

2023-2024

Activity Report



Rural Schools Transformation Network

Establishment Date: 5 December 2016

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*The 2023-2024 Annual Report provides an overview of KODA's activities between August 1, 2023 and July 31, 2024.



2023-2024

Activity Report

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Letter from KODA

Setting out on our journey in 2016: Better Education in Villages is Possible!

In 2016, we set out with the belief that "better education in villages is possible!" together with the experienced teachers who felt more competent vocationally motivated in creating inclusive learning environments, communicating with children, and solving problems through years of teaching; early-career teachers who produced creative solutions to the problems they encounter in teaching in the village, look at their profession with more hope while becoming better equipped personally and professionally; prospective teachers who gained deeper awareness and competence in understanding diverse student needs and non-formal learning techniques and parents who have experienced a transformation in their attitudes toward their children as well as themselves, with reduced anxieties¹. We called this path a "journey," where everyone picked their own song, rhythms constantly changed, yet harmony was preserved. Looking back while moving full speed ahead is not always easy. Annual reports serve as a pause, a moment to reflect on the steps we've taken and place our dreams into a bigger frame. In the 2023-2024 period, every programme and initiative became a milestone in our journey. Let's revisit these steps together:

Teacher Communities Programme

We held a total of 97 meetings with 432 village teachers, 92 of which were in-person sessions. These meetings spanned across regions from Adıyaman to Afyon, Diyarbakır to Şanlıurfa with the support of our community leaders—whom we met at the KODA Teacher Communities Leaders Camp—and our volunteer trainers working in the field.

First Step to the Village Programme

We engaged 553 prospective teachers from 19 universities, carrying out 25 different activities in total. With the guidance of 27 volunteer academics, we conducted field activities in 104 village schools. Prospective teachers studying in various provinces of Türkiye such as Bursa, Kütahya, Kırşehir, Van, and Zonguldak came together in online sessions, enriching our perspectives with their different experiences and perspectives on village schools. Bringing the topic of "Rural Education" to talks and conferences was also included in our summary as important developments of this year.

Activities for Families in Rural Areas

We worked with 41 parents through in-person meetings and teleconferences. Teleconference sessions, which began with sharing circles, continued with educational content delivery and, most importantly, provided a space for participants to share their experiences, were completed with 47 parents. Additionally, 37 parents participated in our two Family Community gatherings.

Post-Disaster Support Programme for Education in Rural Areas

Engagement was carried out with 60 early-career mentee teachers as part of the programme launched to support educators working in villages where education was severely disrupted following the February 6 Kahramanmaraş Earthquakes. In the programme supported by 29 classroom teachers with at least 8 years of experience serving as mentors, we completed social-emotional learning activities with the mentee teachers' students, consisting of 31 applications, and family education sessions with their parents, totaling 6 sessions across 3 modules. Through 15 mentor teachers, we completed family education with 132 parents, and through 27 mentee teachers, we completed family education with 243 parents. Thanks to 23 mentor teachers and 41 mentee teachers, 960 children benefited from the content of our social-emotional learning program.

1. All statements are taken from the 2023-2024 KODA programme Monitoring and Evaluation Reports.

Pilot Implementation Center: Bursa/Orhaneli

It has also been a fruitful year for Bursa/Orhaneli, which we designated as our pilot implementation centre in order to carry out exemplary practices in the field of rural education for a systemic transformation. Within the scope of our pilot family and education programmes, we conducted activities such as community meetings, seminars, after-school children's workshops, and English in villages. The increased self-confidence of teachers who participated in our social-emotional learning practices led to more inclusive and violence-free classrooms. Children participated in games, circles, activities, artistic activities, research and teamwork for a total of 38 hours at the Learning in Nature Summer Camp we organised in Karıncalı Village, Çavdar Tarlası Picnic Area. Our monitoring-evaluation studies reaffirmed the importance of providing safe spaces for children to express their feelings and thoughts to feel valuable. Additionally, through our collaboration with Bursa Provincial Directorate of National Education, we were able to discuss artificial intelligence and learning in nature with different stakeholders with the Village Academy activities.

In Solidarity: Our Volunteers

A total of 99 volunteers across working groups and support teams closely assisted KODA team in both programmes and field activities.

Research-Advocacy

The research-advocacy activities, initiated to disseminate the accumulated experiences and to sustain them on a data-driven basis, were carried out through in-person workshops, policy briefs, journal articles, and conference presentations following the earthquake. With the TÜBİTAK research conducted within the cooperation of Dicle University academics, we aimed to reveal the resilience of rural education against disasters. Our Article Series, which compiles KODA's seven-year experience on education in rural areas under seven headings, has also taken its place on our website.

Looking Ahead: Our Dreams and Journey Continue

This year, we have redesigned all our efforts again for better education in villages, as we do every year, adapting to changing conditions and needs, we have built our dreams and now we are hitting the road once more. We move forward to engage with more teachers and prospective teachers, develop new community models for the sustainability of our initiatives, create learning environments grounded in the social-emotional learning approach, and continue the mutual learning process with parents in rural areas.

We invite every reader of this stop, which is a breath of fresh air for us, to join this journey—not as a race, but at their own rhythm.

With our warmest regards,

KODA Community

Öykü Kocaman



ABOUT KODA

Who Are We?

We are an association that has been working since 2016 to ensure that children in villages have access to a better education. We conduct educational activities for teachers, prospective teachers, and parents, carry out research and advocacy on rural education, and develop educational content tailored to local conditions.

Why Do We Exist?

To ensure that every child growing up in Türkiye's villages and rural neighborhoods can access a quality education.

What Do We Do?

In villages and rural neighborhoods, we work towards:

1. Enabling teachers to provide more qualified education,
2. Supporting parents in villages in better fostering their children's development,
3. Encouraging public institutions² that impact schools to adopt policies and innovative solutions that enhance the quality of rural education.

To achieve these goals, we engage in education, research, content development, community building, and advocacy efforts³.

2. The Ministry of National Education, Provincial and District Directorates of National Education, Municipalities, and Muhtars

3. Meeting the physical needs of village schools does not fall within the scope of KODA's activities, but it is aimed to develop a strategic cooperation in this regard in the 2022-2023 academic year.

OUR EDUCATIONAL VISION

At KODA, we define quality education as:

HOLISTIC:

Supporting students' overall development by ensuring their well-being, enabling them to explore their interests freely, addressing their needs, and helping them reach their full potential.

INCLUSIVE:

Adopting a rights-based perspective that acknowledges student diversity and differences, prioritizes their participation in all aspects affecting them, and ensures that every child enjoys the rights necessary for their development.

LOCAL AND GLOBAL:

Integrating 21st-century global citizenship skills, values, and perspectives while continuously updating them to meet contemporary needs.

SOLIDARITY-BASED:

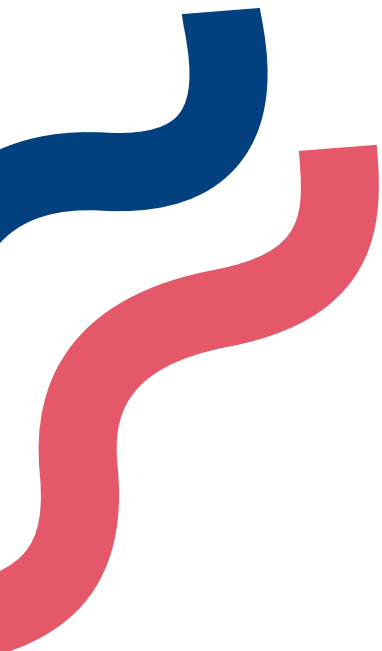
Encouraging peer learning, fostering students' self-sufficiency, and enabling them to produce together and to learn how to learn.

FAMILY-ENGAGED:

Actively involving the local communities, especially parents of the students, in the educational process.

RESPONSIBLE TO THE PLANET:

Recognising the importance of the economic and ecological resources around the students, focusing on protection and sustainability of those resources and prioritizing social awareness.



WHY IS EDUCATION IN RURAL AREAS IMPORTANT?

To Ensure Every Child's Right to Access Quality Education:

The United Nations has issued a global call for member states to take action for achieving the Sustainable Development Goals (SDGs) by 2030, addressing common humanitarian challenges. One of these goals (SDG 4) aims to ensure quality, inclusive, and equitable education for all. As quality education breaks the cycle of poverty, reduces inequalities, empowers individuals for healthy and sustainable lives, and promotes tolerance to help build more peaceful societies⁴.

Currently, students in rural areas do not receive the same quality of education as those in urban areas. This gap is evident in PISA (Programme for International Student Assessment) scores, which show a significant disparity between urban and rural students in Türkiye. If we want to achieve the goal of quality education for all, we may start by working towards better education for children in rural areas.

For Rural Development:

Access to quality education in rural areas strengthens not only children but also entire rural communities. The presence of schools, qualified teachers, and strong school-community-family interactions fosters a sense of community and social solidarity. As a result, rural communities can preserve their cultural heritage and agricultural productivity. Ensuring access to education and maintaining agricultural production reduces rural-to-urban migration, preserving village populations and economic potential. When families, communities, and qualified teachers support children in rural areas, these children develop a motivation to contribute to their own communities and can generate locally relevant solutions. In the face of the food insecurity risks posed by the climate crisis, ensuring sustainable agricultural production become possible.



4. United Nations, "Quality Education: Why It Matters" Retrieved from:
<https://www.un.org/sustainabledevelopment/wp-content/uploads/2018/09/Goal-4.pdf>

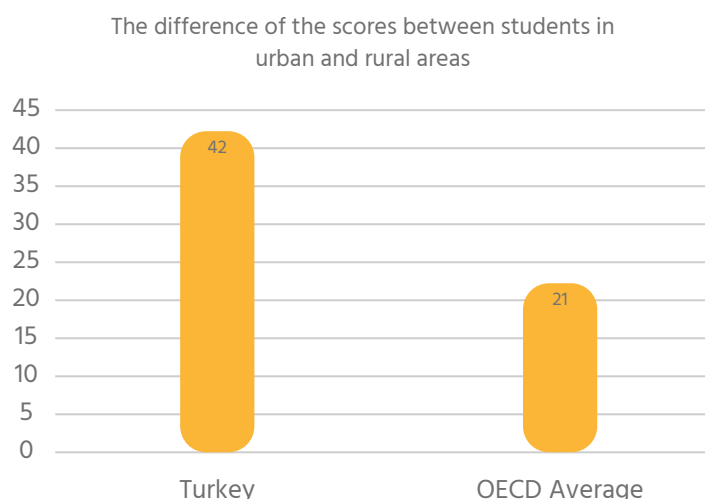
THE CURRENT STATE OF RURAL EDUCATION IN TURKEY

According to Turkish Statistical Institute (TURKSTAT) data, 17.3% of Türkiye's population—14.7 million people—live in areas classified as rural. Among them, 2.8 million are under the age of 15, meaning that 15 out of every 100 children in Türkiye rely on the educational opportunities in villages in order to be able to access schooling where they live⁵.

Since about half of the villages in Turkey became neighbourhoods after the Metropolitan Law of 2012, statistical information on rural education is not precise. However, the Ministry of National Education (MoNE) reports the following for the 2023-2024 academic year⁶:

- Out of 25,245 primary schools, 5,538 are located in villages (about 1 out of every 5 primary schools).
- Out of 5,644,386 primary school students, 239,895 are in village schools (about 4% of all primary school students).
- Out of 308,636 classroom teachers, 19,767 teach in village schools (about 6% of all classroom teachers).

But are we able to provide a truly quality education to the child population living in villages and rural areas? The answer to this question can be seen in the results of the Programme for International Student Assessment (PISA), which is developed by the OECD and surveys the knowledge and skills of 15-year-olds every three years⁷.



The above graph derived from the 2018 PISA results reveals how students in urban areas outperformed their peers in rural areas, based on the average scores in reading, science, and maths. The graph shows that in OECD countries, urban students outperform their rural peers by 21 points on average, whereas in Turkey this performance gap doubles to 42 points. In other words, inequality in education between urban and rural areas is also present in OECD countries, but it is deeper in Turkey.

5. Turkish Statistical Institute (TUIK). (2023). Urban rural population statistics 2022.

6. The Ministry of National Education (MoNE). (2024). National Education Statistics 2023/24.

7. OECD (2022), Student achievement in Türkiye: findings from PISA and TIMSS international assessments, OECD Publishing, Paris, <https://doi.org/10.1787/c8a84283-en>

Education in rural areas faces unique difficulties that differ from urban settings:

- In many villages in Turkey, there are no schools for children to attend. As a result, primary and middle school-aged children are transported daily to schools up to 30 kilometers away through the bussed education system, using morning and evening shuttles. According to the 2023-2024 MoNE statistics, a total of 258,751 primary school students and 355,929 middle school students are transported to 12,921 transportation center schools across Turkey⁸.
- Meanwhile, in villages with just one primary school, teachers frequently change. This situation both hinders the academic development of children and leads to the development of negative attitudes toward teachers and education in villages.
- In many village schools, a multi-grade classroom model is implemented, meaning students from different grade levels are taught together by the same teacher in the same classroom. According to the statement from the Ministry of National Education, it is understood that in the 2020-2021 academic year, approximately 128,432 students were educated in around 7,000 schools applying the combined classroom model⁹. While commonly perceived as a disadvantage, multi-grade classrooms are not inherently negative¹⁰. However, for them to become a supportive learning model, teachers must be adequately trained in multi-grade teaching methods.
- In rural areas, social and cultural stimuli are more limited compared to urban areas. This reduces children's exposure to diverse lifestyles and experiences, restricting their opportunities for learning outside of school.
- Schools in villages may not be adequately equipped for education. Children lack access to proper physical facilities, educational materials, and a variety of educational opportunities. In most of these schools, there is no preschool education, guidance counselors, or subject-specific teachers such as those for art or music.
- Teachers assigned to villages are usually recent graduates from education faculties, at the beginning of their careers. They lack the skills required for rural education because teacher training processes do not sufficiently focus on education in rural settings. These processes do not provide teacher candidates with opportunities to get to know villages, gain practical experience in rural areas, or learn alternative pedagogical methods and techniques tailored to situations specific to rural education, such as multi-grade classrooms and material shortages.



