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Teachers Communities

SROI Evaluation Report



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Teachers Communities SROI Evaluation Report

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Chief Executive Officer
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1. Executive Summary

Quality education and reduced inequalities are two of the 17 Sustainable Development Goals. Moreover, it will not be an overstatement to say that they are also preconditions to achieving other goals. However, although quality education remains the top priority for social impact actors such as civil society, corporate social responsibility projects of the private sector, and social entrepreneurs in Turkey, the resources remain limited compared with the scale and depth of the problems to be addressed. In such a context, it is crucial for the social impact actors to have a detailed account of the impact and the value of the social investments made to make better decisions.

The report presents the first “Social Return on Investment” evaluation analysis of the “Teachers Communities” (tr. “Öğretmen Toplulukları”) programme implemented by KODA (Köy Okulları Değişim Ağı – Rural Schools Change Network) in Harran and Diyarbakir in 2019/2020 school year. As it is the first evaluation analysis, the main aim was to develop the framework for future systematic data collection. The findings of the analysis will be used for internal management purposes.

The analysis was conducted according to the SROI methodology - Social Value Principles and related standards. The analysis resulted in calculating the ratio of the social value created per amount of investment as 2,75:

Total Present Value (PV)	383.576,13
Net Present Value (PV minus the investment)	244.335,13
Social Return (Value per amount invested)	2,75

As a result of “Teacher Communities” activities in Harran and Diyarbakir, a social value was created for participating teachers and volunteer teachers, the main two target group of the intervention. The amount of value experienced was strongly linked with the level of participation

and engagement of the teachers, with volunteer teachers experiencing slightly higher amount of change. Moreover, the activities resulted in value experienced by other directly involved stakeholders – KODA’s staff and trainers delivering the workshops during the local monthly meetings of teachers; and indirectly – the students of the participating teachers and volunteer teachers.

What is worth highlighting; no significant negative impacts experienced by the stakeholders were observed.

2. Background and purpose of SROI analysis

- **Background**

The lack of equality in education remains one of the most significant social issues experience in Turkey. According to the World Bank's research conducted in 2010, the second most influential variable in inequality in education after income level is where children attend schools. Rural schools offer lower-quality education compared to urban schools. Therefore, to protect the right of each child to quality education, the inequalities between rural and urban education should be removed.

At the same time, quality education in the rural areas is necessary to help rural communities realise their potential, access information and knowledge, develop cooperation and solutions to their problems and innovate. In other words, education can be a tool to break the poverty circle and support rural development and contribute to more sustainable development by preventing rural-to-urban migration.

The most common type of school in rural areas is primary school. Due to the declining number of children, many students commute to nearby county towns or attend multigrade class in primary school in their village. There is a limited number of village schools providing separate teaching for different grades. At the secondary education level, the multigrade class model is not applied. Therefore, the majority of students commute to school. The declining number of students attends boarding schools. High schools are far fewer, and students attending county towns high schools commute daily or stay in dormitories.

According to available data in Turkey in 2020¹:

- Approximately 1 out of 3 primary schools is a village school (9.000 village schools among the total number of 25.000 primary schools)

¹ The Ministry of National Education, National Education Statistics Formal Education 2019/'20 http://sgb.meb.gov.tr/meb_iys_dosyalar/2020_09/04144812_meb_istatistikleri_orgun_egitim_2019_2020.pdf (available 27.07.2021)

- 1 out of 10 primary schools' students attends village schools (450.000 among the total number of almost 5 million primary school students)
- According to KODA assumptions, 2/3 out of the above village schools' students number commute to schools, and 1/3 attends multigrade class

Based on the field research conducted by KODA, the expectations of both families and teachers on the quality of the child's education at village schools are very low. To change it, KODA thinks it is crucial for the teachers to be familiar with the examples of practices and methods that can help them deliver more quality education in the rural school setting. Therefore, KODA believes that changing the view on the quality of education in village schools starts with empowering the village teachers.

Another important finding of the field research is the feeling of loneliness of village teachers:

- The limited number of teachers working in village schools results in a lack of motivation support of peers and a lack of network/community to share experience and receive support,
- Teachers are not enough professionally equipped, in particular with skills and methods suitable for multigrade class teaching and village setting,
- Teachers do not benefit from the opportunities provided by village school settings and focus on coping with the shortcomings.

- **KODA (Köy Okulları Değişim Ağı)**

KODA is a community of teachers and volunteers that came together to increase the quality of education in the rural regions of Turkey. The idea of KODA emerged from the belief that village schools offer the excellent opportunity to put into life the education the KODA founders were dreaming of, in contrast to the typical image of the village schools highlighting deprivation. The first field works were conducted in 2015, and in December 2016, KODA registered as an association. The ultimate goal of KODA is to accomplish the innovative understanding of education supporting the rural development that starts with children and spreads within rural communities. To achieve this goal in its Theory of Change, KODA identifies three impact goals:

- Teachers deliver (more) quality education in rural areas

- Parents have an awareness of the importance of parenthood and apply a suitable parenthood approach
- Rural education is supported by individuals and organisations

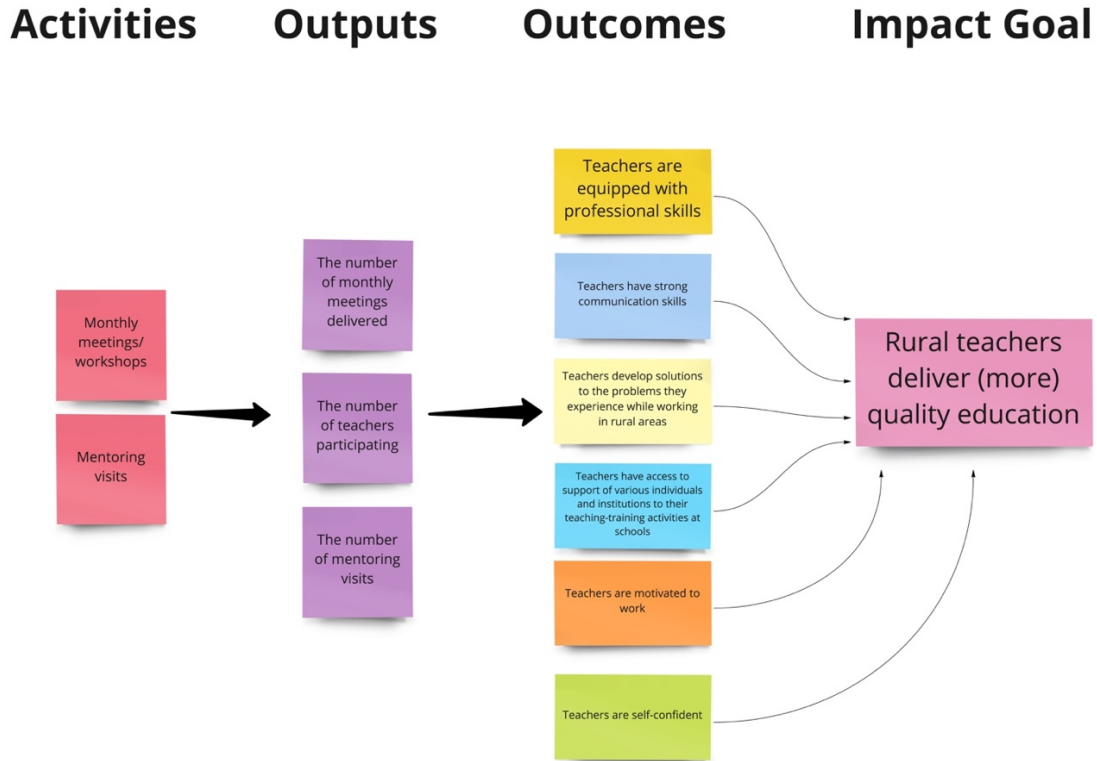
“Teachers Communities” (“Öğretmen Toplulukları”, “Teachers Communities”) is one of the first projects launched by KODA aiming to empower and support teachers working in rural areas in multigrade.

The “Teachers Communities” project aims to create local communities that empower teachers professionally and personally by increasing solidarity, creating a support network and providing the space to share experience and disseminate good practices. In the locations where the project is implemented, teachers are brought together once a month to receive training to increase their knowledge and skills and share their experiences. KODA would like to encourage teachers to work together to increase their professional and social skills, develop solutions to the problems they encounter in their rural schools, and document and share good practices.

KODA implemented pilot of “Teachers Communities” in a village Harran in the south-eastern part of Turkey in Şanlıurfa province in 2017, and in the 2019/2020 schoolyear project was implemented in six locations: Harran, Diyarbakır, Malatya, Siirt, Pervari and Vezirköprü. The “TeachersCommunities” activities in Harran and Diyarbakır started in October 2019. In February 2020, the activities in Malatya, Samsun (Vezirköprü), Siirt (Pervari) and Siirt were launched. However, due to the Covid-19 outbreak beginning from April 2020, all the activities were moved online. KODA delivered 17 face-to-face meetings/workshops/training before moving the activities online.

- “Teachers Communities”: Theory of Change

KODA developed the Theory of Change to define the intended positive outcomes and the impact goal of the “Teachers Communities” activities.



- **Scope of the analysis**

The SROI analysis aims to assess the activities organised within the “Teachers Communities” project in two provinces of South-Eastern Turkey: Şanlıurfa (Harran) and Diyarbakir between October 2019 and February 2020. The scope of the analysis was limited to two locations. This decision was made based on the limited capacity on the one hand, as the volunteer expert conducted the analysis. On the other hand, while monitoring the implementation, the KODA team observed some differences between the two locations and wanted to explore these differences further.

The activities of the “Teachers Communities” in these two locations consisted of:

- monthly one-day meetings - workshops organised locally for the teachers working in the region
- mentoring visits – offered to some of the participants based on their application

- WhatsApp groups – a communication platform for participating teachers

Due to the Covid-19 outbreak, the “Teachers Communities” activities were postponed in March 2020. Due to the circumstances, the online meetings' program was developed ad-hoc with 44 online sessions delivered between April and June 2020 (including six meetings with the participants from each of the project's locations – including one for Harran and one for Diyarbakir participants). Apart from the first online meetings for the teachers from projects' sites, the rest of the online workshops were open to all interested teachers in the KODA's network. Initially, the scope analysis included the online workshops delivered between April and June 2020. However, the data collected during the analysis proved no participation of the main two stakeholders in online workshops and decision was made to limit the scope to monthly meetings, mentoring visits and WhatsApp groups.

- Purpose of SROI analysis

The analysis was conducted between May 2020 and August 2021, after completing the 2019/2020 school year activities. The purpose of this first evaluation SROI analysis is to understand better the changes experienced by the stakeholders and their value to support the internal decisions and develop the framework for future systematic data collection. Additionally, the following topics were addressed:

- Activity planning

The organisation was willing to compare two activity locations: Harran and Diyarbakir. These two locations are characterized by different features and different dynamics concerning teachers' participation. In Harran, the first pilot location, participation declined, while in Diyarbakir, the high registration led to splitting the meetings/workshops into two groups. In Harran, some of the teachers who previously participated have been slowly leaving the project. KODA was interested in understanding whether it is a normal process as their expectations were satisfied.

- Covid-19 and online delivery

Another aspect of internal activity planning was the effect of the pandemic and planning the activities after the return to offline teaching. The questions raised by the KODA team focused on

the effectiveness of online activities, allowing broader outreach but limiting the interactions between the participating teachers.

As the analysis planning started in May 2020, after the outbreak of Covid-19 pandemic, the data collection process was conducted entirely online, which resulted in certain limitations, particularly regarding the stakeholders' involvement. The main obstacles encountered were personal data protection regulations, online teaching throughout the 2020/2021 school year, and limited internet access.

- Methodology

The analysis is based on the social return on investment (SROI) methodology. The main aim of applying the SROI methodology is to understand and account for Social Value created in the life of stakeholders as a result of activities by assigning financial value, allowing comparing the social value created with the investment made. SROI evaluation consists of the following stages:

1. Establishing scope and identifying stakeholders
2. Mapping outcomes
3. Evidencing outcomes and giving them value
4. Establishing impact
5. Calculating SROI
6. Reporting and using the data to inform decision

SROI analysis has been conducted applying Social Value Principles²:

Involve stakeholders	Inform what gets measured and how this is measured and valued in an account of social value by involving stakeholders.
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.
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 informed by stakeholders' preferences.

² The Principles of Social Value – Social Value International. <https://www.socialvalueint.org/principles>

Only include what is material	Determine what information and evidence must be included in the accounts to give a true and fair picture, such that stakeholders can draw reasonable conclusions about impact.
Do not overclaim	Only claim the value that activities are responsible for creating.
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.
Verify the result	Ensure appropriate independent assurance.
Be responsive	Pursue optimum Social Value based on decision making that is timely and supported by appropriate accounting and reporting.

The SROI analysis was conducted using *The Guide to SROI* published in 2009 by Cabinet Office and revised in 2012.

The following risks were identified related to the analysis and the SROI ratio calculated:

Social Value Principle	Risk	Explanation	Possible effect on the SROI analysis results
Involvement of stakeholders	Selection bias	Due to the personal data protection regulations, the project coordination team contacted and invited stakeholders to participate in focus groups/interviews – only stakeholders willing to share their experience were included in data collection. The data collection was conducted entirely remotely – limiting interactions with the stakeholders.	Some negative/positive outcomes were not reported.
Understanding what changes			
Only include what is material	Valuation	The revealed preference method used to identify financial proxies of the outcome experienced by the stakeholders carries certain limitations regarding the identified financial proxy, as stakeholders may value the change to outcome more than the price.	Under/overestimation of SROI ratio
	Decision on materiality	The outcome experienced by the indirect stakeholders (primary school students) reported by direct stakeholders (teachers) was included in the account.	Under/overestimation of SROI ratio
Do not overclaim	Sample size	The small sample size of the project's main target group - approximately 10% of the group size - was included in quantitative data collection.	The scale, duration and causality estimations may be inaccurate affecting the decisions regarding the materiality of the change to outcomes resulting in under/overestimation of the SROI rate
	Data rigour	The estimations on the counterfactual and attribution are based on stakeholders' self-reported data.	
Verify the results		The calculations and results of the analysis were verified by the stakeholders	Under/overestimation of SROI ratio

		experiencing the most value. However, the participation was voluntary and sample extremely limited. As the most engaged stakeholders joined; the underestimation of the values of the outcomes was expressed.	
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3. Stakeholders

The initial stakeholders mapping was made together with the KODA team. The stakeholders of “Teachers Communities” can be divided into:

- **Stakeholders directly involved in the activities implemented by KODA:**

1. **Primary school teachers working in village schools in Diyarbakir province and Harran region of Şanlıurfa province** – the village schools' teachers, in particular ones working in multigrade classes³ in village schools are the main target group of the “Teachers Communities” activities. The total number of programme participants in two locations is 115 (88 in Diyarbakir province and 27 in Harran province).
2. **Volunteer teachers** – group of 11 teachers (4 in Diyarbakir province and 7 in Harran region) who supported KODA in the field with the organisation of the local meetings and supported the trainers during the local meetings. The group consist of teachers who have participated in the KODA activities before (including the previous edition of “Teachers Communities”).
3. **Participants of online meetings** - organised within the “Teachers Communities” between March and June 2020. The meetings were targeting the teachers but were open to everyone interested who signed up.
4. **Trainers** – a group of trainers, volunteers who delivered trainings/workshops during monthly meetings. This group is divided into three subgroups; trainers who worked in the field during the face-to-face meetings, trainers who contributed face-to-face and online training sessions, trainers who contributed only to online sessions. As the analysis focused on the offline activities and comparison of two locations, only the first and second segments were included in the analysis.

³ During the enrolment to the program the priority was given to multigrade class teachers, however some teachers not working in multigrade classes also participated. Among 19 participating teachers and volunteer teachers in the sample only two participating teachers (one from Şanlıurfa/Harran and one from Diyarbakır) did not have the multigrade class teaching experience.

5. **Mentor** – one mentor, employed by KODA, who visited the selected teachers participating in “Teachers Communities” activities, observed them delivering classes and provided feedback.
6. **KODA employees** – 5 staff members, involved in implementation/delivering the activities within the “Teachers Communities” project. Out of these 5 staff members 2 were less involved, supporting the core staff where needed.

