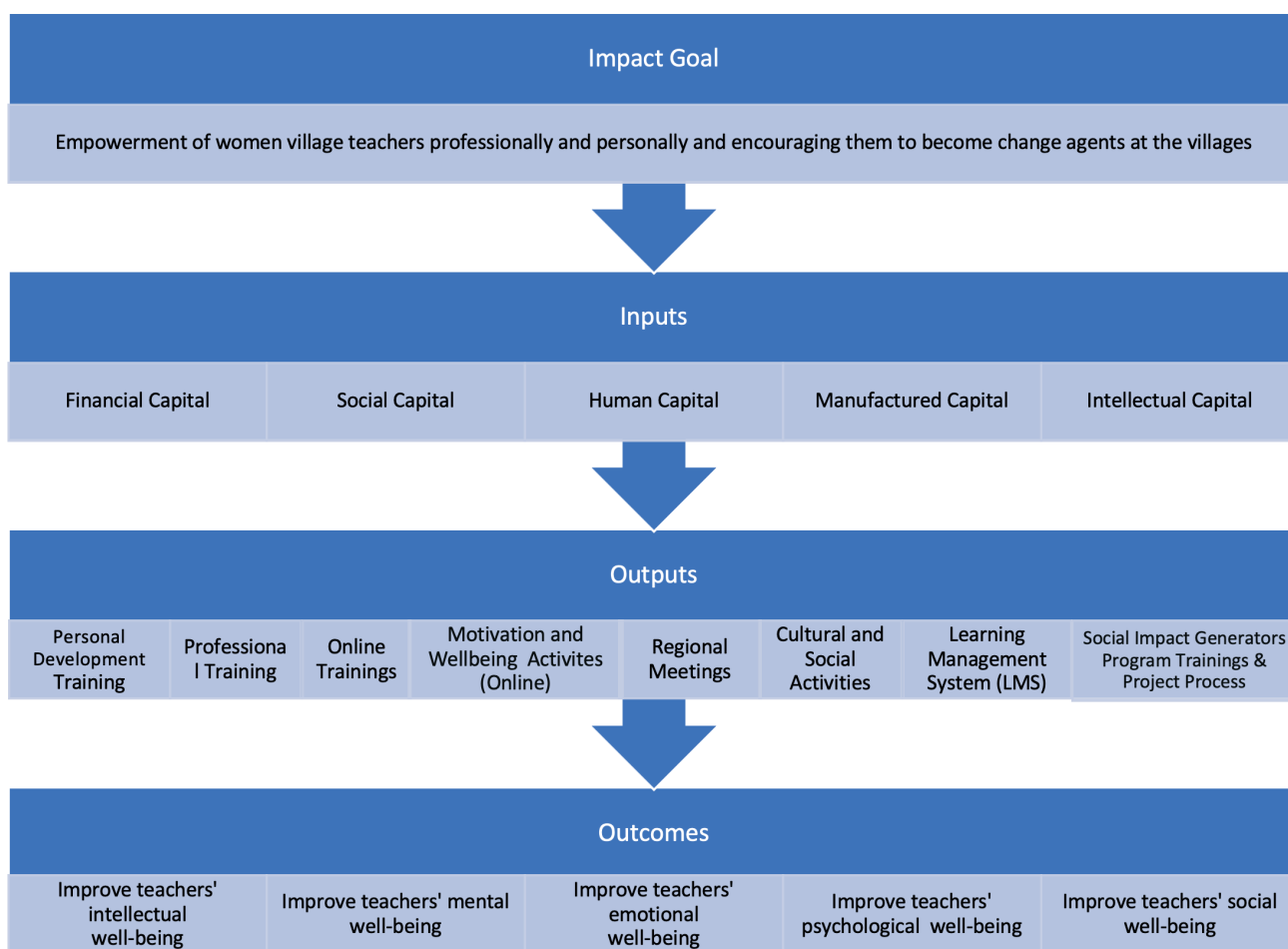
After the earthquake that occurred on February 6, 2023, centered in Kahramanmaraş and affected 11 provinces in Türkiye; Supporting Psychological Wellbeing Module was developed for 273 teachers working in those provinces and teachers who live outside of the region. The purpose of Supporting Psychological Wellbeing Module is to provide information and support to teachers on "How they can psychologically protect themselves and the students who are directly or indirectly affected by the natural disasters?". Since Türkiye is located in a region that severely suffers from natural disasters, It is aimed that teachers will be able to use the information they learn through this module in necessary situations throughout their lives.

Philosophy For Children and Communities (P4C) Module aim to enable teachers to carry out philosophical research with local people in their classrooms and even in their villages. P4C training is provided to teachers who voluntarily participate. If volunteer teachers participate in the lessons provided regularly, they will be eligible to continue with an advanced level of P4C and Training of Trainers of P4C.

Along with all module trainings, teachers are also supported with different wellbeing activities. Throughout the project journey, teachers have online and face-to-face meetings with expert keynote speakers at Inspiring Speakers events and discussions on films and books at Film-Book Clubs organised by Çalığışu Committee which is the group of volunteers of the Turkish Education Association, predominantly consisting of educators. Besides this, Çalığışu Committee undertake the mentorship of the teachers. It plays the role of supporting the problems experienced by the teachers in the first years of their professional lives and in adapting to the village, facilitating, and improving their communication with their students. All project teachers are in one-to-one communication with the members of the Çalığışu Committee.

“Our Teachers: Insurance of Education” project is integrated with the goal of ‘A fairer world for all’, which is also the vision of the strategic work focus on ensuring social equality. As the main target group of the project is village school teachers, it is aimed to contribute to ensuring equal opportunities in education and to create a sustainable model to support rural development by empowering teachers in the field of social entrepreneurship. Therefore, the project contributes to the SDG 4 Quality Education sub-goal of ‘Ensuring international co-operation for teacher training in countries by 2030’. In addition, the inclusion of women teachers in the project also supports SDG 5 Gender Equality commitment to ensure gender equality and empower all women and girls.

Theory of Change



ABOUT SROI ANALYSIS

The mission of Social Value International (SVI) is changing how we account for value. In order to achieve that we need to understand social value which means 'understanding the relative importance of changes people experience'. In order to make better decisions understanding relative importance is helpful to optimize value for stakeholders.

Social Return on Investment (SROI) is a framework for measuring, managing and accounting for social value or social impact. SROI seeks to reduce inequality and environmental degradation and improve wellbeing by incorporating social, environmental and economic costs and benefits. SROI measures change in ways that are relevant to the people or organisations that experience or contribute to it. It tells the story of how change is being created by measuring social, environmental and economic outcomes and uses monetary values to represent them. This enables a ratio of benefits to costs to be calculated. For example, a ratio of 3:1 indicates that an investment of £1 delivers £3 of social value.

SROI is about value, rather than money. Money is simply a common unit and as such is a useful and widely accepted way of conveying value. It is a story about change, on which to base decisions, that includes case studies and qualitative, quantitative and financial information.

- *A ratio of 1:1 means for each 1 unit of value inputted; 1 unit of impact value is created (breakeven)*
- *A ratio above 1:1 means more social value is created than inputted*
- *A ratio above 0:1 but less than 1:1 means positive impact value is being created, but it is less than the value of the inputs*
- *A ratio lower than 0:1 means negative impact value is being created*

The 8 Principles

The Principles of Social Value provide the basic building blocks for anyone who wants to make decisions that take a wider definition of value into account, in order to increase equality, improve wellbeing and increase environmental sustainability¹.

The 8 Social Value Principles were applied in this analysis.

1. Involve stakeholders: "Involving stakeholders is at the heart of accounting for value and plays a key role in how you apply the other social value principles: Understand what changes; Value the things that matter; Only include what is material; and Do not over-claim.

The standard focuses on involving all stakeholders (not only intended beneficiaries) who experience change in their lives (outcomes) as a result of an activity or intervention."²

107 stakeholders were conducted one-on-one interviews in total. They were explicitly asked positive and negative outcomes that they experienced as a result of engaging in the Project. Relative importance of the outcomes, what would have happened anyway, contributions of other people/institutions,

¹ <https://www.socialvalueint.org/principles>

² <https://www.socialvalueint.org/principle-1-involve-stakeholders>

duration, value of the outcome (Value Game) and if there were anyone who experienced any changes as a result of the outcomes that stakeholders experienced were asked to stakeholders as well. Based on these interviews, written surveys were prepared and was sent to all stakeholders in which there was 'Other Changes' part so that stakeholders had opportunity to state if they experienced any changes other than identified during the one-on-one interviews (See Annex A).

2. Understand what changes: "Articulate how change is created and evaluate this through evidence gathered, recognising positive and negative changes as well as those that are intended and unintended."³

In order to understand the chain of change stakeholders were asked 'Then what happened?' and/or asked whether the change they mentioned caused another change for them. During the one-on-one interviews stakeholders mentioned more than one outcome. In that case it was discussed with stakeholders whether they were dependent or independent. So that double counting risk was minimized.

Stakeholders were tending to talk about positive outcomes. Therefore, they were explicitly asked if they experienced any negative outcomes.

3. Value the things that matter: "Making decisions about allocating resources between different options needs to recognise the values of stakeholders. Value refers to the relative importance of different outcomes. It is informed by stakeholders' preferences."⁴

The relative importance and the valuation of the outcomes were determined by stakeholders both during the 1-on-1 interviews and in the survey. No judgement was used by the author of the report.

4. Only include what is material: "One of the most important decisions to make is which outcomes to include and exclude from an account. This decision should recognise that there will be many outcomes, and a reporting organisation cannot manage and account for all of them. The basic judgement to make is whether a stakeholder would make a different decision about the activity if a particular piece of information were excluded."⁵

All outcomes were subjected to two tests to determine whether they were material or not; relevance test and significance test. There is no hypothetical change in the chain of change. All changes are based on stakeholders' own statements.

5. Do not Overclaim: 'The principle requires reference to trend and benchmarks to help assess the change caused by the activity, as opposed to other factors, and to take account of what would have happened anyway. It also requires consideration of the contribution of other people or organisations to the reported outcomes in order to match the contributions to the outcomes.'⁶

It was for sure that any changes that stakeholders experienced were not down to the Project. Other people's and/or institutions' contribution (attribution) and what would have happened anyway (deadweight) were discussed with stakeholders during one-on-one interviews. Additionally, displacement was discussed with stakeholders in order to understand whether if the Project's activities prevent people experiencing the same changes somewhere else.

6. Be transparent: 'Demonstrate the basis on which the analysis may be considered accurate and honest, and show that it will be reported to and discussed with stakeholders.'⁷

³ <https://www.socialvalueint.org/principle-2-understand-what-changes>

⁴ <https://www.socialvalueint.org/principle-3-value-the-things-that-matter>

⁵ <https://www.socialvalueint.org/principle4-only-include-what-is-material>

⁶ <https://www.socialvalueint.org/principle-5-do-not-overclaim>

⁷ <https://www.socialvalueint.org/principle-6-be-transparent>

This report shares information regarding outcomes (both positive and negative), valuations and calculations methods transparently with readers. All assumptions and judgments made by the author shared in related part of the report as well. Additionally, all risks related with the outcomes that could not be identified shared with readers via this report.

7. Verify the result: ‘Ensure appropriate verification of results in line with the decisions being supported. In cases where results are being reported to external audiences and/or are supporting significant decisions, independent assurance is required.’⁸

As discussed in the ‘Verification’ part of the report, results of one-on-one interviews and survey shared with stakeholders discussed with them whether the results represent their experience and/or are there any other outcomes that could not be identified.

As the second step of the verification process, this report was submitted for external assurance process.

8. Be responsive: ‘Be Responsive is about how information should be used to inform decisions that optimise impacts on wellbeing for all materially affected stakeholder groups. It also ensures that the level of rigour in the accounts is proportionate for the decisions that the account is designed to inform.’⁹

The results of the analysis affect the Project activities to optimize value. Therefore, stakeholder voice was included to make better decision by asking them “How the Project would create more value for you than it currently does?”. Combination of stakeholder answers and the Project’s resources and capacity managers of the Project could be able to take operational and tactical decisions.

Purpose and Target Audience

This analysis targets two main audience groups; internal stakeholder (management level) and external stakeholders (Funders, MoNE, NGOs, universities, education sector, teachers who did not participated the Project).

Purpose of the analysis is basically to understand the changes that stakeholders have experienced as a result of the Project activities. Understanding changes with all aspects, positive, negative, intended and unintended, will inform decisions in much better way to optimize the value of the Project.

The purpose of the analysis of external stakeholders is important to communicate the results of the Project and, where possible, to collaborate with related institutions to reduce negative outcomes and increase positive outcomes.

⁸ <https://www.socialvalueint.org/principle-7-verify-the-result>

⁹ <https://www.socialvalueint.org/principle-8-be-responsive>

ABOUT THE REPORT

This report covers the social impact measurement of Our Teachers: Insurance of Education Project's 5-year period from November 2018 (Launched of the Project) to November 2023 which means this report discusses 5 teacher groups.

Distribution of teachers according to the years of their involvement in the Project and their groups

2018	2020	2021	2022
Group 1 – 50 Teachers	Group 2 – 100 Teachers	Group 3 – 235 Teachers	Group 4&5 – 553 Teachers

The table above shows the year teachers were involved in the project. Project activities lasted more than 1 year for each group. Therefore, the report covers the period between 2018-2023.

Scope & Boundaries

This SROI Analysis of the Our Teachers: Insurance of Education covers 5 year-period of its activities, outcomes and impact in 2023. Though the project covers 6 groups, the analysis covers 5 groups.

There are 2 main focuses of the analysis; (1) the main beneficiary stakeholder group (Women teachers-5 groups), and (2) volunteers. In order to manage impact and optimize value the first step is to understand what changes have occurred for those stakeholders. Understanding whether the Project was able to create value for volunteers is an important component of this analysis. Value creation for these 2 stakeholder groups means better future collaborations to optimize impact. Therefore, this analysis' scope is not limited with only the main beneficiary group.

Limitation of Analysis

The SROI analysis started after the completion of Personal Development and Professional Development Trainings Modules of the Project for groups 1, 2 and 3. This caused limitation to analyze these two training modules separately. So that information regarding value of each module for each teacher group could not be captured. Teachers were asked explicitly whether could they evaluate the modules separately and talk about the changes specific to each module. Unfortunately, due to it's been a long time ago, they could not recognise which module the changes specifically belonged to. This situation caused limitation for comparison of different teacher groups who participated same training within the Project.

Additionally, indirectly affected stakeholder groups are not subjected to stakeholder involvement phase of the analysis. So, there is no information regarding indirect effects of the Project.






Type of SROI Analysis: Evaluative¹⁰

¹⁰ There are two types of SROI: (1) Evaluative, which is conducted retrospectively and based on actual outcomes that have already taken place. (2) Forecast, which predicts how much social value will be created if the activities meet their intended outcomes. - A Guide to Social Return on Investment, The SROI Network, 2012

EXECUTIVE SUMMARY

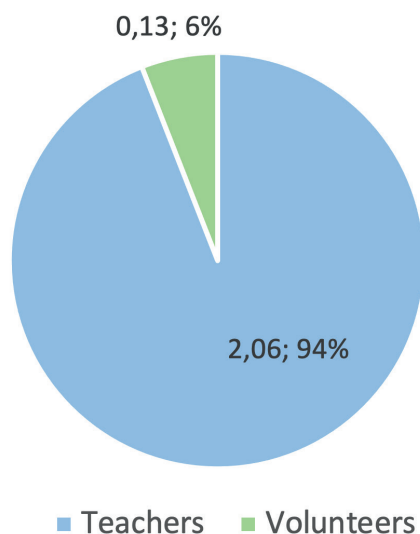
It was identified that **each TL 1 investment made in the Our Teachers: Insurance of Education delivers TL 2,19 of social value.** In other words, SROI ratio is 1:2,19. **What does this ratio mean?**

- A ratio of 1:1 means for each 1 unit of value inputted; 1 unit of impact value is created (breakeven)
- A ratio above 1:1 means more social value is created than inputted
- A ratio above 0:1 but less than 1:1 means positive impact value is being created, but it is less than the value of the inputs
- A ratio lower than 0:1 means negative impact value is being created

SDGs	Outcomes
	Mental well-being of teachers has been contributed by Personal Development Module (see Outputs).
	Accessing quality education is children's basic right. It can be achieved by well-equipped teachers only. So that the project contributes Goal 4 from 2 different perspective (1) Primary school students and (2) Teachers.
	Project teachers are women teachers only. They are prioritized since women teachers are disadvantaged group in village circumstances.
	Social equity can be achieved by increasing community development and teachers have power to change communities. With this perspective, teachers have been supported to become a social impact generator.
	Project partners consist of a private sector – NGOs – public sector actors. Each partner contribute to the project by using their highest expertise, equipped human resources, strong networks, financial power.

In total Our Teachers: Insurance of Education created value for its stakeholders. As shown below, value distributions indicates that the Project has value for them. Still, there are options to optimize the value for the participants of the Project which are discussed in the report.

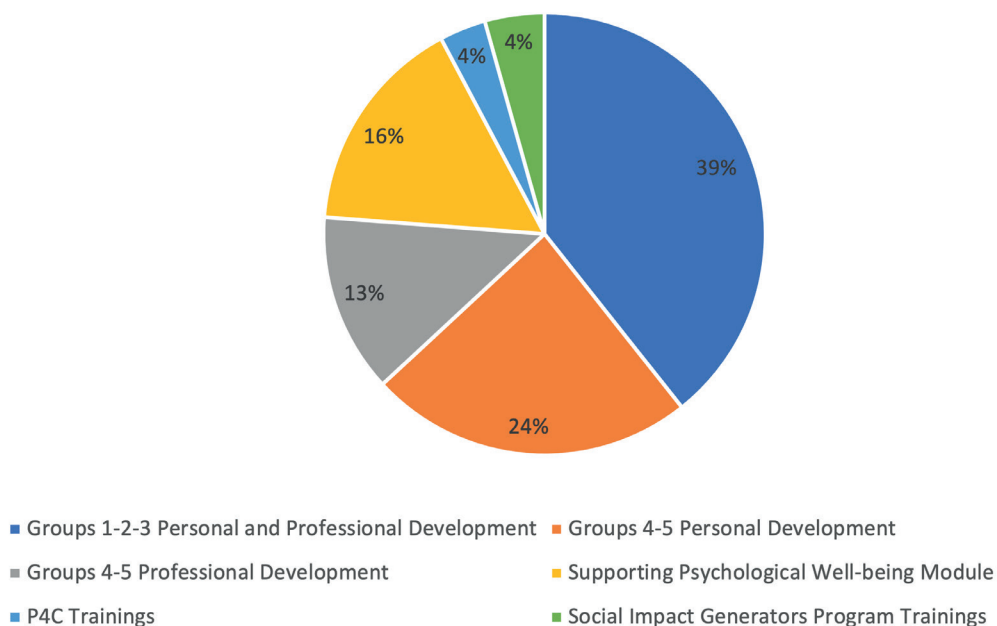
Value Distribution by Stakeholder Groups



For volunteers, the project created value as well as teachers, but optimizing value for them would be important to keep them in the system as social capital. There are opportunities to increase value for the volunteers by operational decisions with low cost and low level of risk.

When the SROI analysis started, the groups 1-2-3 had completed the Personal Development Module and the Professional Development Module. Therefore, separate evaluation of the modules could not be done as in groups 4-5. Therefore, these two modules are combined in the value distribution for groups 1-2-3. When we look at the total values of the Personal Development Module and the Professional Development Module for Group 4-5, it is seen that the value created is quite close.

Value Distribution by Modules



When the Personal Development Module is compared with the Professional Development Module, it is seen that the Personal Development Module creates a relatively higher value.

The source of value of the project comes from stakeholders. Stated preference approach was used in order to understand the value of outcomes from stakeholders' perspective.

According to stakeholder voice 19 well-defined outcomes were identified in total. 14 of them are positive, 5 of them are negative outcomes. The highest relative importance was 9 (on a 1-10 scale) and the lowest one is 6.

Other than base case (TL 2,19), different scenarios shows that the SROI ratio changes between TL 2,19 to TL 0,19 if deadweight ratios are higher and financial proxies are lower than stakeholders' and author's assumptions (see Sensitivity Analysis).

STAKEHOLDER INVOLVEMENT

Stakeholder Identification

Stakeholder identification was done based on four questions;

1. Who has invested in the Project? (Time, service, money)
2. Who has been directly affected by activities of the Project?
3. Who has been indirectly affected by activities of the Project?
4. Who has affected activities of the Project?

Answers of these four questions are helpful to identify all related stakeholder groups. The table below shows the identified stakeholder groups. Even though, this analysis is not focused on each stakeholder group, identifying them are important to be aware of who are affected by the Project activities and who affects the Project in order to expand the scope of the analysis in the future.

Stakeholder Group	Reason for Inclusion	Reason for Exclusion	Communication Method	Included Number	Total Number
Women Teachers Groups 1-2-3	Main beneficiary group		Phone interview + written survey	*48 (one-on-one interviews) *152 (written survey)	385
Women Teachers Groups 4-5	Main beneficiary group		Phone interview + written survey	*60 (one-on-one interviews) *401 (written survey)	553
Volunteers	Social capital of the Project		Phone interview	*11 (one-on-one interviews)	11
Z Zurich Foundation-Zurich Insurance Group Türkiye	Funder of the Project – will be included in the next phase of the analysis		N/A	N/A	N/A
Turkish Education Association		Will be included in the next phase of the analysis as the partner of the Project.	N/A	N/A	N/A
Ministry of National Education		Will be included in the next phase of the analysis as the partner of the Project.	N/A	N/A	N/A
Students of women teachers		Will be included in the next phase of the analysis as indirectly affected group by the Project activities	N/A	N/A	N/A
Parents of women teachers' students		Will be included in the next phase of the analysis as indirectly affected group by the Project activities	N/A	N/A	N/A
Colleagues of women teachers		Not focused group of the analysis	N/A	N/A	N/A

There are three important stakeholder groups that should be included in the future analysis;

1. Ministry of National Education: The outcomes that were experienced by teachers can be used a base of a teacher trainings designed by the Ministry of National Education. Therefore, the outcomes of the project may affect Ministry of National Education decision making process regarding teachers' training programs in the future.

2. Students of women teachers: The stakeholder group should be included in the next phase of the analysis since they are affected from the changes that their teachers experienced.

During one-on-one interviews with teachers, they stated that the changes they experienced reflected to their children positively (The details of changes that children experienced is discussed in the outcomes part of the report). In order to confirm that information and identify other outcomes students should be included in the analysis.

In the first phase of the analysis, it couldn't be possible to do so because of time limitation. In order to include students into the analysis village schools visits in different cities were required. Online focus groups or one-on-one interviews were not possible because villages were lack of internet or had very weak connection.

3. Parents of Women Teachers' Students: Parents of students is an important stakeholder group because they are the witness of outcomes that students and teachers experienced. So, as a secondary source information parents should be included in the next phase of the analysis.
4. Z Zurich Foundation-Zurich Insurance Group Türkiye: Since Z Zurich Foundation-Zurich Insurance Group Türkiye is the investor of the Project, it is important to identify whether the investor has experienced any material changes. This information is important for TEA(TED-Turkish Education Association) in order to keep their collaboration for future projects.

The next phase of the analysis will show clearly whether the Project has created value for the investor. Until this point it has been observed that the Project is part of the investor's value which is to contribute social equity and increase mental-wellbeing of young people. Contribution to social equity begins with equal opportunity to access quality education for children. It is obvious that it is a long-term investment for societies. In order to provide quality education for children, teachers should be equipped well in terms of personal development and professional development. The outcomes that have experienced by teachers indicates that the purpose of the investment has been fulfilled.

All impact analysis should be timely to manage impact effectively. So, some of the stakeholder groups were excluded for this analysis. This does not mean that they were ignored. For the first phase of the analysis stakeholder involvement process was designed in accordance with the Project ToC strategy which is;

- Contributing to different aspects of well-being of teachers in the short-term
- Contributing to the equipping of teachers to encourage them to transform the villages in terms of increasing social equity in the mid-term and long-term

Both short-term and mid-term outcomes are directly related with expected changes that women teachers experienced. Their experiences (both positive and negative) are directly related with various aspects wellbeing of stakeholders;

- Intellectual well-being
- Emotional well-being
- Mental well-being
- Social well-being
- Psychological well-being

Other stakeholder groups that were not included in this analysis will be included in the next phase of analysis to optimize the value of the Project. Partners of the Project Turkish Education Association and Ministry of National Education will be included in the analysis at the end of the project since the outcomes that they have experienced will be much clear. This analysis may help inform decision about content of future projects for both TEA(TED-Turkish Education Association) and MoNE because this analysis discuss the needs and expectations of women teachers. Both institutions' main responsibility is to increase quality of education. Teachers are the most important capital of education system. The more equipped teachers, the higher quality of education. Therefore, both institutions' experiences are crucial as consequence of the Project. If they experienced positive (intended and/or unintended) material outcomes, they would be eager to cooperate for more projects or expand the current project.

Students of women teachers and parents of women teachers' students will be included in the analysis after the site visit because remote communication was not possible because of poor internet connection and phone connection. In order to understand and identify the outcomes that they have experienced will be more reliable with face-to-face interviews. The most significant advantage of this project is that the teachers are classroom teachers. Since the most of the teachers teach the same students for 4 years, the students will be aware of the changes in their teachers and the changes in the teaching methods they use. Parents of students are important part of triangulation. They will be able to confirm what students will state regarding the outcomes that they observed for their teachers and how those changes have reflected their learning experience.

Colleagues of women teachers are another group that may affected by the outcomes that teachers have experienced. Peer learning may have happened and/or they might feel incompetent. Even if it would not easy to manage both positive and negative impacts for colleagues of teachers, they might be encouraged to participate in the project in case of expansion of the project.

Exclusion of those stakeholder groups cause some limitations and risks in terms of understanding the impact of the Project from a holistic perspective. Since the project content is unique, external resources are not helpful to estimate outcomes that might be experienced by those stakeholders. Therefore, in order to understand the Project's total impact which would inform decision-making process, the stakeholder groups that were excluded from the analysis will be included in the next phase of the analysis.

Data Collection Process

In order to provide fair representation of whole stakeholder groups as much as possible, one-on-one interviews were conducted with teachers from all groups (Group 1-2-3-4-5). In order to increase diversity in the stakeholder group interviewed, teachers of different ages, locations and years of experience were included.

The distribution of number of one-on-one interviews and number of written survey participants are given below. As shown on the table groups 1-2-3 were interviewed for Personal and Professional Development Trainings whilst other groups were interviewed for those two training modules separately. The reason was the beginning time of the SROI analysis. When SROI Analysis was started groups 1-2-3 had already completed those training modules and they were not able to evaluate the Personal Development Training Module apart from Professional Development Training Module.

Since the saturation point was achieved at between 8th – 15th stakeholder, it was decided by the author that number of stakeholders were enough to prepare a written survey. It should always be taken into account that stakeholders who did not participate in the interview may have experienced different material outcomes (positive and/or negative). Interviewing with 938 teachers (one-on-one) was not possible so that it should always be considered that the risk of missing different material outcomes other than those identified.

One-On-One Interviews & Written Survey Participants

Groups of Teachers	Context of One-On-One Interviews	Number of Stakeholders Interviewed	Number of Stakeholders Participated Written Survey	Total Number of Stakeholders Participated to Training Modules
Groups 1-2-3	<i>Personal & Professional Development Trainings</i>	29	115	385
Groups 4-5	<i>Personal Development Trainings</i>	21	156	553
Groups 4-5	<i>Professional Development Trainings</i>	20	130	553
Groups 1-2-3-4-5	<i>Responding to Crises - Supporting Psychological Wellbeing Module</i>	11	100	285
Groups 1-2-3-4-5	<i>Philosophy for Children and Communities (P4C)</i>	14	N/A	17
Groups 1-2-3-4-5	<i>Social Impact Generator Module</i>	12	31	55

All outcomes that were measured identified during one-on-one interviews. Stakeholders were asked an open question; “Have you experienced any change as a result of participating the Project? In order to determine the chain of change stakeholders were asked ‘Then what happened?’. These open questions were asked until the end of the chain of change which was a too general outcome like happiness.

People tend to talk about positive changes when they are asked ‘what has changed for you?’ or ‘what changes have you experienced?’. It was happened during one-on-one questions as well. So, stakeholders were asked if they experienced any negative outcome.

Indicators of the outcomes were determined during one-on-one interviews as well. Stakeholders were asked to define evidence (subjective and/or objective) that indicated the outcome was experienced by them.

The surveys were prepared based on the information that were determined during one-on-one interviews. The outcomes (negative and positive) and indicators of the outcomes were based on what stakeholders stated. The survey was sent to all stakeholders (385 teachers from groups 1-2-3 and 553 teachers from groups 4-5), 115 of them from groups 1-2-3 and completed the survey. 156 teachers from groups 4-5 completed the survey regarding Personal Development Training Module and 130 teachers from groups 4-5 completed the survey regarding Professional Development Training Module.

For the interview and survey questions please see Annex A. Both one-on-one interview questions and survey questions were designed to collect both qualitative and quantitative data.

There is specific reason for collection both type of data in one survey and interview. The most important reason for asking quantitative data for each of the changes experienced by the stakeholders identified during one-to-one interviews is to understand the reasons and story behind these quantitative data. Since the only way to understand this is to talk with the stakeholders, information that helps to understand the big picture such as other people/institutions that contributed to the change expressed by the stakeholders during one-to-one interviews, which other ways the same change could have been achieved without the Project were obtained and reflected in the questionnaire.

In addition to the options in the survey questions regarding different ways of experiencing the same change and other people/institutions that contributed to the change, the fact that the 'other' option was filled by at most 6-9 stakeholders provides a clue that the reasons behind the quantitative data are well understood.

All stakeholders were involved in establishing the levels of attribution, deadweight (counterfactual), duration-drop off, and displacement. Duration of outcomes were discussed with trainers of teachers as well because it was directly related with external environment of teachers. Therefore, after the completion of the Project, trainers' interpretations of how long the changes were likely to last would be more reliable on the basis of their experiences.

In order to understand the depth of the outcomes, stakeholders were asked to rate the outcome that they experienced before and after participating in the Project on 0-10 scale. The weighted average of results was taken into consideration.

Completeness of the outcomes is one of the most important parts of an impact analysis. It helps to understand why some stakeholders experienced an outcome whilst others did not. In this analysis, completeness part is not discussed strongly because the number of stakeholders who did not experienced the outcomes is low (See Outcomes).

Stakeholders Involvement in Identifying Other Stakeholders

Each stakeholder group was also included in stakeholder identification process by asking them two questions; (1) who might be affected by the changes that stakeholders have experienced and (2) who else might be affected by the Project. These two questions were asked during one-on-one interviews. The answers were indicated indirectly affected stakeholder groups which were students, parents of students and colleagues (if any¹¹).

So, it was identified that students of the teachers, parents of students and colleagues of the teachers were affected by the activities of the Project. Students of teachers and their parents will be included in the analysis since the outcomes might affect students' learning process and parent's perspective regarding the importance of education and role of teachers.

¹¹ In some villages, women teachers were the only teacher in the village so some teachers had no colleague.

Topics Including Stakeholder Voice

The questions that were asked to stakeholders were prepared with the aim of maximizing stakeholder participation in the analysis. The topics, in which stakeholder participation is ensured in accordance with the questions asked and the answers received, were as follows:

- The expected changes while attending/cooperating with the Project
- The type of investment made (time, service, money)
- Which activities they involved
- Positive and negative outcomes/changes
- Whether there are any persons/institutions that contributed to the outcome(s)
- Whether the outcomes would have happened anyway
- The importance level of the outcomes from the perspective of the stakeholder (weighting)
- Whether outcomes are sustainable or not (duration)
- The amount of changes that they have experienced (depth)
- Value of outcomes

One-on-one interviews were done with 107 teachers and 11 volunteers (out of 11 volunteers) in total. The saturation point was achieved at between 8th – 15th stakeholder. Though one-on-one interviews were conducted as much as possible. A written survey was prepared based on the well-defined outcomes¹² for the teachers. 30% from groups 1-2-3, 28% from groups 4-5 (Personal Development Training Module) and 24% (Professional Development Training Module) completed the survey.

There might be two main reasons why more stakeholders did not participated survey. First reason may be the survey was quite long. Another reason may they did not experience any material change. In the next analysis participation may increase in two different ways;

1. The survey may be divided into two different phases;
 - a. Demographic questions and only 1 or 2 (max) outcome related questions
 - b. Same demographic questions and other 1 or 2 (max) outcome related questions
2. Increase number of one-on-one interviews and 2 or 3 (depending on number of stakeholders) focus groups with 10 to 15 stakeholders instead of written survey

Segmentation

First part of the questionnaire is related with demographic information about stakeholders. Those questions were identified during the one-on-one interviews. Answers of the demographic questions are expected to help segmentation of the stakeholder group. As each stakeholder has experience different changes, that demographic information helps us to understand the reason behind experiencing different changes even though engaging same activity.

¹² For the questions that are used for one-on-one interviews and written survey please see Annex A.

In order to understand the reasons behind the different levels of relative importance of different outcomes, different amount (depth) of different outcomes and different people have experienced different outcomes, it is important to be aware of the segments of stakeholders. In order to understand the segmentation in a better way all stakeholders were asked about;

- Age
- Year of teaching experience
- Location
- Whether they are combined class teacher
- Number students in their classroom
- Whether they were able to attend all trainings in the related Modules (both in-person and online)
- Communication frequency with volunteers
- What would make the Project more valuable to them

Information related with these facts helps to understand the connection between a specific change and stakeholders who have experienced it and stakeholders who have not experienced it.

The outlined outcomes identified right after the completion of activities. Therefore, they are the outcomes that occurred in short term. This situation can be evaluated as another limitation of this analysis. In mid-term and long-term different outcomes might occur. In future analysis in accordance with potential new outcomes new stakeholder segments may identified.

INPUTS – OUTPUTS – OUTCOMES

Input: The contributions made by each stakeholder that are necessary for the activity to happen.

Output: The summary of activities in numbers. These are the easiest things to count. For example, the number of training classes attended, or the quantity of a product grown.

Outcome: Information is material if its omission has the potential to affect the readers' or stakeholders' decisions.¹³

This report aims to disclose the outcomes of the Project's activities in relation with the contributions made by each stakeholder that are necessary for the activity to happen.

Inputs

There were three types of contribution made by different stakeholder groups – time, service and money. The table below shows the inputs of each stakeholder groups. The activities that each stakeholder group engaged are given below as well (The outputs are discussed in the 'Outputs' part of the report in detail).

¹³ SVI excel value map template v7.5, <https://www.socialvalueint.org/sroi-value-map>

Stakeholder Group	Inputs	Monetary Value of Inputs	Outputs
Project Teachers	Time	TL 0	*Attending Training Sessions (both online and in-person) *Designing a project to create positive impact in the village where they teach
Ministry of National Education	Time	TL 0	*Managing the Processes of Including Teachers in the Project *Providing necessary permission about online and face-to-face training for teachers
Turkish Education Association	Service	TL 893.412,81	To manage all operational process of the project
Volunteers	Time	TL 3.173.984	Mentoring, providing training and activities for teachers.
Z Zurich Foundation-Zurich Insurance Group Türkiye	Money (TL) & Time	TL 11.956.750-variable TL 9.100.656,16-fixed	Establishing strategy, manage operational processes, make financial & non-financial (time) investment

Project Teachers: The investment type for “Our Teachers: Insurance of Education” project teachers was time. Since they are the main beneficiary group of the project financial value of their input was taken as TL 0. Besides, there was no opportunity cost for stakeholders because participating the project was their own choice.

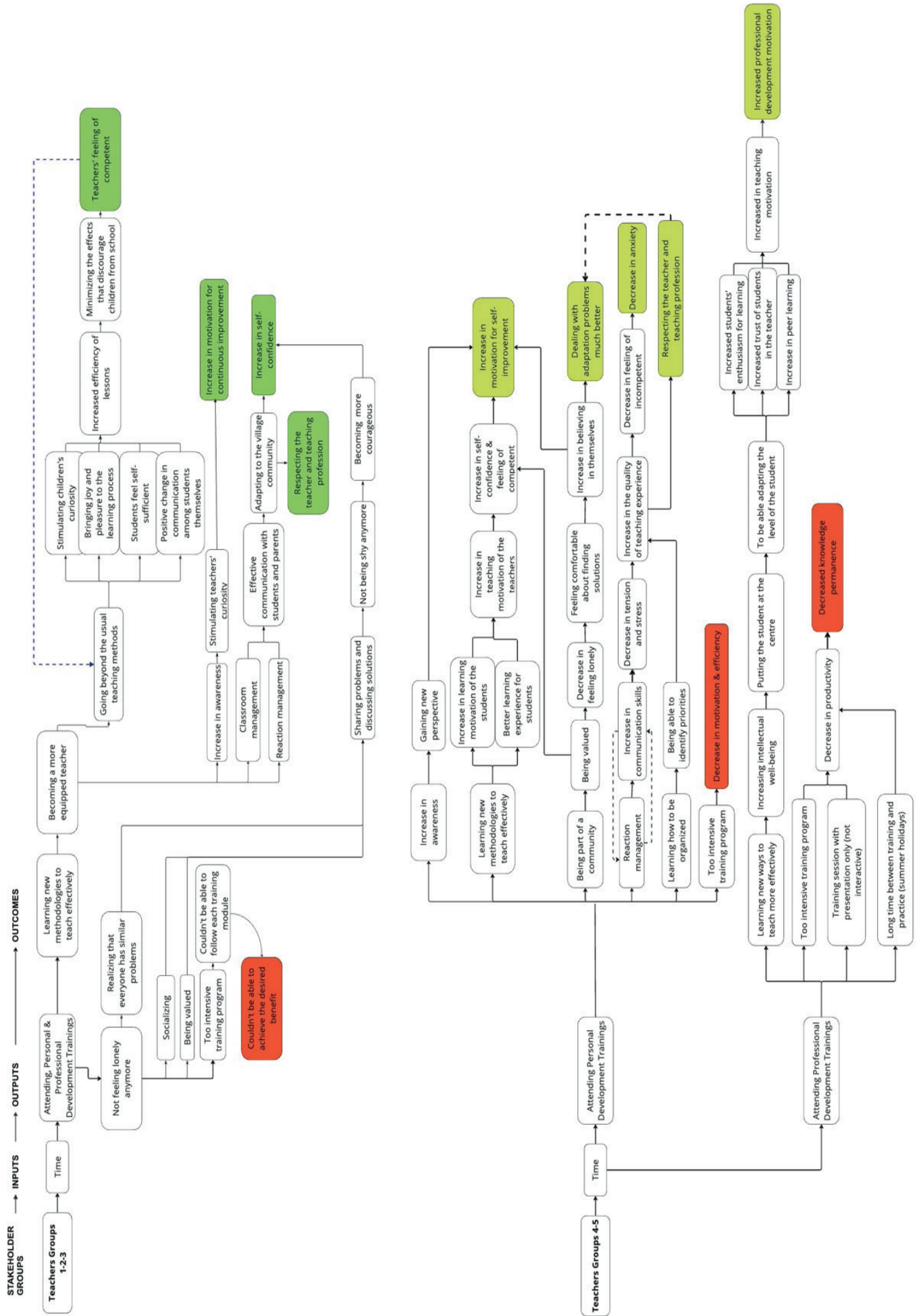
Ministry of National Education: The investment type was time. According to stakeholders engaging in the “Our Teachers: Insurance of Education” project did not cause any cost for them and/or they did not miss any opportunity by collaborating with Turkish Education Association. Therefore, their time value was recorded as TL 0.

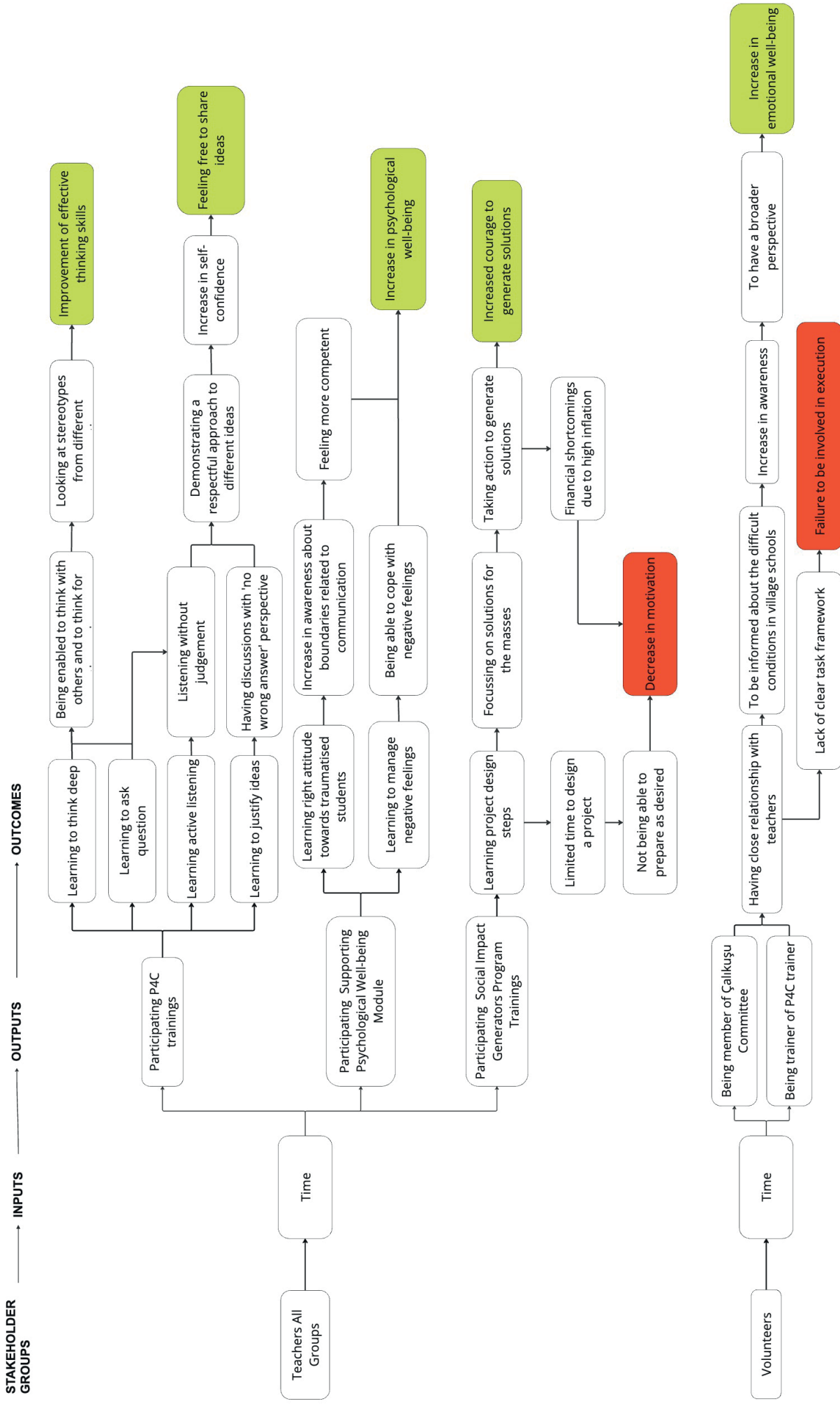
Turkish Education Association: Turkish Education Association invested their time and they earned salary in return. So, there was no extra opportunity cost for them. Their investment amount was included in operations costs which was paid by the funder of the Project - Z Zurich Foundation-Zurich Insurance Group Türkiye. In order to avoid double counting their value of time did not include in input of TEA. Its service investment was related with the provided trainers. Those trainers were not paid from the project budget which had TL 893.412,81 financial proxy value.