8. Ministry of National Education (MoNE). (2024). National Education Statistics, Formal Education 2023/24

9. Ministry of National Education (MoNE). (2020, June). 17 workbooks prepared for schools implementing the combined classroom model. MoNE Website News.

10. Ministry of National Education (MoNE). (2021). Ministry of National Education Statistics: Formal Education, 2020–21 Academic Year

- Teachers working in villages face daily struggles with numerous issues such as housing and transportation. They are largely deprived of opportunities to socialize with colleagues and learn from them, often leading isolated lives.
- In addition to their teaching duties, teachers take on tasks and responsibilities that go beyond their profession. These include improving the physical infrastructure of schools (such as cleaning, painting, plumbing, roof repairs, installing stoves, etc.), acting as intermediaries between the needs of the village community and central institutions, and managing the administrative duties of the school single-handedly in the villages where they are stationed alone.
- Rural families also differ from urban families due to factors such as families' socio-economic conditions, prejudices about education and schooling, cultural and language barriers, heavy workloads, large number of children, and the scarcity of educational materials and space in general in their homes, some families are unable to adequately support their children's education.
- Due to factors such as violence, lack of access to sufficient and healthy food, inadequate hygienic conditions at home and school, and untreated illnesses, children in rural areas are more likely to experience mental and developmental disorders, with fewer opportunities to overcome these challenges.
- Children whose native language is not Turkish, who have not received preschool education, or whose education is interrupted due to reasons such as seasonal labor, being made to work at home or in the fields, are unable to reach the same level of readiness as other primary school students. These circumstances can lead to fatigue and/or low motivation in class, absenteeism, and disengagement from education.

On the other hand, despite all these challenges, there are also significant opportunities for more holistic and quality education in schools in rural areas. The low class sizes in village schools, the physical proximity between the school, families, and the village community, the opportunities for learning in nature that villages provide, and the ease with which teachers and villagers can take initiative in education in small schools are just a few of these. Therefore, improving the quality of education in rural areas depends not only on addressing the problems listed but also on making the best use of these opportunities and empowering teachers with the necessary skills to do so.



Our Values



Justice:

We prioritize using all the resources at our disposal in the most efficient and equitable manner, placing the interests of our beneficiaries first. We take great care to transparently outline our criteria in every selection and decision-making process and to approach everyone equally.



Holistic Approach:

We consider humanity as part of nature with social, emotional, physical, cognitive, and spiritual dimensions. We assess child and human development by considering these dimensions together. In all our work, we design and support approaches that respond in a balanced way to the diverse and evolving needs of our target groups.



Solidarity:

We openly and confidently express our needs when they arise. Because we value our shared purpose and each other's well-being, we actively take responsibility and continue to create together.



Inclusivity:

We consider diversity and the differences it brings as a source of richness. We strive to ensure that every individual in our target groups can participate in our activities without facing any discrimination. We place great importance on ensuring that everyone has an equal voice in all gatherings.





Sustainability:

We move forward with an openness to change and innovation, recognizing shifting conditions and adapting accordingly. We aim for our activities to have continuity and lasting impact for our target groups. Rather than conducting short-term activities and then concluding them, we prioritize enhancing the capacities of relevant stakeholders (teachers, families, volunteers, etc.) in all our work, enabling them to actively identify problems and contribute to solutions. We design our education programmes to be easily scalable and to serve as exemplary models.



Neutrality:

As KODA, we do not align with any political or religious entities. We establish all our collaborations by adhering to the principle of impartiality. We expect the individuals, institutions, associations, and other entities we collaborate with to adopt a transparent approach in their identities and activities within the association.



KODA Team for the 2023-2024 Term

Co-Director
Mine Ekinci

Co-Director
Esra Yıldırımş

Co-Director
Gökçen Karaman

Co-Director
Menekşe Canatan

Educational Consultant
Cavit Yeşildağ

Social Impact Coordinator
Arzu Şahin

Research and Advocacy
Coordinator
Okan Pala

Project and Content
Development Coordinator
Lale Hanöz

Teacher Communities' Field
Coordinator
Merve Unutmaz

Teacher Training Supervisor
Ufuk Sultanoğlu

Coordinator of Post-Disaster
Support Programme for
Education in Rural Areas
Onur Atalar

Mentor Teacher Consultant
Gülsüm Duman

Social and Emotional Learning
Programme Coordinator
Özüm Baykaş

First Step to the Village
Programme Field Coordinator
Öykü Kocaman

Coordinator of Family Studies
in Rural Areas
Nur Akdemir

Volunteers' Coordinator
Hatice Azin

Orhaneli Field Officer
Ali Başay

Fundraising Expert
Esra Çalışkan Dönmez

Communications Expert
Muhammed Atalay

Communications Officer
Betül Balcı

Financial and Administrative
Affairs Coordinator
Derya Yükrük Kılıç

Administrative Affairs and
Human Resources Expert
Başak Sonbahar

KODA Team for the 2024-2025 Term

Co-Director
Mine Ekin

Co-Director
Esra Yıldırım

Co-Director
Gökçen Karaman

Co-Director
Menekşe Canatan

Educational Consultant
Cavit Yeşildağ

Research and Advocacy
Coordinator
Demet Taşkın

Project Development and Fund
Relations Coordinator
Mert Okcebe

Teacher Communities' Field
Coordinator
Merve Unutmaz

Teacher Training Supervisor
Ufuk Sultanoğlu

Coordinator of Post-Disaster
Support Programme for
Education in Rural Areas
Onur Atalar

Mentor Teacher Consultant
Gülsüm Duman

Social and Emotional Learning
Programme Coordinator
Özüm Baykaş

First Step to the Village
Programme Field Coordinator
Öykü Kocaman

Rural Family Studies
Programme Coordinator
Nur Akdemir

Rural Family Studies
Programme Specialist
Ayşegül Özman

Orhaneli Education and R&D
Center Coordinator
Emre Ekin

Volunteers' Coordinator
Hatice Azin

Orhaneli Field Officer
Ali Başay

Resource Development Expert
Esra Çalışkan Dönmez

Communications Expert
Muhammed Atalay

Communications and Resource
Development Officer
Betül Balcı

Finance and Administrative
Affairs Coordinator
Derya Yükrük Kılıç

Administrative Affairs and
Human Resources Expert
Başak Sonbahar

Administrative Affairs and
Human Resources Officer
Rabia Rumeysa Karadağ

Training Expert in English in
Villages Programme
Lena Katrin Merkle

Psychologist
Nur Banu Şahin

Our Board of Directors and Auditors

2023-2024 term

Executive Board:

Betül Selcen Özer
Chair

Ahmet Tuğrul Ağırbaş
Deputy Chair

Rana Kotan
Treasurer

Suat Kardaş
Secretary General

Burcu Gündüz Maşalacı
Full Member

Gökçe Zeynep Kurmuş
Full Member

Murat Ürüm
Full Member

Audit Committee:

İbrahim Betil
Chair

Fatma Ayşen Özsan
Full Member

Beşir Özmen
Full Member

2024-2025 term

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Betül Selcen Özer
Chair

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Deputy Chair

Rana Kotan
Treasurer

Suat Kardaş
Secretary General

Burcu Gündüz Maşalacı
Full Member

Gökçe Zeynep Kurmuş
Full Member

Murat Ürüm
Full Member

Audit Committee:

İbrahim Betil
Chair

Fatma Ayşen Özsan
Full Member

Beşir Özmen
Full Member

KODA Volunteer Trainers of the 2023-2024 Academic Year

Arzu Salbaş (Primary School Teacher, Pedagogy and Learning Trainer)
Aslıhan Hazar (Storyteller and Science Teacher)
Aylin Vartanyan (Trainer, Expressive Arts Practitioner)
Ayşe Burcu Eren (Trainer and Consultant)
Bariş Sarısoy (Educational Researcher)
Benan Özcan (Child Development Specialist, Family Counselor)
Cansu Omrak (Clinical Psychologist)
Cavit Yeşildağ (KODA Educational Consultant and Social Pedagogue)
Deniz Spatar (Nonviolent Communication Trainer)
Duygu Erseçen (UN Women Child, Early and Forced Marriage Project Coordinator)
Ebru Balaban (Folk Dance Coach)
Elvan Özsel (Narrator / Reminder)
Emine Özcan (Mentor / Coach / Trainer)
Esra Tosun (Psychologist)
Esra Yatağan (Expert Psychologist)
Evin Doğan Kor (Creative Drama Leader and Teacher)
Fatma Karaçoban (Trainer)
Gökhan Karaosmanoğlu (Creative Drama Leader)
Gülray Kav (Preschool Teacher and Trainer)
Gülesra Güllü (Nonviolent Communication Practitioner and Primary School Teacher)
Günay Karagöz (Primary School Teacher, Pedagogy and Learning Trainer)
Hale Tunçay (Primary School Teacher)
Handan Özdoğan (Professional Executive and Team Coach)
Hüseyin Yüksel (Expert Clinical Psychologist)
İlkay Nişancı (Orff-Schulwerk Elemental Music and Movement Educator, Percussionist, Drummer)
İlker Özoğul (Life Kinetic Trainer and Physical Education Teacher)
Kadir Demiryürek (Contemporary Drama Educator)
Kemal Altunboğa (Creative Drama Leader, Child Development Specialist, and Teacher)
Kenan Diribaş (Professional Development Specialist)
Mehmet Ateş (Teacher Educator)
Mevlûde Sahillioğlu (Facilitator and Consultant)
Nesrin Kösele (Leadership Skills Trainer)
Nevin Ahu Gökmen (Communication and Feedback Trainer)
Nevin Akkuş (Primary School Teacher and Learning Journeys Trainer)
Nilsu Eray (Business Development Specialist)
Nur Banu Şahin (Psychologist)
Nuray Ardiç (Trainer)
Nurcihan Temur (UN Women Child, Early and Forced Marriage Consultant)
Nurçin Karabıyık (Theater and Mime Artist - Trainer and Creative Drama Leader)
Nurgül Aluftekin (Primary School Teacher and Learning Journeys Trainer)
Ömer Acar (Primary School Teacher, Music and Movement Trainer)
Onurcan Ceyhan (Project Management Trainer)
Orhan Cengiz (Village-School Relations)
Özgür Özer (Art and Therapy Trainer)
Özgün Baştürk Kahveci (Developmental Psychologist)
Özlem Çelte (Nature-Based Learning Trainer)
Prof. Dr. Rüyam Küçükşüleymanoğlu (Trainer)
Serkan Kahyaoğlu (Clinical Psychologist)

Selma Hekim (Visual Arts Trainer)
Selmin Cansu Demir (Lawyer)
Sena Pişkin (Folk Dance Coach)
Şeyma Gür (Primary School Teacher, Pedagogy and Learning Trainer)
Tina Darsa (Expert Psychological Counselor and Expressive Arts Therapist)
Tolga Uçak (Artificial Intelligence Speaker/Trainer)
Tülin Özçağır (Storyteller and Primary School Teacher)
Veysel Dokumacı (Nature-Based Learning Trainer)
Volkan Kaz (Primary School Teacher, Pedagogy and Learning Trainer)
Yusuf Kızıldaş (Trainer)
Yüksel Esen (Mountaineer - Outdoor Sportsperson)
Zeynep Doğan Demircioğlu (Primary School Teacher, Music and Movement Trainer)
Zeynep Gülçin Altun (Forest Educator)
Cihan Koral (Deep Democracy Trainer)
Onur Ceyhan (Project Specialist Trainer)
Fulden Ergen (Community-Based Communication Trainer)
Zeki Engin Çolak (Breathwork and Mindfulness Trainer)

Faculty Members Collaborated with in the 2023-2024 Academic Year as Part of the First Step to the Village Program

Alper Kaşkaya (Associate Professor, Erzincan Binali Yıldırım University)
Aysel Demiroğlu (Professor, Zonguldak Bülent Ecevit University)
Bengisu Kaya Özgül (Associate Professor, Zonguldak Bülent Ecevit University)
Cengiz Kesik (Assistant Professor, Harran University)
Ceren Alaçam (PhD, Ege University)
Ebru Selçioğlu Demirsöz (Assistant Professor, Trakya University)
Emre Küçük (Research Assistant, Erzincan Binali Yıldırım University)
Fatih Yılmaz (Associate Professor, Dicle University)
Gülşah Kuru (Assistant Professor, Muş Alparslan University)
Handan Kılıç (Research Assistant, Kütahya Dumlupınar University)
Hafife Bozdemir Yüzbaşıoğlu (Associate Professor, Kastamonu University)
İrfan Emre (Professor, Fırat University)
Levent Vural (Associate Professor, Trakya University)
Meram Uzundal (Research Assistant, Amasya University)
Muhammet Özdemir (Assistant Professor, Zonguldak Bülent Ecevit University)
Olca Özdemir (Assistant Professor, Zonguldak Bülent Ecevit University)
Özlem Doğan Temur (Professor, Kütahya Dumlupınar University)
Pınar Çavaş (Professor, Ege University)
Rabia Sarıkaya (Professor, Gazi University)
Ramazan Sağ (Professor, Burdur Mehmet Akif Ersoy University)
Rumiye Arslan (Assistant Professor, Amasya University)
Rüyam Küçükşüleymanoğlu (Professor, Bursa Uludağ University)
Samet Demir (Research Assistant, Kütahya Dumlupınar University)
Serdar Bulut (Assistant Professor, Erzincan Binali Yıldırım University)
Serkan Çelik (Professor, Hacettepe University)
Suat Çapuk (Assistant Professor, Adıyaman University)
Şükran Uçuş Güldalı (Associate Professor, Kırşehir Ahi Evran University)
Yusuf Kızıldaş (Assistant Professor, Van Yüzüncü Yıl University)

Teachers Mentoring Under the Post-Disaster Support Programme for Education in Rural Areas in the 2023-2024 Academic Year

Abdullatif Demir
Adem Kahriman
Akın Bilgin
Ali Acinik
Alime Duran
Ayşe Deligöz
Ayşegül Tüzün
Bahar Onur
Canan Bingöl
Cevat Ayna
Fatma Sağlam
Güllü Duman Yegen
Günay Karagöz
Leyla Aksak
Murat Çıtır

Mustafa Özer
Nevzat Can
Nigar Eda Çetinkaya
Nilüfer Erdemir
Nurgül Aluftekin
Ömer Acar
Pınar Korkmaz
Saim Çelik
Selda Yarım
Semra Odabaşı
Sevgi Demir
Şeyma Karan
Zeynep Doğan Demircioğlu
Zeynep Hasırcı

The coordinators of teachers' communities (ÖTS) we partnered with in the 2023–2024 academic year as part of the Teacher Communities Program

Abdulkerim Kaya
Ahmet Cem
Berçem Aslan
Berna Onur
Büşra Dursun
Büşra Tekin
Buse Bulut
Canan Sakal
Cansu Meniye
Ceylan Uçar
Derya Ergin
Elif Zırhlıoğlu
Erhan Köçer
Ezgi Koşar
Ferit Çelik
Halil Karapınar

Halil Polat
Hakan Özdemir
Hicrannur Sidan
İrem Esen
Kübra Çağlar
Kübra Nalpara
Kübra Nur Hotoğlu
Leyla Karakuş
Muzaffer Başaran
Nigar Eda Çetinkaya
Pınar Kocakuşak
Rukiye Çelebi
Sedat Çiftçi
Yasemin Tekin
Yıldız Uçan

Advisory Board

Ahmet Celal Bozer

Batuhan Aydagül

İpek Kaya Ilıcak

Özgür Günaydın

Sinan Kurmuş

Volunteer Advisors

Communication Advisors

Aylin Subaşı

Gülcem Bayer

Meral Ata

Fırat Ersoy

Nazlı Tolga

Fatma Aydoğdu

Monitoring and Evaluation Advisors

Ayşe Özsoy

Barış Sarısoy

Demet Taşkan

Müge Bakioğlu

Fulya Koyuncu





A. FIELD ACTIVITIES





1. TEACHERS

1.1. Teacher Communities Program

Objective: The short-term goal of the programme is to establish local teacher communities to support teachers working in small schools in rural areas, who have limited opportunities to interact with colleagues, in order to support them in professional, social and personal development as well as in overcoming the difficulties of living in rural areas. The long-term goal of the programme is to build a strong network of teachers dedicated to ensuring quality education in rural areas, to expand this network annually by incorporating new provinces and districts, and to create a sustainable community model.

