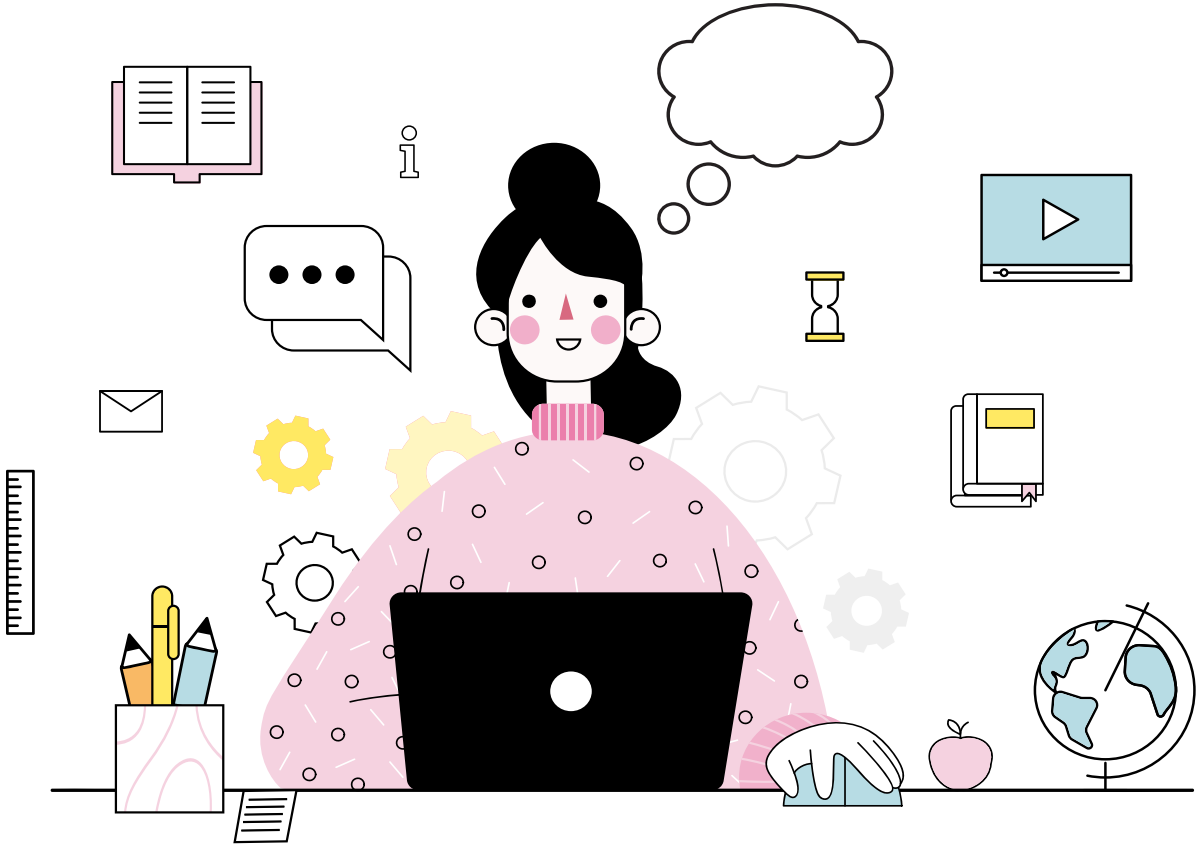


MY FUTURE

My Sister

TRAINING PROGRAM

MONITORING & EVALUATION REPORT AUGUST, 2021



ÖĞRETMEN
AKADEMİSİ
VAKFI

habitat

THE
Coca-Cola
COMPANY

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INTRODUCTION

My Future My Sister Program aims to change the knowledge, skills and attitudes of the middle school and high school teachers and administrators working in the schools and institutions affiliated to the Ministry of Education, regarding **Development-Oriented Thinking, Resilience, Bias - Stereotypes - Discrimination, Cooperation, Cyberbullying, and Technology & Education.**

As a result of the implementation of My Future My Sister Training Program at schools; the students' awareness on their potential will increase while they learn that different segments of the society can coexist peacefully and understand the individual and social benefits of collaboration. They will also gain knowledge and skills on technological literacy through their teachers.

With the 2020 - 2021 project term in the wake of COVID-19 pandemic which had a huge impact in Turkey and on a global scale, My Future My Sister Training Program was conducted online including the trainings, mentorship sessions and the Ideathon.

782 teachers participated in the training evaluation survey conducted under the training and evaluation efforts. A focus group interview was conducted with 6 teachers after the training process to receive feedbacks on the Ideathon and measure its social impact.

Based on the training evaluation data, participant teachers expressed that the training had major contributions to their professional and personal development. Teachers expressed that the training helped them eliminate their unintentional biases and stereotypes and that the knowledge and skills gained during the training are applicable in their classes.

Mentorship sessions were facilitated within the 2020 - 2021 project term under My Future My Sister Training Program. Through mentorship meetings, mentors provided their knowledge, skills and experience to contribute to the professional and personal development of teachers through a mutually interactive learning - teaching process. The planning and feedback cycle also ensured effective implementation of the project.

At the end of the training program, teachers teamed up with students to create solutions to problems at the Ideathon. An online focus group work was conducted with six teachers who attended the Ideathon to receive their feedbacks regarding its planning and organization and measure the social impact of this solution camp under the monitoring and evaluation process. Based on the transcription and analysis of these efforts, the Ideathon had a positive impact of the communication of teachers with their students and colleagues. Teachers who participated in the focus group survey expressed that participation in the Ideathon helped them gain skills in projects and teamwork, resilience, web 2.0 tools and other major project takeaways and increase their awareness on prevention of social biases and stereotypes.

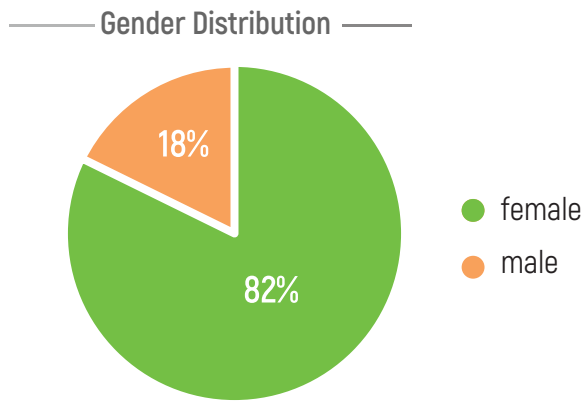
At Teachers Academy Association, we are very pleased to be among the stakeholders of a major project that addresses a basic social requirement and was implemented successfully despite the challenges imposed by the COVID-19 pandemic. We would like to share the requests and expectations of the teachers who participated in My Future My Sister Training Program. We think that it is very important to help teachers and their students reach and increase awareness on prevention of biases, stereotypes and discrimination. We wish that the target audience of the project will expand and its social impact will increase even more.

EVALUATION RESULTS

1. Demographic Findings

1.1. Gender Distribution of the Participants

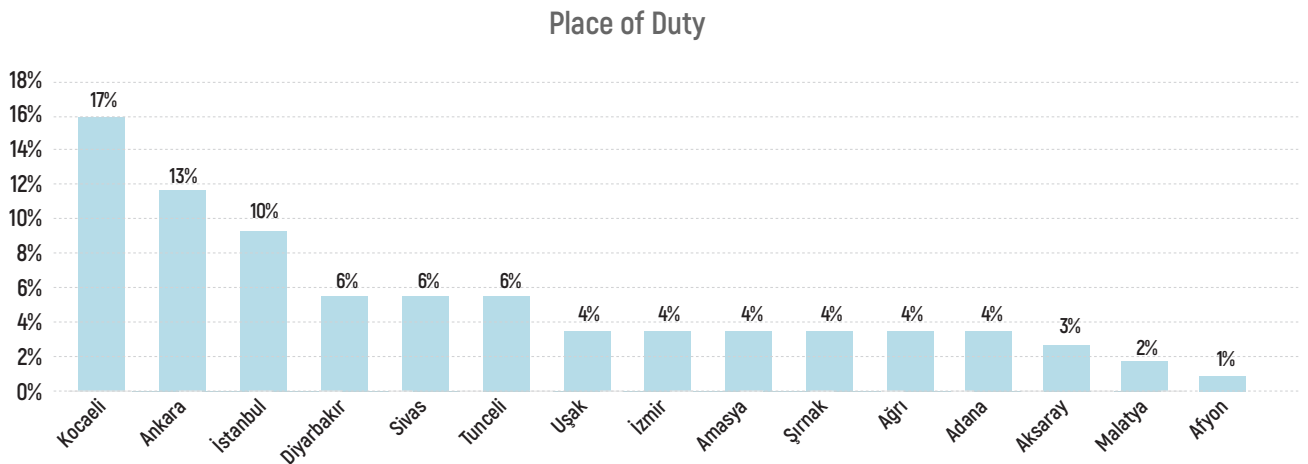
Yarınım Kız Kardeşim Eğitim Programı katılımcıların %82'sini kadın öğretmenler oluştururken %18'ini erkek öğretmenler oluşturmaktadır. Eğitime katılan öğretmenlerin cinsiyetlerine göre dağılımını gösteren grafik aşağıda sunulmuştur.



