



TURKEY'S ENGINEER GIRLS PROJECT HIGH SCHOOL PROGRAM MONITORING IMPACT EVALUATION REPORT

SEPTEMBER 2021

This project was implemented with the collaboration of T.R. Ministry of National Education,
T.R. Ministry of Family, Labor and Social Services, LİMAK Foundation and UNDP.



CONTENT

Table of Contents	03
EXECUTIVE SUMMARY	04
PURPOSE AND METHOD	09
1. Conceptual Framework for Career Planning and Gender	10
2. About The Program	11
3. Demographic Data	13
3.1. Teachers	13
3.1. Students	16
4. Impact Analyzes	18
4.1 Training Evaluation Survey	18
5. Impact on Teachers	23
6. Impact on Students	30
CONCLUSION	32
1. Comparison of Face-to-Face and Online Trainings in terms of Efficiency	32
2. Conclusion & Recommendations	35
REFERENCES	37
ANNEXES - Sample Forms Used In Monitoring Procedures	38

List of Graphs

<u>Graph 1:</u> Provinces of Duty	13
<u>Graph 2:</u> Branches of Teachers	14
<u>Graph 3:</u> Gender Distribution of Teachers	15
<u>Graph 4:</u> Years of Professional Experience	15
<u>Graph 5:</u> Provinces Students Live	16
<u>Graph 6:</u> Gender Distribution of Students	17
<u>Graph 7:</u> The Grade Level of Students	17
<u>Graph 8:</u> General Evaluation of the Training I	18
<u>Graph 9:</u> General Evaluation of the Training II	19
<u>Graph 10:</u> Evaluation of Trainers	20
<u>Graph 11:</u> Communication Skills Change Graph	23
<u>Graph 12:</u> Being A Team Change Graph	24
<u>Graph 13:</u> Career Selection Leadership Change Graph	25
<u>Graph 14:</u> Objective Learning Outcomes Change Graph I	26
<u>Graph 15:</u> Objective Learning Outcomes Change Graph II	27
<u>Graph 16:</u> Role-Model Meetings Video Watching Impact Graph	30
<u>Graph 17:</u> Role-model Meetings Video Learning Outcomes	31
<u>Graph 18:</u> Comparison of Training Evaluation	33
<u>Graph 19:</u> Comparison of Expert Trainer Evaluations by Based On Online and Face-to-face Trainings	34

EXECUTIVE SUMMARY

The **Turkey's Engineer Girls Project High School Program** was basically developed to overcome the professional biases of students, parents and teachers through professional guidance and career development, raise their awareness by introducing the profession of engineering, and help to make engineering departments become a choice of female students based on their interests and abilities. Although it mentions specifically female students, the program's target audience covers all students as it focusses on the balance of actors that constitute the society.



With the first Covid-19 detected in Turkey on March 11, 2020, certain measures were taken to prevent the spread of the virus and schools started distance education. Therefore, trainings and mentoring sessions in 2020- 2021 project term were online.

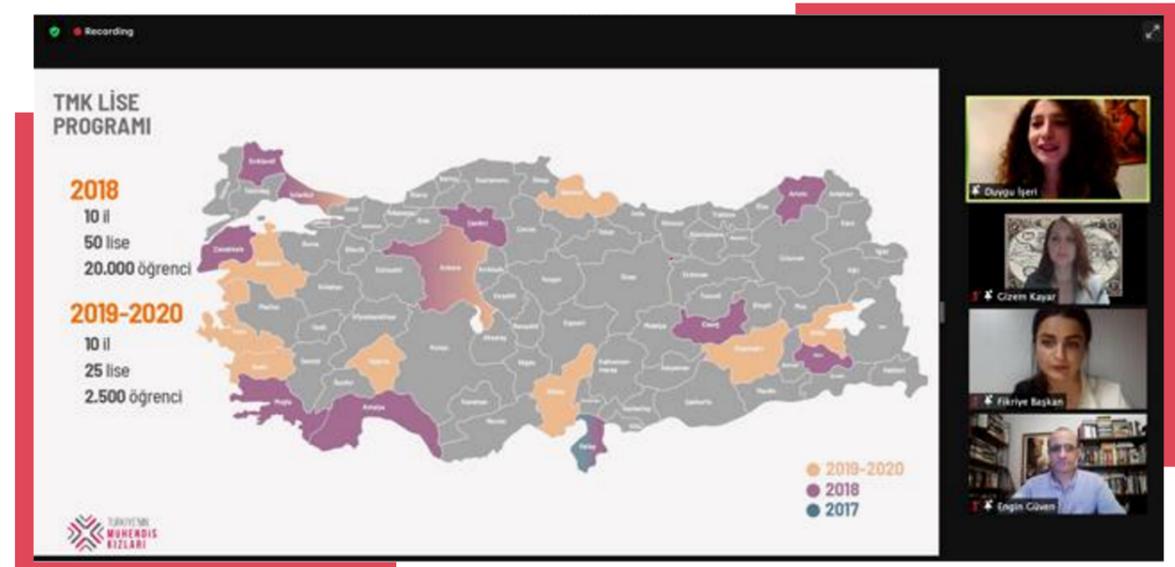
The research methodology implemented in the impact research included significant use of qualitative research techniques. In this sense, a survey was conducted within the frame of the research.

The objective of **Turkey's Engineer Girls Project High School Program** is to reach a larger segment of the society through teachers and prevent biases and stereotypes on "gender suitability" for professions. In this sense, we reached 30,510 students through school counselors who provide consultancy on career planning and personal issues from Psychological Counseling and Guidance and other branches.¹

The participants under the monitoring and impact evaluation efforts included 175 people for the training evaluation survey, **193 people** for teacher preliminary test, **131 people** for final test and **155 people** for role-model meeting video evaluation survey, adding up to **654 people** in total. A total of **162 teachers** attended the trainings.

Student preliminary tests were not conducted due to limitations on reaching high-school students as a result of the COVID-19 pandemic. For evaluation of the impact on students, they were asked to watch 8-minute videos about the experiences of 8 successful female engineers within the scope of role-model meetings and evaluate the videos in terms of contents and learning outcomes. In this context, monitoring and evaluation tools developed and implemented under **Turkey's Engineer Girls Project High School Program** Impact Evaluation Report can be summarized as follows:

- Teacher Preliminary Test
- Training Evaluation Survey
- Role-model Meetings Video Evaluation Survey
- Teacher Final Test



¹ At state schools, a school counselor provides consultancy on career planning and personal issues for 500 students. A branch teacher teaches at three classes with each of them with approximately 30 students. 36 of 175 teachers who participated in Turkey's Engineer Girls Project High School Program Training Evaluation Survey are Psychological Counseling and Guidance teachers. 139 teachers are from other branches.

Primary findings of the research confirm that the most effective and long-term impact of Turkey's Engineer Girls Project High School Program is to produce teachers with high awareness and capable of guiding their students in selecting a profession despite the challenges of the COVID-19 pandemic. Teachers express that this learning process helped them with their personal and professional development and transferred the project learning outcomes and approach regarding taking down stereotypes related with selecting a profession to their students and colleagues.

Teachers expressed satisfaction with the project and the objectives that they face challenges in reaching the students during the pandemic and that face-to-face training would be more effective. However, online training due to the pandemic is scored higher by teachers in terms of content, application, planning and organization as compared to the previous year.

Regarding the social impact of **Turkey's Engineer Girls Project High School Program** as evaluated from the perspective of students, role model meetings provide a limited opportunity for evaluating the project. Role model meetings which brought students and engineer women together before the pandemic was organized online under the current conditions. 8 videos of engineers were made available to the students through teachers. Students participating in the video evaluation survey expresses that they gained extensive knowledge on engineering and realized the importance of internship and social responsibility projects during university education.

Mentorship sessions were organized under this year's **Turkey's Engineer Girls Project High School Program**. This resulted with a mutual interaction between the mentor and the teacher participating in the training program. The mentorship process implemented for the first time this year will have an impact on the professional and personal development of teachers it will help make use of the current human potential and the social capital in line with the objectives of the training program.

Teachers were divided into five groups during the mentorship meetings organized under **Turkey's Engineer Girls Project High School Program**. Two mentors worked with each group. Online meetings of teachers and mentors facilitated monitoring of the program and supported the teachers in terms of motivation. Consequently, teachers had the opportunity to transfer their experiences during the program. Mentorship process also ensured that the teachers were effectively monitored through a file created for in-school applications. Teachers shared their experiences on applications with their mentors. Teachers also supported their colleagues by sharing experiences in social learning groups created on eKampus platform.

TÜRKİYE'NİN MÜHENDİS KIZLARI

TÜRKİYENİN MÜHENDİS KIZLARI PROJESİ
SÖĞÜTLÜ ESETEPE ANADOLU LİSESİ
ROL MODEL BULUŞMASI

Seyma Elvan ÇINARLIĞLU
Makine Mühendisi

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23 NİSAN 2021 SAAT :20.00
zoom : **89134768652**

Emel Kuru
Petrol ve doğal gaz müh.

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TURKIYE'NIN MUHENDIS KIZLARI

PURPOSE AND METHOD

The objective of the monitoring and evaluation tools used for “Turkey's Engineer Girls Project High School Program” implemented by LIMAK FOUNDATION and UNDP in collaboration include collecting demographic data on participant teachers and students and detecting learning methods and needs as well as the change triggered by this program in teachers and students.

Secondary objective of this research are as follows:

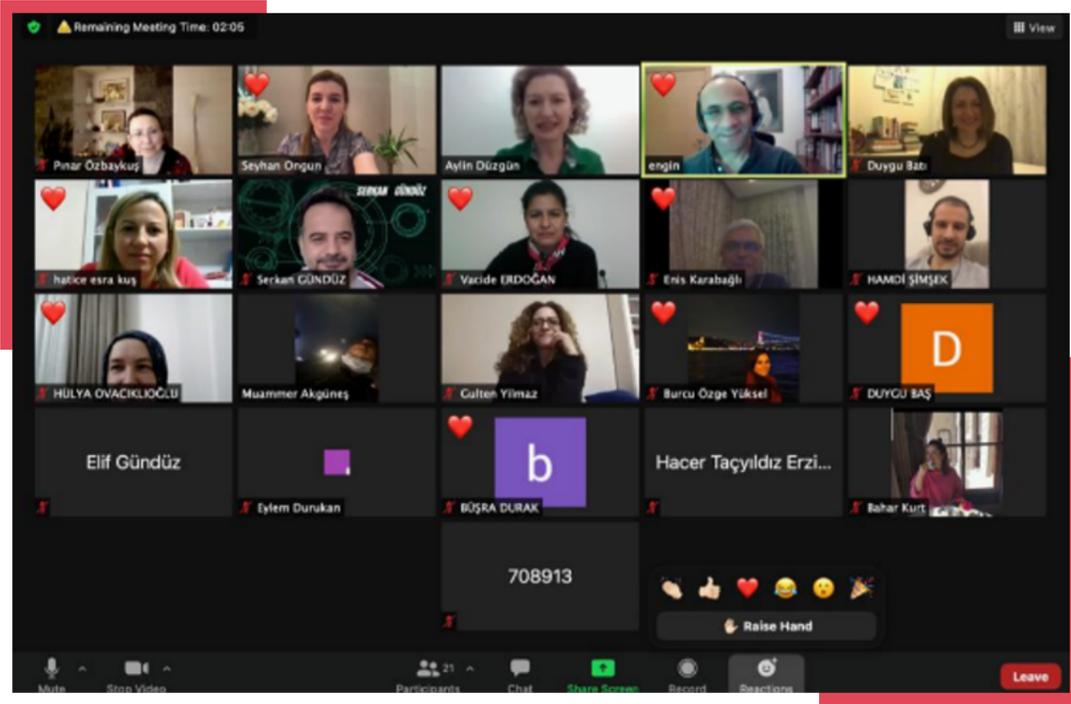
The sampling on teachers and students during 2020-2021 project period consists of 654 sets of data from online the training of trainers, school implementations and role model meetings. Looking at the population and the sample, it is calculated that the population is represented with a 95% confidence interval and an error margin of $\pm 4\%$.