- **Stakeholders indirectly involved in the activities implemented by KODA**

1. **Teachers working in the Diyarbakir province and Harran region** - who did not participate in the face-to-face meetings but were indirectly involved through experience sharing:
 - Following the local communication channel of the programme on WhatsApp; the group was launched for the teachers who applied to participate in the activities.
 - Working with participating teachers.
2. **National Education Directorates** (Milli Eğitim Müdürlükleri, MEM) - local representatives of the National Education Ministry, granting permission to implement activities targeting school environment/public servants (including teachers). Depending on the KODA’s protocols with local MEM, they provided outreach support.
3. **Primary schools' students** - students of participating teachers.
4. **Families of the students** – the families of the primary schools’ students of participating teachers.
5. **Local communities** in the locations of rural schools where participating teachers work
6. **Sabancı Foundation** - providing the funding for “Teachers Communities” activities.

Following the stakeholders mapping, the plan depicting the details of stakeholders’ involvement was developed. Throughout the analysis the judgement and decisions regarding the involvement of stakeholders were made in the reference to the Social Value Principles. The summary of stakeholders and their engagement are presented in the chart below:

Stakeholder	Group size	Included/ Excluded	Engagement method	Sample size	Reason for including/excluding
Primary schools' teachers working in village schools in Harran region in Şanlıurfa province	27	Included	Focus groups	5	Main beneficiary of “Teachers Communities”.
			Questionnaire	2 (7% of the total number of participants)	
			Consultation (results verification)	1	
Primary schools' teachers working in the village schools in Diyarbakır province	88	Included	Focus groups	5	Main beneficiary of “Teachers Communities”.
			Questionnaire	9 (10% of the total number of participants)	
			Consultation (results verification)	1	
Volunteer Teachers supporting KODA in Harran region	7	Included	Focus groups	2	Main beneficiary of “Teachers Communities”.
			Questionnaire	4	
			Consultation (results verification)	2	
Volunteer Teachers supporting KODA in Diyarbakır province	4	Included	Focus groups	1	Main beneficiary of “Teachers Communities”.
			Questionnaire	4	
			Consultation (results verification)	1	
Teachers following communication on Whatsapp group/ working with participating teachers	400 - 600 ⁴	Included	One to one interview	3	Indirect beneficiary – included based on assumptions that group may experience material changes.
			Questionnaire	6	
Mentors	2	Included	Focus groups	2	Directly involved in “Teachers Communities” activities – delivering mentoring to teachers in project locations.
Trainers – delivering face-to-face training	8	Included	Focus groups	3	Directly involved in delivering “Teachers Communities” activities – as trainers during local meetings.
			Questionnaire	5	
			Consultation (results verification)	1	
KODA team (2 staff members who joined the organization beyond the scope of the analysis were included in	7	Included	Focus groups	7	Coordinating/Monitoring the implementation of the “Teachers Communities” activities.
			Questionnaire	3	
			Value Game workshop	2	

⁴ The approximate assumption on the number was made however, the number is difficult to estimate. The WhatsApp groups gathered both participating teachers and volunteer teachers and teachers from the two locations who applied to but did not participate in the activities, also from the previous edition of the program. It is also difficult to estimate the number of teachers who work with participants of the program as some teachers are the only staff member, while other may work with 2-3 other staff members.

qualitative data collection)			Consultation (results verification)	4	
National Education Directorates	2	Included	One to one interview	1	Stakeholder granting permission to implement activities targeting school environment/public servants – teachers.
Founder	1	Included	One to one interview	1	Organisation providing funding for the activities.
Primary school students attending classes of participating teachers	Approx. number: 1890	Excluded	The students were not directly involved in the data collection. The primary school students are the indirect beneficiary of the programme and they are expected to experience better quality education as a result of the “Teachers Communities” activities. The outcomes experienced by the group and related to the interaction between the teachers and students were evaluated based on the qualitative and quantitative data collected from the participating teachers.		
Students families	N/A	Excluded	The stakeholder was not directly involved in the data collection. However, the interactions between the parents and teachers were evaluated from the perspective of participating teacher/volunteer teacher.		
Local community in the rural school locations	N/A	Excluded	The stakeholder was not involved in the data collection. However, the interactions between the local community and teachers were evaluated by participating teacher/volunteer teachers.		
Teachers participating in the online meetings between March – June 2020	549	Excluded	The group is excluded from the analysis due to the scope focusing on two locations and comparing face-to-face and online activities.		
Trainers – delivering online	18	Excluded	Outside of the scope (as online activities were excluded due to different participants of the online and offline activities).		

Participating teachers and volunteer teachers as source of data on the changes experienced by students

The one of the fundamental principles for the social value analysis is stakeholder involvement and whenever stakeholders experiencing the change should be involved at every stage of the analysis to provide the insights on the change to outcomes they experienced. In some specific cases the involvement of the stakeholder experiencing changes can be limited, such as in case of children or mental disabilities. One of the groups indirectly affected by the Teachers Communities activities, due to their interactions with participating and volunteer teachers, are primary school students age 6 to 9. The nature of the outcomes experienced by this stakeholder

was linked to the changes experienced by teachers and the judgement was made that teachers will be appropriate group to provide the information on the changes experienced by students. The literature on the topic also supports this judgement:

“The estimated coefficients suggest that the subjective teacher’s assessment is a better predictor of all three outcome measures compared to the results of cognitive tests taken at the end of primary school. The analysis suggests that primary-school teachers seem to possess the skill of observing, assessing and interpreting the performance and behaviour of children in such a way that this accurately forecasts future performance and behaviour. This is important information for an educational system with early tracking.” (Houkes-Homme, 2016)

We apply micro-data from the Netherlands about cognitive test scores and teacher’s assessment in primary schools and about track placement, track switching and test scores in secondary schools. Our estimates suggest that the subjective teacher’s assessment is about twice as important as the primary school cognitive test scores for initial track placement in secondary school.(Feron, 2016)

4. Inputs and Outputs

Inputs

The total value of inputs is 139 241 TRY.

The calculation of the inputs includes the cost of the KODA's staff involved in the program delivery, activity costs and the valuation of the time of the volunteer trainers (face-to-face and online).

Stakeholder group	Input	Input value	Rational
Primary schools' teachers working in village schools in Harran region in Şanlıurfa province	Time	0	Teachers were main beneficiary and free to participate in the activities.
Primary schools' teachers working in the village schools in Diyarbakir province	Time	0	Teachers were main beneficiary and free to participate in the activities.
Volunteer Teachers supporting KODA in Harran region	Time	0	Although volunteer teachers support the delivery, they were free to participate and delivery of activities did not depend on their support.
Volunteer Teachers supporting KODA in Diyarbakir province	Time	0	Although volunteer teachers support the delivery, they were free to participate and delivery did not depend on their support.
Teachers following communication on WhatsApp group/ through interactions with participating teachers	Time	0	The time spent on the communication channels /free interactions – free choice and not hindering any other activities.
Volunteer Trainers (face-to-face meetings in Harran and Diyarbakir)	Time	The value of the volunteer teachers' contribution – 20 000 TRY	Trainers fee was identified based on the experts' fees of trainers delivering the training to teachers within the gender equality programme implemented around the same time as "Teachers Communities". 8 trainers x 2,5-day (including travel) x 1000 TRY trainers Daily fee x 8 trainers
KODA	Staff Activity cost	100 237 TRY (50% of staff and activity cost of the whole program in 6 locations) 19 004 TRY	The total staff cost in the "Teachers Communities" program from October 2019 to the end of July 2020 is 200 546 TRY. Exact estimation of the staff time devoted to two locations is impossible while dividing the cost into 6 according to the number of project locations or including the total cost of the staff could lead to undervaluation of the value of the input. Therefore, the decision was made to include 50% of the total staff cost into the input calculation (100 237 TRY). The judgement was consulted and approved by KODA staff.

The activity cost:

Teachers Meetings - Harran (October 2019-February 2020)	Expenditures
Total field activities cost	8.852
Transportation	5.223
Accommodation	435
Meals	1.319
Coffee Breaks	867
Materials	1.009
Teachers Meetings - Diyarbakır (October 2019- February 2020)	
Total field activities cost	10.153
Transportation	5.318
Accommodation	670
Meals	2.115
Coffee Breaks	1.211
Materials	839
Total field activities cost in Harran and Diyarbakır	19.004

Outputs

The summary of the activities implemented in two locations of the “Teachers Communities” project, the subject of the analysis:

Activity	Number of activities delivered	Number of participants
Monthly one-day meetings - workshops organised locally for the teachers working in the region	8 meetings organized between November 2019 and February 2020	<ul style="list-style-type: none"> - 115 participating teachers - 11 volunteer teachers - 8 trainers - 5 staff members
Mentoring visits – offered to some of the participants based on their application	10 mentoring visits	<ul style="list-style-type: none"> - 10 participating teachers and volunteer teachers - 1 mentor
WhatsApp group (communication channel)	N/A	N/A

- Monthly one-day meetings

The meetings were the main activity implemented during the project. The below chart summarises the topics and number of participants in Harran (Şanlıurfa) and Diyarbakır:

	Harran	Number of participants	Diyarbakir	Number of participants
1.	Date: 9 th November 2019 Topic: School – Family Relations and Preparation of School Materials	18	Date: 9 th November 2019 Topic: Music and Movement Workshops	32
2.	Date: 7 th December 2019 Topic: Planning and Creative Drama Workshops	20	Date: 7 th -8 th December Topic: Family Relations and Introduction to Storytelling	52 (two groups)
3.	Date: 11 th January 2020 Topic: Storytelling and Feeling of Belonging/Attachment to School	28	Date: 4 th -5 th January 2020 Topic: Designing Activities Using Waste Materials and Rural Development	41 (two groups)
4.	Date: 22 nd February 2020 Topic: Non-violent Communication Workshops	21	Date: 22 nd -23 rd February 2020 Topic: Game and Learning in education	35 (two groups)

- Online activities and judgment to exclude from the scope of analysis

Due to the Covid-19 outbreak, the activities of the “Teachers Communities” were postponed in March 2020, and KODA developed ad-hoc online meetings program with 29 online events (44 single online meetings) delivered between April and June 2020. The duration of each meeting was 2h.

Apart from the first check-in online meetings organised separately for the teachers from all 6 locations, including Harran and Diyarbakir, the rest of the online workshops were open to all interested teachers in Turkey – without any limitations related to school branch, location or previous involvement in KODA's activities. Based on the data collected during the focus groups with participating teachers and volunteer teachers and confirmed by the questionnaire's data and KODA team insights, the attendance of the participating teachers and volunteer teachers from Harran and Diyarbakir to online meetings was extremely low and no outcomes were attributed to the online activities. The first online meeting for each location was attended only by 2 teachers from Harran and 6 teachers from Diyarbakir. In the questionnaires, almost all teachers declared participation in between 1 and 5 online meetings only. The reasons for the low participation provided by teachers: lack of internet/zoom literacy, lack of time, limited internet access in rural regions, feeling overwhelmed with the situation and online teaching.

- Mentoring

The “Teachers Communities” program offered mentoring to a limited number of teachers. The teachers receiving mentoring were selected based on their application. Mentor joined the teachers at their schools to observe their teaching practices for one day and, based on the observation, delivered the comments and insights. The distribution of the mentoring session between the two locations and participating/volunteer teachers is presented in the chart below:

Stakeholder	Harran	Diyarbakir
Participating Teachers	0	4
Volunteer Teachers	5	1

5. Understanding what changes: Mapping material outcomes

Qualitative data collection was collected between July and December 2020 to understand the outcomes of the “Teachers Communities” programme on the stakeholders. The focused groups and interviews were conducted online using Zoom.

Data collection method	#	Number of stakeholders involved
Semi-structured focus groups	7	25
Semi-structured interviews	5	5

The stakeholders involved in the qualitative data collection were asked set of questions aiming to explore their experience related to the activities of Teachers Communities. The questions were asked related to:

- Participation – details of how the stakeholder was involved in the activities,
- Change – questions aiming to explore what has changed for the stakeholder as a result of the participation; separate question on unexpected and negative outcomes was asked to capture any unintended positive/negative changes experienced.
- Other stakeholders
- Deadweight
- Attribution and contribution
- Duration
- General feedback

The questions for each stakeholder group presented in Annex 1.

As a result, unintended positive and negative outcomes were identified – such as experiencing negative attitude from the school administration/other colleagues in case of participating and volunteer teachers. In case of trainers the outcome of “feeling helpless compared with the scale of the problems in rural education” was identified. Both outcomes were included in the quantitative data collection to understand their significance.

Among 10 stakeholders involved in qualitative data collection, 7 reported material changes as a result of the involvement in “Teachers Communities” activities. They were:

- Participating teachers from Diyarbakir,
- Participating teachers from Harran,
- Volunteer teachers from Diyarbakir
- Volunteer teachers and Harran,
- Volunteer trainers,
- KODA Staff
- Teachers following communication channel on WhatsApp/working with participating teachers

National Education Directorate representative, founder and mentors did not report experiencing any change as a result of activities but provide insights on the changes experienced by the participating teachers and volunteer teachers.

Moreover, the stakeholder directly involved in the qualitative data collection described the changes experienced by indirect stakeholders:

- Students of participating teachers
- Families of students
- Rural communities where the schools of participating teachers are located

The above indirect stakeholders were identified by participating teachers and volunteer teachers during the focus groups conducted based on their answers to the questions “*In your opinion, have other people and institutions been affected by KODA’s activities? Have they experienced any changes?*”.

Based on the analysis of the qualitative data, the outcomes experienced by the stakeholders were listed, indicating cause-effect relations allowing establishing well-defined outcomes chains. The literature review on teachers’ professional development was also conducted to validate the assumptions on the outcome chains and short/mid/long term outcomes leading to increasing professional skills of the teachers.

The outcomes list for each stakeholder group is presented in the chart below. The outcomes experienced by participating teachers and local volunteer teachers are listed together as no differences between the two groups were observed.

The questions asked during the qualitative engagement with stakeholders aimed to explore the causality between the activity and outcomes as well as between intermediate outcomes. In case of KODA staff and trainers the outcome chain is limited to one layer of outcomes as these two stakeholders did not expressed how these outcomes affected further their private or professional lives. The fact that stakeholders did not linked the immediate outcomes they experienced with other outcomes does not exclude the situation that they can express such in future. It is suggested to explore if the experience of the project open the way to other medium or long-term outcomes.

Outcomes experienced by stakeholders directly involved in the activities:

Participating Teachers/Local Volunteer Teachers				
Activity	Intermediate outcome 1	Intermediate outcome 2	Intermediate Outcome 3	Outcome
Face-to-face workshops/ Mentoring	Knowledge of gamification and other creative teaching methods	Using various teaching methods and techniques	Exhibiting more holistic pedagogical approach	Increased Professional Skills
	Preparing lesson plans	Entering the lessons prepared		
	Identifying students' needs	Seeing potential in students		
	More positive attitude towards students	Better communication with students		
	Increased interest and curiosity towards teaching and new methods			
	Teamwork			
	Active listening	Better communication skills	Better communication in professional life	
	Public presentation skills		Better communication in private life ⁵	
	Self-expression			
	Sharing problems and solutions	Knowledge of potential solutions/good practices related to the problems commonly experienced in rural schools.	Exhibiting "solution-oriented" approach	
Approach to parents	Better communication with parents			

⁵ In the qualitative stage the outcome was mentioned by the teachers but only in the context of professional skills, without linking to any further outcome in their private life.