Graph 1: Gender Distribution of the Participants

1.2. Distribution of the Participants by Place of Duty

Participants of My Future My Sister Program included teachers from 81 provinces of Turkey. Percentage shares of 15 top provinces of 782 teachers who participated in the training evaluation survey are shown in the graph below.

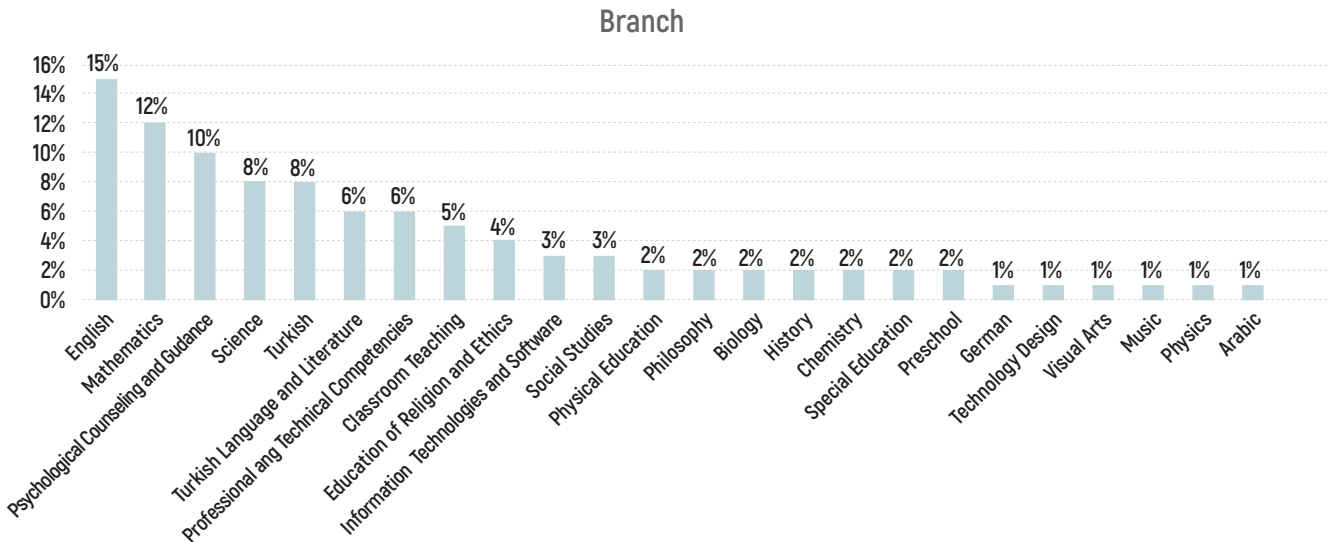


Graph 2: Distribution of the Participants by Place of Duty

The highest rate of participation to My Sister My Future Program was from the province of Kocaeli from which 129 teachers participated, was followed by Ankara with 13% and 105 teachers. The third highest rate was Istanbul with 10% and 78 teachers. Diyarbakır, Sivas and Tunceli were other high-percentage provinces with the same percentage share. Other nine high-percentage provinces included Uşak, İzmir, Amasya, Şırnak, Ağrı, Adana, Aksaray, Malatya and Afyon.

1.3. Subject Distribution of the Participants

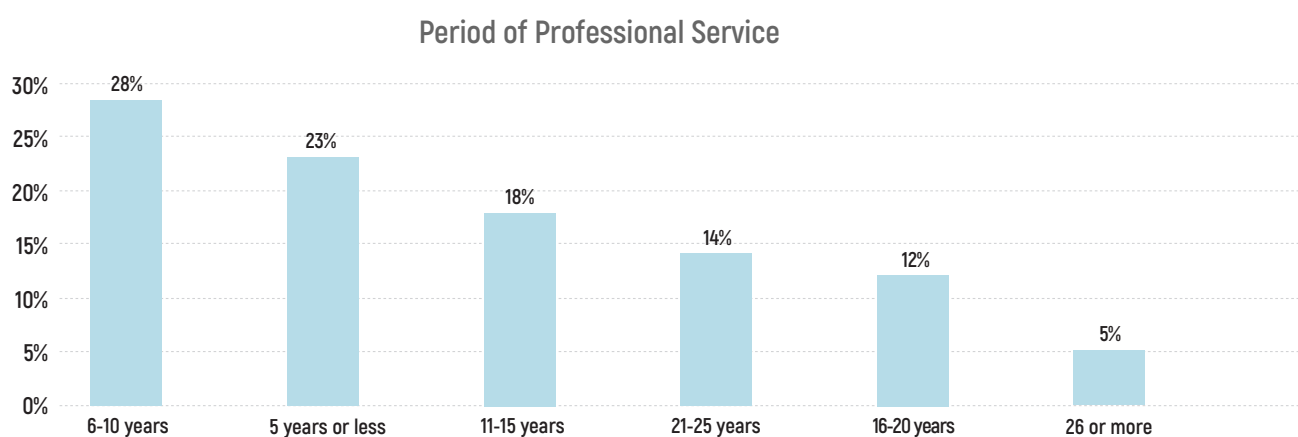
The target audience of My Future My Sister Program includes middle and high school teachers from all subjects. In line with this, teachers who participated in the training program and the evaluation survey are from a diverse list of subjects. Based on the training evaluation survey, 15% of the participants were English teachers. The 2nd highest subject was Mathematics with 12% and 90 teachers. The 3rd highest subject were Sciences and Turkish with 8%. The subject distribution of the teachers who participated in the training is shown in the following graph.



Graph 3: Subject Distribution of the Participants

14. Distribution of the Participants according to Period of Professional Service

Examining in terms of period of professional service, 28% of the participant teachers have been in service for “6-10 years”. This is followed by teachers in service for “5 years or less” with 23%. The sum of these two groups constitutes more than half of all the participants. Teachers in service for “11-15 years” constitute 18% of the participants. The professional service distribution is provided in the following graph.

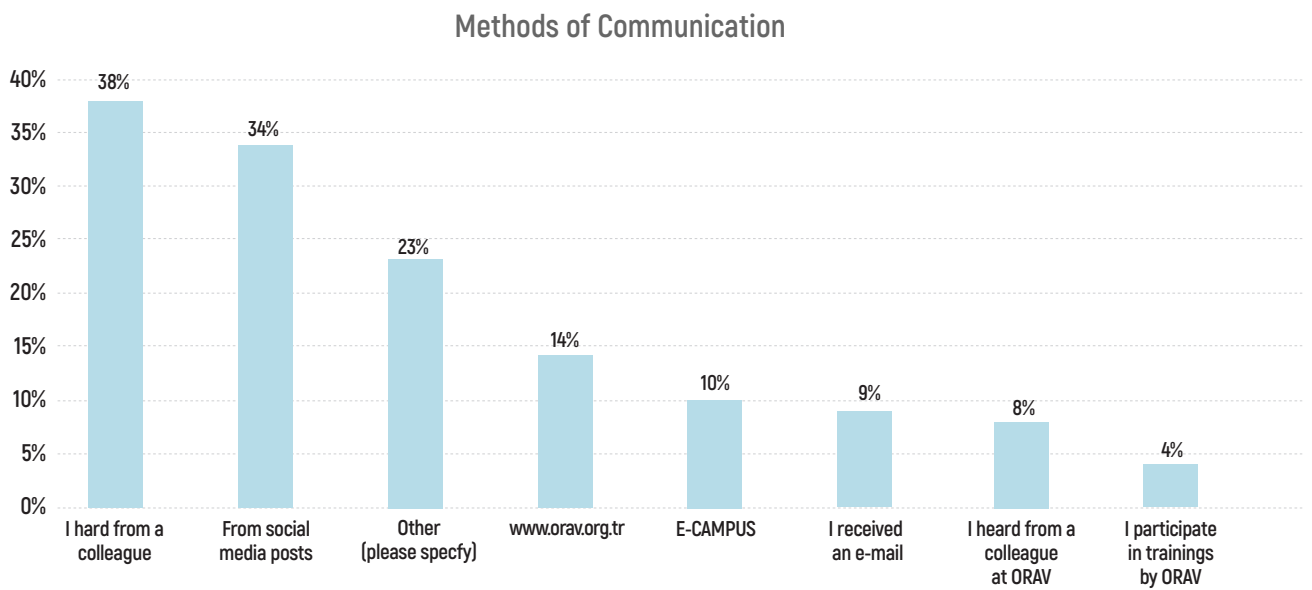


Graph 4: Distribution of the Participants according to Period of Professional Service

