

2024 Annual Report

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In Türkiye,

1 in every 3 teachers

has chosen ÖRAV on their journey of development.

Since our founding, we are proud to have reached approximately

400.000

valuable teachers, and we continue to expand our footprint in education.

Öğret-
menle
Olur!

ABOUT ÖRAV



Who is ÖRAV?

Our foundation was founded in 2008 by Garanti BBVA with the **aim of protecting children's right to quality education by supporting teachers' professional and personal development.**

We have embraced this visionary step with dedication, and for **16 years**, we have been offering training, projects, and various activities free of charge to teachers through our **"peer-to-peer learning"** model, which we have implemented with over **400,000** teachers from 81 provinces across Türkiye.

Our mission is to strengthen teachers with globally recognized learning approaches and help raise a generation of children who are fully equipped to thrive in the 21st century.

On this path, we support teachers—the cornerstones of the education system—with our innovative programs, helping them achieve greater success in their profession and embrace continuous development.

Driven by our belief that **"When teachers grow, the world transforms,"** we reach an average of 50,000 teachers every year through our training programs and other activities—while continuing to evolve and grow ourselves.



Our Vision

To be the most impactful and productive non-governmental organization in Türkiye in the field of teachers' professional and personal development.



Our Mission

We envision a future where teachers and all education professionals are empowered through meaningful opportunities for growth—recognized by society as leaders of change, and valued for the specialized knowledge, skills, and commitment they bring to shaping future generations.

Our Values

Reliability, Transparency, Accountability

We believe that building open, honest, consistent, and transparent collaboration with all our stakeholders is the foundation of trust and long-term credibility. Guided by strong ethical principles, we are committed to making our work—especially our financial reports—accessible to the public. As a member of the Açık Açık Platform and a registered organization in the EU Transparency Register, we proudly stand among the civil society organizations recognized for their accountability and openness.

Innovation and Leadership

We are committed to being a visionary and inspiring organization—setting new standards in both methodology and content. Our aim is to lead the way in teacher-centered initiatives and operate at the highest level of quality and innovation within the civil society sector, both nationally and internationally.

Inclusion

We are committed to ensuring that every teacher in Türkiye has equal access to professional growth opportunities. Rooted in universal values, we show respect for people, labor, knowledge, the environment, and animals. We reject all forms of discrimination in both word and action, and we embrace a non-violent, peaceful, inclusive, and dialogue-oriented approach to communication. We believe that diversity enriches life and strengthens our collective future.

Lifelong Learning and Constructive Feedback

We embrace lifelong learning, internalizing the approaches we promote through our trainings and applying them in our daily lives. We nurture curiosity, value solution-oriented feedback, and believe that learning from one another is essential to effective teamwork and sustainable impact.

Stewardship of Resources

We honor the trust of our donors by using every resource with efficiency, responsibility, and a strong focus on creating value.

Respect for Diversity

We avoid all forms of discrimination, value each other, listen to each other and constructively evaluate what we hear. We support the free expression of all ideas as long as they do not involve violence or discrimination.

Respect for Labor

We create educational content with care, ensuring that it is used responsibly and with permission. We also respect copyright and the intellectual property of others, always seeking approval before sharing or adapting external materials.

Teamwork

Teamwork is at the heart of all we do—where individual talents serve collective success, and leadership begins with moving from “I” to “We.”

Governance and Advisory Bodies

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T. Garanti Bankası A.Ş.
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Şebnem Aygöl
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Barış Gülcan
Yazgı Demiralp
Ceyhun İvegner

BOARD OF DIRECTORS

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Dr. Gonca Ongan

Message from Our Chairperson of the Board of Directors

Dear Shareholders,



Founded in 2008, the Teacher Academy Foundation has been working since its inception, believing in the decisive role of education in the development of individuals and therefore societies. We believe that contributing to the professional and personal development of teachers to improve the quality of education is one of the most important steps in social development.

Teachers are individuals who guide and inspire people to discover their potential. Empowering them is critical to contributing to a more conscious, creative, and sustainable future. With this awareness, we at ÖRAV continue to stand by our teachers in building our future.

With the generous support of our donors and project partners, our Foundation has been able to reach countless teachers to date. Their contributions enable us to expand our impact in education, reach even more teachers, and continue spreading the transformative power of learning. The unifying and empowering force of education strengthens our resolve to carry this mission forward with even greater dedication.

On this journey, we recognize the challenges teachers face in the field of education and develop projects to provide them with the best possible support. We take pride in standing alongside teachers through programs that contribute to their professional and personal growth, equipping them with new skills. From online learning opportunities to hands-on workshops, we offer a wide range of programs that help each teacher discover their own potential and transfer it to their students.

As we continue this important journey with the goal of contributing to quality education and becoming an institution that inspires the world, we owe our deepest gratitude to our teachers—who always empower us—our founder and steadfast supporter Garanti BBVA, and all our stakeholders for their invaluable contributions. At ÖRAV, we believe that education forms the foundation of a sustainable society. With this conviction, we aim to reach more teachers, and in turn, more children, through our new projects. Looking ahead to 2025, we are eager to sustain this meaningful solidarity and to celebrate even greater achievements together.

With sincere regards,

Ebru Taşçı Firuzbay
Chairperson of the Board

Message from Our General Manager

Dear Shareholders,



The development, prosperity, and social well-being of a nation are directly linked to the quality of its education—often referred to in international relations as a form of “soft power.” At the very heart of education quality are teachers. In Türkiye, we have 1.2 million teachers with an average age of 37, which means that one in every 63 adults in our country is a teacher. At ÖRAV, we place this tremendous potential at the center of our work. Guided by the principle of safeguarding every child’s right to quality education, we continue to support teachers’ growth each year with innovative and inspiring initiatives designed to meet the needs of our time and reach an ever-growing number of educators.

With pride in having achieved all the goals we set at the beginning of the year, I am pleased to share a summary of our work carried out in 2024 together with our 20-member central team, 324 part-time trainers from 50 cities, as well as our volunteers and supporters. The broader social impact and further details can be found throughout this report.

In 2024, we delivered a total of 19 training programs—8 in-person and 11 online—along with more than 300 courses offered through our eKampüs platform, reaching 46,326 teachers with 245,322 hours of learning.

In response to the devastating earthquake centered in Kahramanmaraş in 2023, we completed the distribution of solidarity kits to teachers in the five most affected provinces in March. We also delivered the specially designed training program “Psychological Resilience in the School Community” to 900 teachers in the region.

This year also marked the 11th edition of our ÖRAV Mid-Year Workshops, where 1,756 teachers participated and 60 volunteer trainers led 57 different workshops.

We hosted three webinars focused on teacher well-being, reaching 1,577 participants with our guest speakers.

Within the scope of the METEK III – Development of Vocational and Technical Education Project, we conducted 20 days of training for 75 educators who will serve in the Sectoral Centers of Excellence established in 75 vocational and technical high schools. These trainings covered leadership, strategy, program development, and operational management.

Our photography contest, organized for the second time this year, highlighted the theme “Nature, Our First Teacher”—emphasizing the role of nature as one of humanity’s earliest sources of scientific knowledge and the importance of sustainability for our planet.

We also brought together private sector and civil society partners in our “Empowering Partnerships” workshop to explore new avenues for collaboration. With the participation of senior representatives from nearly 50 institutions, we received valuable feedback on how we work as well as what we do. When asked, “What is the first word that comes to mind when you think of ÖRAV?”, the three most common responses were Trust, Hope, and Sustainability. This affirmed the impact not only of our programs but also of the values and approach that guide us.

In November, we held the 10th edition of our Annual Teacher Festival, with simultaneous events taking place each week in about 20 provinces across all 81 cities in Türkiye. With 586 workshops, 22 inspiring speakers, and 8,046 teachers participating—73% of whom were engaging with ÖRAV for the first time—the festival created a remarkable impact.

In April at the İzmir Marathon and in November at the Istanbul Marathon, our volunteers joined us in running for good under the motto “Öğretmenle Olur!” (It Happens with Teachers!). Together, we raised resources to deliver our “Psychological Resilience in the School Community” program—known as BirOh—to teachers in earthquake-affected regions.

We completed the e-commerce infrastructure and trademark registration processes of our social enterprise gift shop.

We launched individual and corporate sales through our website and began offering our products via Trendyol. In addition, we participated in 13 events with our sales stands.

Our partnership with ICF Türkiye continued into its 11th year. This year, 44 of our part-time trainers received coaching from volunteer ICF coaches.

We introduced our new program, “Artificial Intelligence Applications in Education,” empowering teachers to harness AI responsibly and enhance their classroom practice.

Together with 150 part-time trainers, we held our “Vision in Education” workshop, aimed at fostering leadership, personal brand management, social impact, and regional leadership capacities among our educators. Using methods such as Story Harvesting and Mind Mapping, participants deepened their learning through hands-on practice.

We also expanded both the number of our volunteers and the diversity of areas in which they contribute. Across 81 provinces, 807 ÖRAV Volunteers dedicated a total of 6,258 hours to our activities this year.