Target Group: Primary school teachers working in rural areas of Adıyaman - Tut, Afyon - Emirdağ, Aydın - Efeler, Batman, Batman - Sason, Bingöl, Diyarbakır, Gaziantep, Hatay - Antakya, Kars, Mardin - Central, Mardin - Derik, Muş - Varto, Şanlıurfa - Birecik, Şanlıurfa - Siverek, Şırnak - İdil, and Van. Additionally, an online community bringing together classroom teachers from all over Türkiye who work in villages and rural neighborhoods.

Activity Summary: For the 2023-2024 academic year, we planned to continue implementing the Teacher Communities programme with 18 teacher communities, involving 540 teachers. We signed protocols with local Directorates of National Education (MoNE) in 16 different provinces/districts to organize In-person Teacher Gatherings primarily for teachers working in village and rural schools. In Muş Varto, we conducted the programme in collaboration with MoNE without signing a formal protocol.



We created an online community for village teachers outside of the face-to-face community locations who were interested in participating. These teachers gathered monthly via Zoom for Online Teacher Gatherings.

The Teacher Community Gatherings were organised under following topics:

- Welcome Gathering
- Training Gatherings based on identified needs
- Volunteer Community Gatherings
- End-of-Year Evaluation Gathering

Between August 1, 2023, and July 31, 2024, we conducted 92 local teacher community gatherings across 17 regions. In our online community, we held 5 additional teacher gatherings and worked with a total of 432 teachers.

Throughout the program, Teacher Community Coordinators supported the process. Each community had one or two responsible teachers who assisted the KODA team with the organization of gatherings. For in-person communities, we identified our responsible teachers among the teachers working in the same region.

Direct Beneficiaries: 432 teachers

Indirect Beneficiaries: 6,480 students

Total Teacher Community Gatherings Conducted: 97



1.1.a. Monthly Gatherings

ADİYAMAN TUT:

- 1.Introduction and Needs Assessment Gathering – 06.01.2024
- 2.Training Gathering – 25.02.2024: Art Therapy and Creativity, Özgür Özer
- 3.Training Gathering – 10.03.2024: Creative Drama, Kemal Altunboğa
- 4.Training Gathering – 27.04.2024: Challenging Behavior Management, Kenan Diribaş
- 5.Volunteer Event and Evaluation Gathering – 02.06.2024

AFYON - EMİRDAĞ:

- 1.Introduction and Needs Assessment Gathering – 24.02.2024
- 2.Training Gathering – 10.03.2024: Nature-Based Learning, Zeynep Gülçin Ata
- 3.Training Gathering – 27.04.2024: Creative Drama, Nuray Ardiç
- 4.Training Gathering – 02.06.2024: Rhythmic Games in Interdisciplinary Learning, İlker Çıplak
- 5.Volunteer Event and Evaluation Gathering – 12.06.2024

AYDIN EFELER:

- 1.Introduction and Needs Assessment Gathering – 04.11.2023
- 2.Training Gathering – 02.12.2023: Nonviolent Communication, Elvan Özsel
- 3.Training Gathering – 13.01.2024: Rhythmic Games in Interdisciplinary Learning, Sibel Yaşın
- 4.Training Gathering – 09.03.2024: Creative Drama, Nuray Ardiç
- 5.Volunteer Event and Evaluation Gathering – 11.05.2024

BATMAN:

- 1.Introduction and Needs Assessment Gathering – 04.10.2023
- 2.Training Gathering – 09.12.2023: Rhythmic Games in Interdisciplinary Learning, Dilşad Güngör
- 3.Training Gathering – 07.01.2024: Creative Drama, Güllü Duman Yegen
- 4.Volunteer Gathering – 27.02.2024
- 5.Training Gathering – 10.03.2024: Breathing and Mindfulness, Zeki Engin Çolak
- 6.Evaluation Gathering – 25.05.2024

BATMAN SASON:

- 1.Introduction and Needs Assessment Gathering – 21.10.2023
- 2.Training Gathering – 26.10.2023: Dance and Movement, Özgür Özer
- 3.Training Gathering – 06.01.2024: Creative Drama, Güllü Duman Yegen
- 4.Training Gathering – 09.03.2024: Storytelling, Nurçin Karabıyık
- 5.Volunteer Gathering – 27.04.2024
- 6.Evaluation Gathering – 19.05.2024

BİNGÖL:

- 1.Introduction and Needs Assessment Gathering – 28.10.2023
- 2.Training Gathering – 02.11.2023: Nature-Based Learning, Zeynep Gülçin Ata
- 3.Training Gathering – 06.01.2024: Storytelling, Nurçin Karabıyık
- 4.Training Gathering – 09.03.2024: Pedagogy and Learning, Nevin Akkuş
- 5.Volunteer Gathering – 27.03.2024
- 6.Evaluation Gathering – 01.06.2024

DİYARBAKIR :

- 1.Introduction and Needs Assessment Gathering – 21.10.2023
- 2.Training Gathering – 25.11.2023: Classroom Management, Kenan Diribaş
- 3.Training Gathering – 06.01.2024: Music and Movement, Ömer Acar
- 4.Training Gathering – 09.03.2024: Creative Drama, Güllü Duman Yegen
- 5.Volunteer Gathering – 05.05.2024
- 6.Evaluation Gathering – 01.06.2024

GAZİANTEP:

- 1.Introduction and Needs Assessment Gathering – 04.11.2023
- 2.Training Gathering – 03.12.2023: Breathing and Mindfulness, Zeki Engin Çolak
- 3.Training Gathering – 13.01.2024: Nonviolent Communication, Elvan Özsel
- 4.Training Gathering – 09.03.2024: Visual Arts, Selma Hekim
- 5.Volunteer Gathering – 25.03.2024
- 6.Evaluation Gathering – 01.06.2024

HATAY ANTAKYA :

- 1.Introduction and Needs Assessment Gathering – 06.12.2023
- 2.Training Gathering – 13.01.2024: Nonviolent Communication, Esra Çalışkan Dönmez
- 3.Training Gathering – 02.03.2024: Positive School Climate, Mehmet Ateş
- 4.Volunteer Gathering – 27.04.2024
- 5.Training Gathering – 26.05.2024: Creative Drama, Kemal Altunboğa
- 6.Evaluation Gathering – 08.06.2024

KARS:

- 1.Introduction and Needs Assessment Gathering – 06.01.2024
- 2.Training Gathering – 17.02.2024: Students with Special Needs, Aysel Erkovan
- 3.Training Gathering – 09.03.2024: Movement and Brain Development, İlker Özoğul
- 4.Training Gathering – 27.04.2024: Nature-Based Learning, Veysel Dokumacı
- 5.Volunteer Gathering – 26.05.2024
- 6.Evaluation Gathering – 08.06.2024

MARDİN:

- 1.Introduction and Needs Assessment Gathering – 23.12.2023
- 2.Training Gathering – 11.02.2024: Classroom Management, Nuray Ardıç
- 3.Training Gathering – 10.03.2024: Philosophy for Children, Elif Vatansever Özkan
- 4.Training Gathering – 28.03.2024: Art Therapy, Özgür Özer
- 5.Evaluation Gathering – 25.05.2024

MARDİN - DERİK:

- 1.Introduction and Needs Assessment Gathering – 13.01.2024
- 2.Training Gathering – 10.02.2024: Creative Drama, Nuray Ardıç
- 3.Training Gathering – 10.03.2024: Nature-Based Learning, Özlem Çeltek
- 4.Training Gathering – 28.04.2024: Art Therapy, Özgür Özer
- 5.Volunteer Gathering – 18.05.2024

MUŞ - VARTO:

- 1.Introduction and Needs Assessment Gathering – 16.12.2023
- 2.Training Gathering – 07.01.2024: Movement and Brain Development, İlker Özoğul
- 3.Training Gathering – 11.02.2024: Breathing and Mindfulness, Zeki Engin Çolak
- 4.Volunteer Gathering – 08.03.2024
- 5.Volunteer Gathering – 22.03.2024
- 6.Training Gathering – 28.04.2024: Positive School Climate, Mehmet Ateş
- 7.Evaluation Gathering – 25.05.2024

ŞANLIURFA - BİRECİK:

- 1.Introduction and Needs Assessment Gathering – 09.12.2023
- 2.Training Gathering – 03.01.2024: Classroom Management, Kenan Diribaş
- 3.Training Gathering – 11.02.2024: Creative Drama, Kemal Altunboğa
- 4.Training Gathering – 21.04.2024: Rhythmic Games in Interdisciplinary Learning, Dilşad Güngör
- 5.Volunteer Event and Evaluation Gathering – 01.06.2024

ŞANLIURFA - SİVEREK:

- 1.Introduction and Needs Assessment Gathering – 21.10.2023
- 2.Training Gathering – 09.12.2023: Nature-Based Learning, Mehmet Ateş
- 3.Training Gathering – 13.01.2024: Music and Movement, Ömer Acar
- 4.Training Gathering – 09.03.2024: Breathing and Mindfulness, Elvan Özsel
- 5.Volunteer Gathering – 25.03.2024
- 6.Evaluation Gathering – 27.05.2024

ŞIRNAK - İDİL:

- 1.Introduction and Needs Assessment Gathering – 04.11.2023
- 2.Training Gathering – 02.12.2023: Nature-Based Learning, Nuray Ardıç
- 3.Training Gathering – 07.01.2024: Dance and Movement, Özgür Özel
- 4.Training Gathering – 09.03.2024: Mathematics Education, Burçak Öner
- 5.Volunteer Gathering – 27.04.2024
- 6.Evaluation Gathering – 25.05.2024

VAN:

- 1.Introduction and Needs Assessment Gathering – 04.11.2023
- 2.Training Gathering – 02.12.2023: Movement and Brain Development, İlker Özoğul
- 3.Training Gathering – 13.01.2024: Breathing and Mindfulness, Zeki Engin Çolak
- 4.Training Gathering – 09.03.2024: Classroom Management, Kenan Diribaş
- 5.Volunteer Gathering – 27.04.2024
- 6.Evaluation Gathering – 25.05.2024

ONLINE COMMUNITY:

- 1.Introduction and Needs Assessment Gathering – 12.11.2023
- 2.Training Gathering – 15.01.2024: Fun Science, Nilsu Eray
- 3.Training Gathering – 29.02.2024: Creative Drama, Nurçin Karabıyık
- 4.Training Gathering – 17.04.2024: Challenging Behavior Management, Kenan Diribaş
- 5.Volunteer Gathering – 27.05.2024

1.1.b. Teacher Community Leaders Orientation Camp

Objective: To orient and prepare Teacher Community Leaders for the 2024-2025 activity period by equipping them with necessary knowledge about the program.

Target Group: Teachers responsible for organizing local community activities in their respective regions.

Activity Summary: During the 2024 Teacher Community Leaders Orientation Camp, we, as KODA team and Teacher Community Leaders, experienced an orientation camp where we evaluated the year we left behind, prepared for the next period together, thought together on the current situation and possibilities, and learnt from each other.

During the camp, Teacher Community Leaders participated in various trainings, group work, question-answer sessions, re-enactment workshops in Ankara and provided an opportunity for collaborative learning and working among teachers and KODA staff.

During the orientation camp; Teacher Community Leaders worked with trainer Cihan Koral on Deep Democracy. They received training on Introduction to the Project Cycle with trainer Onurcan Ceyhan. They worked with trainer Fulden Ergen on Producing the Word Together and Community Based Communication. With the KODA team, they experienced feedback, reflection and reinforcement activities on Teacher Communities.



1.2. Other Activities for Teachers and Prospective Teachers

Beyond our core programme activities, KODA also conducted additional activities in collaboration with various partners to support teachers in villages and rural neighborhoods.

1.2.1. Activities for Preschool Teachers

We created a comprehensive guidebook addressing the fundamental needs of preschool teachers working in villages. To refine the content, we organized a focus group gathering in November 2023 with preschool teachers to present and test the guidebook's content, collect feedback from teachers and identify areas for any revision and improvement. According to the needs that emerged at this meeting, we made the necessary revisions in the content of the guidebook.

1.2.2. Basic Training Program

In this program, we focused on the key themes that classroom teachers working predominantly in villages and rural neighborhoods need throughout their careers. The training sessions included theoretical knowledge, practical information, and classroom-based examples.