2. Methods of Communication for Teachers

We asked teachers how they were informed on My Future My Sister Training Program. 40% of the teachers responded that they were informed by a colleague. This confirms that online professional and personal development trainings help teachers keep in contact with their colleagues during the pandemic. The second highest-rated item in the list is social media posts. 34% of the participants of the evaluation survey responded that they were informed by social media posts.

The "Other" category has a significant 23% share. The responses under this category include instant messaging, searching and communication platforms like WhatsApp and Telegram as a means to be informed on My Future My Sister Program. Percentage shares of methods of communication are provided in the graph below.



Graph 5: Methods of Communication

3. Training Evaluation


Participant teachers evaluated My Future My Sister Training Program at 2 levels: Initially, the evaluations of the participants on the program were collected under 21 categories. The responses were rated from 1- Poor to 5- Very Good. Participant teachers also evaluated My Future My Sister Program in terms of the main topics of the program including resilience, bias - stereotypes - discrimination and cyberbullying.

YKK_Sunum_0612...

TEKNOLOJİ ENTEGRASYONU

ÖĞRETİM AKADEMİSİ VAKFI

Teknoloji entegrasyonu, **bir öğrenme problemini çözmek üzere** teknolojik araçların öğrenme/öğretme sürecine nasıl entegre edileceğinin; **planlanması, tasarlanması, uygulanması** ve değerlendirilmesi sürecidir.



Esra Yeniceli 10:33
web 2.0 araçları ile evet

Yurdanur Demirbilek 10:33
grafik çizimi

Züleyha Zengin 10:33
İngilizce- web 2.0 araçları -ölçme değerlendirme

Güler Koç 10:33
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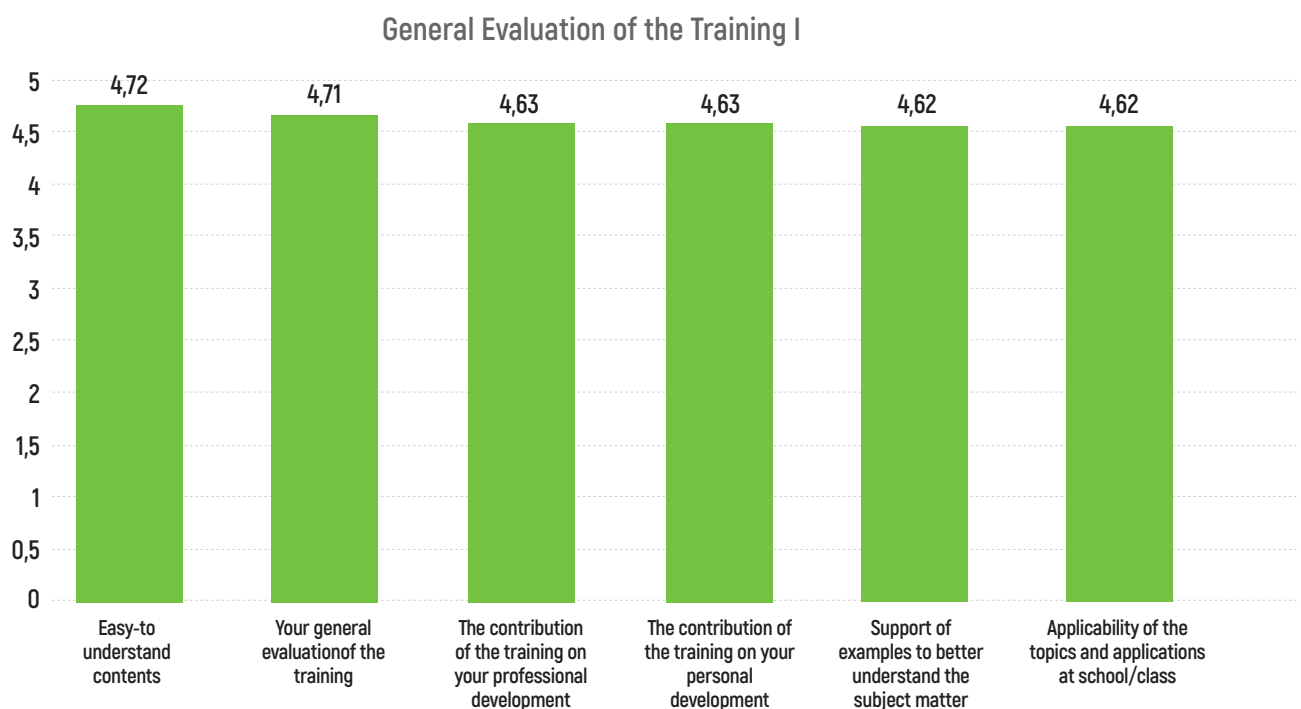
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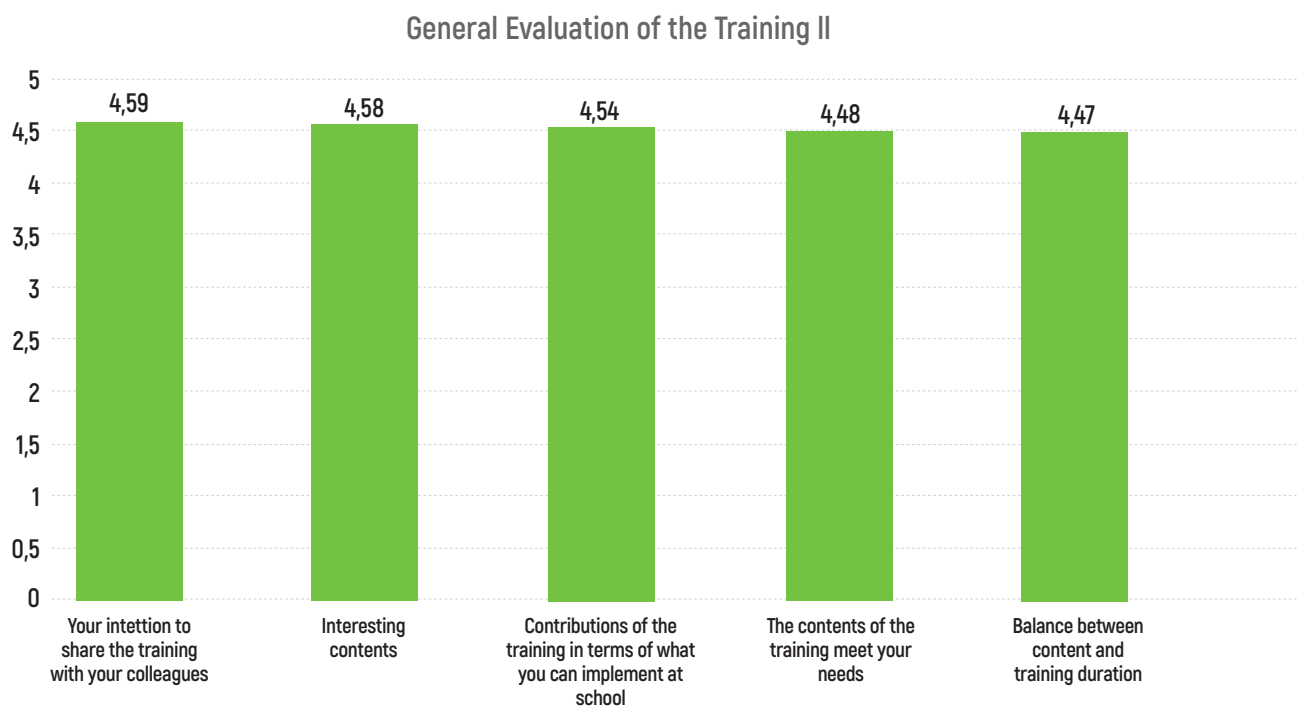
Züleyha Zengin 10:34
oyunlaştırma

3.1. General Evaluation

The scoring by participant teachers on content, time, planning and organization is as high as 4.54 over 5. The highest overall score is 4.72 for the category "Easy-to-understand content". The second highest overall score is 4.71 for the category "General evaluation of the training". The category "Contributions of the training on personal and professional development" is measured at 4.63. Participant teachers scored "Support of examples to better understand the subject matter" and "Applicability of the content at school/class" at 4.62. They find the examples helpful to support the content and evaluate content applicable. Graph 1 of the evaluation is below.