	Approach to rural community	Better communication with rural community	Better understanding of the rural education background	
	Empathy			
Face-to-face workshops/ Mentoring	Knowledge of individuals/organisations that support teachers working in rural schools	Receiving support from different organisations/individuals for the teaching/educational activities at school	Feeling less lonely	Increased Mood: Feeling happier and more optimistic about working in a rural school
	Rural teachers access various organisations/individuals			
	Sharing knowledge and experiences with peers			
	Having a positive attitude towards working/living conditions in the rural school		Being able to deal with the circumstances they live in/working conditions	
			High motivation for teaching in a rural setting	
	Increased self-confidence			
Face-to-face workshops/ Mentoring	Experiencing negative attitudes from other non-participants teachers in workplace/school administration/National Education Directorates			

Trainers	
Activity	Outcomes
Delivering one-day long workshops to the local teachers in Harran/Diyarbakır	Increased knowledge on the rural education – its specific, needs, stakeholders, working condition of rural teachers
	Awareness of the importance of life-long learning
	Awareness of the importance of sharing experiences
	Increased problem solving/creativity
	Motivation to volunteer
	Feeling of self-reward
	Change in the stereotypes on the different regions in Turkey
	Improved mood
Delivering one-day long workshops to the local teachers in Harran/Diyarbakır	Feeling helpless compared with the scale of the problems in rural education

KODA Staff	
Activity	Outcomes
Coordination of the delivery of the Teachers Communities activities	Increased knowledge on the rural education – its specific, needs, stakeholders, working condition of rural teachers
	Awareness of the importance of community
	Awareness of the importance of experience sharing
	Discovering new areas for professional development
	Sense of belonging to KODA
	Motivation to work in KODA
	New friendship's
	Self-believe
	Knowledge of realities of different regions in Turkey

Teachers following WhatsApp communication channel/working with participating teachers/volunteer teachers		
Activity	Intermediate Outcomes	Outcomes
Interactions with participating teachers/volunteer teachers on WhatsApp groups or at work	Knowledge of gamification and other creative teaching methods	Using various teaching methods and techniques
	Increased interest and curiosity towards teaching	
	Knowledge of potential solutions/good practices related to the problems commonly experienced in rural schools.	
	Sharing knowledge and experiences with peers	Having a peer support network
High motivation for teaching in the rural setting		

Parents		
Activity	Intermediate Outcome	Outcome
Interactions with participating teachers/volunteer teachers	Increased communication with schools	Awareness of the importance of education
	Caring more about children	
Local rural communities		
Activity	Intermediate Outcome	Outcome
Interactions with participating teachers/volunteer teachers	Communication with teacher	Awareness of needs of local school and their students

Outcomes experienced by the stakeholders indirectly affected by the activity:

Primary school students of participating teachers and local volunteer teachers			
Activity	Intermediate Outcome 1	Intermediate Outcome 2	Outcome
Interactions with participating teachers/volunteer teachers in the class	Better communication skills	Self-expression	Increase in academic success
	Change in behaviour of aggressive/naughty students	Increased active participation in classes	
	Interest in school		

Materiality:

The materiality judgment was made regarding three aspect of the analysis:

- identifying material stakeholders,
- the relevance of the outcomes based on the qualitative data collected in the first stage of the analysis,
- the significance of the outcomes based on the quantitative data

Material stakeholders

Among 15 mapped stakeholders; 10 were identified as experiencing material outcomes:

Directly affected	Participating teachers from Diyarbakir	Included in quantitative data collection
	Participating teachers from and Harran,	Included in quantitative data collection
	Volunteer teachers from Diyarbakir	Included in quantitative data collection
	Volunteer teachers from Harran,	Included in quantitative data collection
	Volunteer trainers	Included in quantitative data collection
	KODA Staff	Included in quantitative data collection
Indirectly affected	Teachers following communication channel on WhatsApp/working with participating teachers	Included in quantitative data collection
	Students of participating teachers	Questions on changes experienced by the stakeholder were included in the questionnaires answered by participating teachers and volunteer teachers.
	Families of students	Excluded from quantitative data collection
	Rural community where the school is located	Excluded from quantitative data collection

The National Education Directorates (MEM), mentors and founder institutions did not report experiencing any material changes as a result of “Teachers Communities” activities. However, they articulated the changes experienced by other stakeholders' groups. Therefore, based on the qualitative data, these three stakeholders were excluded from the quantitative data collection.

The initial data collection plan included engaging indirect beneficiaries, students' families and local communities, as KODA's general approach and impact goals also address these two stakeholders' groups. Moreover, the insights provided by direct beneficiaries indicated that they might experience material changes as a result of “Teachers Communities” activities.

Due to the circumstances created by the Covid-19 pandemic and related travel risks, the field visits necessary to engage these two indirect beneficiary groups were not possible. Such factors as regulations on personal data protection, limited access to the internet, and cultural context requiring personal interaction made it unfeasible to collect the data online.

The consideration of the materiality of the outcomes experienced by the families of students of participating teachers was made based on the analysis of the transcripts of focus groups and interviews with stakeholder and the available literature on the topic.

The problems with the engaging the families of the students and no support of the local community to ensure the good physical conditions for the schools, and conflicts within the communities such a cases of blood revenge were described by participating teachers and volunteer teachers. In that context they described how they tried adopting more proactive approach to reach out more to the families and communities with and aim to increase students' engagement and participation; improve the physical conditions of the rural schools. Some successes and some failures were mentioned.

The literature on the interactions of teachers and parents/community in the rural settings is considered within the context of quality education, students' academic success and teachers' motivation, in particular:

- effects of the teacher-family communication on students' school engagement⁶
- and on increasing the importance given by parents to their children and their education as “parents and teachers may have lower expectations of what rural children can achieve” ([UNESCO International Institute for Capacity-Building in Africa](#), 2011)
- support of the community to provide the sufficient condition for rural schools

⁶ “Three primary mechanisms through which communication likely affected engagement: stronger teacher-student relationships, expanded parental involvement, and increased student motivation.” Kraft MA, Dougherty SM. [The Effect of Teacher-Family Communication on Student Engagement: Evidence from a Randomized Field Experiment](#). Journal of Research on Educational Effectiveness. 2013;6 (3) :199-222.

- Increasing teachers' motivation to teach in rural schools: "A school-community orientation can help new rural teachers overcome feelings of isolation, acquire a sense of community security, and develop professional competence. " ([UNESCO International Institute for Capacity-Building in Africa](#), 2011)

The literature and the qualitative data collected from direct stakeholders on the outcomes experienced by these two groups and related to the interactions between the teachers and students/parents/local rural community led to the conclusion that families and local communities can experience some positive outcomes but eventually these outcomes result in increase of the students' academic success due to parental involvement and increase of teachers motivation to teach in rural schools. No specific data on these two stakeholders' groups experiencing significant outcomes as a separate stakeholders or negative outcomes as a result of the Teachers Communities activities was encountered. However, there is a risk that some value created will remain unaccounted for and it is recommended in the follow up analysis to involve the families and rural communities in order to better understand their experience.

Material Outcomes: Relevance

The relevance of the outcomes is considered within the framework drawn by the five criteria:

- stakeholder's perception of the outcome as important to them
- other organisations managing the outcome and demonstrating its value
- the organisation policy to include the outcome – aligning to its mission and vision
- social norms
- there are financial consequences to the organisation for not including this outcome in the analysis

All of the outcomes mapped in the qualitative stage of the analysis were considered material due to their relevance to above criteria and included in qualitative data collection. The data on all outcomes mapped (including intermediate outcomes) was collected in the quantitative stage of the analysis in order to refine the outcome chains and test their materiality. Some of the outcomes were excluded based on their significance (in the light of scale, amount, duration and

causality). As an example, two outcomes experienced by participating teachers were considered insignificant in further stages of the analysis:

- Experiencing negative attitudes from other non-participants teachers in workplace/school administration/National Education Directorates (negative outcome)
- Better communication in private life⁷ (positive outcome)

It is worth noting that to a vast extent, the outcomes expressed by stakeholders were aligned with the KODA's impact goal and expected outcomes of the activities.

The significance of the outcomes is addressed further in following chapters.

⁷ In the qualitative stage the outcome was mentioned by the teachers but only in the context of professional skills, without linking to any further outcome in their private life.

6. Changes to outcomes: understanding scale, amount and causality of the outcomes experienced by stakeholders

The qualitative data on the material outcomes experienced by the stakeholders were collected between June and July 2021 using online questionnaires (Qualtrics). The separate questionnaires were developed for each of the stakeholders.

Stakeholder	Group size	Number of the completed questionnaires	Sample size %	Sample size risks
Primary schools' teachers working in village schools in Harran region in Şanlıurfa province and Diyarbakir province	115	11	9%	High
Volunteer Teachers supporting KODA in Harran region and Diyarbakir province	11	8	73%	Low
Volunteer Trainers – face to face	8	5	62%	Low
KODA team	5	3	60%	Low
Teachers following communication on WhatsApp group/ working with participating teachers	N/A	6	-	High

Participating teachers and volunteer teachers

Teachers working in the rural schools are the main target group of the “Teachers Communities”. The majority of participating teachers and volunteer teachers work in multigrade classes in rural schools in Harran and Diyarbakir region. During the selection process the priority was given to the multigrade teachers. Although volunteer teachers took a more active role and due to their organization role engaged more in the activities than participating teachers, the changes articulated by the two groups during the qualitative stage were of the same kind as participating teachers. Mapping of the outcomes made based on the transcriptions of the focus groups and interviews and presented in the “Understanding what changes” did not include any outcome specific just to one of two groups. Therefore, to compare the amount, duration and causality of the changes experienced by the two groups, the same set of questions was used.

Subgroups consideration

In the process of analysis various characteristics of the participating and volunteer teachers were considered with the aim of evaluating if and how they may have affected the experience of the teachers, and in particular the scale and amount of change to outcomes, counterfactual and contribution. The following characteristics were considered:

- Location - the two location of the project activities naturally indicated the first subgroup to be considered. The interest to inquiry and learn more on potential the differences between the participants from the two locations was also expressed by the KODA staff.
- Participating and volunteer teachers from Harran - where the activities were firstly launched in 2017, more rural, farther from the province center, with more teachers living in the rural areas)
- Participating and volunteer teachers from Diyarbakır with rural setting but concentrated around province capital, with more teachers living the capital of province or bigger villages and commuting daily, activities launched for the first time in 2019.

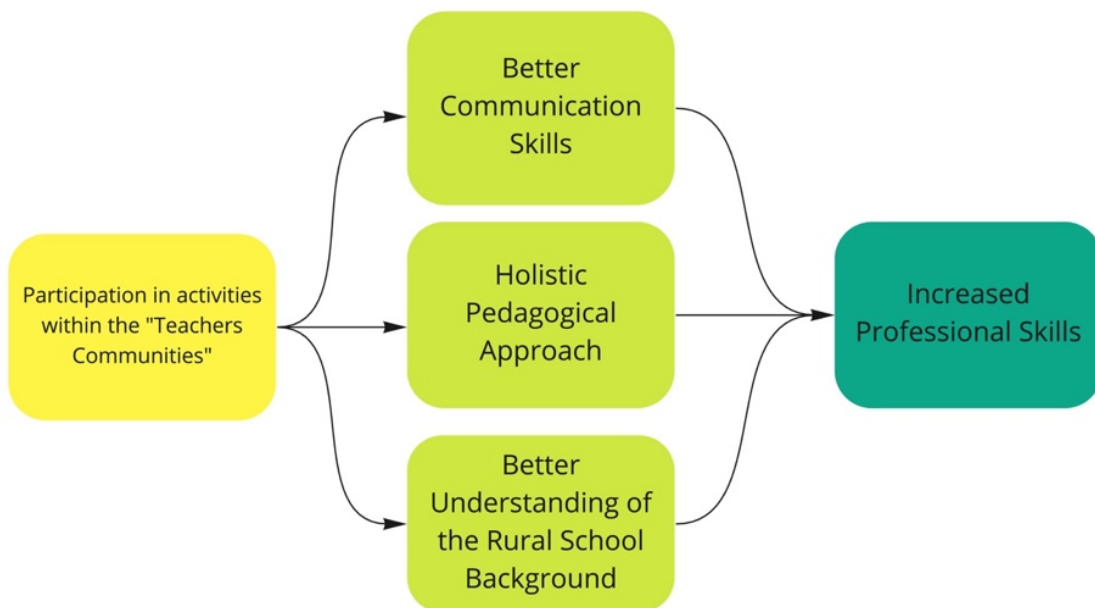
In case of volunteer teachers, the sample size allowed the comparison and the subgroup based on the location was considered. In case of participating teachers, the small sample size in the quantitative stage of data collection (only two participating teachers from Şanlıurfa/Harran) did not provide enough data to consider the subgroups. The changes to outcomes experienced by participating teachers were evaluated regardless of their location.

- Gender, the type of the rural location of the school they work (hamlet, village, town, province center); years in profession, participation in workshops were the other characteristics considered and the data was collected in the quantitative stage in order to evaluate if these characteristics could be variables affecting the outcomes experienced by the teachers. Among the above characteristics, the level of participation/engagement was identified as important factor influencing the amount of change experience by teachers and this correlation is addressed further in the report. As for the other characteristics, collected data did not indicate the corelation with the experienced outcomes. However, the sample size was limited and when conducting

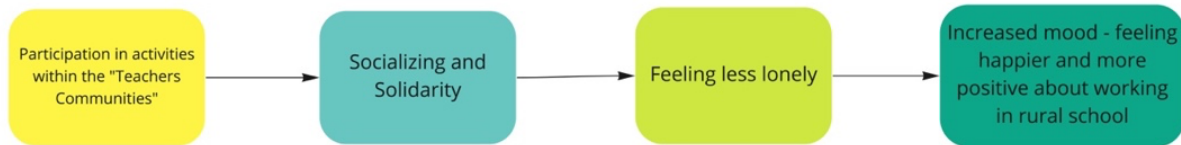
future analysis, the data on them should be included and subgroups should be reconsidered.

The qualitative data collected created a comprehensive picture of changes experienced by the teachers as a result of activities. The mapped changes to the outcomes in awareness, knowledge, skills, motivations and behaviours and practices were leading to two main changes to outcomes – increase in professional skills of teachers and increased mood. Based on the analysis of the focus groups and interviews with teachers, these two outcomes chains were identified and included in Value Map:

1. Increased professional skills of participating teachers as a result of changes in the communication skills, holistic pedagogical approach and better understanding of the rural school background



2. Increased mood – feeling happier and more optimistic about working in rural school



My attitude was negative, not positive. I thought I'm the only one experiencing these. My friends were in normal schools not in the multigrade class. When I participated in KODA I met people doing the same things as me that have more positive attitude. I felt more energy. I started to go to school with pleasure and develop the solutions. (Participating teacher from Diyarbakir)

I was crying all days at the beginning. I struggled to put myself together. Then I joined KODA. What I saw there? That everyone was like me. Before I felt so lonely, until I saw some of these team. I saw that what I was doing was right and there are others like me. (Participating teacher from Harran)

The two outcome chains leading to the increased in professional skills and increased mood drew based upon the data from qualitative stakeholders' engagement in simplified way reflects the researches and literature on teachers' qualities and professional development.

The Teaching and Learning International Survey (TALIS) 2018 Conceptual Framework implemented by OECD addresses certain themes concerned with teacher characteristics:

- *Once teachers are in the profession, their initial teacher education characteristics cannot change, but they may influence other professional development characteristics, as well as teachers' professional and instructional practices. In contrast, the other three themes represent teacher characteristics and processes that are likely to change during teachers' careers and even in response to immediate experiences. These are teacher affect (which is made up of teacher job satisfaction and teacher motivation), teacher self-efficacy, and teacher feedback and development.(...) "Professional preparation that links content knowledge to an understanding of how learners acquire knowledge, how to teach students who are diverse with respect to achievement, motivation, socio-economic background, or language background, and how to use a wide array of instructional strategies represents a robust finding in this context. (OECD, 2019)*

The importance of the communication skills of teachers are being highlighted in the literature:

- *The teacher-student relationship, while unique, shares several similarities with other interpersonal relationships. For instance, DeVito (1986) described teaching as a relational process that follows the developmental stages from initial contact, through intimacy, to dissolution. Graham, West, and Schaller (1992) base their Relational Teaching Approach (RTA) on the belief that "teaching involves a process of relational development and requires effective interpersonal communication skills to achieve satisfying outcomes" (p. 11). Teachers and students go through a process of meeting one another, exchanging information, and adjusting and developing expectations similar to what any two individuals would go through in developing a relationship. Both teachers and students have goals they wish to achieve. The achievement of those goals depends on the teacher and student's ability to negotiate with one another and resolve conflicts. These are communication intensive activities that go on in all relationships. (Ann Bainbridge Frymier & Marian L. Houser , 2000)*
- *When teachers feel competent about themselves and have high level of motivation towards their mission, they will care about their students more and will be more enthusiastic to make maximum effort for them (Riley, 2013). Teachers' high level of motivation is of utmost importance as it is one of the factors enabling them to efficiently carry out their educational duties. Motivated teachers are: willing to contribute well-functioning of school and communicate and cooperate with their colleagues and other stakeholders (Özdoğru & Aydın, 2012);*

The questionnaire for participating and volunteering teachers consists of questions asking teachers to evaluate the statements on the 6 group of outcomes (professional skills, mood, communication skills, understanding of rural background, support/social network and students' academic success) expressed by them during focus groups and interviews. The 5 out of these 6 groups of statements refer to teachers and are depicted in the two outcome chains. The last set of statement refers to students of the teachers. In the questionnaire, teachers evaluated each statement before and after participation in the “Teachers Communities” activities on the 10-point Likert scale. Despite the 5 or 7-point Likert scales being used more commonly and preferred by social science researchers, the 10-point Likert scale was used to increase the accuracy. The use of a longer Likert scale is feasible when collecting data from stakeholders with higher capabilities. Considering that teachers were the main stakeholder engaged in data collection, choosing longer scale in this case was reasonable. Due to the personal data protection limitations the questionnaires were distributed by through internal communication channels such as e-mails and WhatsApp groups.