Monitoring and evaluation tools developed and implemented under Turkey's Engineer Girls Project High School Program Impact Evaluation Report can be summarized as follows:

- Teacher Preliminary Test
- Training Evaluation Survey
- Role-model Meetings Video Evaluation Survey
- Teacher Final Test

The data collected with these evaluation tools, participatory observation, interviews and correspondence with teachers and the comments and opinions of project coordinators have been helpful in writing the general framework.

Excel was used for quantitative data analysis and manual coding and direct quotes were used to analyze the responds to open ended questions.



Despite the challenges impose by the global pandemic, ÖRAV is very happy to be among the stakeholders of a project which meets a genuine need and shares the requests and expectations of teachers and students. We think that empowering women and overcoming biases and stereotypes based on gender while selecting a profession are very important. We wish that the target audience of the project will expand and its social impact will increase in healthy days.

1. Conceptual Framework for Career Planning and Gender

Historically, different roles have been attributed to men and women at the workplace based on gender. The projection of this has not been limited to the workplace and certain stereotypes have developed and power discrepancy had occurred in many areas of social life (Frader, 2020). Accordingly, gender roles attributed to individuals regarding consumption patterns, career planning and other elements of culture have a definitive role. Children are born into social structures which have an impact on social and play a part in social and psychological development of individuals including media, law, education, family and economics. This results with them learning and adapting gender-based behavioral patterns within the social structure from early ages. As a result of this, girls and boys choose professions based on these gender roles. For example, girls are expected to study education, psychology, sociology etc. while boys are expected to study life sciences, technology and engineering.

In recent years, a number of global platforms including IEEE (Institute of Electrical and Electronics Engineer) and Women In Engineering encourage and support girls to pursue a career in areas dominated by men including life sciences and engineering. These platforms intent to inspire women to be engineers, support them and help them live up to their potential by avoiding stereotypes. At this point, creating the education opportunities to overcome gender stereotypes in selecting a profession and selecting a department at universities is of vital importance.

2. About The Program

Engineering is among the few professions where labor force participation of women is quite low. With this in mind, Turkey's Engineer Girls project was realized in 2015 with the partnership of the **Limak Foundation**, the Republic of Turkey Ministry of Family, Labor and Social Services, the Republic of **Turkey Ministry of National Education, and the United Nations Development Program (UNDP)** to contribute to the economic and social development of our country by ensuring that women take more part in engineering.

The objective of the project's high school program is to create awareness in larger segments of the society and provide information on selecting a profession at the early stages of life. In this sense, several activities are organized to introduce high school students, teachers and parents to engineering. As a result of these activities, students will learn about engineering and the benefits they will gain by selecting engineering as a profession.

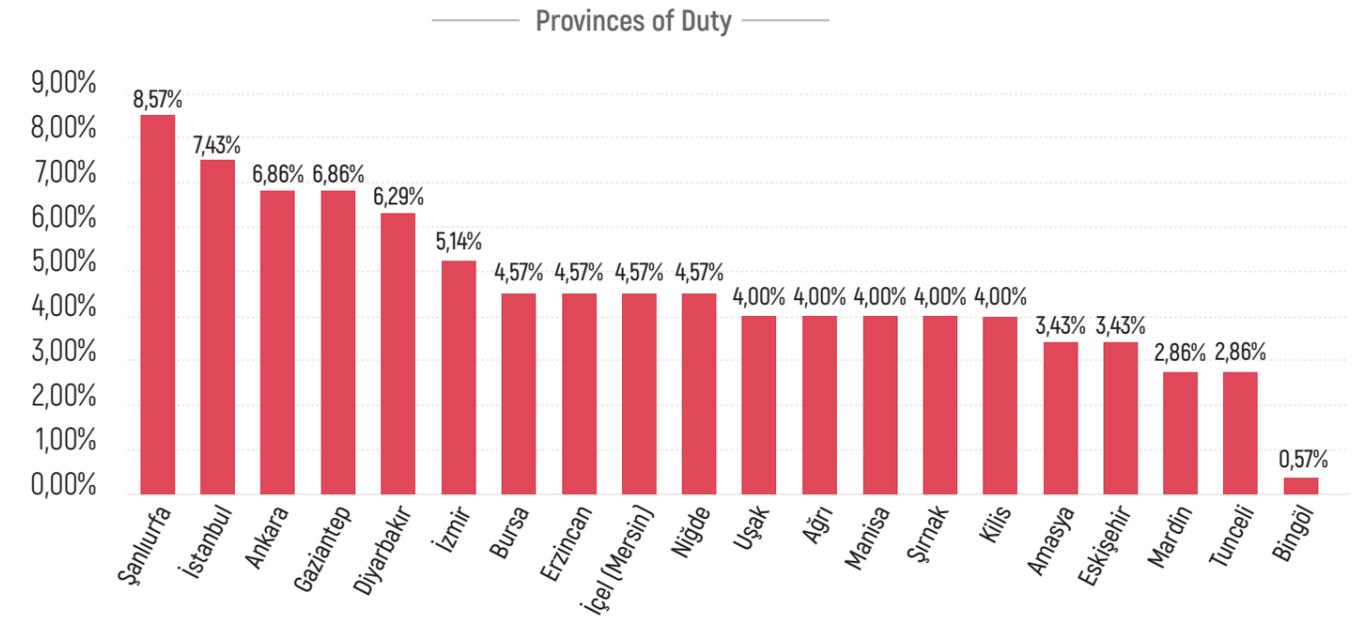
Family and social chambers have a vital role in preparing children for life. The approach of the family and education is the basis of equipping individuals with the necessary knowledge and skills. Many variables come into the equation when the child starts school. School, teachers, friends and school education. Education offers the knowledge and skills required to be a citizen of the nation and the world. Individuals realize their interests, talent and skills and become aware of themselves and their surroundings. By exploring their interests, they understand the areas of economic activity and effective improvement. A profession is important for the individual to sustain his/her life and contribute to the improvement of the society. Gender should be irrelevant to this requirement. High School is when individuals gain the basic skills and emotions as well as the mental basis which will help them choose a profession. Without self-confidence and hard work, young people will struggle to realize their potential. High School is the unit to help them learn about their personal features, set objectives for the future, create a development plan to reach those objectives and work to realize their plans. Middle education is a major turning point where young people live through adolescence and decide on how to live their lives after high school. Students should make this decision with the knowledge that that they are a part of the society and with full awareness on their rights and opportunities for total development of the society and high performance at work. Improvement of standard of living is possible by developing technologies and using them in daily life. Engineers have a major responsibility in creating knowledge and technology and implementing them in life. High School is a good place to make young people interested in engineering.

3. Demographic Data

3.1. Teachers

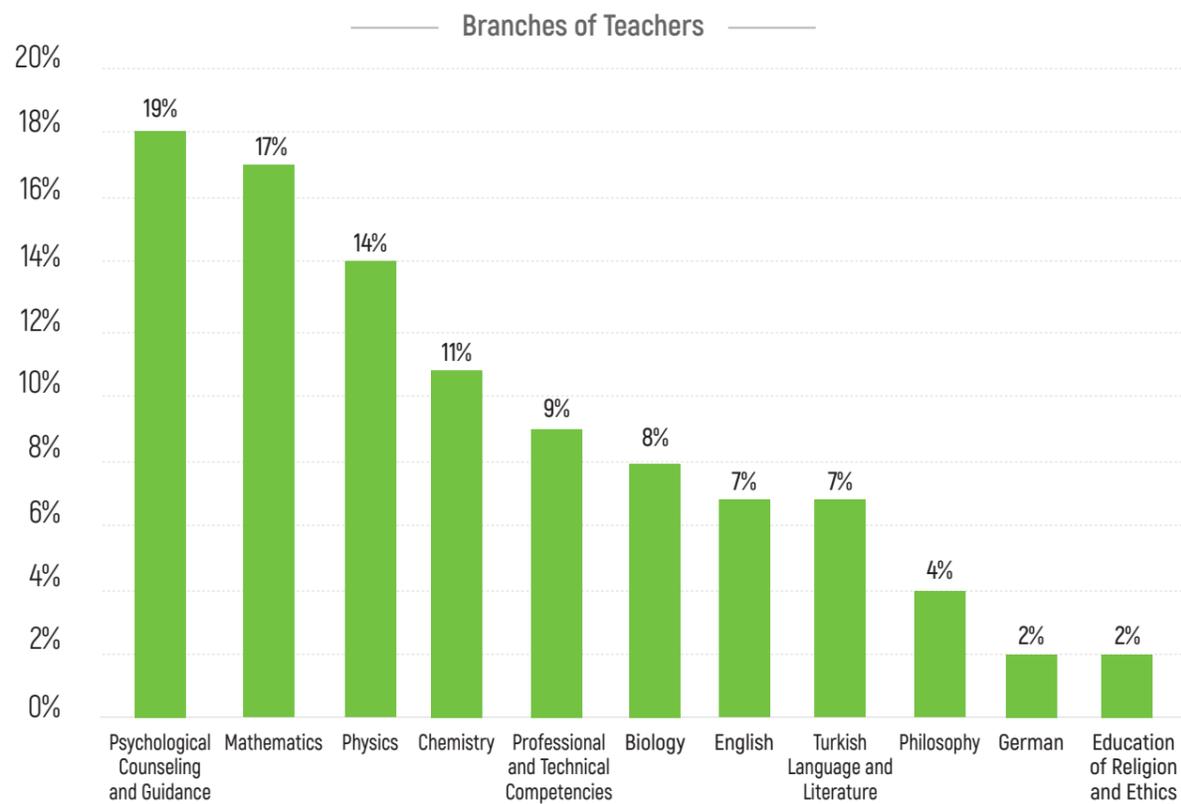
This section provides demographic data including professional experience, province and gender distribution on teachers. Almost all of the participants are teachers assigned at official organizations.

The project, implemented in 10 provinces in the previous term, was expanded to 20 provinces this term. These are Ağrı, Amasya, Ankara, Bursa, Diyarbakır, Erzincan, Eskişehir, Gaziantep, İstanbul, İzmir, Kilis, Manisa, Mardin, Mersin, Niğde, Şanlıurfa, Şırnak, Trabzon, Tunceli and Uşak. The graph below shows the distribution of participant teachers by province.



Graph 1: Provinces of Duty

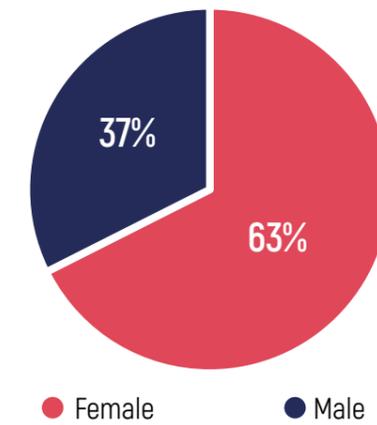
Data in Graph 1 show that 9% of the participants of **Turkey's Engineer Girls Project High School Program** are teachers assigned at Şanlıurfa. This is followed by İstanbul and Ankara, both at 7%. Teachers assigned at Gaziantep, Diyarbakır, İzmir, Bursa, Erzincan, İçel (Mersin), Niğde and Uşak are also among the participants. Percentage share of project participants from these provinces are given in the graph above. As displayed in the graph, there is a high participation from Eastern and Southeastern Anatolia regions, Turkey's two less developed regions in terms of socio-economic development. This is evidence of the inclusiveness of the project.