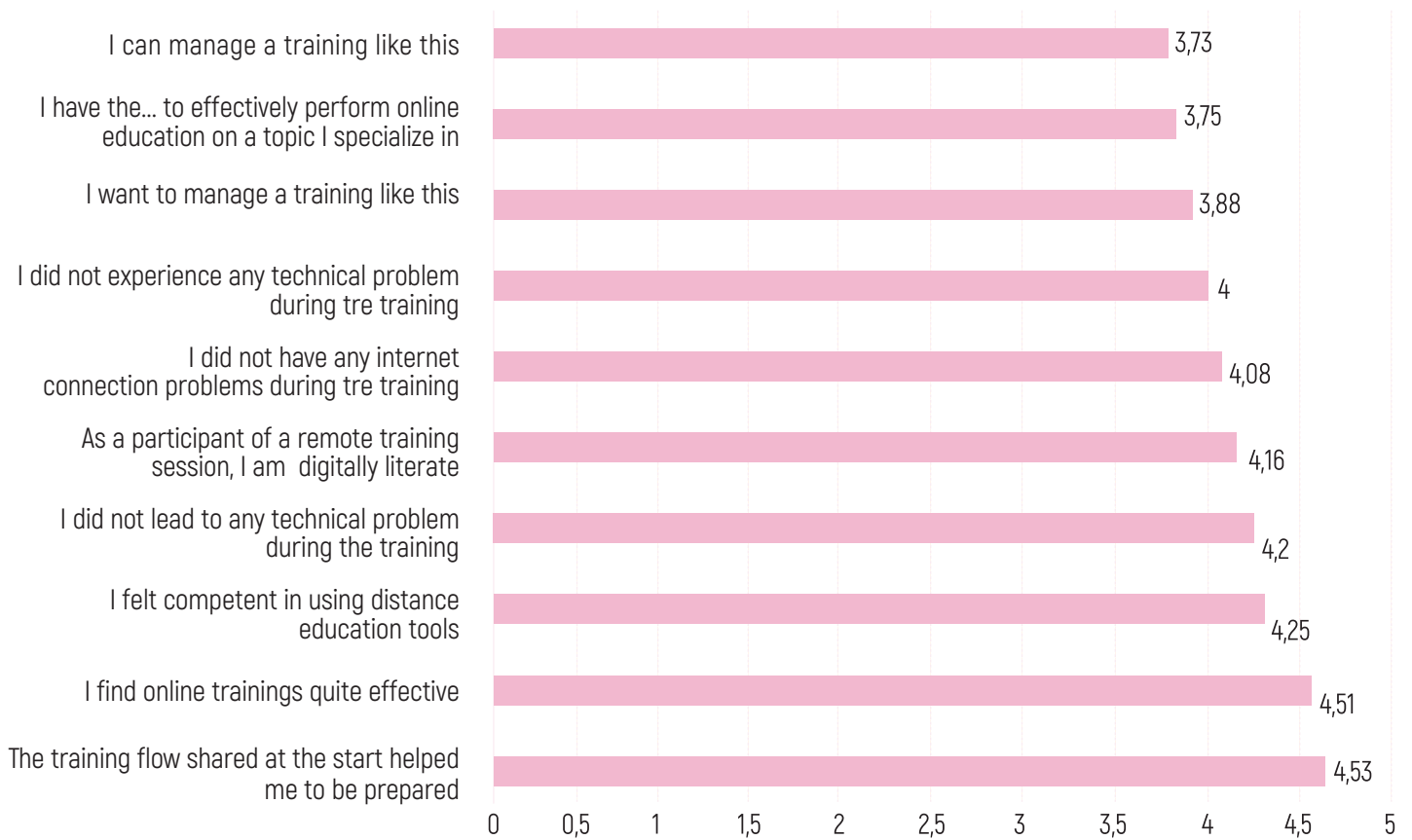
Grafik 6: General Evaluation of the Training I



Graph 7: General Evaluation of the Training II

The graph given above includes the overall statistics on general evaluation of My Future My Sister Training Program. It complements the data in Graph 6. Participant teachers scored **“Your intention to share the training with your colleagues”** at 4.59 over 5 and **“Interesting content”** at 4.58. The teachers were very satisfied with the training and scored **“Contributions of the training in terms of what you can implement at school”** at 4.54; **“The content of the training meet your needs”** at 4.48; and finally **“Balance between content and training duration”** at 4.47.

General Evaluation of the Training III



Graph 8: General Evaluation of the Training III

The graph above includes the evaluations of participant teachers on the remote training process and the general planning and organization of the training program. The participants expressed that they find the presentation at the beginning of the training program helpful and they scored it **4.53** over **5**. The category "I find online trainings to be beneficial" was scored at as high as **4.51** over **5**. Similarly, the participants scored "I felt qualified in using remote education tools" at **4.25** over **5**. The statistics on this evaluation category are given in Graph 8 in detail.