Stakeholders segment	Group size	Sample size	Sample size %
Primary schools' teachers working in village schools in Harran region in Sanliurfa province and Diyarbakir province	115	11	9%
Volunteer Teachers supporting KODA in Diyarbakir province	4	4	100%
Volunteer Teachers supporting KODA in Harran region	7	4	57%

The occurrence of the change in outcomes was measured using the subjective indicators, self-evaluation of the set of statements comparing the level of awareness, skills, practices, motivations and mood before and after participation in the “Teachers Communities”. The judgement on the significance of the change to outcomes was made based on the following criteria:

- The scale of impact – how many volunteer trainers experience it
- The amount of change to the outcome
- The counterfactual and attribution

Outcome	Indicators
Increased professional skills	Participants reporting change on the 10-point Likert scale in self-evaluation of 13 statements on their teaching skills and teaching approach before and after participation in the Teachers Community: I know creative methods and techniques (gamification, art, etc.) that I can use while teaching. I use creative methods and techniques (gamification, art, etc.) while teaching. While preparing the lesson plan, I determine the needs of the students I enter classes with a plan prepared to meet the needs of the students. I can manage the class. I have teamwork skills. I can plan for good teamwork. I am curious about effective teaching. I am aware of the common problems encountered in rural schools. I know examples of best practices that can be solutions to common problems in rural schools. I find solutions to the problems experienced by the school I work for, the students and the local community. Evaluate your attitudes and behaviors towards your students. I realize the potential and skills of my students.

Increased mood	<p>Participants reporting change on the 10-point Likert scale in the self-evaluation of 5 statements on professional motivation, feeling lonely and mood before and after participation in the Teachers Community:</p> <p>Evaluate how good you feel, your well-being. As a teacher in the countryside, I feel lonely. I'm motivated to teach in the rural school. Assess your personal and professional self-confidence. Have you encountered any negative approach by the school administration, other teachers or the National Education Directorates where you work?</p>
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Outcome Indicators

All the indicators used in the analysis were subjective which increases the data confidence risk. Due to the type of the outcomes being measured – attitude, motivation, knowledge and skills assessing the amount of change was based on the self-evaluation as objective indicators could not be applied. Additional questions/statement could have been added in order to compare and cross-check the answers; or commonly recognized and validated scales (such as Rosenberg scale, Outcome star) could have been applied in order to increase the confidence. Considering the internal purpose of the analysis; applicability of the questionnaire, potential difficulties with data being collected online and the stakeholder group that is experienced in assessment the used set of indicators provided sufficient level of confidence.

Use of average figures and risk of significant different experiences within the group

The use of the average figures increases the risk of different experiences within the group. Small sample allowed the thorough data analysis and checking the correlation of the occurrence/amount of the change experienced in respect to type of stakeholders (volunteer teachers vs. participating teacher), location, professional experience and participation. No significant differences within the group unrelated to the above characteristics were identified.

Scale, amount and causality of the outcomes experienced by teachers given their segment:

Outcome	Stakeholder	Experiencing change	% group size	Amount of change per participant*	Counterfactual	Contribution
Increased Professional Skills	Participating teachers in Harran and Diyarbakir	8	7%	1,6; 2; 2,3; 2,4; 2,7; 2,9; 4; 5,3	20%	25%
	Volunteer teachers in Harran region	4	57%	1,8; 2,8; 2,8; 4,5	50%	25%
	Volunteer teachers in Diyarbakir province	4	100%	1,7; 2; 3,5; 3,5	50%	15%
Increased Mood	Participating teachers in Harran and Diyarbakir	8	7%	1,2; 1,2; 1,4; 1,6; 1,8; 2,4; 3,8; 6,2	50%	15%
	Volunteer teachers in Harran region	4	57%	1,8; 2,2; 4,6; 4,6	25%	10%
	Volunteer teachers in Diyarbakir province	4	100%	1,6; 1,8; 3,6; 4	75%	50%

* **Professional skills:** The average change (increase) when comparing the self-evaluation of the 13 statements on teaching skills and teaching approach before and after participation in the Teachers Community on 10-point Likert scale.

Increased Mood: The average change (increase) when comparing the self-evaluation on 5 statements on professional motivation, feeling lonely and mood before and after participation in the Teachers Community.

The questionnaire collecting data from participating teachers was answered by 9% of the participating teachers and 73% volunteer teachers. Due to the limited sample of participating teachers, the risk of under/overestimation had to be considered. Including only the changes reported by respondents could lead to a significant underestimation of the value created. On the other hand, extrapolating the number of the teachers experiencing significant changes in the sample carried the risk of overestimating the value. The judgement on the number of participants who experienced the significant change was based on comparing the data on meetings attendance, the number of questionnaire answers in each attendance segment and the amount of change reported to the outcomes in questionnaires. As an example, 7 participating teachers attended all 4 meetings (7% of the total number of participants). 4 out of 7 teachers who attended all meetings responded to the questionnaire (57%) and all of them reported significant change.

Based this information, the assumption was made that all teachers in this group experienced significant change.

Face to face meetings	Number of participants attending only 1, 2, 3 or all 4 meetings	% of total number of participants	Number of questionnaires answered in each segment	% of questionnaire answers in the segment	Respondents reporting a significant change	Extrapolated % of participants experiencing significant change	Extrapolated number of participants experiencing change
1	57	53,4%	3	5%	2	15%	8
2	28	21,6%	3	10%	1	15%	4
3	23	18,2%	1	4%	1	40%	9
4	7	6,8%	4	57%	4	100%	7

Based on the above, the judgment was made that out of 115 participants, 28 (24% of total number of participants) experienced significant change, and this number was included in the SROI calculation.

Based on the qualitative and quantitative data collected within the analysis, the judgement was made that remaining 87 teachers (76% of total number of participants) experienced no change to the outcomes or amount of the change experienced was non-significant. No negative changes were identified in the course of the analysis regarding the group.

The estimation was made to understand the potential scale of the outcome in the first evaluation analysis conducted with small sample. However, without any doubt, these assumptions carry the risk of under/overestimation. Therefore, if the evaluation SROI analysis is undertaken in future, more rigorous data with a bigger sample is necessary.

During the analysis of the data on the outcomes, the following characteristics/variables that may affect the change to outcomes experienced by the participating teachers and volunteer teachers were identified:

- Level of engagement

A higher level of engagement of participants in the activities in the case of participating teachers and volunteer teachers, such as higher attendance, receiving additional mentoring or supporting the activities, is linked to a higher amount of change to outcome experienced.

The data on intermediate outcomes – such as socialising/solidarity, feeling of loneliness, a better understanding of the rural school background – also indicated a higher amount of change to the outcomes for the teachers who received mentoring.

Outcome	Stakeholder	Received mentoring	Amount of change per participant	Amount of change per participants who received mentoring
Increased Professional Skills	Participating teachers in Harran and Diyarbakir	2	1,6; 2; 2,4; 2,7; 2,9; 4	2,3; 5,3
	Volunteer teachers in Harran region	3	1,8	2,8; 2,8; 4,5
	Volunteer teachers in Diyarbakir province	1	1,7; 2; 3,5;	3,5
Increased Mood	Participating teachers in Harran and Diyarbakir	2	1,2; 1,2; 1,6; 1,8; 2,4; 3,8	1,4; 6,2
	Volunteer teachers in Harran region	3	1,8	2,2; 4,6; 4,6
	Volunteer teachers in Diyarbakir province	1	1,6; 1,8; 3,6	4

- Teaching experience

Although the small sample size of participating teachers limits understanding of the correlation between the characteristic of participants and experienced change, it was observed that some participants with longer teaching experience report less change to outcomes. On the other hand, the teachers with longer professional experience tend to have lower attendance; however, it was not relevant to all cases.

- Counterfactual

Regarding the data on the counterfactual, the number of respondents who declared that they would experience the change in professional skills even without participating in “Teachers Communities” activities was higher among volunteering teachers comparing to participating teachers. As volunteer teachers are characterized by a higher level of peer interactions and most probably more information on opportunities in professional development, the higher counterfactual is understandable.

A significant difference was observed between volunteer teachers in two locations regarding the change to the second outcome chain, increased mood. Only 25% of participants in Harran, compared to 75% of participants in Diyarbakir, declared that they would experience the change

without participation in “Teachers Communities”. The specific of two locations, with Harran region where more teachers work as single teachers in rural areas with lower access to urban centre; and Diyarbakir – a large urban centre, where more teachers worked in a school with more than one teacher.

Outcome	Stakeholder	% of respondents declaring that they would experience the change anyway	Chance of experiencing change (average)	Contribution
Increased Professional Skills	Participating teachers in Harran and Diyarbakir	20%	50%	25%
	Volunteer teachers in Harran region	50%	35%	25%
	Volunteer teachers in Diyarbakir province	50%	55%	15%
Increased Mood	Participating teachers in Harran and Diyarbakir	50%	60%	15%
	Volunteer teachers in Harran region	25%	10%	10%
	Volunteer teachers in Diyarbakir province	75%	36 %	50%

Trainers

All nine outcomes expressed by volunteer trainers in the qualitative analysis phase were considered relevant based on their importance to stakeholders and KODA's mission and ultimate goal. The stakeholders did not articulate the cause-and-effect relationships between outcomes.

The questionnaire consisted of 39 questions to collect data on the scale, amount, duration and causality of mapped outcomes. In questionnaire, volunteer trainers evaluate the statements on nine outcomes before and after participation in the “Teachers Communities” activities on the 10-point Likert scale. KODA distributed the questionnaires through communication channels such as e-mail and WhatsApp.

The occurrence of the change in outcomes was measured using the subjective indicators - self-evaluation of the set of statements comparing the level of awareness, skills, practices, motivations and mood before and after participation in the “Teachers Communities”. The

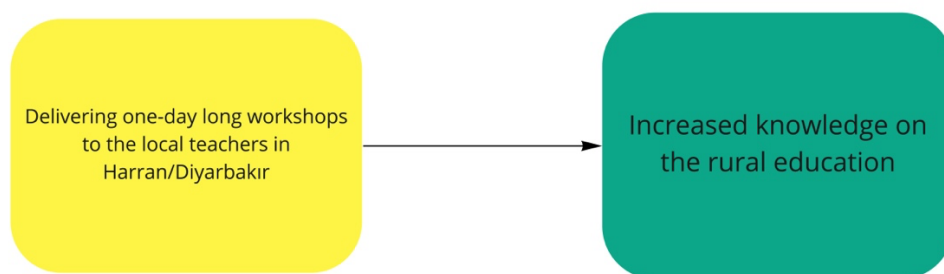
judgement on the significance of the change to outcomes was made based on the following criteria:

- The scale of impact – how many volunteer trainers experience it
- The amount of change to the outcomes
- Counterfactual and attribution

Outcome	Indicator	Significance (based on the scale, amount of change to outcome, causality)
Increased knowledge on the rural education	Participants reporting an increase of at least 2 points or more on the 10-point Likert scale in self-evaluation of statement on their knowledge on rural education before and after participation in “Teachers Communities”.	Significant
Awareness of the importance of life-long learning	Participants reporting an increase of at least 2 points or more on the 10-point Likert scale in self-evaluation of statement on their awareness of life-long learning before and after participation in “Teachers Communities”.	Non-significant
Awareness of the importance of sharing experiences	Participants reporting an increase of at least 2 points or more on the 10-point Likert scale in self-evaluation of statement on their awareness of importance of sharing experience before and after participation in “Teachers Communities”.	Non-significant
Problem solving/Creativity	Participants reporting an increase of at least 2 points or more on the 10-point Likert scale in self-evaluation of statement on their problem solving/creativity skills before and after participation in “Teachers Communities”.	Non-significant
Motivation to volunteer	Participants reporting an increase of at least 2 points or more on the 10-point Likert scale in self-evaluation of statement on their motivation to volunteer before and after participation in “Teachers Communities”.	Non-significant
Stereotypes of the different regions in Turkey	Participants reporting an increase of at least 2 points or more on the 10-point Likert scale in self-evaluation statement on their stereotype of the different regions in Turkey before and after participation in “Teachers Communities”.	Non-significant
Feeling helpless due to the scale of the problems in rural education	Participants reporting an increase of at least 2 points or more on the 10-point Likert scale in self-evaluation statement on their feeling of helplessness before and after participation in “Teachers Communities”.	Non-significant
Improved mood	Participants reporting an increase of at least 2 points or more on the 10-point Likert scale in self-evaluation of statement on their motivation to volunteer before and after participation in “Teachers Communities”.	Non-significant

Only one outcome was considered significant based on the number of the trainers experiencing it, the amount of the change experienced per person, counterfactual and attribution. However, when making judgements on the significance of the outcomes, some outcomes were excluded with less certainty. Therefore, if the evaluation SROI analysis is conducted, I would advise collecting data on **motivation to volunteer, feeling of helplessness and improved mood** as their significance could change (number of trainers experiencing significant amount of change could increase).

The "increase in knowledge on rural education" outcome was considered significant and included in the SROI calculation.



Outcome	Number of volunteer trainers experiencing change	% group size	Amount of change per participant (on 10-point Likert scale)	Counterfactual	Contribution
Increased knowledge on the rural education – its specific, needs, stakeholders, working condition of rural teachers	4	50%	2; 3; 3; 3	20%	40%

KODA Staff

In the qualitative analysis phase, all nine outcomes expressed by KODA staff were considered relevant based on their importance to stakeholders and KODA's mission and ultimate goal. The stakeholder did not articulate the cause-and-effect relationships between outcomes. Therefore, no outcome chains were identified.

The questionnaire consisted of 53 questions to collect data on the scale, amount, duration and causality of mapped outcomes. Staff members were asked to evaluate the statements on the nine outcomes before and after participation in the “Teachers Communities” activities on 10-point Likert scale. The questionnaire was completed by three members of KODA staff, who were actively involved in the delivery of the activities.

The occurrence of the change in outcomes was measured using the subjective indicators - self-evaluation of the set of statements comparing the level of awareness, skills, practices, motivations and mood before and after participation in the “Teachers Communities”. The judgement on the significance of the change to outcomes was made based on the following criteria:

- The scale of impact – how many staff members experience it
- The amount of change to the outcome
- Counterfactual and attribution

Outcome	Indicator	Significance (based on the scale, amount of change to outcome, causality)
Increased knowledge on the rural education	Staff members reporting change on the 10-point Likert scale in self-evaluation of statements on their knowledge on rural education, and four related statements (ex. knowledge on the working condition of teachers, realities of different regions of Turkey, access to people who could support the implementation of the activities) before and after implementation of “Teachers Communities”.	Significant
Awareness of the importance of community	Staff members reporting change on the 10-point Likert scale in self-evaluation statement on their awareness of importance of community before and after implementation of “Teachers Communities”.	Non-significant

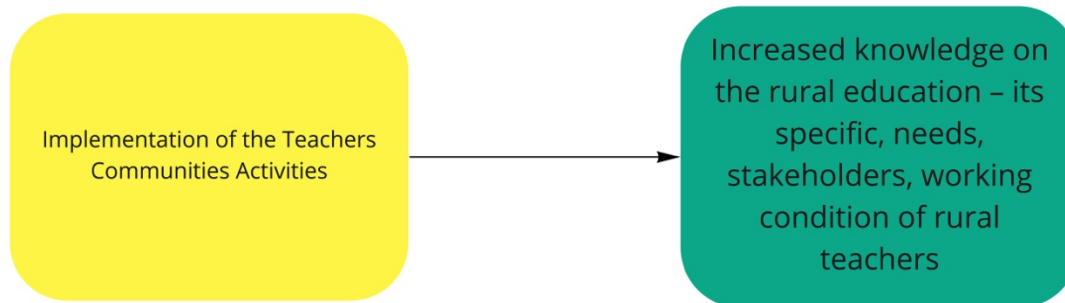
Awareness of the importance of sharing experiences	Staff members reporting change on the 10-point Likert scale in self-evaluation of statement on their awareness of sharing experience before and after implementation of “Teachers Communities”.	Significant
Discovering new areas for own professional development	Staff members reporting change on the 10-point Likert scale in self-evaluation of statement on their discovery for new areas for professional development before and after implementation of “Teachers Communities”.	Non-significant
Sense of belonging to KODA	Staff members reporting change on the 10-point Likert scale in self-evaluation statement on their sense of belonging to KODA before and after implementation of “Teachers Communities”.	Non-significant
Motivation to work in KODA	Staff members reporting change on the 10-point Likert scale in self-evaluation of statement on their motivation to volunteer before and after implementation of “Teachers Communities”.	Non-significant
New friendships	Staff members reporting change on the 10-point Likert scale in self-evaluation statement on their feeling of helplessness before and after implementation of “Teachers Communities”.	Significant
Feeling of self-believe	Staff members reporting change on 10-point Likert scale in self-evaluation of statement on their motivation to volunteer before and after implementation of “Teachers Communities”.	Non-significant

Three outcomes experienced by KODA staff were considered significant:

Outcome	Number of KODA staff experiencing change	% of group size	Amount of change per participant (on the 10-point Likert scale)	Counterfactual	Contribution
Increased knowledge on the rural education – its specific, needs, stakeholders, working condition of rural teachers	3	60%	1; 2 ;6	0%	20%
Awareness of the importance of experience sharing	3	60%	2; 3; 3	33%	10%
New friendships	3	60%	2; 2; 3	33%	15%

Based on the evaluation of the relevance and the significance of changes to the scope of the analysis, the change to "increase in knowledge on rural education" outcome was considered both relevant and significant and was included in the SROI calculation. The decision was made to

minimise the risk of overclaiming that could affect the SROI rate significantly. The outcome the most relevant to the scope of the analysis was included in Value Map.