The programme was designed to ensure that some participating teachers would become Teacher Community Leaders in KODA's ongoing Teacher Communities Program, some would continue their journey as mentor teachers within KODA and the majority would consist of mentee teachers in the early stages of their careers, receiving support from mentor teachers throughout the year. The programme aimed to maintain engagement of teachers within the KODA community through additional meetings and training sessions over the year and this training served as the first step in their journey.

This year, the Basic Training programme consisted of two sessions. The topics covered in the first of the two-hour online training sessions were as follows:

- Holistic Education (I-II) – Abdullatif Demir and Şeyma Gür
- Child Development and Learning (I-II) – Cavit Yeşildağ
- Social and Emotional Learning (I-II) – Özüm Baykaş
- Nature-Based Learning – Zeynep Gülçin Altun

The training topics in the 2nd session of our Basic Training Programme were as follows:

- Music and Movement – Ömer Acar and Zeynep Doğan Demircioğlu
- Nonviolent Communication – Deniz Spatar
- Art and Creativity – Özgür Özer
- Village School and Family Relations – Mehmet Ateş

The 2024-2025 Basic Training programme was successfully implemented based on the trainers and topics listed above.

1.2.3. First Step to the Village Alumni Community

Objective: To create space for prospective teachers who have completed the First Step to the Village Programme and joined the KODA community to work for better education in the village through face-to-face and online activities, thus enabling them to stay in KODA's network and benefit from its other programmes.

Target Group: Prospective teachers who have completed the First Step to the Village programme and have become part of the KODA network.

Activity Summary: At the end of August 2023, we included programme graduates who were willing to volunteer with KODA in WhatsApp groups. In the fall semester, we shared a form with graduates interested in receiving online training from KODA Learning Journeys trainers in Music and Movement and Pedagogy and Learning, as well as those willing to volunteer in the organization of these sessions.

We contacted those who filled out the form and identified key contact persons for each university. Five different training sessions were conducted for Erzincan Binali Yıldırım, Kastamonu, Muş Alparslan, Trakya, and Van Yüzüncü Yıl universities by trainers Ahmet Ebubekir Çolak, Emine Özder Çolak, Gözde Geyik, Nurgül Aluftekin, Ömer Acar, Özge Savuncu, and Zeynep Doğan Demircioğlu. During the second semester, we continued sharing supportive announcements and started updating records of graduates who completed the programme since 2019. To update contact and appointment details of prospective teachers who graduated from university in 2019, 2020, and 2021, we created a form and shared it with approximately 300 alumni via WhatsApp groups, email, and direct messages. A total of 211 alumni responded.

We gathered the following data and found out 158 graduates had started working as teachers, 136 graduates were assigned to public schools, 13 graduates were employed in private schools and 9 graduates were working as temporary (contracted) teachers. We shared KODA's current teacher programmes with 15 alumni working in multigrade village schools and 55 alumni teaching in single-grade village schools. Additionally, 6 graduates working in earthquake-affected areas joined our Post-Disaster Support programme for Education in Rural Areas.



2. PROSPECTIVE TEACHERS

2.1. First Step to the Village Program

Objective: To enable prospective teachers to gain knowledge about villages and village schools, improve their professional skills, and gain practical experience while still studying in education faculties. The programme also aims to equip them with awareness of where to seek support for challenges they may face in village schools and develop their self-confidence, communication skills, and socio-emotional competencies.

Target Group: University students enrolled in the Department of Classroom Teaching.

Activity Summary: We implemented a 13-week training programme designed for prospective classroom teachers, shaped around the experiences of rural education, face-to-face in the autumn and spring semesters of the 2023-2024 academic year. Some of the programmes are for one semester and some for two semesters; Adıyaman University, Alanya Alaaddin Keykubat University, Amasya University, Burdur Mehmet Akif Ersoy University, Bursa Uludağ University, Dicle University, Ege University, Erzincan Binali Yıldırım University, Fırat University, Gazi University, Hacettepe University, Harran University, Kastamonu University, Kırşehir Ahi Evran University, It was carried out by the faculty members we cooperated with in Kütahya Dumlupınar University, Muş Alparslan University, Trakya University, Van Yüzüncü Yıl University and Zonguldak Bülent Ecevit University within the scope of one of the related courses such as 'Alternative Practices in Primary School', 'Community Service Practices', 'Teaching Practices'. Faculty members with whom we collaborate at universities in alphabetical order; Alper Kaşkaya, Aysel Demiroğlu, Bengisu Kaya Özgül, Cengiz Kesik, Ceren Alaçam, Ebru Selçioğlu Demirsöz, Emre Küçük, Fatih Yılmaz, Gülşah Kuru, Hafife Bozdemir Yüzbaşıoğlu, Handan Kılıç, İrfan Emre, Levent Vural, Meram Uzundal, Muhammet Özdemir, Olcay Özdemir, Özlem Doğan Timur, Pınar Çavaş, Rabia Sarıkaya, Ramazan Sağ, Rumiye Arslan, Rüyam Küçüksüleymanoğlu, Serdar Bulut, Serkan Çelik, Suat Çapuk, Şükran Uçuş Güldalı and Yusuf Kızıltaş.

In the first semester, 232 prospective teachers from 10 universities participated, while in the second semester, 321 prospective teachers from 15 universities completed the program, reaching a total of 553 participants for the 2023-2024 academic year. We collaborated with Adıyaman, Amasya, Fırat, Gazi, Kırşehir Ahi Evran, and Zonguldak universities for the first time this year. Additionally, we signed protocols with Ege, Fırat, Gazi, Harran, Kırşehir, Kütahya Dumlupınar, and Muş Alparslan universities. In universities implementing the programme with practical applications, responsible faculty members enhanced theoretical lessons with their contributions and guided prospective teachers. After the theoretical lessons, pre-service teachers visited village schools 4 times in groups. During the first visit, the pre-service teachers got to know the village, the school and the students; during the next two visits, they applied the children's workshops developed by KODA in the same classrooms; and during the last visit, each group developed its own workshop under the guidance of the Workshop Preparation Guide prepared by KODA and completed the programme by applying this workshop in the classroom where they worked throughout the semester.



The programme used a variety of methods to generate internal resources for sustainability in the universities where we conducted the practicals. These included providing sponsorship, using affordable local services, using the university's own transport facilities and using public transport to reach remote areas.

Orhaneli district, where KODA conducts its R&D activities, was selected as the implementation site of Bursa Uludağ University First Step to the Village Programme. In the application carried out in camp format, the teacher candidates and the responsible academic teacher stayed in Orhaneli for 3 nights and 4 days. In-kind support was received from Orhaneli District Governorship, Orhaneli Municipality and Bursa Mountain Villages Assistance and Culture Association (DağDer) for accommodation, breakfast and dinner, which were not included in the programme budget.

In universities where the programme was conducted without in-person school visits, faculty members enhanced theoretical lessons and provided KODA materials through WhatsApp groups. Prospective teachers who participated in online courses could still engage with peers who had first-hand field experience. During field visits to universities, we met prospective teachers studying in education faculties under various workshops and discussions. A panel on "Education in Rural Areas" was hosted by Kütahya Dumlupınar University and was open to the administrators, lecturers and students. Drama workshops were conducted at Erzincan Binali Yıldırım, Kastamonu, Muş Alparslan, and Zonguldak Bülent Ecevit universities to prepare prospective teachers for workshop applications. In line with our dissemination strategy, we participated in the 11th International Educational Programmes and Teaching Congress in Aydın on October 26-28, 2023, and made a presentation titled "Post-Disaster Education in Rural Areas: Inequality in Access to Education and Social Resilience" at the XII. International Critical Pedagogy Conference in Ankara on July 3-6, 2024.

In the autumn and spring semesters, we held three online meetings where prospective teachers participating in the programme could come together with their peers from different universities. In the first meeting, where a village mukhtar and our former programme graduates who started working in rural areas were also guests, we focused on 'Inclusive Approach in Rural Areas', and we listened to the experiences of village-school-family relations. In the second meeting, we focused on 'Working with Children with Special Needs', where we focused on alternative methods with the transfer of our education consultant Cavit Yeşildağ. In the third meeting, we focused on 'Child Rights and Child Safety', where we focused more on legal procedures. In the first semester, Selmin Cansu Demir, a lawyer, was our guest on 'Child Rights and Child Safety', while in the second semester, Lale Hanöz and Özüm Baykaş were our guests.

Doğrudan Faydalanıcı Sayısı: 553 öğretmen adayı
Dolaylı Faydalanıcı Sayısı: 104 sınıf öğretmeni, 1.416 çocuk

MUTLU ATÖLYE KURALLARI

- 1- Konuşan kişiyi dinlemeliyiz!
- 2- Birbirimize saygılı olmalıyız!
- 3 O konuşurken onu dikkatli dinlemeliyiz
- 4 Konuşmamız bitikten sonra onu dinlemeliyiz.
- 5 Onun sözünü kesmemeliyiz.
- 6 Konuşurken

2023-2024 Academic Year Course Schedules

COURSE	2023 AUTUMN and SPRING SEMESTERS
1st Course	Introduction on KODA & Program
2st Course	Education in Rural Areas in Türkiye
3st Course	Village - School- Family Relations
4st Course	Planning in Multigrade Classes
5st Course	Class Management in Multigrade Classes
6st Course	Working with Non-Turkish Speaking Students
7st Course	Visit to Village
8st Course	Preparation for Workshops
9st Course	1st Workshop
10st Course	2st Workshop
11st Course	Evaluation and Preparation
12st Course	3st Workshop
13st Course	Overall Evaluation

*During this period, we also conducted three online sessions on the topics of "Inclusive Education in Rural Areas," "Working with Children with Special Needs," and "Children's Rights and Safety."







3. FAMILIES

3.1. Family Engagement programme in Rural Areas

Objective: To support the well-being of parents (or caregivers) living in rural areas, increase their knowledge and awareness about child development, strengthen family communication and school-family interaction through educational meetings and develop pilot projects to further support these objectives.

Target Group: Parents living in villages and rural neighborhoods.

Activity Summary: The six-session family training programme we developed was delivered by teachers who had received trainer training as part of the Post-Disaster Support programme for Education in Rural Areas, while we continued to provide teleconference-based family training sessions for parents in earthquake-affected regions. We also initiated pilot projects for family communities and family seminars in Bursa Orhaneli.

3.1.1. Family Trainings via Teleconference

As part of the program, we conducted one-hour weekly sessions for three weeks on the following topics:

1. The First Step in Supporting Your Child: Helping Them Feel Valued
2. Transition Periods: How Can Parents Support Their Children During Transitions?
3. What is Positive Discipline? How Can Families Implement It?

In the first part of our programme, where each training topic lasted for one hour, we had a meeting circle, in the second part we shared our training content, in the sharing time we received the participants' experience sharing and questions and answers. In the last part, we asked all the participants in turn how the training went and completed our training. After the training, we shared a summary with visual text and audio recording via WhatsApp application to the participating parents. After the programme, we made feedback calls to the parents who completed the training.

From October to April, 47 parents successfully completed the training by attending at least two out of three sessions.

3.1.2. Pilot Family Programmes

The Family Communities

Our aim with Family Communities is to increase the role of parents in order for children living in villages to receive more qualified education, to create a community that supports each other to ensure that they maintain healthy parenting approaches, and to facilitate the implementation of the knowledge and awareness they gain in the meetings we organise.

We organised 6-session Family Trainings in 3 villages in Orhaneli with the topics of Family Communication, Positive Discipline, School-Family Relations, Child Development, Nutrition and Hygiene and Electronic Media. We organised teleconference trainings for parents who could not attend face-to-face trainings. 41 parents completed all these trainings. Afterwards, we started to organise Family Communities meetings in order to transform the knowledge and awareness gained during the process into attitude and behavioural changes.

In the first community meeting, we planned 'What kind of a school do we imagine?' with the participating parents and planned activity days created jointly with the school. We held our year-end event with the participation of teachers, children and parents. In the summer period, we held 2 meetings and worked with parents with group work such as on communication within the family, creating routines, spending time together, which were discussed in family meetings. Community meetings were attended by 37 people from 3 villages.

The Family Seminars

In addition to the long-term studies we carried out in the villages of Orhaneli, we contacted experts in the field who are working on the most curious issues related to child development for parents. We organised 3 family seminars titled Communication with Children, Communication with Adolescents and Controlled Electronic Media in the centre of Orhaneli. 67 people, including parents living in the central neighbourhoods of Orhaneli and the surrounding villages and teachers working in Orhaneli, participated in our seminars.



4. In the Wake of the February 6 Kahramanmaraş Earthquakes

4.1. Post-Disaster Support programme for Education in Rural Areas

Objective: Empowerment of village teachers through one-to-one mentoring and group mentoring meetings in 70 villages where education was disrupted after the 6 February Kahramanmaraş earthquakes; through the implementation of the social and emotional learning programme and parent participation activities; supporting children in the villages in a holistic manner in terms of social and emotional aspects and improving the quality of education they receive at home and at school.

Social and Emotional Learning Program

The aim of our Social and Emotional Learning Programme is to develop the basic social-emotional learning skills of children living and studying in rural areas, such as self-expression, recognition and management of emotions, healthy communication, social awareness and problem solving.

Target Groups:

- Targeted Mentors: Primary school teachers with at least eight years of teaching experience.
- Targeted Mentees: Primary school teachers in their first three years of teaching, working in earthquake-affected villages.

Activity Summary: In 2023-2024, 60 mentees and 29 mentors came together for six one-on-one online meetings during the first semester of the academic year to conduct mentoring sessions in the context of the Post-Disaster Support programme for the Education in Rural Areas program. During this period, the mentors implemented the Family Studies Program, consisting of six modules, with their respective parent groups. Throughout the process, mentors participated in four online Family Studies programme trainings and four online Social and Emotional Learning trainings.

Mentors who attended the winter camp held in İzmir from November 12-15, 2023, began implementing 31 Social and Emotional Learning activities in their classrooms after the camp and completed them within the year. The KODA implementation team conducted field visits to the schools of some mentors during the implementation period, making observations. The observation data collected during these visits helped identify programme content and application steps that needed improvement.