Volunteers: Volunteers consist of Çalıkuşu Committee members (10 members) and P4C trainer. Their time investment was taken a financial proxy of input. In order to calculate their time investment, stakeholders were asked how much time they devoted and opportunity cost of their time. Their average salaries/income were taken as basis. In total volunteers invested TL 3.173.984 (4.064 hours x TL 781).

Z Zurich Foundation-Zurich Insurance Group Türkiye: Z Zurich Foundation - Zurich Insurance Group Türkiye is the main funder of the "Our Teachers: Insurance of Education" Project. Total amount of the fund between 2018-2023 is TL 21.057.406,16 including;

- Material and equipment expenses for teachers and their students
- Education activities expenses (including all expenses related to face-to-face & online trainings)
- Human resources expenses
- Communication & PR & Marketing Activities for Project
- Improvement of physical environment and conditions for teachers and their students (including to support teachers' social responsibility and social entrepreneurship project)
- General administration expenses





Outputs

Teacher groups were involved in the project in different time periods. The dates of inclusion in the project are given in the table below.

Group Name	Year of Participation in The Project	Number of Teachers Participating in The Project
Group 1	2018	50 Teachers
Group 2	2020	100 Teachers
Group 3	2021	235 Teachers
Group 4	2022	297 Teachers
Group 5	2022	256 Teachers

Due to different year of participation in the project, the time when the groups completed the training modules also varies. The contents of the training modules were determined as a result of the needs analyses applied to the teacher groups. The contents, which differed due to the needs of the first 2 groups, were standardized with the participation of the 3rd group in the project. During the project journey, additional content was provided to the project teachers according to the needs and requests of the teachers.

For each module, synchronous and asynchronous trainings are provided as a pre-condition for participation in face-to-face trainings. These online trainings are planned as an “Introduction Training” to the face-to-face trainings. Teachers complete the introductory theoretical part with online training and are entitled to attend face-to-face training for practice.

Online trainings are provided through the Learning Management System created for teachers.

Each teacher participating in the project has an account in the LMS. Within the scope of the training modules, teachers have watched a total of 30 hours of lessons through the LMS. All teachers can access the module content again whenever they want.

Teachers who are unable to participate in the training modules and activities have problems due to personal circumstances and regional conditions. These circumstances include marriage, pregnancy and childbirth. In addition, they are unable to participate due to internet infrastructure problems and busy work schedules in rural areas. Teachers who do not attend 50% of the online trainings, which is a precondition, automatically lose their right to face-to-face training.

For each training module and motivational activities, detailed information such as the dates, content, purpose and number of participants are given below.

Adaptation and Personal Development Module

	Group 1 (50 Teachers)	Group 2 (100 Teachers)	Group 3 (235 Teachers)	Group 4 (297 Teachers)	Group 5 (256 Teachers)
Adaptation Module	50	100	235	297	256
Online Personal Development Trainings	50	100	235	553	
Face-to-Face Personal Development Training	41	71	143	377	

Group 1 in 2019, Group 2 in 2020, Group 3 in 2021, Groups 4 and 5 in 2022 completed their personal development online and face-to-face trainings. Since they were included in the project in the same year, groups 4 and 5 took their modules in the project together.

Group 2's personal development trainings coincide with the covid-19 pandemic. Therefore, the content of the training received by Group 2 consisted of trainings on physical health during the pandemic period, the needs of students during the pandemic period and the measures to be taken for them, considering the needs of teachers.

Through the standardized programme, teachers received the following online and face-to-face trainings. With the trainings, it is aimed for teachers to reach the specified acquirement.

<i>Module Name</i>	Acquirement
Adaptation Module	- To learn the project and project contents in detail and adapt to the project
Personal Development Module	<ul style="list-style-type: none"> - To design games, gamification and gamified lesson plans in education - To design a game based on body percussion - To realise the importance of using communication skills and body language in the process of communication with students and parents - To use verbal and non-verbal communication effectively in the education process - To acquire awareness about the effective teaching skills he/she has - To use effective teaching skills in the process of education and training - To acquire awareness about their strengths and weaknesses - To realise the importance of motivation for planned and systematic work - To recognise successful and unsuccessful strategies used to provide motivation - To Determine personal motivation strategy for productive work - To acquire awareness about time traps - To apply the methods of coping with time traps in daily life and education and training process - To realise the importance of time management for effective work - To maintain physical and mental calm during problems - To acquire awareness about language patterns that may create conflict - Using verbal and physical expressions that will provide consensus during communication - To use stress coping techniques effectively - To apply positive thinking techniques in daily life - To use the techniques used in emotion management effectively in the process of communication with students and parents - To realise the importance of knowing oneself and directing emotions in emotion management

Professional Development Module

Professional Development trainings are specially prepared for the needs of teachers. The first implementation of this module was provided to Group 1 teachers in 2019. A new professional development programme content was created based on the increase in the number of groups and the changing needs of teachers in village conditions. The content in this new programme was applied to all teacher groups.

	Group 1 (50 Teachers)	Group 2 (100 Teachers)	Group 3 (235 Teachers)	Group 4 (297 Teachers)	Group 5 (256 Teachers)
Online Professional Development Trainings	150		235		553
Face-to-Face Professional Development Trainings	95		128		262

Due to the precautions taken for the pandemic, groups 1 and 2 teachers completed their face-to-face professional development training together in 2021. Group 3 teachers completed their training in 2022, and groups 4 and 5 teachers completed their training in 2023.

The targeted acquirement with trainings is as follows.

Content Name	Acquirement
Professional Development Module	<ul style="list-style-type: none"> - To develop teaching material for mathematics course at primary school level - To acquire mathematics curriculum literacy skills at primary school level - To apply special teaching methods and techniques of mathematics at primary school level - To acquire life science programme literacy skills - To apply special teaching methods and techniques in life science - Developing teaching material for social studies course at primary school level - To acquire social studies curriculum literacy skills at primary school level - To apply special teaching methods and techniques of social studies at primary school level - Developing teaching materials for Turkish language course at primary school level - To acquire Turkish programme literacy skills at primary school level - To apply Turkish special teaching methods and techniques at primary school level - To apply teaching strategies, methods and techniques suitable for unified classes - To design activities to be used in the learning-teaching process in unified classrooms - To apply the strategies that can be used for classroom management in unified classrooms in the classroom - To prepare assessment and evaluation questions suitable for use in unified classrooms - To have knowledge about the basic approaches used in classroom management in unified classrooms - To be able to develop activities in education and make evaluation of activities - Activity Development and Evaluation Training to apply special teaching methods and techniques - To explain the characteristics of Applied Science Education - To acquire Applied Science programme literacy skills - To apply special teaching methods and techniques of Applied Science Education - To exhibit the skills necessary for the education and training of the field - To use information and communication technologies effectively in teaching and learning process - To take care to use effective communication methods and techniques - To be open to sharing knowledge and experience with colleagues - To carry out activities to improve himself professionally and individually

Teacher as Social Impact Generators Module

The Social Impact Generators Module aims to support teachers in solving social problems through social benefit-oriented and non-profit structures with their students and village people. In this module, the focus is on teachers' collaboration with different stakeholders, especially the local community. In this framework, a module has been created specifically for teachers. Improvements have also been made in this module. The content was organized according to the needs of teachers.

	Group 1 (50 Teachers)	Group 2 (100 Teachers)	Group 3 (235 Teachers)	Group 4 (297 Teachers)	Group 5 (256 Teachers)
Online Teacher as Social Impact Generators Trainings		385		553	
Face-to-Face Teacher as Social Impact Generators Trainings		121		78	

Teachers from Groups 1-2-3 completed this module at the same time in 2022. Group 4 and 5 teachers completed their training in 2023.

The number of participating teachers is lower for this module. Unlike the other modules, the pre-condition online trainings have more synchronous and asynchronous content. Therefore, as a pre-condition for face-to-face training, teachers are expected to write their social responsibility or social entrepreneurship projects before the face-to-face training. After the project writing, mentor meetings are organized according to the teachers' own project themes. In face-to-face training, there is a training process where teachers practice on their projects and complete their projects. On the last day of the Face-to-Face training program, teachers present their completed projects to Our Teachers: Insurance of Education" project's stakeholders.

The targeted acquirement with trainings is as follows.

Content Name	Acquirement
Teacher as Social Impact Generators Trainings	<ul style="list-style-type: none"> - To have knowledge about the basic 6 types of design thinking - To learn the processes of defining and analyzing problems - To develop creative thinking skills and explore different ways of generating ideas - To understand the importance and principles of user-centered design - To practice turning design ideas into prototypes and testing them - To develop skills in recognizing and analyzing communities - To understand the importance of building trust and cooperation and to acquire these skills - To learn strategies for identifying and meeting community needs - To apply methods for creating and sustaining social impact - To develop effective communication skills and to be able to use them in daily life and in the classroom - To increase empathy and listening skills - To develop interpersonal/institutional conflict resolution and mediation skills - To understand the relationship between cultural sensitivity and effective communication - To learn donation strategies and techniques - To acquire competence in donor relations management - To develop budgeting and fund management skills - To have knowledge on project finance and sustainability - To understand the principles of using 1 and/or more of the methods learned for financing a project - To have knowledge about the use of technology in education - To practice educational material development processes - To acquire skills in using online learning platforms and tools - To have knowledge about technology-based educational design - To reach the competence to use educational technologies and different applications comfortably in the classroom and in personal life - To increase the use of educational technologies in material design - To develop project management and planning skills. - To learn strategies for setting and measuring project objectives - To understand and apply project cycle management - To practice analyzing and managing project risks - To be able to apply the practices learned about project design processes on the project he/she is working on simultaneously - To follow the steps learned about Project Design processes and to organize the structure of the project accordingly - To further elaborate and plan critical issues in a project such as problem identification - solution - alignment - financial planning - To learn how to apply and plan the basic principles of project design in the applications developed in the classroom and in private life practices - To know how to communicate sustainable development goals and social impact/benefit issues for children - To acquire the ability to develop need-oriented projects - To design projects in accordance with social enterprise and social responsibility - To understand the importance of looking at situations from a broad perspective by using different thinking methodologies - To understand the concept, methods and types of innovation - To recognize the factors that prevent creative thinking - To classify basic information and data sources related to the field - To demonstrate the skills necessary for the education and training of the field - To engage in activities for personal and professional self-improvement - To be open to sharing knowledge and experience with colleagues- To apply special teaching methods and techniques of Applied Science Education - To exhibit the skills necessary for the education and training of the field - To use information and communication technologies effectively in teaching and learning process - To take care to use effective communication methods and techniques - To be open to sharing knowledge and experience with colleagues - To carry out activities to improve himself professionally and individually

Motivational Activities

Motivational Activities are activities that include Inspiring Speakers Events and Book & Movie Clubs. Inspiring Speakers Events bring together Keynote speakers and teachers in online and face-to-face events. The Keynotes are selected from experts in their field who can contribute to teachers professionally and personally.

Film and Book clubs are organized by the Calıkıřu Committee. A movie or a book that can inspire teachers in their professional and personal lives selected for this periodic event and in the clubs, they are discussed and brainstormed by teachers.

The number of activities varies for each year. The table below shows the number of motivational activities per year and the average number of participants.

Year	Motivational Activities and Groups	The Number of Activities	The Average Number of Participants
2019	Motivational Activities For Group 1	7	46
2020	Motivational Activities For Group 1 & 2	5	86
2021	Motivational Activities For Group 1 & 2	13	80
2022	Motivational Activities For All Groups	8	231
2023	Motivational Activities For All Groups	4	250

Supporting Psychological Well-Being Module

The purpose of the Supporting Psychological Wellbeing Module is to provide information and support to teachers on how to psychologically protect themselves and the students who are directly or indirectly affected by the natural disasters. Since Türkiye is located in a region that suffers a lot from natural disasters, the aim is that teachers will be able to use the information they learn through this module in necessary situations throughout their lives.

While developing this module, the needs of teachers were identified and the following 3 contents were created for specially developed for 273 teachers working in these provinces and teachers living outside the region. Number of average participation in the training is 222.

- Webinar about Psycho-social support in disasters
- Webinar About Teaching in Difficult Times
- Webinar about Answers of Teacher's Other Questions and General Evaluation

Philosophy for Children and Community (P4C)

Philosophy for Children and Community (P4C) programme aims that helping teachers gain a deeper understanding of this field and provided them with the necessary knowledge to better support the children and communities they serve.

Within the scope of this programme; an introductory training was first provided to all training groups. A total of 181 teachers participated in this training.

After the introductory training, volunteer teachers were selected from groups 1-2-3 who were very interested and had requested this training from the project team in the past. As per the training rules, the training has to be conducted with a certain number of people. Therefore, a 40-hour program was completed with a group of 17 volunteers.

The training program will continue to be implemented for different volunteer groups.

Outcomes - Teachers

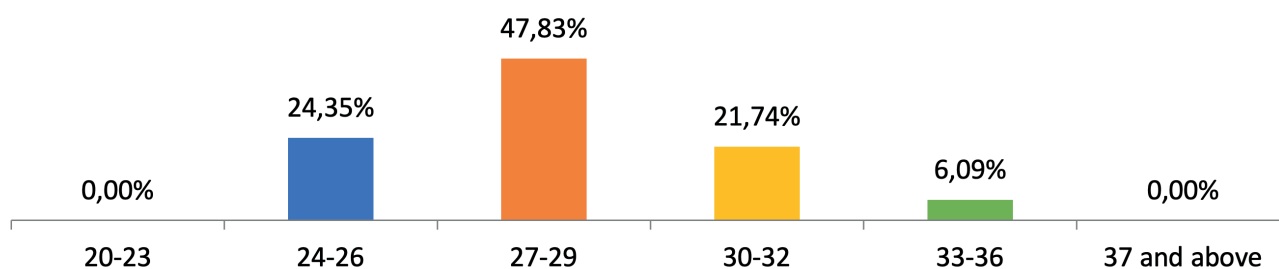
Group 1-2-3 / Personal Development Trainings & Professional Development Trainings

Since when the SROI Analysis was conducted, first 3 groups have already completed the Personal Development and Professional Development Modules, both one-on-one interviews and survey covered both modules and activities.

In order to identify the outcomes of the trainings 29 stakeholders were interviewed (one-on-one) and 115 teachers participated survey. Since there was no evidence that the teachers who participated in one-to-one interviews did not participate in the survey, the survey results were taken into consideration.

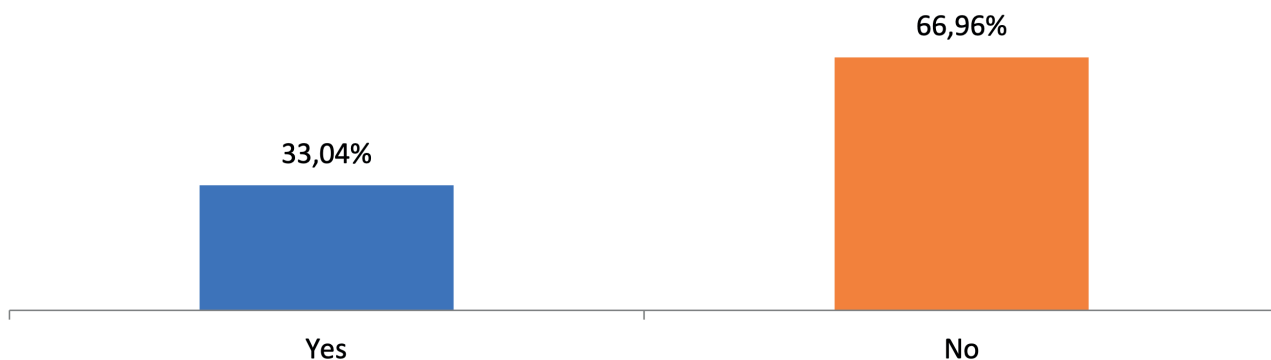
During one-on-one interviews, teachers were asked which outcome occurred as a result of which module. However, they could not distinguish. Therefore, it was not possible to assess the modules separately for groups 1-2-3 in this analysis.

Age Distribution

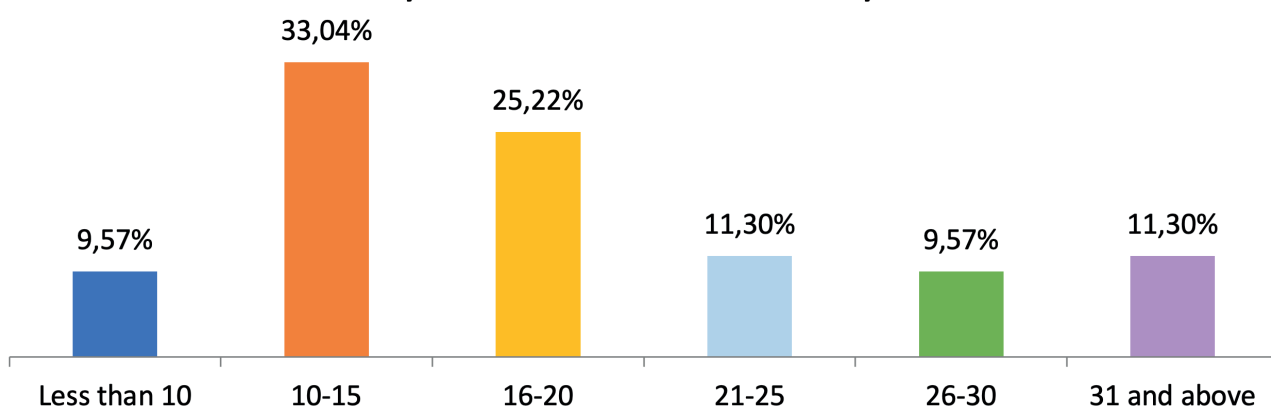


There is a distinction between group 1-2-3 and group 4-5 participants. Teachers selected with the support of the Ministry of National Education, the project partner, were included in the project. Group 4-5 participants, on the other hand, were teachers who applied to the project voluntarily and were accepted, not by appointment. This difference between groups did not affect the age distribution, location and year of experience of teachers and other features of teachers significantly.

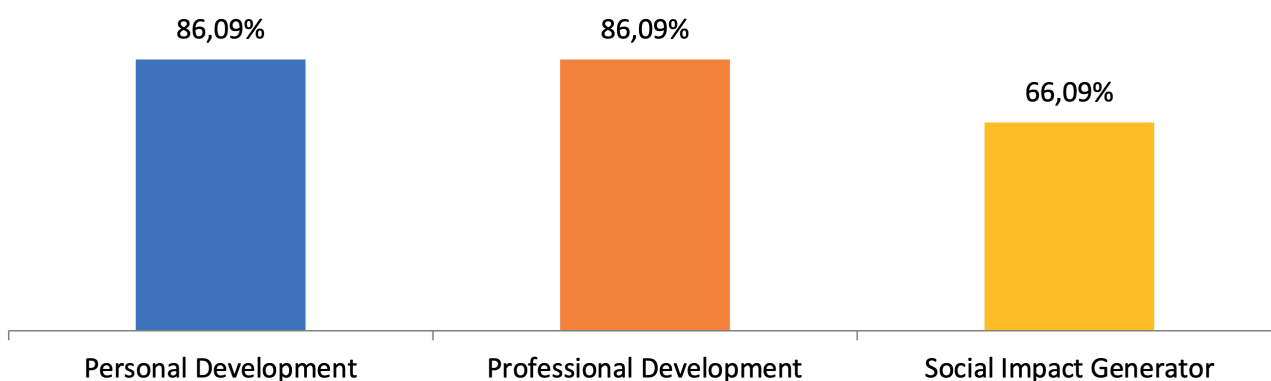
Multigrade Class



How many students are there in your class?

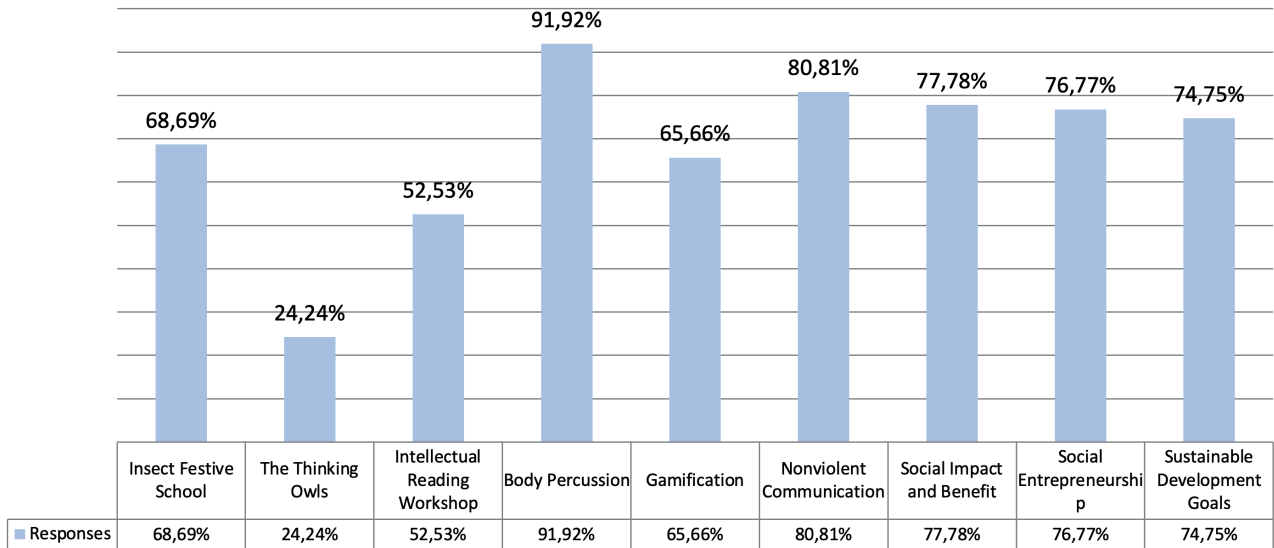


Which in-person training modules have you attended?

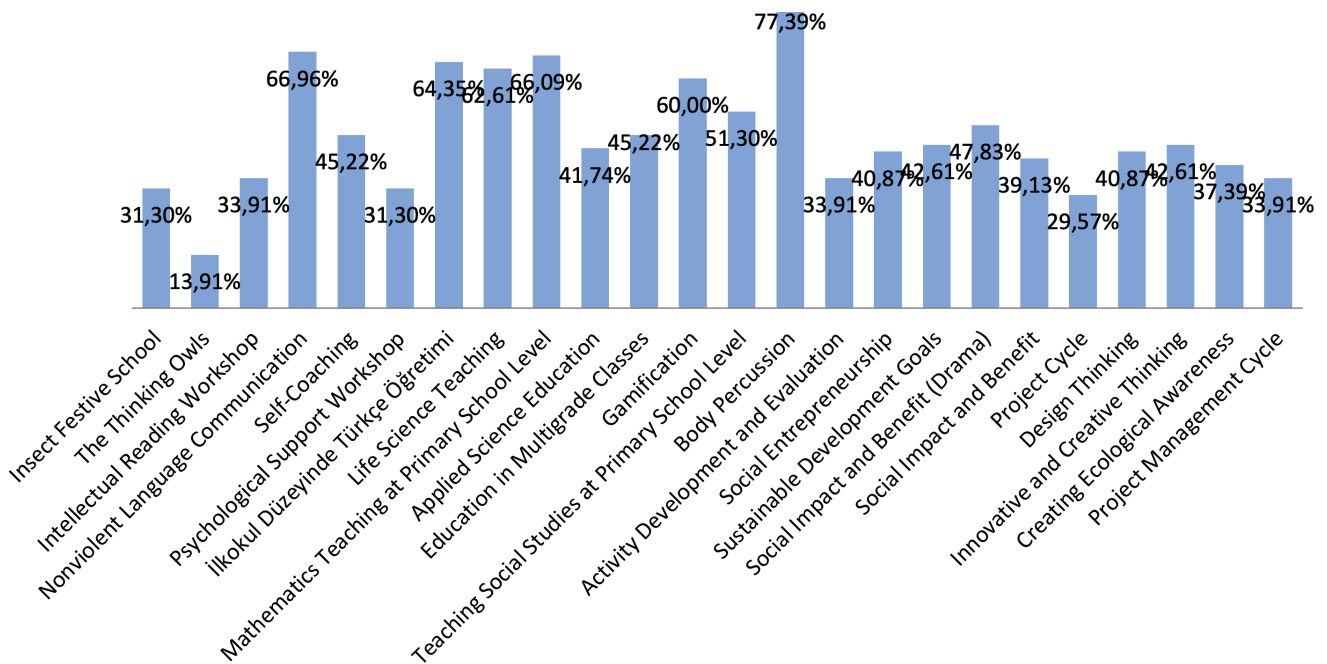


All modules were organized as in-person trainings. There were also online trainings as well. Especially, there were online trainings which were part of Personal Development Module; Body percussion, gamification, and non-violent communication. Social Impact and benefit, social entrepreneurship and SDGs online trainings were part of Social Impact Generator Module.

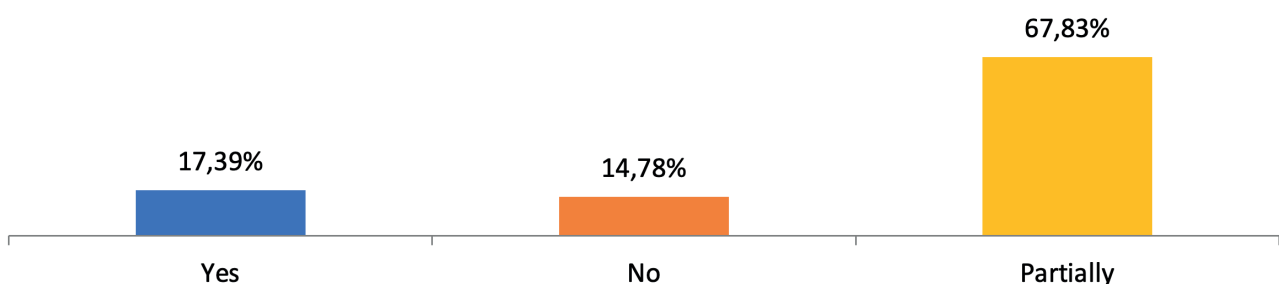
Which of the online trainings have you attended?



Which training(s) made the highest contribution to your daily life and professional development?



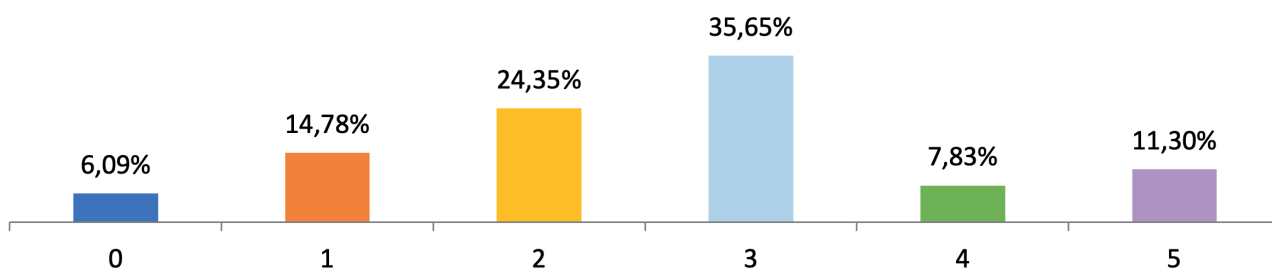
Did you take the contents of the trainings in the Module as a course at the university?



Vast majority of teachers stated that although the training contents in the modules were not exactly the same, they received partially similar trainings at the university. The trainings that teachers consider similar were those belonging to the content of the Professional Development Module.

In addition to the training that teachers receive, the Çalığışu Committee is a committee consisting mostly of educators who work to support teachers in line with their needs. These needs may be just talking about their feelings for the teachers, or they may be guiding them to solve a problem they are experiencing, or they may be related to the needs of the students (supply of books, stationery materials).

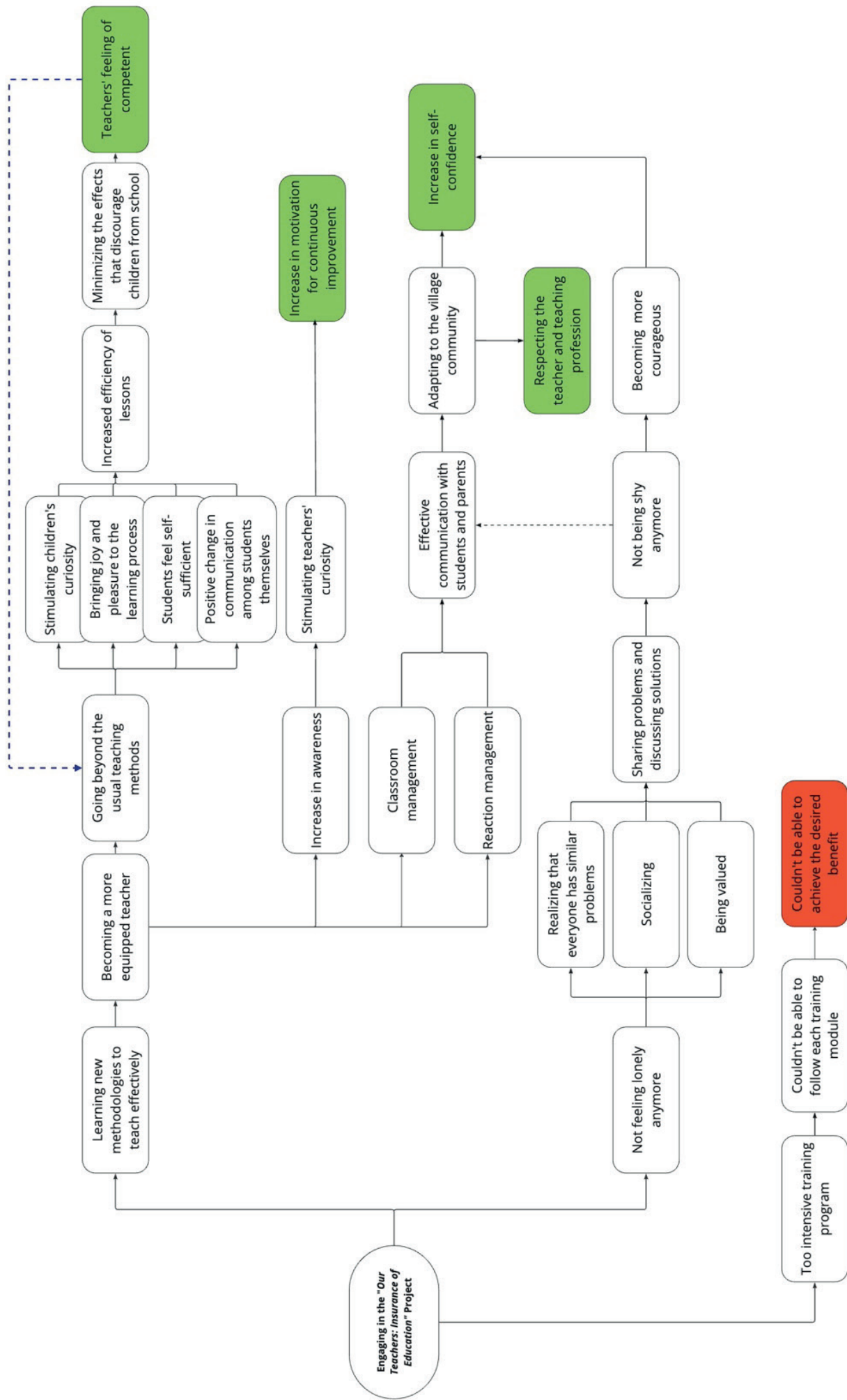
How active is your communication with the Çalığışu Committee on a 0-5 scale? (0=None communication, 5=Very active)



The communication frequency with Çalığışu Committee on a 0-5 scale shown above indicates that teachers did not benefit from the Committee fully. All of the teachers who stated that their level of communication with the committee was between 0-2 were included in groups 2 and 3; 16 teachers are from group 2 and 35 teachers are from group 3. A possible reason for this is that the Wren Committee could take care of 50 teachers individually when group 1 was included in the project. Later, when group 2 (100 teachers) and group 3 (235 teachers) were included in the project, the number of teachers that the committee had to take care of each year increased exponentially. Similar situation was experienced by group 4 and group 5 as discussed later in the report.

As a result of trainings and activities teachers experienced 4 positive outcomes and 1 negative outcome as shown on the chain of change below.

Chain of Change - Teachers Groups 1-2-3 - Personal & Professional Development Trainings



Teachers' Feeling of Competent

Number of stakeholders who experienced the outcome	115 out of 115
Relative Importance	9
Depth of Change	2 Steps

Feeling of competent is the well-defined outcome that was first mentioned by stakeholders during one-on-one interviews. When they were asked 'Have you experienced any changes as a result of engaging in the project', they immediately answered the question and said 'I feel competent now.'

The outcome is related with learning new methods to teach effectively. Since teachers became more equipped, they were able to use methods beyond the usual methods. Those unusual, new methods increased efficiency of lessons because of positive reflections on students' learning processes. During one-on-one interviews teachers mentioned about negative effects of usual methods on children. According to teachers, students assumed that they could not learn (even their parents thought so). This situation caused children to dislike school. By using new methods this negativity eliminated as well. As a consequence, teachers feeling of being a competent teacher increased.

While 83% of teachers stated that their equipment increased, 75% of stakeholders stated that new teaching methods make the learning process more joyful so that they experienced increased efficiency of lessons.

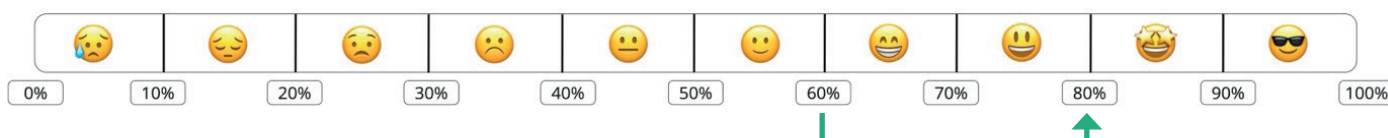
Feeling themselves competent was quite important to teachers. According to teachers, the better equipped the teachers were, the more positively the students' achievements and their attitudes towards education were affected. Only 3 stakeholders stated that they did not expect to experience the outcome. 62 of them stated that they expected but not that much.

In addition, research shows that new techniques and methods learnt during trainings enable individuals to work more effectively and efficiently. Such gains strengthen the participants' belief in their own competences and make them feel better equipped (Judge & Bono, 2001).

Indicators:

Objective	Subjective
<i>To realise the theoretical knowledge with practice</i>	<i>To feel more powerful</i>
<i>Being able to teach efficiently</i>	<i>Feeling that they are a teacher</i>
<i>Ensuring children's participation in the lesson</i>	<i>Realising their potential</i>

- "I use new teaching methods other than the usual methods"
- "New teaching methods stimulate children's curiosity and make them feel self-sufficient as they learn"
- "Factors that discourage children from school have been minimized"
- "I have become able to identify the problem and work on it accordingly."
- "I thought I wasn't suited for teaching."



Weighted average of the dept is 6 on a scale 0-10 before the training. Teachers evaluated themselves both for before the training and after the training. According to self-evaluation of teachers 21% of them were at level between 0 and 3 before the training. During one-on-one interviews they were mentioned about their incompetence feelings. They thought they were not able to teach. These pessimistic thoughts were eliminated after trainings. If we look specifically at the amount of change of these teachers, we see that they have made more progress than the average value. Only 2 stakeholders experienced 2 level increase. Others experienced a minimum of 3 steps and a maximum of 8 steps.

Increase In Motivation for Continuous Improvement

Number of stakeholders who experienced the outcome	115 out of 115
Relative Importance	9
Depth of Change	2 Steps

According to 85% of teachers, the increase in the equipment of the teachers as a result of the trainings led to an increase in their self-awareness. During one-on-one interviews teachers mentioned that they realised that there were so many things to learn. They expressed that they wanted to learn more as they practised what they learnt and got results. 74% of teachers stated that their curiosity increased as they learnt new methods.

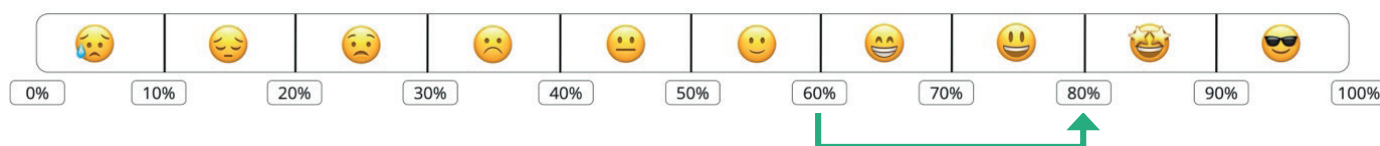
According to research, it has been suggested that curiosity emerges as a cognitive process when knowledge gaps are recognized and the need to close these gaps motivates learning and research activities. This theory explains how curiosity can function as a catalyst in the learning process; awareness of knowledge gaps can push learners to actively search for and learn new information (Loewenstein, 1994).

During one-on-one interviews stakeholders (who work in village schools) stated that they were the only person who could teach them life out of the village. So that they had to improve themselves continuously because world was changing so fast. Besides, trainers were very good role model for them according to teachers. Seeing that the trainers improved themselves very well motivated them to continuously improve themselves.

Indicators:

Objective	Subjective
<i>To understand the commitment of the teaching profession</i>	<i>Being eager to learn and teach</i>
<i>Understanding the importance of own improvement for the improvement of students</i>	

- “I realised that being a teacher means ‘being a student’ forever”
- “The trainings encouraged me to do research”
- “Trainings encouraged me to question other usual knowledge.”



Weighted average of the dept is 6 on a scale 0-10 before the training. According to self-evaluation of teachers 21% of them were at level between 0 and 3 before the training (14% of them evaluated themselves as on level 3). After training only 3% of stakeholder (4 teachers out of 115) evaluated themselves on between level

1 to level 5. Before the trainings, 5% of teachers who evaluated themselves on level 9-10 increased to 53%. This information indicates that teachers' motivation for improvement was not too low before they engaged in project. Nevertheless, it is understood from the high relative importance that the progress they have made is meaningful and functional for them.

In order to track the outcome a short survey was prepared to understand whether teachers have taken action for self-improvement. Though survey was sent to all stakeholders, 67 of them participated. Still information provides insight to make better decision to optimize value. Stakeholders were asked just 4 questions;

1. After participating in the Project, did/do you have a master's degree?
2. Please evaluate to what extent the following factors influenced your decision to do a master's degree during the project (1=None influence, 5=Very much influence)
 - Personal Development Module
 - Professional Development Module
 - Social Impact Generators Module
 - Trainers of the training modules
 - Çalışuku Committee
3. After participating in the project, did you participate in similar/different training programmes other than the project?
4. Please briefly specify which training you have attended

Results of the survey shows that 70% of stakeholders attended master degree program as a consequence of the Project. 43% of teachers already participated training programs other than the project and 55% of them stated that they had not participated training programs after the project yet but they were still searching and would like to attend other trainings.

Answers of the 2nd question (Please evaluate to what extent the following factors influenced your decision to do a master's degree during the project (1=None influence, 5=Very much influence), as shown below, the Project had a significant contribution to teachers' motivation to have a master degree.

Program Activities/Number of Stakeholders	1	2	3	4	5
Personal Development Module	0	5	5	23	14
Professional Development Module	0	3	9	13	22
Social Impact Generators Module	1	2	11	13	20
Trainers of the training modules	0	2	7	14	23
Çalışuku Committee	0	7	9	14	17

This information indicates that the motivation for self-improvement has been lasting for more than 1 year and stakeholders have taken action for this.

Same results take place on the outcomes of groups 4 and 5 because groups 4 and 5 experienced similar well-defined outcomes as well.

Increase In Self-Confidence

Number of stakeholders who experienced the outcome	114 out of 115
Relative Importance	9
Depth of Change	2 Steps

Teachers who were more equipped as a result of trainings could manage their classroom much better. 69% of teachers stated that they were able to control their reactions. So that, they improved communication with their both students and parents which helped them to adapt the village community easier. 56% of stakeholders stated that they feel that they were a community member of the village where they work.

Not feeling lonely anymore as 77% of teachers stated and being valued as a part of a community contributed their improvement of effective communication with students and parents. 63% of teachers said “Thanks to the creation of an environment where we can discuss problems, I can share my thoughts without hesitation.”