Students of participating teachers and volunteer teachers

The impact goal of the “Teachers Communities” activities is to deliver more quality education in rural schools. During the first stage of the analysis, when asked about the changes experienced by other stakeholders, the participating teachers and volunteer teachers listed the changes experienced by their students – primary school students (age from 6 to 10).

“The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor. Effective teachers appear to be effective with students of all achievement levels, regardless of the level of heterogeneity in their classrooms.” (Sanders, 1997)

“A Review of Educational Research analysis of 46 studies found that strong teacher-student relationships were associated in both the short- and long-term with improvements on practically every measure schools care about: higher student academic engagement, attendance, grades, fewer disruptive behaviors and suspensions, and lower school dropout rates. Those effects were strong even after controlling for differences in students’ individual, family, and school backgrounds.

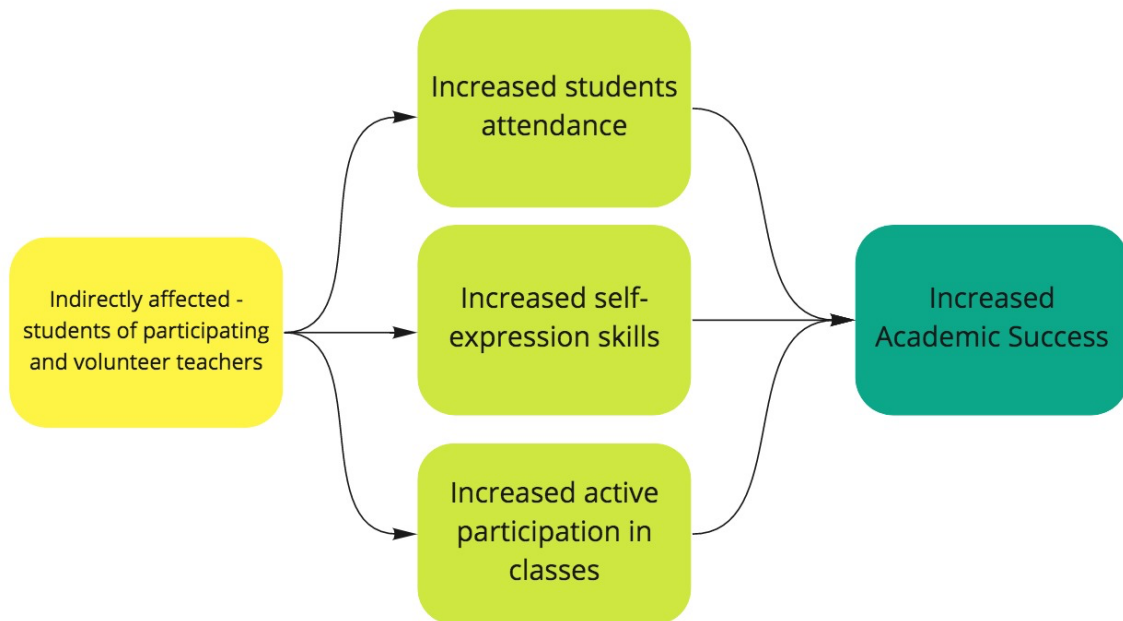
Teachers benefit, too. A study in the European Journal of Psychology of Education found that a teacher’s relationship with students was the best predictor of how much the teacher experienced joy versus anxiety in class.” (Sparks, 2019)

The literature also highlights the link between the teachers' professional skills (knowledge and skills, holistic pedagogical approach, including communication skills) and the students' academic success. Teachers account for the 30% of the variance, next to 50% of students own abilities, and 5-10% of the variance attributed respectively to impact of home, school environment, peers and principal (Hattie, 2003). Therefore, the 30% of the change observed was attributed to the "Teachers Communities" activities.

As the changes expressed by the teachers were relevant and essential both for KODA's mission and work, and for participating rural teachers, the outcomes listed were included in quantitative data collection.

As collecting data on the changes experienced by minors carries certain limitations due to the age, it is very common to collect the data from adults in their closest circle – care holders or teachers. However, the students' families were excluded from the data collection due to limitations related to Covid-19. Therefore, it was rational to collect the data on the outcomes from the teachers – who were also the main beneficiary of the "Teachers Communities" activities.

The questions on the outcomes experience by the students of participating teachers were added to the questionnaires distributed among participating and volunteer teachers. Teachers evaluated on the 10-point Likert scale the statement on their **students' academic success** before and after they participated in "Teachers Communities" activities and three supporting statements on the outcomes in the academic success outcome chain – **active class participation, attendance and self-expression**.



Outcome	Indicator
Increased academic success	Teachers reporting change on the 10-point Likert scale in evaluation their students' academic success before and after their participation in “Teachers Communities” activities
Increase in students’ attendance	Teachers reporting change on the 10-point Likert scale in evaluation their students' attendance before and after their participation in “Teachers Communities” activities
Increase in active class participation of students	Teachers reporting change on the 10-point Likert scale in evaluation their students' class participation before and after their participation in “Teachers Communities” activities
Increase in students' self-expression skills	Teachers reporting change on the 10-point Likert scale in evaluation their students' self-expression skills before and after their participation in “Teachers Communities” activities

The scale, amount and causality of the academic success outcome chain:

Outcome	Stakeholder	Teachers expressing change	% group size	Amount of change per participant	Counterfactual	Contribution
Increased academic success of students	Participating teachers in Harran and Diyarbakir	6	5%	1; 1; 2; 2; 3; 3	20%	30%
	Volunteer teachers in Harran region	4	57%	1; 1; 2; 2	50%	0%
	Volunteer teachers in Diyarbakir province	4	100%	2; 3; 3; 3	50%	50%

Increase in students' attendance	Participating teachers in Harran and Diyarbakir	5	4%	1; 2; 3; 4; 6	20%	30%
	Volunteer teachers in Harran region	2	57%	1; 2	50%	0%
	Volunteer teachers in Diyarbakir province	2	100%	2; 3	50%	50%
Increase in active class participation of students	Participating teachers in Harran and Diyarbakir	7	7%	1; 1; 3; 3; 3; 4; 4	20%	30%
	Volunteer teachers in Harran region	4	57%	2; 2; 2; 2	50%	0%
	Volunteer teachers in Diyarbakir province	4	100%	2; 2; 3; 4	50%	50%
Increase in students' self-expression skills	Participating teachers in Harran and Diyarbakir	7	7%	1; 2; 2; 3; 3; 4; 5	20%	15%
	Volunteer teachers in Harran region	4	57%	2; 2; 2; 3	50%	0%
	Volunteer teachers in Diyarbakir province	4	100%	2; 3; 3,4	50%	50%

When evaluating the occurrence of the outcome, the correlation between the number of meetings attended by teachers, the level of change in their professional skills and change to the academic success outcome declared was observed, particularly in the case of participating teachers.

Teachers who attended at least 2 meetings and experienced significant change to the professional skills outcome reported change in their students' academic success.

The data collected provides us with data on teachers declaring the change in the outcome among their students. The method used by KODA to calculate the number of students of the teachers involved in their activities was applied to estimate the scale of the outcome. The minimum number of the students in the class in a rural setting, allowing the school/class to open, is 15 students. 14 teachers – 6 participating teachers and 8 volunteer teachers indicated the change experienced by students in the sample. Based on the data on participation and its correlation with the change experienced, it can be assumed that students of approximately **20 participating teachers and 8 volunteer** teachers experience change. Considering the minimum number of

students in class – we can assume that approximately 420 primary school students experienced the change in their academic success.

The estimation was made to understand the potential scale of the outcome in the first evaluation analysis conducted. Without any doubt, these assumptions carry the risk of under/overestimation. If the evaluation SROI analysis is undertaken, the students' families involvement and the more rigorous data with a larger size sample would be recommended. In addition, collecting data on objective indicators – such as exam success over time in the schools where participating teachers work - would increase confidence.

Indirectly involved teachers

Data collected during interviews showed some relevant changes experienced by indirectly involved teachers, particularly on knowledge of the creative teaching methods, support network and teaching motivation. The questionnaire was distributed to collect the quantitative data. Since it is difficult to estimate the population of this group, based on the number of complete, significant and credible questionnaire answers (4), it is difficult to make professional judgments on the scale, amount and in particular, causality of the outcomes. Although 2 teachers from this stakeholder group reported significant change (20-30%), the counterfactual and contribution percentages were also high. Due to the insufficient data, the decision was made to exclude the outcomes experienced by this group from the account. However, in future impact data collection activities, this stakeholder group should be considered as material and researched further.

7. Outcome valuation

Valuation is the means by which we estimate the importance or worth of something, be it a product, service, or characteristic of something. When we talk about social value, we are referring to the value or worth that people place on social outcomes or 'changes in their life', these changes are often defined as 'aspects of social wellbeing'.

It's important to acknowledge that as individuals (or collectively as an organisation), we are valuing outcomes all the time, often without realising it. Whenever we make decisions, we are implicitly identifying what we consider to be the most valuable choice. We know that with every decision there will be consequences that create more value for some people and less for another group of people, maybe even negative value for others - nevertheless we have to make these decisions with trade-offs about value for different groups all the time.

(Standard on applying Principle 3: Value the things that matter, 2019)

Valuation and assigning financial proxies to the outcomes experienced by stakeholders helps to understand better the importance of the outcomes for stakeholders. It also increases accountability towards people being impacted by the activity. Knowing the value of the outcomes created help organisations make better decisions leading to optimising the value created for stakeholders.

Understanding the value of the experienced changes to outcomes

In case of Teachers Communities, the stakeholders were asked to evaluate changes to ultimate outcomes in the value chain applying **bounded weighting approach** that asks stakeholders to rate each outcome on a scale of one to ten, where ten is most important.

In questionnaires, the material stakeholders were asked to indicate the importance of the experienced changes to the outcomes on a scale from 1 to 10. As an example, the participating teachers and volunteer teachers were asked to evaluate the importance of the change to their professional skills and good mood/motivation to work in rural education. Weighting provided the

data on the relative importance of the outcomes that informed the identification of financial proxies and helped keep the proportions aligned with the stakeholders' preferences.

Stakeholder	Change to Outcome	Relative importance
Participating teachers from Harran and Diyarbakir	Increased Professional Skills	9,44
	Increased Mood/Motivation to work	8,85
Volunteer Teachers from Harran	Increased Professional Skills	9
	Increased Mood/Motivation to work	9,75
Volunteer Teachers from Diyarbakir	Increased Professional Skills	9,5
	Increased Mood/Motivation to work	10
Volunteer Trainers	Increased knowledge on the rural education – its specific, needs, stakeholders, working condition of rural teachers	9,8
KODA staff	Increased knowledge on the rural education – its specific, needs, stakeholders, working condition of rural teachers	9,66
Primary schools students of participating and volunteer teachers	Increased academic success of students	10

It was observed that the values indicated by the stakeholders to the change to outcomes they experienced were very close. In particular in case of teachers the difference in the value assign to the two ultimate outcomes in the value chains is less than one, however in case of two subgroups indicates the higher importance of the change to mood/motivation to work. The similar observation was made based on the analysis of the qualitative focus groups. The topic of valuation of changes to outcomes was included in the verification of the analysis.

Identifying Financial Proxies

In case of SROI analysis the next step is identifying the financial proxies. Two approaches can be used to monetise the change to outcomes: cost-based methods and value-based methods. In this analysis, value-based methods were used as all the outcomes can be categorised as not-traded goods without market value.

In case of participating teachers, volunteer teachers, trainers and students the revealed preference method was used to identify the financial proxy. In case of KODA team the Value Game method, which is the type of stated preference approach was used. The decision of applying certain method was made based on the feasibility of the method in the context of the analysis and availability of the data.

- Participating teachers from Harran and Diyarbakir

The revealed preference approach was used to identify the proxy for the increased professional skills of participating teachers. The financial proxy was identified based on the analysis of the trainings available in the market that could provide the similar results to the activities of the Teachers Communities. The paid professional development education is relatively big branch in Turkey, with private and public organizations offering trainings on variety of topics and skills areas. Using the Value Game was considered due to the direct stakeholders' involvement but limitations in ensuring the representative participation (voluntary participation the Value Game focus group) and related bias risk leading to over-estimation was considered as too high.

However, it would be recommended to apply this method if the analysis is repeated.

To identify the value of the change to mood the “anchoring” combining non-monetary and monetary approaches was applied. *“It requires one of the changes to be monetised and then this can act as an anchor to calculate the monetary values to the other changes based on non-monetary evidence you have.”* (Standard on Applying the Principle 3: Value the Things that matter, 2019). Using the unequal weightings for understanding the relative importance of the outcomes allowed using this approach. The particular advantage of using anchoring is that it reflects the relative importance assigned by the stakeholders, while using different valuation methods to identify the financial proxies for the different outcomes experienced within the same stakeholder segment could affect this proportions. The similar consideration on the valuation was applied in case of volunteer teachers.

Outcome	Relative importance	Financial proxy	Value TRY	Valuation Method
Increased Professional Skills	9,44	The cost of 4-day professional development training course.	3304	The revealed preference approach was used to estimate the financial proxy for the outcome based on the assumption that participation in the training courses can result in the same outcome - an increase in professional skills.

		Daily fee 700 TRY x 4 days + 18% VAT		The value of the proxy was identified based on data on the costs of professional training services by various providers: <ol style="list-style-type: none"> 2-day face-to-face training course (delivered by university) - 1350 TRY + 18 % VAT Face-to-face training course (delivered by private sector company delivering professional and personal development training courses) <ul style="list-style-type: none"> 1-day courses 800 + 18% VAT 2-day courses 1600 + 18% VAT
Increased Mood	8,85	Anchor value: 3304	3097	Anchoring: the value of the outcome was determined using the value of the increased professional skills outcome as an anchor and relative importance weight.

- Volunteer Teachers from Harran

Outcome	Relative importance	Financial proxy	Value TRY	Valuation Method
Increased Professional Skills	9	The cost of 4-day professional development training course. Daily fee 700 TRY x 4 days + 18% VAT	3304	The revealed preference approach was used to estimate the financial proxy for the outcome based on the assumption that participation in the training courses can result in the same outcome - an increase in professional skills. The value of the proxy was identified based on data on the costs of professional training services by various providers: <ul style="list-style-type: none"> 2-day face-to-face training course (delivered by university) - 1350 TRY + 18 % VAT Face-to-face training course (delivered by private sector company delivering professional and personal development training courses) <ul style="list-style-type: none"> 1-day courses 800 + 18% VAT 2-day courses 1600 + 18% VAT
Increased Mood	9,75	Anchor value: 3304	3579	Anchoring: the value of the outcome was determined using the value of the increased professional skills outcome as an anchor and relative importance weight.

- Volunteer teachers from Diyarbakir

Outcome	Relative importance	Financial proxy	Value	Valuation Method
Increased Professional Skills	9,5	The cost of 4-day professional development training course.	3304	The revealed preference approach was used to estimate the financial proxy for the outcome based on the assumption that participation in the training courses can result in the same outcome - an increase in professional skills. The value of the proxy was identified based on data on the costs of professional training services by various providers:

		Daily fee 700 TRY x 4 days + 18% VAT		<ul style="list-style-type: none"> 2-day face-to-face training course (delivered by university) - 1350 TRY + 18 % VAT Face-to-face training course (delivered by private sector company delivering professional and personal development training courses) <ul style="list-style-type: none"> 1-day courses 800 + 18% VAT 2-day courses 1600 + 18% VAT
Increased Mood	10	Anchor value: 3304	3478	Anchoring: the value of the outcome was determined using the value of the increased professional skills outcome as an anchor and relative importance weight.