Following the first semester, a face-to-face winter camp was held in Gaziantep from January 20-22, 2024, as part of the Ministry of National Education's in-service training, with 41 mentees continuing in the program. During the winter camp, mentees deepened their understanding of Social and Emotional Learning programme and Family Studies programme content and applied these in their classrooms and parent groups during the second semester. The KODA implementation team also conducted field visits to the schools of some mentees during the second semester, making observations. The observation data gathered during these visits proved highly valuable for restructuring the programme and developing content for the following year. To reinforce the training provided by mentees who completed the Family Studies Program trainings or conducted at least three sessions, and to address their specialized questions, our expert psychologist team member held psychosocial support meetings.

The expert psychologist's field meetings were completed with the parents of 21 out of 27 mentees who implemented the Family Studies Program. These meetings took place between May 3 and May 31, 2024, with 20 of the 21 participating mentees' parent groups meeting face-to-face and one mentee's parent group meeting via teleconference. The programme concluded its 2023-2024 academic year activities with an online closing meeting held on June 6.

Outreach Data of Post-Disaster Support programme for the Education in Rural Areas in 2023-2024

Teachers

Number of mentor teachers who completed one-on-one mentoring activities: 29

Number of mentor teachers who completed group mentoring activities: 14

Number of mentee teachers who completed one-on-one mentoring activities: 55

Number of mentee teachers who completed group mentoring activities: 41

Students

Number of students reached through Social and Emotional Learning programs: 960

Parents:

Number of parents reached through the Family Studies Program: 347

Number of parents who participated in psychosocial support sessions: 198

Overall Total: 1,394

During the 2024-2025 period, the identification of teachers to collaborate with and the organization of training camps with them took place during the summer months of this year. A training camp was held with a total of 30 mentor teachers, 14 of whom were from the 2023-2024 year. To ensure the program's sustainability and enhance its impact, a group of participants from the program began to be empowered for the roles of Mentor Advisor and Social Emotional Learning Trainer. In this regard, 6 teachers who were mentors in the 2023-2024 year became Mentor Advisors, while 10 teachers from the previous year's program embarked on their journey to become Social Emotional Learning Trainers.

Additionally, for the 2024-2025 period, 60 participants were selected through online interviews with classroom teachers in the first three years of their careers who had applied.

In addition to online training sessions conducted through the Basic Training programme, we organized an in-person training camp from July 19-24 where we delivered sessions on:

- Introduction to KODA and Its Culture
- Mentorship 101
- Parental Engagement
- Providing and Receiving Feedback
- Mentor Handbook – Developing a Content Repository
- Social and Emotional Learning* Practices

**This training was conducted in collaboration with the Ministry of National Education's General Directorate of Teacher Training and Development as part of the in-service training program.*

During the in-person training camp held from July 2-6, Mentor Advisors received training on:

- Introduction to KODA and Its Culture
- What is Mentorship? What is Mentor Advising?
- Communication Skills
- Providing and Receiving Feedback
- Project Development – Project and Time Management
- Leadership Skills
- Developing Others and Coaching Skills
- Creative Thinking and Healing Workshop

Additionally, we provided online training and introduced a supervision model where KODA Mentor Advisors would support new advisors and provide mentorship to teachers in the program.

During the in-person training camp for Social and Emotional Learning Trainers, we covered:

- Introduction to KODA and Its Culture
- Pedagogical Foundations of Social and Emotional Learning and experience sharing by Trainers
- Trainer experience sharing on Social and Emotional Learning Skills
- Healing Workshop
- Trainer Skills

Furthermore, through online trainings and gatherings, we aim to support Social and Emotional Learning instructors under the supervision of the KODA Education Consultant and Social and Emotional Learning Coordinator, while encouraging them to take an active role in the trainings conducted within the program.



5. Research and Development

5.1. Center for R&D and Education in Rural Areas

Objective: To implement exemplary practices that can systematically improve the quality of education in villages and rural neighborhoods.

Target Group: All stakeholders within the education ecosystem living and working in the Orhaneli district center and its villages.

Activity Summary: Based on the priority needs identified through field research conducted in previous years, we developed education programs and carried out their initial implementations in the district center of Orhaneli and its villages with schools. While designing these programs, we involved expert institutions and individuals in the process, thereby taking steps toward our goal of increasing the number of institutions and individuals taking responsibility for education in rural areas. In all our efforts, we promoted participation and collaborated with various stakeholders within the education ecosystem.

5.1.1. Pilot Education Programmes

After-School Children's Workshops

During the first half of the 2023-2024 academic year, we created a 12-module "After-School Children's Workshops" program by enriching our existing social-emotional learning content by incorporating games and activities designed to support children's holistic development.

To involve vocational college students from the local Vocational School in the process, we met with the institution's academics and administrators. We conducted a 5-session orientation program with 69 volunteer students. With 6 volunteer MYO students who completed the program, we carried out a pilot study during the fall semester in two primary schools located in the Orhaneli district center, working with 40 children over 10 weeks.

In the spring semester, we continued the program in three village schools with the support of 2 MYO students who had participated in the first semester's activities. For 10 weeks, we visited the schools once a week to implement the After-School Children's Workshops. At the closing events held at the end of May, 49 participating children received their certificates of participation. By the end of the program, we prepared the "After-School Children's Workshops Practitioner Guide" using the content that had been reviewed and improved throughout the implementations.

As a result of the monitoring and evaluation studies, we observed positive changes in every classroom as follows:

- Activities such as establishing classroom rules, circle-sharing sessions, and encouraging children to express their emotions and thoughts made students feel valued.
- The game-based approach, different from traditional classroom teaching, helped children develop their social-emotional skills.
- The workshops provided students with productive activities outside of school hours and allowed them to interact with positive role models.

- Approaches such as encouraging volunteers to help children who were reluctant to participate in the activities express their emotions and thoughts, while subsequently allowing them the freedom to choose whether to join, served as an example for the children. It was observed that the children imitated the volunteers while regulating their own behaviors.

English in Villages Project

To provide students in rural areas with quality English education, we implemented the English in Villages Project in four multi-grade village schools in Orhaneli's villages (Altıntaş, Akalan, Çöreler, and Göynükbelen). The project was led by an instructor whose native language is German and who communicated almost entirely in English with the children. Under the leadership of the project coordinator, KODA volunteers facilitated English lessons twice a week for 10 weeks. A total of 46 students from four village schools participated in the program. At the end of the program, we compiled and refined the content based on the observations and revisions made during implementation, resulting in the creation of the "English in Villages: A Handbook for Volunteer Teachers".

Through the project, we aimed to ensure that primary school students studying in villages receive quality English education, with the following goals:

- English Knowledge and Skills: Developing their English comprehension, meaningful communication skills, and vocabulary,
- Motivation: Enhancing their motivation and confidence in language learning and speaking,
- Cultural Openness and Tolerance: Fostering openness and tolerance toward different cultures.

Observations conducted throughout the project and interviews with classroom teachers in the village schools where the program was implemented revealed the following:

- English lessons were generally not taught or were taught only rarely,
- English lessons were considered less important by teachers compared to other subjects,
- Teachers lacked sufficient English language proficiency and competence in language teaching,
- Students' English proficiency levels were significantly low.

Additionally:

- After English activities, students practiced newly learned expressions in class and during recess.
- They repeated vocabulary and songs learned in lessons.
- Previously quiet students became more engaged in English classes.

At the end of the program, we compiled the "English in Villages Handbook for Volunteer Teachers" based on refinements made during the implementation.

Nature-Based Learning Summer Camp

The Nature-Based Learning Summer Camp was organized for primary school children from Orhaneli and surrounding villages.

With the camp, we aimed to:

- Increase children's experiences in exploring nature and interacting with it,
- Contribute to their social-emotional development.

We organized the camp, which lasted 6 weeks and consisted of 12 modules, in July and August 2024, in the Orhaneli District Center and Karıncalı village. The modules were implemented by 7 volunteers, who were either students of classroom teaching or English teaching, or directly working as village teachers.

The activities in the district center were held at the KODA land, while those in Karıncalı village took place at the Karıncalı Village Çavdar Tarlası Picnic Area.

Throughout the summer, the children participated in a total of 38 hours of games, circle times, activities, artistic pursuits, explorations, and teamwork. They engaged in English activities with a foreign volunteer, and learned about birds, plants, soil, their environment, themselves, and each other. The modules included a total of 41 fun and dynamic activities.

In the final week, we held a closing festival where the children showcased their works, played group games, and participated in a certificate ceremony.

At the end of the program, we prepared the "Nature-Based Learning Activities Practitioner Guide" using the content that was reviewed and revised throughout the implementations.

Social-Emotional Learning Village School Pilot Implementation

The social-emotional learning content, consisting of 31 activities and based on our holistic education approach, was implemented during the first semester of the 2023-2024 academic year in a multigrade-class primary school located in Göynükbelen village, Orhaneli district. Our educational consultant conducted the program over 13 weeks, with 2 class hours per week. Throughout the pilot implementations, we reviewed our content and completed the necessary revisions in the existing guide.





5.1.2. Teacher Support Programmes

Social-Emotional Learning - Teacher Practices

The Social-Emotional Learning content developed by KODA was implemented during the second semester of the 2023-2024 academic year by classroom teachers who had received training from a KODA educational consultant. These teachers applied the content in their own classrooms throughout the semester (13 weeks, 2 class hours per week). The program, aimed at enhancing teachers' professional competencies based on a holistic education approach and improving students' social-emotional skills, was carried out in 2 classrooms in the village schools of Çöreler and Karıncalı, affiliated with Orhaneli, and in 5 classrooms across two primary schools in the Orhaneli district center, with the participation of a total of 7 teachers. The program was supervised by a KODA educational consultant.

Through the Social-Emotional Learning Program, we aimed to develop teachers' competencies in areas such as mastery of content delivery, body language, and classroom management, while also strengthening students' social-emotional skills in self-awareness and self-management—key areas within the context of 21st-century skills.

Social-Emotional Learning lessons began and ended with circle activities that fostered skills such as listening, waiting for one's turn to speak, showing respect for others, expressing emotions, and feeling comfortable within a group. Between the circle activities, warm-up games and interactive/practical activities were conducted.

The Social-Emotional Learning implementations contributed to the creation of more inclusive classrooms. Teachers observed a reduction in cliques among students, noting that the drive to outperform others or be superior gave way to a sense of being an equal part of the class. It was also observed that children who had previously engaged in bullying began to reduce their negative behaviors as they got to know their peers better.

The program supported the development of students' listening, empathy, and self-expression skills, while also boosting their self-confidence.

Throughout the program, teachers progressively gained greater competence in classroom management. Their confidence increased, and it was observed that feelings of inadequacy they had prior to the program diminished. They gained practical experience in areas such as group formation, use of activity spaces, and self-positioning.

The program's implementations contributed to improvements in the teachers' use of body language and voice. Teachers learned to utilize their body language and tone of voice in ways that supported classroom management and boosted student motivation. Additionally, it was observed that students who internalized the Social-Emotional Learning content began to warn teachers when they raised their voices or displayed signs of frustration.

The teachers' mastery of Social-Emotional Learning topics and program content also improved with each module. They recognized the importance of preparing in advance and began attending classes better prepared to implement the modules. They became more adept at ensuring the implementations were flexible and inclusive.

One other impact of the program was that teachers became aware of their shortcomings in the three targeted areas (classroom management, body language, and content mastery).

Beyond the intended changes, the program also led to a range of additional positive effects for the teachers. Implementing Social-Emotional Learning content increased their own social and emotional awareness. Teachers realized that they had previously been unfamiliar with the Social-Emotional Learning domain and had not focused on their students' development in this area. Through the program, they gained opportunities to better understand both the field and their students.

The teachers' motivation to develop themselves professionally also increased. It was observed that teachers who couldn't complete some of the modules expressed a desire to continue implementing them in the next semester. They incorporated activities such as circle time and coloring into other lessons, sustained parts of the work on days when the program wasn't implemented, and even applied the activities with their own children.

Village Academy

The pilot project, implemented in collaboration with the Bursa Provincial Directorate of National Education and KODA, aimed to create a rural counterpart to the "Teacher Academies" program, which had been launched as a pilot study in the city center by the Provincial Directorate of National Education, specifically tailored for teachers working in rural areas.

At the opening event of the Bursa Village Academy, KODA educational consultant Cavit Yeşildağ served as both a speaker and facilitator. During this enjoyable and productive event, teachers working in rural areas had the opportunity to broaden their perspectives on education in rural settings and share common areas of enjoyment and challenges.

The topic for the second event of the Village Academy was selected through a survey conducted with the teachers who attended the first event: Artificial Intelligence. Detailed information and insights about artificial intelligence were shared with the participating teachers by instructor Tolga Uçak through an explanatory and easily understandable presentation. The event also featured examples of images and music generated using artificial intelligence, along with tools and methods to help teachers make their lessons more engaging and educational with AI support. In the Q&A session at the end of the event, participating teachers had the chance to ask questions about artificial intelligence technology and receive answers.

In the third and final event of the Village Academy, Yüksel Esen, one of the first names that come to mind in Bursa when it comes to nature walks and mountaineering, shared his adventures and the region's natural beauties with the participants: which villages and mountains to visit in each season, the best walking routes and scenic spots, and the progression of trails from easy to challenging.

Accompanied by exciting stories, the natural beauties and hiking routes of the mountainous region came to life in the participants' minds. Discussions revolved around both well-known and lesser-known natural treasures, as identified by the teachers. In particular, ideas were exchanged about nature activities that teachers could conduct with their classes.

Face-to-Face Mentorship Support

We implemented the "Face-to-Face Mentorship Program," which aimed to bring newly appointed or early-career teachers together with experienced colleagues in person, supporting them personally and professionally while facilitating their adjustment to the school and village environment. The program was conducted with the participation of classroom teachers from three village schools in the Orhaneli district (Akan, Çörel, Karıncalı) and one school in the district center. A total of 5 teachers participated as mentees. Two teachers from a school in the Orhaneli district center, each with over 30 years of professional experience, served as mentors in the program. The program was supervised by a KODA educational consultant.

Through the program, we aimed to achieve the following changes in the mentee teachers:

- **Professional Development:** Equipping teachers with the professional skills to address issues encountered or potentially encountered in rural education.