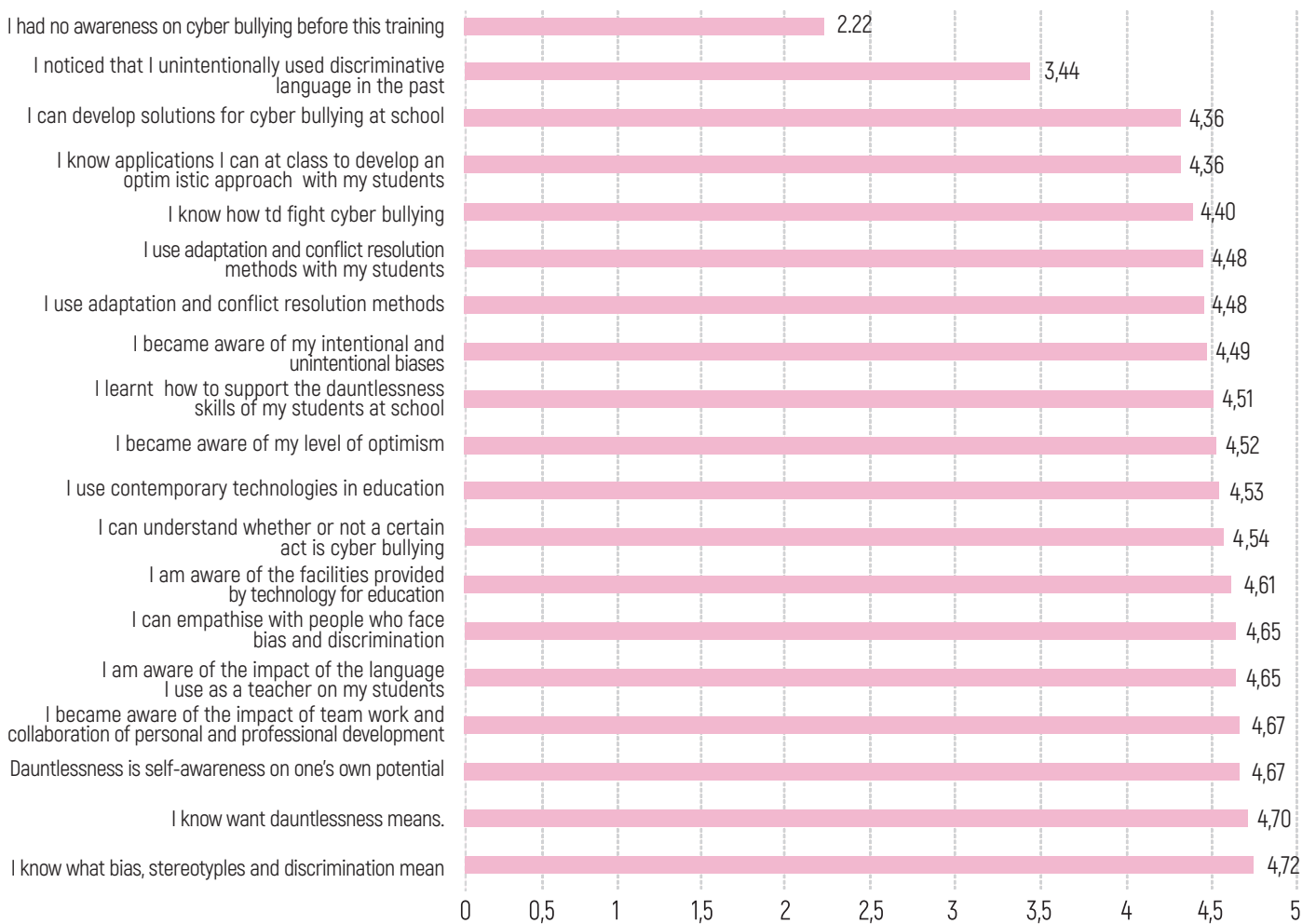
Ekran Paylaşımı

3.2. Program Takeaways

My Future My Sister Program aims to change the knowledge, skills and attitudes of teachers at middle and high schools affiliated to the Ministry of Education, regarding Development-Oriented Thinking, Resilience, Bias - Stereotypes - Discrimination, Cooperation, Cyberbullying, and Technology & Education.

The objective of the program is to have students gain the knowledge, attitudes and skills related to realizing their own potentials and creating a meaningful set of values, and the possibility of living together in peace with the diversities in the society through their teachers. Another objective is to make them aware of the potential individual and social benefits of collaboration, and the vital importance of technological literacy.

Program Kazanımları



Graph 9: Program Takeaways

This section of the research report includes the evaluations of participant teachers on benefits gained by them through the training program and the related data. The graph above shows the evaluations of teachers who participated in My Future My Sister Training Program on the benefits they gained through the program. The category **"I know what bias, stereotypes and discrimination mean"** is scored as high as **4,72** over **5** and it is a clear indicator that the training has reached its objective. In general, the evaluations of participant teachers on the benefits they gained match the objectives of the training program. **"I know what resilience means"** was scored at **4,7** over **5**. **"I am aware of the impact of the language I use as a teacher on my students"** and **"I am aware of the facilities provided by technology for education"** were both scored at **4,65** over **5**. **I became aware of my level of optimism; I learnt how to support the resilience skills of my students at school** were scored at **4,52** and **I became aware of my intentional and unintentional biases**, which directly reflects the takeaways, was scored at **4,51**. **"I had no awareness on cyberbullying before this training"** was scored at **2,22**, which shows that the participant teacher profile had a high level of awareness.

3.3. Impact of the Training Program on Teachers

The open-ended questions **“What can this training change about you? For example, what will you do differently after this training?”** were asked to determine the social impact of My Future My Sister Training Program on the participant teachers. The general opinion of the teachers is that the training had a positive impact on their professional and personal development. Below are some direct quotes from the responses of teachers to these questions:

- “I will be focusing on being inclusive, team work, patience and resilience. I want to share the benefits of seizing the day and being on the road with my students and colleagues. I will make use of the benefits in my classes and try to manage the process calmly and peacefully.”
- “I think that teachers working with a team spirit will be very helpful for the students and they will be able to support the purpose of education. After this training, I will be focusing on supporting team spirit among the students.”
- “I noticed that I might have personal biases. I will make sure that I will not judge my students only by considering my personal knowledge. I used to prefer effort over intellect, but I will do more to make students notice ‘the power of the moment.’”
- “I will be more inclusive, more understanding. I will make more use of Web 2.0 tools in my classes. I will not be disappointed by negative aspects. I will improve myself for my future.”
- “I will try to make people understand the value of focusing on the process and effort in education. I will try harder to make use of various methods to ensure active engagement in my classes.”
- “I will try to avoid use of discriminatory language with my students. I will focus on the effort, not the result. I plan to educate my students on cyberbullying.”
- “I will use an unbiased language with a positive impact on the learning process.”
- “I will talk about cyberbullying, even if not under the training benefits.”
- “I understand that I should avoid biases and stereotypes against my students and that focusing on improvement will make me better.”
- “I will focus more on cooperation. I already made some projects, but I will use any conflict between my students to improve them rather than trying to prevent them.”
- “I will make short presentations at my classes using the visuals I got from you on resilience, collaboration and cyberbullying.”
- “I will be more sensitive about biases, focus on attitude rather than talent, team work and how to manage conflicts in a positive manner.”

4. Feedbacks on the Training Program

At the end of My Future My Sister Training Program, two open-ended questions were asked in the evaluation survey to receive feedback and improve the training program in the future in terms of content and organization: **1) What would you include in this training or make differently? 2) Do you have any feedback on ÖRAV or the training program other than these evaluations?** The responses to both questions show that the training program meets the needs of the teachers in terms of personal and professional development. Below are some direct quotes from the responses:

A. What would you include in this training or make differently?

- "This is my first training at ÖRAV and I think it is satisfactory in terms of the topics. An active group means more interaction, which is very good. Thank you."
- "I think more details on solving cyberbullying issues at school would be helpful, a game on types of people about collaboration can be fun, and voluntary teachers can choose a character to come up with a sentence which reflects the character."
- "More examples and problems during the presentations can be helpful, practical examples can be given through class interaction."
- "I would include concrete recommendations on equal opportunities in education. I would discuss how to come up with projects focused on empowerment."
- "I think it helped me a lot about my shortcomings. I find it satisfactory and will not add anything."
- "It was clear, plain, easy to understand, there were no unnecessarily intense events. I find the training meaningful and efficient. If I have to add anything, I would add stories on emotional, situational and response awareness in the section about cyberbullying and conflict management."
- "I would add psychological problems and recommendations on solutions during remote education."
- "I think that the each education day can be shorter, with more days."
- "I would like examples on how teachers can monitor the situation and through which stages in case of cyberbullying."
- "The training was better than I expected. More examples can be better."
- "There is no end to how good, but I really made good use of it. Thank you."
- "I think that the content are more than sufficient."
- "I would include motivating the students for remote education and the differences of students."
- "I wish we could see each other more. Training modules, content and trainers were very good. Thank you for everything."
- "The trainers were very good in all aspects. That is how I would do. It was a great training."

- "Everything was well planned but examples to events at class would be helpful."
- "Thank you for your efforts, participant teachers can develop projects as a social group at all stages and sharing of experiences between them may have an impact."
- "It is a well-planned training, I think nothing was missing. Thank you."
- "I would call people from the Provincial Educational Directorate, so that they would know the teachers better."
- "Everything was as they should be. Examples and content were very good."

B. Do you have any feedbacks on ORAV or the training program other than these evaluations?

- "Thank you for your contributions to teachers who wish to improve themselves. I would like to join all your trainings. There is a lot more to learn."
- "Thank you for supporting our improvement in learning."
- "I will definitely be following your communication. I think that you are a group of people who are effective, up-to-date, and open to criticism and recommendations. Take care."
- "I will be looking for more interaction with you. We should make ORAV more relevant. Thank you for your efforts. I wish to join you as a mentor."
- "This is my first training by ORAV. I reviewed the recorded videos and trainings and I wish to continue. The training helped my professional and personal development. Thank you."
- "Like all other ÖRAV trainings, this one was excellent. There were enough events to motivate teachers at all stages of remote education. Thank you."
- "This is my first training by ÖRAV and it was a very good interactive training. Thank you for your efforts."
- "I would like to be informed about the trainings at all times. I will use eKampus. Thank you for everything."
- "Thank you for the opportunity. We will meet again at new trainings."
- "Thank you for the opportunity to improve ourselves during remote training."
- "The trainers are excellent and I enjoyed each training until now. I would like to attend more workshops, improve myself and help my students more at school and social life."
- "I would like more trainings for middle school, specifically vocational school teachers because students of these schools are usually more disadvantaged. Teachers at these schools really need motivation."

- "Thanks a lot. Education is the future of a country and the main factor to improve quality is teachers. In this sense, training the teachers is a very important issue. What you do is therefore valuable. Despite some audio problems during the second synchronized training, you stayed connected for over 3 hours. I thank you for your efforts. Best regards. I wish to meet you again."
- "Thank you for your efforts. Your continued collaboration with the Ministry of Education will help many teachers to hear the news. This was how I heard about you."
- "This was my first experience and I thank you all for your contributions. I wish to join you again. Thank you."
- "Thank you. You were very good. You were open and well-equipped on the topics."
- "Thank you for everything, I would like to join all your trainings and improve myself to be a teacher who makes a difference."

