



Wequal Project

Social Return on Investment Report

2024^x

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EXECUTIVE SUMMARY

“No matter how much we deny it, we are also exposed to some social stereotypes. After the training, I realized this situation and felt the need to question myself. This training made me understand how deeply I internalized certain things and that I needed to change and transform myself.”

– Participant from Batman – Guidance Counselor

Since 2022, the EşitBiz Project has been carried out through the collaboration of the Teacher Academy Foundation (ÖRAV) and Garanti BBVA. The project's activities aim to raise awareness and knowledge among preschool and primary school teachers about the equality of social roles, support them in developing egalitarian attitudes and behaviors, and enable these changes to be experienced by students and parents through teachers. In this context, a 6-hour in-person training program, a subsequent mentoring process, and expert workshops are organized. From 2022 to the present, a total of 34,470 hours of training have been provided to 1,974 teachers, reaching 30,828 students.

This report, prepared by Mikado Sustainable Development Consulting, presents a Social Return on Investment (SROI) analysis of the EşitBiz Project's activities in 2024. Interviews were conducted with the project team, documents were reviewed, and one-on-one or focus group interviews were held with teachers, the project's main beneficiaries. In total, 20 people were interviewed, including 6 part-time trainers and 14 teachers who received training. Due to difficulties in accessing students directly, their experienced changes were assessed through teachers. Based on all this work, the project's Theory of Change was developed. After determining indicators for the changes defined in the Theory of Change, social impact surveys were designed and conducted with teachers and parents, and the data collected were analyzed.

Key findings of the study include:

Teachers placed high importance on the changes experienced by both themselves and their students. They assessed the likelihood of these changes occurring without the project, the drop-off rate over time, and the influence of

other stakeholders as quite low. These evaluations demonstrate that teachers view the project as one that added significant value to their professional and personal development.

In 2024, the EşitBiz Project created a total social value of 1,630,3294.33 TL. The investment in the project was 2,652,324 TL. Thus, each 1 TL invested in the project generated 8.05 TL of social value (SROI ratio of 1:8.05), indicating that the project generated returns exceeding the amount invested.

The most significant change for teachers who participated in the Early Childhood and Mentorship trainings was their desire to develop classroom practices or materials focused on the equality of social roles.

Teachers in the Basic Education stage valued developing an egalitarian and peaceful language as the most significant change.

For students assessed by teachers who implemented classroom activities, the most valued change was the development of their perception of equality in social roles.

Teachers' strong emphasis on developing egalitarian language and practices is rooted in their belief in the power of education to drive social change, especially at early ages. Given the importance of social justice, child development, gender equality, and educational policy, it is understandable that teachers highly value a program that enables them to improve in this area.

Additionally, the findings show that teachers demonstrate high sensitivity to creating egalitarian behavior, peaceful language, and an inclusive classroom environment. Teachers, especially at the early childhood and primary levels, place great importance on using classroom practices and materials to foster an egalitarian perspective among students at a young age.

The desire to develop classroom practices and materials focused on equality of social roles reflects teachers' efforts to challenge cultural norms through educational content and curriculum. This aligns with the understanding that education is not just about knowledge transfer but also a powerful tool for shaping the future of society.

In conclusion, teachers in Turkey can play an active role in preventing the reproduction of traditional gender roles and enabling students to critically evaluate social norms by creating egalitarian language and environments in their classrooms. This highlights the importance of nationwide projects like EşitBiz that provide teachers with education opportunities focused on gender equality and promote conscious practices in classrooms.

Lastly, teachers suggested several ways to enhance the project's impact in the future. These included extending the duration of training and mentorship, increasing the number of face-to-face events and periodic refresher trainings, and involving parents (especially fathers) more directly in the education process.

We hope that all this data will contribute to improving the project's impact in the upcoming periods.

Conclusion

This report covers the Social Return on Investment (SROI) analysis of the EşitBiz Project's activities conducted between February and December 2024.

The 2024 SROI analysis of the EşitBiz Project clearly demonstrates the project's impact on teachers and how the issue of equality in social roles has been reflected in classroom and non-classroom behaviors, educational materials, and techniques. Teachers observed significant changes in both their own awareness and their students' development, and expressed that they were motivated to incorporate the knowledge gained from the project into classroom practices.

Additionally, the data revealed that participating teachers became aware of their own biases and reconsidered the language and behaviors they used in the classroom concerning social role equality.

Teachers' strong emphasis on these changes, their perception of the changes as long-lasting, their view that other individuals and institutions had minimal influence on these changes, and their belief that these changes were unlikely to occur without the project all highlight the perceived high impact of the initiative. The fact that a majority (77%) of survey respondents had not received similar

training before and that the trainings were delivered across various cities in Turkey supports the teachers' positive assessment of the project's effectiveness.

The SROI ratio of 1:8.05 further evidences the value teachers place on the changes brought about by the project. Particularly, teachers' efforts to use egalitarian language in the classroom and develop materials on social role equality stand out as key outcomes. Moreover, the most significant transformation was reported by the group of teachers who participated in the Mentorship Program, highlighting the importance of mentorship support within the project's activities.

Research findings suggest that the project plays a critical role in shaping teachers' educational practices and, in the long run, in contributing to the development of an inclusive society. Based on this, expanding the project to include parent groups, extending the duration of trainings and mentorship, offering periodic refresher sessions, and increasing the number of in-person events are proposed strategies to enhance the project's impact. Additionally, encouraging school administrations to participate could support the creation and maintenance of an egalitarian environment within schools and foster a shared language among staff.

On the other hand, teachers' high valuation of the changes might have introduced some positive bias in the evaluation of the project. This potential bias was addressed through a sensitivity analysis, but it is recommended that future analyses carefully consider this issue.

In conclusion, the EşitBiz Project is a valuable initiative that promotes social transformation through education, supporting teachers—and thus students—in adopting an egalitarian worldview. Reaching more teachers in the future and enhancing the project's sustainability would contribute significantly to the advancement of gender role equality in society.

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