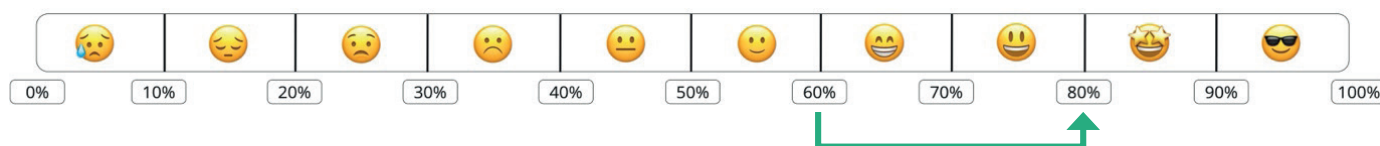
In the study conducted by Zimmerman (2000), it is revealed how education develops self-regulation skills and how this process helps individuals to discover their own abilities more effectively. During learning processes, individuals increase their self-confidence and develop the necessary skills to cope with new challenges. Zimmerman states that this process enables individuals to be more effective in achieving their goals and that this process contributes to overall personal development.

All those factors increased teachers’ self-confidence which was an important change for them. The relative importance of the well-defined outcome was evaluated by teachers and the average value was 9 on a 1-10 scale. The high relative importance of the change is understandable because stakeholders are teachers, they have to control children ages between 7-10, they have to gain respect of parents, their colleagues and their managers to do their job efficiently.

Indicators:

Objective	Subjective
<i>To be able to provide authority in the classroom</i>	<i>Feeling of safe to talk and share ideas</i>
<i>To be able to demand school needs</i>	
<i>To be able to cope with students’ behavioural problems</i>	

- “Sharing experiences with other teachers in the project helped me a lot with the issues that I had difficulties in dealing with.”
- “Just knowing that I’m not alone makes me feel strong.”
- “Knowing what to do, doing my job on purpose, doing it based on knowledge increases my self-confidence.”



Teachers' self-confidence was not too low before the trainings. The most important indicator of this is that their duty places require working under difficult conditions. If they had low self-confidence, it would not be possible for them to work under these conditions. For this reason, it can be considered as an expected result that the level of self-confidence before the trainings was 6 out of 10. After trainings just 4 stakeholders evaluated themselves as on levels 4-5-6. Other stakeholders evaluated themselves on level 7 and above.

Respecting The Teacher and Teaching Profession

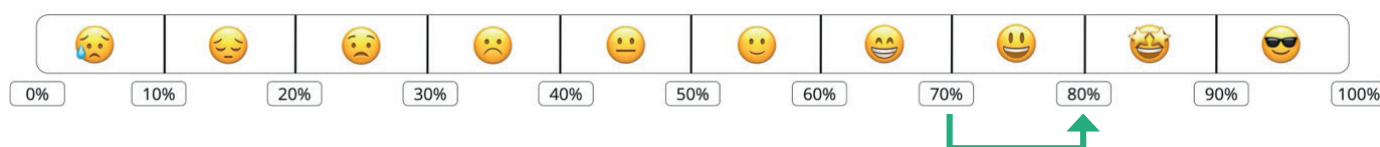
Number of stakeholders who experienced the outcome	98 out of 115
Relative Importance	9
Depth of Change	1 step

The well-defined outcome occurred on the same chain with increase in self-confidence. The most important factor behind this change is the teachers' ability to control their reactions and to communicate with the community and parents in the right way, using the communication methods learnt in the trainings. As a result of their good communication not only with the parents but also with the community, they were quickly accepted in the society and became the 'teacher of the village'. According to 69% of teachers, parents also started to see the impact of new teaching methods on children. 57% of teachers stated that they have observed significant positive changes in parents' attitudes and behaviour towards them.

This outcome is crucial in terms of not only teachers' wellbeing but also for students' wellbeing. If their parents respect teachers, then children will respect too which is an important factor of establishing bond between them. Even if this is a short-term outcome, in the mid and long term the bond between children and their teachers will continue to affect students' academic life and social life.

Indicators:

Objective	Subjective
<i>Increased participation in parent-teacher meetings</i>	<i>Feeling to be a 'teacher'</i>
<i>Fulfilment of teacher recommendations</i>	
<i>Taking school needs seriously by the local government</i>	



This outcome is the one with the lowest depth of change. This result may be related to the conditions of village schools. In village schools, teachers are the ones who take care of all the needs of the school: cleaning, heating, preparation of materials, hygiene of the students, even their self-care. Before trainings 21 stakeholders evaluated themselves on level 3 and below. After trainings only 2 stakeholders evaluated themselves on level 2. All other stakeholders evaluated themselves on level 5 and above.

The most significant point in this change is that it has the lowest depth but its relative importance is as high as the other changes. This information indicates that even a slight positive change regarding their profession and attitudes towards their profession is very important for them.

Couldn't Be Able to Achieve the Desired Benefit

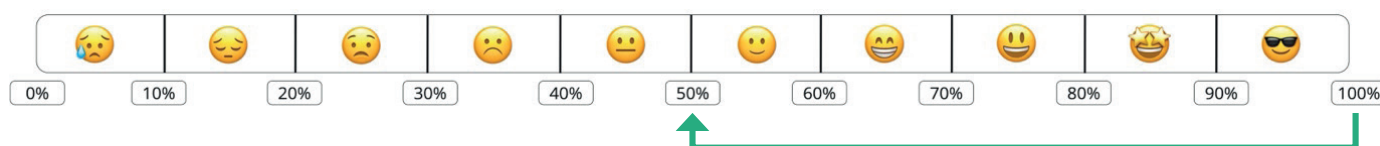
Number of stakeholders who experienced the outcome	103 out of 115
Relative Importance	8
Depth of Change	-5 steps

The negative outcome was occurred as a consequence of intensive content of the training programs. According to teachers it was hard to follow the trainings especially the ones at the end of the days. During one-on-one interviews teachers mentioned that the groups were crowded (or the training rooms were small) which caused distraction. 21% of teachers who participated to survey thought so.

Online courses were distractive for teachers as well. 43% of them stated that they could not concentrate on the training content since it was hard to focus in front of a 'screen'. They felt that they missed important knowledge provided by the trainers.

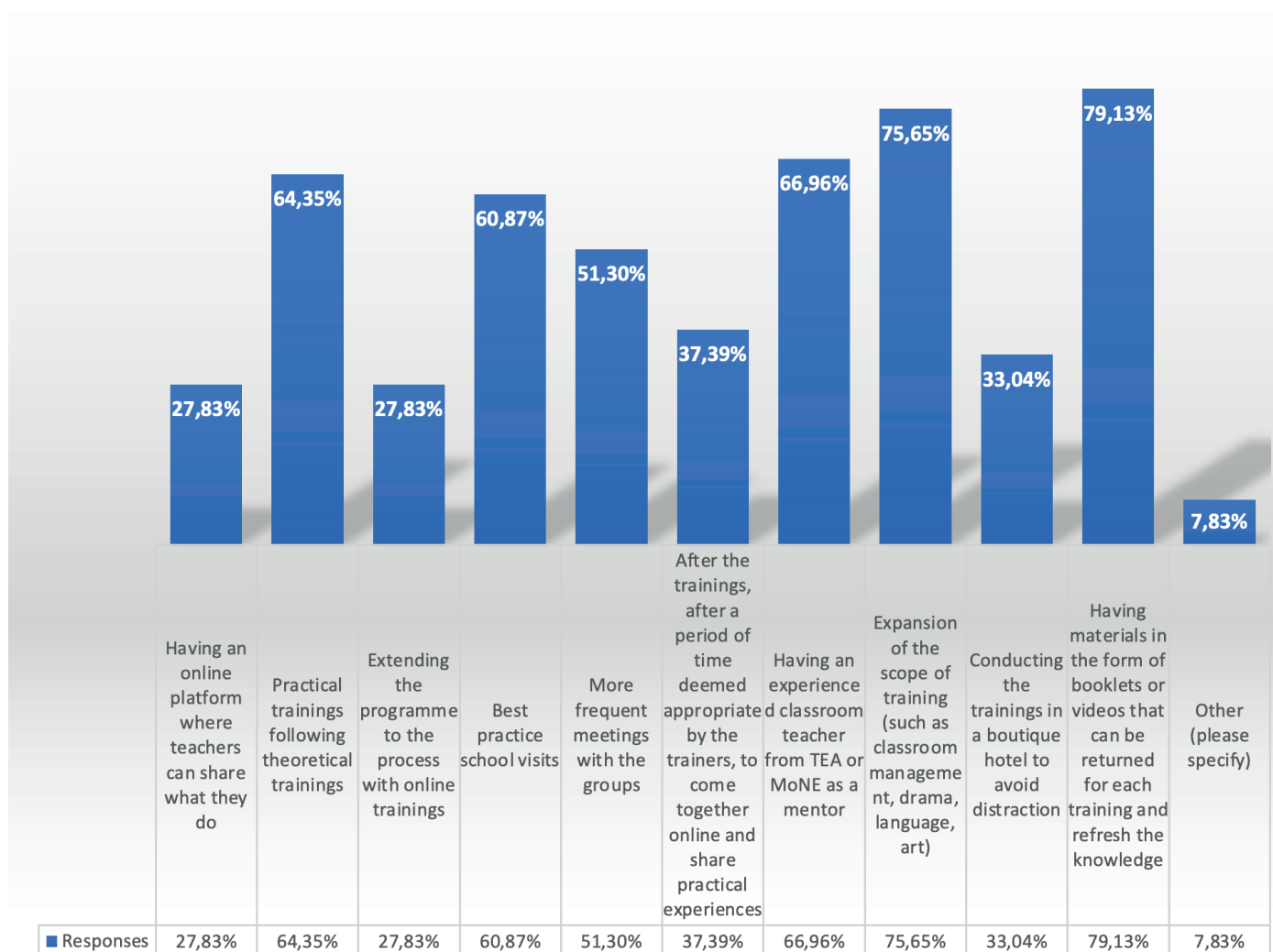
Indicators:

Objective	Subjective
<i>Having distraction</i>	<i>To feel sleepy</i>
<i>Having problems with focusing</i>	<i>To feel exhausted</i>



Teachers thought that they could get benefit from the trainings more if distraction factors would be eliminated. This negative outcome was experienced by groups 4 and 5. There is trade-off between providing more free time to teachers during in-person trainings and quality of content. Therefore, considering these conditions the negative outcome was an expected one. Nevertheless, a written document or sharing of training records to refresh their knowledge after trainings, which was suggested by 79% of stakeholders, could make it possible to reduce this depth.

How would the training programme be more valuable for you?



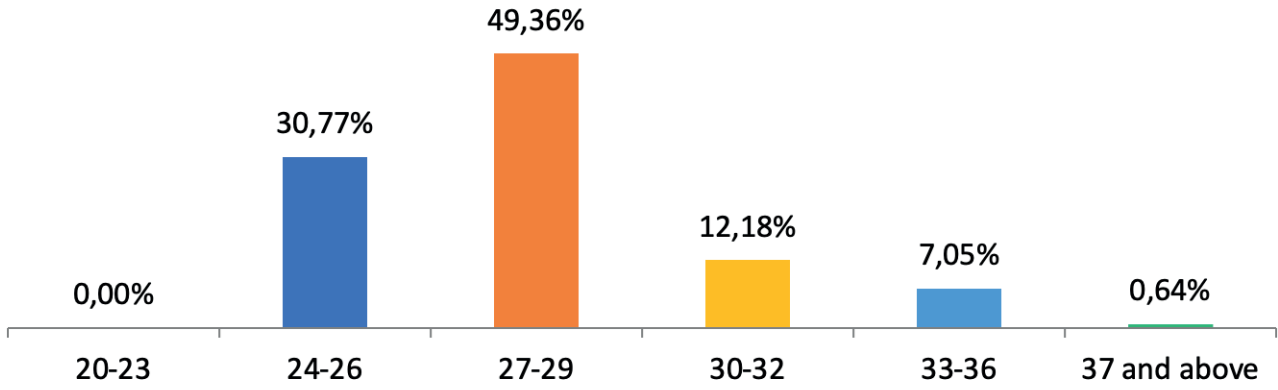
Stakeholders were asked how the project could create more value to them. Other than the post-training materials, as shown on the graph above, teachers mentioned about their mentor need. Even if Çalıkuşu Committee members were mentors for them, 67% of them thought that a mentor who is experienced primary school teacher would optimize the value for them. 76% of teachers stated that expansion of content of the trainings would create value for them. This suggestion has the potential to create a contradiction with the teachers' inability to provide the expected benefit due to the intensity of the trainings. A wider content means a more intensive training programme. This will inevitably bring a negative outcome.

Group 4-5 / Personal Development Trainings

Personal Development Module trainings' basic aim is to increase teachers' well-being that directly effects their students and communication between them and parents, their colleagues and authorities.

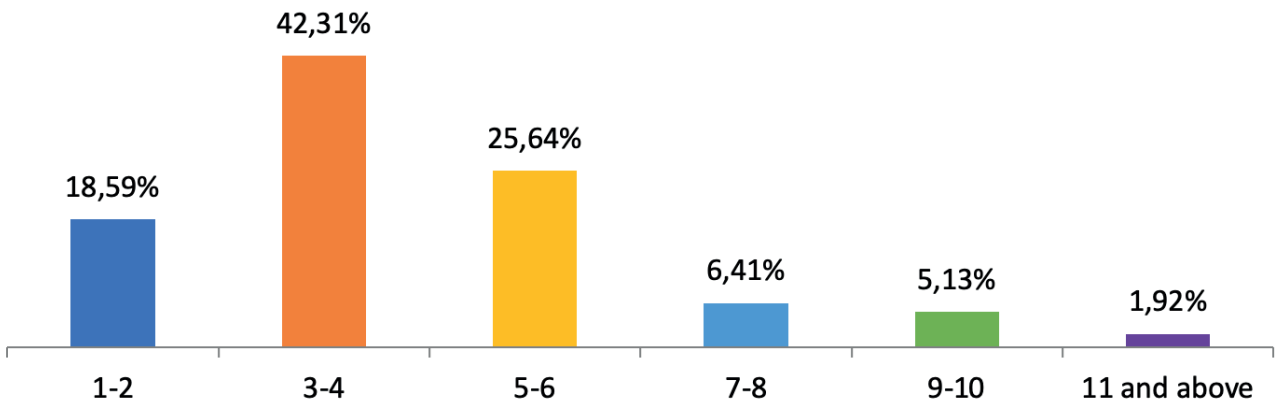
In order to identify the outcomes of the trainings 21 stakeholders were interviewed (one-on-one) and 156 teachers participated survey. Since there was no evidence that the teachers who participated in one-to-one interviews did not participate in the survey, the survey results were taken into consideration.

Age Distribution

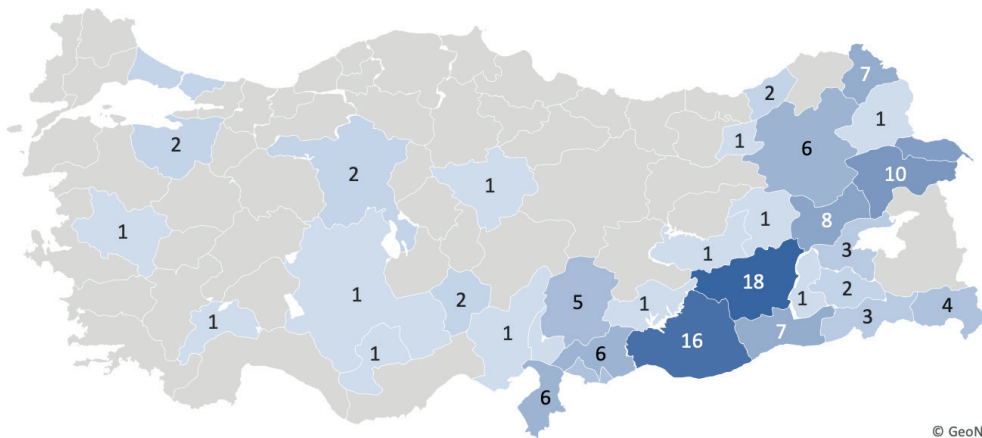


It is very important that teachers at an early stage of their professional life receive these trainings. The earlier teachers receive these trainings, the more students they can benefit until they retire.

Year of Experience

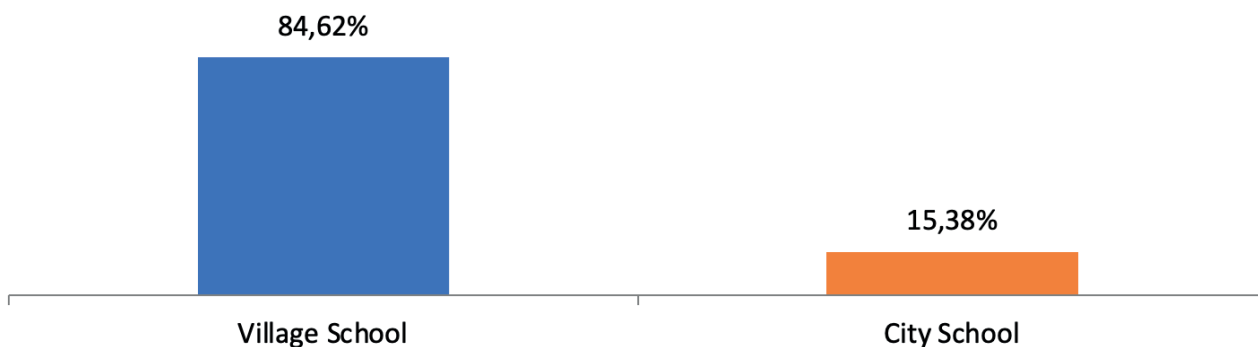


Location

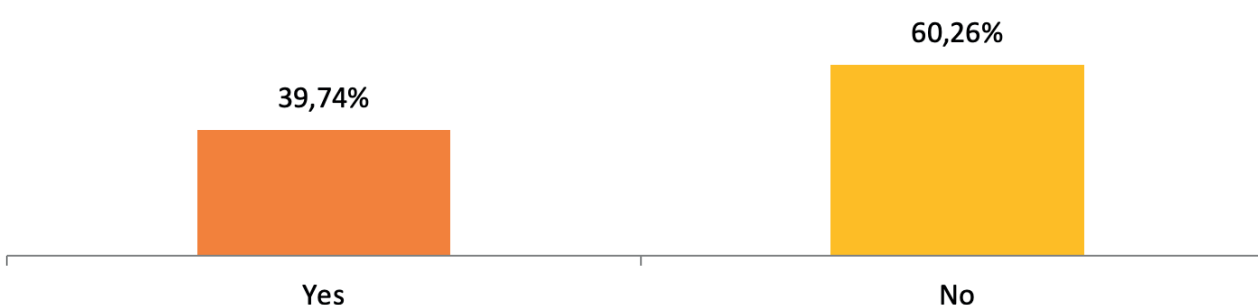


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© GeoNames, Microsoft, TomTom

School Type that Teachers Work



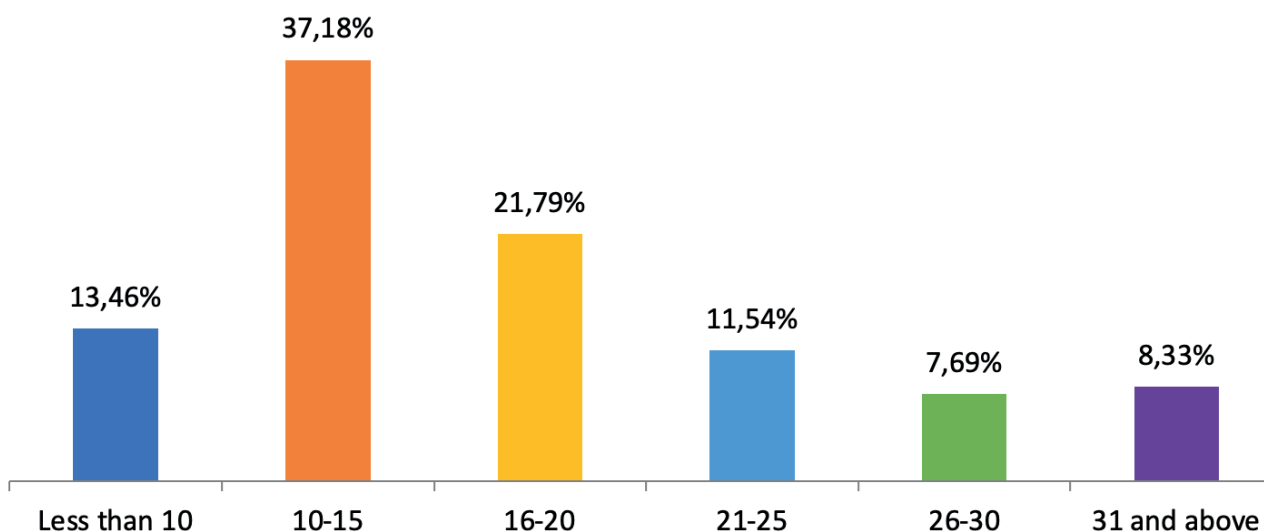
Multigrade Class



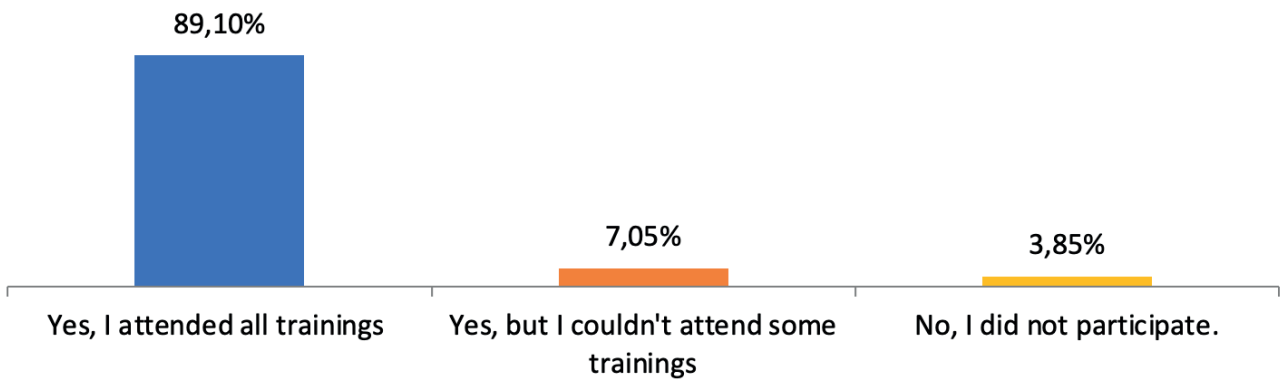
Most of the teachers’ classroom population are ideal to practice what they learnt from the trainings. Multigrade classes population are less than single-grade classes. Both has advantages and disadvantages that were discussed with teachers during one-on-one interviews. According to teachers the circumstances were the main factor that affects their well-being in different aspects. Some teachers who experienced both class types stated that it did not matter whether it was multigrade or single-grade class the most important factor was effective communication with parents of students. They said that their mental wellbeing would be much better if parents would cooperate with teachers.

This information indicates that though physical conditions of schools were extremely hard, what made teachers’ working conditions hard was to be ignored by parents and authorities.

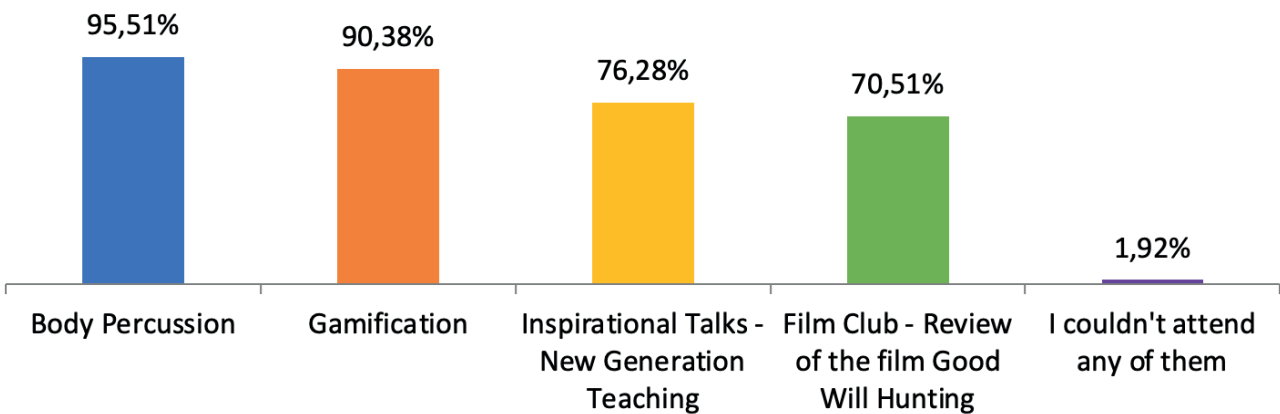
How many students are there in your class?



Have you participated in face-to-face Personal Development trainings?

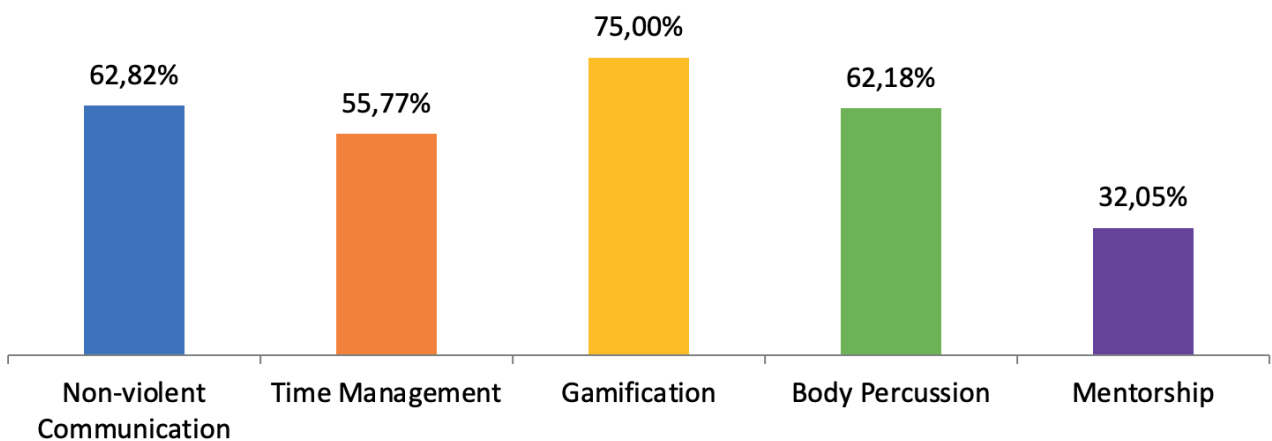


Which of the online trainings and events did you participate?

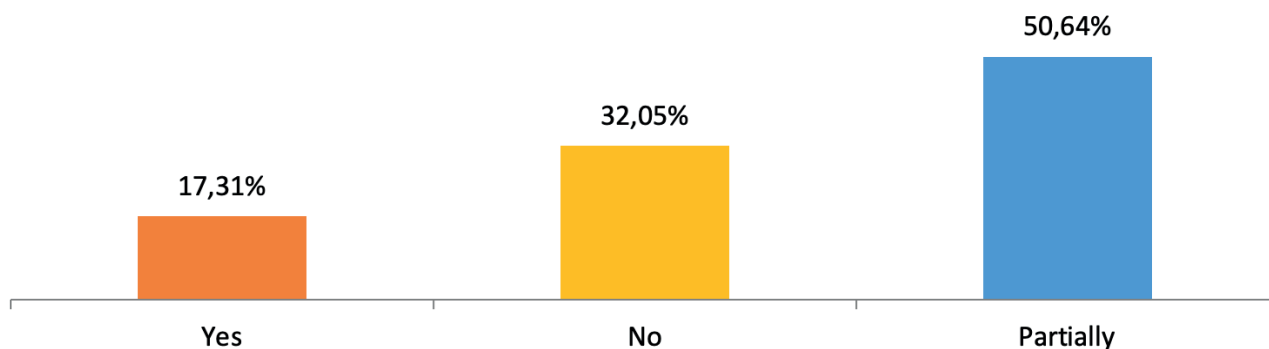


As shown on the graph below gamification, according to the teachers, non-violent communication and body percussion contributed their both professional and daily life of teachers. The survey was conducted in April 2023. In March 2024 teachers were conducted one-on-one interviews to discuss Social Impact Generator Module of the Project. During the interviews they were asked whether they still use what learnt in trainings. Majority of teachers stated that those three trainings were still active in their professional and daily life. This information is discussed in the 'Duration' part of the report as well.

Which trainings have made the greatest contribution to your daily and professional life?



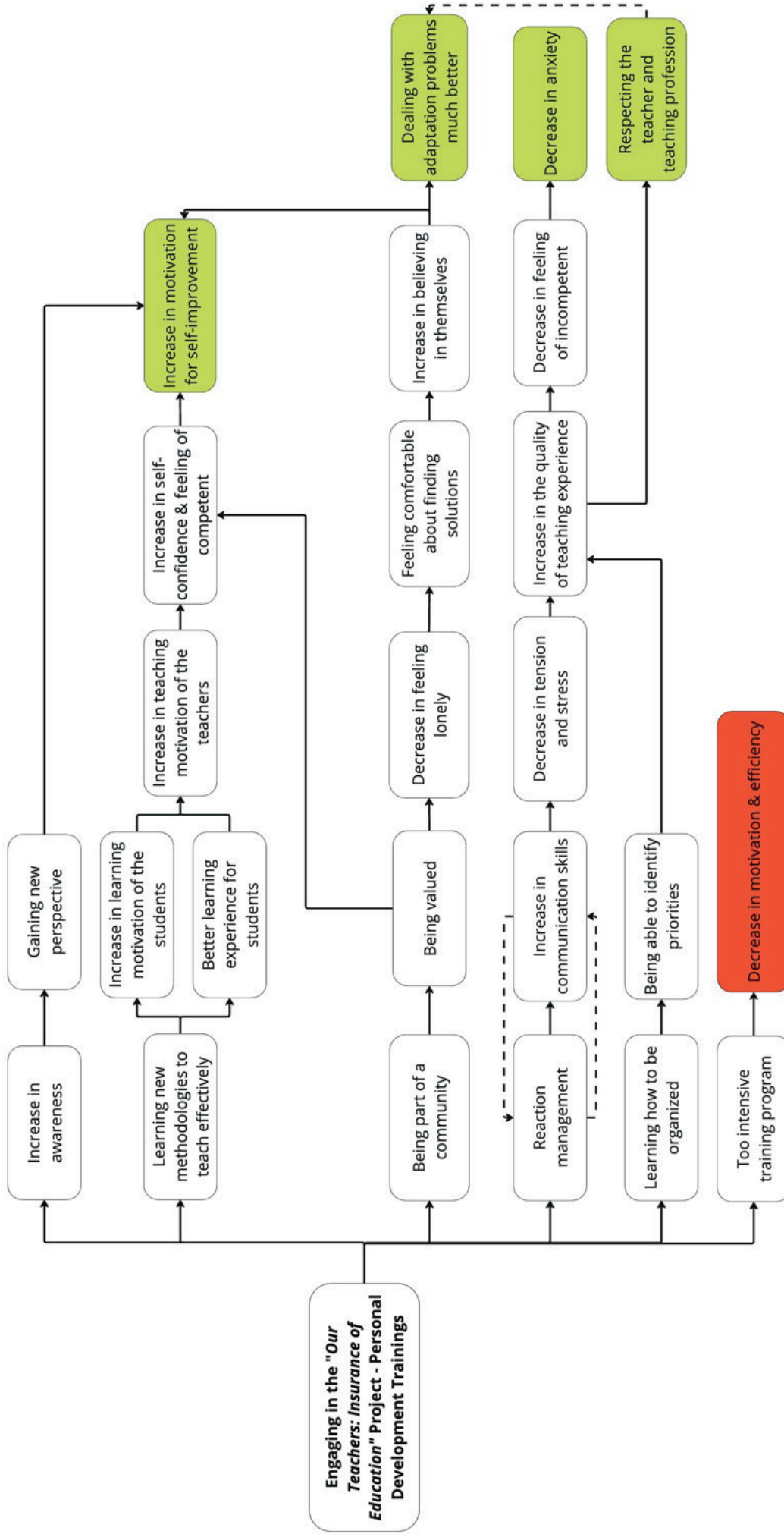
Did you take the contents of the trainings in the Module as a course at the university?



Half of teachers participated to survey stated that they what they learnt in the training were partially and 17% of teachers stated that exactly same with the courses at university. 64% of teachers stated that gamification, and 24% of teachers stated that time management were similar to courses at university.

As a consequence of both in-person and online training sessions, it is identified that teachers have experienced 4 positive outcome and 1 negative outcome as shown on the chain of change below.

Chain of Change - Teachers Groups 4&5 -Personal Development Trainings



Increase In Motivation for Self-Improvement

Number of stakeholders who experienced the outcome	156 out of 156
Relative Importance	9
Depth of Change	2 Steps

There are many changes that lead to well-defined outcome. Even the chain of change began with different changes for teachers, they experienced same well-defined outcome. This is the basic reason 100% of stakeholders experienced the well-defined outcome.

75% of teachers experienced the well-defined outcome based on increase in self-awareness and their profession. 39% of them stated that increased awareness provided new perspectives, which encouraged them to do more and more research.

Being part of a community was another important factor to increase self-improvement motivation. Almost all teachers mentioned that they felt lonely before engage in the project. During one-on-one interviews they said that they felt that they were forgotten and village teachers were not valued. 75% of stakeholders who participated in survey stated that they saw they were not alone and that many teachers have similar problems made them feel more comfortable in finding solutions. So that they believed in themselves which increased their improvement motivation. 72% of teachers stated that being together with other teachers working in village schools and being valued increased their self-confidence and sense of competence.

New methodologies that they learnt to teach more effectively, contributed their self-improvement motivation. According to teachers, new methods made it easier for children to learn. 53% of them stated that as students learn easily the motivation of the students and/or the quality of the learning process increased which increased teachers' self-confidence and sense of competence. This outcome is one of the most important one because there is critical loop here. During one on-one interviews, the relative importance of the outcome was discussed with teacher. The teachers explained why this change is of high importance as follows; students' learning processes can be difficult with classical methods. Students who do not understand the subject feel 'I can't do it'. Students who think that they can't do it start to withdraw from school more and more. In order to continue their education life after primary school, children need to love school and for this, they need to see that they can learn. As students' learning becomes easier and their enthusiasm for learning increases, teachers are motivated to improve themselves in order to be more useful to their students. This loop both contributes to the improvement of the quality of education received by students and ensures the continuous development of teachers.

After 12 months, in order to track the outcome a short survey was prepared to understand whether teachers have taken action for self-improvement. Though survey was sent to all stakeholders, 67 of them participated. Still information provides insight to make better decision to optimize value. Stakeholders were asked just 4 questions;

1. After participating in the Project, did/do you have a master's degree?
2. Please evaluate to what extent the following factors influenced your decision to do a master's degree during the project (1=None influence, 5=Very much influence)
 - Personal Development Module
 - Professional Development Module
 - Social Impact Generators Module

- Trainers of the training modules
 - Çalışuku Committee
3. After participating in the project, did you participate in similar/different training programmes other than the project?
 4. Please briefly specify which training you have attended

Results of the survey shows that 70% of stakeholders attended master degree program as a consequence of the Project. 43% of teachers already participated training programs other than the project and 55% of them stated that they had not participated training programs after the project yet but they were still searching and would like to attend other trainings.

Answers of the 2nd question (Please evaluate to what extent the following factors influenced your decision to do a master's degree during the project (1=None influence, 5=Very much influence), as shown below, the Project had a significant contribution to teachers' motivation to have a master degree. According to research, learning new things provides motivation for individuals to improve themselves and achieve their goals in life (Ryff & Singer, 2008).

Program Activities/Number of Stakeholders	1	2	3	4	5
Personal Development Module	0	5	5	23	14
Professional Development Module	0	3	9	13	22
Social Impact Generators Module	1	2	11	13	20
Trainers of the training modules	0	2	7	14	23
Çalışuku Committee	0	7	9	14	17

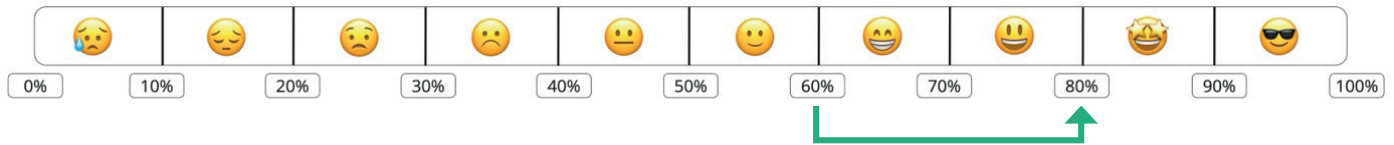
This information indicates that the motivation for self-improvement has been lasting for 1 year and stakeholders have taken action for this.

Indicators:

Objective	Subjective
<i>Being able to focusing on solution of a problem</i>	<i>Having optimistic perspective towards improvement</i>
<i>Learning new concepts</i>	<i>Increased belief that development will lead to change</i>
<i>Attending new trainings</i>	
<i>Reading books related what they learnt in trainings</i>	

- “My curiosity increased as I learnt new methods”
- “The motivation of my students increased thanks to the new methods I learnt in body percussion and/or gamification trainings”
- “Being in the student position, communicating with other teachers, connecting with trainers and being supported broadened my horizons.”
- “I noticed my mistakes in non-violent communication training. I became aware of myself and I know that this is just the beginning. We need more development.”

- “I started to think about which expressions are wrong when communicating and which expressions should be used instead.”
- “I thought we were forgotten as village school teachers. I felt we were valuable.”
- “As my perspective broadened, my motivation to learn increased.”



Weighted average of the dept is 6 on a scale 0-10. Teachers evaluated themselves both for before the training and after the training. According to self-evaluation of teachers 17% of them were at level 1-2-3 before the training. During one-on-one interviews they were mentioned about their demotivated feelings. They thought nothing would change even if they improved themselves. These pessimistic thoughts prevented them from doing their job effectively which directly affected their students in negative way. If we look specifically at the amount of change of these teachers, we see that they have made more progress than the average value. While the average amount of change was 2 steps, these teachers experienced a minimum of 3 steps and a maximum of 7 steps.

Dealing With Adaptation Problems Much Better

Number of stakeholders who experienced the outcome	154 out of 156
Relative Importance	9
Depth of Change	2 Steps 6à8

Adaptation to village life and culture is one of the biggest problems for teachers. In Türkiye, when teachers graduated from university, they must work in a village school for 4 years. After 4 years, if they want, they can demand for appointment for another school in a city center.

In order to make this process easier for teachers, they need to be supported emotionally. According to teachers, during one-on-one interviews, they got this support from the project team, Çalıküşu Committee and their peers within the project. So, the well-defined outcome was based on being part of a community so that they had peer support. As teachers share their problems with each other, they had chance to discuss potential solutions. 87% of teachers stated that realizing that their problems were similar and being together with colleagues they could talk to for solutions increased their belief in themselves. As a consequence of encouraging each other, teachers stated that they believe in themselves which helps them to feel comfortable where they work.

According to research, strong social networks enable individuals to find support and guidance in difficult times. In addition, different perspectives and experiences can help individuals develop new strategies in adaptation processes. This kind of social support enables individuals to experience less stress and difficulty in adaptation processes (Cohen & Wills, 1985).

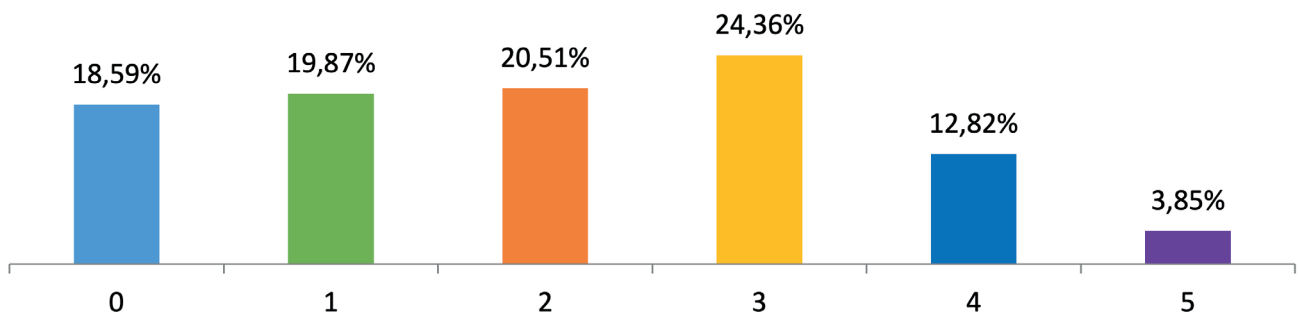
Indicators:

Objective	Subjective
To be recognized by the community easier	Elimination of the feeling of not belonging the village they work
	Feeling strong enough to cope with problems in the village that makes life harder for them

Teachers evaluated themselves on a scale 10-0 (10=highest level, 0=lowest level). Weighted average of depth of the outcome was 6 before the trainings and increased to 8 after the trainings. 12 stakeholders evaluated themselves at level 1-2-3, and 4 stakeholders evaluated themselves at level 9-10 before trainings. After the trainings majority of teachers (63%) evaluated themselves at level 6-7-8. This information indicates that it is not easy for teachers to cope with the external factors that make the conditions difficult. Though, depth of the outcome is low high relative importance indicates that they need any support against external factors like to be ignored by authorities and/or parents just because they are women and young.



How active is your communication with the Çalığışu Committee on a 0-5 scale? (0=None communication, 5=Very active)



As shown on the graph above more than half of stakeholders did not benefit from Çalığışu Committee well enough. During one-on-one interviews it was identified that some teachers did not know when they could contact with Çalığışu. Since the function of Çalığışu Committee is to support teachers, the depth of well-defined outcome has potential to increase in time. As discussed before, teachers who belong to Group 1-2-3 benefited from Çalığışu Committee much better. This situation was also discussed with Çalığışu Committee members. The basic reason is they had one-on-one contact with teachers since the number of teachers was low. It was easy to call all teachers one by one and meet their needs. After engagement of groups 4 and 5 the number of teachers increased dramatically. So that committee members could not be able to take care of each teacher one by one. Though it was announced frequently that teachers could call committee members whenever they want, more than half of teachers did not contact with them.