Graph 2: Branches of Teachers

The branches of participant teachers can be broken down as 19% Psychological Counseling & Guidance, 17% Mathematics, 14% Physics, 11% Chemistry, 9% Vocational & Technical Education, 8% Biology, 7% English and 7% Turkish Language & Literature. Philosophy also has a major share. Finally, the shares of German and Education of Religion & Ethics are 2%.

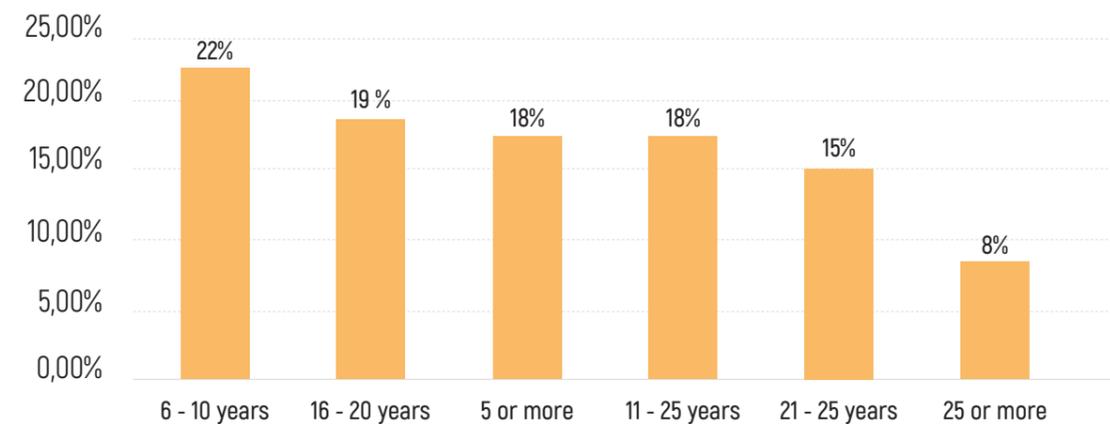
Gender Distribution



Graph 3: Gender Distribution of Teachers

Gender distribution of participant teachers are 63% female and 37% male.

Professional Experience

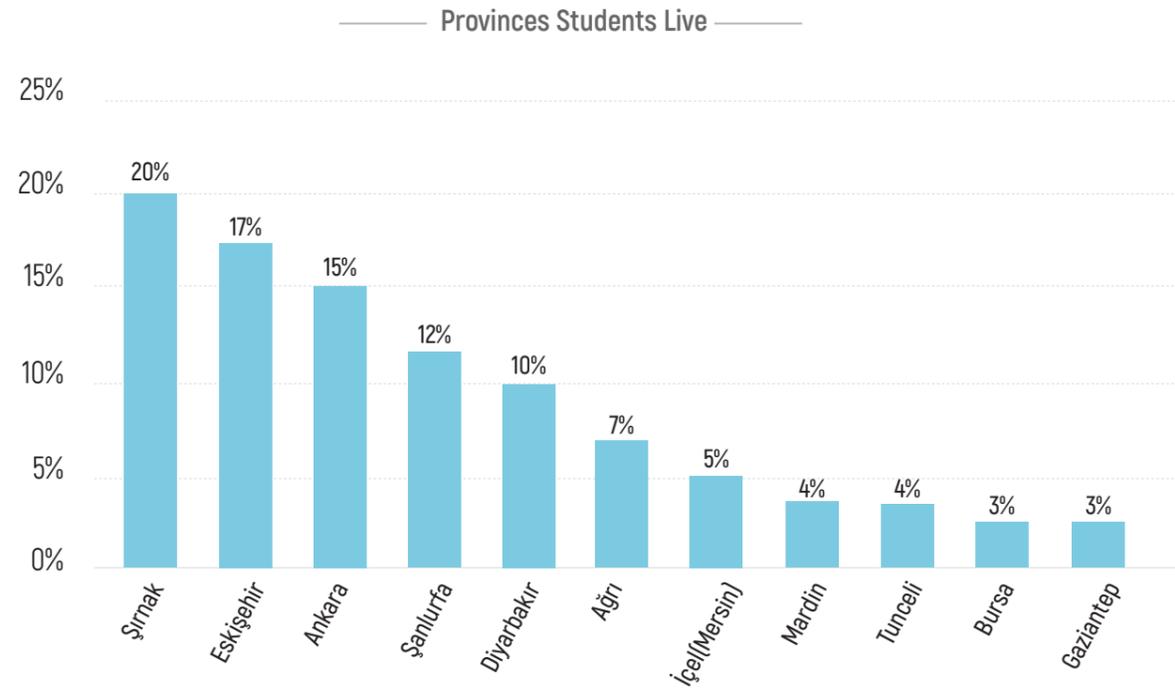


Graph 4: Years of Professional Experience

Professional experience of participant teachers has a balanced distribution. The shares can be broken down as 22% for 6-10 years, 19% for 16- 20 years, and 18% for 5 years or more and 21-25 years. The professional experience of all participant teachers is given in the graph above.

3.1. Students

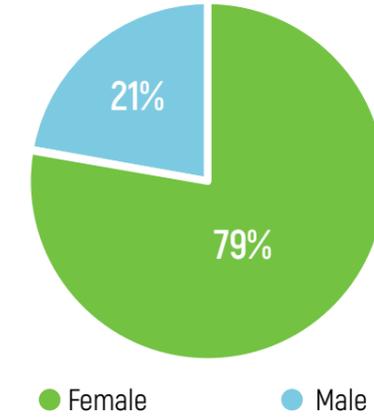
In this section, demographic data on students who live in project provinces and participated in the role-model meeting video evaluations are provided.



Graph 5: Provinces Students Live

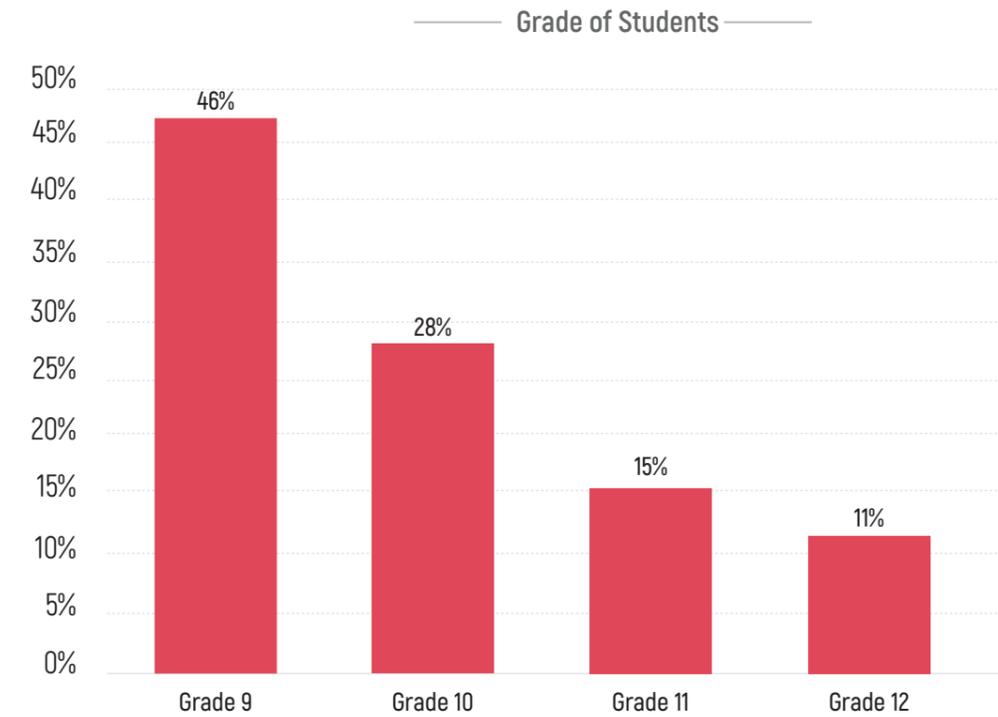
The graph above shows that 20% of the students who participated in the role-model meeting video evaluations are from Şırnak and 17% are from Eskişehir. This is followed by Ankara and Şanlıurfa, with 15% and 12% respectively. Statistics on provinces where the students live are given in Graph 5.

Gender Distribution of Students



Graph 6: Gender Distribution of Students

Gender distribution of students is 79% girls and 21% boys.



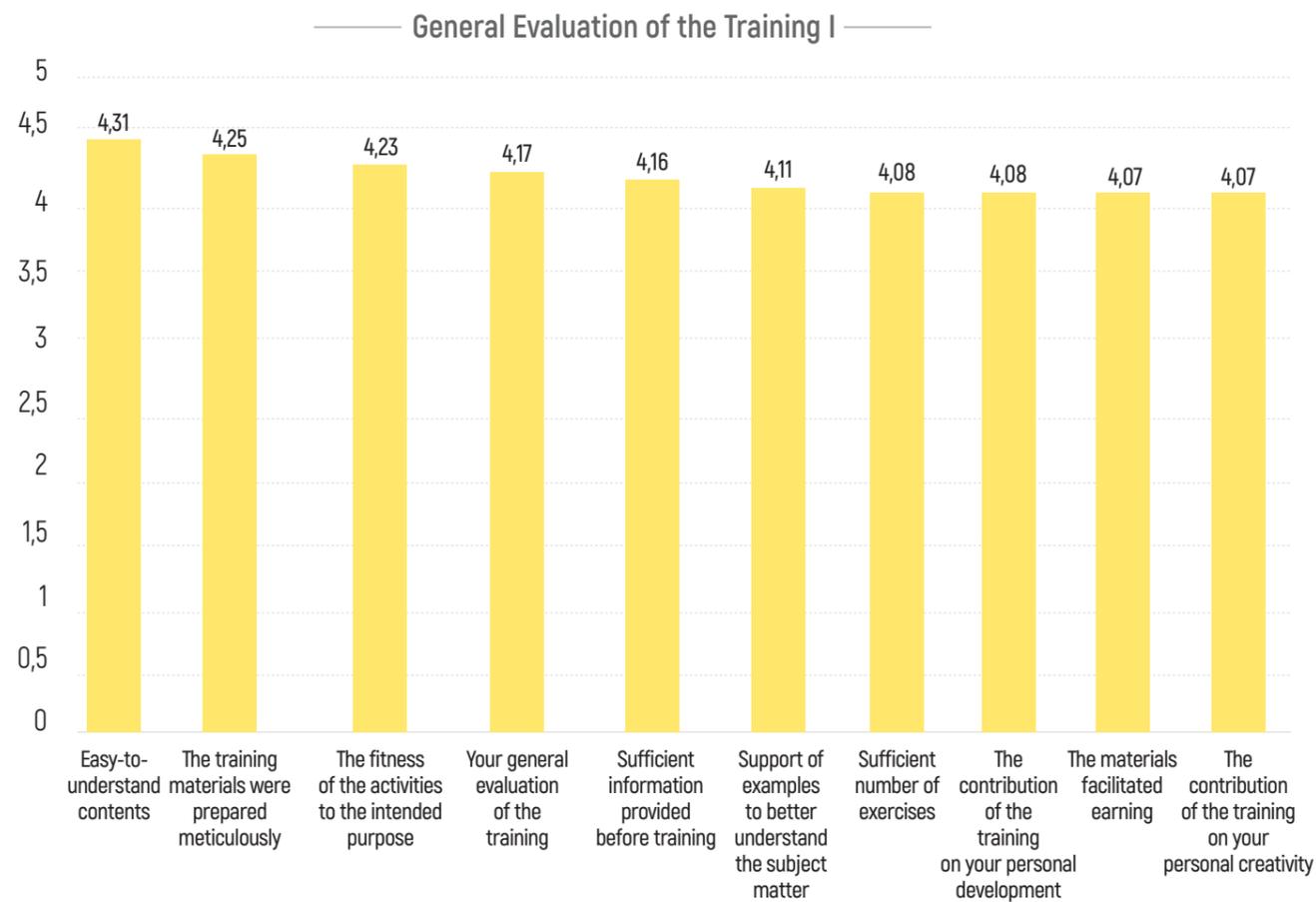
Graph 7: The Grade Level of Students

50% of students are 9th grade students, 28% 10th grade and 15% 11th grade. 11% of them are 12th grade students.