- **Social-Emotional Development:** Strengthening teachers' ability to communicate effectively with children and adults in their environment, boosting their confidence in resolving challenges in the educational setting, and increasing their professional motivation.
- **Sense of Community Belonging:** Encouraging teachers to feel a sense of belonging to the program and KODA, and fostering their willingness to voluntarily participate in other KODA activities.

Within the scope of the program, we applied the group mentorship method between mentors and mentees. Participants held 4 face-to-face meetings in 4 different villages on a monthly basis, following a semi-structured format. The meetings began with an opening circle and concluded with a closing circle. Throughout the meetings, teachers listened to each other's experiences and challenges, discussing potential solutions to common issues. Each meeting featured a discussion on a pre-determined "topic of the month." These topics included challenges related to classroom management, celebrating special occasions, and material development.

The program provided the greatest benefit to teachers in terms of social-emotional empowerment and an increased sense of belonging to KODA, their colleagues, and the region where they work. While the program also had an impact on professional development, it also highlighted the teachers' need for more in-depth knowledge and support in areas where they faced difficulties.





5.2 Research and Advocacy

Since 2016, KODA has been accumulating extensive experience through its programmes, and in the 2022-2023 period, we initiated research and advocacy activities to systematically expand our impact based on data-driven insights. We first established the foundations of our advocacy approach and developed our advocacy and monitoring strategy. Step by step, we launched advocacy activities and collaborations aligned with these objectives.

- **October 2023 – "The Impact of Post-Earthquake Population Movements on Education in Rural Areas" Research**

In the summer period following the February 6 Kahramanmaraş Earthquakes, we conducted a research study in collaboration with Habitus Research in 11 villages in Hatay and Adıyaman. The research provided us with perspectives on various issues, including migration movements toward villages after the earthquakes, the overcrowding of schools, changes in children's ecosystems, teachers leaving the region, the significant role of teachers who remained, housing challenges for teachers assigned to the area, and differences in educational vision between Hatay and Adıyaman.

- **December 2023 – Workshop on Post-Earthquake Education in Rural Areas**

A multi-stakeholder brainstorming session focused on rural education challenges and solutions following the February 6 Kahramanmaraş Earthquakes.

- **December 2023 – Policy Recommendations on Post-Earthquake Education in Rural Areas**

The outcomes of the Workshop on Post-Earthquake Education in Rural Areas, along with findings from focus groups conducted with NGOs and teachers prior to the workshop, were shared in the "Policy Recommendations on Post-Earthquake Education in Rural Areas".

- **April 2024 – RCQ Journal Article**

KODA Co-Director Gökçen Karaman published an article on education in rural areas in the Spring/Summer 2024 issue of RCQ, a magazine for Robert College alumni.

- **May 2024 – Information Request to the Directorate General of Development Agencies**

A formal request was made for access to YER-SİS (Türkiye's Urban and Rural Settlement Systems) Research Data, seeking rural subcategory data aligned with TURKSTAT's rural-urban classification.



- **May 2024 – Master’s Thesis by Yasemin Coşar**

Yasemin Coşar Özgür, a classroom teacher in Bursa, conducted a research study with teachers participating in KODA programs as part of her Master’s Thesis Project in Classroom Teaching, which she completed at Hacettepe University. As a result, an academic study demonstrating the impact of KODA programs was added to the literature.

- **June 2024 – TÜBİTAK Research Pilot Studies**

Pilot studies for the data collection tools of a TÜBİTAK-supported research project, conducted in collaboration with KODA by academics from Dicle University, examining the resilience of rural education in earthquake-affected regions against disasters, were carried out, and field preparations were completed.

- **June 2024 – Expansion of Advocacy Data Infrastructure**

A desk study was conducted on key issues such as the importance of village schools, the role of mentorship in teacher competency, educational needs in disaster zones, rural disadvantages, and the significance of Social and Emotional Learning programmes post-earthquake.

- **July 2024 – 12th Critical Pedagogy Congress Presentation**

The research findings, conducted following the February 6 Earthquakes and published as information notes, were transformed into a paper and presented at the congress.

- **July 2024 – Field Research Support Team**

A support team was established within KODA’s volunteer community to assist research activities. Volunteers contributed to KODA’s monitoring and evaluation efforts after orientation on research methods and field applications.

- **July 2024 – Rural Education Video in Collaboration with STGM**

The footage recorded during KODA’s activities in Hatay following the February 6 Earthquakes was transformed into a video, in collaboration with STGM, to accompany a series of articles currently in preparation.

- **July 2024 – Article Series on Education in Rural Areas**

Desktop research and one-on-one interviews were conducted for a Series of Articles compiling KODA’s accumulated experience.

6. Institutional Development

6.1 Volunteer Communities

Objective: To support KODA's institutional structure and collaborations, ensure the sustainability of these partnerships, and engage individuals willing to contribute to education in rural areas.

Target Group: Individuals who wish to regularly contribute to education in rural areas where they live or in nearby rural regions, as well as those who, even from a distance, support the education in rural areas.

Activities:

As Volunteer Communities, we continued our efforts to enhance the sustainability and impact of our activities. As in previous years, we welcomed new volunteers into our community this year and completed their orientation process. To streamline the operations of our growing community, we coordinated our activities with the support of five mentor volunteers.

In December, we held our annual year-end evaluation meeting as Volunteer Communities. As a result of this evaluation, we determined that in 2023, KODA Volunteers contributed a total of 2,099 hours—equivalent to 262 workdays—to KODA's initiatives. We also presented year-end gifts to the volunteers who were with us in December.

Our Volunteer Working Groups and Volunteer Support Teams held monthly or bi-monthly meetings to support our programs and institutional structure, ensuring effective follow-up and assistance. Additionally, through our KODA Volunteer Communities Social Evening Gatherings, held once a month, we continued to support each other through various workshops, training sessions, and games.

Volunteer Working Groups and Support Teams:

- Supporting Rural Families Working Group
- Supporting KODA Teachers Working Group
- Graphic Design Working Group
- Translation Working Group
- Research and Development Working Group
- Text Writing and Editing Working Group
- Orhaneli Volunteer Working Group
- Running Events Support Team
- Teleconference Parent Training Support Team
- Field Research Support Team
- Psycho-Social Support Team



Volunteer Statistics:

Core Volunteers: 99 (actively involved in Working Groups and Support Teams).

Disaster Volunteers: 117 (recruited post-February 6 earthquakes, trained to work with children and facilitate Social and Emotional Learning workshops).

Program-Specific Volunteers: 145 (including teachers from the Rural Family Studies Program, graduates from the First Year in the Village Program, mentor teachers, Teacher Community Coordinators, and educators in the Music & Movement and Pedagogy & Learning training tracks).

6.2 Social Impact

Since the very first day we started working at KODA, we have placed great emphasis on program monitoring and evaluation and since the strategic decision we have taken three years ago, we design these efforts in a way that also serves as a foundation for social impact measurement and management. Monitoring and evaluation activities not only help us identify what works, what doesn't, and what can be improved in program implementation but also provide insights into whether the intended outcomes have been achieved. Beyond program-specific outcomes, the data gathered from these evaluations enable us to assess our progress within KODA's Theory of Change and determine the steps we need to take moving forward.

Following this approach, we analyzed the monitoring and evaluation results of our programs implemented during the 2022-2023 period to present KODA's overall social impact. This analysis focused on the transformations experienced by different target groups, including prospective teachers, teachers, and families. We assessed our progress in achieving three levels of change: Gaining Knowledge/Awareness, Developing Skills, and Adopting Behaviors. These findings were compiled into a report titled "KODA Social Impact Journey". This report was published in February 2024 and is available on our website under the "Publications" section.

For the upcoming period, we have designed KODA's social impact measurement strategy in alignment with our institutional strategy and Theory of Change for the 2024-2027 period. Within this framework, program monitoring and evaluation processes will continue to serve as a tool to assess the initial baseline of target groups and the changes driven by our programs. In addition to this, at the end of the three-year strategic period, we plan to conduct and publish a comprehensive study that evaluates not only the impact of our programs but also the overall contribution of KODA as an institution to education in rural areas. The following sections present the monitoring and evaluation results of our programs for the 2023-2024 period.

6.2.1 Monitoring and Evaluation Results of Teacher Communities programme in 2023-2024

As in previous years, a monitoring and evaluation study was conducted in the 2023-2024 period to assess the impact of the Teacher Communities programme on teachers, evaluate the program, identify areas for improvement, and develop new strategies to meet teachers' needs.

The program's effects were assessed through:

- Pre- and post-tests with teachers and teacher community coordinators,
- Meeting evaluation forms,
- In-depth interviews.

This year, we observed that the teachers participating in the program once again demonstrated significant positive changes both professionally and in terms of social-emotional development. These changes can be summarized as follows:

Professional Changes

Among teachers participating in TCP for the first time in 2023-2024:

- 75.0% improved their knowledge and competence in using various teaching methods and techniques.
- 71.9% felt more capable of adapting their teaching environments to meet the needs and opportunities of their region.
- 62.5% felt more competent in adapting the classroom environment to address diverse student needs.

The programme helped weaken the bias that teaching in rural conditions is restrictive, and teachers felt professionally stronger by applying what they learned directly in their classrooms. Teachers expanded their skills in lesson planning, classroom management, and communication with students, while gaining new perspectives on the challenges they face in their profession and discovered innovative solutions. Moreover, they learned methods to support students both mentally and physically, helping them develop critical thinking and creativity skills.

Socio-Emotional Changes

- By the end of the program, 81.3% of the teachers who participated in the Communities for the first time reported enhanced social-emotional skills.

Taking part in a professional community, engaging in personal development-focused training, and building both professional and social connections with colleagues have enhanced teachers' skills in creative thinking, communication, self-efficacy, self-awareness, and problem-solving. Additionally, teachers reported benefits in areas such as stress management, learning to listen without judgment, cultivating habits of self-compassion and self-care, and adopting a multifaceted approach to thinking.

- 71.9% of teachers reported increased professional motivation.

The inspiration and motivation derived from collaborating with colleagues who share a common goal of benefiting their students have strengthened teachers' dedication to their profession. While early-career teachers gained a deeper understanding of "what it truly means to be a teacher," experienced teachers found inspiration in the enthusiasm of their younger colleagues, expressing that they began to view their careers with renewed hope.

Classroom Changes

According to the teachers, one of the most valuable aspects of the programme was that the methods and activities introduced were concrete, focused on learning objectives, and directly applicable in classrooms. Teachers who implemented these methods and activities in their classrooms reported observing significant positive changes in their students and the overall classroom climate, as well as experiencing greater ease in their own work.

"I definitely observed significant changes in my classroom. I am happy to be part of the program. It had a positive impact on the psychological development of children and how we approach them. I noticed improvements not only in their knowledge but also in their mood, attitudes, and behaviors, which I find extremely valuable."

Teacher Community Participant

6.2.2. Monitoring and Evaluation Results of Post-Disaster Support programme for the Education in Rural Areas in 2023-2024

An external monitoring and impact evaluation study for the Post-Disaster Support programme for the Education in Rural Areas was conducted in the 2023-2024 period to evaluate the activities, findings and results within the scope of the general objectives and goals of the programme and to assess the effectiveness and identify the strengths and areas for improvement.

A comprehensive review of the Post-Disaster Support programme for the Education in Rural Areas reveals three core objectives. The activities carried out throughout the program and the data collected indicate that these objectives have been successfully achieved. These three key objectives are summarized as follows:

- Empowering village teachers in the region during the post-disaster period,
- Enhancing the quality of education received by children both at home and in school,
- Providing holistic support for the socio-emotional wellbeing of children.

Impact of the Mentorship Program

The mentorship program has two primary objectives: (1) to strengthen solidarity and experience sharing among teachers, and (2) to provide personal, professional, and emotional support to young village teachers in the earthquake-affected region. Findings obtained through mentorship evaluation forms indicate that the Mentorship Program within the Post-Disaster Support programme for the Education in Rural Areas has effectively contributed to achieving these objectives.

Mentees expressed high satisfaction with both one-on-one and group mentorship sessions. Additionally, mentees demonstrated a strong and positive perception of the productivity of the weekly meetings. They reported that the sessions were well-structured each week and that their mentors were highly knowledgeable about the topics discussed. Similarly, mentors noted that the mentorship sessions contributed significantly to the mentees' development and highlighted that the mentees were open to the process and highly motivated. The overall satisfaction with the process and its perceived productivity reflect the participants' positive attitudes and perceptions toward the program. Despite the Post-Disaster Support programme for the Education in Rural Areas being an intensive project with multiple overarching goals, components, and intervention areas, the mentorship process was also found to contribute to the well-being of both mentees and mentors.

Impact of the Social and Emotional Learning Program

The Social-Emotional Learning teacher training has significantly contributed to both the cognitive and emotional development of its participants. Quantitative data reveal a substantial increase in teachers' knowledge levels regarding Social-Emotional Learning, as evidenced by the comparison of pre-test and post-test results. In the mentor group, the success rate rose from 33% in the pre-test to 81% in the post-test, while in the mentee group, it increased from 7% to 66%. T-test results indicate that participants scored an average of 11.06 points higher in the post-test compared to the pre-test, with this difference being statistically highly significant ($p < 0.001$). These findings strongly support the conclusion that the Social-Emotional Learning teacher training program has effectively enhanced the cognitive gains of the participants.

Impact of the Family Engagement Program

An analysis of teacher data reveals that their awareness of the expected approaches and behaviors within the school-family-child triangle, which was the focus of the program's first phase, was already quite high even before the program began. However, the self-efficacy of teachers in enhancing parents' knowledge levels in relevant areas is also of critical importance. It can be said that both mentee and mentor teachers experienced growth in their self-efficacy perceptions in this context by the end of the program. This difference is statistically significant for mentor teachers. For mentee teachers, while post-test scores were higher than pre-test scores, the difference was not statistically significant. In summary, the program demonstrated a positive impact from the perspectives of both mentor and mentee teachers.

Impact of Psychosocial Support Sessions

Parents found the interviews highly productive and effective and parent motivation for participating in these sessions was notably high. This motivation is also a result of the practices carried out by the mentees, as the activities conducted within the scope of the Parent-Child Program increased parents' readiness for Social-Emotional Development. Improvements in areas such as self-expression, understanding emotions, and emotional communication have reinforced positive transformations in family communication and relationships. Additionally, this entire process has supported the well-being of participating parents. These findings collectively demonstrate that the Psychosocial Support component has effectively reinforced the gains achieved through the Parent-Child Program, highlighting the program's success in fostering emotional and relational growth within families.