We continue to comprehensively measure and report the impact of all our training programs, while also sharing these insights with the academic community. In 2024, we presented four papers at two international conferences, contributing to the field of educational sciences and ensuring that our work informs global discussions on teacher development.

We were deeply honored that our flagship program of the past 16 years, Learning Leader Teacher, received the Community Value Award – Civil Society Category from Dünya Newspaper.

By the end of a truly impactful 2024, we had provided 46,363 teachers with a total of 245,322 hours of training, indirectly supporting 2.3 million students in accessing higher-quality education through their teachers.

With pride in having successfully achieved all of our targeted initiatives, I would like to extend my heartfelt gratitude, on behalf of our entire team, to all our stakeholders—those who have walked alongside us, partnered with us, enriched our work with their contributions, inspired us through their generosity, and enabled us to create greater value with their support.

Sincerely,

Arzu Atasoy
General Manager

Our Team



Arzu Atasoy

General Manager



Elif Solmaz

Corporate Communications
Manager



Sinan Satılmış

Administrative and
Financial Affairs Manager



Arzu Büyük Koçyiğit

Administrative and Financial
Affairs Specialist



Engin Güven

Education and Field
Coordination Manager



Dinçer Demir

Education Programs Lead/
Senior Trainer



Ceyda Çengelköylü

Field Coordination Lead /
Senior Trainer



Gonca Ertekin, PhD

Senior Trainer



**Hatice Cansu
Özpır, PhD**

Senior Trainer



Zehra Kaplan

Senior Trainer



Pınar Canpolat

Monitoring and
Evaluation Specialist



Muharrem Sahil

Operations Manager



**Sümeyye Akti
Korkmaz**

Operations Specialist



Şaban Kurtoğlu

Operations Specialist



Sezgin Vatansever

Education and Information
Technology Manager



Ezgi Diri Koç

Education Technology
Expert



Başak Karayığit

Projects and Business
Development Manager



Rukiye Temel

Projects and Business
Development Specialist



**İbrahim Semih
Arısoy**

Event Assistant

Our Shareholders



2024





Number of Teachers Reached

46.326



Number of Students Reached

2.3 million



Total Hours Served for Trainings

245.322 hours

Overview of 2024

January

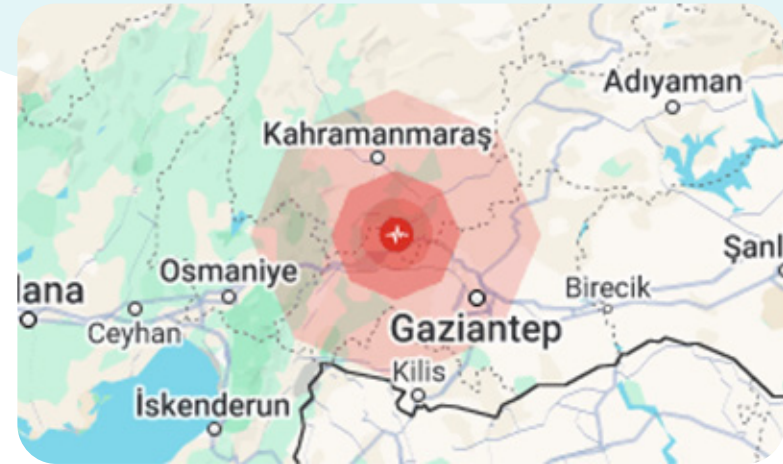
→ For 11 years, we have been organizing ÖRAV Mid-Term Workshops during the mid-term break, conducting **57 different workshops** led by **60 volunteer** educators. A total of **1,756 teachers** participated in these workshops, 18 of which were held in Istanbul, 25 in different provinces of Turkey (Adana, Zonguldak, Bursa, Muğla, Ankara, Sakarya, Erzurum, Mersin, Batman, Antalya) in person, and 14 online.



February

→ For the teachers affected by the devastating earthquake centered in Kahramanmaraş on February 6, 2023, we personally visited schools to complete the distribution of the solidarity kits we had prepared.

→ We have started implementing our “**Psychological Resilience of the School Community**” training program, specifically developed for teachers in earthquake-affected areas.



March

→ We have prepared the necessary action plans to continue the **“Psychological Well-being of the School Community”** training throughout 2024 and reach 900 teachers.



April

→ At the İzmir Marathon, under the slogan “It Happens with Teachers!”, we created an opportunity to support teachers’ professional development together with 24 volunteer runners and 377 donors.

→ We also organized a three-part webinar series on **“Teacher Well-Being”**—featuring distinguished guest speakers **Yankı Yazgan, PhD; Pelin Kesebir, PhD; and Rıza Kadılar, PhD**—highlighting the importance of teacher wellness and mental health.



May

→ Within the scope of our EşitBiz Project, we organized the **“EşitBiz (Wequal): An Inspiring Gathering,”** conference, following the completion of our training on Supporting Social Development in Early and Primary Education. The event brought together teachers who made a difference with their work and expert speakers who shared their insights.

→ We also carried out the Culture and Arts Ambassadors program with **20 teachers from 11 provinces across** Türkiye—Bingöl, Siirt, Diyarbakır, Kırşehir, Aydın, Kayseri, Van, Ordu, Kırklareli, Erzurum, and Bilecik—over a two-day program.

→ To showcase the impact of our training programs and activities, we contributed to the **International Eurasian Educational Research Congress (EJER)** with three separate publications focusing on teachers’ self-efficacy in Türkiye: “Teachers’ Experiences on the Educational Power

of Play Activities for Children Aged 5–10: The ÖRAV Discovery Adventure Example,” “Professional Development Program for Teachers in the Context of Sustainable Environment,” and “Self-Efficacy Beliefs of Teachers in Türkiye.”

→ In partnership with **ANGİKAD (Ankara Association of Entrepreneurial Businesswomen)**, the Ankara Chamber of Industry, and Cezeri Green Technology Vocational and Technical Anatolian High School, we held the Education in My Dream Workshop, a full-day program where teachers, parents, and students came together to exchange ideas.

→ At the 7th International Istanbul Children and Youth Art Biennial, we contributed with four creative workshops: **“Creating Effective Learning Environments through Active Learning Techniques,” “Inspired by Nature: Creative Teachers,” “Happiness,”** and **“The Transformation of the Trash Man.”**



June

- In partnership with UNDP and the Ministry of Agriculture and Forestry, and with a curriculum designed by ÖRAV, we delivered our “Marine Biodiversity Conservation” training in Hatay, reaching 159 teachers from six districts.
- On **June 11, World Play Day**, we brought our **“Play at School”** event to life with the participation of 115 teachers and 3,198 students across 55 provinces.
- Garanti BBVA commissioned a Social Return on Investment (SROI) study to evaluate ÖRAV’s social impact. We were proud to see that every 1 unit invested in ÖRAV generated 1.9 units of social value.
- We presented our paper **“The Effect of In-Service Training Course with Flipped Learning on Teachers’ Motivation for Classroom Practice”**—which examined the impact of our Designing Effective Lessons

with Contemporary Approaches training on teachers’ classroom practices— at the 7th International Conference on Innovative Research in Education, held in France.

- Within the framework of the EU-funded METEK III Project – Improving the Quality of Vocational and Technical Education through the Establishment of Sectoral Centers of Excellence, we delivered a six-day training program on Adult Education and Operational Management for the personnel of Centers of Excellence located in Ankara, Istanbul, Kocaeli, Antalya, Izmir, and Bursa. The project was carried out in cooperation with the Ministry of National Education’s Directorate General for Vocational and Technical Education (as the beneficiary), the Ministry of Labor and Social Security’s Directorate General for Foreign Relations and EU Affairs (as the contracting authority), and the Delegation of the European Union to Türkiye (as the donor).



July

→ In the 11th year of our collaboration with **Dow Türkiye**, we prepared the **“Sustainable Environment Education Activity Book”** in both Turkish and English, making it freely accessible to teachers through ÖRAV’s website.

→ Within the scope of the **METEK III Project**, we delivered 12 days of training—both online and in-person—for **Sectoral Center of Excellence staff on Strategic Management, Program Development, and Corporate Communication**.

→ As part of the Support and Monitoring Visits to Sectoral Centers of Excellence, we carried out two-day monitoring visits at **Bursa Mimar Sinan Vocational and Technical Anatolian High School** and **Kocaeli Deniz Yıldızları Vocational and Technical Anatolian High School**.



Sustainable Environment
Training Activity Book

August

→ Within the scope of the **METEK III Project**, we delivered a five-day **Andragogy Training** program for the staff of Sectoral Centers of Excellence located in Ankara, Bursa, Kocaeli, Antalya, Izmir, and Istanbul.



September

→ By September, **nearly 500 teachers, 11,000 students, and around 2,000 parents** had participated in the **“There is Play at School” Project**.