4. Impact Analyzes

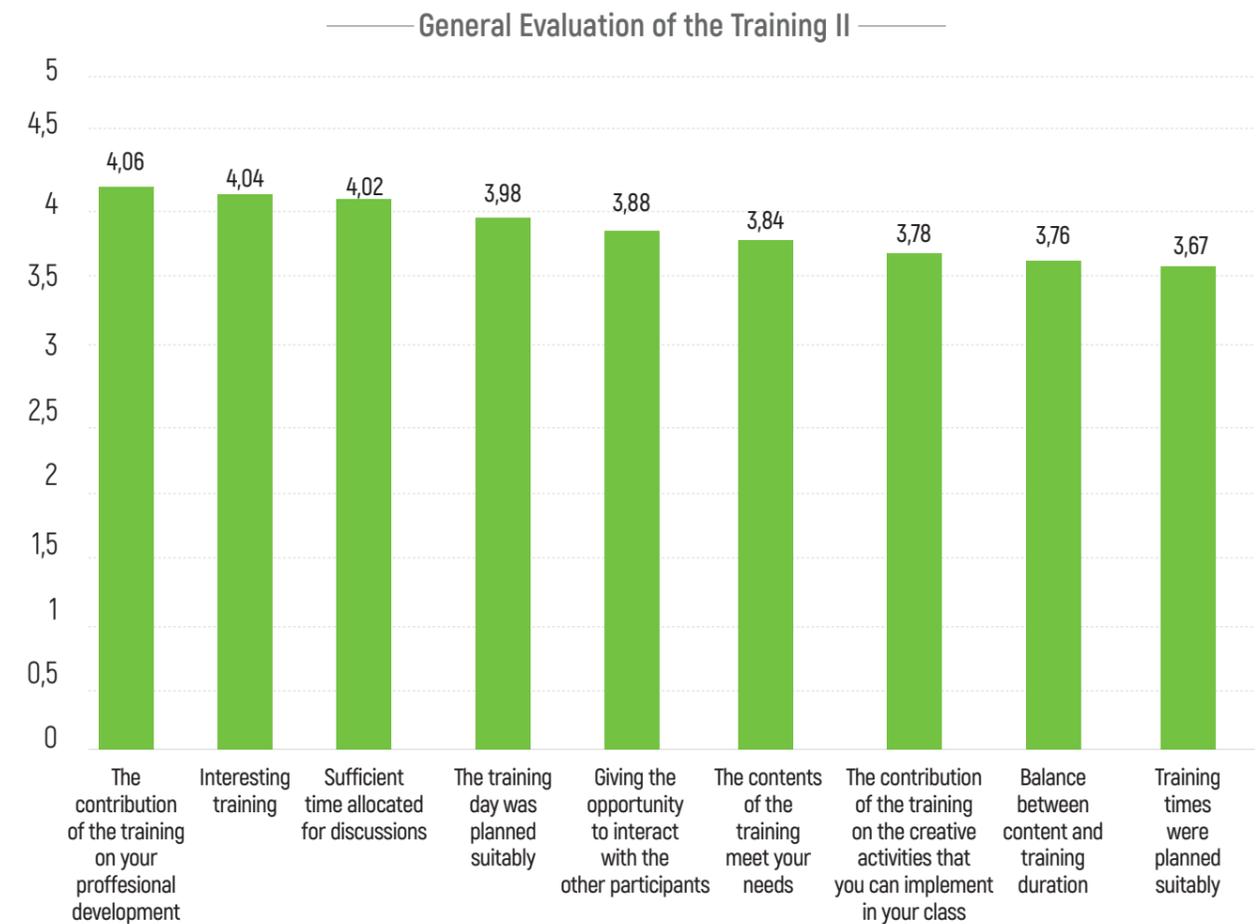
These independent sections provides information each of the activities and events under **Turkey's Engineer Girls High School Program**. Each section provides quantitative and qualitative data on participants as well as observations and comments of expert trainers matched with major findings.

4.1. Training Evaluation Survey



Graph 8: General Evaluation of the Training I

High scores are achieved for all statements in the first Training General Evaluation graph. The statement with the highest score is ease of interpretation of the contents and the training materials were prepared meticulously.



Graph 9: General Evaluation of the Training II

The graph above includes ongoing training general evaluation categories. The category with the highest score is the contributions of the training on personal and professional training with a score of 4.06. The participants also gave high scores for interesting contents, sufficient time allocated for discussions and the training day was planned suitably.



Graph 10: Evaluation of Trainers

Finally, the graph above provides data on the evaluation of expert trainers by participant teachers. The titles include knowledge and expertise, presentation skills, supporting active engagement, timeline and professional communication skills and the general score average is 4.63. The highest score is trainer evaluation is for communication skills with 4.71.

The feedbacks of teachers on their feelings, transformation and wishes as expressed in the training evaluation survey are as follows:

"This project made me feel like a university student. I was reminded of the aspects of good communication which I had forgotten or improvising on. However, we could have used a little more academic research."

"The training was organized very well. The contents and the attitude of trainers was very good. Thank you very much."

"Everything was very nice, I extend by appreciation for the trainers who are currently better than us and supported us."

"Thank you for taking such good care of us and offering these opportunities. Everything was perfect."

"The questions are designed to include all feedbacks. I hope to be with you again in a face-to-face training. I extend my thanks for this excellent training."

"I really thank you a lot. This resulted with a huge increase in awareness. I hope that we will do more on gender equality in the future and help women take part more in business life."

"The training increased my awareness. As a vocational school teacher who encourages students to choose engineering as a profession, I was highly motivated. I extend my thanks to all involved in the process."

"Thank you for the knowledge and value you created, I have always felt very good about participating in events organized by ÖRAV."

"I am very happy to be a part of and contribute to a project of this magnitude. We have always tried to take down stereotypes about women but this is a huge opportunity to encourage our girls with a project like this. I extend my thanks to all who are involved."

"All expert trainers have good communication skills. I extend my thanks to all who are involved in this training."

"I extend my thanks to the whole team for the value you created for our personal and professional development."

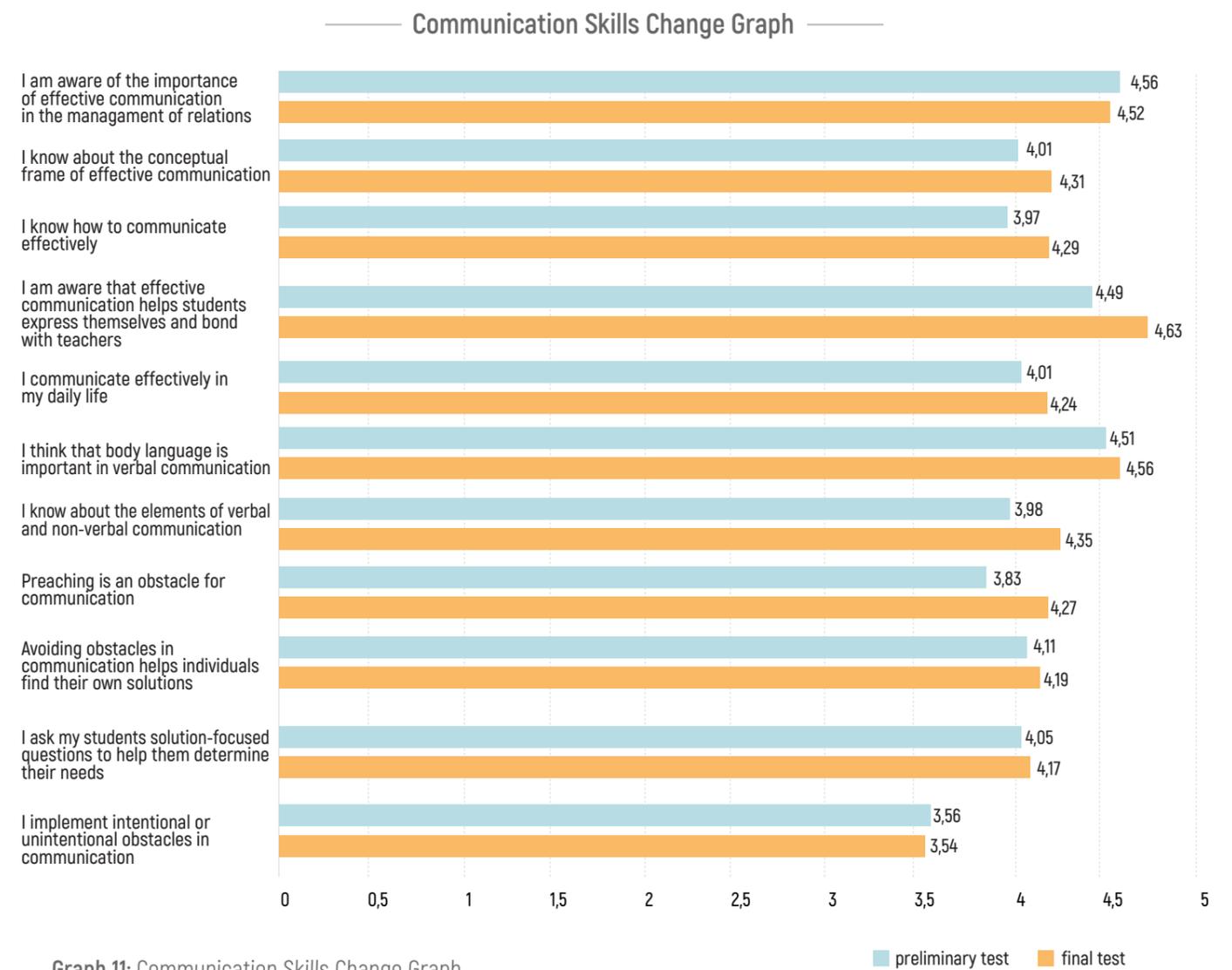
"Trainers had good knowledge on all topics and they had a positive impact on us."

"Thank you for everything, I know feel better and have more hope. Well done."

"Thank you for your time, for the training, and everything in general. I am very pleased to meet you."