- Volunteer Trainers

Outcome	Relative importance	Financial proxy	Value TRY	Valuation Method
Increased knowledge on the rural education – its specific, needs, stakeholders, working condition of rural teachers	9,8	The cost of 1 - day professional development training course. Daily fee 700 TRY + 18% VAT	826	<p>The revealed preference method was used to estimate the value of the change in the level of knowledge of trainers - the fee of one-day professional training was used as a financial proxy</p> <p>The value of the proxy was identified based on data on the costs of professional training services by various providers:</p> <ul style="list-style-type: none"> 2-day face-to-face training course (delivered by university) - 1350 TRY + 18 % VAT Face-to-face training course (delivered by private sector company delivering professional and personal development training courses) <ul style="list-style-type: none"> 1-day courses 800 + 18% VAT

- KODA Staff

Outcome	Relative importance	Financial proxy	Value TRY	Valuation Method
Increased knowledge on the rural education – its specific, needs, stakeholders, working condition of rural teachers	9,66	The laptop's price from the lowest price category - the Lenovo Ideapad 3 (Intel Celeron N4020 4GB Ram 128GB).	3799	<p>The Value Game method was used to identify the reference value scale for the increased knowledge on rural education outcomes.</p> <p>Prices from 3 major sellers in Turkey:</p> <ol style="list-style-type: none"> 3699 TRY 3899 TRY 3799 TRY

Based on the assumption that the change to knowledge on the rural education can have different scope and meaning for volunteer trainers and KODA's staff due to varying levels of their engagement in work, using revealed preference method as in the case of volunteer trainers, would not reflect the value of the outcome to stakeholders. Although the group's small size, the Value Game method was used to identify the financial proxy of the increased knowledge on the rural education outcome for the KODA staff members. Two out of three KODA staff members experiencing the change participated in an online session facilitated by using Miro visual board. Following the discussion, ensuring the common understanding of the outcome, the list of products and services they use and consider necessary in their professional life was created. When asked to place the outcome according to their preference for particular products, the increased knowledge was placed above the laptop at the top of the list. In the discussion, the importance of knowledge of rural education was highlighted as enabling the operation and implementation of their work. In the discussion, KODA staff did not define the products or services of higher value than the outcome, and the price of a laptop was accepted as a financial proxy. Using this value carries the risk of undervaluation of the outcome and if the evaluation analysis is conducted in future, is it advised to reconsider the value of the outcome.

- Primary school students of participating teachers

Outcome	Relative importance	Financial proxy	Value of Financial Proxy	Valuation Method
Increased academic success of students	10	The official fee for one hour of remedial classes in 2020 was 18,22 TRY. The yearly cost of one hour of remedial classes weekly is 728 TRY. The annual cost per student is 48 TRY, and this cost was identified as a financial proxy for the increased academic success of students.	48,5 TRY (per student)	The revealed preference approach was used. Based on the assumption that participation in additional classes can lead to an increase in the academic success of students, the cost of extra weekly lesson hour for one year per student was calculated based on the flat rate of the National Education Ministry from July 2020 for one hour of additional classes for public school teachers delivering additional classes in public schools (remedial classes aiming to support students).

8. Establishing impact

To understand the extent to which the changes experienced by the stakeholders resulted from the activities and avoid overclaiming, the data on counterfactual, attribution, displacement and duration of outcomes should be evaluated.

Counterfactual and Attribution

The data on counterfactual and attribution was collected during both qualitative and quantitative data collection based on the statements and self-evaluation of the stakeholders.

The semi-structured focus groups and interviews included questions on counterfactual and attribution:

Counterfactual	<ul style="list-style-type: none"> • What would happen if you did not participate in the activities of “Teachers Communities”? • Did you have any chance to find or participate in similar activities?
Contribution	<ul style="list-style-type: none"> • Is there anyone else carrying similar activities in your region? • Do you think any other organisations or people contributed to the changes you experienced?

During collecting the quantitative data using online questionnaires, stakeholders were asked to evaluate the counterfactual and the contribution of all outcomes in the outcome chains. The questions on counterfactual and attribution were asked in two-stage, first closed-ended question and depending on the answer the question on the scale.

Counterfactual	<ol style="list-style-type: none"> 1. Do you think you would still experience a change in the field of professional skills if you had not attended the Teacher Communities meetings between October 2019 - June 2020? Yes No 2. If yes, what would be the odds of experiencing changes in your professional skills without attending the activities? Please show the degree of this probability by moving the bar in the following pointer.
Attribution	<ol style="list-style-type: none"> 1. If you have experienced the change to the above outcome (knowledge on rural education) after you participated in “Teachers Communities”, has any other organisation or individual outside of KODA contributed to it?

	2. Can you evaluate the contribution of organisations and people other than KODA as %? (For example, 10% contribution of X organisation, 5% contribution of Y organisation)
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Outcome	Stakeholder	% of respondents declaring that they would experience the change anyway	Chance of experiencing change (average)	Contribution
Increased Professional Skills	Participating teachers in Harran and Diyarbakir	20%	50%	25%
	Volunteer teachers in Harran region	50%	35%	25%
	Volunteer teachers in Diyarbakir province	50%	55%	15%
Increased Mood	Participating teachers in Harran and Diyarbakir	50%	60%	15%
	Volunteer teachers in Harran region	25%	10%	10%
	Volunteer teachers in Diyarbakir province	75%	36 %	50%

When comparing quantitative and qualitative data on counterfactual and attribution, it was observed that insights provided during the focus groups and interviews indicated a lower level of counterfactual and attribution compared to data collected in the questionnaires. In the analysis the quantitative data obtain from questionnaires was used to calculate the counterfactual and attribution.

Turkey is a country where the regulations requires teachers to participate in professional development activities. According to OECS *Working and Learning Together: Rethinking Human* around 93% teachers in Turkey participated in and average of 4 form of professional development but only 71% felt that professional development had a positive impact on their teaching practices. (OECD, 2019). 45% teachers agree or strongly agree with the statement that the lack of a relevant offer presents a barrier to their participation in professional development (OECD, TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners, 2019). According to a very small study conducted in Turkey “*A Qualitative Study about The Perceptions of Teachers on Professional Development*” (2016) views of more than half of the

teachers, the activities implemented by the Ministry under the name of *In-Service Training* are *useless*, and according to the views of almost all teachers, they are *inadequate*.

Although these data refer to professional development in more general term, can provide the reference for the calculation of the contribution and counterfactual and explain the relatively high levels of contribution and counterfactual indicated by teachers in the analysis.

Duration and Drop-off

The data on duration of the change to outcomes was collected during quantitative data collection. Stakeholders were asked questions on the duration of each material outcome and all outcomes in the outcome chain.

Duration	<p>1. How long will you continue to experience the change in the outcome?</p> <ul style="list-style-type: none"> - 1 year - 2-3 years - 4-5 years - During my professional life - Other
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The quantitative data were collected one year after the end of the “Teachers Communities” programme; thus, stakeholders evaluated the duration of the outcomes already from the perspective of one year that passed since the end of the activities.

Stakeholder	Outcome	Duration	Drop-off	Note
Participating teachers from Harran and Diyarbakir	Increased Professional Skills	During my professional life (100% of answers)	10%	The 10% rate was based on the assumption that if teachers continue to work and practice their professional skills, they will not experience a significant drop-off to the change in the outcome.
	Increased Mood	During my professional life (87,5% of answers)	50%	The increased mood and motivation to work depend both on personal and external factors. If circumstances change, the drop-off in outcome is very probably.
Volunteer Teachers from Harran	Increased Professional Skills	During my professional life (100% of answers)	10%	The 10% rate was based on the assumption that if teachers continue to work and practice their professional skills, they will not

				experience a significant drop-off to the change in the outcome.
	Increased Mood	During my professional life (75% of answers)	50%	The increased mood and motivation to work depend both on personal and external factors. If circumstances change, the drop-off in outcome is very probably.
Volunteer Teachers from Diyarbakir	Increased Professional Skills	During my professional life (75% of answers)	10%	The 10% rate was based on the assumption that if teachers continue to work and practice their professional skills, they will not experience a significant drop-off to the change in the outcome.
	Increased Mood	During my professional life (75% of answers)	50%	The increased mood and motivation to work depend both on personal and external factors. If circumstances change, the drop-off in outcome is very probably.
Volunteer Trainers	Increased knowledge on the rural education – its specific, needs, stakeholders, working condition of rural teachers	During my professional life (100% of answers)	10%	The change in knowledge can be considered relatively long-lasting. However, in the case of volunteer trainers, if they do not follow the topic of rural education, their knowledge can be forgotten.
KODA staff	Increased knowledge on the rural education – its specific, needs, stakeholders, working condition of rural teachers	During my professional life (100% of answers)	0%	The change in knowledge can be considered relatively long-lasting. In the case of KODA staff, as they continue to work in the field of rural education, the change to the outcome was considered sustainable.
Primary schools' students of participating and volunteer teachers	Increased academic success of students	1 year	N/A	N/A

Although the vast majority of the stakeholders declared that the changes they experienced would continue during their professional life, the decision was made to limit the duration of the outcomes to 5 years.

In the case of outcome experienced by primary school students, the decision was made to include only the duration in the year of activity. As data on the outcome experienced by students was obtained from their teachers and not supported by other subjective or objective indicators, extending the duration would significantly increase the risk of overestimation. In the future evaluation analysis with more rigorous data, the duration of the outcomes experienced by students should be revised.

Displacement

In the course of the analysis no outcomes displacing outcomes of other stakeholders were observed or indicated by the stakeholders. The literature review also did not indicate the risk of displacement.

Double-counting

In case of all stakeholders experiencing the outcome chains, only ultimate changes are attributed the financial value and included in SROI calculation. Due to this fact, the risk of double counting is excluded.

9. SROI Calculations

Calculations of the total value outcomes

The impact is being calculated for each outcome in a below formula:

$$\text{(Outcome quantity x Financial proxy) * (1- Counterfactual) – (1- Attribution) = Impact}$$

Increased professional skills of Participating Teachers:

$$\text{Total outcome: } 28 \times 3304 = 92\,512$$

$$\text{20\% Counterfactual: } 1- 20\% \rightarrow 0,8 * 92\,512 = 74\,009,6$$

$$\text{25\% Attribution: } 1-25\% \rightarrow 0,75 * 74\,009,6 = 55\,507,20$$

The table below presents the calculation of the total value of each outcome included in social value account in the year of activity.

Outcome	Quantity	Financial proxy TRY	Counterfactual	Attribution	Impact (total value of each outcome) TRY
Participating teachers: Increased professional skills	28	3304	20%	25%	55507,20
Participating teachers: Increased mood	28	3097	50%	15%	36854,30
Volunteer Teachers Harran: Increased professional skills	4	3304	50%	25%	4956
Volunteer Teachers Harran: Increased mood	4	3579	25%	10%	9663,30
Volunteer Teachers Diyarbakır: Increased professional skills	4	3304	50%	15%	5616,80
Volunteer Teachers Diyarbakır: Increased mood	4	3478	75%	50%	1739
KODA staff: Increased knowledge of rural education	3	3799	33%	20%	6108,79

Trainers: Increased knowledge of rural education	5	826	20%	50%	1652
Primary school students: Increased academic success	420	48	50%	70%	3024
Total value					125 121,39

Based on the duration of the outcomes the value of the impact is projected in the future:

- Value of the impact year 0 = 125 121, 39
- Value of the impact year 1 = 125 121, 39 – 10% drop off
- Value of the impact year 2 = Year 1 – 10%
- Value of the impact year 3 = Year 2 – 10%
- Value of the impact year 4 = Year 3 – 10%

Present Value = value of the impact year 0/ (1+ r⁸) + value of the impact year 1/ (1+ r) + value of the impact year 2 / (1+ r) + value of the impact year 3 /(1+ r) + value of the impact year 4 / (1+ r)

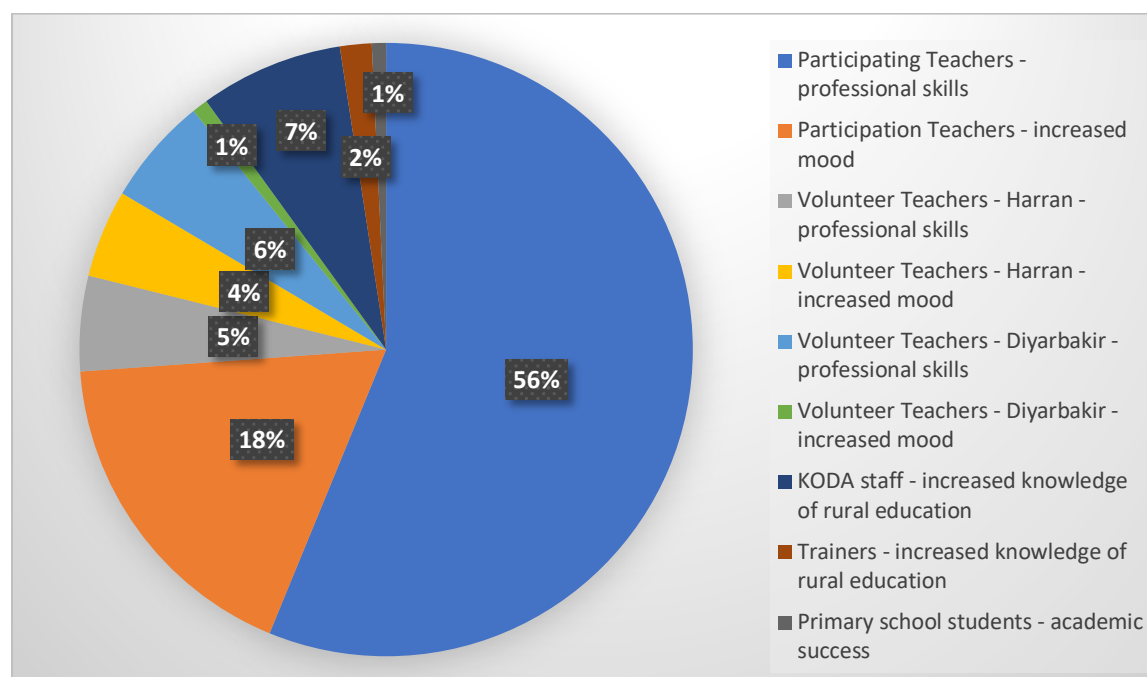
SROI Ratio = Present Value / Value of Investment

Total Present Value (PV)	383.576,13
Net Present Value (PV minus the investment)	244.335,13
Social Return (Value per amount invested)	2,75

⁸ r = discount rate, the standard discount rate of 3,5% was used in the analysis

Distribution of Value

Below pie chart illustrates the distribution of the value created within the project among stakeholders and outcomes they experienced.



Stakeholder	Outcome Value TRY	Distribution of Value
Participating Teachers - professional skills	227.307,53	56%
Participation Teachers - increased mood	71.405,21	18%
Volunteer Teachers - Harran - professional skills	20.295,32	5%
Volunteer Teachers - Harran - increased mood	18.722,64	4%
Volunteer Teachers - Diyarbakir - professional skills	23.001,36	6%
Volunteer Teachers - Diyarbakir - increased mood	3.369,31	1%
KODA staff - increased knowledge of rural education	30.543,96	7%
Trainers - increased knowledge of rural education	6.765,11	2%
Primary school students - academic success	3024,00	1%

10. Sensitivity Analysis

The sensitivity analysis is conducted to "assess the extent to which your results would change if you changed some of the assumptions you made in previous stages". (A guide to Social Return on Investment, 2012). Sensitivity analysis test how much the estimates/assumption made in the process would need to change to receive 1 TRY value for 1 TRY investment.

- Changes to estimates of counterfactual and attribution

The estimations of counterfactual and attribution were made based on the participants' self-reported data, and judgments based on this data carry the risk of subjectivity and low rigour.

Finally, the sensitivity analysis was conducted regarding the outcome of the highest value in the account – professional skills of participating teachers.