October

→ With the support of **Garanti BBVA Investment** and in collaboration with **İFSAK**, we held our photography competition for the second time this year under the theme **“Nature; My First Teacher”**. Concluded in October, the competition showcased 25 selected photographs at Zorlu Performing Arts Center as well as Garanti BBVA's Zincirlikuyu and Pendik campuses, reaching a wide audience of photography enthusiasts.

→ We also organized our **“Empowering Partnerships”** workshop, bringing together our long-standing project supporters, corporate volunteers and donors, in-kind contributors, international institutional partners, members of our academic advisory board, civil society stakeholders, and potential new collaborators. The workshop created a valuable platform to explore innovative partnerships that can expand our impact and further strengthen access to quality education for students.



**Empowering
Partnerships Report**

November

→ At the 46th Istanbul Marathon, we once again ran “For Good” under our call **“It Happens with Teachers!”** Together with **81 volunteer runners and 759 donors**, we created another meaningful opportunity to contribute to teachers’ professional and personal development.

→ In November, we organized our 10th ÖRAV Teacher Festival across **77 provinces**, with simultaneous workshops and programs taking place in an average of 20 cities each week. Bringing together the public sector, private companies, civil society organizations, volunteers, and teachers—the very heart of education—we offered **586 workshops**. **The festival provided 8,046 teachers with enriching peer-learning experiences where they enjoyed the power of learning together.**

→ We were honored that our flagship program of the past 16 years, Learning Leader Teacher, received the **Community Value Award** in the Projects Creating Value for Society category, presented by Dünya Newspaper. To date, the program has reached **127,273 teachers**, contributing to improved education quality for **more than 3.18 million students.**



December

→ Throughout 2024, we delivered a total of **245,322 hours** of training across **19 different fields**, both **online and in-person.**

→ We also brought together **150 of our part-time trainers** in Istanbul for the **“Vision in Education Gathering,”** designed to empower each educator as a brand ambassador who expands and strengthens ÖRAV’s impact. During this event, participants received training from experts on Beyond the Line Leadership, Personal Branding, and Impact Management. They experienced the power of storytelling to amplify impact through a Story Harvesting activity and practiced applying Mind Mapping techniques to reflect program outcomes and integrate them into action plans.



How We Work

At ÖRAV, we listen to teachers throughout the year—asking them which training topics they need most and which professional skills they wish to develop. Guided by their responses, we design new programs tailored to meet these evolving needs.

In alignment with the United Nations Sustainable Development Goals, we place Goal 4—Quality Education—at the center of our work, while also addressing the intersections of education with other goals. Through projects that involve collaborations with both the public and private sectors, we provide teachers with innovative learning opportunities. At the same time, we closely follow the National Development Plan and the Ministry of National Education's Strategic Plan to ensure that our programs are fully aligned with national priorities.

We also monitor global trends and future projections in education and teacher professional development, taking swift action to bring these innovations to teachers in Türkiye without delay.

We believe that one of the most essential principles of adult learning is experience sharing. Therefore, our instructional design intentionally incorporates opportunities for participants to share experiences, collaborate with peers, and engage actively in democratic learning environments.

Evaluation is an integral part of our training process. We place great importance on measuring and reporting the outcomes and social impact of our work using scientific methods. The data we gather through evaluation tools not only helps us communicate our impact transparently but also serves as a foundation for updating and improving our training programs.

Teachers and schools wishing to join ÖRAV's programs—individually or institutionally—can explore the available options on our website at www.orav.org.tr and complete their applications by following the steps provided.





Our Process for In-Person Trainings

Schools can apply through our website for the school-based trainings they wish to receive. Once applications are completed and included in our work plan, we coordinate the official correspondence with the Ministry of National Education to ensure the trainings are approved, scheduled, and that participating teachers receive their certificates.

Based on the number of applications received in each location, we arrange travel and accommodation for our trainers. We also ship all training materials and supplies prepared for participating teachers directly to the host school.

Teachers, who voluntarily apply for our trainings are only expected to be present at their schools during the scheduled weekend and to actively participate in the training sessions.



Our Process for Online Trainings

Teachers can access our online learning platform eKampüs at <https://www.orav.org.tr/ekampus>, create a free account, and complete our asynchronous programs at their own pace. In addition, by downloading the eMobil+ mobile application and using the code ORAVAKADEMI, they can conveniently access the trainings from their mobile devices.

For programs that include live sessions, we announce the dates in advance on both our website and the eKampüs platform.

Teachers voluntarily apply to these programs and enjoy learning with colleagues from all over the country.



Our Activities Beyond Training

At ÖRAV, we believe that supporting teachers' development goes beyond formal training. We value creating opportunities for teachers to come together, learn from one another, and take part in initiatives that broaden their vision and enrich their professional and personal lives.

For this reason, we have made several initiatives a tradition over the years, including:

ÖRAV Mid-Year Workshops (10th Year)
ÖRAV Teacher Festival (10th Year)
ÖRAV Culture & Arts Activities

We see each of these activities as a meaningful way to contribute to teachers' learning culture and to further enrich their lives.

PART TIME TRAINERS (PTT)



Part Time Trainers (PTT)

Part-Time Trainers are at the heart of ÖRAV's impact. By delivering ÖRAV's training programs to their peers, they play a key role in expanding our social benefit. They actively contribute to the dissemination and implementation of high-quality educational programs and ÖRAV's traditional activities—volunteering their time and expertise to make a difference in the field.

Teachers selected to serve as Part-Time Trainers in ÖRAV's programs are expected to:

- Deliver trainings in line with the culture and values of the Foundation,

- Participate in supervision and mentoring processes,
- Use evaluation and measurement tools to continuously improve training quality,
- Sustain their professional development while embracing local leadership roles that promote social benefit and enhance the Foundation's reputation.

To qualify as an ÖRAV Part-Time Trainer, candidates complete a three-phase process, consisting of several steps, before earning the right to represent the Foundation as a certified trainer.



Application and Selection Stages for Part-Time Trainers

Phase One begins with the selection of candidates following the application process. After completing their written applications, candidates are evaluated through an interview to assess their alignment with the Foundation's culture. Successful applicants are then accepted as "Prospective Part-Time Trainers."

The evaluation process is based on criteria such as candidates' perspectives on education, openness to lifelong learning, ability to work in teams, and communication skills. Applicants for the Part-Time Trainer (PTT) role are expected to have at least five years of teaching experience, demonstrate proficiency in using technology, and show flexibility in adapting to varied working hours. Prior experience in adult education and involvement in volunteer work are also considered strong assets.



Phase Two begins with the "Train the Trainer Camp", which all successful prospective trainers are required to attend. In this stage, candidates are evaluated not only on their academic competencies but also on how well they align with ÖRAV's working culture and values.

Those who successfully complete the camp are accepted as "Candidate Part-Time Trainers" and become eligible to participate in field trainings. This stage extends across five training sessions, each requiring candidates to complete specific tasks and demonstrate progress in their development journey.

To maintain candidacy, participation in at least 20 training programs throughout the year is expected. The entire process is further supported through supervision—a structured monitoring and mentoring mechanism designed to provide guidance and ensure quality.

Phase Three marks the stage where Candidate Part-Time Trainers begin their journey as trainers and engage in a continuous development process. While facilitating their first five trainings, candidates receive structured feedback on their progress. Those who meet the required standards are officially confirmed as Part-Time Trainers and begin serving in this role.

Trainers continue their professional growth by participating in supervision processes. In time, they may also become eligible to provide supervision themselves, after completing the necessary training programs delivered by the Foundation.