5. Impact on Teachers

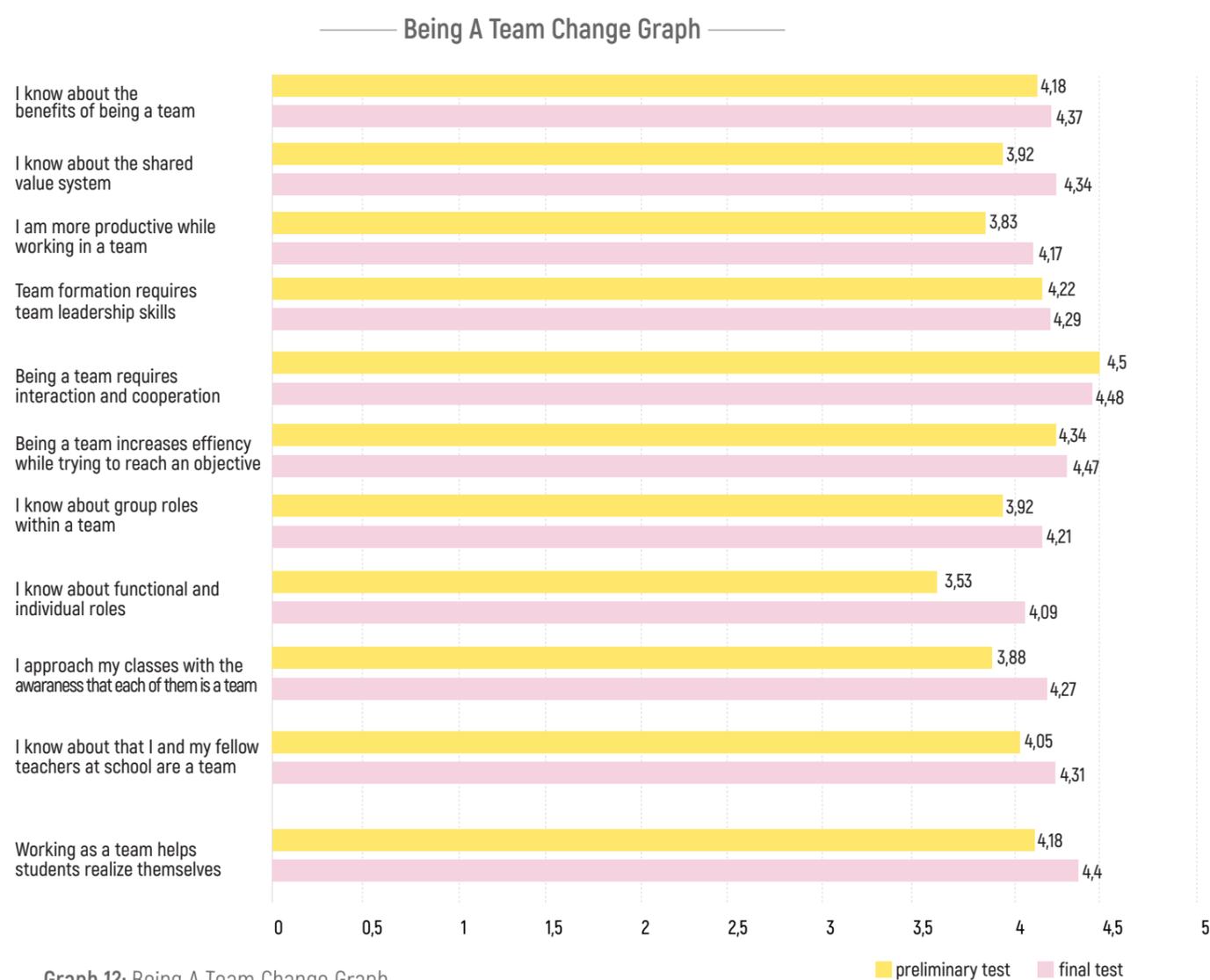
After the above section focused on the impact of the training on teachers, this section focuses on long-term results of the project by comparing the situation before and after the activities through preliminary and final tests. This section provides information on the situation before the project activities and the situation after the training and other events.



Graph 11: Communication Skills Change Graph

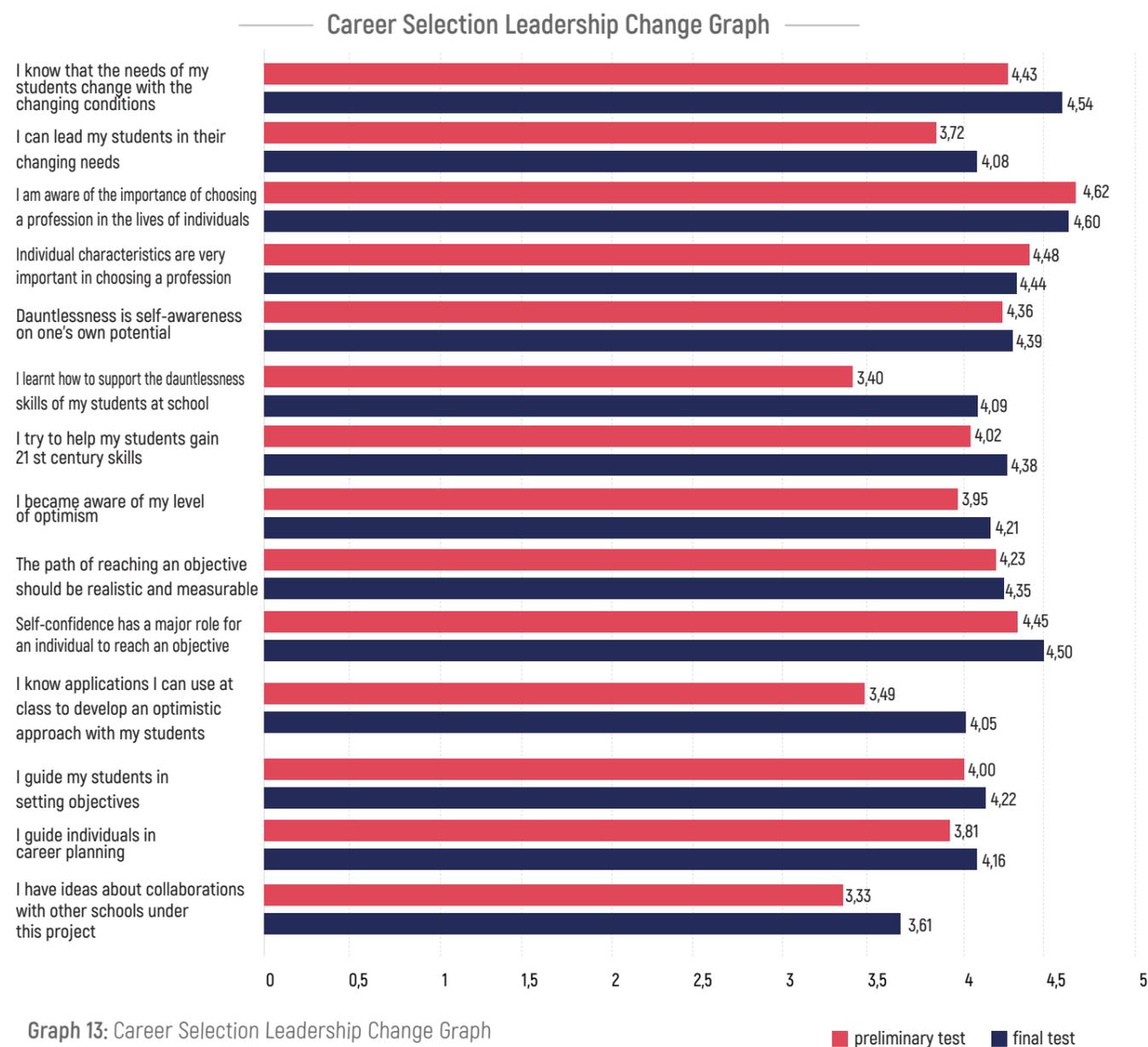
The Positive-Expectation Change Graph above shows statements with expectations for positive change (increase in score) through learning outcomes on a 5-point Likert scale. This scale was implemented with the preliminary and final tests before and after the training in February 2021. The scale is focused on communication skills, a major aspect of the training.

Preliminary and final tests are close to each other in terms of score and there are positive changes in all 11 categories. The highest positive change in score is about verbal and non-verbal communication and effective communication is daily life. This is the change witnessed by teachers after a year of class activities with the students.



Graph 12: Being A Team Change Graph

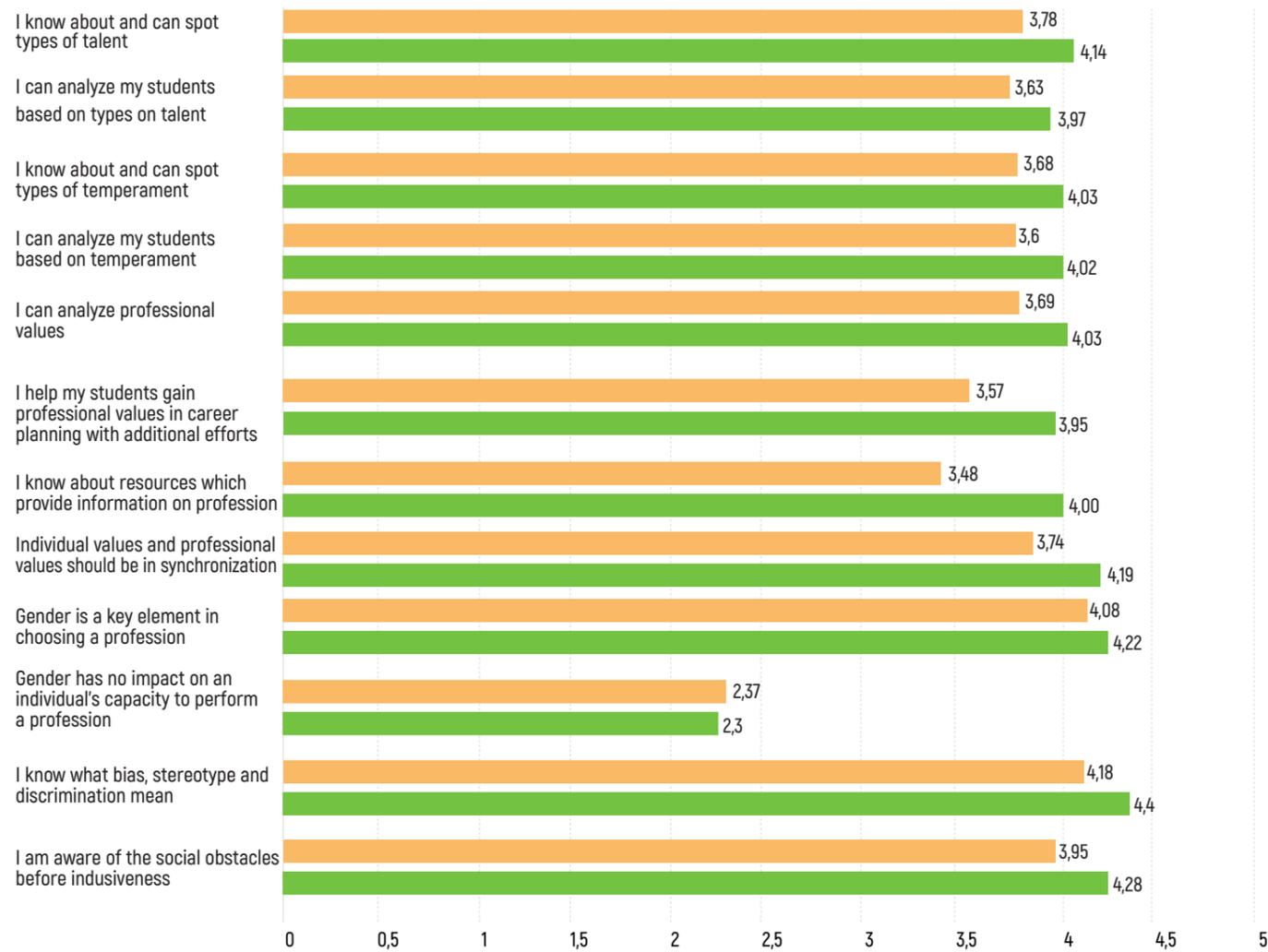
The second Positive-Expectation Change Graph displays the preliminary-final test averages focused on being a team. In general, this graph has high scores and the major learning outcome is functional roles and individual roles and benefits of being a team.