6.2.3 Monitoring and Evaluation Results of First Step to the Village programme in 2023-2024

The First Step to the Village Program, implemented over two semesters during the 2023-2024 academic year, achieved success similar to previous periods in terms of its intended impacts. Young participants gained the experience they needed in classroom teaching and the use of pedagogical content, while also becoming aware of the unique conditions of education in rural areas. They acquired the knowledge and skills necessary to effectively navigate and address these conditions.

As in previous years, an attentive monitoring and evaluation study was conducted for the program this year. The results of the study revealed significant positive changes among the young participants.

Professional Changes

- **95.6% of youngsters improved their awareness of the importance of pedagogical content.**

Throughout both semesters of this academic year, prospective teachers had the opportunity to directly observe the positive impact of conveying learning outcomes to students through games and activities, facilitated by theoretical courses and village school visits. This emerged as one of the program's most significant impacts.

- **84% of youngsters gained classroom teaching experience.**

This experience provided second-year students with an opportunity to familiarize themselves with the teaching profession, while offering upper-year students a chance to deepen their professional practice. Addressing a key gap in university curricula—the lack of practical professional experience in rural schools—this initiative led to a significant professional transformation among the students.

- **83% of youngsters felt more competent in adapting educational environments to diverse student needs.**

This impact was largely achieved through the online courses provided to students by KODA. One of these courses specifically focused on teaching students with special needs. Village teachers participated in the online sessions, sharing their experiences with pre-service teachers regarding students who do not speak Turkish and those with special needs. The content of these online courses helped prepare young educators to better address the diverse needs of their students.

- **81.6% of youngsters increased their awareness of the importance of preparation.**

The prospective teachers, who prepared as a team for the workshops with children before going to the village schools, had the opportunity to practice these preparations, saw their shortcomings and experienced the situations they were unprepared for when they went to the schools. The increased frequency of the programme team's field visits and the workshop simulations conducted during these field visits had a strong impact.

"Have never had the opportunity to gain this kind of experience or to teach directly and now I have done it. I had a prejudice about village schools, I thought there were difficulties. Of course there are difficulties, but I realised that I can do something about it. Of course, I may encounter worse places, but my fear decreased and my self-confidence increased. I think I can solve problems if they arise. I also had the opportunity to get to know the students in village schools. I used to think that children in the village would not be able to understand things because they come from very disadvantaged conditions and that it would be easier for students in the city to learn things, but this is not the case at all. I realised that students in the village can understand everything."

Faculty of Education Student

Social - Emotional Changes

- 73% of youngsters have increased awareness of their social-emotional skills.

Social-emotional skills are of critical importance not only in the teaching profession but also in the whole life of young people. Young people had the opportunity to evaluate themselves and increase their self-awareness in terms of skills such as creativity, communication, self-efficacy, coping and problem solving through the practical work they did in the programme.

- 73% of the youngsters stated that they felt more ready for the profession.

Prospective teachers stated that one of the most important benefits of the programme was that they were prepared for the challenges and potential problems they might encounter in the villages. Finding opportunities for professional practice and learning about the specificities of education in rural areas made the students feel more empowered and reduced their anxiety of being helpless.

- 63.1 % of youngsters had increased self-confidence.

The programme contributed to increasing both professional and personal self-confidence of young people. Participating in practical activities that ensure the development of social-emotional skills, collaborating with peers and gaining professional knowledge and competences helped young people gain a more confident stance towards life.

- 60.4% of youngsters improved their ability to collaborate with their peers.

The teamwork that young people carried out with their peers for workshop preparation and implementation contributed to their collaboration skills.

"The programme removed all my prejudices about village teaching. It taught me with very good examples what I should do if I am appointed as a teacher in the village and how I should communicate with whom. I learnt how I should approach and communicate with children not only in villages but also in my professional life."

Faculty of Education Student

"First of all, the programme gave me self-confidence. Professionally, I am no longer a student. Now they can call me 'teacher'. I know that I will not be helpless. I have ideas, I have experiences. We saw and watched a lot, we saw examples, we saw positive and negative situations, we saw everything. The programme taught me not to be helpless."

Faculty of Education Student

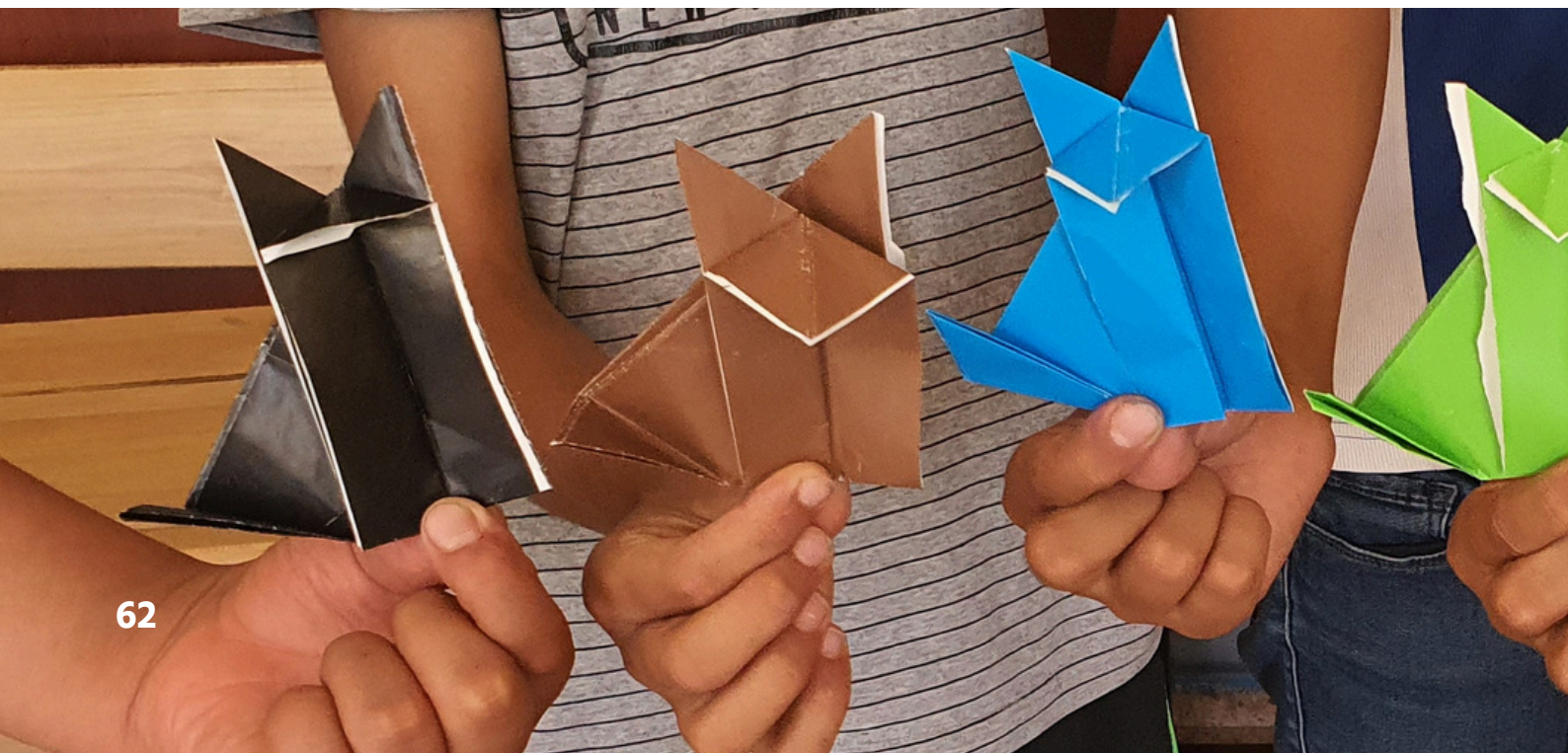
6.3 Communication and Fundraising

We recognize that ensuring quality education for every child, regardless of whether they grow up in a village or a city, is one of the most crucial investments we can make for the future. The sustainability of the systems we are building to improve education in rural areas depends on the engagement and ownership of this issue by various individuals and institutions. Based on this understanding, we structured our communication efforts to increase awareness of our activities, diversify our audience, and expand our supporters, while our fundraising efforts aimed to ensure financial sustainability and diversify income models.

In line with these objectives, we carried out the following communication and fundraising activities:

a. Communication:

- On November 24, 2023, Teachers' Day, we launched the "Together with Teachers" campaign.
- In our 7th year, we reaffirmed our commitment with the message: "We will continue working for better education in villages."
- In December, at the Post-Earthquake Education in Rural Areas Workshop, we came together with stakeholders under the slogan "For the Children in Villages." After the workshop, we published its report and policy recommendation document.
- We published the report on The Impact of Post-Earthquake Population Movements on Education in Rural Areas.
- We released the Guide on Working with Special Needs Students.
- We published a YouTube video discussing 'One Year in Villages After the Earthquake'.
- We shared the social impact of our work over seven years in a report titled "Social Impact Journey."
- On April 28, we took our steps in the Türkiye İş Bankası İstanbul Half Marathon, with the slogan "Better Education in Villages" in partnership with Tchibo Türkiye.
- We published articles on education in rural areas featuring conversations with Gülümser Yücel and Pakize Türkoğlu.
- In HelpSteps application, steps are started to be taken for Better Education in the Village.
- We presented KODA's work through TRT Radyo 1, Citizen Talks, Özlem Gürses' YouTube channel, Hürriyet newspaper, and Milliyet newspaper.



b. Fundraising

We expanded our fundraising activities in the 2023-2024 period. We focused on both increasing and diversifying our corporate collaborations. While we achieved a significant increase in the variety and amount of in-kind support, we held meaningful meetings with private sector companies with which we can establish long-term collaborations.

Thanks to the donations made to KODA on special occasions such as birthdays, teachers' days, mothers' days and fathers' days, valuable contributions were made to our efforts to improve the quality of education in villages. While our regular donors have always supported us on our #BetterEducationintheVillage journey, we continued to inform them about our work with our monthly newsletters.

In our 2023-2024 period, we waited for the approval of our fundraising permit, and after receiving the approval, we were able to participate in the Istanbul Half Marathon at the last minute. In our new period, we will continue to take part in charity runs such as Eker Marathon and Istanbul Marathon, and we will continue to support education in the village thanks to our runners who pursue goodness and the donors who support them.

As KODA, our regular donors and collaborations enable us to continue in line with our vision of developing sustainable education solutions by empowering village teachers. In our new term, we hope to increase both our donors and collaborations and continue our work to support village teachers.

We want our work for quality education in the village to be recognised and supported both nationally and internationally.





b. 2025 - 2026 Action Plans



1. Education and Fieldwork

1.1. Teacher Communities Program

We plan to continue implementing the Teacher Communities programme in the 2024-2025 academic year with 18 communities and 540 teachers participating. The programme will consist of monthly online Teacher Training sessions open to all and in-person or online training and sharing meetings organized by our 17 teacher communities. Community meetings will continue to be organised and conducted under the facilitation of at least 1 teacher in charge for each community. In order for this process to proceed smoothly, we will identify the teachers in charge through a selection process; we will prepare these teachers for field activities through online orientation, training and support meetings. In this way, the teachers in charge will be responsible for the local coordination of these activities, supported by the project team.

This year, we also plan to carry out various activities to ensure the sustainability of the programme activities and the community model. In this context, we plan to try different community models in cooperation with different stakeholders locally. During the year, we will organise an online workshop with the participation of our Teacher Community Officers. In this workshop, we aim to work together on different community models. Preparing a guidebook of our current community experiences and sharing it with relevant institutions is also on our agenda this year.

1.2. Post-Disaster Support programme for the Education in Rural Areas

As part of the Post-Disaster Support programme for the Education in Rural Areas, a face-to-face training camp will be conducted in August with the 60 new mentee teachers joining the program this year. During this camp, teachers will receive training on the areas as follow which they will need at the early-years of their profession:

- Introduction to KODA and Its Culture
- Pedagogy of Education in Rural Areas
- Play
- Inclusive Education
- Music and Movement
- Classroom Management and Drama.

In addition, mentees will receive one-to-one and group mentoring support throughout the year from the mentors they are matched with during the programme. In the first period of the project, we aim to increase the level of readiness of the mentee teachers in the field of Social Emotional Learning through four online trainings. In addition to this process, they will continue to receive online training for their personal and professional development. We will organise a face-to-face Social Emotional Learning training camp in the winter term with mentees who have completed online training and mentoring interviews. In addition to improving their classroom teaching and learning practices, we expect the teachers participating in this training to carry out social-emotional learning activity workshops consisting of a total of 20 practices with their students in their own classrooms, and parent engagement activities with their parents with the guidance and support of their mentors.

On the other hand, we aim to observe, improve and develop the impact of the programme through field visits to the schools of participating teachers.

As a result of all this work, our goals are

- Increasing both professional and personal competences of village teachers in the disaster-affected region,
- Development of social and emotional skills,
- Strengthening parent participation and school-family interaction,
- Helping children to understand and manage their emotions and develop their social skills.

Through the Post-Disaster Support programme for the Education in Rural Areas, we aim to holistically and sustainably strengthen education in 60 villages in the earthquake-affected region.

1.3. First Step to the Village Program

In the 2024-2025 academic year, we will continue to carry out our First Step to the Village Programme with the members of the education faculties of the universities we have worked with so far. With the participation of 6 new universities in the programme this year, we aim to reach a total of 650 prospective teachers. This year, in line with our dissemination strategy, we are launching two different versions of the programme in order to reach more universities. We aim to implement the streams, which we call 'First Step to the Village with Practice' and 'First Step to the Village without Practice', by taking into account factors such as universities' transportation, cooperation capacity and the number of volunteer academics to work with; thus, we aim to deliver our content to more universities.

In the applied version, the programme will again consist of a 13-week flow. At the beginning of the semester, there will be 5 theoretical lectures on education in rural areas in Türkiye, village-school-family relations, lesson planning in multigrade classrooms, classroom management in multigrade classrooms and working with children who do not speak Turkish. The first three of the visits to village schools will be organised by KODA. The workshop practice in the last village visit will be developed by the teacher candidates.