50

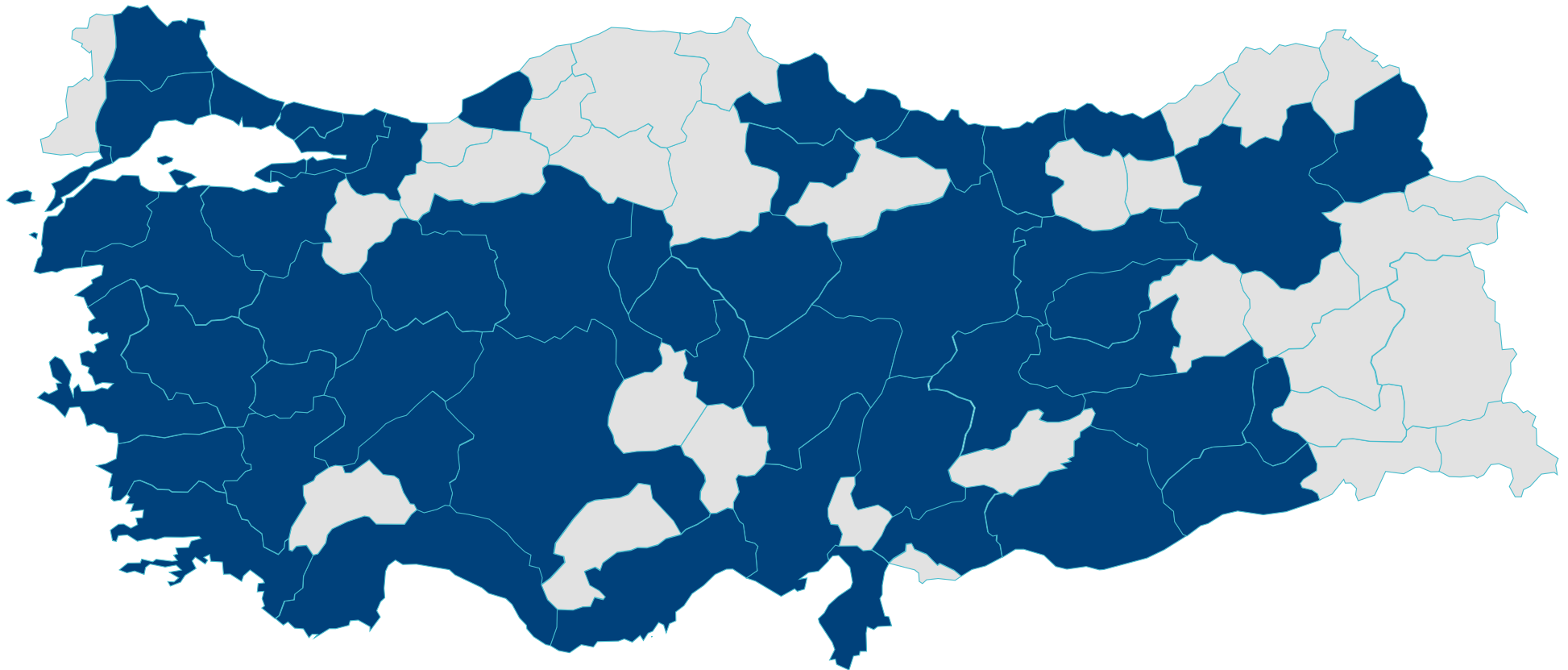
Cities

340

Part Time Trainers
(Living in Türkiye)

5

Part Time Trainers
(Living Abroad)



*Our Part-Time Trainers residing in the Turkish Republic of Northern Cyprus, the Netherlands, and the United Kingdom are temporarily based there due to professional assignments or family reasons.

Our Journey with Part-Time Trainers in 2024



In 2024, **145 of our Part-Time Trainers** actively took part in nationwide training dissemination activities



ÖRAV Mid-Year Workshops: 25 Part-Time Trainers volunteered to lead sessions during the workshops held between January 21–26.



10th ÖRAV Education Festival: 107 Part-Time Trainers served as workshop facilitators, 11 as support staff, and 7 as coordinators, all contributing on a voluntary basis.



Coaching Trainings: 6 Part-Time Trainers successfully completed a five-week EMCC Coaching Supervision program.



Vision in Education Gathering: From December 20–22 in Istanbul, **150 Part-Time Trainers** came together to participate in a workshop where they received training on international best practices in civil society, mind mapping, storytelling, personal branding, and social media communication strategies.



Lifelong Learning: To personally support the professional motivation, self-efficacy, and well-being of our Part-Time Trainers, we enabled them to benefit from 72 structured trainings across the following categories: **Excellence at Work, Personal Awareness, Personal Development, Personal Excellence, Professional Development, New World Skills, and Excellence in Leadership.**



AI Literacy Training: In collaboration with Garanti BBVA Technology, we developed and implemented a program on Artificial Intelligence Literacy. As part of this initiative, **35 of our Part-Time Trainers** participated in an online training designed to enhance their knowledge and practical experience in this emerging field.



Charity Runs: In 2024, **26 of our Part-Time Trainers** volunteered to run in the Izmir Marathon and Istanbul Marathon, contributing to the **“It Happens with Teachers”** Project through their participation.

OUR PROJECTS AND TRAINING PROGRAMS



OUR PROJECTS

5 Stones; Social and Financial Leadership

5 Stones Project: Social and Financial Leadership has been implemented since 2016 with the support of **Garanti BBVA** and in collaboration with **Aflatoun International**. The program aims to strengthen primary and secondary school students' knowledge, skills, and attitudes in active citizenship, financial literacy, and social entrepreneurship.



Between 2016 and 2020, the program was delivered face-to-face in schools, and since 2020 it has been offered online. In 2024 alone, the program was implemented for **16,064 hours** with the participation of **1,004 teachers**. Over nearly a decade, a total of **4,218 teachers** have taken part, reaching **64,777 students** who gained both theoretical and practical knowledge and skills in social and financial leadership.

The program consists of a two-day in-person training followed by two months of classroom-based applications and activities, ensuring that students can immediately put their learning into practice.



Follow-Up Practices After In-Person Trainings

1- Expert Meetings: We organized online sessions where teachers and parents met with professionals in their fields. These sessions focused on topics such as self-awareness, rights and responsibilities, social entrepreneurship, and financial literacy.

2- Bank Branch Visits: To give students firsthand experience of banking operations and the role of banks, we conducted **67 visits** to bank branches across **27 provinces** in 2024. These visits were designed to strengthen students' financial literacy skills through practical, real-world exposure. After the visits, **572 students** completed an evaluation survey. They were asked to rate the planning process, the clarity of instructions, and the overall effectiveness of the visit on a scale of 1 to 5. The results showed an impressive average score of **4.75**.



4.218
Teachers



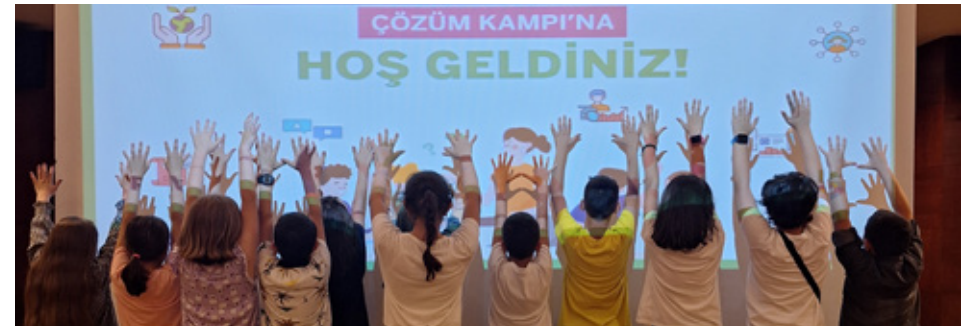
64.777
Students

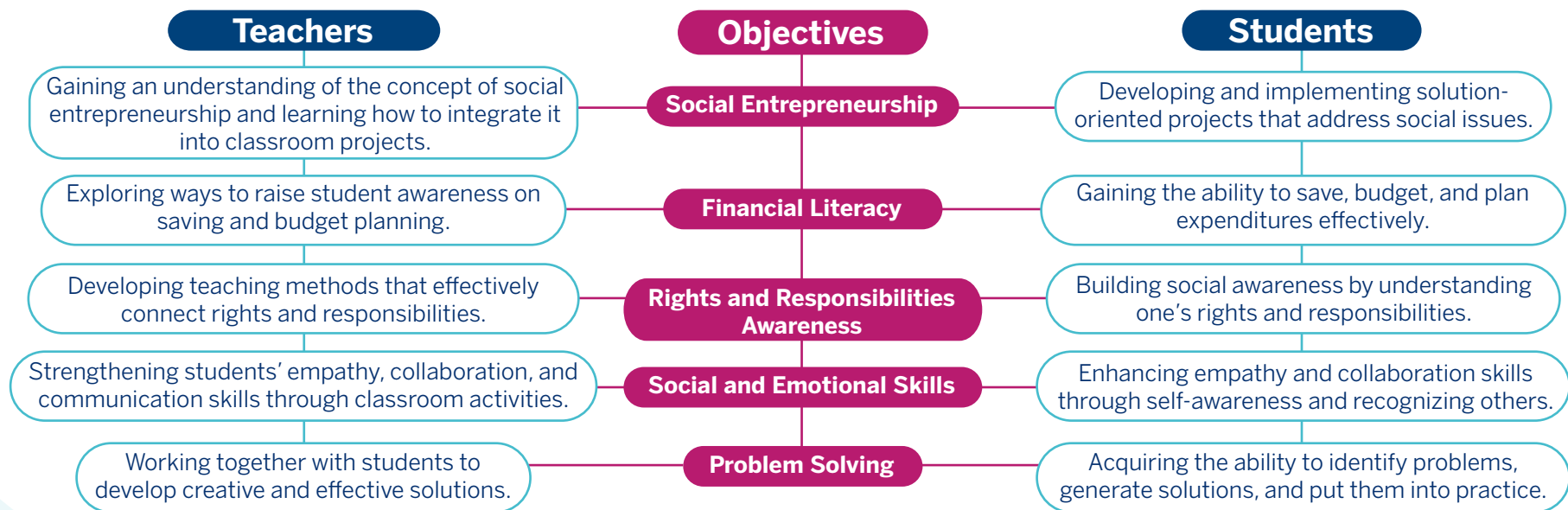
3- Solution Camp: At the end of each program cycle, we offer teachers and students the opportunity to transform their knowledge and skills into concrete projects and apply what they have learned in real-life contexts. In 2024, we organized two Solution Camps, held in January and June, with the participation of **87 students**, teachers, and parents. According to the post-camp evaluation survey, overall satisfaction with the camp was rated at an outstanding 9.7 out of 10.