Decrease In Anxiety

Number of stakeholders who experienced the outcome	156 out of 156
Relative Importance	8
Depth of Change	-4 Steps

The anxiety that teachers felt was based on feeling of being incompetent. Learning how to manage their reactions contributed to their communication skills that helped them a lot to decrease tension and stress they felt. 58% of teachers stated that they learnt to listen and understand their students better. Similarly, 58% of them stated that they managed their reactions better.

According to Albert Bandura's social learning theory, individuals with a high sense of self-efficacy tend to be more resistant to the difficulties of life. This increases the capacity to cope with stress and enables individuals to feel more controlled in the face of challenging situations (Bandura, 1986).

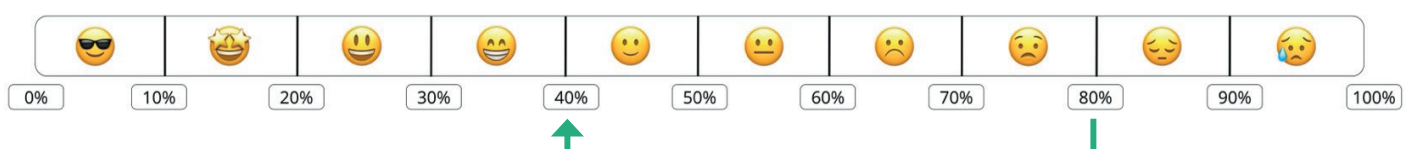
Time management training contributed to teachers' stress management as well. 31% of stakeholders stated that they have learnt to be planned, less likely to postpone their work or leave it to the last minute. 35% of them stated that they could prioritise their work much better.

During one-on-one interviews teachers mentioned that they blamed themselves when their students couldn't understand what she taught. That situation reflected their communication with their students which caused tension and stress for teachers. This negative change led teachers to have a high level of anxiety. Training Module contributed to change their perspective. 44% stated that they did not compare their students with the students of other colleagues and worry that they could not teach them well enough. More importantly, 51% of teachers realised and accepted that each student had different needs and learnt in different ways and for different lengths of time. 56% of them stated that they focused on the development of their students instead of focusing on the curriculum.

Indicators:

Objective	Subjective
<i>Not blaming themselves anymore</i>	<i>Feeling competent</i>
<i>Not getting angry when students do not understand a subject</i>	<i>Not feeling hopeless anymore</i>
<i>Being aware that learning is process</i>	
<i>Being able to control class much better</i>	

- "I am in the first year of my profession. Now I can look from different perspectives. Students' development is more important than lessons"
- "I teach first grade. I wanted them to learn quickly, and when they didn't, I got angry."
- "When I started to control my reactions, my authority in the class increased."
- "I used to blame myself. I felt that I'm not a good teacher."



Teachers evaluated their own anxiety level on a scale 10-0 (10=highest level, 0=lowest level). Weighted average of anxiety level was 8 before the trainings and decreased to 4 after the trainings. Only 6 stakeholders evaluated themselves at level 1-2, and 21 stakeholders evaluated themselves at level 9-10 before trainings. 18 of those 21 teachers were village school teachers that might explain the reason of high anxiety level. After the trainings, those 21 teachers' anxiety level decreased to minimum 2, maximum 7.

Respecting The Teacher and Teaching Profession

Number of stakeholders who experienced the outcome	101 out of 131
Relative Importance	9
Depth of Change	2 Steps

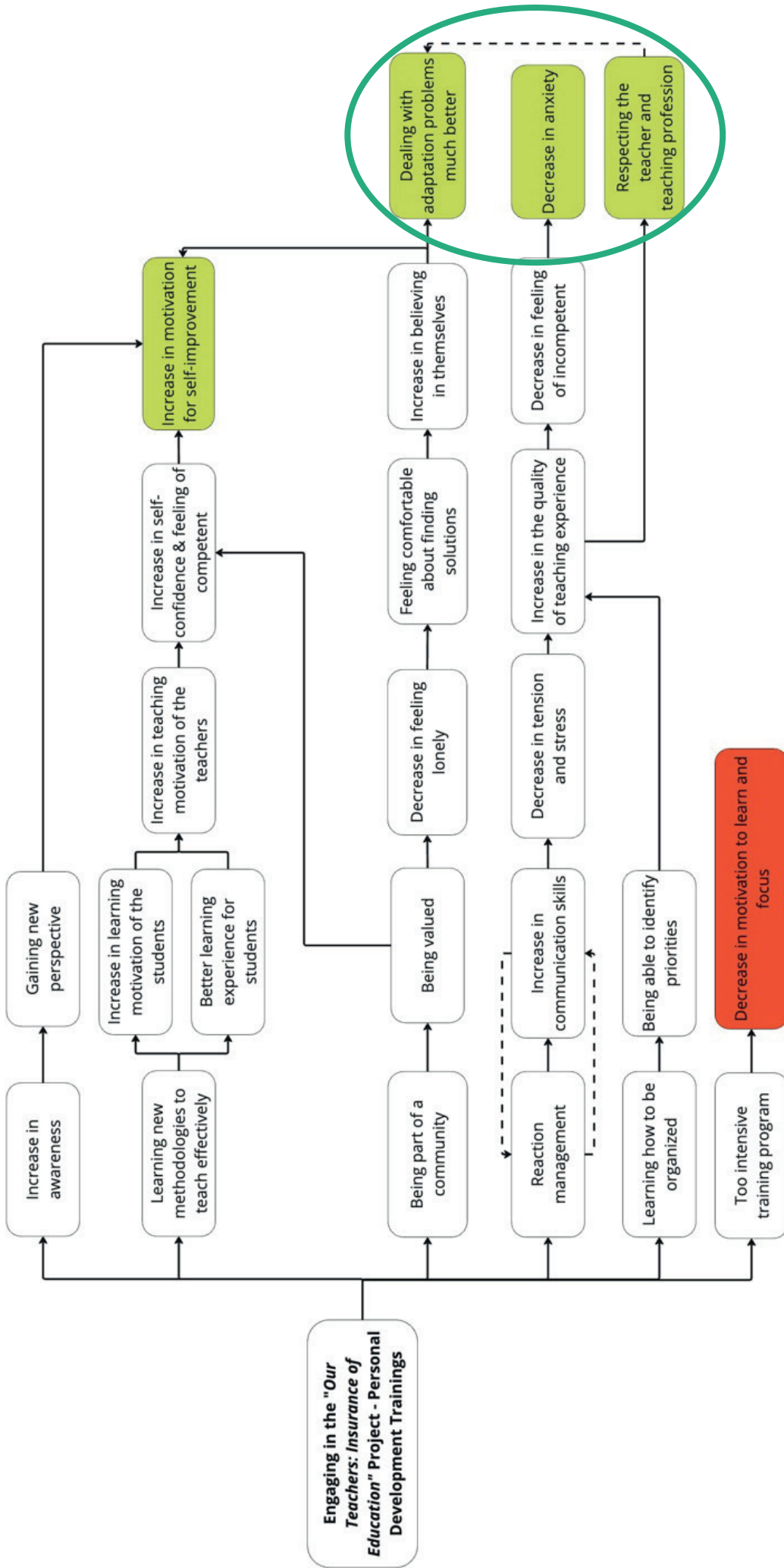
The outcome was identified during stakeholder verification process. Since the stakeholder verification was done after Personal Development Module survey completed, the new identified outcome was included in Professional Development Module survey. For this reason, the number of teachers who experienced change in the questionnaire answered by 131 teachers was included in the analysis.

During stakeholder verification, teachers mentioned that they were used to be ignored by their students' parents, local authorities and their managers. After trainings, since their teaching experience quality increased, the change recognized by parents and their managers in the first place. 66% of teachers stated that parents also started to recognise the effects of new teaching methods on children. According to teachers, parents did not attend parent-meetings before. 23% of teachers stated that attendance at parent-teacher meetings increased. 39% of teachers stated that they had observed significant positive changes in parents' attitudes and behaviour towards them. Teachers were also mentioned about parents' ignorance towards teachers' advice regarding the students' improvement. After trainings 19% of teachers stated that they make an effort to do so without considering their advice unnecessary. This result might be evaluated as one of the most important changes of the Module because potential consequences of the change would affect students' improvement in both short-term and mid-term positively.

Besides changes related with parents, teachers experienced changes related with their managers and local authorities. 52% of teachers stated that they became the consulted teacher among their colleagues and the school principal. 18% of teachers stated that local government had started to pay more attention to school needs than in the past.

It was also discussed with teachers whether the this come and 'dealing with adaptation problems much better' were dependent. Though, teachers think they were independent because in the absence of one of these two outcomes, the other one would still remain, it is obvious that 'Respecting the teacher and teaching profession' outcome contributes to 'dealing with adaptation problems much better'. As teachers are respected their own stakeholders, their life in village become more comfortable. So that there might be independency in the future.

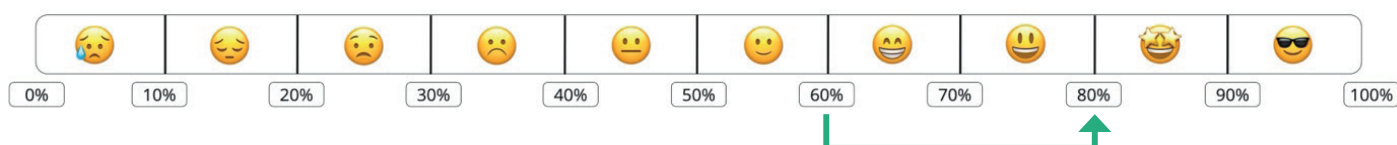
Chain of Change - Teachers Groups 4&5 -Personal Development Trainings



Indicators:

Objective	Subjective
Getting a response when applied for school needs	No worry of rejection
To be able to discuss the situation of the students with their parents easily	To feel respected

- “No one used to come to parent-teacher meetings. At the last meeting, every parent of every student attended.”
- “I’m no longer a junior in the eyes of the principal. He listens to my ideas.”
- “I have been recognised by both parents and administrators.”



9 stakeholders evaluated themselves at level 0-1-2, and 2 stakeholders evaluated themselves at level 9-10 before trainings. After the trainings majority of teachers (74%) evaluated themselves at level 7-8-9. This information indicates that as the teachers’ competency increases, level of local community’s respect towards the village’s teacher. Since, local community was not involved in the analysis, they were not interviewed. So that there is no evidence regarding the factors of increase in respecting teachers. Still, if this perception would be correct, then this information indicates another important information regarding local communities’ expectations from teachers. Therefore, the next phase of the analysis is quite important in terms of involving parents and students in the analysis.

Decrease in Motivation to Learn and Focus

Number of stakeholders who experienced the outcome	139 out of 156
Relative Importance	8
Depth of Change	-5 steps

This negative outcome occurred in relation to in-person trainings. This negative outcome was experienced by teachers who were belong to group 1-2-3. While organizing the in-person trainings for group 4-5 teachers, pervious experiences/feedbacks were taken into consideration and training hours rearranged accordingly. There was an inevitable trade-off between quality content and more free time to have a rest. Besides, training hours should meet MoNE’s requirements. Therefore, intensive training program was an inevitable and expected negative outcome. However, from teachers’ perspective, it was not an expected outcome. 78% of stakeholders stated that they did not expect to experience this negative outcome.

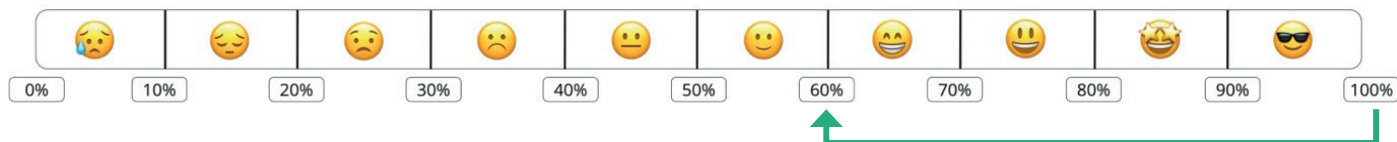
Intensive educational programmes, when evaluated within the framework of Sweller’s Cognitive Load Theory, can push the limits of students’ processing capacity. This makes it difficult for individual to process information effectively as learning materials are complex and dense. Information overload can lead to problems such as mental fatigue and distraction, which can cause loss of motivation (Sweller, 1988).

61% of stakeholders stated that they experienced distraction due to the intensive programme in face-to-face trainings. 32% of them stated that in face-to-face trainings, they could not fully understand the modules at the end of the day because they were tired, so they could not practice them.

Indicators:

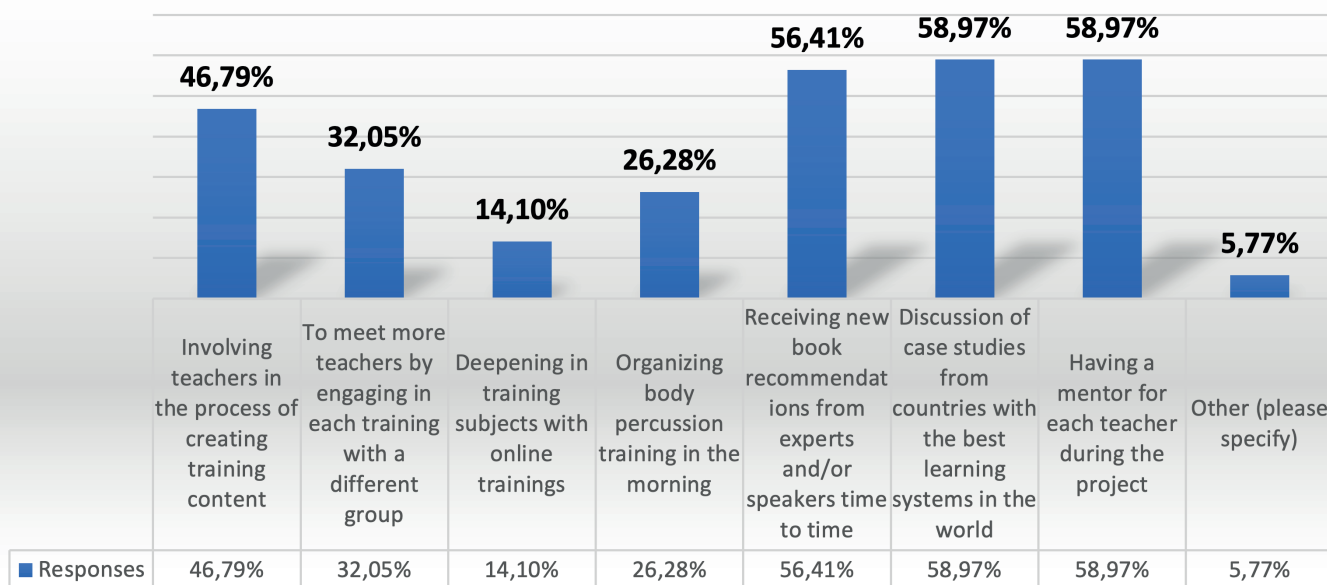
Objective	Subjective
Not being able to concentrate	Feeling tired
Could not be able to be active in trainings	

Though, the negative outcome was inevitable, depth of it might be decreased. According to teachers, their motivation and efficiency decreased 5 steps on a 0-10 scale. This information indicates that they could benefit from the trainings much better.



Teachers were asked how the training programme would create more valuable for them in accordance with Principle 8: Be Responsive¹⁴. As shown on the graph below, majority of teachers activities that could contribute their personal development should take place within the training program.

How the training programme would create more valuable for you?



In order to optimize the Personal Development Training Module value for teachers, involving them into content design process, continuous communication (mentoring) and best practice case discussion can be practiced.

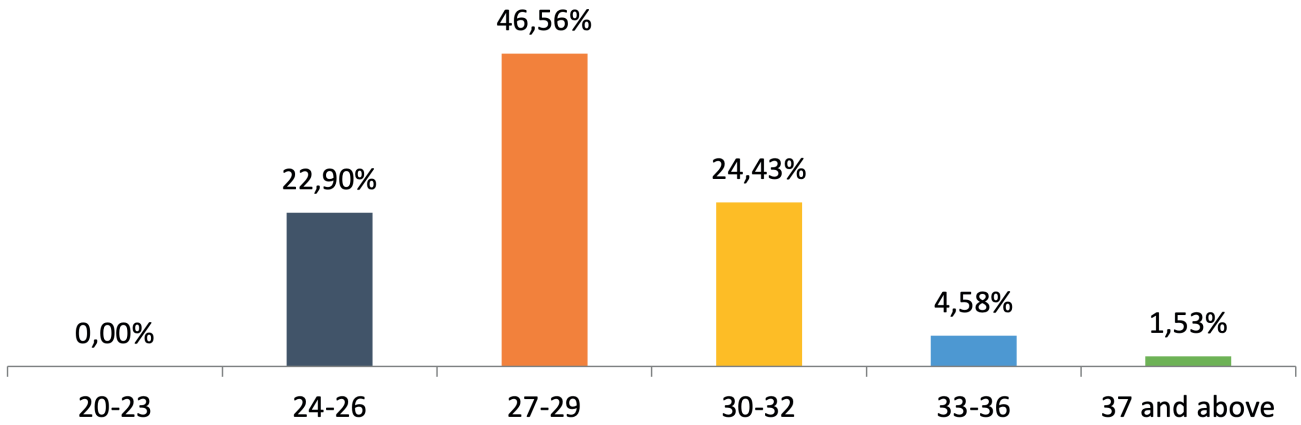
Group 4-5 / Professional Development Trainings

Professional Development Module trainings aim to increase teachers' intellectual wellbeing which creates opportunity to experience new potential outcomes for teachers in future.

In order to identify the outcomes of the trainings 20 stakeholders were interviewed (one-on-one) and 131 teachers participated survey. Since there was no evidence that the teachers who participated in one-to-one interviews did not participate in the survey, only the survey results were taken into consideration.

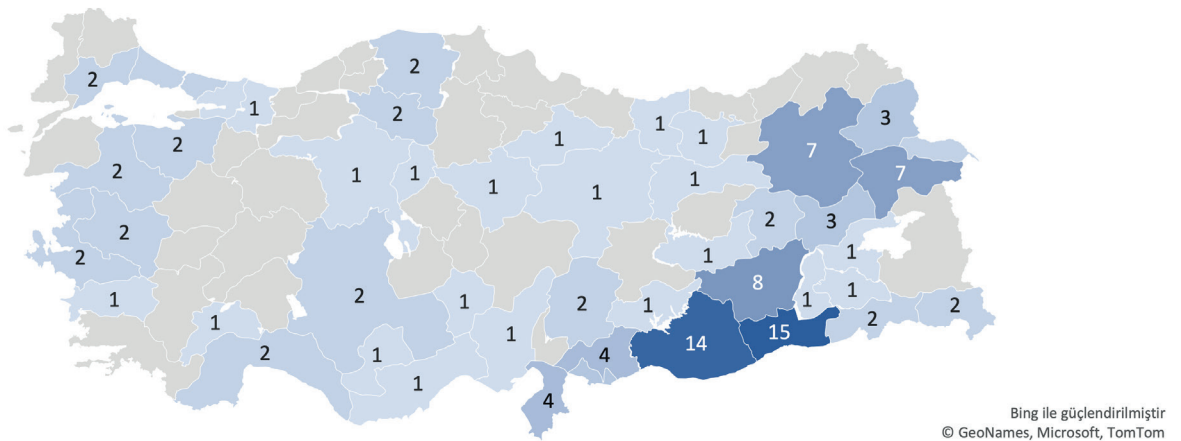
¹⁴ <https://socialvalueuk.org/standards-and-guidance/>

Age Distribution

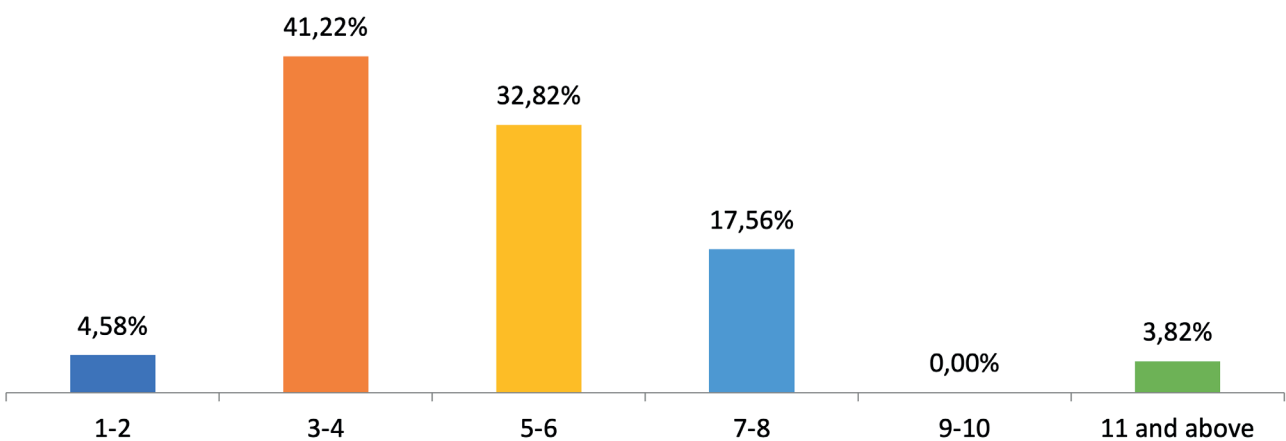


As mentioned before, it is very important that teachers at an early stage of their professional life receive these trainings. The earlier teachers receive these trainings, the more students they can benefit until they retire. Age distribution of survey participant is almost same with Personal Development Module survey participant.

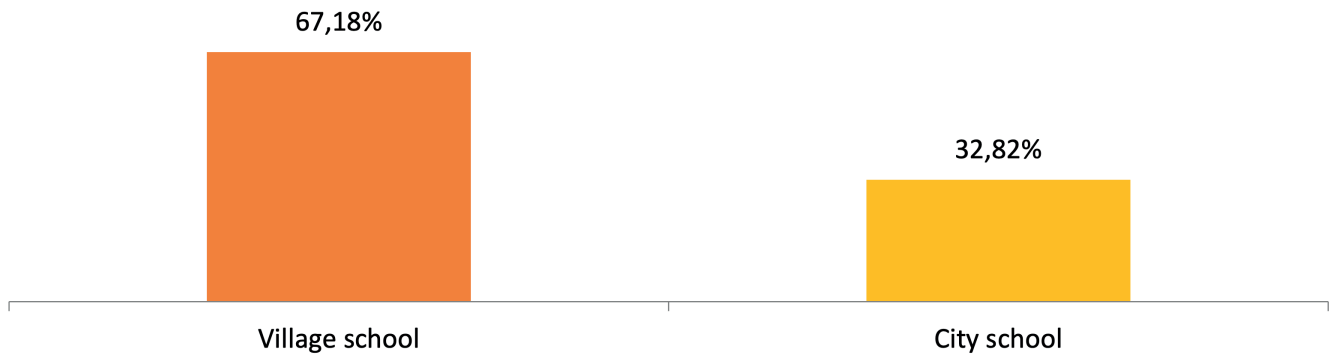
Location



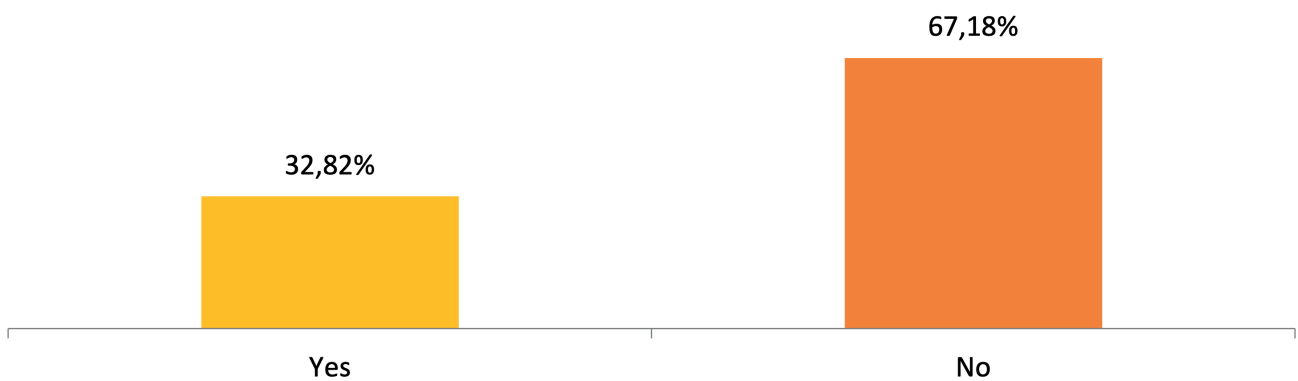
Year of Experience



School Type that Teachers Work

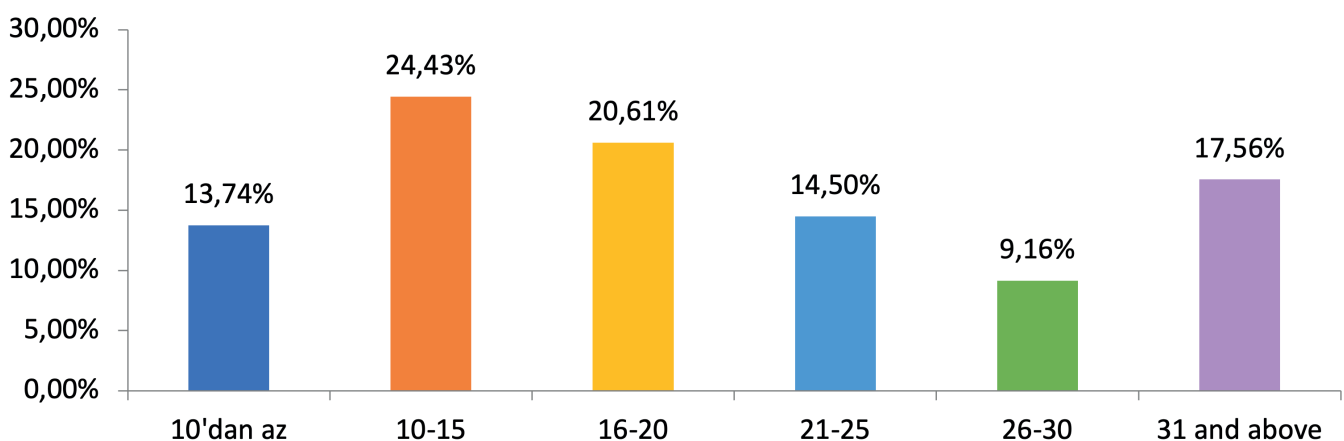


Multigrade Class



Majority of stakeholders teaches in sing-grade classes which had both advantage and disadvantage. During one-on-one interviews according to single-grade teachers they could not find chance to practice all new methods they learnt in trainings because some trainings were not suitable for all grades like applied science education. So that they would find chance to practice when they will be 3rd grade or 4th grade teacher. On the other hand, according to teachers they could experience new teaching methods easier in sing-grade classes.

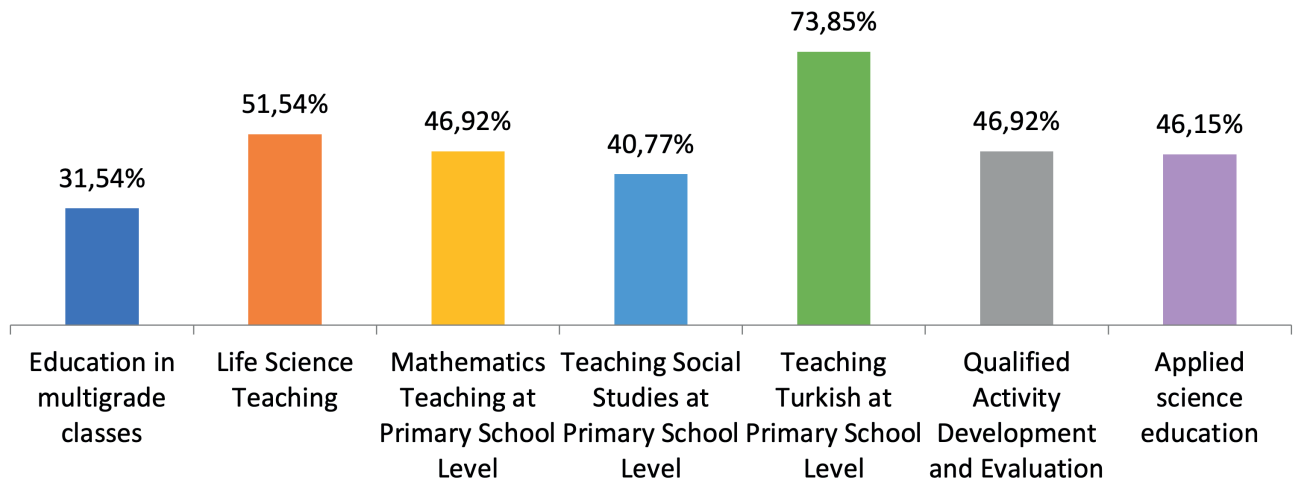
How many students are there in your class?



Have you participated in face-to-face Professional Development trainings?

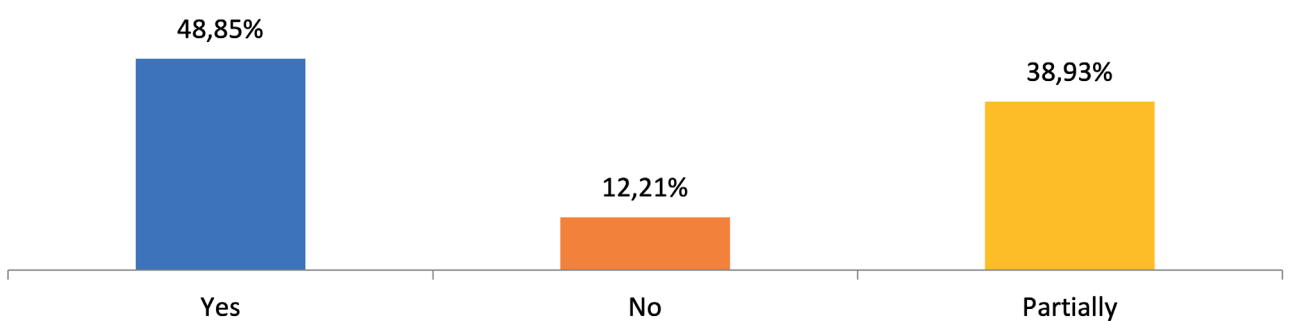


Which training has made the highest contribution to your professional development and teaching experience?



74% of teachers stated that Teaching Turkish at Primary School Level made the highest contribution to their teaching experience. During one-on-one interviews this training was the one that teachers most talked about. So, this result can be evaluated as expected. As seen on the graph above other trainings contributed teachers' professional life equally.

Did you take the contents of the trainings in the Module as a course at the university?



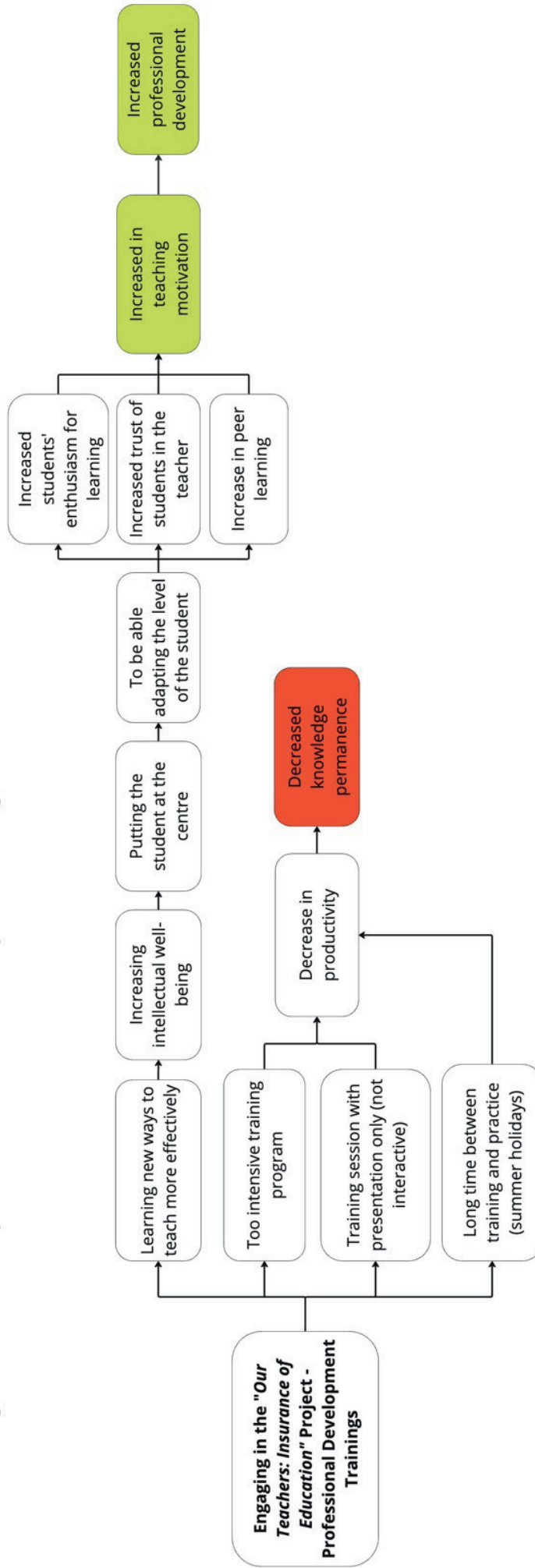
Compare to Personal Development Module trainings, stakeholders stated that there were more similar or same training contents in Professional Development with university courses. Although there are few similar courses for the personal development of teachers in the Faculties of Education, it can be considered as an expected result that there are courses on modern, new generation teaching techniques.

According to teachers;

- 15% of them had Education in Multigrade Classes
- 20% of them had Life Science Teaching
- 21% of them had Mathematics Teaching at Primary School Level
- 10% of them had Teaching Social Studies at Primary School Level
- 17% of them had Teaching Turkish at Primary School Level
- 11% of them had Qualified Activity Development and Evaluation
- 6% of them had Applied Science, courses at university.

As a consequence of trainings, it is identified that teachers have experienced 1 positive outcome and 1 negative outcome as shown on the chain of change below.

Chain of Change - Teachers Groups 4&5 - Professional Development Trainings



Increased professional development motivation

Number of stakeholders who experienced the outcome	130 out of 131
Relative Importance	9
Depth of Change	2 Steps

Learning new ways of teaching a subject to children increased teachers' intellectual wellbeing. So that they learnt how to put children in center of teaching and learning process which helped them to think like a child. During one-on-one interviews teachers mentioned that classic teaching methods were not helpful to teach each student in their class. Since they had learnt that learning process was different for each student, they needed to understand them to teach effectively. Change in attitude of teachers towards children learning process reflected students' learning experience. Especially, multigrade class teachers let peer learning in their class. During one-on-one interviews they stated that peer learning worked well than they expected. According to teachers, students learnt from each much better because they understand each other much better. For teachers as their teaching experience quality increased and for students as their learning experience increased, teachers' motivation for teaching increased which led increased in motivation for professional development.

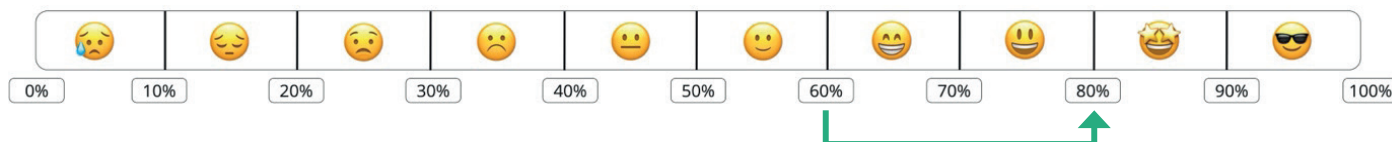
78% of teachers stated that their homework was to improve their professional qualifications continuously. 47% of teachers have set themselves development goals. 50% of teachers stated that they started to critic themselves without demoralization. 39% of teachers stated that they were motivated by the fact that students started to learn easily and wanted to learn more. 27% of stakeholders stated that after the trainings, they started to prepare their own lesson plans. According to teachers, students started to learn much more easily with original content. Perhaps most importantly, 38% of the teachers stated that there was time for art and music as students had an effective learning experience. Thus, they stated that children's development is provided in a multidimensional way.

Indicators:

Objective	Subjective
<i>Learn by doing experiments together with students.</i>	<i>Feeling of teaching is no longer an ordinary job</i>
<i>To be able to explain information by concretising it</i>	<i>Having thought of exploring together with the children is the most important thing</i>
<i>Being able to understand how students feel when they do not understand a subject</i>	<i>Feeling empowered as learnt new teaching methods and wanting more.</i>

- "I think teachers are students forever. There's no end to development."
- "The more the children learn, the more I want to teach them."
- "I understood how the students felt."
- "As the children learnt, their enthusiasm for learning increased and they became much more active in the classroom."
- "I was able to provide efficient learning for the children so that I could spend time on activities such as painting and music."

Considering the average depth value, the change experienced by the teachers took them two levels higher than their current situation. It was an expected result that situation before the trainings was on level 6. Since their professional development motivation was not too low, they applied for this project. They were aware of there were still room for professional improvement. According to 94% of teachers, they expected to experience increase in their professional development motivation. 55% of them stated that they expected to experience the outcome but not that much.



13 stakeholders evaluated themselves at level 0-1-2, and 4 stakeholders evaluated themselves at level 9-10 before trainings. After the trainings majority of teachers (78%) evaluated themselves at level 8-9-10. This information indicates that even if the average value of depth is 2 levels, professional development motivation had high value for teachers since the average relative importance of the outcome is 9 out of 10.

Decreased knowledge permanence

Number of stakeholders who experienced the outcome	126 out of 131
Relative Importance	8
Depth of Change	-4 steps

The negative outcome occurred as a result of the different reasons; directly related with trainings and timing of trainings. 28% of teachers stated that information they learnt in the trainings could not last until they went back to school after summer holiday.

48% of stakeholders stated that trainings which were not interactive were not effective. So that, information given in those trainings did not last. Research by Prince (2004) emphasised the importance of active learning techniques. This research shows that students need to actively participate in the learning process in order to process information effectively. The research states that non-interactive methods reduce student engagement and knowledge retention.

56% of stakeholders stated that they distracted due to the intensive programme in trainings. According to them, they lost their concentration and level of learning process decreased. Research by Mayer and Moreno (2003) emphasize that for effective learning, information must be divided into parts and revisited at appropriate intervals. They note that intensive training programs often do not allow for such structuring, which can negatively impact the permanence of learning.

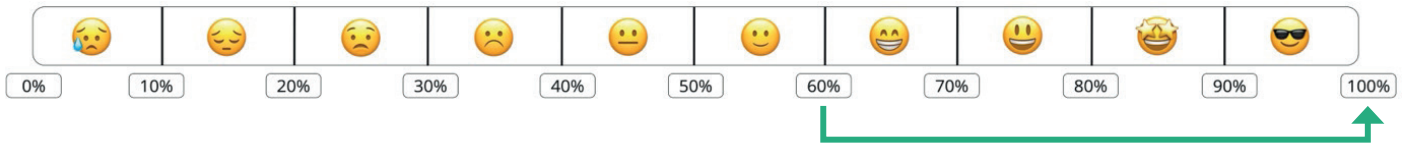
These factors caused decrease in productivity so that permeance of what they learnt was reduced.

Indicators:

Objective	Subjective
<i>Loss of concentration</i>	<i>Feeling too tired</i>
<i>Forgetting the training contents</i>	<i>Hesitating about how to implement</i>

- “Since there was a long time between the training and the practice, I did not fully remember what I learnt”

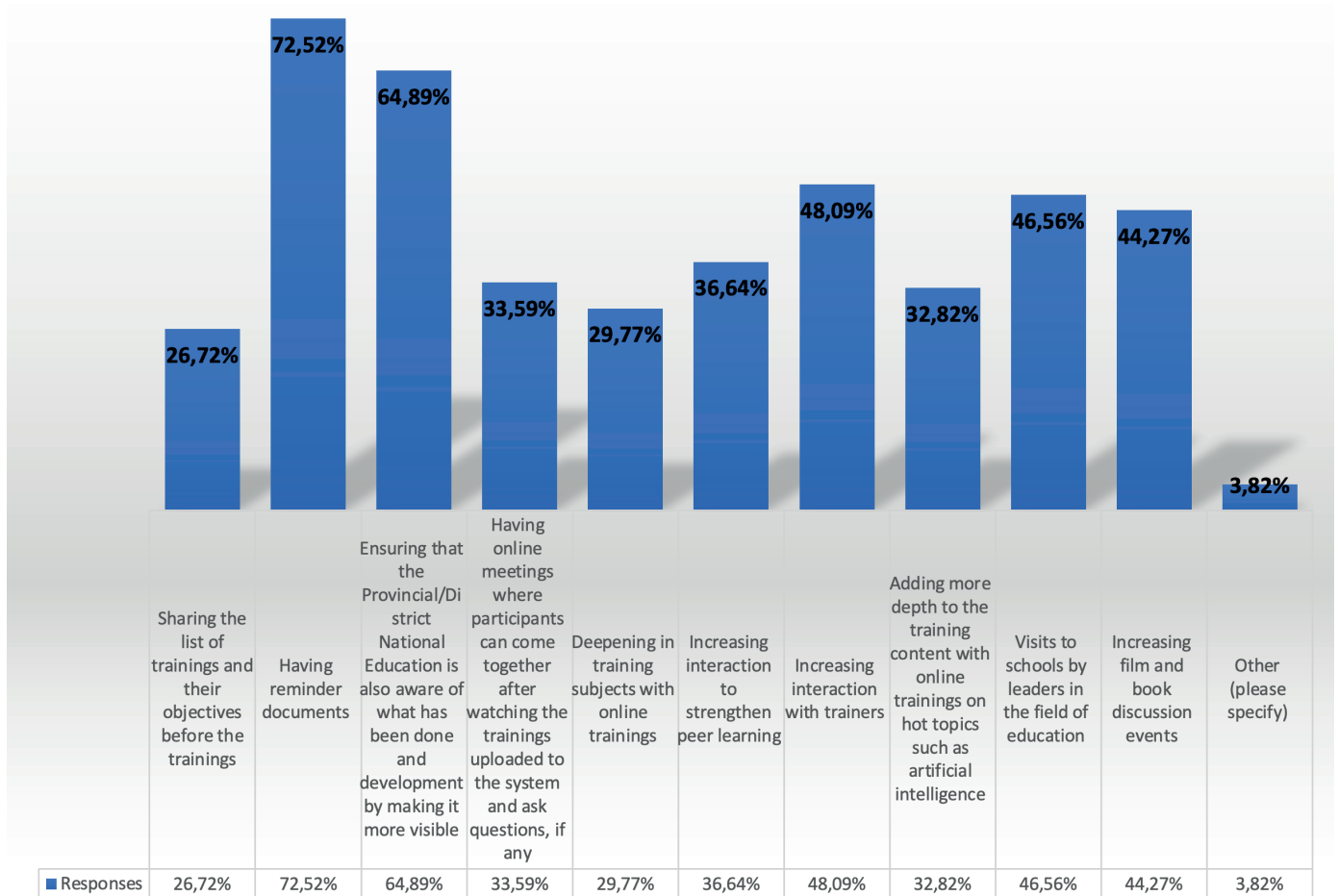
- “In face-to-face trainings, I could not fully understand the trainings at the end of the day because I was so tired.”
- “It was hard to concentrate the trainings that were at the end of the day. Probably I missed important information.”
- “Even though I took notes in the trainings, when I look back, I cannot remember exactly what it was about.”