In the non-practical version, the theoretical lessons will be conveyed to prospective teachers by volunteer academics. KODA's written and visual resources will be shared with the groups. In addition, prospective teachers will be supported by WhatsApp discussions, assignments and a 'field experience transfer' meeting at the end of the semester.

While the programme will be carried out in the same way in both semesters with the participation of new prospective teachers, all prospective teachers participating in the programme will be brought together with each other and KODA teachers with 3 online lessons during the semester.

In order to better understand the impact of the programme on prospective teachers, control groups will be formed from young people who have not been involved in the programme at the universities we work with. At the end of the term, focus group discussions will be held in order to understand the changing needs of young people studying at the faculty of education in the earthquake-affected region, to update the content according to these needs, to improve KODA's youth participation perspective, to share experiences with other NGOs working in the field, and to ensure the awareness of young people participating in the programme about different NGO activities.

In the 2024-2025 academic year, we will continue to work on the sustainability of the programme. The aims of continuing to sign long-term protocols with the universities we work with instead of one-year protocols, taking the necessary steps to open the First Step to the Village Programme as a course at universities, disseminating our programme content by sharing it with faculty members working in faculties of education and making new collaborations in this direction, continuing our communication with the community we have formed with students who have completed the programme in previous years through various methods, will be prioritized.

1.4. Rural Family Engagement Program

In 2024-2025, we plan to continue our work with a focus on family education and family engagement. We will first develop academic collaborations in order to conduct needs analyses on family engagement in rural areas. We will expand our family trainings by developing collaborations with different institutions. Within the scope of the Post-Disaster Support programme for the Education in Rural Areas, we will continue to provide family trainings to the parents of mentee teachers via teleconference. We will report our experiences specific to family communities.

1.5. Social and Emotional Learning Program

In the 2024-2025 academic year, we will continue to implement Social Emotional Learning practices in the classrooms of all teachers within the scope of the Post-Disaster Support programme for the Education in Rural Areas. Based on the practices we have implemented, we will start taking steps to further disseminate the resources and programmes we have developed in the field of social emotional skills. For this, we started the training process with 5 mentees and 5 mentors who completed the programme in the previous year's classes. Following the Social Emotional Learning training camp held in July 2024, we will continue the deepening trainings throughout the year to deepen the trainers on the subject and strengthen their training skills. Throughout the year, we will create space for the trainers to gain experience by taking part in the Social Emotional Learning trainings of the he Post-Disaster Support programme for the Education in Rural Areas participants as well as in Social Emotional Learning pilot studies, independent trainings and trainings in other programmes of KODA. We will report our experiences specific to the training process and plan the dissemination steps for the next year.



2. Organizational Structure

2.1 Social Impact Management

As KODA, we prepare all our work and future strategies with an impact-oriented approach based on our institutional change theory. We update our programmes every year in a way to create the strongest changes with the results of the monitoring and evaluation studies of the programmes we carry out and the opinions we collect from programme stakeholders at every step. In addition to the holistic impact of our programmes, we design KODA's work in areas such as research, advocacy, communication, resource development, and collaborations with academia, civil society, public institutions and volunteers to contribute to our social impact goals.

In the framework of data and experiences we have gained also in the 2023-2024 period, we plan to continue to carry out monitoring and evaluation and social impact measurement processes independently but in a mutually supportive manner in line with the social impact management process. After the next three-year period, we will continue our work on how we can design a research process on the transformation we have created in the field of rural education with all our work, and we will make the necessary preparations for our goal of seeing our social impact from a broader perspective in the following years.

2.2 Research and Advocacy

As part of our research and advocacy work in 2024-2025, our first goal is to complete KODA's data infrastructure on education in rural areas. For this, we will compile macro data on education in rural areas and evidence from the literature through desk studies. We will conduct focus group studies with our target groups (teachers, families, prospective teachers) for the missing information and data we need, and we will establish collaborations with universities to conduct academic research. We will come together with our stakeholders on the issues we address and develop policy recommendations. We will transform all these into a data pool and advocacy documents. Within the scope of our evidence-based advocacy activities, we aim to establish a system that will enable us to respond to current developments and strengthen our social media and mainstream media posts focusing on the issues of education in rural areas. We plan to take part in national and international conferences, visit public institutions and organise local workshops to disseminate our advocacy documents.

2.3 Activities to be Conducted in Orhaneli Center for R&D and Education in Rural Areas

In the 2023-2024 academic year, based on the data obtained from the comprehensive field research we conducted in Bursa Orhaneli, we have begun to focus more intensively on research and project development activities. One of our primary goals for the 2024-2025 academic year is to prepare project guides to make our teacher support and empowerment programs sustainable and facilitate their nationwide dissemination. Another goal is to strengthen our communication with local institutions and individuals, expand our areas of collaboration, and increase our visibility across the district. This year, we are also focusing on creating the first educational and play areas on our association's land located in the Orhaneli district center and implementing projects for the design, organization, and use of this space.

The Children's Workshops, Summer Camp, and Social-Emotional Learning programs, which we initiated in previous years and involved direct work with children, will continue this year. Project guides will also be prepared to enable the widespread adoption of these programs. Strategic partnerships will be established to disseminate the developed content. Additionally, we will continue our research and development efforts for projects that will address the challenges and opportunities identified through field research (e.g., lack of role models, limited extracurricular activity options, peer bullying, children with special needs, etc.) in the upcoming period and years. In particular, we aim to establish more numerous and effective collaborations with institutions working in areas directly related to our association but where KODA does not currently operate.

In addition to the Handbook for Preschool Teachers Working in Villages, which we prepared last year, we will develop an Activity Book for Preschool Teachers to meet the need for classroom activities. To achieve this, we plan to hold regular meetings with preschool teachers working in Orhaneli, develop content with their contributions, and complete pilot implementations of the prepared activities.

These efforts aim to strengthen our impact in rural education, support teachers and children, and create sustainable and scalable models for educational development in rural areas.

2.4 Organizational Development

In the 2024-2025 academic year, as the KODA team, we aim to expand our capacity in line with our growing programs and newly launched initiatives. At the same time, we are strengthening our institutional structure to sustain our team's working dynamics more effectively and to make our decision-making and planning processes more systematic.

To ensure that all our efforts and the culture of the KODA Community continue to evolve inclusively, we are structuring our volunteer engagement processes more systematically. Additionally, we aim to enhance and sustain communication and support mechanisms among members of the KODA Community.



2.6. Child Safety

As KODA, our goal is to ensure that children are protected from potential risks in all our activities where we interact with them, either directly or indirectly. To achieve this, we are not only providing training to our team to enhance knowledge and awareness but also developing a child safeguarding policy. Once this policy document is finalized, we will establish the necessary mechanisms for its implementation.

2.8. Volunteer Communities

We aim to establish need- and skill-based volunteer communities that enable individuals who do not live in rural areas but wish to contribute to rural education to actively support our programmes. Through these volunteer communities, we seek to increase engagement and provide meaningful contributions to our various initiatives.

2.9. Communication and Fundraising

We aim to continue our communication efforts to reach a broader audience, enhance our visibility, and strengthen our reputation. In order to strengthen our presence in online platforms, we plan to increase our technical capacity in this field. Ensuring financial sustainability is a key priority for scaling up our existing programs and implementing the pilot initiatives we have planned. To achieve this, we aim to diversify our income models.



KODA August 2023-July 2024 Budget

Income for the period August 2023 - July 2024:	
Individual Donations	1.133.327,97
Corporate Donations	20.958.344,01
Financial Income	1.756.561,07
Other Income	18.181,38
Cash Donations for Aid	2.470,50
Total:	23.868.884,93
Expenses for the period August 2023 - July 2024:	
Expenses for Purpose	18.709.270,47
Post-Disaster Rural Support	5.954.342,42
Teacher Communities	3.340.733,23
First Step to the Village	2.316.114,86
Orhaneli Field	1.389.214,66
Research and Advocacy	1.383.279,47
Where We Left Off in Education Across Rural Areas	919.846,00
Other Expenses for Purposes	840.753,01
Volunteer Community - First Step to Village Alumni Community	540.692,34
Family Studies	504.946,67
Social Emotional Learning	404.368,22
Learning in Nature Summer Camp	372.602,52
English in Villages	306.886,67
After-School Children's Workshops	256.534,55
Face-to-Face Mentoring	178.955,85
General Administrative Expenses	3.443.009,58
Total:	22.152.280,05
Surplus Income Carried Forward from the Previous Period	2.491.731,12
Surplus Income for the Period	1.716.604,88
Total Income Surplus	4.208.336,00

Funds:

Reserve Fund	1.648.231,69 TRY
Orhaneli R&D Center (In Honor of Mustafa Vacit Yalman by Yalman Family)	586.935,85 TRY

The budget for the activity period from August 2023 to July 2024 has been finalized as stated above. An income surplus of 4,208,336 TL has been carried over to the new period. A portion of this surplus has been allocated to ongoing projects in the upcoming period.

Since the activity period is planned to align with the academic year, the budget cycle runs from August to July. However, the Independent Audit is conducted annually according to the fiscal year calendar. The Independent Audit report for 2023 is available on our website.





Acknowledgments



To the Public Institutions We Collaborate With,



Afyon Emirdağ District Directorate of National Education
 Adıyaman Tut District Directorate of National Education
 Bursa Province Directorate of National Education
 Bursa Orhaneli District Directorate of National Education
 Aydın Efeler District Directorate of National Education
 Batman Province Directorate of National Education
 Batman Sason District Directorate of National Education
 Bingöl Province Directorate of National Education
 Gaziantep Province Directorate of National Education
 Hatay Antakya District Directorate of National Education
 Mardin Province Directorate of National Education
 Mardin-Derik District Directorate of National Education
 Şanlıurfa Birecik District Directorate of National Education
 Şanlıurfa Siverek District Directorate of National Education
 Şırnak İdil District Directorate of National Education
 Van Province Directorate of National Education
 Ministry of National Education, Directorate General for Teacher
 Training and Development



Alanya Alaaddin
Keykubat University



Amasya
University



Burdur Mehmet Akif
Ersoy University



Bursa Uludağ
University



Dicle
University



Ege
University



Erzincan Binali
Yıldırım University



Fırat
University



Gazi
University



Hacettepe
University



Harran
University



Kastamonu
University



Kırşehir Ahi Evran
University



Kütahya Dumlupınar
University



Muş Alparslan
University



Trakya
University



Uludağ University
Orhaneli Vocational
School of Higher
Education



Van Yüzüncü
Yıl University



Zonguldak Bülent
Ecevit University



Bursa Orhaneli
District
Governorship



Bursa Orhaneli
Municipality

- Adıyaman Tut Şehit Mahmut Kayan Primary School
- Aydın Efeler Special Education School
- Batman Pazaryeri Primary School
- Batman Sason Cihan Kaya Kindergarten
- Bingöl Çukurca Yeni Yerleşim Primary School
- Bingöl Zübeyde Hanım Kindergarten
- Bursa Orhaneli Akalan Village Mehmet Asiye Eğitimci Primary School
- Bursa Orhaneli Altıntaş Primary School
- Bursa Orhaneli Çörel Primary School
- Bursa Orhaneli Göynükbelen Primary School
- Bursa Orhaneli Karıncalı Primary School
- Bursa Orhaneli Şehit Jandarma Er Ayvaz Gür Primary School
- Diyarbakır Ayşe Ana Kindergarten
- Gaziantep Mehmet Adil Kasapşekkin Primary School
- Gaziantep Mehmet Rüştü Uzel Vocational Technical and Anatolian High School
- Gaziantep Sena Büyükkonuk High School
- Hatay Antakya Nedime Keser Public Education Center and Evening Art School
- Hatay Antakya Serinyol Vocational Technical and Anatolian High School
- Kars Atatürk Primary School
- Kars Boğazköy Primary School and Youth Center
- Kilis İnönü Primary School
- Mardin Derik Namık Kemal Primary School
- Mardin Derik Zübeyde Hanım Kindergarten
- Mardin Sadık Gurbet Yay Kindergarten
- Muş Varto Regional Boarding Primary School
- Muş Varto Şehit Coşkun Özcan Primary School
- Şanlıurfa Birecik 11 Temmuz Primary School
- Şanlıurfa Siverek Public Education Center
- Şırnak İdil Multi-Program Anatolian High School
- Van Koç Primary School

To Our Collaborators,

- AIESEC Bursa
- Mother and Child Education Foundation (AÇEV)
- ALEV School
- AC Coaching
- Ashoka Türkiye Foundation
- Another School is Possible (BBOM)
- Dijidrama
- Education Reform Initiative (ERG)
- Garip and Zeycan Yıldırım Foundation (GZYV)
- Kale Holding
- Kidolog
- Purple Certificate Programme
- Orman6
- Teachers Network
- Teachers Academy Foundation (ÖRAV)
- We Care Association
- Pandemic-Responsive Schools
- UNWomen Türkiye
- Tarlaş Community Center
- Türkiye Association for the Advancement of Early Childhood Education (TOÖEGD)
- YÖRET Foundation

To Our Supporters,

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- Yalman Ailesi
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- Patika.Dev
- QNB Finansbank
- Sekom
- Teknosa

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- ebebek
- Enterprise
- Euromessage
- Kamil Koç
- Kolay İK
- Uzay Pastaneleri
- Tchibo
- THY

To Our Corporate Teams Running for Better Education in Villages,

- Tchibo

We extend our gratitude to the entire KODA Community for being with us during the 2023-2024 period.



TÜHİD, Altın Pusula

Our communication campaign for the Teacher Communities Program received an award in the Corporate Social Responsibility – Education category at the 20th Golden Compass (Altın Pusula) Awards, organized by the Turkish Public Relations Association (TÜHİD)!



Ashoka

Mine Ekinci and KODA joined the Ashoka Fellow Network in 2019!



İbrahim Bodur Sosyal Girişimcilik Ödülü

Mine Ekinci and KODA won second place in the 2017 İbrahim Bodur Social Entrepreneurship Awards.



Açık Açık Platformu

KODA is a member of the Açık Açık Platform.
You can access financial information at the following web address.