5. My Future My Sister Ideathon

Participants of My Future My Sister Training Program teamed up with their students and joined the Ideathon on May 25 and 26. They were expected to provide a solution to a problem at the Ideathon. There were certain activities from March to the date of the Ideathon. The timeline of these events is as follows:

- **Tuesday, March 2, 2021: Opening Meeting**
- **Thursday, March 4, 2021: Opening of Social Learning Groups**

A platform was built to help participants of social learning groups to share their experiences and practices with each other. The objective is to ensure that the participants are inspired by these shared experiences. Participants were informed instantly on anything shared by social learning groups through the eMobile application.

- **March 04-12, 2021 Building of Teams**

The teams were established as of the specified date and information on the teams were shared with the social learning groups. Each team consisted of one teacher and maximum five students or two teachers and maximum ten students. However, special education teams were not limited by these numbers.

- **Thursday, March 11, 2021: Design-Oriented Thinking**

Information required to start the training were shared by mentors at the groups.

- **Tuesday, March 23, 2021: Mentor Meetings**

The first mentor meeting was held on March 23, Tuesday, 19:00 and the second mentor meeting was held on April 6, Tuesday, 19:00. Meeting kickoff information was shared by mentors.

- **Tuesday, April 27, 2021: Determination of Group Leaders**

Each team was evaluated among itself. The group leader team was determined with the internal evaluations of the group.

- **May 25-26 Ideathon**

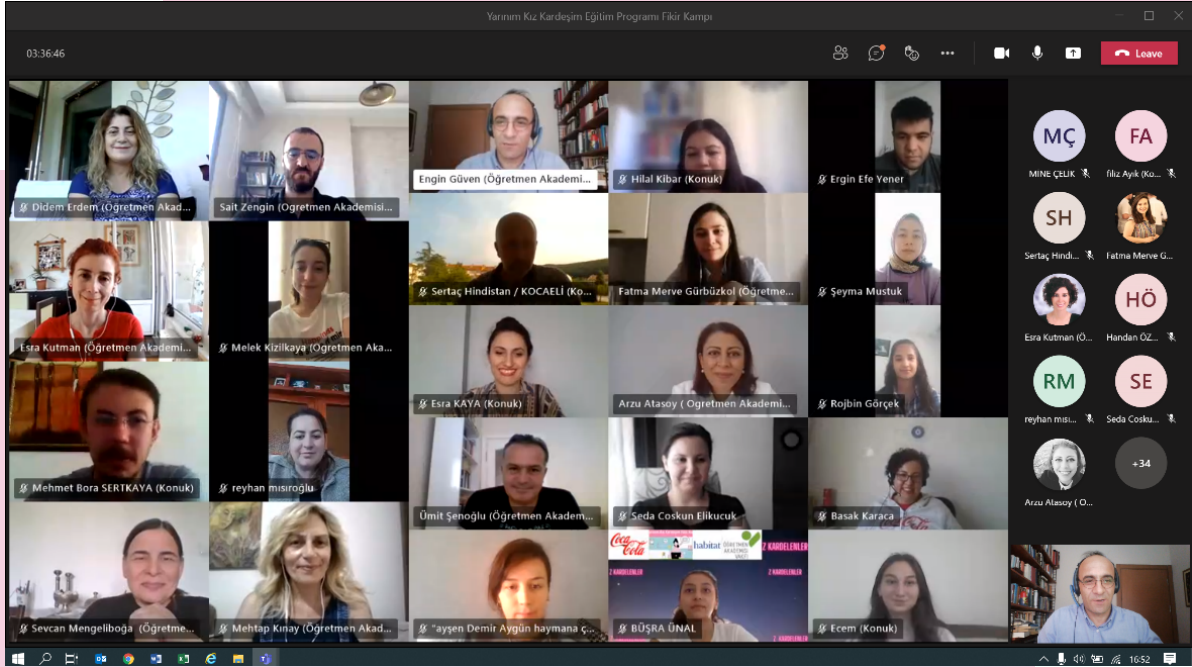
The camp attended by group leader teams lasted for two days. The teams came up with solutions to a problem. The winner was determined after the presentations by the teams.

Under the monitoring and evaluation process for My Future My Sister Training Program, focus group interviews were held with 6 teachers from the Ideathon on June 29, 2021. The objectives of focus group interviews included measuring the social impact of the Ideathon on participant teachers and improve the content and organization of future versions of the Ideathon.

Focus group interviews were made online in 69 minutes. The interviews were around 3 main questions:

- How did joining the Ideathon effect your communication with your students?
- How did joining the Ideathon effect your communication with your colleagues?
- In consideration of the whole process, what would you include or make differently if you had organized the Ideathon?

Online Ideathon focus group interview logs were transcribed. The data were read and classified by theme codes as well as categories based on these codes. Direct quotes made under the analyses were anonymized for ethical conduct.



5.1. Impact of the Ideathon on Teacher - Student Relations

An opinion shared by all participants is that the Ideathon helped them to know their students better. During the preparation phase for the Ideathon, teachers spent more time with their students out of school and got to know them better. They learnt about the social and cultural background of their students and gained an understanding about their socioeconomic background. Serpil, an IT and software teacher in Diyarbakır, expressed the help of the Ideathon for her communication with her students as follows:

"You know that we have 40-minute classes. What happens if we touch the lives of our students through projects? We establish a communication with our students out of the class. We understand the conditions they live in and the challenges they face. We notice small things about them, which we could not see otherwise. I know that some of my students have jobs out of the school. I know that they have a lot of load to carry, especially in rural areas."

5.2. Impact of the Ideathon on Communication Between Colleagues

At the focus group interviews, participants of the Ideathon expressed that being a part of this training program increased the visibility of their school before government institutions including the Provincial Education Directorate and that they encourage their colleagues to take part in similar projects. Feyza, a geography teacher at the university exam preparation class organized by the local government, expressed the impact of the Ideathon on her communication with her colleagues as follows:

"After this, I now understand that we can come up with solutions and do good things. We can try new things. I now have hope rather than despair. Other teachers did not know about this event but we started to tell them, and the administration. They really want to be in touch with Teachers Academy Foundation. How can we come together and do something together? They started to think on this."

5.3. Impact on Psychosocial Strength of Students

In addition to having a positive impact on the communication of teachers with their students and colleagues, the Ideathon also had a direct impact on the lives of students and helped them achieve psychosocial strength and resilience during the challenging conditions triggered by the pandemic. Serpil, an IT and software teacher in Diyarbakır, expressed the impact of the Ideathon on the psychosocial strength of the students as follows:

"Here is the best outcome of working with my girls. They said they were looked down at because they studied at a vocational school. Now they show these certificates to the people who live in their village and talk about the presentation, because they consider it as a contest. They say that they came first. And everyone appreciates them. Vocational school but good. They say it is somehow cool for them. They say they are respected for this. I received very good feedback and I felt very happy on my part."

5.4. Impact on Raising Awareness on Biases and Stereotypes by Teachers and Students

Participants of the focus group interview say that attending the training program and the Ideathon has a two-staged social impact. The teachers express that they gained awareness on avoiding social stereotypes through the training and the events. They also express that they observed positive development of students during the training and the events.

Sedat, a teacher in Diyarbakır, expressed the following about how the training program improved his individual awareness on stereotypes:

"I have seven beautiful older sisters. As someone with seven sisters and who has observed their emotions and moods while growing up, this training meant a lot for me. I was informed on stereotypes about women, faced by all women including the ones in my family."

Hande, a special education teacher in Sakarya, expressed the positive impact of the training and the Ideathon on her students as follows:

"I honestly could not observe how it affected my communication with my student but I can say that participating in this training was a good decision for me based on something he said. When I asked if he helped his parent at home, he said that he wants to help with the dishes. He lives with his grandparents. His grandmother says "you are a boy, you should not do the dishes." I asked my student how he responded. He responded "What does being a boy or a girl have to do with the dishes? I am helping my mother." When I heard this, I thought it was a good idea to participate in the training. He now thinks this way despite his mild autism. I just wanted to mention this."

