Kodris

Impact Report

This impact report has been prepared with the consultancy of BCtA, under the **imece impact Accelerator Program** that took place in November 2020 - September 2021. imece impact Accelerator Program is an Accelerator Program run by **imece**. The program takes place with the main partnership of **Zorlu Holding**, the knowledge consultancy of **Business Call to Action** supported by UNDP, the strategic partnership of the **Business Council for Sustainable Development Turkey (BCSD Turkey)**, and the investment partnership of **Startup Wise Guys**.

Main Partner

Knowledge Consultant

Strategic Partner

Investment Partner

Kodris Impact Report

Country : Turkey
Sector : Education

Business Model

The way we work has changed. Only a few decades ago, most work was not computer-based. But the use of information and communication technologies per hour worked more than doubled across most OECD countries between 1995 and 2014, and has only increased since then. However, there is a lag between the workforce demands and curriculum offered in schools to prepare children for the economy of the future.[1] Kodris is an e-learning platform for teaching coding to children between the ages of 7-16. The company provides the building blocks for advanced computer skills through algorithmic and cognitive thinking skills. Kodris does this by creating and teaching algorithms for its clients within a game-based environment. The platform integrates a panel where teachers can follow the curriculum and the progress of their students.

Founded in 2017, Kodris is now used by 1,500+ institutions, 2,000+ teachers, and 400,000+ students. In doing so, Kodris wants to make positive contributions to Turkey's economy and raise a tech-literate generation equipped with problem-solving skills.

[1] https://www.oecd.org/education/Envisioning-the-future-of-education-and-jobs.pdf

Key Stakeholders

Kodris's customers are families with children between the ages of 7 and 16 years and computer teachers who work at primary school, middle school, and high school.

In the current education system, informatics teaching educator staff and curriculum are falling short. Because of the lack of informatics education they get from their schools, the ones who are willing to learn to code are obliged to get expensive education from external organizations. Since these educations are not intended for children, they cannot constitute a base for them. As Kodris, we are aiming to both increase the interest of children at an early age in coding with gamification method at affordable cost and create a foundation for 21st-century skills with our curriculums suitable for children of all ages from primary school to high school. Kodris is highly preferable among teachers and students because it is an online platform that provides quality coding education opportunities in many regions including rural areas.

A: Planning for Impact

Kodris' business model seeks to leverage the opportunities created by a lack of affordable, high-quality software languages for students in Turkey and the low participation of girls in STEM and ICT careers.

To address these problems, the company developed certified training on Gamified Python and provided affordable, accessible, and high-quality training on software languages.The education is It is accessible by all children, both girls and boys, not only because of the pricing but also because children are able to learn coding in their native language, therefore Kodris lifts a fundamental barrier in coding education. As a result of its activities, Kodris is improving children's ability to understand software language through gamification, consequently increasing the number of children who are motivated to learn the software and participate in the STEM and ICT careers

Kodris believes that everyone, particularly girls, should have access and encouragement to succeed in our tech-driven world. In the mid-term, children become equipped to use different software languages allowing them to build skills they will need in the future. The company's long-term impact goals include generating quality talent in the country where companies can have access to local talent skilled in software development.

Impact Value Chain

PROBLEMS & OPPORTUNITIES	INPUTS/ACTIVITIES	OUTPUTS	OUTCOMES	IMPACT
Lack of affordable high-quality software languages	Certified training on Gamified Python	Children's ability to understand software language increased	Children become equipped to use different software languages	More qualified employment will be provided to the software world
Limited and unsatisfactory job opportunities	Affordable and accessible quality software language training	More kids are able to access affordable and fun software education	Children gain skills that match future job market needs	Companies have access to high quality local talent skilled in software development
Low participation of girls in STEM and ICT careers	Software languages addressing children were searched so the training was started with appealing characters and equipped interface in early age	Through gamification children become more engaged in studying software	Children become interested/connected with software skills at early age	Perception of the woman in the software world will improve
Unavailability of software training in local language	Training was provided to girls on Python in high schools	More girls have an interest in the software industry	Provides opportunities for education of women software developers in the male-dominated software industry	

B: Framing Impact

Indicator	Baseline in 2021	Target for 2026	Stakeholders	Data Collection Method	Indicator Source	Data Source	Linked SDG Targets
Number of students who were active clients of the organization	250,000	1,000,000	Students	Administrative	Custom Indicator	Amazon, Digital Ocean, Turk Telekom, Microsoft	4.1 4.2 4.4 8.2 8.6
Number of unique organizations in rural and urban areas that were clients of the organization during the reporting period	9,000	25,000	Partners	Administrative	Custom Indicator	Amazon, Digital Ocean, Turk Telekom, Microsoft	4.1 4.2 4.4 8.2 8.6
Number of students residing in rural areas that were clients of the organization during the reporting period	25,000	1,000,000	Students	Administrative	Custom Indicator	Amazon, Digital Ocean, Turk Telekom, Microsoft	4.1 4.2 4.4 8.2 8.6
Number of students residing in urban areas that were clients of the organization during the reporting period	225,000	900,000	Students	Administrative	Custom Indicator	Amazon, Digital Ocean, Turk Telekom, Microsoft	4.1 4.2 4.4 8.2 8.6
Percentage of students advancing from one level of coding to the next.	60%	90%	Students	Administrative	Custom Indicator	Amazon, Digital Ocean, Turk Telekom, Microsoft	4.1 4.2 4.4 8.2 8.6
Percentage of students aged from 6 to 9 who are clients of the organization	20%	65%	Students	Administrative	Custom Indicator	Amazon, Digital Ocean, Turk Telekom, Microsoft	4.1 4.2 4.4 8.2 8.6