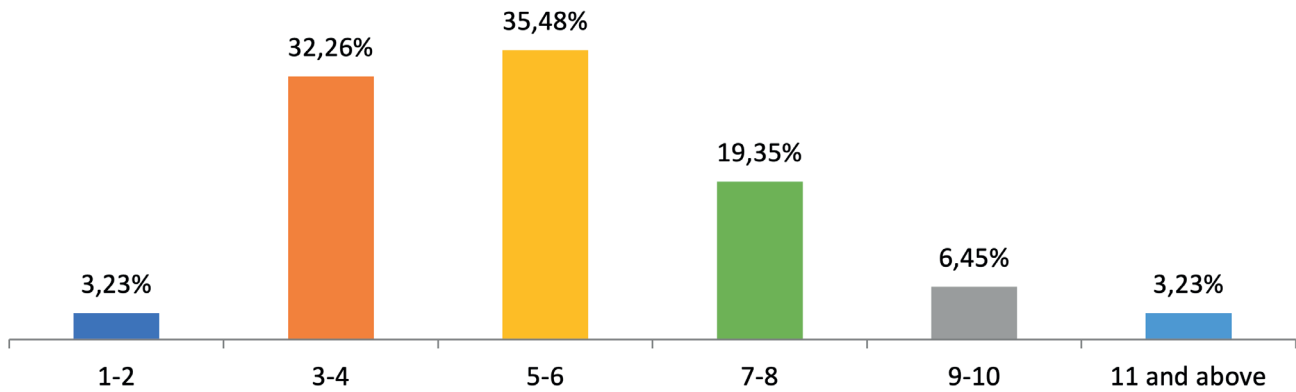
According to teachers, permanence of knowledge that they learnt in trainings reduced 4 levels on average. Majority of stakeholders (59%) evaluated the reduction as 4-5-6 levels. So, this result represents the stakeholder group fair enough. This information and relative importance of this negative outcome provides insight to optimize value.

As shown on the graph below Professional Development Module would create more value to stakeholders if there were documents that they could use to remember the content of the trainings.

How the training programme would create more valuable for you?



Year of Experience



As seen in the graph above, most of the teachers who participated in this module are experienced teachers. This is a positive result for the Social Impact Generators Programme. It will be easier for both young and experienced teachers to implement activities that will create value in the region where they work and to find the support they need for these activities.

Following the training sessions, they designed their own projects with the support of expert mentors. Our teachers presented *55 projects they designed in various themes.

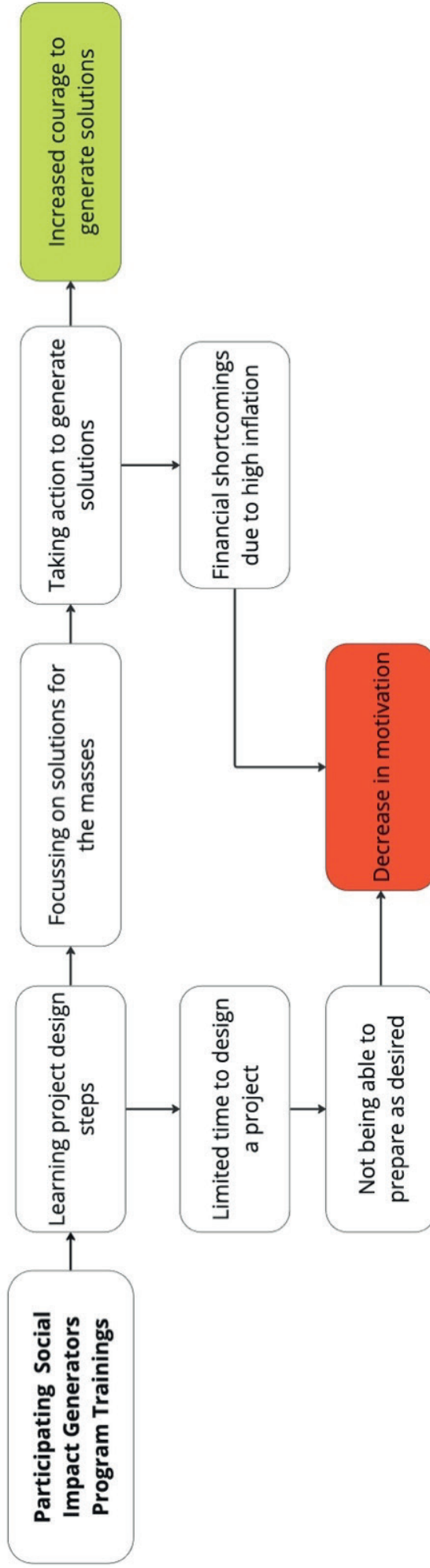
*List of the projects designed by teachers

Social Impact Generators Program List of Projects Created by 1st-2nd-3rd-4th and 5th Group of Teachers					
No	Project Title	Theme	No	Project Title	Theme
1	Passenger Book	Literacy	19	The Strong Bridge of Society: Mothers	Disaster
2	I Need Support		20	Art Class	
3	One Language, One Future		21	Reading Campaign	
4	Our Common Language is Play		22	Unified Classes	
5	Math Heroes: Fun Learning Adventure		23	Practice in the Kitchen	
6	Musical Education		24	Transform to Benefit, Not Harm	
7	Alibeyli's Women Read, Our Village Progresses	Women Empowerment	25	Ecological Classroom	Environment
8	Women Who Will Produce for the Children		26	Street Animal Ambassadors	
9	Informed Women, Healthy Lives	Village Activity	27	Witness of Nature	
10	Halfeti Development Movement		28	Let's Take Care of Our Animal Friends	
11	Koşuyolu Open-Air Cinema Days		29	My Ecological Classroom	
12	Coding Education in Primary School	Science-Technology	30	Ürünli's Grapes	Cooperative
13	One Step, Thousand Worlds		31	We Strengthen as We Win	
14	Villages Compete in Mind and Intelligence Games		32	Toygar Bird Women's Cooperative	
15	Journey of Little Hearts, Village Heroes Chasing Dreams		33	Educating with Local Cheese	
16	Development Workshops		34	From Threat to Life	
17	Future School for Tomorrow's Children		35	Crying Bride	
18	Inter-village Science Festival		36	Extend an Olive Branch Too	
		37	Bismil in All Its Colors		
38	What Will You Be When You Grow Up	Student Focused	39	I Exist with My Emotions	
40	National Consciousness is Entrusted to Me!		41	My Book and I	
42	Being a Child in Konuksayar		43	My Tum Friend	
44	If Women Learn, the World Learns		45	My Handmade Workshop	
46	You Have Something in Mind		47	My Mom is Also at School	
48	We Are Strong Together	Parent- Student - Teacher Communication	49	When a Child Laughs, the World Blooms	
50	Be My Friend		51	Happiness Workshop	
52	Come on, Parents, to School		53	Improvement for the Authorized Teacher Practice	
54	Material Class		54	Material Class	
55	Teacher, You Are Not Alone	Teacher Focused	55	Teacher, You Are Not Alone	

In the next phase of the project, the aim is to support teachers in implementing their own projects, thereby contributing to local development.

In order to optimise the value in the following processes, understanding the value of this module for teachers as of the point reached until November 2023 will inform decision-making processes.

Chain of Change - Social Impact Generators Program Trainings



As shown on the chain of chain scheme teachers experienced one positive and one negative outcome as a result of the activities that they engaged so far.

Increased courage to generate solutions

Number of stakeholders who experienced the outcome	31 out of 31
Relative Importance	9
Depth of Change	3 steps

100% of stakeholders experienced the positive well-defined outcome which is a promising result in terms of achievement of contribution to rural development. During one-on-one interviews teachers stated that they were aware of village social and economic problems and they were able to identify potential solutions. Empirical research has demonstrated that creativity training within entrepreneurship programs can lead to more innovative business strategies and solutions (Zampetakis & Moustakis, 2006).

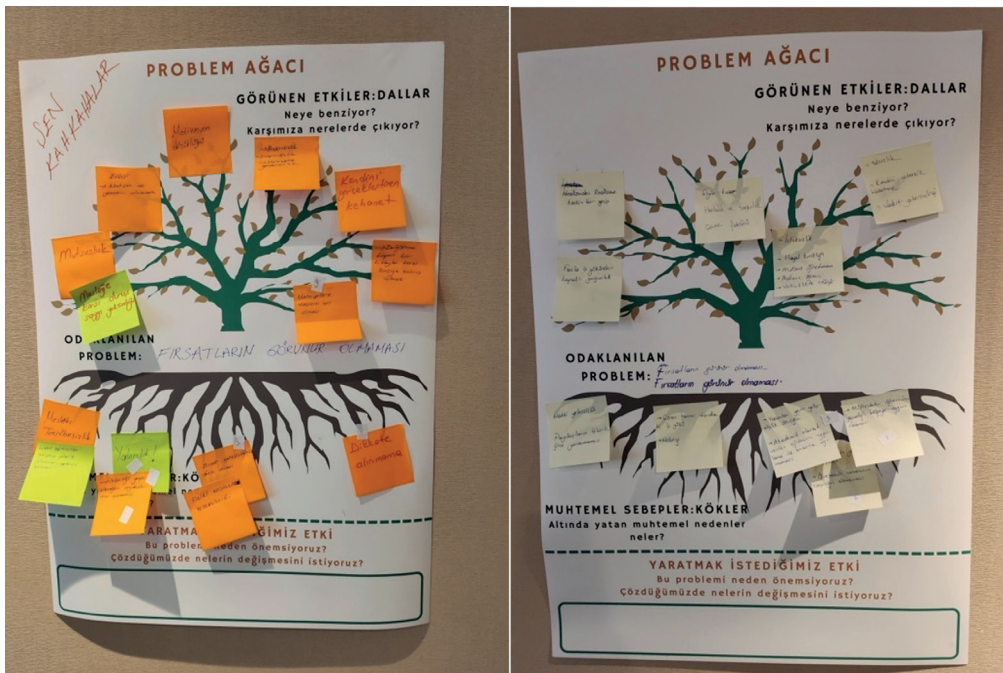
Grounding the possible solutions to the problems in the village, the steps to be taken to realise activities that will provide solutions with multi-stakeholder participation, access to the necessary financial resources were the new aspects that the teachers learned during the trainings and while designing their projects with their mentors.

55% of stakeholders stated that they understood the difference between project and activity. During one-on-one interviews majority of teachers talked about the activities that they organized. After the trainings they realized that all those activities were not projects but just activities.

As teachers learnt how to design and write projects, 65% of them stated that they learnt how to take steps for change and 68% of them stated that they realised they had the power to change.

39% of stakeholders mentioned that in the past, they felt lonely so that they had hesitations to take action. After trainings they were able to take tangible steps to realise their project ideas.

Teachers worked on the roots of a problem and possible solutions. 45% of them stated that they started to focus on finding permanent solutions to problems instead of daily solutions. This information indicates that teachers gained ability to identify the needs of village community accurately which means they could generate solutions that create higher value for the community.



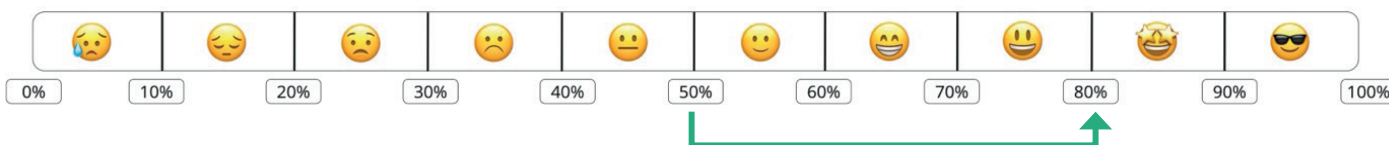
During the Module process, they participated trainings and worked with their mentors. During this module, teachers learnt how to identify problems and produce solutions, how to structure activities to implement these solutions, how to ensure stakeholder participation, how to manage conflicts that may arise, how to find resources. As a result of all of these, teachers realised that they really had the ability to solve problems and they stated that their inner motivation increased. According to another research by Béchard and Toulouse (1998), incorporating problem-based learning (PBL) into entrepreneurship education can significantly enhance the problem-solving capabilities of learners. This method encourages active learning and critical thinking, which are essential for successful entrepreneurship, as learners must navigate complex business scenarios and provide innovative solutions that are feasible and viable in competitive markets.

36% of teachers mentioned that instead of complaining about what’s wrong with the system, they started to think if they could change it. So that they feel confident to generate solutions.

Indicators:

Objective	Subjective
<i>Learning to demand for resources</i>	<i>Not to feel helpless</i>
<i>Knowing the organisation to which to apply for support</i>	<i>To realise having the power to change</i>
	<i>Recognising that having a wide impact is possible</i>

- “I didn’t know where to start. I learnt how to work it out.”
- “I was discouraged in difficult circumstances. I regained it.”
- “I used to feel like I couldn’t solve problems. Now I know I can.”



As expected, teachers were not in a situation that they totally lack of courage to take action to generate solutions. Still, they had issues such as not knowing where to begin, what long-term impact meant, difference between an activity and a project, how to cooperate with local people, how to manage conflicts, etc. As their knowledge and awareness increased, they experienced the well-defined outcome. The average depth of the outcome was 5 on a 1-10 scale. Only one stakeholder expressed herself as on point 1 and one stakeholders expressed herself as on point 9 before the Module. So, the average value of the depth represents the stakeholder group.

Decrease in motivation to realizing the projects that they design

Number of stakeholders who experienced the outcome	31 out of 31
Relative Importance	8
Depth of Change	-1 step

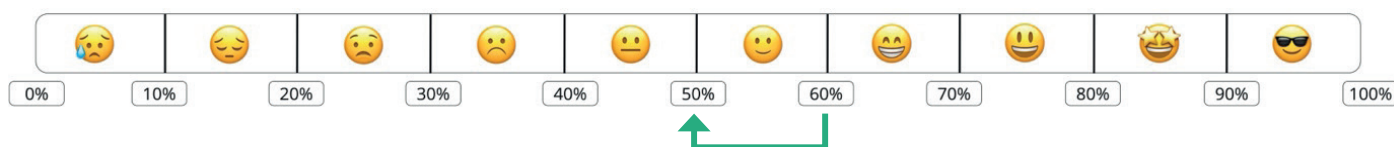
100% of stakeholders experienced the negative well-defined outcome which means they were affected both internal and external factors. The most significant external factor was high inflation.

Though all projects were granted with the same amount, due to the high inflation which caused financial shortcomings. 42% (13 out of 31) of the stakeholders experienced the negative outcome as a consequence of this external factor.

65% of stakeholders experienced time limitation. They were asked to present their projects right after the trainings. So, they had 5 days to prepare their presentation and work with their mentors. This time limitation caused some negativities for teachers such as falling short of project’s potential and feeling tired due to the intensity of the trainings, which caused them to be unable to design their project as they wish.

Indicators:

Objective	Subjective
To realise a small part of the project	Feeling like a missed opportunity
	Feeling bad about not being able to realise a project due to financial factors
	To be disappointed



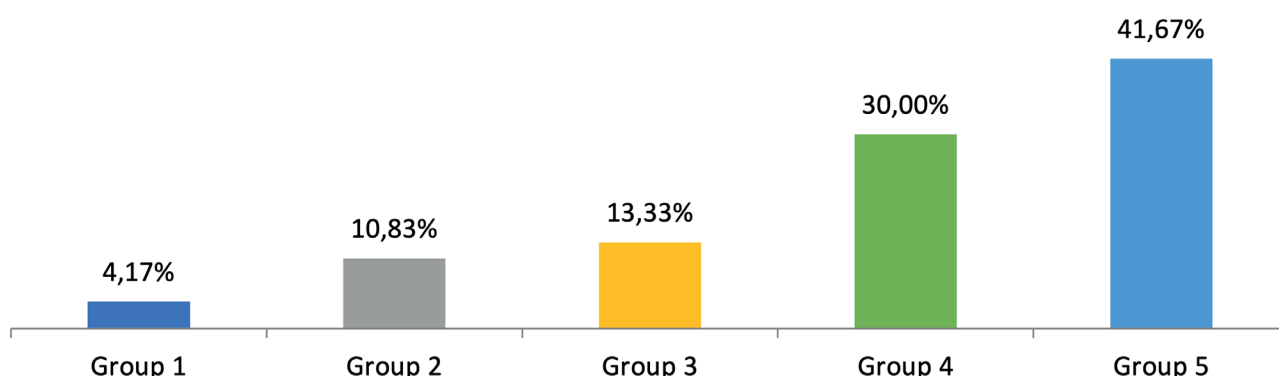
Though these negative experiences caused decrease in motivation for teachers, the amount of change was limited. Though depth of the negative outcome might be ignorable (only 1 step), the relative importance of the negative outcomes is too high to be ignored. It is almost as important as positive outcome which indicates that these negativities should be minimized in order to optimize value for stakeholders.

All Groups / Responding to Crises: Supporting Psychological Well-being

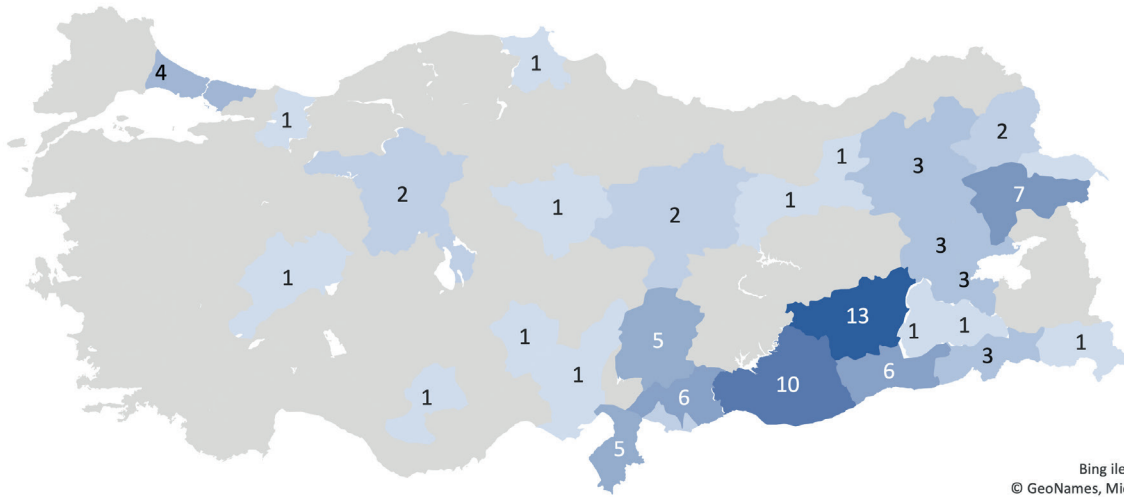
Number of stakeholders who experienced the outcome	95 out of 100
Relative Importance	8
Depth of Change	3 steps

After the earthquake that occurred on February 6, 2023, centered in Kahramanmaraş and affected 11 provinces; Crises Supporting Psychological Wellbeing Module was developed for 273 teachers working in those provinces and teachers who live outside of the region.

The Group of Teachers



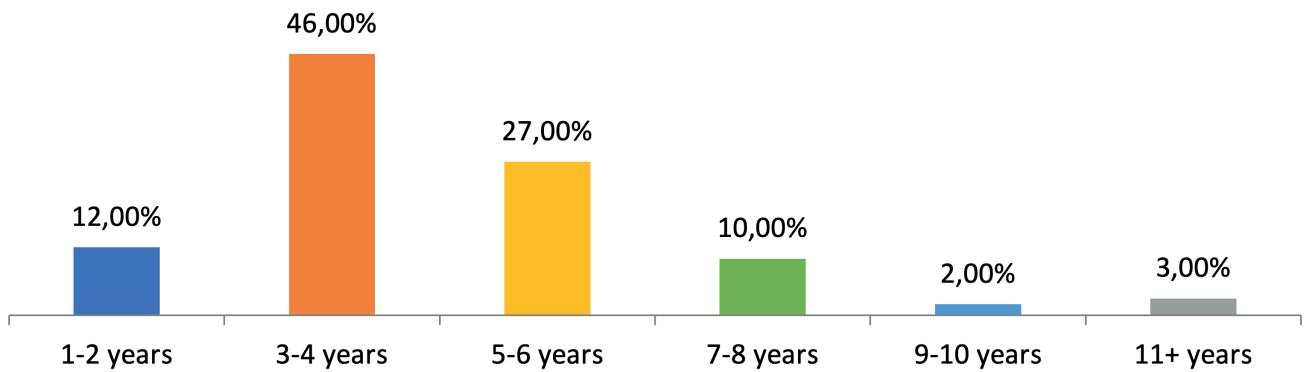
Location



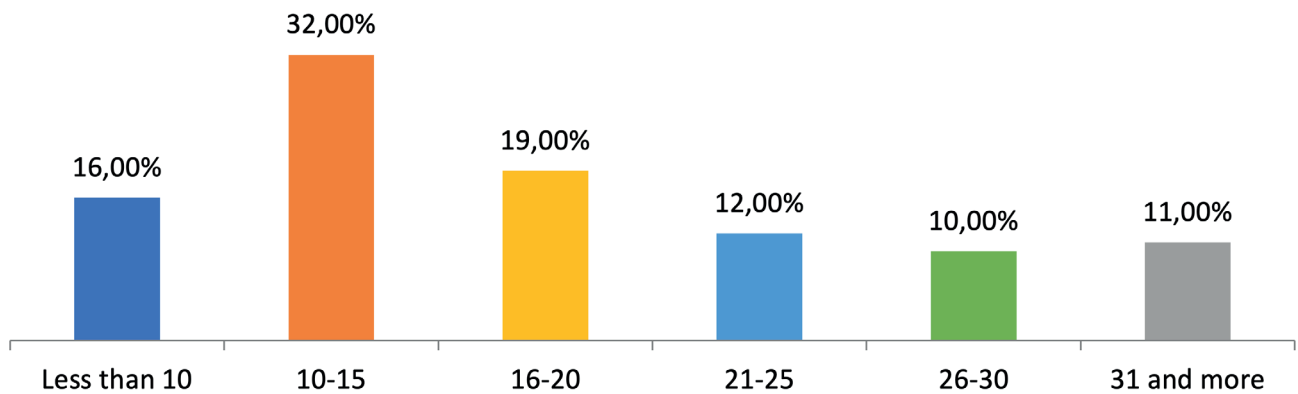
The purpose of Crises Supporting Psychological Wellbeing is to provide information and support to teachers on 'How they can psychologically protect themselves and the students who are directly or indirectly affected by the natural disasters?'

Since Türkiye is located in a region that severely suffers from natural disasters, teachers will be able to use the information they learn through this module in necessary situations throughout their lives.

Year of Experience



How many students are there in your class?

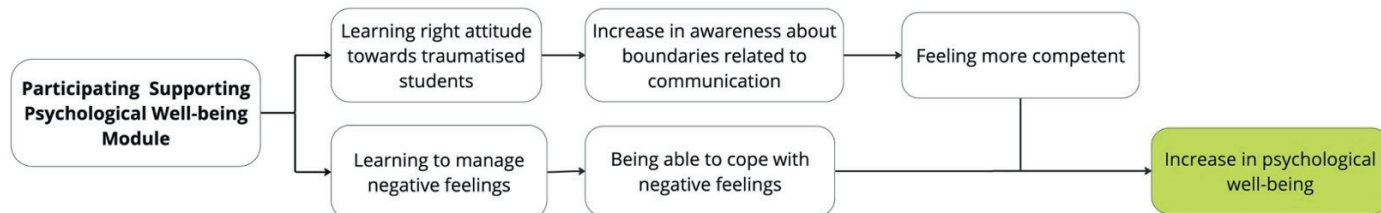


There were 3 parts of the Module;



Though the Module was designed for teachers who affected by the earthquake (273 teachers), more teachers participated to webinar about psycho-social support in disaster. Even if teachers and their schools were located far from the cities that affected by the earthquake, either they had students who transferred from schools in earthquake region or students affected negatively because of media. In both cases, the teachers had to communicate with their students who were traumatised.

Chain of Change - Supporting Psychological Well-being Module



- 36% of stakeholders stated that they learnt the right attitude towards their traumatised students
- 32% of stakeholders stated that new learnings about student relations in general (such as being disciplined, mirroring) strengthened their communication with their students
- 23% of stakeholders stated that they learnt to achieve inclusion their traumatised students with other students, to include them in the classroom environment
- 21% of stakeholders stated that they were able to support students to cope with the guilt feelings

The Module's aim was to increase teachers' own psychological well-being as well. During one-on-one interviews stakeholders stated that they did not feel well. They experienced feeling guilty just like their students, they demoralized because of disaster and they had fear of earthquake. 58% of teachers stated that they felt much better since their feelings were understood. Since they learnt how to manage their anxiety 35% of teachers felt stronger. 47% of teachers stated that as their knowledge increased, so did the knowledge they could give to their students that reduced their worries.

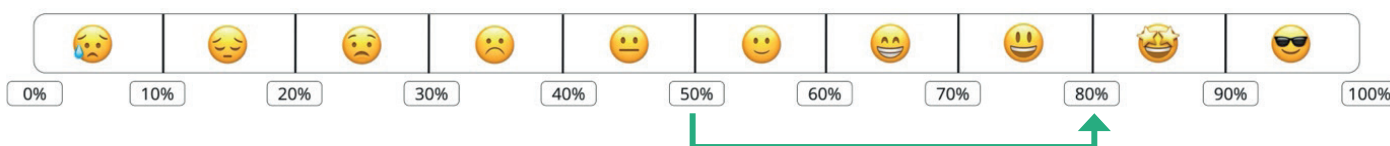
One of the most important functions of the Module that was pointed out by 33% of the teachers was that most of the institutions worked on students' well-being, but the project focused on their psychological well-being. It was obvious that (also stressed by the trainers) first teachers' well-being should be improved because students mirror adults. Students would be fine as long as their teachers were fine.

Another function of the Module that was pointed out by teachers during one-on-one interviews was that all other Modules and trainings) nourished their minds, while this module nourished their emotions. One of the teachers said that as teachers they always tried to improve others well-being, for the first time their well-being was improved.

Indicators:

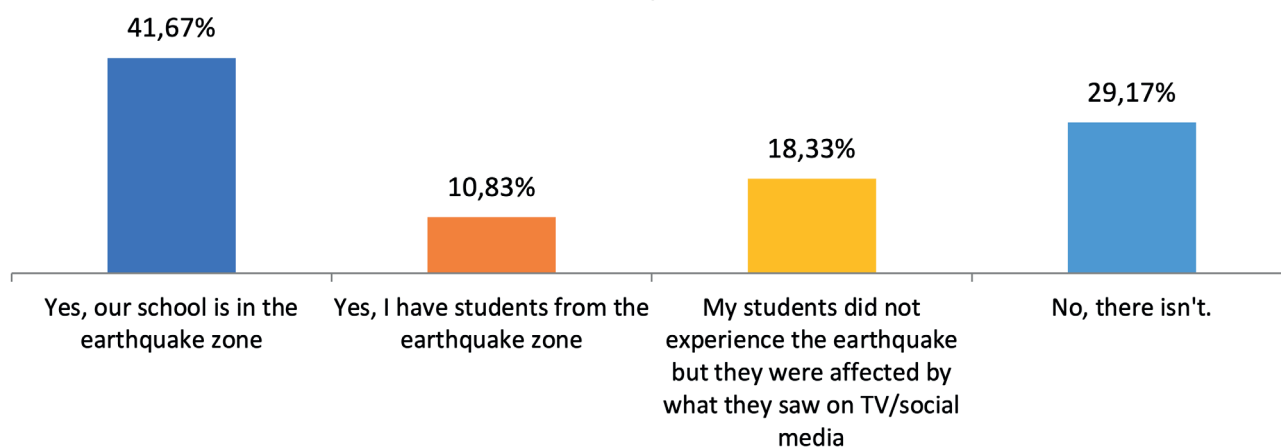
Objective	Subjective
<i>Being more confident when talking about earthquakes</i>	<i>Overcoming feelings of guilt</i>
	<i>Finding the strength to return to the normal course of life</i>

- "I was feeling guilty about how quickly we got used to it."
- "There are students affected by the earthquake in my class. I learnt how to talk about the earthquake without triggering their trauma."
- "I learnt that thoughts change behaviour and behaviour changes relationships."
- "I wasn't psychologically well. I wasn't in the mood to teach."



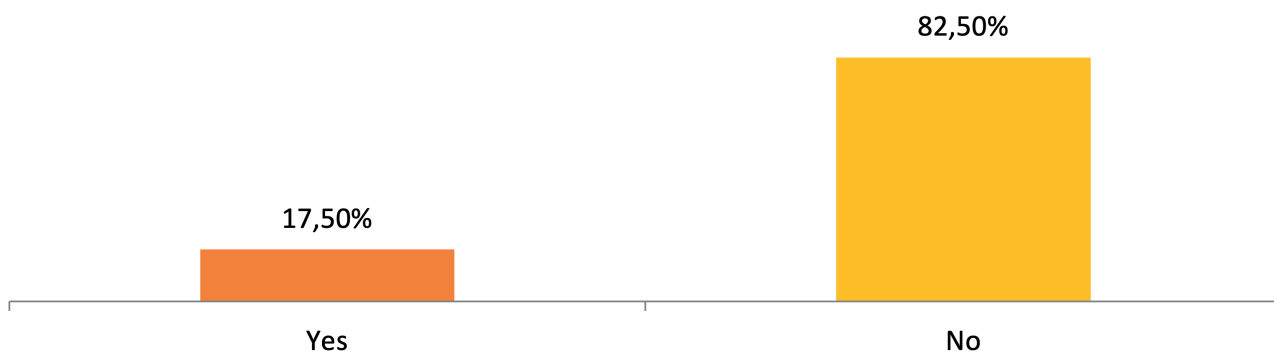
The webinars took teachers' psychological wellbeing 3 steps forward from their current situation. They defined their psychological wellbeing at point 5 on a 1-10 scale. 60% of stakeholders who experienced the outcome defined their psychological wellbeing under point 5 which was expected. This information indicates that they were affected by the disaster too much. During one-on-one interviews, they stated that they did not feel well enough to teach effectively. So, the webinars achieved the targeted outcome.

Are there any students in your class affected by the earthquake?



5 teachers who did not experience the outcome. None of them were located in the regions affected by earthquake, 4 of them did not have students transferred from the regions affected by earthquake and 4 of them have no students who were traumatized by any natural disaster or regional conflict. So that the information given in the Modul was nice to know for them but did not cause any change.

Have you ever had traumatised students due to natural disasters or conflicts in your professional life?



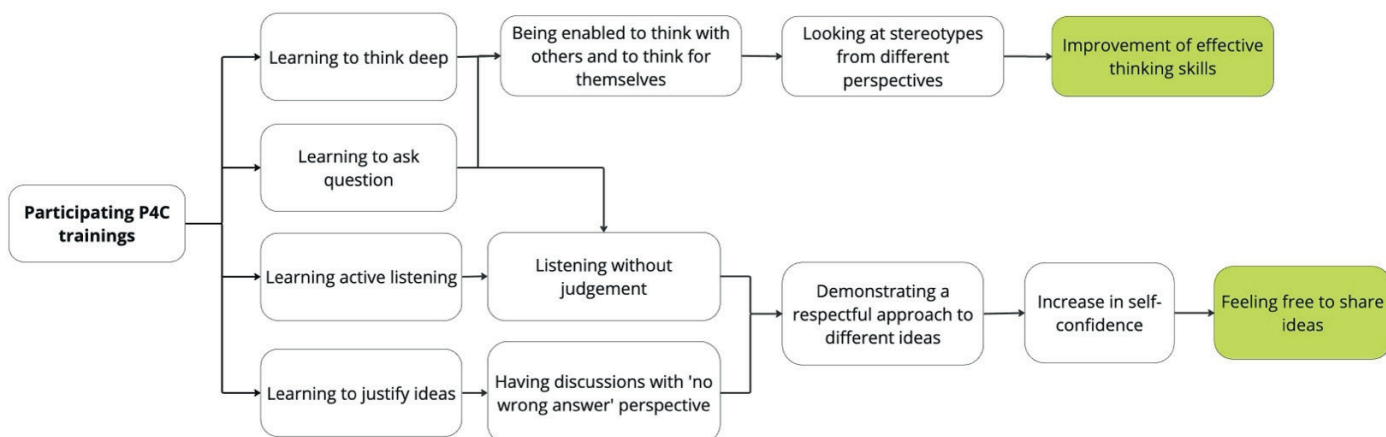
All Groups / Philosophy for Children (P4C)

An introductory Lesson on P4C was provided to teachers from all groups on June 8, 2023, by Zurich Türkiye Volunteer and P4C Instructor. The first Facilitator Training of the P4C session was completed with 17 teachers in 40 hours of training. It is planning one more session of Facilitator Training of P4C for the teachers from all groups. Therefore, the results of the analysis is important to optimize value for the teachers.

14 teachers were interviewed out of 17 and 2 positive outcomes were identified. Both outcomes were expected. 7 of those 14 teachers had chance to practice what they learnt in their classes. Though children’s experiences are not subject of this first analysis, still information based on teachers’ observation is important. According to teachers who could practice P4C students experienced to be listened without being judged. Teachers thought that spoke more freely when they were not criticised for their opinions. This both increased their respect for each other and improved their self-confidence. Teachers also stated that students established better relationships with their classmates with whom they did not get along in the past.

The training created two well-defined outcomes for teachers themselves as shown on the chain of change below.

Chain of Change - Philosophy for Children (P4C)



Improvement of Effective Thinking Skills

Number of stakeholders who experienced the outcome	8 out of 14
Relative Importance	9
Depth of Change	4 steps

P4C trainings encouraged teachers to think, listen and question. According to teachers, hardest part of the training was not finding answers to their enquiries which lead them to understand there was no right or wrong answer. Listening patiently others even if they did not agree with their idea was another hard part of the training. They learnt to think together and looking from different perspective to ideas which were used to be 'wrong' for them.

During one-on-one interviews one of the teachers stated that she used to think there were only one answer of a question, there was only one way for her. "P4C trainings improved my thinking skills since it forced us to think deeper" she said. In addition, research has shown that philosophy courses significantly improve students' ability to evaluate arguments, notice contradictions and analyse information independently (Abrami et al., 2008).

It was also discussed with teacher why this outcome was important for them. All teachers stated that their students are primary school students meaning learning how to improve thinking skills for their students was crucial for developed communities in the future. According to teachers P4C training was helpful to establish 'meaningful learning' processes.

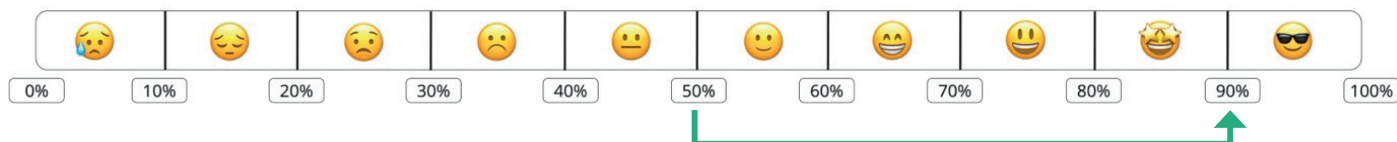
Trainer of P4C was interviewed and asked to share her observation regarding changes that teachers experienced. In the context of the training, they worked on well-known stories and they questioned the stereotypes. According to trainer these exercises provided teachers to be able to see things from different perspectives and thought in ways they had never thought before. So that they got rid of 'borrowed thinking'.

Indicators:

Objective	Subjective
<i>Thinking without barriers</i>	<i>Feeling that opposing opinions are safe</i>
<i>Becoming welcome to different ideas</i>	<i>Not being afraid of refutation of their own views</i>
<i>Not being implacableness anymore</i>	

- "It was not easy to listen to ideas I disagreed without objection but it made me think more objectively"
- "The enquiry is likened to a pit; it is as if we fell into a pit while structuring our thoughts. It was very educational to fell into pit"
- "My thinking skills improved as I listened to different ideas"
- "It was very important to improve my questioning skills"

The information regarding the depth of change came from stakeholders. They were asked to evaluate themselves on a 0-10 scale (before the training and after the training). Depth of change can be interpreted as high. The average result indicates that teachers' effective thinking skills improved 4 steps (from 5 to 9).



This result is expected since stakeholder group consist of teachers meaning their thinking skills were not in a bad situation. There were no extreme answers regarding the amount of change. The lowest self-evaluation was 3 (before the training) that was stated by 1 stakeholder and the highest self-evaluation was 8 (before the training) that was stated by 1 stakeholder as well.

Feeling Free to Share Ideas

Number of stakeholders who experienced the outcome	8 out of 14
Relative Importance	9
Depth of Change	3 steps

P4C trainings taught teachers listening and justifying their ideas. Teachers who experienced the outcome stated that they realised that they used to listen with prejudices. They experienced that listening without judgement enables them to truly understand the person sharing their thoughts. They learnt to justify their ideas as well. These learnings increased their self-confidence because their approach shifted from ‘my idea is true’ to ‘there is no right or wrong idea’ that led a respectful approach. As their self-confidence increased stakeholders stated that they feel free to share their ideas.

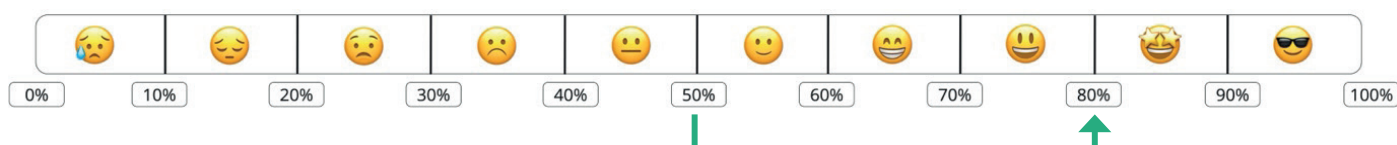
It was discussed with teachers that why this outcome was important for a teacher. The answer was clear; raising students with free minds was the most important thing for teachers.

According to trainer learning how to justify their ideas was one of the most important changes for teachers. It enabled them to defend their ideas so that their self-confidence affected positively.

Indicators:

Objective	Subjective
<i>Not judging other ideas anymore</i>	<i>Feeling safe to talk about anything</i>
<i>Not defending their thoughts based on their emotions anymore</i>	<i>Not feeling anxiety while sharing an idea</i>

- “I didn’t like sharing ideas in public. Ideas were expressed freely in a judgment-free environment.”
- “I have changed in terms of being able to express my opinion freely.”
- “I realised that I was judging myself and other people.”



The relative importance and amount of change of both outcomes indicates that teachers needed P4C training not only for improvement of their teaching methods but for their own well-being as well.

Only 2 stakeholders experienced both outcomes. The most possible reason why others experienced only one of the outcomes was the one-on-one interviews were conducted just 6 months later. So, in short-term it could be expected that stakeholders could express only one of these outcomes. In mid-term or long-term the outcome that was not experienced by stakeholders may occur. It should be considered that totally different outcome(s) may occur in the long run as a result of P4C training especially as a consequence of second part of the training which will be delivered in next semester.

Similar Outcomes - Short Discussion

Social Impact Analysis of SVA Growing Great Teachers¹⁵ captured 6 positive outcomes. The table below shows the similar outcomes that were identified in this analysis.

Identified outcomes in SROI Analysis of The Economic & Social Impact of Street Soccer Academy	Identified outcomes in SROI Analysis of the Our Teachers: Insurance of Education
Feeling of competent	✓
Increase in self-confidence	✓
Dealing with adaptation problems much better	✓
Increased courage to generate solutions	✓
Feeling free to share ideas	✓
Decrease in anxiety	✓

These similarities indicates that even if the ToC of programs are different, stakeholders are different, external circumstances are different providing development opportunities results in similar positive outcomes.