5.5. Impact on Sustainability

Participants of focus group interviews expressed that their efforts at the Ideathon can be transformed into long-term and sustainable projects. In this sense, they recommended creating an Idea Pool. The teachers think that this Idea Pool can be a guide for future participants and the works developed at the Ideathon can be archived to develop sustainable projects in the future:

"A pool for our projects would be very good. This would help recruit sponsors for projects. After all, it is an Ideathon but some of the people around us and our colleagues we share ideas with asked if this project will be implemented. Our first project is titled Sister, I Am In, Are You? This is a project about how one sister can help another where necessary. Help may come from a sister in the neighborhood, or the building. The support can come in the form of books or tutoring. It is a kind of collaboration between women. We think that all of them are projects which can be implemented and sponsors may be interested in turning ideas developed at the Ideathon into larger projects if we had a pool to list them."

"I support the idea pool. I think it is feasible to develop an idea pool. We can build an online platform for the projects including those by our students. For example, a platform may be helpful for design- thinking. They can share their efforts and their impacts on the platform."

5.6. Impact on Social Focus and Team Work

Participants of the focus group interviews express that the Ideathon made them more inclined to collaboration. They say that sharing responsibility and the resulting sense of trust made them more fulfilled about life. They also expressed that they observed this positive change in attitude in their students, too. Feyza, a geography teacher, expressed the impact of the Ideathon on teamwork skills of her students as follows:

"We understand that even the smallest idea can result in a creative project with sharing ideas and collaboration. For example, we need a PowerPoint presentation and some do not have a PC. Some PCs are old and bulky. Not everyone has access to the same technology. Or they do not have knowledge on technology. Such knowledge was beneficial for all of us. It was nice to see everyone making a contribution. We complemented each other. A student was good at editing. Another was good at presenting. He said "OK, I will do this." Everyone has a unique talent and that is valuable. They felt self-confident about the outcome. Like making a salad. Someone brings this, another brings that. We may think that we have nothing, but when everyone brings something, it is enough for a nice dish. This event was like setting a nice table for me."

5.7. Impact on Local Participation

Participants of focus group interviews expressed that attending the Ideathon had major contributions to preventing stereotypes at the places they live despite the limiting conditions triggered by the COVID-19 pandemic. They expressed that what they did with their students at the Ideathon resulted with a certain level of transformation at the places they live. Sinan, a special education teacher in Kocaeli, expressed the local impact of the Ideathon as follows:

"Our team consisted of 9 girls and 1 boy. That boy was a voluntary member of the group. They won him. He lives in Arslanbey, a district with a closed society. This is a place where men dominate cross-gender relations. Despite the challenges, he managed to spread the ideas of our project. This is a major social impact. We shared this through live casts and his relatives attended, too. Now our school is known by a lot of people."

CONCLUSION & RECOMMENDATIONS

The participants of My Future My Sister Training Program reached 698 teachers in 2020 and 333 teachers in 2021, a total of 1,031 teachers. The evaluation survey for the training program was completed by 782 teachers.

Teachers who participated in the training and evaluation process expressed that the training had major contributions to their professional and personal development. They also expressed that the knowledge, approach and skills gained during the training are applicable in classrooms.

Participant teachers expressed that they gained awareness on social biases, stereotypes and discrimination as a result of the training under this project. They expressed that they will work to help their students gain such awareness in their classes.

Mentorship meetings were organized under My Future My Sister Training Program in 2020 - 2021 term. This resulted with a mutual interaction between the mentors and the participant teachers. Mentor meetings also triggered a high level of motivation through interaction of participant teachers and contributed to the effective implementation of the program.

At the end of My Future My Sister Training Program, teachers teamed up with students to participate in Ideathon in-group evaluation process on May 25 and 26. The teams were expected to develop a solution to a problem using program takeaways. A focus group event was organized with 6 teachers who attended the camp to measure the social impact of the Ideathon under the monitoring and impact evaluation process. Participant teachers expressed that the Ideathon had a positive impact on their communication with their students and colleagues. The teachers and their teams recommended building of an **Idea Pool** which will function as an archive of their efforts under the Ideathon. The **Idea Pool** archive will provide guidance for future efforts and it will be possible to create long-term projects based on these efforts in the future. The focus group activity confirms that the Ideathon has a widespread social impact through teachers, students and the wider segments of the society at a local level.

At Teachers Academy Association, we are very pleased to be among the stakeholders of this project implemented despite the challenges and limitations of the pandemic which had a huge social impact both at the global and the national level. We also would like to share the requests and recommendations of the participant teachers. We think that teachers are very important for the social impact of the project on the students and the wider society through deployment at schools and consequently we wish that this impact will get stronger in the future.

ANNEXES

Examples to Forms To Be Used During the Training Program and the Monitoring Activities

Dear Participants,

We conduct this survey to receive your comments and feedbacks on the training.

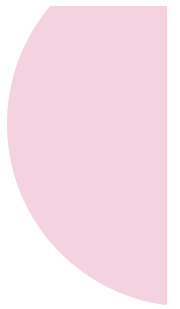
The survey will help us improve our current efforts and develop new ones.

Please do not specify your name.
Thank you for your help by providing clear answers to the questions.

Best regards,

Teachers Academy Foundation





1. Subject

2. Gender

Female

Male

Not Specified

*3. Period of professional service

4. The province you are assigned at

* 5. What would you include in this training or make differently?

* 6. What negative circumstances did you experience related with remote education?

* 7. Please select the best option for you regarding the following statement on a scale from Fully disagree to Fully agree.

	Fully disagree	Disagree	Neither agree nor disagree	Agree	Full agree
I did not experience any technical issues during the training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt qualified in using remote education tools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did not have any technical problems during the training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did not experience any internet connection problems during the training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find online trainings quite effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a participant of a remote training session, I am digitally literate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training flow shared at the beginning helped me to be prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to manage a training like this.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can manage a training like this.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My questions on how to carry out online training were answered in this training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the digital qualifications to effectively perform online education on a topic I specialize in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 8. What can this training change about you? For example, what will you do differently after this training?

* 9. Please select the best option for you regarding the following statement on a scale from Fully disagree to Fully agree.

	1	2	3	4	5
I know what resilience means.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience is self-awareness on one's own potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learnt how to support the resilience skills of my students at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I became aware of my level of optimism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know applications I can use at class to develop an optimistic approach with my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the impact of the language I use as a teacher on my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what bias, stereotypes and discrimination mean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I became aware of my intentional and unintentional biases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can empathize with people who face bias and discrimination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5
I noticed that I unintentionally used discriminative language in the past.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had no awareness on cyberbullying before this training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can understand whether or not a certain act is cyberbullying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to fight cyberbullying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can develop solutions for cyberbullying at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the facilities provided by technology for education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use contemporary technologies in education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I became aware of the impact of teamwork and collaboration of personal and professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know adaptation and conflict resolution methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use adaptation and conflict resolution methods with my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 10. Please select the best option for you regarding the following statement on a scale from Weak to Very Good.

	Zayıf	Geliştirilmeli	Orta	İyi	Çok iyi
The content of the training meets your needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support of examples to better understand the subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Balance between content and training duration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interesting content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy-to-understand content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applicability of the topics and applications at school/class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The contribution of the training on your professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The contribution of the training on your personal development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your intention to share the training with your colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributions of the training in terms of what you can implement at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your general evaluation of the training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. If you have any feedback to ÖRAV or about the training program other than these evaluations, please share them to help us improve our efforts.
Thank you for your contribution.

YKK Ideathon Project Template

THEME

How Can We Ensure That Girls and Women are Stronger and More Visible in Social Life?

This form should be filled and delivered to the mentors before in-group evaluations and the presentations at the Ideathon. The application form should be in Arial 9 format and considering the explanations under each topic. The titles of the evaluations are the projects unique value, method, management and widespread impact.

Project Title:

Project Manager:

Team Members:

School/Institution:

SUMMARY

The summary is expected to be inclusive of the project's unique value, method, management and widespread impact. The summary should be limited to 250 words. This section should be the final section to write.

Project Summary

Keywords:

1. UNIQUE VALUE

1.1. Importance of the Issue, Project's Unique Value

The unique value should be focused on the uniqueness and innovation of the project providing information on which gaps will be closed and how the problem will be solved.

1.2. Purpose and Objectives

The purpose and objectives of the project should be clear, measurable, realistic and achievable within the project timeline.

2. METHOD

Project methods and research techniques (including data collection tools and analysis methods, if any) will be explained. It will be demonstrated that the methods and techniques are suitable to reach the project purpose and objectives.