As part of the **5 Stones Social and Financial Leadership Program**, we also sent evaluation forms to participating teachers to measure the extent to which program outcomes had been achieved and to assess its impact on both teachers and students. Out of 382 respondents, **362 rated** the training **7 or above** on a scale of 1 to 10 across all aspects.

Based on outcome measurement scales and open-ended responses, the program was found to have achieved **95%** of its intended outcomes.

Teachers' qualitative feedback highlighted that the program was both effective and impactful, significantly boosting their motivation to transfer learning into their classrooms. Drawing on this qualitative analysis, a **Program Outcomes Table** was developed to summarize the key achievements.





What Participants Said:

"What do you consider to be the main outcomes of the program?"

"I really appreciated that the training went beyond presentations and focused on hands-on applications, which made it both enjoyable and meaningful. I also had the chance to learn new teaching techniques that I had not encountered before, and this will be a valuable experience for my professional life. Moreover, I realized that concepts such as entrepreneurship and saving are not only about money, but can also be applied to areas like effort and time."

"I learned new activities that I can adapt to my own subject area. I also gained clear and comprehensive knowledge on a topic I had never known before. The activities and information sessions were both enjoyable and engaging, with active participation throughout."

"The warm-up activities, interactive exercises, and complementary methods were among the key takeaways for me. The variety of teaching approaches provided new direction for my profession, and I found them directly applicable in my classroom."

Wequal Project: Fostering Social Development in Early Childhood and Primary Education

Within the scope of the Wequal Project, we launched the **Supporting Social Development in Early Childhood** program in 2022 with the support of **Garanti BBVA**. During its first two years, the program was delivered online due to pandemic conditions.

In 2024, we expanded the program's scope to include both early childhood and primary education, delivering school-based, in-person trainings designed for preschool and primary school teachers.

With updated content, the program evolved into a comprehensive initiative that aims to promote social development in early childhood and primary education through a gender equality-based approach.

Since its inception, the program has reached **2,741 teachers**, who in turn supported the social development of **44,496 students**.

Through this program, we aim to raise awareness of social roles, encourage individuals to move away from stereotypes, and inspire changes in attitudes and behaviors. Beyond simply providing knowledge, the program encourages participants to integrate the principles of gender equality into their everyday lives.



 **2.741**
Teachers

 **44.496**
Students

Implementation Stages

Training

As of 2024, the trainings were delivered as one full-day, school-based, in-person sessions. In that year alone, the program was implemented for 8,592 hours, reaching a total of 1,074 preschool and primary school teachers, who in turn supported the learning of 19,491 students.

After the training, evaluation surveys were sent to all **1,074 teachers**. A total of 663 teachers (70% response rate) completed the survey, rating aspects such as trainers' subject expertise, communication with participants, and interactive delivery style. The average score was an impressive **4.80** out of 5.

Teachers also gave the overall training a high satisfaction score of **9.30 out of 10**. Participants highlighted the program content, the quality of the training materials, and the trainers' active communication skills as particular strengths.

Mentoring

Following the trainings, we provided mentoring support to help teachers implement classroom practices. As part of this process, teachers were guided through four core application activities:

- **Self-Reflection and Assessment**
- **Reviewing and Evaluating Children's Books**
- **Analyzing and Addressing Peer Conflicts**
- **Developing Classroom Action Plans**

Based on these suggested practices, our mentors supported teachers in applying them to their classrooms over a period of two weeks.

Expert Workshops

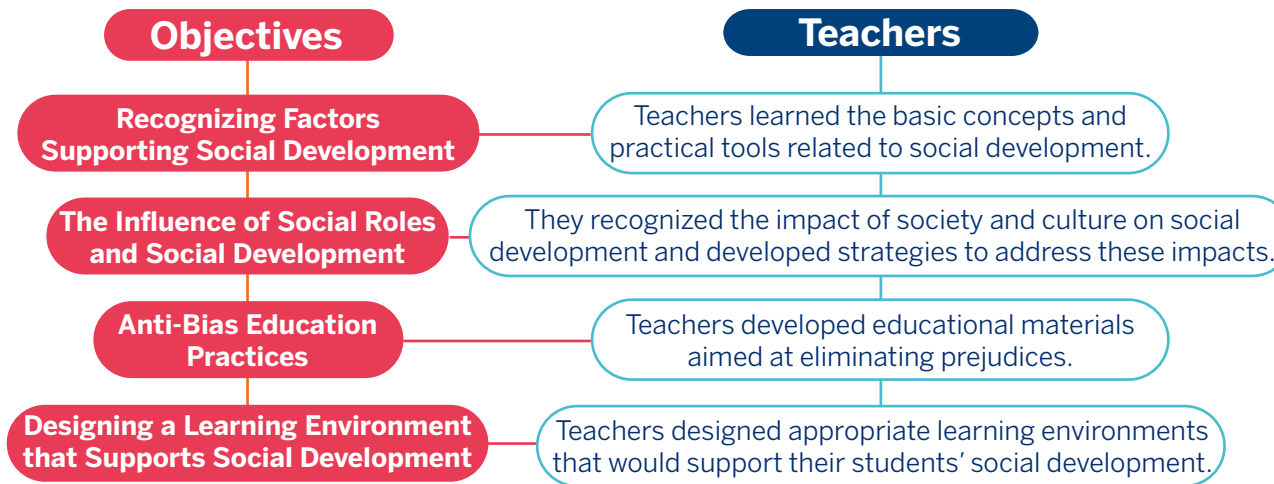
We organized four expert workshops for the parents of teachers participating in the mentoring process, expanding the scope of the program by actively including parents in its impact area.

Wequal Conference

Under the theme “An Inspiring Gathering,” we held the **Wequal Conference** for the first time in Istanbul in May 2024, with the participation of around **150 people** from different provinces of Türkiye. Throughout the conference, participants reflected on what they could do—both in the classroom and in their daily lives—to foster a more equal and peaceful way of living, while also sharing experiences and examples of good practice with one another.

At the end of the training program, we sent an evaluation survey to teachers to capture their views and experiences. Based on the open-ended responses, we developed the following Outcomes Table.





Participant Views

"Following this training, what changes do you intend to make in your professional and personal life?"

After this training, I plan to do the activities and practices more frequently, because I realized that it is important to prevent gender-based discrimination.

I will approach my students and everyone around me with tolerance and equality.

"In the future, I will be mindful of my existing biases and provide education based on gender equality."

"I realized that I should not use gender-biased language when talking to or interacting with children, and I will be careful to communicate appropriately."

Heart to Heart Happiness Class Project: Happiness within the Scope of Positive Psychology Practices

With the support of Algida, the **Happiness Education Program** within the **Scope of Positive Psychology Practices** was launched in 2021. The program aims to help teachers understand the concept of happiness through scientific foundations and to equip them—both for their own lives and for their students at an early age—with practical attitudes and behaviors that foster well-being. Since its inception in 2021, the program has been delivered both online and in-person, reaching a total of **8,282 teachers**. In 2024 alone, **1,589 teachers** benefited from the training. Through the practices applied by these teachers, the program contributed to the upbringing of **39,725 students** as happier individuals.



Implementatiton Stages

1- Training

In 2024, with the active participation of 1,589 teachers, the program was delivered both online and in-person for a total of 9,428 hours. Through this training, teachers gained greater awareness of the concept of happiness and overall well-being.

The program covered six core modules:

Conceptual Knowledge of Happiness and the PERMA Model, Positive Emotions and the Social-Emotional Learning Checklist, Components of the PERMA Model within Positive Psychology, Six Universal Values and 24 Character Strengths in Positive Psychology for Education, The Relationship between Social-Emotional Learning and Character Strengths in Education, Classroom Practices and Personal Goal Planning.



1.589
Teachers



39.725
Students

2- 30 Goal-Oriented Activity Cards

30 Goal-Oriented Activity Cards

After the training, teachers received 30 specially designed activity cards to share with their students. These cards helped children explore the scientific foundations of happiness and included tasks to boost well-being both in the classroom and at home.

3- Happiness Journal for Primary Schools

Developed to help younger children transform knowledge about happiness into daily habits that support their well-being.