Graph 13: Career Selection Leadership Change Graph

The third Positive-Expectation Change Graph above displays the preliminary-final test averages focused on leadership in selecting a profession, another major output of the training. There is a positive change in 13 of 14 learning outcomes and the major one include the importance of 21st century skills and supporting dauntlessness skills of students.

Objective Learning Outcomes Change Graph I



Graph 14: Objective Learning Outcomes Change Graph I

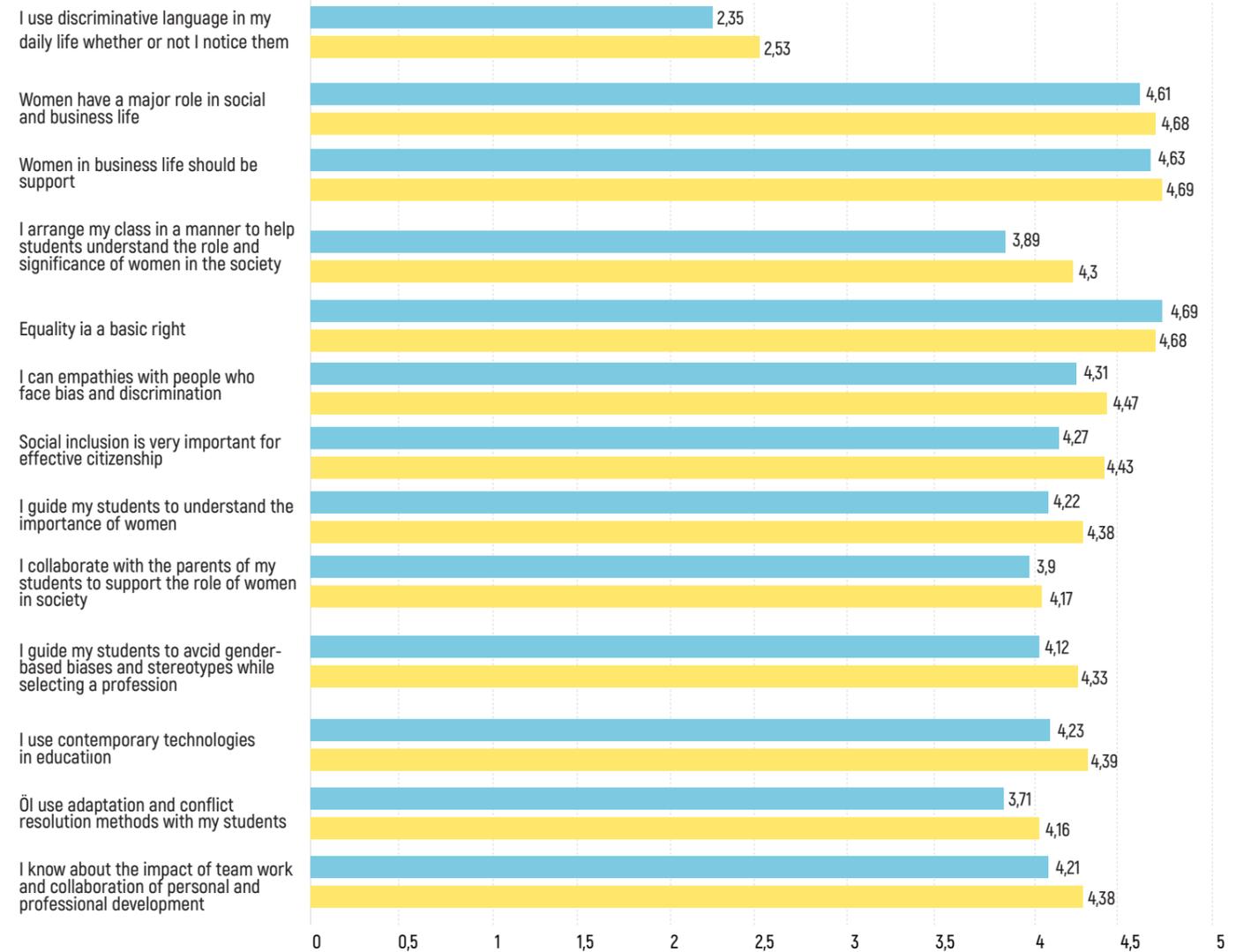
preliminary test final test

Objective Learning Outcome Change is displayed under 26 categories in two graphs. These categories include statements regarding the knowledge and skills required by teachers to guide students in selecting a profession. Both graphs indicate positive change.

These 26 statements create the most critical aspect of the applicable evaluation scale. It is developed with internationally-used statements subject to reliability tests. Major data in the graph above include additional efforts to help students gain professional values in career planning, ensuring that gender is irrelevant for a profession and realizing the social barriers against inclusiveness.

Another data set related with gender is "gender is a key element in choosing a profession" with average scores of 2.37/2.30. The reason of this average is that teachers evaluate the current and ideal impact of gender within the current social norms together. Teachers know that gender is a key factor in choosing a profession in the current situation and think that this should not be the case. The statement "gender has no impact on an individual's capacity to perform a profession" confirms this.

Objective Takeaways Change Graph II



Graph 15: Objective Learning Outcomes Change Graph II

preliminary test final test

13 statements are included in this graph which is the continuance of the Objective Learning Outcomes Change Graph above. These statements have critical averages and are inclusive of the teachers' expectations and attitudes regarding implementation. The statement with the highest change is "I arrange my class in a manner to help students understand the role and significance of women in the society." A statement with a low average and "negative" look is "I use discriminative language in my daily life whether or not I notice them." The low score is a positive impact and more important is that they are capable of noticing these discriminatory statements.

Finally, teachers shared their feedbacks regarding the project at the end of the process. Some direct quotes from opinions and comments are as follows:

"I understand how to bypass gender-based stereotypes and communication barriers in choosing a profession and can guide more efficiently and effectively."

"I have increased awareness on the role of women in business life."

"It helped me gain new perspectives about my students. I now have more attention on gender discrimination in my class. I am now more sensitive to gender discrimination. I assign active roles to my female students more."

"Cinsiyete atfedilen mesleklerin aslında sadece ön yargı ile ilgili olduğunu fark ettim özellikle kadınların yapamaz ya da beceremez dediği birçok mesleği aslında kadınların daha iyi becerebileceğini öğrendim."

"I noticed that attributing a profession to a specific gender is just bias, women are even better in some professions which they are not told to be good at."

"It boosted my sense of sympathy. I was corrected on some issues. I took notice of communication barriers. I learnt the impact of you/me language."

"It is now understood that women may be good in technical areas. I am now more confident that the perspective of people can change."

"I now have more knowledge on certain issues. I thought similarly about the main purpose of the training so my ideas are now stronger."

"It made me aware of the aspects of effective communication. It helped me correct my mistakes about my communication with the students."

"I learnt how to stand up against biases. I learnt more about the role of women in society."

"I learnt that any willing individual who puts the necessary effort can perform any profession. Students who want to study engineering but cannot find the courage should be supported. I learnt about effective communication skills."

"I now know better about the importance of selecting a profession. I also know that we should avoid social prejudices."

"I understood the importance of dauntlessness for girls and the support needed to help them achieve their potential. I can clearly see how important it is for the society in general and future generations."

"This program helped me see some of the communication obstacles and I can now making conscious efforts to overcome them in my personal and professional life. Despite that, I unintentionally use some gender stereotypes and I am now taking them out of my life. We joined the Teknofest contest with a team of 4 students and they are now interested in certain engineering disciplines. I help my students explore their areas of interest and avoid biases regarding them."

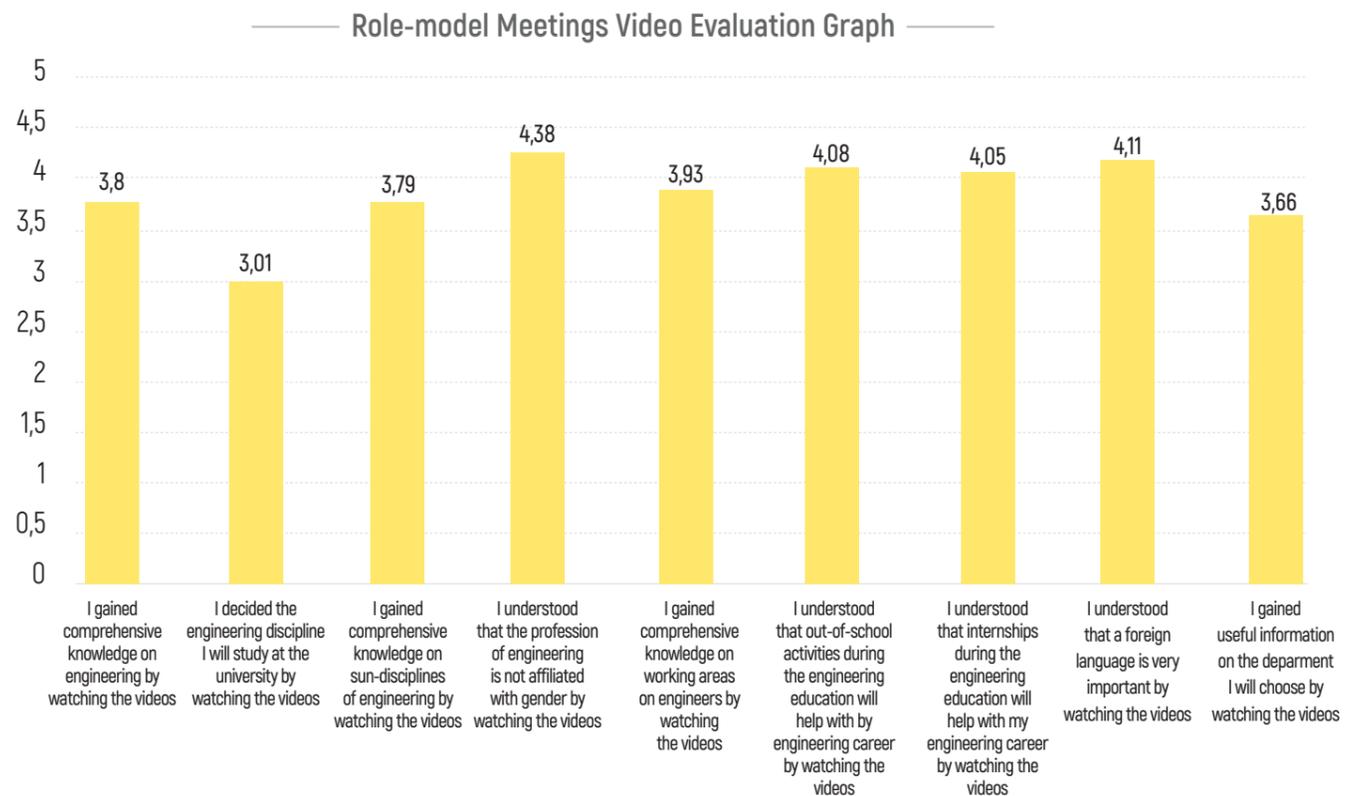
"I understood that certain stereotypes are wrong, women's role in social and professional life should increase and they can do anything if they want."