Stakeholder group	Outcome	Counterfactual	SROI rate	Sensitivity Analysis Simulation	SROI rate	Consideration
Participating teachers	Professional skills	20%	1: 2,75	95%	1: 1,31	Changing the counterfactual from 20% to 95% would decrease the SROI ratio by half.
Primary school students	Increased academic success	50%	1:2,75	25%	1:2,77	The level of contribution is case of students is supported by literature while % of counterfactual was determined with less certainty and kept at rather high level. The effect of decreasing of the counterfactual was tested.
Volunteer teachers in Harran	Increased mood	25%	1:2,75	75%	1:2,67	The counterfactual ratio for volunteer teachers in Harran was relatively lower comparing to participating teachers (50%) and volunteer teachers from Diyarbakır (75%) Increasing the value to 75% was tested.
Volunteer teacher from Diyarbakır	Professional skills	50%	1:2,75	10%	1:2,88	In the process of verification lower counterfactual were indicated by the teachers – the volunteer from Diyarbakır estimated them at the level of 5-10%. The effect of this value on the ratio was tested.

- Changes to drop off

Stakeholder group	Outcome	Drop off	SROI rate	Sensitivity Analysis Simulation	SROI rate	Consideration
Participating teachers	Professional skills	10%	1: 2,75	50%	1: 1,97	Changing the drop off from 10% to 50%.
Volunteer teachers in Harran	Increased mood	50%	1:2,75	25%	1:2,83	Changing the drop off from 50% to 25%
Trainers	Increased knowledge on rural education	10%	1:2,75	50%	1:2,73	Changing the drop off from 10% to 50%.

- Changes to financial proxies

The revealed preference method was used to identify the financial proxy of the change to professional skills outcome of participating teachers and volunteer teachers. Carrying high importance to the analysis, this was tested in the sensitivity analysis

Stakeholder group	Outcome	Financial Proxy	SROI rate	Sensitivity Analysis	SROI rate	Consideration
Participating teachers	Increased professional skills	3304	1:2,75	500	1:1,03	Changing the financial proxy from 3304 TRY to 500 TRY would result in the SROI ratio to 1:1,03.
	Increased mood	3097		468,75		
Primary school students	Increased academic success	48	1:2,75	6000	1:5,45	In the verification process the KODA staff expressed opinion that used financial proxy estimated based on the fees of Ministry of Education did not reflect the value of the outcome. The suggestion was made to use the market price of the additional tutoring. The price range retrieved from the online private lesson platform indicated the price range 30-500 TRY). The yearly cost of one additional lesson hour in school year with the 150 TRY - 6000 TRY fee would significantly increase the ratio.
Participating teachers	Increased professional skills	3304	1:2,75	6608	1:4,29	The suggestions of the teachers in the verification process to increase the value of the financial proxy of the

						increased professional skills of 2 to 4 times was tested. The proxy was increased x 2. The value would significantly increase the ratio.
Participating teachers	Increased mood	3097	1:2,75	12388	1:4,25	The suggestions of the teachers in the verification process to increase the value of the financial proxy of the increased mood of 3/4 to 8 times was tested. The proxy was increased x 4. The value would significantly increase the ratio.

- Changes to the quantity of the outcome

Due to the small sample size in participating teachers' group, the assumption carrying the significant risk was made regarding the number of the participating teachers experiencing change.

Stakeholder group	Outcome	Scale of Outcome	SROI Rate	Sensitivity Analysis Simulation	SROI Rate	Consideration
Participating teachers	Professional skills	28	1:2,75	8	1:1,30	In the sensitivity analysis, the number of the participating teachers was tested by exchanging it with the number of teachers experiencing the significant change in the sample, which means the change of 71%.
	Increased mood					

11. Verification

In the final stage of the analysis, the results of analysis and SROI calculation were shared with stakeholders to verify them and receive comments. Three meetings were organized in December 2021 with:

- KODA staff (3 staff members and 1 mentor)
- Participating teachers (2 - one from Harran and one from Diyarbakır)
- Volunteer teachers (2 from Harran and 1 from Diyarbakır) and 1 trainer

Outcome chains

Stakeholders involved in the verification of the results agreed that the outcomes chains mapped reflected their experience. In the consultation process the stakeholders did not report any significant outcome that was experienced and not reported in the analysis.

It is also worth noting that among the participating teachers and volunteer teachers, one teacher expressed a lack of significant change in the academic success of the students and three teachers confirmed observing significant change to the outcome among the students.

Calculation of the change to outcomes

During the conversation, the following issues were brought by the stakeholders regarding the scale, amount and causality of the changes to outcomes:

- The number of the participating teachers experiencing change – conclusion on the number of participating teachers experiencing significant change brought the attention of KODA staff members. No objection was raised regarding the used approach.
- The participating teachers and volunteer teachers addressed the findings on the counterfactual and attribution. In particular, the counterfactual difference between the Harran and Diyarbakır were discussed, and the conclusions depicted in the

analysis were confirmed. The attention was also brought to the characteristic that may affect the causality of the outcome chain leading to increased mood. The existence or lack of personal links to the region may be an important factor affecting the causality and amount of change experienced by teachers.

- The counterfactual calculation in the opinion of the volunteer teachers participating in the verification meeting were too high and the 5-10% chance of experiencing the changes to outcomes was expressed by the volunteer teacher from Diyarbakır (delegated from out of the region) and 20% by the volunteer teachers from Harran.

Valuation of the outcomes:

The following comments were provided regarding the valuation of the outcomes:

1. The extremely low value assigned to the outcomes experience by the students – the recommendation to change it was expressed by KODA staff. The financial proxy used the official state fees for additional lesson hours delivered by teachers in public schools. Using the market price of rates for the private lessons was suggested.
2. A major part of the verification discussions with teachers focused on the valuation of the outcomes experienced by them and the financial proxy identified:
 - Volunteer teachers and participating teachers expressed that the value expressed by financial proxies was low comparing to the value they experience.
 - The relative importance: the value of the change to the professional skills and change to the mood based on the data from questionnaires were relatively similar. The opinions expressed by 4 out of 5 teachers consulted for verification indicates that the value of increased mood was at least two times more important for them than the change in the professional skills. They all declare that they would increase the value indicated in the report

between 2 and 4 times for the professional skills and 3,4 or 8 times when it comes to increased mood. However, 1 teacher considered the findings and valuation accurate.

- The trainer feedback on the value of the increase in knowledge on rural education addressed the issue of hands-on experience, that is not reflected in case of trainings events, which cost was used as financial proxy. To her, the change to the outcome had a higher value.

The participation in the verification meetings was voluntary and it was observed that the teachers who participated were the ones the most involved with KODA, who benefited also beyond the scope of the “Teacher Communities” activities. Therefore, the participants of the verification meetings had longer experience with organization and stronger involvement comparing to the average participating teachers and volunteering teachers that did not answer to the invitation to the verification meeting. Considering the above and the fact that this first evaluation analysis aims to create the framework for the future evaluation, the author decided not to include the suggestions in the current calculation, but to keep it as suggestions that need to be addressed in future evaluation analysis. When making this decision, the Social Value Principle 5: Do not overclaim was considered. If the suggestions would be included, it could lead to overestimation of the value created. On the other hand, the current estimation of the value may underestimate the value created. To mitigate these risks in future evaluation analysis, the bigger sample should be ensured and defining financing proxies should benefit from more participatory approach, such as value game and be the subject of wider consultation than in case of first evaluation report.

12. Responsiveness and Recommendations

The 8th Social Value Principles was proposed in 2021 – “Be Responsive”

Pursue optimum Social Value based on decision making that is timely and supported by appropriate accounting and reporting.⁹

The analysis was conducted during a relatively long period during, and the data and insights collected were shared and discussed with the KODA staff members throughout the process. The work on the report resulted in further cooperation on developing systematic outcome-based data collection framework in the line with Social Value Principles in the organization, including other programmes implemented by KODA.

The work on the analysis started in the first months of the Covid-19 outbreak, forcing the organizations to redefine and reorganize their work. In the context of the rural education, it brought new challenges as the teaching was moved online. The activities of the KODA were moved online, opening the new opportunities (such as wider national outreach) and disadvantages (limited stable internet access in rural areas of Turkey) and lack face to face engagement. The need of better data on the outcomes experienced by the stakeholders was highlighted to support the strategic decision on the activity delivery. In the process, the need of expanding the practices on stakeholders’ involvement was also realized, and in particular the need of presenting the findings to stakeholders and verifying them.

In order to increase the confidence of the analysis and help to optimise the value in the future the following recommendations are suggested:

- Engagement with the parents of the students and local community - as there is a risk that some value created remained unaccounted for. It would be advised in the follow up analysis to involve the families and rural communities in order to better

⁹ The Principles of Social Value – Social Value International. <https://www.socialvalueint.org/principles>

understand their experience. The families could also provide the data on the outcomes experience by students, increasing the data confidence.

- Collecting better quantitative data on teachers following communication on WhatsApp group/ working with participating teachers in order to explore if the group has experienced significant value.
- In case of participating teachers, the sample size was relatively small (9%) carrying high data accuracy risk. In future analysis the effort should be made to provide bigger sample. Bigger sample would also enable exploring potential segments within this stakeholder group, which was not possible with the small sample size.
- Collecting data on **motivation to volunteer, feeling of helplessness and improved mood** of the trainers, that were excluded as their significance could change (number of trainers experiencing significant amount of change could increase).
- Reviewing the indicators and where possible including objective indicators.
- Due to the insufficient data, the decision was made to exclude the outcomes experienced by this group from the account. However, in future impact data collection activities, this stakeholder group should be considered as material and researched further.
- Reviewing the relative importance and using more participatory method to identify the financial proxies – in particular it would be recommended to use the Value Game with the participating teachers and volunteer teachers.

Online resources and literature

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Annexes

Annex 1. Focus group questions/interviews questions

Participating Teachers/Volunteer Teachers	
Topic	Questions
About participation	<ul style="list-style-type: none"> • How did you get involved in KODA activities? • Can you describe how you participated?
Change	<ul style="list-style-type: none"> • What was your motivation to participate in KODA's activities? • What kind of changes have you experienced after participating in KODA's activities? Has anything changed in your private life, social life, professional life after your participation in activities? What are these? Is there anything you started doing differently since your involvement in the activities? • Have you experienced anything unexpected as a result of your participation in KODA's activities? • Were all the changes you experienced positive? Did you experience anything negative? • What happened as a result of this change? What happened then? How have these changes affected you? • What could be the indicator of this change?
Other stakeholders	<ul style="list-style-type: none"> • In your opinion, have other people and institutions been affected by KODA's activities?
Deadweight	<ul style="list-style-type: none"> • What would happen if you did not participate in these activities? • If not "Teachers Communities", would you have any other opportunity to participate in similar activities?
Attribution and contribution	<ul style="list-style-type: none"> • Is there anyone doing similar work in the area you live? • Which other institutions or organizations do you think have contributed to the changes you are experiencing? If so, what's their contribution?
Duration	<ul style="list-style-type: none"> • How long do you think the changes you experience will last? For example, do you think these changes will continue after 2 years?
General feedback	<ul style="list-style-type: none"> • What can be done to improve KODA's work?
National Education Directorates	
Topic	Questions
About participation	<ul style="list-style-type: none"> • How would you describe KODA's activities? • Did you participate in any activities? • Can you describe your relations with KODA?

Change	<ul style="list-style-type: none"> • Have you observed any changes in schools, in teachers or in your activities as a result of the KODA activities? If yes, what has changed? • Was anything unexpected experienced? • Were all the changes positive? Was there anything negative that you have experienced or observed? • Did these changes open way to something else?
Other stakeholders	<ul style="list-style-type: none"> • In your opinion, have other people and institutions been affected by KODA's activities?
Deadweight	<ul style="list-style-type: none"> • What would happen if you did not participate in these activities? • If not "Teachers Communities", would you have any other opportunity to participate in similar activities?
Attribution and contribution	<ul style="list-style-type: none"> • Is there anyone doing similar work in the area you live? • Which other institutions or organizations do you think have contributed to the changes you are experiencing? If so, what's their contribution?
Duration	<ul style="list-style-type: none"> • How long do you think the changes you experience will last? For example, do you think these changes will continue after 2 years?
General feedback	<ul style="list-style-type: none"> • What can be done to improve KODA's work?

Teachers following communication on WhatsApp group/ working with participating teachers	
Topic	Questions
About participation	<ul style="list-style-type: none"> • How did you encounter KODA? • How did you follow the activities/communication channels? • Did you participate in any KODA activities that you got informed about? If not, why? • Why did you prefer WhatsApp communication? How often often did you follow the group communication? • What was your motivation/expectations?
Change	<ul style="list-style-type: none"> • What changes did you experience as a result of following the KODA activities? Has anything changed in your private, social or professional life? Any attitude? Is there anything you started doing differently? • Have you experienced anything unexpected as a result of your participation in KODA's activities? • Were all the changes you experienced positive? Did you experience anything negative? • What happened as a result of this change? What happened then? How have these changes affected you? • What could be the indicator of this change?

Other stakeholders	<ul style="list-style-type: none"> In your opinion, have other people and institutions been affected by KODA's activities?
Deadweight	<ul style="list-style-type: none"> What would happen if you did not participate in these activities? If not "Teachers Communities", would you have any other opportunity to participate in similar activities?
Attribution and contribution	<ul style="list-style-type: none"> Is there anyone doing similar work in the area you live? Which other institutions or organizations do you think have contributed to the changes you are experiencing? If so, what's their contribution?
Duration	<ul style="list-style-type: none"> How long do you think the changes you experience will last? For example, do you think these changes will continue after 2 years?
General feedback	<ul style="list-style-type: none"> What can be done to improve KODA's work?

Teachers working with participating teachers/volunteer teachers	
Topic	Questions
About participation	<ul style="list-style-type: none"> Are you familiar with KODA activities? If yes, why you decided not to participate in the activities?
Change	<ul style="list-style-type: none"> In your opinion, were the participating teachers and students affected by the KODA's activities? Have you observed any changes in schools, in teachers or in yourself as a result of the KODA activities? If yes, what has changed? Were all the changes you experienced positive? Did you experience anything negative? What happened as a result of this change? What happened then? How have these changes affected you? Depending on the flow of the conversation: What could be the indicator of this change?
Other stakeholders	<ul style="list-style-type: none"> In your opinion, have other people and institutions been affected by KODA's activities?
Deadweight	<ul style="list-style-type: none"> If not "Teachers Communities", would you have any other opportunity to participate in similar activities?
Attribution and contribution	<ul style="list-style-type: none"> Is there anyone doing similar work in the area you live? Which other institutions or organizations do you think have contributed to the changes you are experiencing? If so, what's their contribution?

Duration	<ul style="list-style-type: none"> How long do you think the changes you experience will last? For example, do you think these changes will continue after 2 years?
General feedback	<ul style="list-style-type: none"> What can be done to improve KODA's work?

KODA Staff/Mentors/Trainers	
Topic	Questions
About participation	<ul style="list-style-type: none"> What was your role in the Teachers Communities? What kind of activities did you coordinate/implement?
Change	<ul style="list-style-type: none"> What are the changes you have observed as a result of participation in Teachers Communities? In teachers? Volunteer? Trainers? Colleagues? Other stakeholders? Children? Families? Others? What kind of changes have you experienced after participating in Teachers Communities activities? Has anything changed in your private life, social life, professional life after your participation in activities? What are these? Is there anything you started doing differently since your involvement in the activities? Have you experienced anything unexpected as a result of your participation in KODA's activities? Were all the changes you experienced positive? Did you experience anything negative? What happened as a result of this change? What happened then? How have these changes affected you? What could be the indicator of this change?
Other stakeholders	<ul style="list-style-type: none"> In your opinion, have other people and institutions been affected by KODA's activities?
Deadweight	<ul style="list-style-type: none"> If not "Teachers Communities", would you have any other opportunity to participate in similar activities?
Attribution and contribution	<ul style="list-style-type: none"> Is there anyone doing similar work in the area you live? Which other institutions or organizations do you think have contributed to the changes you are experiencing? If so, what's their contribution?
Duration	<ul style="list-style-type: none"> How long do you think the changes you experience will last? For example, do you think these changes will continue after 2 years?
General feedback	<ul style="list-style-type: none"> What can be done to improve KODA's work?

Annex 2. Participating Teacher Questionnaire

Q1

Hi,

As Koç University Social Impact Forum, we are conducting the social impact measurement and evaluation of the activities carried out within the scope of Teachers Communities in Diyarbakır and Şanlıurfa/Harran provinces between October 2019 and June 2020 by KODA.

Social impact assessment will help us improve further activities within the Teachers Communities and understand how we can make them more beneficial for participating teachers.