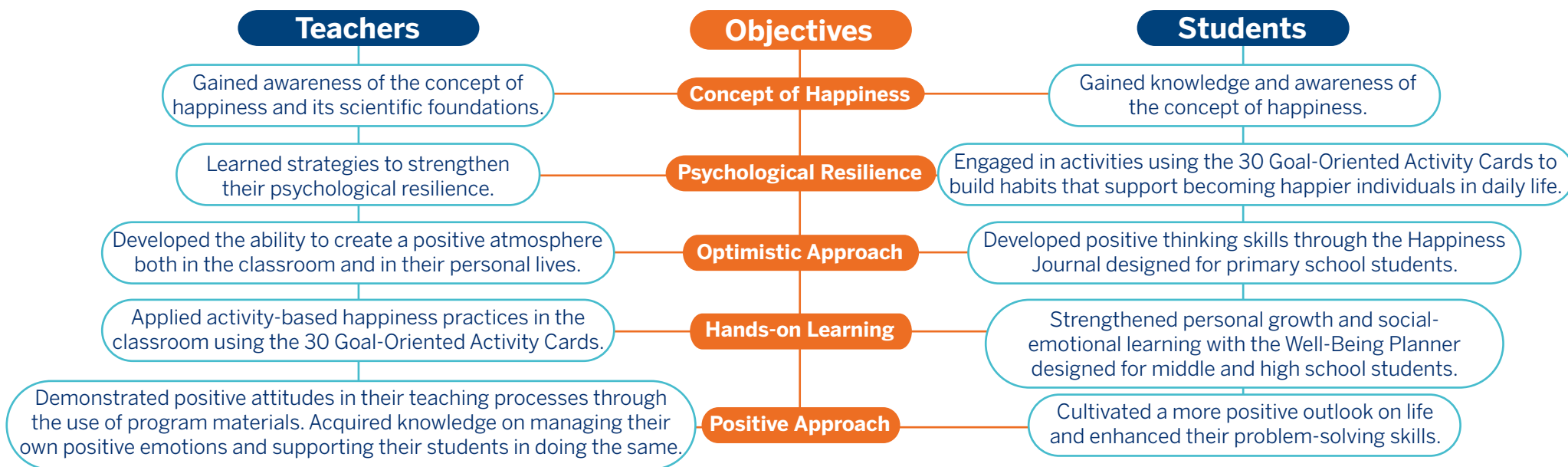
4- Well-Being Planner for Middle and High Schools

Designed to promote social-emotional learning and personal development among older students.

During the monitoring and evaluation process, the collected data showed that the project had positive effects on teachers, students, and families. Of the teachers who responded to the project evaluation survey (**1,746 participants**), many stated that the training process enabled them to restructure their in-class methods and strategies. They also indicated that they would organize classroom activities more efficiently and develop practices aimed at increasing student motivation.

Furthermore, the achievement scales revealed that the trainings enhanced participants' capacity to motivate both themselves and their students. Teachers who planned to gradually apply what they had learned in their classrooms also said that they aimed to create a student group with high awareness and voluntary participation. This suggested to us that the training provided participants with a new perspective not only in terms of professional growth but also for personal development.

In addition, based on the qualitative analysis of teachers' responses to open-ended questions, the Program Outcomes Table presented below was prepared.



Participant Feedback

"How do you think this training program has contributed to you?"

"I applied many of the practices, especially those about processing difficult emotions, in my own life."

"Happiness is no longer a destination but becomes part of everyday life. This training helps embrace a realistic optimism toward the future."

"It positively influenced the way I approach my students. I will give more importance to communication."

"I gained knowledge about developing positive emotions, building connections, relationships, meaning, and achievement. Through the activities, I will help my students at school become more competent in the area of happiness as well."

Sustainable Environment

In partnership with Dow Türkiye, our Sustainable Environment Education Program—first launched in-person in 2023—continued in 2024 due to its strong impact. The program helps teachers and students adopt eco-friendly habits, reduce consumption, embrace recycling, and develop creative solutions to environmental challenges.

By the end of 2024, the program had reached **1,605 teachers** and **40,125 students** overall. In 2024 alone, **937 teachers** participated in **7,496 hours of training**.

Following the one-day, school-based sessions, teachers implemented six classroom activities: Consumption Patterns, Seed Germination, Puppet Making with Waste, Seasonal Foods, Zero Waste, and Waste Management.

Survey results highlighted high satisfaction: the program scored an average of 9.40/10, with 67% giving a perfect score and 93% rating it 8 or above—evidence that it exceeded expectations and inspired teachers to further embrace sustainable practices.

According to the same survey, participants particularly appreciated the trainer's inclusive and equitable approach, friendly and supportive attitude, and strong command of the subject matter. These qualities fostered trust and satisfaction among participants.



1.605
Teachers

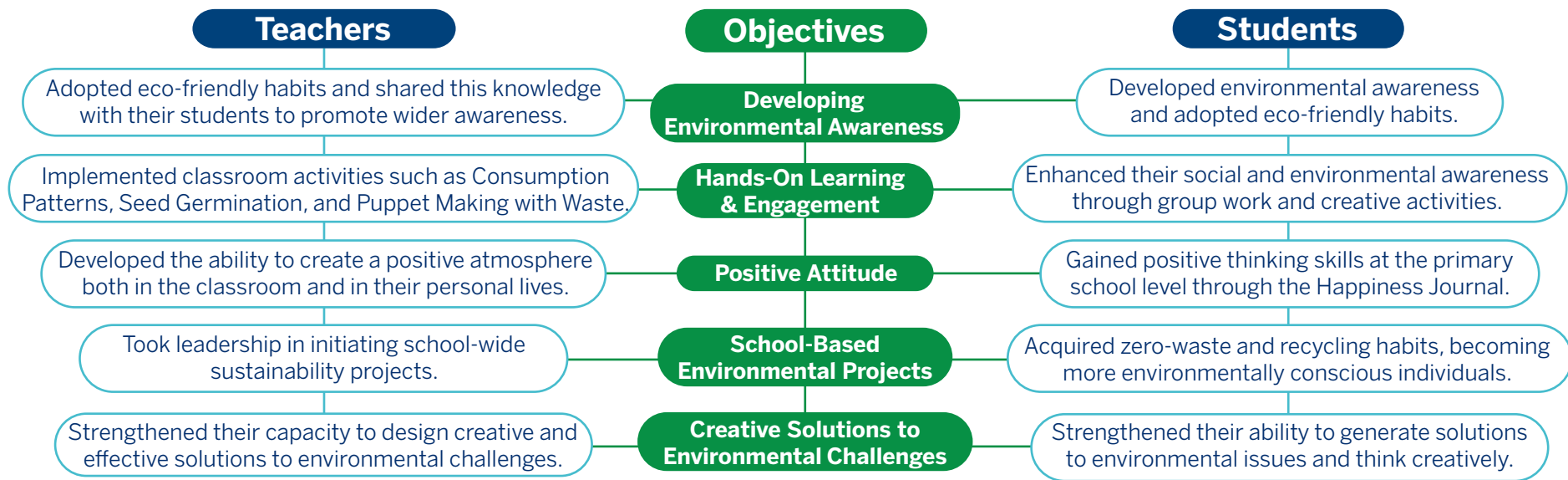


40.125
Students

They also rated highly the effective use of the learning environment, encouragement of active participation, and the ability to combine professionalism with warm communication—showing that the program was delivered in a dynamic and participant-centered way. While aspects such as time management were also evaluated positively, some minor improvements were noted as opportunities for even greater impact.

To further expand teachers' repertoire for classroom application after the training, we prepared an Activity Book in both Turkish and English.

In addition, based on the qualitative analysis of teachers' open-ended responses, we prepared the **Program Outcomes Table** below.



Participant Feedback

“Following the program, what advice would you share with your students, school administrators, and parents?”

“I will be more mindful about avoiding unnecessary consumption and raise awareness among my students.”

“I will raise awareness among parents about supporting their children and acting together with them.”

“I will be more mindful about avoiding unnecessary consumption and raise awareness among my students.”

“A hobby garden can be created for each class in the schoolyard to promote organic farming.”

OUR TRAINING PROGRAMS

We recognize that teachers are one of the most critical in-school factors for quality education, and that pre-service training alone is not sufficient for overcoming the challenges they encounter throughout their careers.

For this reason, we design training programs that continuously support teachers' professional and personal development, providing scientifically grounded, practice-oriented, and sustainable learning environments. Our programs encourage active participation, peer learning, and the sharing of experiences, while being enriched with innovative approaches.

We deliver trainings in both in-person and online formats, carefully structured around the key stages of inquiry, planning, implementation, and evaluation.

Designed in line with adult learning principles, our programs ensure teachers have opportunities to participate actively, are motivated to learn, feel safe to share experiences, and find solutions to the challenges they face in their professional and personal lives.

The scope of each program is determined through needs assessments, national and international reports, and emerging developments in education.

All required training materials and participant resources (such as books and worksheets) are provided in full. Educational technologies are integrated into the process as supportive tools.

Our in-person trainings, which last between 1 to 10 days, are conducted on a school-based and voluntary participation basis. Applications are received through www.orav.org.tr, and the delivery of trainings is planned jointly with the applying schools or the Provincial and District Directorates of National Education, depending on available capacity and operational planning.

Our training programs are facilitated by in-house **Senior Trainers** and our **Part-Time Trainers**.

Online trainings are delivered through our eKampus platform, designed in line with internationally recognized quality standards, including the **Quality Online Course Initiative (University of Illinois)** and the **Quality Online Learning and Teaching (California State University, Chico)** frameworks.