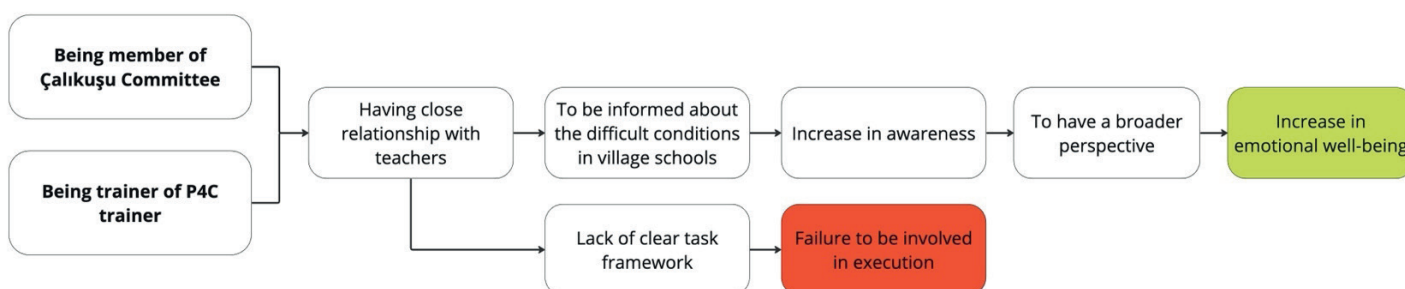
Outcomes – Volunteers

Volunteers of the project refers to 10 members of Çalıkuşu Committee and trainer of P4C. Since they are the social capital of the project it is important to understand the changes that they experienced.

All volunteers are highly educated and 5 of them retired from education sector. 6 of committee members have been in the project since 2018-2019, and 3 of them have been in the project since 2022-2023.

All stakeholders participated one-on-one interview. It was identified that they experienced 1 positive and one negative outcome as shown on the chain of change scheme below.

Chain of Change - Volunteers



¹⁵ <https://socialvalueuk.org/reports/growing-great-teachers-case-studies-overview/>

Increase in Emotional Well-Being

Number of stakeholders who experienced the outcome	11 out of 11
Relative Importance	9
Depth of Change	3 steps

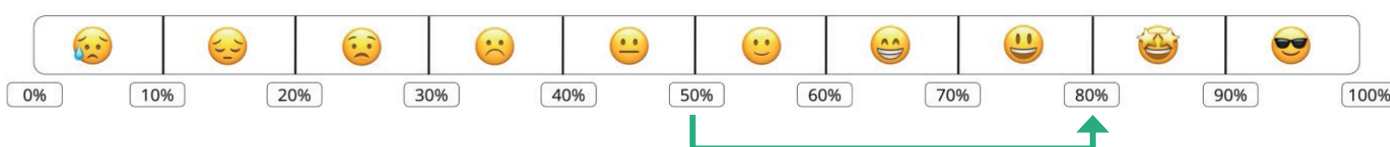
All committee members mentioned that they witnessed village teachers' struggle with extraordinary conditions in village schools. Since they had close relationship with teachers, they said that even if they knew the inequality between east and west regions, they did not know the extent of inequality. Teachers' efforts to educate their students despite the negative conditions contributed to the increase in stakeholders' awareness.

Stakeholders who started to empathise with teachers as they learnt about their problems expressed that they started to think more about what they could do for them. The power of struggle of the teachers gave strength to the members of the committee. Instead of feeling despair in the face of problems, they preferred to be a part of generating solutions.

Indicators:

Objective	Subjective
<i>Raising awareness about equal opportunities</i>	<i>Feeling motivated to contribute more</i>

- "Seeing them use what they have learnt in education has healed my broken hope for the future of my country."
- "I've seen true selflessness"
- "My pessimism is gone; I feel hopeful for the future"



Failure to be Involved in Execution

Number of stakeholders who experienced the outcome	4 out of 11
Relative Importance	6
Depth of Change	-5 steps

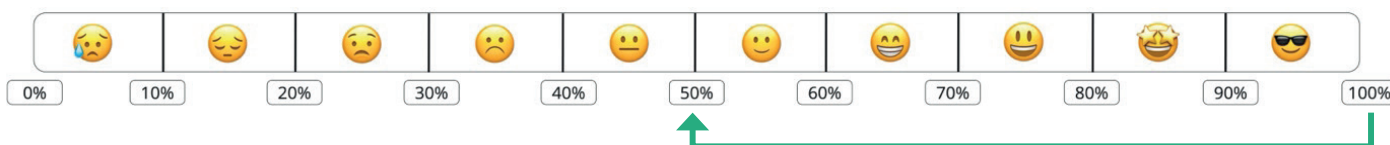
Since the stakeholders are highly educated people and have a wide social network, they think that they can be more useful to teachers than the current situation. The members of the committee have a very good relationship with each other and have achieved synergy, which can increase the benefits they can create for teachers.

Close relationship with teachers is expected from committee members. Teachers should feel free to consult them. Committee members are happy with this as well. However, since the responsibility framework of the

committee is not clear, they cannot support teachers effectively. They cannot inform them, or organize event like book discussion, or promise to meet demands (like books or notebooks for children). Because teachers have been informed that committee members have been there for teachers, they ask for their needs by calling committee members. However, committee members cannot take action. Because of those limitations, committee members cannot involve in project as they wish. They feel they do not use their potential enough.

Indicators:

Objective	Subjective
<i>To be informed about progress late</i>	<i>Feeling that they are below their potential</i>
<i>Not knowing what is expected</i>	<i>Feeling of being useless</i>



Making more effective use of the Çalikuşu Committee by defining the criteria properly from the beginning is one of the elements that will optimise the value for the stakeholders. They think that they can be in continuous communication with teachers in this way without losing contact with them. Having a management scheme (like an organizational chart) and sharing it with the teachers ensures that teachers know who to consult when needed.

Some committee members think that instead of increasing the number of teachers, a higher benefit could have been achieved by working with a limited group of 500 teachers. Activities and field visits could have been organised to support the training, so that they could have been better equipped for their students.

Developing and implementing projects was also mentioned by stakeholders as one of the elements that can optimise value for the committee members.

MATERIALITY

Two screening was done to well-defined outcomes in order to understand whether the outcomes were material or not; (1) Relevance test and (2) Significance test. The results of tests were compared with the threshold of the project and decided as material or not.

Relevance test was passed if at least one of the criteria was ‘Yes’. Significance test was passed if at least relative importance was high and medium for stakeholders. Other criteria which are quantity, deadweight and attribution were important for sure. However, if an outcome had low importance for stakeholders, then there was no need to include it in the analysis. Outcomes should be meaningful and important for stakeholders. Otherwise, there is no meaning for tracking the indicators for future analysis. Other ways to optimize value for stakeholders should be discussed in such a case.

There was a scale for significance criteria which can be changed in the future according to circumstances. For the beginning of the project thresholds were determined as follow. These thresholds were subjective judgments and as mentioned it can be revised in accordance with future circumstances.

	High	Mean	Low
Relative Importance	10-8	7-5	4-0
Deadweight & Attribution	100%-70%	69%-40%	39%-0%

If outcomes would have happened anyway and third parties' contribution with at least 70% level, it was taken as high because it would indicate that the project should provide better training offer to attract more teachers for future. This threshold was kind of an alarm for a better designed project before increasing the number of stakeholders.

Stakeholder Group	Outcome	Relevant
Teachers - Groups 1-2-3 Personal Development Trainings & Professional Development Trainings	Feeling of competent	Yes
	Increase in motivation for continuous improvement	Yes
	Increase in self-confidence	Yes
	Respecting the teacher and teaching profession	Yes
	Couldn't be able to achieve the desired benefit	Yes
Teachers - Groups 4-5 Personal Development Trainings	Increase in motivation for self-improvement	Yes
	Dealing with adaptation problems much better	Yes
	Decrease in anxiety	Yes
	Respecting the teacher and teaching profession	Yes
	Decrease in motivation to learn and focus	Yes
Teachers - Groups 4-5 Professional Development Trainings	Increased professional development motivation	Yes
	Decreased knowledge permanence	Yes
Teachers all groups Supporting Psychological Well-being Module	Increase in psychological well-being	Yes
Teachers all groups P4C trainings	Improvement of effective thinking skills	Yes
	Feeling free to share ideas	Yes
Teachers all groups Social Impact Generators Program Trainings	Increased courage to generate solutions	Yes
	Decrease in motivation to realizing the projects that they design	Yes
Volunteers	Increase in emotional well-being	Yes
	Failure to be involved in execution	Yes

Relevance Criteria	
Policy based performance	The project policy is based on increasing social equity and well-being. Therefore, positive outcomes are related with policy of the project. On the contrary, negative outcomes are not relevant with the policy of the project. However, minimizing negative outcomes such as 'reduced permanence' and 'decrease in motivation' would be relevant the policy.
Stakeholder behavior and concerns	All changes, both negative and positive, were stated by stakeholders. All chain of change was established by stakeholders' expressions. Therefore, outcomes are relevant with stakeholders' behavior and concerns.
Societal norms	Besides negative outcomes, 'Increase in psychological well-being', 'Feeling free to share ideas' and 'Increase in emotional well-being' that has been experienced by volunteers are not relevant with societal norms.
Direct short term financial Impacts	None of the outcomes has direct short term financial Impact.
Peer based norms	For volunteers there are many impact assessments ¹⁶ that shows volunteering activities contributes to people's emotional well-being. Similarly, training programs increases different aspects of well-being.
Relevant or not?	All outcomes meet at least one of the relevance criteria. So, they are all relevant.

¹⁶ Various examples can be found here <https://socialvalueuk.org/report-database/>

Stakeholder Group	Outcome	Significant
Teachers - Groups 1-2-3 Personal Development Trainings & Professional Development Trainings	Feeling of competent	Yes
	Increase in motivation for continuous improvement	Yes
	Increase in self-confidence	Yes
	Respecting the teacher and teaching profession	Yes
	Couldn't be able to achieve the desired benefit	Yes
Teachers - Groups 4-5 Personal Development Trainings	Increase in motivation for self-improvement	Yes
	Dealing with adaptation problems much better	Yes
	Decrease in anxiety	Yes
	Respecting the teacher and teaching profession	Yes
	Decrease in motivation to learn and focus	Yes
Teachers - Groups 4-5 Professional Development Trainings	Increased professional development motivation	Yes
	Decreased knowledge permanence	Yes
Teachers all groups Supporting Psychological Well-being Module	Increase in psychological well-being	Yes
Teachers all groups P4C trainings	Improvement of effective thinking skills	Yes
	Feeling free to share ideas	Yes
Teachers all groups Social Impact Generators Program Trainings	Increased courage to generate solutions	Yes
	Decrease in motivation to realizing the projects that they design	Yes
Volunteers	Increase in emotional well-being	Yes
	Failure to be involved in execution	Yes

Significance criteria	
Quantity	The number of stakeholders who have experienced the outcomes is quite significant. Obviously, this also includes negative outcomes. All outcomes have been experienced by more than 50% of stakeholders included in the analysis. In order to optimize value, the project partners may work on negative outcomes and set target to decrease the quantity of negative outcomes.
Relative Importance	The relative importance of the outcomes is between 8 and 9 (see Value of Outcomes). Only volunteers' negative outcome has been evaluated as 6 by stakeholders. This does not mean that the negative outcome could be ignored. As discussed in the outcomes part of the report elimination that negative outcome could be possible which could help to optimize value of the project. If volunteers could have more space to engage in the project, indirectly the project value could be optimized by increasing benefits to teachers.
Deadweight	The deadweight ratios of outcomes are not high but should not be ignored (see Avoiding Overclaim). Since the main beneficiary group consists of teachers, achieving the outcomes anyway is possible for them. However, only around half of the outcomes could be achieved. It is known that the number of organisations carrying out activities for the well-being of teachers, although limited, has been increasing over time. It is therefore important to maintain the uniqueness of the content in order to maintain and optimise the value of the project. The best way to do this is to be in constant contact with teachers, as has been done so far, and to produce more specific and appropriate content will prevent deadweight rates from increasing in the future.
Attribution	Almost all attribution ratios are low. This was an expected result because in the one-to-one interviews, the first thing almost all of the teachers stated was how lonely they felt. This means contribution of other people/institutions are very limited. For groups 1-2-3 the attribution ratios are between 21%-28%. For groups 4-5 the ratios are between 32%-40%. This difference can be considered as a result of the increase in the number of programmes/projects designed for teacher development. This means that there may be new potential partners for the project partners to cooperate with in the future.

The outcomes that are covered in this analysis are all both relevant and significant. There are no outcomes that excluded from the analysis since not being relevant and/or significant.

All outcomes that identified with stakeholder engagement and stakeholder verification processes are included in the analysis and tested whether they are material. Though, it should be considered that there is always possibility that there may be other material stakeholders that could not be identified. Therefore, there is always possibility that there might be missing material outcomes.

VALUE OF OUTCOMES

“Valuing the things that matter requires an explicit recognition of the relative value or worth of different changes or ‘outcomes’ that people experience (or are likely to experience) as a result of activities. Value is subjective in its very nature. Therefore, it is critical that Principle #3 is applied in conjunction with Principle #1 ‘Involve stakeholders’ so that we value outcomes from their perspective. Principle 3 also relates to valuing the inputs required to deliver the activities that are being accounted for.”¹⁷

¹⁷ Standard on applying Principle 3: Value the things that matter, Social Value International

Relative Importance

Relative importance shows the non-monetary value of outcomes. In order to maximize social value, understanding relative importance of outcomes is crucial. “Value is inherently subjective, and therefore we must estimate this value as best we can through involving those who experience the value in the process of quantifying the relative importance.”¹⁸

Stakeholders were asked to weight the outcomes by using scale of 1 to 10. The answers of the stakeholders were calculated by taking the weighted average.

The table below shows the relative importance of outcomes for each stakeholder group. All outcomes’ relative importance is between 6-9. Only Volunteers group’s negative outcome (Failure to be involved in execution) is evaluated as 6 by stakeholders.

Negative outcomes relative importance is quite high. Only P4C training and Supporting Psychological Well-being Module did not create any negative outcomes. As discussed in outcomes part of the report, elimination of negative outcomes that experienced by teachers requires trade-off between training hours and content quality.

Even if volunteers’ negative outcome has lower relative importance compare to other negative outcomes, it is possible to eliminate it to optimize value of the project.

Stakeholder Group	Outcome	Relative Importance
Teachers - Groups 1-2-3 Personal Development Trainings & Professional Development Trainings	Feeling of competent	9
	Increase in motivation for continuous improvement	9
	Increase in self-confidence	9
	Respecting the teacher and teaching profession	9
	Couldn't be able to achieve the desired benefit	8
Teachers - Groups 4-5 Personal Development Trainings	Increase in motivation for self-improvement	9
	Dealing with adaptation problems much better	9
	Decrease in anxiety	8
	Respecting the teacher and teaching profession	9
	Decrease in motivation to learn and focus	8
Teachers - Groups 4-5 Professional Development Trainings	Increased professional development motivation	9
	Decreased knowledge permanence	8
Teachers all groups Supporting Psychological Well-being Module	Increase in psychological well-being	8
Teachers all groups P4C trainings	Improvement of effective thinking skills	9
	Feeling free to share ideas	9
Teachers all groups Social Impact Generators Program Trainings	Increased courage to generate solutions	9
	Decrease in motivation to realizing the projects that they design	8
Volunteers	Increase in emotional well-being	9
	Failure to be involved in execution	6

¹⁸ Standard on applying Principle 3: Value the things that matter, Social Value International

Value of Outcomes - Monetization

Monetizing value of outcomes helps us to compare different changes and make better decision. Three different approaches were used to translate the relative importance into money language;

- **Cost-based:** These approaches consider the market trade-offs (or costs avoided) associated with maintaining a change in an outcome.
- **Revealed Preference:** These approaches examine the way in which people reveal their preferences for goods or services through market production and consumption, and the prices that are therefore given to these goods (explicitly or implicitly).
- **Stated Preference:** These approaches ask people to “state their preference” for a good, service, often using questionnaires.
- **Wellbeing Valuation:** This approach uses statistical analysis of large and existing questionnaire datasets to value the effect on wellbeing from changes in life circumstances and life satisfaction.

Details regarding these approaches can be found in **Standard on applying Principle 3: Value the things that matter.**

For this analysis stated preference approach was used to translate the relative importance into money language. As Peter Scholten says “value is in the eye of the stakeholders”¹⁹. For this analysis stakeholders are involved while translating the relative value in to money language. All stakeholder groups outcomes’ financial proxies were determined by stakeholders with this approach. Since, they engaged in the project activities, they experienced both positive and negative outcomes, it would be much fair for stakeholders to value the outcomes.

During one-on-one interviews Value Game was applied and each stakeholder group make a list of things that are important and meaningful to have them²⁰. Then they placed the well-defined outcomes in the sequence of products.

That list gave us an insight of what kind of products are meaningful for stakeholders. So, the list of products on the survey is based on stakeholders’ voice. The weighted average of monetary value was used as financial proxy of the outcomes. The list of financial proxies of outcomes are given in Annex B for each stakeholder group. As seen on the list there are car and SUV options. While determining the financial proxy for the car and SUV options an assumption was made which is a car cannot be bought in two years by stakeholders (bearing in mind that household income of stakeholders). Consistent with the value map, where the value of an outcome lasts for 5 years, the monetary value of a car and SUV is divided by 5 and it is assumed that an equal amount will be paid over 5 years. As a teachers’ project journey is 2 years, the value of a car and SUV for 2 years was used as financial proxy.

Anchoring is used with the monetization approaches in the analysis. As the relative importance of outcomes are identified, in order to determine anchoring point, each outcome’s weighted average value was determined. The outcomes with the highest relative importance were used as anchoring point. If relative importance of different outcomes were equal then the lowest monetary value of outcomes was used as anchoring point in order to avoid over valuation.

¹⁹ Scholten, Peter, Value Game, A method for involving customers in valuing outcomes, Social Value UK, February 2019, <http://www.socialvalueuk.org/wp-content/uploads/2019/03/ValueGame-Document-FINAL.pdf>

²⁰ The list of products and their monetary value can be found in Annex B.

The financial proxies of the outcomes in each stakeholder group were determined individually. The SROI ratio was tested by changing the outcomes determined as anchoring points. Since the relative importance and the financial proxies of the changes are the same and/or very close to each other, there is no significant change in the SROI ratio.

Stakeholder Group	Outcome as anchor point	SROI Ratio
Teachers - Groups 1-2-3 Personal Development Trainings & Professional Development Trainings	Feeling of competent – base case anchoring point	2,19
	Increase in motivation for continuous improvement	2,25
	Increase in self-confidence	2,24
	Respecting the teacher and teaching profession	2,17
	Couldn't be able to achieve the desired benefit	2,27
Teachers - Groups 4-5 Personal Development Trainings	Increase in motivation for self-improvement– base case anchoring point	2,19
	Dealing with adaptation problems much better	2,14
	Decrease in anxiety	2,06
	Respecting the teacher and teaching profession	2,71
	Decrease in motivation to learn and focus	2,20
Teachers - Groups 4-5 Professional Development Trainings	Increased professional development motivation – base case anchoring point	2,19
	Decreased knowledge permanence	2,22
Teachers all groups P4C trainings	Improvement of effective thinking skills	2,19
	Feeling free to share ideas – base case anchoring point	2,19
Teachers all groups Social Impact Generators Program Trainings	Increased courage to generate solutions – base case anchoring point	2,19
	Decrease in motivation to realizing the projects that they design	2,19

Since the time period of analysis is 5 years and extraordinary inflation has been occurred each year since 2019, all financial proxies are adjusted to 2023 values.

AVOIDING OVERCLAIM

“The principle of Do Not Over Claim means understanding and capturing your impact, meaning the outcomes that were caused by your intervention”²¹. In order avoid over claiming information regarding counterfactual (deadweight), attribution, and displacement has been collected from stakeholders.

For each outcome stakeholders were asked;

- “How likely is it that this outcome would have happened anyway?” – (related to deadweight)
- “Who else contributes to this outcome?” - (related to attribution)

²¹ Principle 5: Do Not Over Claim, SVI Standard & Short Guidance (V.01), A Draft for consultation, Social Value International, 2021

In order to understand whether “displacement” has occurred for any stakeholder group, an attempt was made to determine whether they have been adversely affected in another area or in another way.

Rigorous

For this analysis low level of rigorous is good enough to inform decision. Stakeholder approach²² is used to understand what would have happened in the absence of the project. The project’s activities’ irreversibility is low and there is no trade-off. These factors make low level of rigorous acceptable for the analysis.

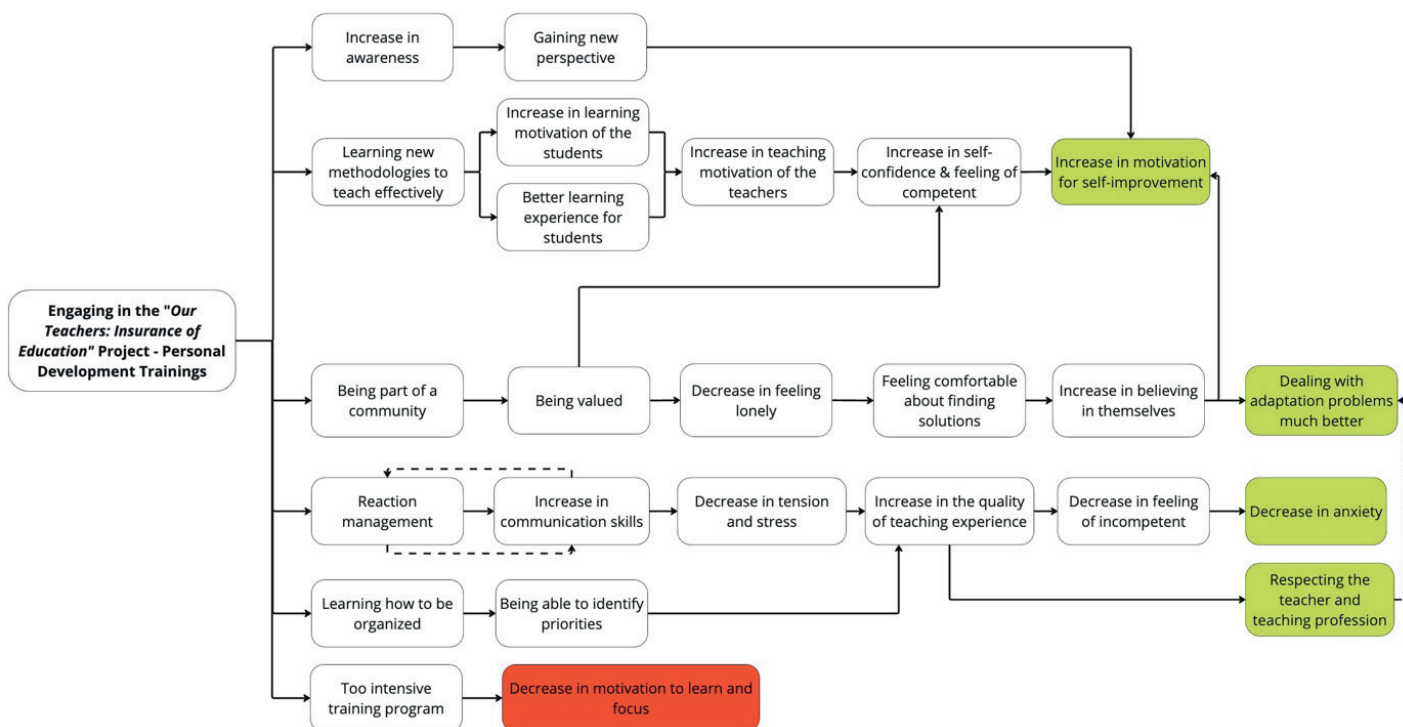
Double Counting Risk

We can understand whether the well-defined outcomes are dependent or independent by considering if one well-defined outcome would occur anyway even the other outcome(s) would not occur.

The change chain of each stakeholder group is shown separately. As seen on these schemas, well-defined outcomes were occurred as a consequence of different changes that were experienced by stakeholders.

As discussed on the outcomes part of the report, groups 4 and 5 experienced ‘dealing with adaptation problems much better’ and ‘respecting the teacher and teaching profession’ outcomes as a result of Personal Development Module. Even though it was checked with stakeholders whether they were independent, there is no doubt that respecting the teachers contributes to dealing with adaptation problems. Since these outcomes were identified in the short term may have been considered as independent changes for this period. To be sure of this, changes need to be monitored in the medium term.

Chain of Change - Teachers Groups 4&5 -Personal Development Trainings

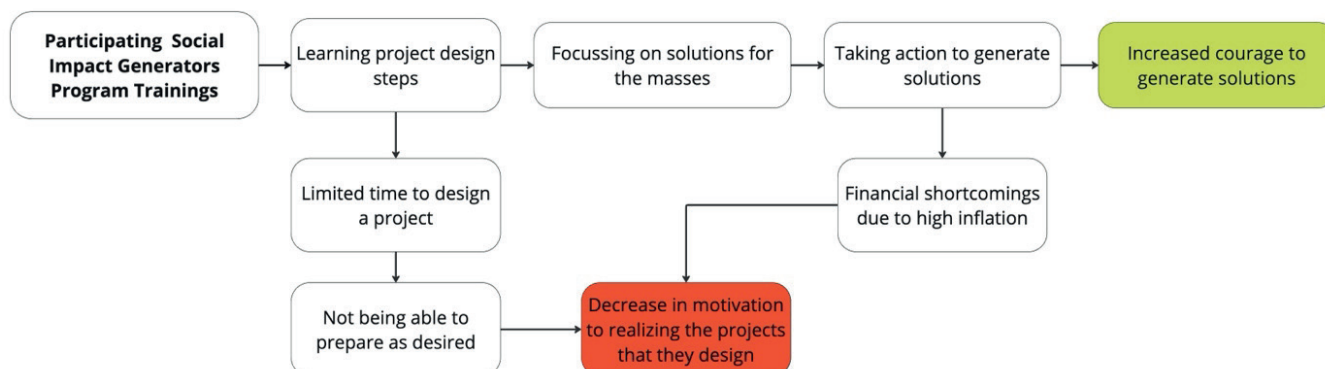


Even if these outcomes are independent from each other, it should not be forgotten that double counting risk is always there. All those discussions are based on human beings’ experiences, so double counting risk can be minimized but cannot be always eliminated 100%. Being objective and transparent are the most important points here.

²² The counterfactual is hypothesized by stakeholders based on their opinions

Another double counting risk may occur for the negative outcomes experienced by teacher. Teachers who participated in Social Impact Generators Program Trainings experienced decrease in motivation. Similarly, teachers from groups 4-5 experienced decrease in motivation & efficiency as a result of participated in Personal Development Trainings.

Chain of Change - Social Impact Generators Program Trainings



Since surveys were anonymous, it is not possible to know whether exactly the same stakeholders experienced those negative outcomes. However, 90% of survey participants of Social Impact Generators Program Trainings were belong to groups 4 and 5. Additionally, stakeholders stated the well-defined outcomes by using same words. Therefore, those two outcomes might sound same.

As shown on the chain of change those 2 negative outcomes occurred as a result of different activities. As a consequence, the impact drivers of the outcomes are different. Even if both negative outcomes are ‘decrease in motivation’ they represent different kind of motivations. As discussed in the outcomes part of the report, teachers who participated in Social Impact Generators Program Trainings experienced motivation decreased depending on limited time for project design and financial shortcomings to realize their projects. Therefore, decrease in motivation refers to being a social impact generator as a teacher in their province. The other ‘decrease in motivation’ occurred as a result of too intensive personal development training program. The motivation refers to eager to learn and focusing on the content of the trainings. Those are the reasons why two negative outcomes included in the analysis separately.

Deadweight

Information of deadweight ratios, as shown on the table below, come from stakeholders only. According to teachers, there were other ways to achieve the outcomes that they experienced. Teachers stated that MoNE trainings could be alternative to achieve the outcomes. Similarly, different NGOs design projects for teachers. During one-on-one interviews these two alternatives were mentioned frequently by teachers. Survey participants’ answers showed that these two factors were equally could provide same outcomes but half of them. This information indicates that, the needs of teachers were correctly identified when the project was being designed.

Stakeholder Group	Outcome	Deadweight (%)
Teachers - Groups 1-2-3 Personal Development Trainings & Professional Development Trainings	Feeling of competent	45%
	Increase in motivation for continuous improvement	48%
	Increase in self-confidence	45%
	Respecting the teacher and teaching profession	46%
	Couldn't be able to achieve the desired benefit	0%
Teachers - Groups 4-5 Personal Development Trainings	Increase in motivation for self-improvement	52%
	Dealing with adaptation problems much better	50%
	Decrease in anxiety	47%
	Respecting the teacher and teaching profession	43%
	Decrease in motivation to learn and focus	0%
Teachers - Groups 4-5 Professional Development Trainings	Increased professional development motivation	38%
	Decreased knowledge permanence	61%
Teachers all groups Supporting Psychological Well-being Module	Increase in psychological well-being	43%
Teachers all groups P4C trainings	Improvement of effective thinking skills	22%
	Feeling free to share ideas	16%
Teachers all groups Social Impact Generators Program Trainings	Increased courage to generate solutions	33%
	Decrease in motivation to realizing the projects that they design	60%
Volunteers	Increase in emotional well-being	23%
	Failure to be involved in execution	0%

Learning from experienced teachers by observing them (or talking/ discussing with colleagues) was another alternative of experiencing the outcomes (especially related with professional development trainings). However, this alternative does not work for all teachers because some teachers are the only teachers in the village school.

There was another alternative way of achieving the same outcomes, especially for personal development; teachers' own/individual efforts by making research, reading related books/watching videos, and/or attending visual free trainings.

Comparing groups 1-2-3 and groups 4-5;

- Groups 1-2-3 → 79%-74% of teachers stated that they could achieve half or less than half of the outcomes by their own efforts.
- Groups 4-5 → 67% of teachers stated that they could achieve half or less than half of the outcomes by their own efforts.

This information is important because it indicates that the opportunities that will enable teachers to experience the same change have been diversified and made accessible by different institutions within 2 years.

80% of teachers belong to groups 4-5 stated that Learning from experienced teachers by observing them (or talking/ discussing with colleagues) was another alternative of experiencing the outcomes. During one-on-one interviews almost all stakeholders said that the trainings were kind of accelerator for them. They might experience the same outcomes but it would take long time.

Tree negative outcomes' deadweight is 0% as shown on the table above. The main reason for this is that negative changes are entirely due to programme design and operation. If this project did not exist, it is not likely that the same change would have been experienced in a similar training programme. It was discussed with both stakeholders and programme manager. Especially during the stakeholder verification process helped to confirm that deadweight ratio, which was 0%. So, the source of information is stakeholders and program manager.

Attribution

Information of attribution ratios, as shown on the table below, come from stakeholders only. According to teachers, there were other people and/or institutions that contributed to the outcomes they experienced. Teachers stated that MoNE trainings that they attended contributed to the outcomes. Similarly, different NGOs design projects for teachers. During one-on-one interviews these two alternatives were mentioned frequently by teachers.

- Groups 1-2-3 → 61% of survey participants stated that MoNE trainings that they attended contributed to the outcome whilst 56% of survey participants stated that other NGOs projects that they engaged contributed to the outcomes. 55% of them stated that their colleagues at the school where they work.
- Groups 4-5 → 61% of survey participants stated that MoNE trainings that they attended contributed to the outcome whilst 45% of survey participants stated that other NGOs projects that they engaged contributed to the outcomes. 40% of them stated that their colleagues at the school where they work.

Stakeholder Group	Outcome	Attribution (%)
Teachers - Groups 1-2-3 Personal Development Trainings & Professional Development Trainings	Feeling of competent	28%
	Increase in motivation for continuous improvement	25%
	Increase in self-confidence	23%
	Respecting the teacher and teaching profession	21%
	Couldn't be able to achieve the desired benefit	0%
Teachers - Groups 4-5 Personal Development Trainings	Increase in motivation for self-improvement	39%
	Dealing with adaptation problems much better	40%
	Decrease in anxiety	37%
	Respecting the teacher and teaching profession	32%
	Decrease in motivation to learn and focus	0%
Teachers - Groups 4-5 Professional Development Trainings	Increased professional development motivation	30%
	Decreased knowledge permanence	0%
Teachers all groups Supporting Psychological Well-being Module	Increase in psychological well-being	24%
Teachers all groups P4C trainings	Improvement of effective thinking skills	9%
	Feeling free to share ideas	6%
Teachers all groups Social Impact Generators Program Trainings	Increased courage to generate solutions	15%
	Decrease in motivation to realizing the projects that they design	0%
Volunteers	Increase in emotional well-being	20%
	Failure to be involved in execution	0%

Though contributions of other people and/or institutions were limited, it was good to have them for teachers. Besides, it can be evaluated as an indicator of the existence of potential co-operations.

The comparison ratios of attribution ratios between groups 1-2-3 and 4-5, it is seen that teachers belong to groups 4-5 received around 10% more contribution from other people/institutions. This information is important because it indicates that they had access to the opportunities that improve their personal and professional development.

All negative outcomes' attribution is 0% as shown on the table above. The main reason for this is that negative outcomes are entirely due to training programme content and design. There is no other people and/or institution that contributed to negative outcomes. It was discussed with stakeholders and volunteers who had direct contact with teachers during the whole project process. Especially during the stakeholder

verification process helped to confirm that attribution ratio, which was 0%. Additionally, volunteers (Çalikuşu Committee) may have idea whether other people/institutions contributed to those outcomes. So, the source of information is stakeholders and volunteers.

Duration, Drop-ff

Most of the outcome's duration is high. Between 58%-76% of stakeholders stated that the outcomes would last long after their project journey will end. The author's judgement was used in identifying the duration of the changes. Although the stakeholders were of the opinion that the changes would last for a long time, in order to avoid overclaim the duration of the changes was limited to the tenure of the teachers in their current schools.

A teacher's professional lifespan is 25 years. The retirement conditions for teachers in Türkiye are determined by the Law No. 657 on Civil Servants, as they work under the Ministry of National Education. The retirement conditions for teachers are as follows:

1. **Qualifying Service Period:** Teachers must have a minimum of 25 years of qualifying service and have paid 4500 days of premiums to be eligible for retirement.
2. **Age Requirement:** Teachers must meet the age requirement to retire. For female teachers, the retirement age is 58, while for male teachers, it is 60.

What teachers learn and gain from the project may last until they retire. Because they will use information and continue to gain experience. So, it is expected that teachers evaluate duration of the outcomes higher. However, depending on the circumstances, what teachers learn and gain from the project last may not last. So that in order to avoid overclaim duration of outcomes were limited with 4 years-5 years (which corresponds to the duration of a teacher's term of service in a village).

Stakeholder Group	Outcome	Duration	Drop-off (%)
Teachers - Groups 1-2-3 Personal Development Trainings & Professional Development Trainings	Feeling of competent	4	25%
	Increase in motivation for continuous improvement	5	20%
	Increase in self-confidence	4	25%
	Respecting the teacher and teaching profession	4	25%
	Couldn't be able to achieve the desired benefit	1	0%
Teachers - Groups 4-5 Personal Development Trainings	Increase in motivation for self-improvement	5	20%
	Dealing with adaptation problems much better	4	25%
	Decrease in anxiety	5	20%
	Respecting the teacher and teaching profession	4	25%
	Decrease in motivation to learn and focus	1	0%
Teachers - Groups 4-5 Professional Development Trainings	Increased professional development motivation	5	20%
	Decreased knowledge permanence	1	0%
Teachers all groups Supporting Psychological Well-being Module	Increase in psychological well-being	3	33%
Teachers all groups P4C trainings	Improvement of effective thinking skills	4	25%
	Feeling free to share ideas	4	25%
Teachers all groups Social Impact Generators Program Trainings	Increased courage to generate solutions	4	25%
	Decrease in motivation to realizing the projects that they design	1	0%
Volunteers	Increase in emotional well-being	3	33%
	Failure to be involved in execution	1	0%

The main reason for this judgement is that the outcomes they experienced as a result of the trainings were experienced in their current working districts. In other words, the changes such as increased respect for the teacher, feeling competent, and increased self-confidence occurred in the conditions in which the teachers were working, and when they were assigned to a school in a different region, these changes may decrease rapidly depending on the conditions.

Still, in order to be transparent and avoid over-claim, outcomes' duration was tested in Sensitivity Analysis part of the report by decreasing it.

Drop-off ratios were determined with the perception of each year outcomes' value were depreciated equally. So, drop-off rates are directly related with duration.

Displacement

In the course of the analysis, stakeholders were asked “Has your activity replaced other activities that would have resulted in some of this outcome?”. Actually, this question was discussed both with TEA(TED-Turkish Education Association) (in terms of the project activities) and teachers (in terms of impact on their students and their colleagues). The displacement rate for all of the stakeholders was 0%. There were no outcomes displacing activities of stakeholders.

Obviously, the project’s activities did not prevent people who did not participated to the project from experiencing same outcomes.

TRANSPARENCY

Every social impact assessment includes subjective decisions, which is inevitable. This analysis included judgments and assumptions as well. Even though those judgments were tested in sensitivity analysis, it would not be possible to discuss about ‘absolute value’.

There are three types of risks for the analysis as shown below. Third party research results that were used to compare and/or justify outcomes and strategy of the project may not represent the similar conditions and stakeholders. This risk arises from the fact that the project content is unique and the only model in the country. That was the prior reason of ensuring high stakeholder participation in the analysis. Stakeholders were the main source of information.

SROI analysis is not a stakeholder-lead but stakeholder-informed analysis. So, third party research and consulting other people around stakeholders are crucial for the rigorous of the analysis.

Risk Type/Risk Level	High	Mean	Low	Explanation
Risks of relying solely on information from stakeholders		√		Stakeholders may have short-term priorities, restricting their ability to consider longer-term
Risks of relying solely on information from those responsible for the activity			√	Stakeholders may exclude or explain away any negative outcomes that are experienced
Risks of relying solely on third party research	√			<ul style="list-style-type: none"> • The research does not relate to a similar group of people, in a similar context, involved in a similar activity; • The research was not based on a process of involving stakeholders to identify all outcomes.

Since the information come from stakeholders there is risk of focusing on only initial changes that they experience. In this analysis, information comes from stakeholders. In particular, the changes mentioned in the one-to-one interviews were the one that had been occurred in the short term. The medium or long-term value of the changes experienced has not been evaluated by the stakeholders. This only provides information on the management of short-term impacts for the project. In the next analysis, in order to have insight about the value of medium and long-term changes, the questions could be designed differently.

In addition to this risk, the number of stakeholders interviewed was limited, even if the saturation point was considered. 938 teachers engaged in the project and 566 of them included in the analysis.

This caused some limitations in the analysis. Among the stakeholders who were not interviewed, there may be stakeholders who had experienced changes different from the changes identified. Therefore, these missed changes were not reflected in the survey study. Although the presence of an 'Other' section in the questionnaire study reduced this risk, and stakeholder verification process, it did not eliminate it completely.

Deadweight, attribution, depth of outcomes and relative importance of outcomes that were identified with survey calculated by taking the weighted average. Using average numbers may risk masking the facts. Weighted average²³ minimizes this risk. Though, the lowest and highest values reported by stakeholders were reviewed. For the relative importance of the outcomes were stated as minimum level (1 or 2 on a 1-10 scale) expressed by at most 2 stakeholders. The relative importance of the outcomes was stated as maximum level (10 or 9 on a 1-10 scale) expressed by approximately half of the stakeholders. Middle level importance of outcomes was expressed by 1 to 12 stakeholders. Similarly, attribution ratio was expressed by approximately half of the stakeholders as 0%, and expressed by at most 12 stakeholders as 100%. Deadweight ratios was expressed by 6 to 22 stakeholders as 0%, and expressed by at most 22 stakeholders as 100%.

Sensitivity Analysis

Estimations and/or subjectivity are inevitable for any social impact analysis. So, it is important to discuss these estimations and/or assumptions and test the implications on the SROI calculation of different scenarios changing significant factors.

Sensitivity analysis aim is to test which assumptions have the greatest effect on the Programme. For an SROI Analysis the standard requirement is to check changes to:

- estimates of deadweight, attribution and drop-off;
- financial proxies;
- the quantity of the outcome; and
- the value of inputs, where you have valued non-financial inputs.
- the duration of outcomes

Scenarios	SROI	Difference	Sensitive?
Base case	2,19		
Reduce quantities by 10% for teachers	1,98	0,21	No
Reduce quantities by 25% for teachers	1,68	0,51	No
Increase deadweight to 75% for all positive outcomes and decrease deadweight to 25% for all negative outcomes	0,19	2	Yes
Increase attribution to 50% for all outcomes	1,17	1,02	Yes
Reduce duration by 50% year for all outcomes	1,42	0,77	No
Increase drop-off to 50%	1,40	0,79	No
Reduce all financial proxy values by half	1,09	1,1	Yes

²³ <https://corporatefinanceinstitute.com/resources/data-science/weighted-mean/>

As shown on the table above the assumptions that were made regarding outcomes are sensitive. Especially, deadweight, attribution and financial proxy assumptions are sensitive. Change in quantities, duration and drop-off rates affects the ratio but not as much as to affect decision will be made.

These scenarios are established by considering the worst case. Therefore, it can be said that the lowest SROI ratio would be 0,19. Since the goal is to optimize value best scenario was not established. Applying Principle 8: Be Responsive should be based on worst scenario to achieve optimizing value for stakeholders.

According to the author's judgement, for the next analysis;

- Level of rigour in terms of financial proxies should be increased (by continuous communication with stakeholders-spreading across time)
- Deadweight ratios should be based on benchmarking (not only stakeholders' self-evaluation). There is trade-off between including benchmarking into determination of deadweight and attribution ratios and using international figures. Those figures may not represent our stakeholders. Still, they can be useful to understand the situation in a broader concept.

As mentioned, in this analysis it was chosen to use stated preference as monetization approach. The basic reason was to understand value in the eye of the stakeholders. In other words, to bring stakeholder voice into the analysis. It was identified that the financial proxy was sensitive. When the financial proxy values reduced by half SROI ratio decreased by half. This information indicates that stated preference method may cause overvaluation.

Since the financial equivalent is sensitive, a less sensitive monetisation method, such as the revealed preference, was considered. However, revealed preference could not applied because of high risk of not representing the value of changes. The outcomes that were experienced by stakeholders were based on a holistic approach. Teachers were delivered those trainings in one week. Content of trainings and timing were designed by professionals. Therefore, it was not possible to find a market price for the same content. Considering the location of the villages where the teachers work, they would have to travel for the trainings within the project separately. This is not possible in terms of budget and time. The well-defined outcomes that occurred as the result of a series of complementary trainings, made it impossible to apply the revealed preference approach.