It is expected that the project will be managed with the Design-Oriented Thinking method. Any preliminary efforts before the project are expected to be presented.



3. PROJECT MANAGEMENT

3.1. Management System: Task, Distribution of Duties and Terms

3.1.1. Work Timeline

The completion dates of the major project tasks will be presented in the "Work Timeline".

WORK TIMELINE (*)

Task No	Name and Targets of Task	To Be Performed By	Time Interval	Contribution to the Project
1				
2				
3				
4				
5				

(*) The lines in the schedule can be expanded and added as necessary.



3.1.2. Tasks

The project consists of tasks with monitorable and measureable objectives. Related tasks are expected to be combined while building the tasks. Task objectives and outputs are clearly specified to ensure monitoring of successful completion of the tasks.

The Task Table below will be created separately for each Task. The table can be expanded based on the number of tasks.

TABLE OF TASKS	
Task No: 1	Task Name:
Task Objective:	
Jobs/Works Under The Tasks:	To Be Performed By*)
1.1. 1.2. 1.3.	1.1. 1.2. 1.3.
Outputs: Information will be provided on intermediary outputs (reports, lists, diagrams, survey forms, interview forms, etc.) which are listed for the Task and clearly indicate that the success criteria will be met. 1.1. 1.2. 1.3.	

(*) Names and roles of people assigned to Tasks/Jobs will be written.



3.2. Risk Management

Possible risks related with the project achievements and measures to be taken in case of such occurrence (Plan B) will be specified and listed in the Risk Management Table below. If the method is to be changed when Plan B is initiated, this will be explained in detail. Tasks for which no risk is not estimated will not be included in this section.

RISK MANAGEMENT TABLE (*)

Task No	Definition of Risk(s)	Measure(s) To Be Taken (Plan B)
1		

(*) The lines in the table can be expanded and added as necessary.

3.3. Research Facilities

Infrastructure/equipment (laboratories, tools, machinery-equipment, etc.) facilities at project schools, institutions and organizations will be specified. Individually-owned facilities can also be listed.

RESEARCH FACILITIES TABLE (*)

Infrastructure/equipment individually owned or available at school (PC, Internet, Printer etc.)	Purpose of Use in Project

(*) The lines in the table can be expanded and added as necessary.





4. WIDESPREAD IMPACT

Estimated outputs in case of successful implementation of the project, activity(s)/product(s)/service(s) regarding the sharing and distribution of these outputs and possible project impacts should be briefly expressed with a short and clear wording.

4.1. Information on Estimated Project Outputs

This section will cover the estimated project outputs. These outputs should be categorized by objectives, built on quantitative indicators and objectives and institution(s) which will use them (if any) should be informed. Realistic timelines should be defined to generate each output.

Type of Output	Required Output(s)	Timeline to Generate the Output
Printed Material (Banner, Poster, Newspaper etc.)		
Social Outputs (Utility Model, Visual/Audio Archive etc.)		

(*) The lines in the table can be expanded and added as necessary.

4.2. Sharing and Distribution of Project Outputs

Meetings, trainings, web sites, blogs and other events for sharing and distribution of project outputs and results with and to relevant stakeholders and possible users are listed in the table below.



PROJECT OUTPUTS SHARING & DISTRIBUTION TABLE (*)

Event Type (Meeting, Training, Web Page, Visual/Audio/Social Media, etc.)	Stakeholder / Possible Users	Event Time and Duration

(*) The lines in the table can be expanded and added as necessary.

4.3. Information on Possible Impacts of the Project

Estimated if the project is completed with success

- Social/cultural impact,
- Economic impact,

Type of Impact	Type of Estimated Impact	Creation of Impact Estimated Time (*)
Social/Cultural impact: <ul style="list-style-type: none"> · Contributions to improvement of the Level of Education, · Contributions to a Social Issue at or around Schools etc. 		
Economic Impact: <ul style="list-style-type: none"> · Possible Impact on Income, · Impact on Employment etc. 		

OTHER ISSUES YOU WISH TO EXPRESS

Data (graph, table, etc.) or information which may contribute to the evaluation of the project recommendations.

MY FUTURE MY SISTER PROJECT

Instruction: Please evaluate the projects you reviewed using the rubric below.

ITEMS						
PROJECT TAG		1	2	3	4	5
1.	Project summary presents the unique value, method and widespread impact of the project.					
TOTAL		5				
UNIQUE VALUE		1	2	3	4	5
1.	Includes innovation.					
2.	The project has a unique value to fill a gap or solve a problem.					
3.	The purpose and objectives of the project are clear, measurable, realistic and achievable within the project timeline.					
TOTAL		15				
TOTAL SCORE FROM THE UNIQUE VALUE SECTION WILL BE MULTIPLIED BY 2.		30				
METHOD		1	2	3	4	5
1.	The project is built based on "Design-Oriented Thinking" steps.					
2.	Methods and techniques suitable for the project purpose and objectives were specified.					
TOTAL		10				



PROJECT MANAGEMENT		1	2	3	4	5
1.	Effective tasks for the purposes of the projects were specified and listed in a realistic work timeline.					
2.	Project purpose tasks had effective contributions to the project.					
3.	Objective and outputs were objectively defined for each task.					
4.	Possible risks related with the project achievements and measures to be taken in case of such occurrence were specified.					
5.	Project facilities (infrastructure, equipment etc.) were listed based on the purpose under the project.					
TOTAL				25		
YAYGIN ETKİ		1	2	3	4	5
1.	Estimated project outputs were categorized by objective and classified based on quantitative indicators and objectives.					
2.	Realistic timelines were defined to generate each output.					
3.	Efficient meetings, trainings and other events were listed for sharing and distribution of project outputs and results with and to relevant stakeholders and possible users.					
4.	Type(s) of project impacts in case of successful implementation of the project were listed with realistic timeline(s).					
TOTAL				20		
TOTAL SCORE FROM THE WIDESPREAD IMPACT SECTION WILL BE MULTIPLIED BY 1.5.				30		
GENERAL SCORE				100		



POINTS OF FACILITATION FOR PROJECT SCORING

1. Sharing evidence on issued specified in the project during project presentation,
2. Providing open, clear and appropriate responses to queries related with the project,
3. Making the presentation based on project scoring rubric,

WHAT TO DO IN CASE OF A TIE IN PROJECT SCORING

1. Evidence on unique value, method, project management and widespread impact will be considered. The project with a higher number and quality of evidence will be added with +1 point.
2. In case of a tie at Item 1, the project with a higher score in "Unique Value" item will be added with +1 point.
3. In case of a tie at Item 2, the project with a higher score in "Widespread Impact" item will be added with +1 point.
4. In case of a tie at Item 3, the project with a higher score in "Project Management" item will be added with +1 point.
5. In case of a tie at Item 4, the project with a higher score in the rubric created by Engin Güven, Teachers Academy Foundation's Project Leader, and Arzu Yüksel, responsible for the project content and training flow, will be added with +1 point.
6. In case of a tie at Item 5, the project winning the drawing of lots will be added with +1 point.

Ideathon Teacher & Student Participation Certificate Examples





Sayın [.....],

29-30 Mayıs 2021 tarihinde gerçekleştirdiğimiz **Yarınım Kız Kardeşim Fikir Kampı**'na katılımınız ve sunduğunuz katkı için içten teşekkür ederiz.

Kız çocukları ve kadınların güçlendirilmesine yönelik öğrencilerinizle birlikte tasarladığınız projenizi ve sunumunuzu, Fikir Kampı'nın «Yaygın Etki» kategorisindeki en başarılı çalışma olarak değerlendirdik.

Tebrik ediyor, farklı eğitim programlarımızda yine birlikte olmayı umuyoruz.

Saygılarımızla,

ÖĞRETMEN
AKADEMİSİ
VAKFI



habitat

İş Birliğinde...

THE
Coca-Cola
COMPANY
Destegiyle...

In-Group Evaluation Participation Certificate Example



School Certificate Example

.....

Sayın **Müdürlüğü,**

Öğretmenlerinizin ve öğrencilerinizin **Yarınım Kız Kardeşim Fikir Kampı**'na katılımını teşvik ettiğiniz ve desteklediğiniz için teşekkür ediyor, iş birliklerimizin yeni projelerde de devam etmesini umuyoruz.

Saygılarımızla,



**ÖĞRETMEN
AKADEMİSİ
VAKFI**

habitat | **THE
Coca-Cola
COMPANY**

İş Birliğinde... Desteğiyle...



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