These standards guide every stage of the learning process—from program design and materials to interaction, technology integration, learner support, accessibility, and evaluation.

By combining synchronous and asynchronous components, we ensure an interactive and engaging learning experience on eKampus, enabling teachers to gain practical methods and tools they can immediately apply in their classrooms.

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Our In Person Trainings

Teacher Leadership

Teacher Leadership, launched in 2009, is the first program we implemented to support the professional and personal development of teachers. Through this program, we aim not only to strengthen teachers' core competencies but also to foster their intellectual, emotional, and social growth.

This year, we once again implemented the Teacher Leadership Training with the active engagement of our teachers. The program fostered a culture of collaboration and continuous growth by encouraging teachers to share experiences. We also created a dynamic learning environment that stimulated both cognitive and emotional engagement, empowering teachers to bring these insights into their classrooms.

In 2024, we delivered a total of **35,056 hours** of training, reaching **2,191 teachers**. Over the past **16 years**, **127,273 teachers** have participated in the program, enabling more than **3,181,825 students** to access quality education through their teachers.

To evaluate the effectiveness of our training process, we conducted a post-program survey with participating teachers. Out of 2,062 respondents, 96% rated our trainers as subject matter experts who demonstrated strong presentation skills, ensured equal participation, and engaged effectively with all attendees.

In addition, on a **1–10 scale** of overall satisfaction, teachers gave an impressive average score of **9.51**. While **77% awarded** the program a perfect score of **10**, **95% rated it 8 or above**. These results clearly highlight the high quality of our program and the strong impact it created.



127.273
Teachers



3.181.825
Students

Participant Feedback

"I believe that involving students in setting classroom rules can be beneficial to a certain extent, as it will increase efficiency and make the time invested worthwhile. This approach, which addresses students' needs, can not only help maintain harmony in the classroom but also create an atmosphere where my students are more eager to collaborate with me and with one another in developing leadership skills."

"I took notes on many of the games we played during the training. I believe I will enjoy playing these games with my students, and I am excited to see them come to school with enthusiasm. I was already familiar with the 'Tenant and Landlord' game, but playing it together with my fellow teachers at my school was truly enjoyable. Now, I am curious to see how it will work when I play it with my students."

"I knew that using negative sentence structures was not appropriate, but I will now pay closer attention to this. I also plan to implement warm-up games in my classroom to ensure they serve their intended purpose."

"I found the topic of communication very valuable. I also plan to place greater emphasis on teamwork, involve students in setting classroom rules to minimize negative behaviors, and apply reward-and-discipline practices more effectively and carefully."

Psychological Resilience of the School Community

Psychological resilience is a critical skill that helps us rise again despite challenges, especially in times of rapid change and uncertainty. Beyond individual life, schools serve as essential learning spaces for cultivating resilience, particularly during crises such as natural disasters.



We designed this training in the immediate aftermath of the February 6, 2023 Kahramanmaraş earthquake to support the psychosocial recovery and normalization of teachers and students affected by the trauma. Our initial focus was on teachers working in the earthquake-impacted regions. Over time, based on growing demand, we expanded the program to other cities across Türkiye.

Drawing on the healing power of art, we designed a program that connected various art movements with the key components of psychological resilience, encouraging the creation of original and creative works. Through this program, we delivered a total of **11,712 hours** of training to **732 teachers**. The skills and competencies they gained indirectly contributed to the well-being of **18,300 students**.

Throughout the program:

- We focused on keeping our minds flexible and open to change in order to strengthen psychological resilience.
- We used art as a functional tool to foster flexibility and creativity, exploring the connections between art movements and resilience through an interdisciplinary approach.
- We promoted the active participation of all stakeholders by developing effective practices to embed resilience into classroom and school culture. In this context, our trainings were delivered on a school-based model.

 **732**
Teachers

 **18.300**
Students

At the end of the training, we invited teachers to complete a survey evaluating the program content, trainers, overall process, and its potential contributions to their lives. A total of 380 teachers voluntarily responded, sharing their feedback with us.

Survey results revealed that **90% of teachers** found the content, implementation, planning, and organization of the training to be good and sufficient. While pre-test data showed that **52%** of participants struggled with coping with stress, post-training evaluations indicated a significant shift. Responses to the question, **“After this training, what will you do differently in coping with stress?”** clearly demonstrated the positive impact of the practices introduced during the program on our teachers.

In this context, we assessed the extent to which participants felt encouraged toward change and growth. On a **1–10 scale**, the average score was **8.57**. Teachers rated our trainers **4.78** out of **5** in terms of knowledge, skills, and methodology. Overall satisfaction with the learning environment received an average score of **9.20 out of 10**.

Moreover, **85%** of respondents stated that the program encouraged them to embrace change and personal growth.

These results clearly demonstrate that our training program created a strong impact on teachers’ professional as well as personal development.

Participant Feedback

"Following this training, what strategies or approaches do you intend to adopt or change in the way you cope with stress?"

"I learned to pause and reflect, to breathe, not to rush into decisions, and to approach situations with a more multidimensional perspective."

"I plan to move forward by paying attention to individual differences, focusing on my own personal growth, strengthening my professional skills, and adopting a more positive outlook."



"I believe I will be able to act more effectively in managing stress and solving problems."

"I've learned that I can manage my emotions."

"I learned that creating balance between my emotions and thoughts, and prioritizing through planning, will help reduce my stress."

Our Online Trainings

Asynchronous Learning Designs

Via our eKampüs online learning platform, we provide a flexible and accessible learning journey, offering over 300 courses that allow participants to advance at their own pace and in line with their personal development needs.

Synchronous + Asynchronous Learning Designs

Through our online learning platform, **eKampüs** (www.orav.org.tr/ekampus), we accept individual applications and deliver programs designed with a blended structure: theoretical and conceptual foundations are offered asynchronously, while practical components are reinforced through live, synchronous sessions. With a total duration of three to six days, these programs ensure flexibility, accessibility, and scalability, enabling teachers across Türkiye to engage in interactive learning experiences that directly enhance their classroom practices and professional growth.

Synchronous + Asynchronous Learning Designs+ Mentoring

Our programs are designed with a blended structure: theoretical and conceptual foundations are delivered asynchronously, while the practical dimension is reinforced through live, synchronous sessions. For participants who successfully complete the training and volunteer to take part, we provide mentoring support lasting between two weeks and two months. This ensures that the knowledge and skills gained are effectively translated into classroom practice, reinforcing both sustainability and real-world impact.



Asynchronous Learning Programs

Active Learning Techniques

Active learning enables our participants to engage more effectively in their own learning processes, encouraging them to take responsibility, make decisions, strengthen their self-regulation skills, and develop higher-order thinking abilities.

Now in its third year, this program has reached a total of **11,644 teachers** by the end of 2024, indirectly benefiting **291,100 students** by fostering active participation in their learning journeys and supporting the development of responsibility and advanced thinking skills.

In 2024 alone, we delivered **2,776 hours** of training to **694 teachers** through this program.

Throughout the program, we addressed the following core topics:

- **What is Active Learning?**
- **Why Should Active Learning Be Used?**
- **Techniques Applied in Active Learning**

At the end of the training, we conducted an evaluation survey to measure the program's impact. Teachers were asked to rate their overall satisfaction on a **scale of 1 to 10**, resulting in an average score of **9.30**. Notably, **55%** of participants gave the training a full score of **10**.

These results clearly demonstrate how closely we are aligning with our mission to support teachers' professional growth and reaffirm the program's strong potential to foster creative transformation in teaching and learning processes.



11.644
Teachers



291.100
Students

Participant Feedback:

"To what extent did the use of interactive screens and reinforcement modules during the training enhance your learning experience?"

"They made my learning process easier. The reinforcement sections helped me refocus and increased my awareness."

"It was extremely valuable to see up-to-date and innovative methods demonstrated through practical examples, supported by videos and animations that were both clear and instructive."

"Hands-on applications, concrete examples, and the feeling that the trainers were speaking directly to us, combined with engaging animations, made the learning experience much easier and more enjoyable."

"Trainings that include interactive screens foster active learning and therefore become more effective. The addition of workbooks was also a great touch. Overall, the asynchronous modules and content development resources were very efficient. Thank you!"

Formative Assessment Techniques

Formative assessment is a method used to monitor students' learning processes, comprehension levels, and progress over time. Its primary purpose is to provide teachers and students with regular and continuous feedback, helping to identify strengths and areas for improvement. At the same time, it supports the teaching process by improving learning outcomes and addressing achievement gaps.



By enabling teachers to adapt their instructional strategies and practices to meet students' needs, formative assessment facilitates data-driven decision-making. In this way, it becomes an essential element of effective teaching and learning. This training program was designed by us to help teachers understand why and how formative assessment techniques can be integrated into their daily routines.

Launched in 2022, this program has reached a total of **8,480 teachers** by the end of 2024, enabling more than **212,000 students** to benefit from more informed and skilled educators in their learning journeys.