C: Standardizing Kodris Impact Management Approach

The Impact Management Project (IMP) is a forum for building global consensus on how to measure and manage impact. Through a series of consultations and convening across the world, with thousands of practitioners including investors and multilateral institutions, IMP has developed shared fundamentals on how to describe and understand through the lens of the five dimensions of impact. These five dimensions are: **WHAT, WHO, HOW MUCH, CONTRIBUTION and RISK.**

WHAT	tells us what outcomes the enterprise is contributing to and how important the outcomes are to stakeholders.
WHO	tells us which stakeholders are experiencing the outcome and how underserved they were prior to the enterprise's effect.
HOW MUCH	tells us how many stakeholders experienced the outcome, what degree of change they experienced, and for how long they experienced the outcome.
CONTRIBUTION	tells us whether an enterprise's and/or investor's efforts resulted in outcomes that were likely better than what would have occurred otherwise.
RISK	tells us the likelihood that impact will be different than expected.

The Business Call to Action Impact Lab integrates IMP's global norms for impact management by helping companies assess their goals concerning the five dimensions described above.

Kodris contributed to three distinct impact goals:

1) More qualified employment will be provided to the software world,

2) Companies have access to high-quality local talent skilled in software development, and

3) Perception of the woman in the software world will improve.

Kodris mapped each of these goals on the five dimensions of impact to understand better its significance and to be able to better manage and communicate its impact.

Goal 1: More qualified employment will be provided to the software world

WHAT

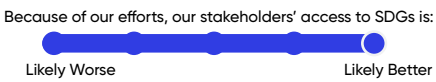
What is the importance of your goal to your stakeholder?

WHO

How underserved are your stakeholders in relation to the SDGs?

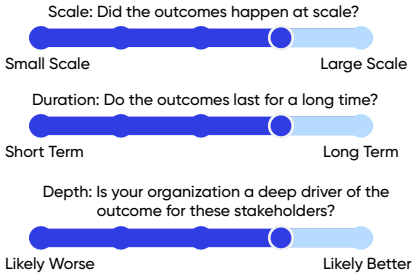
CONTRIBUTION

How does the impact compare to what is likely to occur anyway?



HOW MUCH

How significant is the impact that occurs in the time period?



RISK

What is the risk that the impact is not achieved due to external or internal factors?

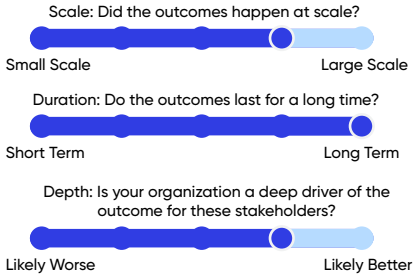
Goal 2: Companies have access to high quality local talent skilled in software development

WHAT
What is the importance of your goal to your stakeholder?

WHO
How underserved are your stakeholders in relation to the SDGs?

CONTRIBUTION
How does the impact compare to what is likely to occur anyway?

HOW MUCH
How significant is the impact that occurs in the time period?



RISK
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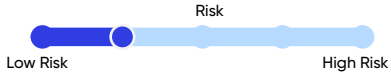
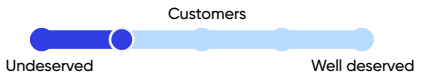


Goal 3: Perception of the woman in the software world will improve

WHAT
What is the importance of your goal to your stakeholder?

WHO
How underserved are your stakeholders in relation to the SDGs?



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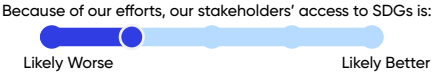

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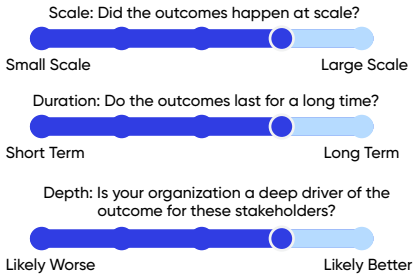

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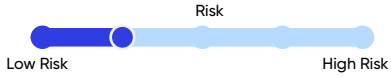


D: Measuring Impact

Kodris has developed internal data management systems that track sales and trainings to enable strategic and operational decision-making. By integrating impact metrics into the operations of the company, Kodris segments and identifies new customers, increases marketing efforts, and drives overall business value.