For the next analysis, a comparison of financial proxies with the control group could be a helpful way to increase rigours level of data.

As mentioned before, the analysis was started in 2022. For this reason, there were stakeholders who valued the changes in 2022, and others in 2023 and 2024. Based on the use of the Value Game method for valuation, the source of information for financial equivalents was the online selling prices of the products. Due to high inflation, the prices of products (even if they were the same product) in 2022 were different from the prices in 2023 and 2024. For this reason, the time value of money has been adjusted according to 2023 in line with the scope of the analysis. For this adjustment, the inflation calculator from the official website of the Central Bank of Türkiye was used.

VERIFICATION

Verification step is important in order to minimize impact washing risk. Before submitting the analysis report for assurance to Social Value International (SVI), the results were discussed with stakeholders.

Involving stakeholders in the verification process is an important part of the analysis. It avoids over valuation or undervaluation. In this context, stakeholder verifications were conducted during in-person trainings. In order to identify material outcomes Chains of change were discussed with stakeholders to identify if there were any material changes that were missed in the one-to-one interviews and questionnaires.



While discussing the changes experienced by Group 4-5 teachers in relation to the Personal Development Module, a new material change was identified which was “Respecting the teacher and teaching profession” and included in the analysis.

Not only changes were discussed in the stakeholder validation. Deadweight, attribution and duration data were also shared with stakeholders and their comments on the results were asked. During stakeholder verification, there were no additional contributors and other ways to achieve same outcomes identified. Ratios of deadweight and attribution were agreed by stakeholders as well.



Creating value is a dynamic process and requires discussion about the results with stakeholders. By this way, it is expected that the project partners make better decisions to optimise the project’s value in the future.

ANNEX

Questions

i. One-on-One Interview Questions

- How have you been involved in the Project's activities? What was the problem and the solution that you expected?
- What did you contribute to involve in the Project's activity (and how much)?
- What activity/activities did you experience?
- What changes have you experienced? What do you do differently as a result?
 - So, what happened next? / Tell me more / Why is that important to you?
 - What was the situation before you join the course / collaborate with the Project's activity (0-10 scale)
 - What is the situation now? (1-10 scale)
- Were all the changes positive? If not, what were the negative changes?
- Were all the changes expected or was there anything that you didn't expect that changed?
- Do you think anyone else has experienced any changes as a result?
- What would have happened to you if you hadn't been involved in the Project's activity? Would you have experienced the same change? If yes, how much of it?
- Did anyone else contribute to the change? How much?
- Did you have to give up anything to take part in the activity?
- Were you getting similar support from somewhere else?
- How long did the change last for? Imagine you leave the Project's activity and we are 2 years or 5 years from now, do you think you'll still be experiencing the change?
- How important was this change to you? (1-10 scale)
- Value Game:
 - a. Imagine that you get (3 to 5) presents for your birthday/new year. Those presents should be for yourself and should be the things that are meaningful and important for you.
 - b. Please match the list of the things that are important to you and the changes you have experienced.
- What would make this program more valuable to you?

ii. Written Survey Questions

Groups 1-2-3

GENERAL INFORMATION

The purpose of this section is to obtain general information about you and your views in relation to your participation in Our Teachers: Insurance of Education Project, and to obtain general information about you and your views.

1. The group to which you are included

- Group 1
- Group 2
- Group 3

2. Your Age

- 20-23
- 24-26
- 27-29
- 30-32
- 33-36
- 37 and older

3. The province where you are working

4. The type of school you work at

- Village school
- Central school

5. How many years have you been working as a teacher? If you have worked as a teacher without being affiliated to the MoNE, such as as a paid teacher, please include this period in your years of service.

- 1-2
- 3-4
- 5-6
- 7-8
- 9-10
- 11 and above

6. Do you teach in a multi-grade class?

- Yes
- No

7. How many students do you have in your class?

- Less than 10
- 10-15
- 16-20
- 21-25
- 26-30
- 31 and more

8. Which face-to-face training modules have you attended? You can tick more than one option.

- Personal Development
- Professional Development
- Teacher as Social Impact Generators

9. Which of the following statements do you agree with regarding your participation in the Teacher as Social Impact Generators module? You can tick more than one option. If you have not participated in the module, tick 'None'.

- I learnt how to get from goal to result
- I felt that I could do something for the problems of the region where I was working
- I didn't know how to solve the problems even though I recognised them. Now I know where to start.
- During and after the training, project ideas started to form in my mind.
- My hesitations about creating a project disappeared
- The solution of some problems was too complicated, thanks to the project design, my motivation for solving complex problems increased
- My ideas to support the development of the region where I was working always remained as thoughts. Now I have learnt how they can be put into practice
- The thought of " Who am I to create a project?" has been replaced by generating ideas
- Before the training, I did not believe that I could solve the problems of the region. Now I know that I can contribute to the solution
- Now that I realised the problems, I started to look at it as a project idea.

- Before the training, creating a project seemed difficult and complicated. Now I think it is realistic.
 - Other (please specify)
-

None

10. Which of the online trainings have you attended? You can tick more than one option

- Insect Festival School
- Thinking Owls
- Intellectual Reading
- Body Percussion Workshop
- Gamification
- Peace Language
- Social Entrepreneurship
- Sustainable Development Goals

11. Which of the activities organised online did you participate in? You can tick more than one option.

- Film Club – Dead Poets Society
- Film Club – On The Way to School
- Inspiring Speaker – Ezo Sunal
- Book Club – The Paper House
- Inspiring Speaker – Serkan Karaismailoğlu
- Film Club – Good Will Hunting

12. Which training(s) made the highest contribution to your daily life and professional development? You can tick more than one option

- Insect Festival School
- Thinking Owls
- Intellectual Reading
- Peace Language
- Self-Coaching

- Psychosocial Support Workshop
- Teaching Turkish in Primary School
- Life Sciences Teaching at Primary School Level
- Teaching Mathematics in Primary School
- Practical Science Training at Primary School Level
- Education in Multigrade Classes
- Gamification
- Social Studies Teaching at Primary School Level
- Body Percussion
- Activity Development and Evaluation for Student
- Social Entrepreneurship
- Sustainable Development Goals
- Social Impact and Benefit with Drama
- Social Impact and Benefit
- Project Cycle
- Design Thinking
- Innovative and Creative Thinking
- Ecological Awareness
- Project Cycle Management

13. Did you take the contents of the modules in the training programme as a course at the university?

- Yes
- No
- Partly

14. Please specify which course contents are the same and/or similar to the course contents at the university.

15. Since the day you joined the project, how active is your communication with the Çalışkuşu Committee? (0=None communication, 5=Very active)

- 0
- 1
- 2
- 3
- 4
- 5

16. How else would the training programme be more valuable to you? You can tick more than one option.

- Having an online platform where we can share what we do
 - Practical trainings following theoretical trainings
 - Extending the programme to the process with online trainings
 - School visits for good examples
 - More frequent meetings with our teacher group
 - After the trainings, after a period of time deemed appropriate by the trainers/academicians, to come together online and share our application experiences
 - Having an experienced classroom teacher from Turkish Education Association or MoNE as a mentor
 - Expansion of the scope of training (such as classroom management, drama, language, art)
 - Conducting the trainings in a boutique hotel to avoid distraction
 - Having materials in the form of booklets or videos that we can return for each training and refresh our knowledge
 - Other (please specify)
-

CHANGES

The aim of this section is to identify the changes you have experienced as a participant in Our Teachers: Insurance of Education Project to identify the changes you have experienced as a result of being a participant. In this section, you can tick “None” if the change in question has not occurred as a result of being a project participant.

FEELING of COMPETENT

17. Which of the following situations have you experienced that indicate an increase in your sense of professional competence as a result of your participation in the training programme? You can select more than one option.

- Increased my skills
 - I use new teaching methods other than the usual methods
 - New teaching methods stimulate children’s curiosity and make them feel competent as they learn
 - New teaching methods make the learning process more joyful
 - The new teaching methods have positively changed the children’s communication with each other
 - The efficiency of the lessons has increased
 - Factors that discourage children from school were minimised
 - Other (please specify)
-

None

18. At what point did you feel professionally competent before attending the Training Programme? (Lowest=0, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

19. After participating in the Training Programme , at what point did you feel professionally competent? (Lowest=1, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

20. How many points would you rate the importance of increasing the sense of professional competence for you? (Lowest=1, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

21. How much of the increase in sense of professional competence would you have experienced even if you had not participated in the Training Programme?

- I would have experienced all of it
- I would experience the obvious part
- I would experience half of it
- I would have experienced less than half of it
- I've never experienced

22. What were the different ways of achieving the same change for you? You can tick more than one option.

- Attending MoNE trainings
 - Participating in trainings/programmes of other non-governmental organisations
 - Talking/ discussing with colleagues
 - My individual efforts
 - Other (please specify)
-

23. Are there any other people/institutions, other than the Training Programme, who contributed to the change that led to an increased sense of professional competence?

- Yes
- No

24. Who contributed to this change? You can tick more than one option.

- Colleagues at the school where I work
 - MoNE trainings I attended
 - Trainings/programmes of other non-governmental organisations I attended
 - Other (please specify)
-

25. How much is the contribution of other persons/institutions?

- All of the change realised due to this person/institution.
- This person/organisation contributed to a significant part of the change.
- This person/organisation contributed to half of the change.
- This person/organisation contributed to less than half of the change.

26. If your participation in the programme did not continue, how long would the change in the increased sense of professional competence you experienced have lasted?

- The impact of change disappears immediately.
- The impact of change doesn't disappear immediately, but it does decrease over time.
- Even though I left programme, the impact of change would be permanent.

27. Did you expect an increased sense of professional competence when you decided to participate in the programme?

- Yes
- Yes but not that much
- No

VALUATION OF THE CHANGE

We know that when it comes to your personal and professional development, the changes you experience are incomparably more valuable than anything else and we completely agree with you. The aim of this part of the study is to understand how important it is for you to experience change (considering the amount of change) ONLY as a result of your participation in the Training Programme.

28. Which item/experience from the list in the table below would you match the value/importance for you of the increased sense of professional competence due to your participation in the training modules? Please tick only 1 option.

- Professional camera
- Cambly English language course
- Ceramic/Cooking/Chocolate workshop
- Smartphone (the latest model)
- VR headset
- One week holiday in the Aegean region
- GAP (The Southeastern Anatolia Project) or Black Sea tour
- Europe tour
- Travelling to South America
- 5.000 TL cash for stationery materials
- 25.000 TL cash to improve the physical conditions of the school (such as painting, cleaning)
- 100.000 TL cash for educational needs (such as intelligence games, library, printer)
- Middle class car
- 4x4 SUV car

MOTIVATION FOR CONTINUOUS IMPROVEMENT

29. Which of the following situations that indicate an increase in motivation for continuous improvement have you experienced as a result of your participation in the Training Programme? You can select more than one option.

- Increasing personal and professional qualifications increased my awareness
 - I realised that teaching is 'continuous being a student'
 - My curiosity increased as I learnt new methods
 - The trainings motivated me to do research
 - Due to the presence of female employees in the environment, customers speak without raising their voices even if they are angry
 - Seeing that there were mistakes I knew to be true encouraged me to question other conventional information
 - Other (please specify)
-

None

30. At what point was your motivation for continuous improvement before attending the Training Programme? (Lowest=0, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

31. After participating in the Training Programme, at what point did your motivation for continuous improvement reach? (Lowest=0, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

32. How many points would you rate the importance of the continuous improvement motivation increase you experience for you? (Lowest=1, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

33. If you had not participated in the Training Programme, how much of the increase in continuous improvement motivation would you have experienced?

- I would have experienced all of it
- I would experience the obvious part
- I would experience half of it
- I would have experienced less than half of it
- I've never experienced

34. What were the different ways of achieving the same change for you? You can tick more than one option.

- Attending MoNE trainings
 - Participating in trainings/programmes of other non-governmental organisations
 - Talking/ discussing with colleagues
 - My individual efforts
 - Other (please specify)
-

35. Are there any other people/institutions, other than the Training Programme, who contributed to the change that led to an increased motivation?

- Yes
- No

36. Who contributed to this change? You can tick more than one option.

- Colleagues at the school where I work
 - MoNE trainings I attended
 - Trainings/programmes of other non-governmental organisations I attended
 - Other (please specify)
-

37. How much is the contribution of other persons/institutions?

- All of the change realised due to this person/institution.
- This person/organisation contributed to a significant part of the change.
- This person/organisation contributed to half of the change.
- This person/organisation contributed to less than half of the change.

38. If your participation in the programme did not continue, how long would the change in the increased motivation you experienced have lasted?

- The impact of change disappears immediately.
- The impact of change doesn't disappear immediately, but it does decrease over time.
- Even though I left programme, the impact of change would be permanent.

39. Did you expect to experience an increase in motivation for continuous improvement when you decided to participate in the programme?

- Yes
- Yes but not that much
- No

VALUATION OF THE CHANGE

We know that when it comes to your personal and professional development, the changes you experience are incomparably more valuable than anything else and we completely agree with you. The aim of this part of the study is to understand how important it is for you to experience change (considering the amount of change) ONLY as a result of your participation in the Training Programme.

40. Which item/experience from the list in the table below would you match the value/ importance for you of the change in motivation for continuous development based on your participation in the Training Programme? Please tick only 1 option.

- Professional camera
- Cambly English language course
- Ceramic/Cooking/Chocolate workshop
- Smartphone (the latest model)
- VR headset
- One week holiday in the Aegean region
- GAP (The Southeastern Anatolia Project) or Black Sea tour
- Europe tour
- Travelling to South America
- 5.000 TL cash for stationery materials
- 25.000 TL cash to improve the physical conditions of the school (such as painting, cleaning)
- 100.000 TL cash for educational needs (such as intelligence games, library, printer)
- Middle class car
- 4x4 SUV car

INCREASED SELF-CONFIDENCE

41. Which of the following situations that indicate an increase in self-confidence have you experienced as a result of your participation in the Training Programme? You can select more than one option.

- Personal Development and Professional Development Trainings increased professional qualification

- Thanks to the increase in qualification, I can provide classroom management more effectively
 - I can manage my reactions
 - I can communicate more effectively with both students and parents
 - I feel that I have adapted to the village where I work
 - I realised that I had the same problems with other colleagues participating in the programme, which made me focus on the solution rather than the problem.
 - I saw that we are valued as teachers
 - I don't feel lonely anymore
 - Thanks to the creation of an environment where we can discuss problems, I can share my thoughts without hesitation.
 - I feel braver
 - Other (please specify)
-

None

42. At what point was your self-confidence before participating in the Training Programme? (Lowest=0, Highest=10)

- 0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10

43. After participating in the Training Programme, to what point did your self-confidence reach? (Lowest=1, Highest=10)

- 0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10

44. How many points would you rate the importance of the increase in self-confidence for you? (Lowest=1, Highest=10)

- 0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10

45. If you had not participated in the Training Programme, how much of the increase in self-confidence would you have experienced?

- I would have experienced all of it
- I would experience the obvious part
- I would experience half of it
- I would have experienced less than half of it
- I've never experienced

46. What were the different ways of achieving the same change for you? You can tick more than one option.

- Attending MoNE trainings
 - Participating in trainings/programmes of other non-governmental organisations
 - Talking/ discussing with colleagues
 - My individual efforts
 - Other (please specify)
-

47. Are there any other people/institutions, other than the Training Programme, who contributed to the change that led to an increased self-confidence?

- Yes
- No

48. Who contributed to this change? You can tick more than one option.

- Colleagues at the school where I work
 - MoNE trainings I attended
 - Trainings/programmes of other non-governmental organisations I attended
 - Other (please specify)
-

49. How much is the contribution of other persons/institutions?

- All of the change realised due to this person/institution.
- This person/organisation contributed to a significant part of the change.
- This person/organisation contributed to half of the change.
- This person/organisation contributed to less than half of the change.

50. If your participation in the programme did not continue, how long would the change in the increased self-confidence you experienced have lasted?

- The impact of change disappears immediately.
- The impact of change doesn't disappear immediately, but it does decrease over time.
- Even though I left programme, the impact of change would be permanent.

51. Did you expect to experience an increase in self-confidence when you decided to participate in the programme?

- Yes
- Yes but not that much
- No

VALUATION OF THE CHANGE

We know that when it comes to your personal and professional development, the changes you experience are incomparably more valuable than anything else and we completely agree with you. The aim of this part of the study is to understand how important it is for you to experience change (considering the amount of change) ONLY as a result of your participation in the Training Programme.

52. Which item/experience from the list in the table below would you match the value/ importance for you of the change in self-confidence based on your participation in the Training Programme? Please tick only 1 option.

- Professional camera
- Cambly English language course
- Ceramic/Cooking/Chocolate workshop
- Smartphone (the latest model)
- VR headset
- One week holiday in the Aegean region
- GAP (The Southeastern Anatolia Project) or Black Sea tour
- Europe tour
- Travelling to South America
- 5.000 TL cash for stationery materials
- 25.000 TL cash to improve the physical conditions of the school (such as painting, cleaning)
- 100.000 TL cash for educational needs (such as intelligence games, library, printer)
- Middle class car
- 4x4 SUV car

INCREASING RESPECT FOR TEACHERS AND THE TEACHING PROFESSION

53. Considering the changes in your approach to both students and parents with unconventional methods based on your participation in the training program, your ability to communicate more effectively based on these changes, and your adaptation to the village where you work, do you observe an increase in respect for teachers and the teaching profession?

- Yes
- No

54. Which of the following situations have you experienced that made you feel that respect for teachers and the teaching profession has increased? You can tick more than one option.

- In the past, parents did not listen to my advice, but now they make an effort to do so without considering my advice unnecessary.
 - Attendance at parent-teacher meetings increased
 - Local government has started to pay more attention to school needs than in the past
 - Parents also recognise the impact of new teaching methods on children
 - I have observed significant positive changes in parents' attitudes and behaviour towards me
 - Other (please specify)
-

55. What was the level of respect for the teacher and teaching profession that you observed before attending the Training Programme? (Lowest=0, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

56. After participating in the Training Programme , at what point did you observe respect for teachers and the teaching profession? (Lowest=1, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

57. How many points would you rate the importance of increasing for teachers and the teaching profession for you? (Lowest=1, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

58. How much of the change in respect for teachers and the teaching profession would you have experienced if you had not participated in the Training Programme?

- I would have experienced all of it
- I would experience the obvious part
- I would experience half of it
- I would have experienced less than half of it
- I've never experienced

59. What were the different ways of achieving the same change for you? You can tick more than one option.

- Attending MoNE trainings
- Participating in trainings/programmes of other non-governmental organisations

- Talking/ discussing with colleagues
 - My individual efforts
 - Other (please specify)
-

60. Are there any other people/institutions, other than the Training Programme, who contributed to the change that led to an increased respect?

- Yes
- No

61. Who contributed to this change? You can tick more than one option.

- Colleagues at the school where I work
 - MoNE trainings I attended
 - Trainings/programmes of other non-governmental organisations I attended
 - Other (please specify)
-

62. How much is the contribution of other persons/institutions?

- All of the change realised due to this person/institution.
- This person/organisation contributed to a significant part of the change.
- This person/organisation contributed to half of the change.
- This person/organisation contributed to less than half of the change.

63. If your participation in the programme did not continue, how long would the change in the increased respect for teacher and the teaching profession you experienced have lasted?

- The impact of change disappears immediately.
- The impact of change doesn't disappear immediately, but it does decrease over time.
- Even though I left programme, the impact of change would be permanent.

64. When you decided to participate in the programme, did you expect that respect for teachers and the teaching profession would increase?

- Yes
- Yes but not that much
- No

VALUATION OF THE CHANGE

We know that when it comes to your personal and professional development, the changes you experience are incomparably more valuable than anything else and we completely agree with you. The aim of this part of the study is to understand how important it is for you to experience change (considering the amount of change) ONLY as a result of your participation in the Training Programme.

65. Which item/experience from the list in the table below would you match the value/ importance for you of the change in respect for teachers and the teaching profession due to your participation in the Training Programme? Please tick only 1 option.

- Professional camera
- Cambly English language course
- Ceramic/Cooking/Chocolate workshop
- Smartphone (the latest model)
- VR headset
- One week holiday in the Aegean region
- GAP (The Southeastern Anatolia Project) or Black Sea tour
- Europe tour
- Travelling to South America
- 5.000 TL cash for stationery materials
- 25.000 TL cash to improve the physical conditions of the school (such as painting, cleaning)
- 100.000 TL cash for educational needs (such as intelligence games, library, printer)
- Middle class car
- 4x4 SUV car

NOT ACHIEVING THE EXPECTED BENEFIT

66. Based on your participation in the Training Programme, which of the following situations have you experienced that indicate that the programme did not create the benefit you expected due to the busy nature of the programme? You can mark more than one option.

- In face-to-face trainings, I could not fully understand the modules at the end of the day because I was tired, so I could not apply them
 - I experienced distraction due to the busy programme in face-to-face trainings
 - I cannot focus on online training and therefore miss important information
 - The crowdedness of the training groups reduced the efficiency of the training
 - Other (please specify)
-

- None

67. After attending the Training Programme, how many steps do you think the benefit that can be obtained due to the busyness of the programme and the crowd caused a decrease in how many steps? (Lowest=1, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

68. How many points would you rate the importance of not experiencing the negativity of not being able to achieve the expected benefit for you? (Lowest=0, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

69. When you decided to participate in the programme, did you expect that you would not get the full benefit you expected due to the busy schedule?

- Yes
 Yes, but not that much
 No

VALUATION OF THE CHANGE

We know that when it comes to your personal and professional development, the changes you experience are incomparably more valuable than anything else and we completely agree with you. The aim of this part of the study is to understand how important it is for you to experience change (considering the amount of change) ONLY as a result of your participation in the Training Programme.

70. Which item/experience from the list in the table below would you match the value/importance for you of avoiding the negativity of not getting the expected benefit from each training module depending on your participation in the Training Programme? Please tick only 1 option.

- Professional camera
 Cambly English language course
 Ceramic/Cooking/Chocolate workshop
 Smartphone (the latest model)
 VR headset
 One week holiday in the Aegean region
 GAP (The Southeastern Anatolia Project) or Black Sea tour
 Europe tour
 Travelling to South America
 5.000 TL cash for stationery materials
 25.000 TL cash to improve the physical conditions of the school (such as painting, cleaning)
 100.000 TL cash for educational needs (such as intelligence games, library, printer)
 Middle class car
 4x4 SUV car

CHANGES-OTHER

71. Have you experienced other positive or negative changes other than the changes in the questionnaire?

- Yes
- No

72. Please specify the change you have experienced.

73. In order to better understand the change you have experienced, please briefly describe the situation before you participated in the Training Programme.

74. At what point was the change you experienced before participating in the Training Programme? (Lowest=0, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

75. At what point did you experience a change after participating in the Training Programme? (Lowest=0, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

76. If we want to explain the importance of change for you, how many points would you rate it? (Lowest=0, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

77. How much do you think you would have experienced the same change in different ways if you had not participated in the Training Programme?

- I would have experienced all of it
- I would experience the obvious part
- I would experience half of it
- I would have experienced less than half of it
- I've never experienced

78. What were the different ways of achieving the same change for you? You can tick more than one option.

- Attending MoNE trainings
 - Participating in trainings/programmes of other non-governmental organisations
 - Talking/ discussing with colleagues
 - My individual efforts
 - Other (please specify)
-

79. Are there any people/institutions that contributed to the change you experienced, other than the Training Programme?

- Yes
- No

80. Who contributed to this change? You can tick more than one option.

- Colleagues at the school where I work
 - MoNE trainings I attended
 - Trainings/programmes of other non-governmental organisations I attended
 - Other (please specify)
-

81. How much is the contribution of other persons/institutions?

- All of the change realised due to this person/institution.
- This person/organisation contributed to a significant part of the change.
- This person/organisation contributed to half of the change.
- This person/organisation contributed to less than half of the change.

82. Did you expect to experience this change as a result of participating in the Training Programme?

- Yes
- No

VALUATION OF THE CHANGE

We know that when it comes to your personal and professional development, the changes you experience are incomparably more valuable than anything else and we completely agree with you. The aim of this part of the study is to understand how important it is for you to experience change (considering the amount of change) ONLY as a result of your participation in the Training Programme.

83. Which item/experience from the list in the table below would you match the value/importance of the change you have experienced due to your participation in the Training Programme? Please tick only 1 option .

- Professional camera
- Cambly English language course
- Ceramic/Cooking/Chocolate workshop
- Smartphone (the latest model)
- VR headset
- One week holiday in the Aegean region
- GAP (The Southeastern Anatolia Project) or Black Sea tour
- Europe tour
- Travelling to South America
- 5.000 TL cash for stationery materials
- 25.000 TL cash to improve the physical conditions of the school (such as painting, cleaning)
- 100.000 TL cash for educational needs (such as intelligence games, library, printer)
- Middle class car
- 4x4 SUV car

Groups 4-5 / Personal Development

GENERAL INFORMATION

The purpose of this section is to obtain general information about you and your views in relation to your participation in Our Teachers: Insurance of Education Project, and to obtain general information about you and your views.

1. The group you belong to

- Group 4
- Group 5

2. Your age

- 20-23
- 24-26
- 27-29
- 30-32
- 33-36
- 37 and older

3. The province where you are working

4. The type of school you work at

- Village school
- Central school

5. How many years have you been working as a teacher? If you have worked as a teacher without being affiliated to the MoNE, such as as a paid teacher, please include this period in your years of service.

- 1-2
- 3-4
- 5-6
- 7-8
- 9-10
- 11 and above

6. Do you teach in a multi-grade class?

- Yes
- No

7. How many students do you have in your class?

- Less than 10
- 10-15
- 16-20
- 21-25
- 26-30
- 31 and more

8. Have you participated in Face-To-Face Personal Development trainings?

- Yes, I attended all modules
- Yes, but I could not attend some modules
- No, I could not attend at all

9. Which of the trainings and events organized online have you participated in? You can select more than one option.

- Body Percussion
- Gamification
- Inspiring Speaker – New Generation Teaching
- Film Club – Good Will Hunting
- None

10. Which training modules have contributed the most to your daily life and course process? You can select more than one option.

- Peace Language
- Time Management
- Gamification
- Body Percussion
- Mentoring

11. Which of the online courses and activities have made the greatest contribution to your daily life and coursework? You can select more than one option.

- Body Percussion
- Gamification
- Inspiring Speaker – New Generation Teaching
- Film Club – Good Will Hunting

12. Did you take the contents of the modules in the training programme as a course at the university?

- Yes
- No
- Partly

13. Please specify which course contents are the same and/or similar to the course contents at the university.

14. Since the day you joined the project, how active is your communication with the Çalışkuşu Committee? (0=None communication, 5=Very active)

- 0
- 1
- 2
- 3
- 4
- 5

15. How else would the training programme be more valuable to you? You can tick more than one option.

- Involving teachers in the process of creating Project training content
 - Meeting more teachers by attending each training with different teacher groups
 - To deepen in training subjects with online trainings
 - Body Percussion training in the morning
 - Receiving occasional book recommendations from experts and/or speakers
 - Discussing case studies from countries with the best learning systems in the world
 - Each teacher will have a mentor during the project
 - Other (please specify)
-

CHANGES

The aim of this section is to identify the changes you have experienced as a participant in Our Teachers: Insurance of Education Project Project to identify the changes you have experienced as a result of being a participant. In this section, you can tick “None” if the change in question has not occurred as a result of being a project participant.

DECREASED in ANXIETY

16. Which of the following situations have you experienced that indicate that your anxiety has decreased as a result of your participation in the training programme? You can choose more than one option.

- I have learned to listen and understand my students better
- I can manage my reactions better
- Improved communication with my students

- I realized and accepted that each student has different needs and learns in different ways and for different lengths of time
 - I don't blame myself anymore
 - I focus on the development of my students instead of focusing on the curriculum
 - I no longer feel inadequate as a teacher
 - I have learned to be planned, I am less likely to postpone or leave things to the last minute
 - I can set my priorities better
 - My lessons became more fluent
 - I do not compare my students with other colleagues' students and worry that I cannot teach them
 - The stress and tension I felt decreased
 - Other (please specify)
-

None

17. At what point were your anxiety before participating in the Training Programme? (Lowest=0, Highest=10)

- 0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10

18. After participating in the Training Programme, At what point did your anxiety decrease? (Lowest=0, Highest=10)

- 0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10

19. How many points would you rate the importance of the decrease in your anxiety for you? (Lowest=1, Highest=10)

- 0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10

20. How long will the change in the reduction of your anxiety last if our participation in the Programme does not continue?

- The effect of the change disappears immediately
- The effect of the change does not disappear immediately but decreases over time
- The effect of the change is permanent, my anxiety does not increase

21. Did you expect your anxiety to decrease when you decided to participate in the programme?

- Yes
- Yes, but not that much
- No

VALUATION OF THE CHANGE

We know that when it comes to your personal development, the changes you experience are incomparably more valuable than anything else and we completely agree with you. The aim of this part of the study is to understand how important it is for you to experience change (considering the amount of change) ONLY as a result of your participation in the Training Programme.

22. Which item/experience from the list in the table below would you match the value/ importance for you of the decrease in your anxiety due to your participation in the training modules? Please tick only 1 option.

- Internet package for 1 year
- Cambly English language course
- iPad Pro
- Macbook Pro
- iPhone 14
- One week holiday in the Aegean region
- GAP (The Southeastern Anatolia Project) or Black Sea tour
- Europe tour
- 10.000 TL cash for participation in activities such as cinema/theater with students
- TL 15.000 TL cash for stationery supplies
- 50.000 TL cash for improving the physical conditions of the school (such as painting, cleaning)
- 100.000 TL cash for educational needs (such as intelligence games, library, printer)
- Middle class car

INCREASED SELF-IMPROVEMENT MOTIVATION

23. Which of the following situations that indicate an increase in motivation for self-improvement have you experienced as a result of your participation in the Training Programme? You can select more than one option.

- My students' motivation increased thanks to the new methods I learned in body percussion and/or gamification trainings
- New methods made it easier for children to learn
- Students' motivation and/or facilitation of learning processes increased my self-confidence and sense of competence

- My curiosity increased as I learned new methods
 - Increased awareness of myself and my profession
 - My increased awareness gave me new perspectives, which encouraged me to do research
 - Being together with other teachers who are working in village schools and being valued increased my self-confidence and sense of competence
 - Seeing that I am not alone and that many teachers have similar problems made me feel more comfortable in finding solutions
 - When I met teachers who found solutions to problems, my belief in myself that I can succeed increased
 - Other (please specify)
-

None

24. At what point was your motivation for self-improvement before participating in the Training Programme? (Lowest=0, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

25. After participating in the Training Programme, at what point did your motivation for self-improvement reach? (Lowest=1, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

26. How many points would you rate the importance of the self-improvement motivational increase you experienced for you? (Lowest=1, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

27. How long will the personal self-improvement increase change you experience last if you do not continue to participate in the Programme?

- The effect of the change disappears immediately
- The impact of change does not disappear immediately but decrease over time
- The effect of change is lasting, motivation for continuous improvement does not decrease

28. Did you expect to experience an increase in self-improvement motivation when you decided to participate in the programme?

- Yes
- Yes, but not that much
- No

VALUATION OF THE CHANGE

We know that when it comes to your self-improvement, the changes you experience are incomparably more valuable than anything else and we completely agree with you. The aim of this part of the study is to understand how important it is for you to experience change (considering the amount of change) ONLY as a result of your participation in the Training Programme.

29. Which item/experience from the list in the table below would you match the value/importance of the change in personal development motivation increase due to your participation in the Training Programme? Please select only 1 option.

- Internet package for 1 year
- Cambly English language course
- iPad Pro
- Macbook Pro
- iPhone 14
- One week holiday in the Aegean region
- GAP (The Southeastern Anatolia Project) or Black Sea tour
- Europe tour
- 10.000 TL cash for participation in activities such as cinema/theater with students
- TL 15.000 TL cash for stationery supplies
- 50.000 TL cash for improving the physical conditions of the school (such as painting, cleaning)
- 100.000 TL cash for educational needs (such as intelligence games, library, printer)
- Middle class car

DEALING WITH ADAPTATION PROBLEMS MORE EASILY

30. Which of the following situations did you experience that indicate that you were able to cope more easily with the adaptation problems you experienced as a result of your participation in the Training Programme? You can select more than one option.

- Taking part in the programme made me feel like a member of a community, which made me feel valued
 - I used to think that teachers working in village schools were forgotten, seeing that they were valued reduced my feeling of loneliness
 - Seeing that our problems are similar and being together with colleagues that I can talk to for solutions increased my belief in myself
 - Other (please specify)
-

- None

31. Before participating in the Training Programme, at what point were you able to cope with the problems you experienced related to adaptation? (Lowest=0, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

32. After participating in the Training Programme, to what point has your ability to cope with problems related to adaptation reach? (Lowest=1, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

33. How many points would you rate the importance for you of being able to cope more easily with problems related to adaptation? (Lowest=1, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

34. How long would the change in your ability to cope more easily with the adaptation problems you have experienced last if your participation in the Programme did not continue?

- The effect of the change disappears immediately
- The impact of change does not disappear immediately but decrease over time
- The effect of change is permanent, there is no decrease in motivation for continuous development

35. When you decided to participate in the programme, did you expect to be able to cope more easily with adaptation problems?

- Yes
- Yes, but not that much
- No

VALUATION OF THE CHANGE

We know that when it comes to your personal development, the changes you experience are incomparably more valuable than anything else and we completely agree with you. The aim of this part of the study is to understand how important it is for you to experience change (considering the amount of change) ONLY as a result of your participation in the Training Programme.

36. Which item/experience from the list in the table below would you match the value/importance of the change in your ability to cope more easily with adaptation-related problems due to your participation in the Training Programme? Please select only 1 option.

- Internet package for 1 year
- Cambly English language course
- iPad Pro
- Macbook Pro

- iPhone 14
- One week holiday in the Aegean region
- GAP (The Southeastern Anatolia Project) or Black Sea tour
- Europe tour
- 10.000 TL cash for participation in activities such as cinema/theater with students
- TL 15.000 TL cash for stationery supplies
- 50.000 TL cash for improving the physical conditions of the school (such as painting, cleaning)
- 100.000 TL cash for educational needs (such as intelligence games, library, printer)
- Middle class car

DECREASED MOTIVATION AND EFFICIENCY

37. Based on your participation in the Training Programme, which of the following situations have you experienced that indicate that your motivation and efficiency decreased due to the intensity of the programme? You can mark more than one option.

- In face-to-face trainings, I could not fully understand the modules at the end of the day because I was tired, so I could not apply them.
- I experienced distraction in face-to-face trainings due to the busy programme
- I cannot focus on online trainings, so I miss important information
- The crowdedness of the training groups reduced the efficiency of the training
- Other (please specify)

None

38. After participating in the Training Programme, how many steps do you think the intensity of the programme and the crowdedness of the groups caused a decrease in your motivation and the efficiency you received from the programme? (Lowest=1, Highest=10)

0 1 2 3 4 5 6 7 8 9 10

39. How many points would you rate the importance for you of not experiencing a decrease in motivation and productivity? (Lowest=1, Highest=10)

0 1 2 3 4 5 6 7 8 9 10

40. When you decided to participate in the program, did you expect that there might be a decrease in motivation and efficiency due to the busy programme?

- Yes
- Yes, but not that much
- No

VALUATION OF THE CHANGE

We know that when it comes to your personal development, the changes you experience are incomparably more valuable than anything else and we completely agree with you. The aim of this part of the study is to understand how important it is for you to experience change (considering the amount of change) ONLY as a result of your participation in the Training Programme.

41. Which item/experience from the list in the table below would you match the value/importance for you of avoiding the negativity of decline in motivation and productivity due to your participation in the Training Programme? Please select only 1 option.

- Internet package for 1 year
- Cambly English language course
- iPad Pro
- Macbook Pro
- iPhone 14
- One week holiday in the Aegean region
- GAP (The Southeastern Anatolia Project) or Black Sea tour
- Europe tour
- 10.000 TL cash for participation in activities such as cinema/theater with students
- TL 15.000 TL cash for stationery supplies
- 50.000 TL cash for improving the physical conditions of the school (such as painting, cleaning)
- 100.000 TL cash for educational needs (such as intelligence games, library, printer)
- Middle class car

42. If you have experienced at least one of the previous questions ‘Decreased Anxiety’, ‘Increased Motivation for Personal Development’ and ‘Dealing with Adaptation Problems More Easily’, what were the different ways of achieving these changes for you? You can select more than one option. If you have not experienced any of them, please select ‘None’.

- There was no different way for me to experience changes
 - Attending MoNE trainings
 - Participating in trainings/programmes of other civil society organizations
 - Talking/discussing with colleagues
 - My individual efforts
 - Other (please specify)
-

None

43. The table below shows the changes in the previous questions. If any of these three changes do not apply to you, please check 'I did not experience the change'. For the changes you have experienced, how much of these changes would you have experienced in different ways even if you had not participated in the training programme? Please mark your evaluation for each change.

	I did not experience the change	I would have experienced all of it	I would experience more than half of it	I would experience half of it	I would have experienced less than half of it
Decrease Anxiety					
Increase in motivation for self-improvement					
Coping with Adaptation Problems More Easily					

44. Who contributed to this change? You can tick more than one option.

- No other person/institution that contributed to the changes
 - Colleagues at the school where I work
 - MoNE trainings I attended
 - Trainings/programmes of other non-governmental organisations I attended
 - Other (please specify)
-

45. The table below shows the changes in the previous questions. If any of these three changes do not apply to you, please select 'I did not experience the change'. For the changes you have experienced, what is the contribution of other people/institutions, other than the Training Programme, to you experiencing the changes? Please mark your assessment for each change.

	I did not experience the change	All of the change realised due to this person/institution.	This person or organisation contributed to a significant part of the change.	This person or organisation contributed to half of the change.	This person/organisation contributed to less than half of the change.
Decrease Anxiety					
Increase in motivation for self-improvement					
Coping with Adaptation Problems More Easily					

CHANGES-OTHER

46. Have you experienced other positive or negative changes other than the changes in the questionnaire?

- Yes
- No

47. Please specify the change you have experienced.

48. In order to better understand the change you have experienced, please briefly describe the situation before you participated in the Training Programme.

49. At what point was the change you experienced before participating in the Training Programme? (Lowest=0, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

50. At what point did you experience a change after participating in the Training Programme? (Lowest=0, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

51. If we want to explain the importance of change for you, how many points would you rate it? (Lowest=0, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

52. How much do you think you would have experienced the same change in different ways if you had not participated in the Training Programme?

- I would have experienced all of it
- I would experience the obvious part
- I would experience half of it
- I would have experienced less than half of it
- I've never experienced

53. What were the different ways of achieving the same change for you? You can tick more than one option.

- Attending MoNE trainings
 - Participating in trainings/programmes of other non-governmental organisations
 - Talking/ discussing with colleagues
 - My individual efforts
 - Other (please specify)
-

54. Are there any people/institutions that contributed to the change you experienced, other than the Training Programme?

- Yes
- No

55. Who contributed to this change? You can tick more than one option.

- Colleagues at the school where I work
 - MoNE trainings I attended
 - Trainings/programmes of other non-governmental organisations I attended
 - Other (please specify)
-

56. How much is the contribution of other persons/institutions?

- All of the change realised due to this person/institution.
- This person/organisation contributed to a significant part of the change.
- This person/organisation contributed to half of the change.
- This person/organisation contributed to less than half of the change.

57. Did you expect to experience this change as a result of participating in the Training Programme?

- Yes
- No

VALUATION OF THE CHANGE

We know that when it comes to your personal development, the changes you experience are incomparably more valuable than anything else and we completely agree with you. The aim of this part of the study is to understand how important it is for you to experience change (considering the amount of change) ONLY as a result of your participation in the Training Programme.

58. Which item/experience from the list in the table below would you match the value/importance of the change you have experienced due to your participation in the Training Programme? Please tick only 1 option.

- Internet package for 1 year
- Cambly English language course
- iPad Pro
- Macbook Pro
- iPhone 14
- One week holiday in the Aegean region
- GAP (The Southeastern Anatolia Project) or Black Sea tour
- Europe tour
- 10.000 TL cash for participation in activities such as cinema/theater with students
- TL 15.000 TL cash for stationery supplies
- 50.000 TL cash for improving the physical conditions of the school (such as painting, cleaning)
- 100.000 TL cash for educational needs (such as intelligence games, library, printer)
- Middle class car

Groups 4-5 / Professional Development

GENERAL INFORMATION

The purpose of this section is to obtain general information about you and your views in relation to your participation in Our Teachers: Insurance of Education Project, and to obtain general information about you and your views.

1. The group you belong to

- Group 4
- Group 5

2. Your age

- 20-23
- 24-26
- 27-29
- 30-32
- 33-36
- 37 and older

3. The province where you are working

4. The type of school you work at

- Village school
- Central school

5. How many years have you been working as a teacher? If you have worked as a teacher without being affiliated to the MoNE, such as as a paid teacher, please include this period in your years of service.

- 1-2
- 3-4
- 5-6
- 7-8
- 9-10
- 11 and above

6. Do you teach in a multi-grade class?

- a. Yes
- b. No

7. How many students do you have in your class?

- a. Less than 10
- b. 10-15
- c. 16-20
- d. 21-25
- e. 26-30
- f. 31 and more

8. Have you participated in Face-To-Face Personal Development trainings?

- a. Yes, I attended all modules
- b. Yes, but I could not attend some modules
- c. No, I could not attend at all

9. Which of the trainings and events organized online have you participated in? You can select more than one option.

- Education in Multigrade Classes
- Life Sciences Teaching at Primary School Level
- Teaching Mathematics in Primary School
- Social Studies Teaching at Primary School Level
- Teaching Turkish in Primary School
- Activity Development and Evaluation for Student
- Practical Science Training at Primary School Level

10. Which training modules have contributed the most to your daily life and course process? You can select more than one option.