"I know better about the role of women in social and business life. I gained knowledge and skills I can use to help students and parents in selecting a profession."

"I can now communicate more effectively with my students and their parents with a more sensitive approach to gender discrimination, biases and prejudices."

6. Impact on Students

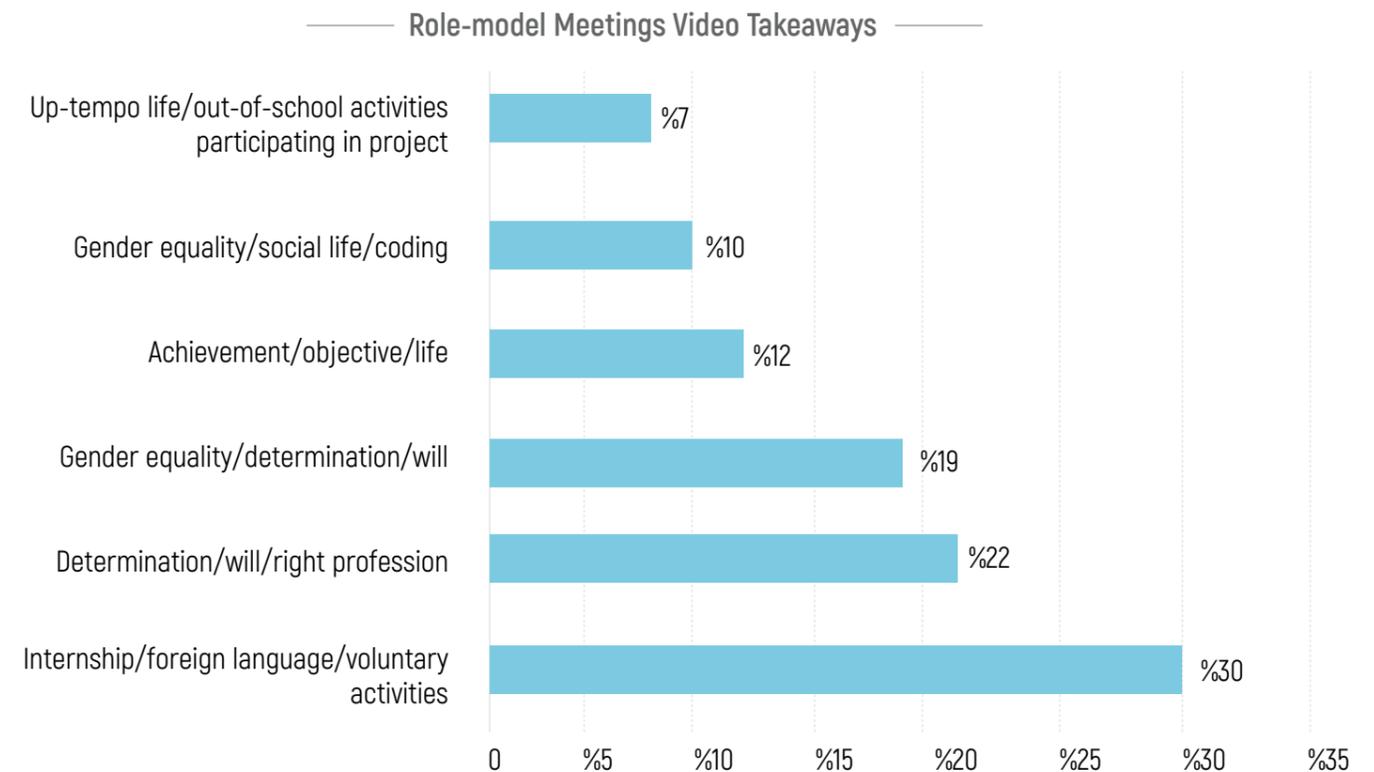
We implemented a role model meetings video evaluation survey to measure the social impact and learning outcomes of **Turkey's Engineer Girls Project High School Program** 2020-2021. These videos, made available for the students through teachers, are about eight engineer women who share their academic and professional experiences. Students who watch these videos evaluated role model meetings in terms of the learning outcomes. The graphs below include analyzes of these evaluation results.



Graph 16: Role-Model Meetings Video Watching Impact Graph

Students evaluated five role model meeting videos in terms of learning outcomes on a scale with 9 statements. The weighted average of this general evaluation was 3.86 and the highest score was for "I understood that the profession of engineering is not affiliated with gender by watching the videos" with 4.38.

In the role model meetings video evaluation survey, students were asked to share three words/phrases/concepts they remember from the video to measure the project learning outcomes. The responses were calculated with a frequency analysis and percentage shares are displayed below.



Graph 17: Role-model Meetings Video Learning Outcomes

The graph above shows the frequency of words/phrases/concepts they remember from the role model meeting videos. Issues expressed by engineer women in the videos made available to students through teachers and the responses of students are in parallel. 30% of teachers express that they remember the concept of "internship /foreign language/voluntary activities" from the videos and 22% remember the concept of "determination/will/right profession". In addition, responses to these questions include feedbacks.

Looking at these statements, students say that role model meetings should be more inclusive. These feedbacks guide us regarding the changes in role model meetings in the future.

Regarding the impact of Turkey's Engineer Girls Project High School Program on students, Role Model Meetings and in-school applications have a major impact on the students while selecting a profession. Teachers of Ankara Cezeri Yeşil Technology and Technical Vocational School involved in the project taught debate methods to their students. The debate topics were focused directly on project learning outcomes. Organized with the objective of raising students' awareness on selecting a profession, students debated online about biases and stereotypes on "the impact of gender".

CONCLUSION

1. Comparison of Face-to-Face and Online Trainings in terms of Efficiency

Turkey's Engineer Girls Project High School Program 2019-2020 was conducted face to face before COVID-19. In 2020-2021, online training as a result of the pandemic gave us a limited opportunity for comparison. The graphs below compare evaluations on online and face-to-face training and the expert trainers.



The graph above compares evaluations on face-to-face and online trainings. The score for "The fitness of the activities to the intended purpose" increased to 4.23 from 3.88 in 2019-2020. Similarly, participant teachers scored easy-to-understand contents 4.1 for face-to-face training and 4.31 for online training. In general, teachers scored all 9 categories higher for online training as compared to face-to-face training.



Graph 19: Comparison of Expert Trainer Evaluations by Based On Online and Face-to-face Trainings

The graph above compares the evaluation results of expert trainers by participant teachers for face-to-face and online training. Similar to training evaluation categories, teachers evaluated online training higher than face-to-face training in expert trainer evaluation categories. Trainers were scored at 4.12 on "Knowledge and expertise on the topic" for face-to-face training and 4.57 for online training. Similarly, expert trainers were score at 4.34 on "Communication skills" for face-to-face training and 4.71 for online training. Expert trainers were also scored higher for online training as compared to face-to-face training in other categories including presentation skills, perception and approach, and encouraging engagement. Despite the limited number of the participants of Turkey's Engineer Girls Project High School Program training evaluation survey 2020- 2021 due to the pandemic, we had the opportunity to compare face-to-face and online trainer evaluations. In this sense, we have indicators that remote training is at least as efficient as online training and even more efficient in some categories regarding the professional and personal improvement of teachers.

2. Conclusion & Recommendations

In this section, general findings of **Turkey's Engineer Girls Project High School Program** monitoring and impact evaluation report are shared. We will also share recommendations and requirements regarding the 2020- 2021 period. The objective of the high school program of this project is to overcome the biases and stereotypes on the effect of gender on selecting a department or a profession and expand such awareness to larger segments of the society. In this sense, high school students were informed on selecting a department or a profession.

In line with the objectives of the project; high-school students, teachers and parents were introduced to the profession of engineering. The objective is to make high school students aware of the possible benefits and future prospects by learning more about engineering and choosing an engineering department at school. The program trains teachers to guide their students know about their personal features, learn their potential, set future objectives and reach them.

Teachers expressed that the training and the mentorship provided under **Turkey's Engineer Girls Project High School Program** made a significant contribution to their professional and personal development. They also transferred the learning outcomes and approach to their students and colleagues. They guided their students to select a department and a profession based on their personality features, skills and tendency. Teachers were more aware of biases and stereotypes and work to prevent them from being adapted by their students thanks to this training.

Requirements and recommendations listed in last year's report on **Turkey's Engineer Girls Project High School Program** monitoring and impact evaluation report were met in 2020-2021 project period despite the challenges and limitations related with the pandemic. For example, teachers expressed that digital technologies have a huge impact on young people in 2019-2020 monitoring and impact evaluation report and recommended that later projects included e-mentorship, web seminars and online meetings. Based on these feedbacks, mentorship process started this year. The mentorship process ensures a mutual interaction between the teacher and the mentor and online meetings were held to ensure efficient program monitoring and high motivation for teachers. Similarly, digital technologies were used to organize online role model meetings for the students.

As explained in detail in the descriptive statistics and analyses section of the report, teachers were very satisfied with the project and its primary objectives. Similar to early years, they came up with requests and recommendations regarding the project. An important request is for inclusion of the students in the trainings. Furthermore, teachers who participated in the training evaluation survey and students who participated in role model meetings evaluation survey expressed that visits to engineering departments, if possible based on the progress of COVID- 19 pandemic, would be beneficial in terms of project learning outcomes.

As a result, the pandemic has a huge impact on the country and the world for two years and the losses suffered during the process changed the daily life priorities of teachers and students. This had a direct impact on project participation. Mentors attended an evaluation meeting at the end of the project and teachers expressed that they had difficulties reaching the students. **Turkey's Engineer Girls Project High School Program** was successfully completed despite the challenges and the progress of the pandemic, continuance of face-to-face education, motivation of students and participation of teachers should be considered for future planning and organization. Furthermore, the training program should be designed with psychological resilience in mind.

During the course of this challenging situation which had a significant impact on all segments of the society, **Teachers' Academy Foundation** is very pleased to be among the stakeholders of this project about the critical process of selecting a profession. This project meets a genuine social requirement and we share the expectations and requests of teachers and students.

We think that overcoming biases and stereotypes based on gender while selecting a profession is very important and we wish that the social impact of the project will increase even more in the future.

REFERENCES

Frader, L. L. (2020). Gender and labor in world history. Teresa A. Meade, Merry E. & Wiesner-Hanks (Eds.), A Companion to Global Gender History (2. Basım pp: 27 – 42). John Wiley & Sons.

ANNEXES - Sample Forms Used In Monitoring Procedures

Turkey's Engineer Girls 2021
Training Evaluation Survey

Turkey's Engineer Girls 2021
Training Evaluation Survey

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. Your school

* 2. Type of school

Public Private

* 3. Province

* 4. Branch

* 5. Gender

Female Male Not specified

* 6. Period of professional service

* 7. Which is the subject/application/method you find most useful in the training? Please specify.

Turkey's Engineer Girls 2021
Training Evaluation Survey

* 8. The first think you will do or change based on this training when you go to school this semester:

* 9. What do you think this training has changed or may potentially change about you?

(knowledge, attitude, practice, etc.)

* 10. What would you have made different if you had designed this training?

* 11. What other training do you need about your perception and skills on leadership, career consultancy, gender equality and education?