Through the impact measurement process, Kodris has observed that girls who use Kodris platform to learn coding express a greater interest in technology. Kodris further plans to measure its long-term impact on gender equality by tracking the number of girls who receive coding education by Kodris indeed go on to pursue STEM degrees and jobs in STEM fields.

Additionally, Kodris plans to measure girls' interest in coding education by analyzing their steadiness and commitment. In order to measure this, Kodris has set a plan to track girl students' completion of new levels in the platform, which represents that girls are improving their coding skills as they continue their coding education while developing stronger interest in coding.

Lessons Learned

By going through the process of developing a complete impact management framework with an SDG lens, Kodris is able to systematically identify the types of data it needs to collect to understand the changes experienced by its stakeholders in the short and long term. The company has also started using surveys to gather feedback from customers that can help adjust and improve its business model, deliver products and services effectively, and maximize its contributions to the SDGs.

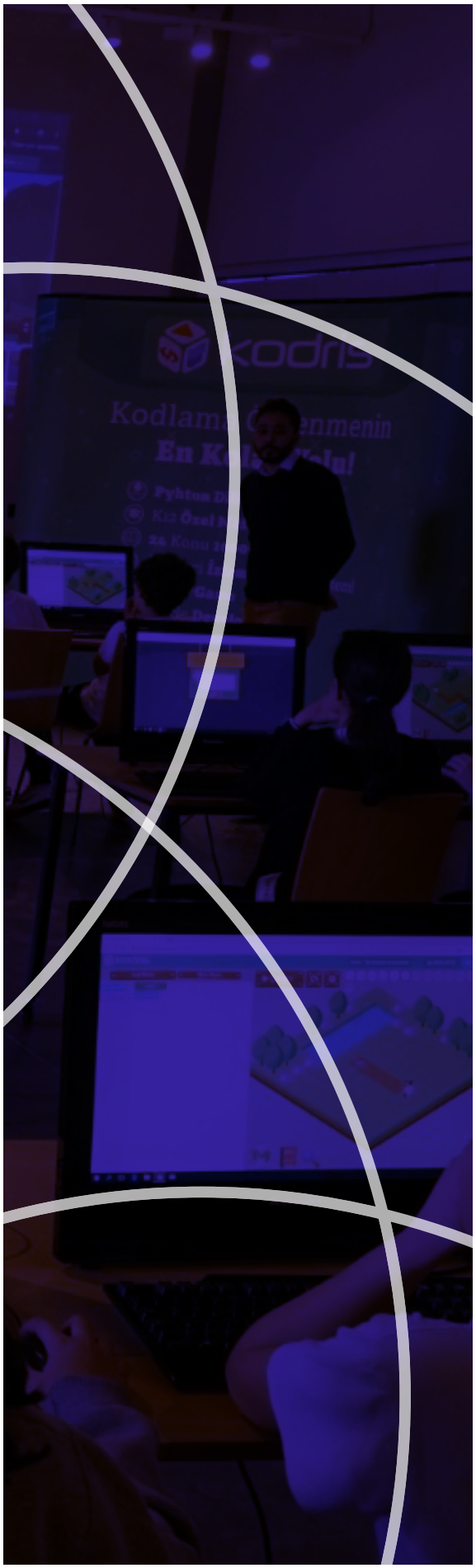
Way Forward

Currently, Kodris' gamified coding education reaches customers in Turkey, United States, and across Europe. The company envisions to provide gamified coding education in more countries by making it available in multiple languages.

In addition to this, Kodris will expand its products to reach children and adults. Kodris is also planning to introduce a certification programme that users can achieve to attest their progress in learning.
Finally, Kodris aims to provide employment opportunities for women software developers in the company itself and expand training opportunities in the rural areas of Turkey with higher prevalence of gender inequality.

"We were introduced to Kodris through RoboRave International robotics competition last year. We were given a thirty-day free trial which we used with my students at "Academy at Larragoite", a digital school in Santa Fe Public School District. We used the sixth-grade through eighth-grade curriculum with approximately ten students. At our school, we have been teaching coding to our students using C++, Arduino and Python programming languages. The primary reason for us to choose Kodris, was that it has great interactive scenes with simultaneous block and text coding, which I believe is the most outstanding feature of Kodris. This synchronized block and text coding make learning Python easier and enjoyable for students. They are able to visualize how the code works instantaneously. They are able to learn Python in simple steps and by trial and error. My students loved working on the engaging tasks with the Kodris characters; it was more like playing a game for them. We all know that students learn better when they are having fun! As educators, we also liked that it is an online program that allows teachers to make class lists, track student progress and evaluate their understanding. The Kodris curriculum is from first grade through ninth grade, teaching all programming concepts and topics. We are eagerly awaiting the high school curriculum which is under development and expected to be online by the summer of 2021. I'd like to congratulate Kodris for writing such an educating, engaging and highly effective program. I highly recommend Kodris to all educators."

Erem Birkan
Math, Scientific Technologies and Robotics Teacher at the ACADEMY AT LARRAGOITE, Santa Fe, New Mexico, USA



For more information

kodris

kodris.com

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