- Insect Festival School
- Water School
- Activity Development and Evaluation for Student Body Percussion
- I could not attend any of them

11. Which of the online courses and activities have made the greatest contribution to your daily life and coursework? You can select more than one option.

- Insect Festival School
- Water School
- Activity Development and Evaluation for Student Body Percussion

12. Did you take the contents of the modules in the training programme as a course at the university?

- Yes
- No
- Partly

13. Please specify which course contents are the same and/or similar to the course contents at the university.

14. Since the day you joined the project, how active is your communication with the Çalışma Kurulu Committee? (0=None communication, 5=Very active)

- 0
- 1
- 2
- 3
- 4
- 5

15. How else would the training programme be more valuable to you? You can tick more than one option.

- Sharing the list of trainings and their achievements before the trainings
 - Having reminder documents that we can go back and repeat after the trainings
 - Making our work and development more visible and ensuring that the Provincial/District National Education Directorate is also aware of it
 - Having online meetings where we can come together and ask questions after watching the trainings uploaded to the system
 - Deepening in educational subjects with online trainings
 - Increasing interaction to strengthen peer learning
 - Increasing interaction with tutors
 - Deepening the content of education with online trainings on current topics such as artificial intelligence
 - Visits to our schools by leaders in the field of education
 - Increasing movie and book events
 - Other (please specify)
-

CHANGES

The aim of this section is to identify the changes you have experienced as a participant in Our Teachers: Insurance of Education Project Project to identify the changes you have experienced as a result of being a participant. In this section, you can tick "None" if the change in question has not occurred as a result of being a project participant.

INCREASING RESPECT FOR TEACHERS AND TEACHING PROFESSION

Following the Personal Development Training Module held in Antalya, we shared the results of our interviews with you, our esteemed teachers, on the last day of the Professional Development Training Module held in Ankara. In line with your opinions, we were informed that there was an increase in the respect for teachers and the teaching profession. In this context, we shared the results of the Professional Development Trainings

Before the questions, we would like to ask whether you have had a similar experience in relation to Personal Development Trainings.

16. Do you observe an increase in respect for teachers and the teaching profession when you consider the changes in your approaches to both students and parents with unusual methods based on your participation in the Personal Development Training Module, your ability to communicate more effectively based on these changes, and your adaptation to the village where you work?

- a. Yes
- b. No
- c. I did not attend the Personal Development Module

17. Which of the following situations have you experienced that made you feel that respect for teachers and the teaching profession has increased? You can tick more than one option.

- In the past parents would not listen to my advice, but now they make an effort to implement it without seeing it as unnecessary
 - Attendance at parent-teacher meeting increased
 - Local government has started to pay more attention to school needs than in the past
 - Parents also started to see the impact of new teaching methods on children
 - I observed significant positive changes in parents' attitudes and behaviors towards me
 - I became the 'question asked' teacher among my colleagues
 - I became as the teacher to be consulted by the school principal
 - Other (please specify)
-

18. What was the level of respect for the teacher and teaching profession that you observed before attending the Training Programme? (Lowest=0, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

19. After participating in the Training Programme , at what point did you observe respect for teachers and the teaching profession? (Lowest=1, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

20. How many points would you rate the importance of increasing for teachers and the teaching profession for you? (Lowest=1, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

21. How much of the change in respect for teachers and the teaching profession would you have experienced if you had not participated in the Training Programme?

- I would have experienced all of it
- I would experience the obvious part
- I would experience half of it
- I would have experienced less than half of it
- I've never experienced

22. What were the different ways of achieving the same change for you? You can tick more than one option.

- a. Attending MoNE trainings
 - b. Participating in trainings/programmes of other non-governmental organisations
 - c. Learning from experienced teachers through observing them
 - d. My individual efforts
 - e. Other (please specify)
-

23. Are there any other people/institutions, other than the Training Programme, who contributed to the change that led to an increased respect?

- Yes
- No

24. Who contributed to this change? You can tick more than one option.

- a. Colleagues at the school where I work
 - b. MoNE trainings I attended
 - c. Trainings/programmes of other non-governmental organisations I attended
 - d. Other (please specify)
-

25. How much is the contribution of other persons/institutions?

- All of the change realised due to this person/institution.
- This person/organisation contributed to a significant part of the change.
- This person/organisation contributed to half of the change.
- This person/organisation contributed to less than half of the change.

26. If your participation in the programme did not continue, how long would the change in the increased respect for teacher and the teaching profession you experienced have lasted?

- The impact of change disappears immediately.
- The impact of change doesn't disappear immediately, but it does decrease over time.
- Even though I left programme, the impact of change would be permanent.

27. When you decided to participate in the programme, did you expect that respect for teachers and the teaching profession would increase?

- Yes
- Yes but not that much
- No

VALUATION OF THE CHANGE

We know that when it comes to your personal and professional development, the changes you experience are incomparably more valuable than anything else and we completely agree with you. The aim of this part of the study is to understand how important it is for you to experience change (considering the amount of change) ONLY as a result of your participation in the Training Programme.

28. Which item/experience from the list in the table below would you match the value/ importance for you of the change in respect for teachers and the teaching profession due to your participation in the Training Programme? Please tick only 1 option.

- Professional camera
- Cambly English language course
- Ceramic/Cooking/Chocolate workshop
- Smartphone (the latest model)
- VR headset
- One week holiday in the Aegean region
- GAP (The Southeastern Anatolia Project) or Black Sea tour
- Europe tour
- Travelling to South America
- 5.000 TL cash for stationery materials
- 25.000 TL cash to improve the physical conditions of the school (such as painting, cleaning)
- 100.000 TL cash for educational needs (such as intelligence games, library, printer)
- Middle class car
- 4x4 SUV car

INCREASED MOTIVATION FOR PROFESSIONAL DEVELOPMENT

29. Which of the following situations have you experienced that indicate that your motivation for professional development has increased as a result of your participation in the training programme? You can mark more than one option.

- a. I feel that I am getting stronger as I learn new teaching methods and I want more.
 - b. In the past, I used to consider myself technically weak, I thought I could not teach.
 - c. I think that teachers are also students indefinitely. There is no end to development.
 - d. I learnt to criticise myself in peace with myself.
 - e. I used to say 'it is not working' and I was an unhappy teacher.
 - f. I saw my own deficiencies and adopted a child-centred approach.
 - g. I started to be able to explain the lessons at the level of the children.
 - h. After the training, I started to prepare my own lesson plans. Students started to learn much more easily with original content.
 - i. I understood what the students felt.
 - j. I learnt the mistakes I knew right.
 - k. I set development goals for myself.
 - l. Now I am out of the lecture-me-tell-the-student-listen order. We learn by doing some experiments together.
 - m. I don't only explain the theory, I can explain the information through concrete.
 - n. I have seen that information becomes more permanent for children through gamification.
 - o. I am now based on discovering together with children.
 - p. I have become a part of children's learning journey, not a guide.
 - q. When the children learn, I want to teach more.
 - r. Teaching is not an ordinary work that I go in the morning and come back in the evening.
 - s. When children learn, their trust increases in teachers.
 - t. When the children learn, their enthusiasm for learning increases, they become much more active in the classroom.
 - u. Children take my activities seriously and have fun. Therefore, their learning process also accelerates.
 - v. I was able to provide efficient learning for the children and thus I was able to allocate time for activities such as painting and music.
 - w. Other (please specify)
-

x. None

30. At what point was your motivation for professional development before attending the Training Programme? (Lowest=0, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

31. After participating in the Training Programme, at what point did your motivation for professional development reach? (Lowest=1, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

32. How many points would you rate the importance of the professional development motivation increase you experience for you? (Lowest=1, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

33. If you had not participated in the Training Programme, how much of the increase in professional development motivation would you have experienced?

- I would have experienced all of it
- I would experience the obvious part
- I would experience half of it
- I would have experienced less than half of it
- I've never experienced

34. What were the different ways of achieving the same change for you? You can tick more than one option.

- Attending MoNE trainings
 - Participating in trainings/programmes of other non-governmental organisations
 - Learning from experienced teachers through observing them
 - My individual efforts
 - Other (please specify
-

35. Are there any other people/institutions, other than the Training Programme, who contributed to the change that led to an increased motivation?

- Yes
- No

36. Who contributed to this change? You can tick more than one option.

- a. Colleagues at the school where I work
 - b. MoNE trainings I attended
 - c. Trainings/programmes of other non-governmental organisations I attended
 - d. Social Media
 - e. Other (please specify)
-

37. How much is the contribution of other persons/institutions?

- All of the change realised due to this person/institution.
- This person/organisation contributed to a significant part of the change.
- This person/organisation contributed to half of the change.
- This person/organisation contributed to less than half of the change.

38. If your participation in the programme did not continue, how long would the change in the increased the professional development motivation you experienced have lasted?

- The impact of change disappears immediately.
- The impact of change doesn't disappear immediately, but it does decrease over time.
- Even though I left programme, the impact of change would be permanent.

39. Did you expect to experience an increase in motivation for continuous improvement when you decided to participate in the programme?

- Yes
- Yes but not that much
- No

VALUATION OF THE CHANGE

We know that when it comes to your professional development, the changes you experience are incomparably more valuable than anything else and we completely agree with you. The aim of this part of the study is to understand how important it is for you to experience change (considering the amount of change) ONLY as a result of your participation in the Training Programme.

40. Which item/experience from the list in the table below would you match the value/importance for you of the change in motivation for professional development based on your participation in the Training Programme? Please tick only 1 option.

- Internet package for 1 year
- Cambly English language course
- iPad Pro

- Macbook Pro
- iPhone 15
- Caravan
- Anitkabir visit with students
- Europe tour
- Far East tour
- 20.000 TL cash for participation in activities such as cinema/theater with students
- 15.000 TL cash for stationery supplies
- 50.000 TL cash for improving the physical conditions of the school (such as painting, cleaning)
- 100.000 TL monthly income for 1 year
- Middle class car

DECREASED KNOWLEDGE PERMANENCE

41. Based on your participation in the Training Programme, which of the following situations have you experienced that decreased the permanence of the knowledge you learned during the programme? You can mark more than one option.

- a. In face-to-face trainings, I could not fully understand the modules at the end of the day because I was tired, so I could not remember them
 - b. I experienced distraction due to the busy programme in face-to-face trainings
 - c. The information conveyed in non-interactive modules such as flat presentation in face-to-face trainings did not stay in my mind
 - d. I cannot focus on online training and therefore miss important information
 - e. Because of the long time between the training and the application, I did not remember exactly what I learnt
 - f. Other (please specify)
-

g. None

42. How many levels of decline do you think the situations you experienced that decreased the persistence of the knowledge transferred during the Training Programme caused? (Very little decline=1, Completely decline=10)

- 0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10

43. How many points would you express the importance of not experiencing the negativity of decreasing information retention for you? (Lowest=1, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

44. If you had not participated in this training programme or in other training programmes that you could have participated in, to what extent would you have experienced similar problems that decrease the permanence of knowledge?

- a. I would have experienced all of it
- b. I would experience the obvious part
- c. I would experience half of it
- d. I would have experienced less than half of it
- e. I've never experienced

45. What were the different types of education/programme that could have caused you to experience the same negative situation? You can tick more than one option.

- a. Attending any face-to-face training where no recording is taken
 - b. Attending any training for which a post-training reminder document is not provided
 - c. Attending any training of a duration exceeding half a day
 - d. Attending any non-interactive training
 - e. Attending any training with content that has no scope of application
 - f. Other (please specify)
-

46. Did you expect to experience this negative situation when you decided to participate in the Training Programme?

- a. Yes
- b. Yes but not that much
- c. No

VALUATION OF THE CHANGE

We know that when it comes to your professional development, the changes you experience are incomparably more valuable than anything else and we completely agree with you. The aim of this part of the study is to understand how important it is for you to experience change (considering the amount of change) ONLY as a result of your participation in the Training Programme.

47. Which item/experience from the list in the table below would you match the value/importance for you of avoiding the negativity of decreasing the permanence of knowledge due to your participation in the Training Programme? Please tick only 1 option.

- Internet package for 1 year
- Cambly English language course
- iPad Pro

- Macbook Pro
- iPhone 15
- Caravan
- Anitkabir visit with students
- Europe tour
- Far East tour
- 20.000 TL cash for participation in activities such as cinema/theater with students
- 15.000 TL cash for stationery supplies
- 50.000 TL cash for improving the physical conditions of the school (such as painting, cleaning)
- 100.000 TL monthly income for 1 year
- Middle class car

CHANGES-OTHER

48. Have you experienced other positive or negative changes other than the changes in the questionnaire?

- a. Yes
- b. No

49. Please specify the change you have experienced.

50. In order to better understand the change you have experienced, please briefly describe the situation before you participated in the Training Programme.

51. At what point was the change you experienced before participating in the Training Programme? (Lowest=0, Highest=10)

- 0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10

52. At what point did you experience a change after participating in the Training Programme? (Lowest=0, Highest=10)

- 0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10

53. If we want to explain the importance of change for you, how many points would you rate it? (Lowest=0, Highest=10)

- 0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10

54. How much do you think you would have experienced the same change in different ways if you had not participated in the Training Programme?

- I would have experienced all of it
- I would experience the obvious part
- I would experience half of it
- I would have experienced less than half of it
- I've never experienced

55. What were the different ways of achieving the same change for you? You can tick more than one option.

- a. Attending MoNE trainings
 - b. Learning from experienced teachers through observing them
 - c. Participating in trainings/programmes of other non-governmental organisations
 - d. My individual efforts
 - e. Other (please specify)
-

56. Are there any people/institutions that contributed to the change you experienced, other than the Training Programme?

- Yes
- No

57. Who contributed to this change? You can tick more than one option.

- a. Colleagues at the school where I work
 - b. MoNE trainings I attended
 - c. Trainings/programmes of other non-governmental organisations I attended
 - d. Other (please specify)
-

58. How much is the contribution of other persons/institutions?

- All of the change realised due to this person/institution.
- This person/organisation contributed to a significant part of the change.
- This person/organisation contributed to half of the change.
- This person/organisation contributed to less than half of the change.

59. Did you expect to experience this change as a result of participating in the Training Programme?

- Yes
- No

VALUATION OF THE CHANGE

We know that when it comes to your professional development, the changes you experience are incomparably more valuable than anything else and we completely agree with you. The aim of this part of the study is to understand how important it is for you to experience change (considering the amount of change) ONLY as a result of your participation in the Training Programme.

60. Which item/experience from the list in the table below would you match the value/importance of the change you have experienced due to your participation in the Training Programme? Please tick only 1 option .

- Internet package for 1 year
- Cambly English language course
- iPad Pro
- Macbook Pro
- iPhone 15
- Caravan
- Anitkabir visit with students
- Europe tour
- Far East tour
- 20.000 TL cash for participation in activities such as cinema/theater with students
- 15.000 TL cash for stationery supplies
- 50.000 TL cash for improving the physical conditions of the school (such as painting, cleaning)
- 100.000 TL monthly income for 1 year
- Middle class car

All Groups / Supporting Psychological Well-being Module

GENERAL INFORMATION

The purpose of this section is to obtain general information about you and your views in relation to your participation in Our Teachers: Insurance of Education Project, and to obtain general information about you and your views.

1. The group to which you are included

- Group 1
- Group 2
- Group 3
- Group 4
- Group 5

2. Are there any students in your class affected by the earthquake?

- Yes, our school is in an earthquake zone
- Yes, I have students from the earthquake zone
- My students did not experience the earthquake but they were affected by what they saw on TV/social media about earthquake
- No, there isn't.

3. Have you ever had traumatised students due to natural disasters, military confrontation, etc. in your professional life?

- Yes
- No

4. Did you have the opportunity to attend all 3 sessions of the Supporting Psychological Wellbeing Module?

- Yes, I was able to attend 3 sessions
- I was able to attend 2 sessions
- I was able to attend 1 session
- I could not attend at all

5. The type of school you work at

- Village school
- Central school

6. The province where you are working

7. How many years have you been working as a teacher? If you have worked as a teacher without being affiliated to the MoNE, such as as a paid teacher, please include this period in your years of service.

- 1-2
- 3-4
- 5-6
- 7-8
- 9-10
- 11 and above

8. Do you teach in a multi-grade class?

- Yes
- No

9. How many students do you have in your class?

- Less than 10
- 10-15
- 16-20
- 21-25
- 26-30
- 31 and more

10. To what level were you able to find answers to the following questions in the content of the Supporting Psychological Wellbeing Module? (1 = Not at all, 5 = Very well)

	1	2	3	4	5
I observe that my students lose hope. How can I support them to keep their hope without losing contact with reality?					
I have students who come from the earthquake region. Due to the change in physical conditions and the effects of their experiences, conflicts may occur from time to time in the classroom. How can I support my students?					
I am worried about triggering the traumas experienced by my students while providing information and raising awareness about the earthquake. What are the expressions that we should and/or should not use? What kind of a method should we follow in communication?					
My students were indirectly affected by the earthquake. What they saw on social media and television caused them to feel guilty. How can I manage guilt towards people we cannot help? How can I support my students?					
Both me and my students have developed fear of earthquakes, fear of being buried under a cave-in, fear of losing loved ones. How can I decrease/manage these anxieties?					
Students who suffered losses in the earthquake want to talk about their friends/family members they lost and tell their memories. What kind of approach should I take?					
How to communicate with parents in a healthy way? How should we set boundaries from the beginning?					

11. How would the Supporting Psychological Wellbeing Module be more valuable to you? You can tick more than one option.

- A module that is included in face-to-face trainings
 - Continuation of regular sessions at regular intervals, even online
 - In addition to traumas, there are comprehensive sessions on behavioural problems of children
 - Sessions where we can speak more and participants can be more active
 - Continuation of psychological support through focus group meetings during the project
 - Informative trainings on possible natural disasters
 - Separate sessions for teachers directly and indirectly affected by the earthquake
 - Other (please specify)
-

CHANGES

The purpose of this section is to identify the changes you have experienced as a result of your participation in the Supporting Psychological Wellbeing Module. In this section, you can tick “None” if the change in question has not occurred as a result of your participation in the module.

INCREASE IN PSYCHOLOGICAL WELL-BEING

12. Which of the following situations have you experienced that indicate an increase in your psychological well-being as a result of participating in the module? You can tick more than one option.

- I felt understood, therefore I felt more powerful
- I learnt to manage my own anxieties/fears
- Helped me to cope with feelings of guilt
- I was able to support my students to cope with the guilt they felt
- I learnt the right approach towards my traumatised students
- I learnt to integrate traumatised students with other students and to include them in the classroom environment
- I overcame my pessimism and found the power to become more active
- After the earthquake, we felt fear, shock and extreme loneliness. The information given by the trainers and the sharing of other teachers gave power
- The new knowledge I gained about student relations in general (such as being disciplined, mirroring) improved my communication with my students
- My knowledge increased and therefore the knowledge I could give to the children increased. This also decreased my worries

- Neither I or my students were affected by the earthquake, but what I learnt made me feel prepared.
 - Being called and supported by the Project team during the earthquake made me feel that I was not alone
 - Most of the organisations worked with students, the project focused on our psychological well-being. It was very good to receive support.
 - Other (please specify)
-

- None

13. At what point was your psychological well-being before participating in the module? (Lowest=0, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

14. After participating in the module, at what point did your psychological well-being improve? (Lowest=1, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

15. How many points would you rate the importance of the change in your psychological well-being for you? (Lowest=0, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

16. How much of the change in your psychological well-being would you have experienced if you had not participated in the module?

- I would have experienced all of it
- I would experience the obvious part
- I would experience half of it
- I would have experienced less than half of it
- I've never experienced

17. What were the different ways of achieving the same change for you? You can tick more than one option.

- Attending MoNE trainings
 - Participating in trainings/programmes of other non-governmental organisations
 - Talking/discussion with colleagues
 - My individual efforts
 - Other (please specify)
-

18. Are there any other people/institutions, other than the Training Programme, who have contributed to your increased psychological well-being?

- Yes
- No

19. Who contributed to this change? You can tick more than one option.

- Colleagues at the school where I work
 - MoNE trainings I attended
 - Trainings/programmes of other non-governmental organisations I attended
 - The solidarity of the people around me
 - Other (please specify)
-

20. How much is the contribution of other persons/institutions?

- All of the change realised due to this person/institution.
- This person/organisation contributed to a significant part of the change.
- This person/organisation contributed to half of the change.
- This person/organisation contributed to less than half of the change.

21. Did you expect an increase in your psychological well-being while attending the sessions?

- Yes
- Yes, but not that much
- No

VALUATION OF THE CHANGE

We know that when it comes to your psychological well-being, the changes you experience are incomparably more valuable than anything else and we completely agree with you. The aim of this part of the study is to understand how important it is for you to experience change (considering the amount of change) **ONLY** as a result of your participation in the Training Programme.

22. Which item/experience from the list in the table below would you match the value/importance of the change in psychological well-being you have experienced due to your participation in the Module? Please tick only 1 option.

- Internet package for 1 year
- Cambly English language course
- iPad Pro

- Macbook Pro
- iPhone 15
- Caravan
- Anitkabir visit with students
- Europe tour
- Far East tour
- 20.000 TL cash for participation in activities such as cinema/theater with students
- 15.000 TL cash for stationery supplies
- 50.000 TL cash for improving the physical conditions of the school (such as painting, cleaning)
- 100.000 TL monthly income for 1 year
- Middle class car

All Groups / Social Impact Generators Program Trainings

GENERAL INFORMATION

The purpose of this section is to obtain general information about you and your views in relation to your participation in Our Teachers: Insurance of Education Project, and to obtain general information about you and your views.

1. The group to which you are included

- Group 1
- Group 2
- Group 3
- Group 4
- Group 5

2. Your Age

- 20-23
- 24-26
- 27-29
- 30-32
- 33-36
- 37 and older

3. The province where you are working

4. The type of school you work at

- Village school
- Central school

5. How many years have you been working as a teacher? If you have worked as a teacher without being affiliated to the MoNE, such as as a paid teacher, please include this period in your years of service.

- 1-2
- 3-4
- 5-6
- 7-8
- 9-10
- 11 and above

6. Do you teach in a multi-grade class?

- Yes
- No

7. How many students do you have in your class?

- Less than 10
- 10-15
- 16-20
- 21-25
- 26-30
- 31 and more

8. Have you attended online information webinars and mentoring sessions?

- Yes, I attended all sessions
- Yes, but I could not attend some sessions
- No, I could not attend any of them.

9. Have you attended face-to-face training within the scope of the Teacher as Social Impact Generators Module?

- Yes, I attended all trainings
- Yes, but I could not attend some trainings
- No, I could not attend any of them.

10. Who was your mentor?

- İtir Erhart
- Günalp Turan
- Esin Yılmaz
- Bilge Buhan Musa
- Zeliş Kurt
- Ezgi İdeman Hazar

11. Have you written a project and implemented it before the Teacher as Social Impact Generators Module?

- Yes
- No
- Partly

12. Did you actively communicate with the Çalığışu Committee for support in your project design process? (0=None communication, 5=Very active)

- 0
- 1
- 2
- 3
- 4
- 5

13. How else would the Teacher as Social Impact Generators Module be more valuable to you? You can tick more than one option.

- More time to design the project, research possible resources and prepare the presentation
- To be able to get financial support earlier and start implementation earlier
- Coming together with Group 6 for project processes and sharing our experiences

- More time to explain our presentations at the project fair and listening to all projects equally
 - To be able to take face-to-face trainings as online and work more with mentors in face-to-face training
 - Other (please specify)
-

CHANGES

The purpose of this section is to identify the changes you have experienced as a result of your participation in the Teacher as Social Impact Generators Module. In this section, you can tick “None” if the change in question has not occurred as a result of your participation in the module.

INCREASED COURAGE TO CREATE SOLUTIONS

14. Which of the following situations have you experienced that made you feel that your courage to create solutions has increased? You can tick more than one option.

- I started to take confident steps.
 - I realised that I have the power to change.
 - I learnt how to take steps for change.
 - In the past, solutions were in the imagination stage because I felt alone. Now I take concrete steps to realise them.
 - I learnt how to design and write a project
 - I understood the difference between project and activity
 - I learnt to get to the root cause of problems
 - I have focussed on solutions not only for the students of the school where I work, but also for a broader audience.
 - I started to focus on finding permanent solutions to problems instead of daily solutions
 - I started to be able to identify the needs correctly
 - I learnt to want/demand
 - My internal motivation increased as I realised I could do it.
 - Instead of complaining about what’s wrong with the system, I started to wonder if I could change it.
 - Other (please specify)
-

None

15. At what point was your courage to create solutions before participating the Teacher as Social Impact Generators Module? (Lowest=0, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

16. After participating in the Teacher as Social Impact Generators Module, at what point did you have the courage to create solutions? (Lowest=1, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

17. How many points would you rate the importance of increasing your courage to create solutions for you? (Lowest=1, Highest=10)

- 0 1 2 3 4 5 6 7 8 9 10

18. If you had not participated in the Teacher as Social Impact Generators Module, how much would you have experienced the change of increasing the courage to create solutions?

- I would have experienced all of it
- I would experience the obvious part
- I would experience half of it
- I would have experienced less than half of it
- I've never experienced

19. What were the different ways of achieving the same change for you? You can tick more than one option.

- Attending MoNE trainings
- Participating in trainings/programmes of other non-governmental organisations
- Learning from experienced teachers through observing them
- My individual efforts
- Other (please specify)
-

20. Are there any other people/institutions, other than the Teacher as Social Impact Generators Module, who had a share in the change that increased your courage to create solutions?

- Yes
- No

21. Who contributed to this change? You can tick more than one option.

- Colleagues at the school where I work
- MoNE trainings I attended

- Trainings/programmes of other non-governmental organisations I attended
 - Other (please specify)
-

22. How much is the contribution of other persons/institutions?

- All of the change realised due to this person/institution.
- This person/organisation contributed to a significant part of the change.
- This person/organisation contributed to half of the change.
- This person/organisation contributed to less than half of the change.

23. How long will the change of increasing the courage to create solutions last after the Training Module is completed?

- The impact of change disappears immediately.
- The impact of change doesn't disappear immediately, but it does decrease over time.
- The impact of change would be permanent.

24. When you decided to participate in the Teacher as Social Impact Generators Module, did you expect your courage to create solutions to increase?

- Yes
- Yes but not that much
- No

VALUATION OF THE CHANGE

We know that when it comes to your personal development, the changes you experience are incomparably more valuable than anything else and we completely agree with you. The aim of this part of the study is to understand how important it is for you to experience change (considering the amount of change) ONLY as a result of your participation in the Training Programme.

25. Which item/experience from the list in the table below would you match the value/importance for you of the increased courage to create solutions due to your participation in the training modules? Please tick only 1 option

- 2 cinema/theatre tickets
- Internet package for 1 year
- Visit to Anitkabir with students
- Macbook Pro / Asus Zenbook
- iPhone 15

- One week holiday in the Aegean region
- World tour
- Northern Europe tour
- Travelling to Egypt
- Techno-market cheque worth 50.000 TL
- Caravan
- Middle class car
- 4x4 SUV car

DECREASE IN MOTIVATION

26. Which of the following situations did you experience during the module process that caused your motivation to decrease after participating in the Teacher as Social Impact Generators Module? You can tick more than one option.

- Because of the very limited time between the trainings in the module and the project design process, my project remained below its potential.
 - I felt tired due to the busy nature of the trainings, which caused me not to design my project the way I wanted.
 - I did not know that the presentations would be so visible. If I had known, I could have made a different preparation.
 - Since the financial support of 5000 TL will be given with a delay, it has become a very insufficient amount for my project due to inflation.
 - Other (please specify)
-

None

27. When you started the Teacher as Social Impact Generators Module, at what point was your motivation to develop and realise a project? (Lowest=0, Highest=10)

- 0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10

28. At what point did your motivation decrease when you experienced these negative situations? (Lowest=1, Highest=10)

- 0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10

29. How many points would you rate the importance of not experiencing the negativity of demotivation for you? (Lowest=1, Highest=10)

- 0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10

30. If you had not participated in the Teacher as Social Impact Generators Module, how much of the similar negativities that decreased your motivation would you have experienced in similar programmes that you could have participated in?

- I would have experienced all of it
- I would experience the obvious part
- I would experience half of it
- I would have experienced less than half of it
- I've never experienced

31. What were the different types of programmes that could have caused you to experience the same problems? You can tick more than one option.

- Participating in any programme that is not spread over a period of time (at least 3 months)
 - Participating in a programme that only provides theoretical knowledge
 - Participating in any programme that does not provide mentoring support
 - Participation in any programme with non-applicable content
 - Other (please specify)
-

32. Did you expect to experience this negative situation when you decided to participate in the Teacher as Social Impact Generators Module?

- Yes
- Yes, but not that much
- No

VALUATION OF THE CHANGE

We know that when it comes to your personal development, the changes you experience are incomparably more valuable than anything else and we completely agree with you. The aim of this part of the study is to understand how important it is for you to experience change (considering the amount of change) ONLY as a result of your participation in the Training Programme.

33. Which item/experience from the list in the table below would you match the value/ importance for you of avoiding the negativity of demotivation based on your participation in the Teacher as Social Impact Generators Module? Please tick only 1 option.

- 2 cinema/theatre tickets
- Internet package for 1 year
- Visit to Anitkabir with students

- Macbook Pro / Asus Zenbook
- iPhone 15
- One week holiday in the Aegean region
- World tour
- Northern Europe tour
- Travelling to Egypt
- Caravan
- Middle class car
- 4x4 SUV car

CHANGES-OTHER

34. Have you experienced other positive or negative changes other than the changes in the questionnaire?

- Yes
- No

35. Please specify the change you have experienced.

36. In order to better understand the change you have experienced, please briefly describe the situation before you participated in the Teacher as Social Impact Generators Module..

37. At what point was the change you experienced before participating in the Teacher as Social Impact Generators Module? (Lowest=0, Highest=10)

- 0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10

38. At what point did you experience a change after participating in the Teacher as Social Impact Generators Module? (Lowest=0, Highest=10)

- 0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10

39. If we want to explain the importance of change for you, how many points would you rate it? (Lowest=0, Highest=10)

- 0
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10

40. How much do you think you would have experienced the same change in different ways if you had not participated in the Teacher as Social Impact Generators Module?

- I would have experienced all of it
- I would experience the obvious part
- I would experience half of it
- I would have experienced less than half of it
- I've never experienced

41. What were the different ways of achieving the same change for you? You can tick more than one option.

- Attending MoNE trainings
 - Observing and learning from experienced teachers
 - Participating in trainings/programmes of other non-governmental organisations
 - My individual efforts
 - Other (please specify)
-

42. Are there any people/institutions that contributed to the change you experienced, other than the Teacher as Social Impact Generators Module?

- Yes
- No

43. Who contributed to this change? You can tick more than one option.

- Colleagues at the school where I work
 - MoNE trainings I attended
 - Trainings/programmes of other non-governmental organisations I attended
 - Other (please specify)
-

44. How much is the contribution of other persons/institutions?

- All of the change realised due to this person/institution.
- This person/organisation contributed to a significant part of the change.
- This person/organisation contributed to half of the change.
- This person/organisation contributed to less than half of the change.

45. Did you expect to experience this change as a result of participating in the Teacher as Social Impact Generators Module?

- Yes
- No

VALUATION OF THE CHANGE

We know that when it comes to your personal development, the changes you experience are incomparably more valuable than anything else and we completely agree with you. The aim of this part of the study is to understand how important it is for you to experience change (considering the amount of change) ONLY as a result of your participation in the Training Programme.

46. Which item/experience from the list in the table below would you match the value/importance of the change you have experienced due to your participation in the Training Programme? Please tick only 1 option.

- 2 cinema/theatre tickets
- Internet package for 1 year
- Visit to Anitkabir with students
- Macbook Pro / Asus Zenbook
- iPhone 15
- One week holiday in the Aegean region
- World tour
- Northern Europe tour
- Travelling to Egypt
- Caravan
- Middle class car
- 4x4 SUV car

Financial Proxies

Group 1-2-3 / Personal Development Trainings & Professional Development Trainings		
Professional camera	TL 5.117	https://www.fotografmakinalari.com https://www.hepsiburada.com
Cambly English language course	TL 21.576	https://www.cambly.com/
Ceramic/Cooking/Chocolate workshop	TL 4.625	https://www.superprof.com.tr/ https://chefstable.com.tr/ https://www.atolyevenus.com/
Smartphone (the latest model)	TL 14.762	https://www.mediamarkt.com.tr/ https://www.teknosa.com/ https://www.vatanbilgisayar.com/
VR headset	TL 21.304	https://www.mediamarkt.com.tr/ https://www.teknosa.com/
One week holiday in the Aegean region	TL 55.828	https://www.etstur.com/ https://www.jollytur.com/ https://www.tatilsepeti.com/
GAP (The Southeastern Anatolia Project) or Black Sea tour	TL 8.794	https://www.jollytur.com/ https://www.tatilsepeti.com/
Europe tour	TL 24.715	https://www.etstur.com/ https://www.jollytur.com/ https://www.tatilsepeti.com/
Travelling to South America	TL 97.829	https://www.setur.com.tr/ https://www.tatilsepeti.com/
5.000 TL cash for stationery materials	TL 5.000	Stakeholders
25.000 TL cash to improve the physical conditions of the school (such as painting, cleaning)	TL 25.000	Stakeholders
100.000 TL cash for educational needs (such as intelligence games, library, printer)	TL 1000.000	Stakeholders
Middle class car	TL 480.974	https://www.opel.com.tr/ https://www.ford.com.tr/ https://talep.citroen.com.tr/
4x4 SUV car	TL 1038392	https://www.landrover.com.tr/ https://talep.citroen.com.tr/ https://www.volvocars.com/

Group 4-5 / Personal Development Trainings

Internet package for 1 year	TL 4.792	https://bireysel.turktelekom.com.tr/ https://www.vodafone.com.tr/ https://www.turkcell.com.tr/
Cambly English language course	TL 21.576	https://www.cambly.com/
iPad Pro	TL 32.249	https://www.apple.com/tr
Macbook Pro	TL 78.619	https://www.apple.com/tr
iPhone 14	TL 51.499	https://www.apple.com/tr
One week holiday in the Aegean region	TL 55.828	https://www.etstur.com/ https://www.jollytur.com/ https://www.tatilsepeti.com/
GAP (The Southeastern Anatolia Project) or Black Sea tour	TL 8.794	https://www.jollytur.com/ https://www.tatilsepeti.com/
Europe tour	TL 24.715	https://www.etstur.com/ https://www.jollytur.com/ https://www.tatilsepeti.com/
Travelling to South America	TL 97.829	https://www.setur.com.tr/ https://www.tatilsepeti.com/
10.000 TL cash for participation in activities such as cinema/theatre with students	TL 10.000	Stakeholders
TL 15.000 TL cash for stationery supplies	TL 15.000	Stakeholders
50.000 TL cash for improving the physical conditions of the school (such as painting, cleaning)	TL 50.000	Stakeholders
100.000 TL cash for educational needs (such as intelligence games, library, printer)	TL 1000.000	Stakeholders
Middle class car	TL 480.974	https://www.opel.com.tr/ https://www.ford.com.tr/ https://talep.citroen.com.tr/

Group 4-5 / Professional Development Trainings

Internet package for 1 year	TL 4.792	https://bireysel.turktelekom.com.tr/ https://www.vodafone.com.tr/ https://www.turkcell.com.tr/
Cambly English language course	TL 21.576	https://www.cambly.com/
iPad Pro	TL 32.249	https://www.apple.com/tr
Macbook Pro	TL 78.619	https://www.apple.com/tr
iPhone 15	TL 58.499	https://www.apple.com/tr
Caravan	TL 731.333	https://www.sahibinden.com/kategori/karavan
Anitkabir visit with students	TL 96.920	https://www.turkishairlines.com/
Europe tour	TL 24.715	https://www.etstur.com/ https://www.jollytur.com/ https://www.tatilsepeti.com/
Far East tour	TL 54015	https://www.etstur.com/ https://www.jollytur.com/ https://www.tatilsepeti.com/
20.000 TL cash for participation in activities such as cinema/theatre with students	TL 20.000	Stakeholders
TL 15.000 TL cash for stationery supplies	TL 15.000	Stakeholders
50.000 TL cash for improving the physical conditions of the school (such as painting, cleaning)	TL 50.000	Stakeholders
100.000 TL monthly income for 1 year	TL 1.200.000	Stakeholders
Middle class car	TL 480.974	https://www.opel.com.tr/ https://www.ford.com.tr/ https://talep.citroen.com.tr/

All Groups / Supporting Psychological Well-being Module

Professional camera	TL 5.117	https://www.fotografmakinalari.com https://www.hepsiburada.com
Cambly English language course	TL 21.576	https://www.cambly.com/
Macbook Pro	TL 78.619	https://www.apple.com/tr
iPhone 14	TL 51.499	https://www.apple.com/tr
One week holiday in the Aegean region	TL 55.828	https://www.etstur.com/ https://www.jollytur.com/ https://www.tatilsepeti.com/
GAP (The South-eastern Anatolia Project) or Black Sea tour	TL 8.794	https://www.jollytur.com/ https://www.tatilsepeti.com/
Europe tour	TL 24.715	https://www.etstur.com/ https://www.jollytur.com/ https://www.tatilsepeti.com/
25,000 TL cash for improving the physical conditions of the school (such as painting, cleaning)	TL 25.000	Stakeholders
Caravan	TL 731.333	https://www.sahibinden.com/kategori/karavan
100,000 TL cash for students' trip organizations	TL 1.200.000	Stakeholders
Middle class car	TL 480.974	https://www.opel.com.tr/ https://www.ford.com.tr/ https://talep.citroen.com.tr/

All Groups / Social Impact Generators Program Trainings		
2 cinema/theatre tickets	TL 1824	https://www.bubilet.com.tr/ https://banabilet.com/
iPhone 15	TL 58.499	https://www.apple.com/tr
Internet package for 1 year	TL 4.792	https://bireysel.turktelekom.com.tr/ https://www.vodafone.com.tr/ https://www.turkcell.com.tr/
Anıtkabir visit with students	TL 96.920	https://www.turkishairlines.com/
One week holiday in the Aegean region	TL 55.828	https://www.etstur.com/ https://www.jollytur.com/ https://www.tatilsepeti.com/
Macbook Pro / Asus Zenbook	TL 45353	https://www.apple.com/tr https://www.vatanbilgisayar.com/
World tour	TL 649228	https://www.cruisesinturkey.com/ https://www.prontotour.com/
Northern Europe tour	TL 24715	https://www.etstur.com/ https://www.jollytur.com/ https://www.tatilsepeti.com/
Travelling to Egypt	TL 20660	https://www.setur.com.tr/ https://www.jollytur.com/
Techno-market cheque worth 50.000 TL	TL 50.000	Stakeholders
Caravan	TL 731.333	https://www.sahibinden.com/kategori/karavan
Middle class car	TL 480.974	https://www.opel.com.tr/ https://www.ford.com.tr/ https://talep.citroen.com.tr/
4x4 SUV car	TL 1038392	https://www.landrover.com.tr/ https://talep.citroen.com.tr/ https://www.volvocars.com/

All Groups / P4C Trainings		
2 cinema/theatre tickets	TL 1824	https://www.bubilet.com.tr/ https://banabilet.com/
iPhone 15	TL 58.499	https://www.apple.com/tr
World tour	TL 649228	https://www.cruisesinturkey.com/ https://www.prontotour.com/
Europe tour	TL 24.715	https://www.etstur.com/ https://www.jollytur.com/ https://www.tatilsepeti.com/
Travelling to Egypt	TL 20660	https://www.setur.com.tr/ https://www.jollytur.com/
Cash 50.000 TL	TL 50.000	Stakeholders
Cash 20.000	TL 731.333	https://www.sahibinden.com/kategori/karavan
Caravan	TL 731.333	https://www.sahibinden.com/kategori/karavan

Volunteers		
Europe tour	TL 24.715	https://www.etstur.com/ https://www.jollytur.com/ https://www.tatilsepeti.com/
Travelling to Japan	TL 20660	https://www.setur.com.tr/ https://www.jollytur.com/
1 year TL 100.000 income	TL 1.200.000	Stakeholders
Scholarship for 25 students (5100x25)	TL 127.500	Stakeholders
TL 30.000 cash to support students	TL 30.000	Stakeholders
TL 500.000 cash for meeting schools' needs	TL 500.000	Stakeholders
TL 1.000.000 for a facility	TL 1.000.000	Stakeholders

SROI Calculation

Calculation of the Impact

The formula is given below to calculate impact by including deadweight, attribution, drop off, and displacement.

Impact = (outcome quantity x financial proxy) * (1 – deadweight) * (1 – attribution)

Impact in year 1: This is the same as the impact calculated at the end of the project.

Impact in year 2: impact = year 1 – drop off %

Impact in year 3: impact = year 2 – drop off %

Impact in year 4: impact = year 3 – drop off %

Impact in year 5: impact = year 4 – drop off %

Calculating Social Return on Investment

In this stage, the Net Present Value (NPV) is calculated first. The NPV and SROI rate is calculated in accordance with the formulas below.

NPV = present value of benefits (PV)* – value of investment

*PV = value of impact in year 1 / (1+r) + value of impact in year 2 / (1+r)² + value of impact in year 3 / (1+r)³ + value of impact in year 4 / (1+r)⁴ + value of impact in year 5 / (1+r)⁵

r = discount rate (The official data from the Central Bank of Türkiye is used)²⁴

SROI RATIO = Present Value / Value of Inputs

Net SROI RATIO= Net Present Value / Value of Inputs

The source of the formulas' is The SROI Network guide book²⁵. **When the related values are inserted in the formula, the SROI ratio is calculated as 1:2,19**

²⁴ <http://www.tcmb.gov.tr/wps/wcm/connect/TCMB+TR/TCMB+TR/Main+Menu/Para+Politikasi/Reeskont+ve+Avans+Faiz+Oranlari>

²⁵ A guide to Social Return on Investment, January 2012, The SROI Network

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