Turkey's Engineer Girls 2021
Training Evaluation Survey

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

	Weak	Should be improved	Medium	Good	Very Good
The contents of the training meet 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 contents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy-to-understand contents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sufficient time allocated for discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fitness of the activities to the intended purpose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sufficient number of exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The materials facilitated learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving the opportunity to interact with the other participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Turkey's Engineer Girls 2021
Training Evaluation Survey

	Weak	Should be improved	Medium	Good	Very Good
Sufficient information provided before training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training day was planned suitably	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training times were planned suitably	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training materials were prepared meticulously	<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"/>
The contribution of the training on your personal creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The contribution of the training on the creative activities that you can implement in your class	<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"/>

Turkey's Engineer Girls 2021
Training Evaluation Survey

* 13. Please evaluate your trainer based on the following criteria with 1 being the lowest score and 5 being the highest score.

	1	2	3	4	5
Knowledge and expertise on the topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perception and approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation skills	<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"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 14. If you have any feedbacks on the training, trainers or project coordinators other than these evaluations, please share them to help us improve ourselves. Thank you for these evaluations.

Turkey's Engineer Girls 2021
Teachers Preliminary Test

Dear Participants,

With this survey, we collect information about you before you join the program. A final test will be implemented after the program. Therefore, please provide clear answers to the questions in the preliminary test form. We will use this survey solely to improve our current efforts and develop new ones. Please do not specify your name. Thank you for your support.

Best regards,

Teachers Academy Foundation

* 1. Enter the 6-digit code in the box below so that we can match preliminary and final tests while keeping them anonymous. This code is generated with the second letter of your name, year of birth and the second letter of your surname. (For example, the code for Cancan Aksoy born in 1982 will be E1982K.)

* 2. Select your training group from the list below.

* 3. What were your expectations from the training and the program? Why are you here?

Turkey's Engineer Girls 2021
Teachers Preliminary Test

4. Please make your evaluation about the following statements.

	Fully disagree	Disagree	Neither agree nor disagree	Agree	Fully agree
I am aware of the importance of effective communication in the management of relations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about the conceptual frame of effective communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to communicate effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware that effective communication helps students express themselves and bond with teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I communicate effectively in my daily life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that body language is important in verbal communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about the elements of verbal and non-verbal communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preaching is an obstacle for communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Turkey's Engineer Girls 2021
Teachers Preliminary Test

	Fully disagree	Disagree	Neither agree nor disagree	Agree	Fully agree
Avoiding obstacles in communication helps individuals find their own solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask my students solution-focused questions to help them determine their needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I implement intentional or unintentional obstacles in communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 5. Please make your evaluation about the following statements.

	Fully disagree	Disagree	Neither agree nor disagree	Agree	Fully agree
I know about the benefits of being a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about the shared value system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more productive while working in a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team formation requires team leadership skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a team requires interaction and cooperation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Turkey's Engineer Girls 2021
Teachers Preliminary Test

	Fully disagree	Disagree	Neither agree nor disagree	Agree	Fully agree
Being a team increases efficiency while trying to reach an objective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about group roles within a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about functional and individual roles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I approach my classes with the awareness that each of them is a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that I and my fellow teachers at school are a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working as a team helps students realize themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Turkey's Engineer Girls 2021
Teachers Preliminary Test

* 6. Please make your evaluation about the following statements.

	Fully disagree	Disagree	Neither agree nor disagree	Agree	Fully agree
I know that the needs of my students change with the changing conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can lead my students in their changing needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the importance of choosing a profession in the lives of individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual characteristics are very important in choosing a profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dauntlessness 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 dauntlessness skills of my students at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to help my students gain 21st century skills.	<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"/>

Turkey's Engineer Girls 2021
Teachers Preliminary Test

	Fully disagree	Disagree	Neither agree nor disagree	Agree	Fully agree
The path to reaching an objective should be realistic and measurable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence has a major role for an individual to reach an objective.	<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 guide my students in setting objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I guide individuals in career planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have ideas about collaborations with other schools under this project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Turkey's Engineer Girls 2021
Teachers Preliminary Test

* 7. Please make your evaluation about the following statements.

	Fully disagree	Disagree	Neither agree nor disagree	Agree	Fully agree
I know about and can spot types of talent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can analyze my students based on types of talent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about and can spot types of temperament.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can analyze my students based on temperament.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can guide my students in choosing a profession based on temperament, interest and talent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can analyze professional values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I help my students gain professional values in career planning with additional efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about resources which provide information on professions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual values and professional values should be in synchronization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Turkey's Engineer Girls 2021
Teachers Preliminary Test

	Fully disagree	Disagree	Neither agree nor disagree	Agree	Fully agree
Gender is a key element in choosing a profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender has no impact on an individual's capacity to perform a profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what bias, stereotype and discrimination mean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the social obstacles before inclusiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use discriminative language in my daily life whether or not I notice them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women have a major role in social and business life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women in business life should be supported.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I arrange my class in a manner to help students understand the role and significance of women in the society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equality is a basic right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Turkey's Engineer Girls 2021
Teachers Preliminary Test

	Fully disagree	Disagree	Neither agree nor disagree	Agree	Fully agree
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"/>
Social inclusion is very important for effective citizenship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I guide my students to understand the importance of women.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I collaborate with the parents of my students to support the role of women in society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I guide my students to avoid gender-based biases and stereotypes while selecting a profession.	<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 use adaptation and conflict resolution methods with my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about the impact of team work and collaboration of personal and professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Turkey's Engineer Girls 2021
Teachers Preliminary Test

* 8. What can this training and program change about you?

* 9. What do you think we intend to change/improve with Turkey's Engineer Girls program?

10. Please write anything you want to communicate to the project managers and ÖRAV here. Thank you.

Turkey's Engineer Girls 2021
Teachers Final Test

Dear Participants,

The purpose of this scale is to evaluate the impact of Turkey's Engineer Girls High School Program project and understand your position after you join the program. Therefore, please provide clear answers to the questions in the final test form. We will use this survey solely to improve our current efforts and develop new ones. Please do not specify your name. Thank you for your support.

Saygılarımızla,

Öğretmen Akademisi Vakfı

* 1. Enter the 6-digit code in the box below so that we can match preliminary and final tests while keeping them anonymous. This code is generated with the second letter of your name, year of birth and the second letter of your surname. (For example, the code for Cancan Aksoy born in 1982 will be E1982K.)

* 2. Select your training group from the list below.

* 3. Were your expectations from the training and the program met? What are your comments on the program?

Turkey's Engineer Girls 2021
Teachers Final Test

4. Please make your evaluation about the following statements.

	Fully disagree	Disagree	Neither agree nor disagree	Agree	Fully agree
I am aware of the importance of effective communication in the management of relations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about the conceptual frame of effective communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to communicate effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware that effective communication helps students express themselves and bond with teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I communicate effectively in my daily life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that body language is important in verbal communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about the elements of verbal and non-verbal communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preaching is an obstacle for communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Turkey's Engineer Girls 2021
Teachers Final Test

	Fully disagree	Disagree	Neither agree nor disagree	Agree	Fully agree
Avoiding obstacles in communication helps individuals find their own solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask my students solution-focused questions to help them determine their needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I implement intentional or unintentional obstacles in communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 5. Please make your evaluation about the following statements.

	Fully disagree	Disagree	Neither agree nor disagree	Agree	Fully agree
I know about the benefits of being a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about the shared value system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more productive while working in a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team formation requires team leadership skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a team requires interaction and cooperation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Turkey's Engineer Girls 2021
Teachers Final Test

	Fully disagree	Disagree	Neither agree nor disagree	Agree	Fully agree
Being a team increases efficiency while trying to reach an objective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about group roles within a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about functional and individual roles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I approach my classes with the awareness that each of them is a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that I and my fellow teachers at school are a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working as a team helps students realize themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Türkiye'nin aTurkey's Engineer Girls 2021
Teachers Final Test

* 6. Please make your evaluation about the following statements.

	Fully disagree	Disagree	Neither agree nor disagree	Agree	Fully agree
I know that the needs of my students change with the changing conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can lead my students in their changing needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the importance of choosing a profession in the lives of individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual characteristics are very important in choosing a profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dauntlessness 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 dauntlessness skills of my students at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to help my students gain 21st century skills.	<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"/>

Turkey's Engineer Girls 2021
Teachers Final Test

	Fully disagree	Disagree	Neither agree nor disagree	Agree	Fully agree
The path to reaching an objective should be realistic and measurable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence has a major role for an individual to reach an objective.	<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 guide my students in setting objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I guide individuals in career planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have ideas about collaborations with other schools under this project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Turkey's Engineer Girls 2021
Teachers Final Test

* 7. Please make your evaluation about the following statements.

	Fully disagree	Disagree	Neither agree nor disagree	Agree	Fully agree
I know about and can spot types of talent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can analyze my students based on types of talent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about and can spot types of temperament.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can analyze my students based on temperament.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can guide my students in choosing a profession based on temperament, interest and talent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can analyze professional values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I help my students gain professional values in career planning with additional efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about resources which provide information on professions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual values and professional values should be in synchronization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Turkey's Engineer Girls 2021
Teachers Final Test

	Fully disagree	Disagree	Neither agree nor disagree	Agree	Fully agree
Gender is a key element in choosing a profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender has no impact on an individual's capacity to perform a profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what bias, stereotype and discrimination mean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the social obstacles before inclusiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use discriminative language in my daily life whether or not I notice them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women have a major role in social and business life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women in business life should be supported.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I arrange my class in a manner to help students understand the role and significance of women in the society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equality is a basic right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Turkey's Engineer Girls 2021
Teachers Final Test

	Fully disagree	Disagree	Neither agree nor disagree	Agree	Fully agree
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"/>
Social inclusion is very important for effective citizenship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I guide my students to understand the importance of women.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I collaborate with the parents of my students to support the role of women in society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I guide my students to avoid gender-based biases and stereotypes while selecting a profession.	<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 use adaptation and conflict resolution methods with my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know about the impact of team work and collaboration of personal and professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Turkey's Engineer Girls 2021
Teachers Final Test

* 8. What can this training and program change about you?

* 9. What do you think we intend to change/improve with Turkey's Engineer Girls program?

10. Please write anything you want to communicate to the project managers and ÖRAV here. Thank you.

Turkey's Engineer Girls Role-Model Meetings Evaluation Survey

Hello,

We wish to evaluate the impact of Role-Model Meetings videos you watched within Turkey's Engineer Girls High School Program. Thank you in advance for your help by providing clear answers to the survey.

Best regards,

Teachers Academy Foundation

1. The province you live in.

2. Gender.

Female Male

3. Grade.

Grade 9 Grade 9 Grade 11 Grade 12

Turkey's Engineer Girls Role-Model Meetings Evaluation Survey

4. Please make your evaluation about the following statements regarding the Role-Model Meetings videos.

	Fully disagree	Disagree	Neither agree nor disagree	Agree	Fully agree
I gained comprehensive knowledge on engineering by watching the videos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decided the engineering discipline I will study at the university by watching the videos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I gained comprehensive knowledge on sub-disciplines of engineering by watching the videos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understood that the profession of engineering is not affiliated with gender by watching the videos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understood that the profession of engineering is not affiliated with gender by watching the videos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Turkey's Engineer Girls Role-Model Meetings
Evaluation Survey

Fully disagree Disagree Neither agree nor disagree Agree Fully agree

I understood that out-of-school activities during the engineering education will help with my engineering career by watching the videos.

I understood that internships during the engineering education will help with my engineering career by watching the videos.

I understood that a foreign language is very important by watching the videos.

I gained useful information on the department I will choose by watching the videos.

Turkey's Engineer Girls Role-Model Meetings
Evaluation Survey

5. Please share three words/concepts/phrases you remember from the Role-Model Meetings videos.

Thank you for completing the survey.



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