Therefore, it is very valuable for us that you fill out the questionnaire. This survey aims to understand the changes experienced by teachers participating in the activities of Teacher Communities and to measure the scale and amount of these changes. The changes we are asking about are the ones that KODA aims to achieve with its activities and the changes expressed by the teachers in focus group discussions.

It will take you approximately 25-30 minutes to fill out the questionnaire.

Thank you very much for your support by completing the questionnaire. The data we collect in the survey will be kept anonymous and summarized in the report.

Q2 Name and Surname

Q3 Gender

- Female
- Male
- I do not want to specify

Q4 The province you work

- Şanlıurfa/Harran
- Diyarbakır

Q5 The location of the school where you work

- Hamlet
- Village
- County town
- Province capital city

Q6 Do you have experience in tutoring a multigrade classroom?

- Yes
- No

Q7 For how long have you been actively working as teacher?

- 1-3 years
- 3-6 years
- 6-9 years
- 9-12 years
- More than 12 years

Q8 How many of the 4 face-to-face meetings of the Teachers Communities held between October 2019 and January 2020 did you attend?

- 1
- 2
- 3
- 4

Q9 How many of the 29 online meetings of Teacher Communities have you attended from February to June 2020?

- 1-5
- 6-10
- 11-15
- 16-20
- More than 20

Q10 Have you received mentoring within the Teachers Communities activities ?

- Yes
- No

Q11 Have you participated in the Teachers Communities activities in the 2020 - 2021 term?

- Yes, I participated often
- Yes, I participated a bit
- No, I did not participate

Q12 Below you will see sentences expressing various outcomes. Based on these sentences, rate your situation before and after joining Teacher Societies on a scale of 1 to 10.

Q13 I know creative methods and techniques (gamification, art, etc.) that I can use while teaching.

	Specify on a scale from 1 to 10									
	Extremely well (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 I use creative methods and techniques (gamification, art, etc.) while teaching.

	Specify on the scale from 1 to 10									
	Extremely well (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 While preparing the lesson plan, I determine the needs of the students

	Specify on a scale from 1 to 10									
	Extremely well (10)	9	8	7	6	5	4	3	2	Not at all (1)
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 I enter classes with a plan prepared to meet the needs of the students.

Specify on a scale from 1 to 10

	Extremely well (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17 I can manage the class.

Specify on a scale from 1 to 10

	Extremely well (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 I have teamwork skills.

	Specify on a scale from 1 to 10									
	Extremely good (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19 I can plan for good teamwork.

	Specify on a scale from 1 to 10									
	Extremely well (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 I am curious about effective teaching.

	Specify on the scale from 1 to 10									
	Extremely well (10)	9	8	7	6	5	4	3	2	Not at all (1)
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Before attending Teacher Communities workshops

After attending Teacher Communities workshops

Q21 I am aware of the common problems encountered in rural schools.

Specify on the scale from 1 to 10

	Extremely well (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22 I know examples of best practices that can be solutions to common problems in rural schools.

Specify on the scale from 1 to 10

	Extremely well (10)	9	8	7	6	5	4	3	2	Not at all (1) (10)
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q23 I find solutions to the problems experienced by the school I work for, the students and the local community.

	Specify on the scale from 1 to 10									
	Extremely well (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 Evaluate your attitudes and behaviors towards your students.

Specify on the scale from 1 to 10

	Extremely positive (10)	9	8	7	6	5	4	3	2	Extremely negative (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25 I realize the potential and skills of my students.

Specify on the scale from 1 to 10

	Extremely well (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q26 If you have experienced the changes regarding above statements after attending Teacher Communities meetings, did other people or institutions contribute to this change?

Yes

No

Display This Question:

If Eğer Öğretmen Toplulukları buluşmalarına katıldıktan sonra bu yukarıdaki değişim yaşadığınız, bu... = Evet

Q27 Can you specify the people/institutions other than KODA that you think contributed and express their contribution in %? (For example: 10% of institution X, 5% of institution Y contributed)

Q28 How long do you think the changes you experienced in professional skills will continue?

- 1 year
- 2-3 years
- 4-5 years
- I think the changes I have experienced will continue throughout my professional life.
- Other

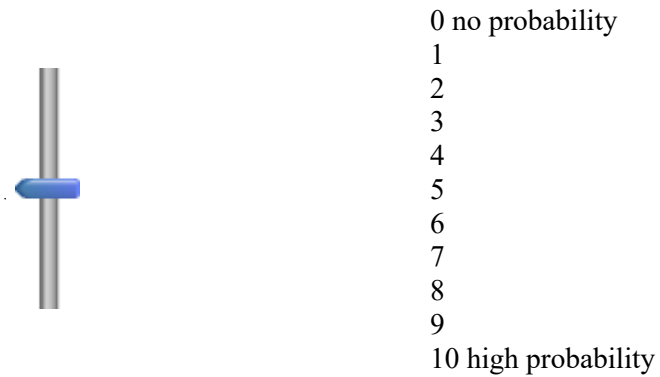
Q29 Do you think you would still experience a change in the field of professional skills if you had not attended the Teacher Communities meetings between October 2019 - June 2020?

- Yes
- No

Display This Question:

If Aşağıdaki değişimler ile ilgili başlıkların sizin için ne kadar önemli olduğunu değerlendiriniz /... = Mesleki Becerileri

Q30 If yes, what would be the odds of experiencing changes in your professional skills without attending the meetups? Please show the degree of this probability by moving the bar in the following pointer.



Q31 Evaluate your communication skills in your professional life.

	Specify on the scale from 1 to 10									
	Extremely well (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q32 I communicate openly and clearly with my students.

	Specify on the scale from 1 to 10									
	Extremely well (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q33 I communicate openly and clearly in my private life.

	Specify on the scale from 1 to 10									
	Extremely well (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q34 I have active listening skills.

	Specify on the scale from 1 to 10									
	Extremely well (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q35 I'm comfortable when speaking in public.

	Specify on the scale from 1 to 10									
	Extremely well (10)	9	8	7	6	5	4	3	2	Not at all (1)
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Before attending Teacher Communities workshops

After attending Teacher Communities workshops

Q36 I clearly express my feelings.

Specify on the scale from 1 to 10

	Extremely well (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q37 If you have experienced the changes regarding above statements after attending Teacher Societies communities, did other people or institutions contribute to this change?

Yes

No

Display This Question:

If Eđer Öğretmen Toplulukları buluşmalarına katıldıktan iletişim alanında deęişim yaşadığınız, bu d... = Evet

Q38 Can you specify the people/institutions other than KODA that you think contributed and express their contribution in %? (For example: 10% of institution X, 5% of institution Y contributed)

Q39 How long do you think the changes you experienced in area of communication will continue?

- 1 year
- 2-3 years
- 4-5 years
- I think the changes I have experienced will continue throughout my professional life.
- Other

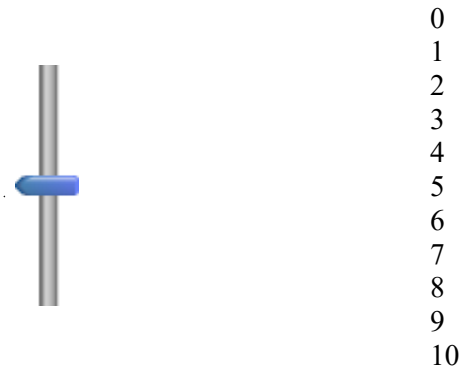
Q40 Do you think you would still experience a change in your communication skills if you had not attended the Teacher Communities meetings between October 2019 - June 2020?

- Yes
- No

Display This Question:

If Ekim 2019 - Haziran 2021 döneminde Öğretmen Toplulukları buluşmalarına katılmasaydınız iletişim b... = Evet

Q41 If yes, what would be the odds of experiencing changes in your communication skills without attending the meetups? Please show the degree of this probability by moving the bar in the following pointer.



Q42 I have a support network.

	Specify on the scale from 1 to 10									
	Extremely well (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q43 I get support from different people and institutions for in-class and out-of-class activities at school.

	Specify on the scale from 1 to 10									
	Extremely good (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q44 As a village teacher, I have the knowledge of various people and institutions that I can get support from.

	Specify on the scale from 1 to 10									
	Extremely good (10)	9	8	7	6	5	4	3	2	Not at all (1)
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q45 I share knowledge and experience with my colleagues.

Specify on the scale from 1 to 10

	Extremely well (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q46 I have leadership skills.

Specify on the scale from 1 to 10

	Extremely good (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q47 If you have experienced the changes regarding above statements after attending Teacher Communities meetings, did other people or institutions contribute to this change?

- Yes
- No

Display This Question:

If Eğer Öğretmen Toplulukları buluşmalarına katıldıktan sonra sosyalleşme/dayanışma alanında değişim... = Evet

Q48 Can you specify the people/institutions other than KODA that you think contributed and express their contribution in %? (For example: 10% of institution X, 5% of institution Y contributed)

Q49 How long do you think the changes you experienced in terms of solidarity/support network will continue?

- 1 year
- 2-3 years
- 4-5 years
- I think the changes I have experienced will continue throughout my professional life.
- Other _____

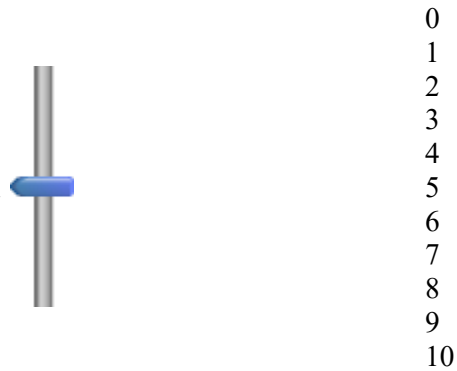
Q50 Do you think you would still experience a change in the field of support network/solidarity if you had not attended the Teacher Communities meetings between October 2019 - June 2020?

- Yes
- No

Display This Question:

If Ekim 2019 - Haziran 2021 döneminde Öğretmen Toplulukları buluşmalarına katılmasaydınız sosyalleşm... = Evet

Q51 If yes, what would be the odds of experiencing changes in support network/solidarity without attending the meetups? Please show the degree of this probability by moving the bar in the following pointer.



Q52 Evaluate how good you feel, your well-being.

	Specify on the scale from 1 to 10									
	Extremely good (10)	9	8	7	6	5	4	3	2	Extremely bad (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q53 As a teacher in the countryside, I feel lonely.

	Specify on the scale from 1 to 10									
	I don't feel lonely at all (10)	9	8	7	6	5	4	3	2	I feel very lonely(1)
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q54 I'm motivated to teach in the rural school.

	Specify on the scale from 1 to 10									
	Extremely high (10)	9	8	7	6	5	4	3	2	Extremely low (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q55 Assess your personal and professional self-confidence.

	Specify on the scale from 1 to 10									
	Extremely high (10)	9	8	7	6	5	4	3	2	Extremely low (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q56 Have you encountered any negative approach by the school administration, other teachers or the National Education Directorates where you work?

	Specify on the scale from 1 to 10									
	I haven't experienced any problems (10)	9	8	7	6	5	4	3	2	I have experienced a lot of problems (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q57 If you have experienced the changes regarding above statements after attending Teacher Communities meetings, did other people or institutions contribute to this change?

- Yes
- No

Display This Question:

If Eđer Öğretmen Toplulukları buluşmalarına katıldıktan sonra iyi olma ile ilgili deęişim yaşadıysan... = Evet

Q58 Can you specify the people/institutions other than KODA that you think contributed and express their contribution in %? (For example: 10% of institution X, 5% of institution Y contributed)

Q59 How long do you think the changes you experienced in terms of your good mood/motivation will continue?

- 1 year
- 2-3 years
- 4-5 years
- I think the changes I have experienced will continue throughout my professional life.
- Other _____

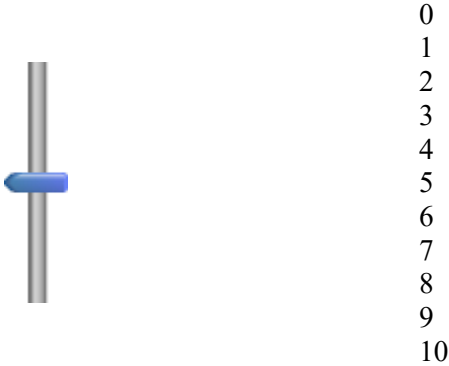
Q60 Do you think you would still experience a change in good mood/motivation if you had not attended the Teacher Communities meetings between October 2019 - June 2020?

- Yes
- No

Display This Question:

If Sınıfı yönetebiliyorum. = Öğretmen Toplulukları buluşmalarına katılmadan önce

Q61 If yes, what would be the odds of experiencing changes in your good mood/motivation without attending the meetups? Please show the degree of this probability by moving the bar in the following pointer.



Q62 Evaluate your thoughts about the place where you work.

	Specify on the scale from 1 to 10									
	Extremely positive (10)	9	8	7	6	5	4	3	2	Extremely negative (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q63 I have detailed information about the place where I work.

	Specify on the scale from 1 to 10									
	Extremely good (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q64 Evaluate your attitude and approach towards parents.

	Specify on the scale from 1 to 10									
	Extremely positive (10)	9	8	7	6	5	4	3	2	Extremely negative (1)
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q65 I communicate with parents of my students.

	Specify on the scale from 1 to 10									
	Extremely well (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q66 Evaluate your attitude and approach towards the people living in the place where you work.

	Specify on the scale from 1 to 10									
	Extremely positive (10)	9	8	7	6	5	4	3	2	Extremely negative (1)
Before attending Teacher Communities workshops (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q67 I communicate with people living in the place where I work.

	Specify on the scale from 1 to 10									
	Extremely good (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q68 If you have experienced the changes regarding above statements after attending Teacher Communities meetings, did other people or institutions contribute to this change?

Yes

No

Display This Question:

If Ekim 2019 - Haziran 2021 döneminde Öğretmen Toplulukları buluşmalarına katılsaydınız empati/duy... = Evet

Q69 Can you specify the people/institutions other than KODA that you think contributed and express their contribution in %? (For example: 10% of institution X, 5% of institution Y contributed)

Q70 How long do you think the changes you experienced in the are of empathy/understanding the local context will continue?

- 1 year
- 2-3 years
- 4-5 years
- I think the changes I have experienced will continue throughout my professional life.
- Other

Q71Do you think you would still experience a change in the area of empathy/better understanding the local context if you had not attended the Teacher Societies meetings between October 2019 - June 2020?

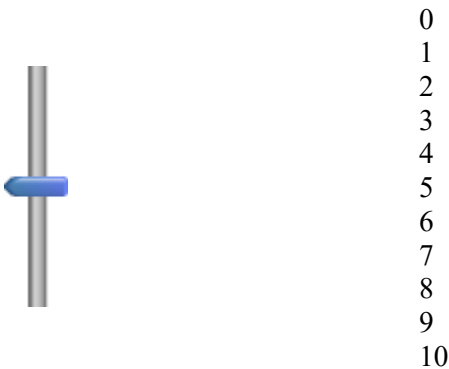
- Yes (1)
- No (2)

Display This Question:

If Ekim 2019 - Haziran 2021 döneminde Öğretmen Toplulukları buluşmalarına katılmasaydınız empati/duy... = Evet

Q72

If yes, what would be the odds of experiencing changes in empathy/understanding the local context without attending the meetups? Please show the degree of this probability by moving the bar in the following pointer.



Q73 Evaluate your students' active participation in the lessons.

Specify on the scale from 1 to 10

	Extremely well (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q74 Evaluate your students' attendance.

Specify on the scale from 1 to 10

	Extremely good (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q75 Evaluate your students' self-expression skills.

Specify on the scale from 1 to 10

	Extremely good (10)	9	8	7	6	5	4	3	2	Not at all (1)
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q76 Evaluate the academic success of your students.

	Specify on the scale from 1 to 10									
	Extremely good (10)	9	8	7	6	5	4	3	2	Not at all (1)
Before attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After attending Teacher Communities workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q77 If you have observed the above changes in your students after your participation in Teacher Communities meetings, did other people or institutions contribute to this changes?

- Yes
- No

Display This Question:

If Eğer Öğretmen Toplulukları buluşmalarına katıldıktan sonra bu yukarıdaki değişimler öğrenci özeli... = Evet

Q78 Can you specify the people/institutions other than KODA that you think contributed and express their contribution in %? (For example: 10% of institution X, 5% of institution Y contributed)

Q79 Evaluate how important the changes to below outcomes are for you / give a score between 1-10. (1 not important at all – 10 most important)

	1 - not important at all/ 10 - most important									
	1	2	3	4	5	6	7	8	9	10
Professional skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support network/solidarity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased mood/motivation to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>