In 2024 alone, the program engaged **713 teachers** through **7,130 hours** of training, continuing to strengthen teachers' professional growth and their impact in classrooms.

The content of the program was designed based on rigorous research and years of field experience. Beyond providing theoretical knowledge, we created opportunities for teachers to gain hands-on practice through animations, readings, and applied exercises. This approach offered a clear roadmap for teachers on how to effectively integrate formative assessment techniques into their classrooms.



8.480
Teachers



212.000
Students

Throughout the training, teachers explored when and how to apply different types of assessment, how to collect meaningful information about their students, and how to use this data to make timely and accurate decisions. We also provided guidance to help them develop more effective classroom strategies.

At the end of the program, we conducted an evaluation survey to gather participant feedback. A total of 1,752 teachers from all 81 provinces of Türkiye responded. Results showed that **54% of teachers** rated the program a perfect **10 out of 10**, while **84%** gave a score of **8 or higher**—a clear indication of the program's strong impact and high satisfaction levels.

In addition, **91% of participants reported a solid understanding of the role and potential contributions of formative assessment in the learning process**. Both the outcome scales and open-ended responses highlighted the program's positive influence on teachers' professional practice, underscoring the value of integrating these concepts into everyday teaching.

Participant Feedback

"It was highly informative and provided clear guidance through the activities. Thank you very much. It would also be helpful to include concrete examples of how formative assessment can be embedded into lesson plans."



"I believe every teacher should take this training. The resources, prepared materials, and supporting documents were truly excellent. Thank you."

"It was a training that made formative assessment tangible, transferable to the classroom, and motivating—strengthening us both theoretically and practically, with application examples that fostered focus and activated mental processes. Could incorporating even greater variety in the reflective activities further increase the impact? My thanks to everyone who contributed."

Critical Thinking Skills - I

Launched in 2021, the Critical Thinking Skills-I Training emphasizes the importance of critical thinking as one of the most essential competencies of both today and the future. The program equips teachers with strategies to strengthen these skills and provides practical examples of how to integrate them into classroom practice. Through this training, we support teachers not only in enhancing their own critical thinking abilities but also in cultivating these skills among their students.



By the end of 2024, a total of **10,766 teachers** had participated in the program. During 2024 alone, the training was implemented over **10,188 hours** with **566 teachers**, enabling approximately **14,150 students** to benefit indirectly by developing their own critical thinking skills through their teachers.

At the end of the training, we conducted an evaluation survey with 2,289 teachers from all 81 provinces of Türkiye. In this survey, we asked participants to identify the most significant skills they had gained through the Critical Thinking Skills Training.

"21% of participants reported that they had gained a clearer understanding and stronger recall of skills such as interpretation, flexibility, analysis, inference, open-mindedness, evaluation, explanation, fairness, and self-regulation."



10.766
Teachers



269.150
Students

Participant Feedback

"The training was highly valuable, encouraging me to reflect on ways to nurture critical thinking in early childhood. I would have welcomed more age-specific examples and practical guidance for classroom application."

"The training helped me recall concepts I had forgotten, discover new methods to use in class, and better identify the approaches I already apply."

"A valuable training that reinforced key concepts, highlighted practices to foster critical thinking, and offered ideas for creating supportive classroom environments."

"A program that equipped educators to present concepts in ways that encourage students to think from multiple perspectives."



Building Resilience Skills in Adolescence

With this program, we focus on adolescence—a sensitive period that marks the transition to physical, psychological, and social maturity in human development. We also explore how children, adolescents, and adults are affected by stress, trauma, and risks, as well as the resilience skills they develop to cope with these challenges.

The training is designed to enhance the knowledge and skills of teachers and school leaders at all levels and types of schools, raise awareness, and foster lasting changes in attitudes and behaviors.

Through this four-module training, we aim to raise teachers' awareness of these critical issues and provide guidance for their classroom practices.

Since 2021, our six-day training program has benefited a total of **16,787 teachers**. Through them, **419,675 students** have had the opportunity to learn from educators better equipped in developmental characteristics and resilience. In 2024 alone, the program was delivered over **4,980 hours** and successfully completed by **498 teachers**.

As part of the program, we concentrated on the following key topics:

- **Adolescence and its developmental characteristics,**
- **The impact of adolescent behavior on school, classroom dynamics, and interpersonal relationships,**
- **Strategies for supporting adolescents throughout their developmental journey,**
- **The concept of resilience and the core competencies it entails,**
- **Approaches to fostering resilience skills among students within school environments.**

At the conclusion of the program, we conducted a feedback survey to assess participants' experiences. The survey was completed by teachers from various disciplines. According to the results, the average satisfaction score was 9.53 out of 10. Notably, 75% of participants rated the training a perfect 10, while **95%** gave a score of **8 or higher**.



16.787
Teachers



419.675
Students

These results once again demonstrate the program's significant contribution to our teachers' professional development and its transformative impact on classroom practices.

Participant Feedback

"As a vocational high school teacher, I often encounter a general lack of belief in success and goal-setting — not only among students but across the school community. This training encouraged me to persist in maintaining that belief and adopt a resilient mindset myself. It also motivated me to continue observing and supporting my students more closely."

"I plan to apply what I've learned to strengthen the sense of belonging and academic resilience among at-risk students. The training also provided valuable insights for implementing more effective preventive guidance activities and fostering a stronger sense of teamwork within our school."

"This training shifted my perspective on education. As a teacher, I realized I need to approach each student with a more individualized mindset — seeing and understanding them through a different lens."

"I'm now eager to explore more resources on resilience, especially the concept of academic resilience, which truly captured my interest. The awareness this training created has helped me shift my perspective — both in how I communicate with my students and how I think about them. Thank you."



Supporting Social, Emotional, and Cognitive Skills

In today's complex and fast-paced world, we believe that individuals must develop competencies in two essential areas: **Social Emotional Learning (SEL)** and Critical Thinking Skills. With this belief, our goal has been to strengthen teachers' knowledge and capabilities in these domains.

Since 2021, we have been implementing a six-day training program designed to support these skills. By the end of 2024, a total of 16,557 teachers had benefited from this program.

By the end of 2024, a total of **16,557 teachers** had participated in our training program. In 2024 alone, **710 teachers** successfully completed the program, which consisted of **7,100 hours** of learning. As a result, **17,750 students** had the opportunity to learn from educators who are better equipped to support their social, emotional, and cognitive development.

A post-training survey was completed by **146 teachers** from various subject areas. Participants rated their overall satisfaction with an average score of **8.92 out of 10**. Notably, **70%** of respondents gave the training a perfect score of **10**, while **90% rated it 8 or higher**, reflecting a strong level of engagement and perceived value.



16.557
Teachers



414.425
Students

Participant Feedback

"I will encourage my students to become more aware of their individual characteristics and work on developing their social and emotional skills. I also aim to create a foundation for critical thinking in the classroom. One technique I plan to implement is the Six Thinking Hats method."

"I will encourage children to think more critically, helping them to practice self-assessment and become more conscious in giving and receiving constructive criticism."

The learning platform was engaging, vibrant, and well-structured — I felt completely at ease while learning. Thank you for the support you've provided in helping me grow and become more effective in my role.

"I work in Ceylanpınar, Şanlıurfa, where access to in-person training is often limited due to transportation challenges. Being able to participate in this program remotely has truly motivated me to continue my professional development. Thank you for making this opportunity accessible."

Differentiation: A Highly Effective Teaching Strategy

Differentiated instruction refers to the use of teaching methods tailored to each student's learning pace, interests, and needs. While all students are expected to learn the same core content, they are provided with the most suitable learning pathways and materials to support their individual progress.

For example, some students may learn best through visual content, while others may benefit more from hands-on experiences or group discussions. Differentiated instruction allows students to learn in ways that align with their strengths, helping each one reach their full potential.

As of November 2024, we delivered a 4-hour training program that reached **378 teachers** in a short period of time. Through this initiative, **9,450 students** gained access to educators who are now more aware of and equipped with differentiated instruction strategies — helping them learn in ways that best suit their individual needs.

Launched in the final weeks of 2024, this training aimed to enhance teachers' knowledge and skills in differentiated instruction. Post-training evaluations showed that 90% of participants expressed a strong willingness to apply what they learned, demonstrating a positive and proactive attitude.



378
Teachers



9.450
Students

Participant Feedback

"The content was clear and memorable, filled with engaging expressions. It made me feel the importance of the topic and excited me to apply it in practice. Thank you, ÖRAV!"

"Thank you to everyone who contributed to this journey. I truly appreciate the care and effort put into this well-designed training. It supported my growth in a topic I was eager to improve in, and I'll definitely recommend it to my colleagues."

"I had some prior knowledge of differentiated instruction through articles and notes, but realized my understanding was fragmented. This training brought everything together in a clear and practical way. Thank you, ÖRAV — so glad you exist!"

Synchronous and Asynchronous Trainings

STEM Practices in Nature Education

Our STEM Applications in Nature Education program is designed to help students deepen their learning by exploring nature through hands-on experiences.

The program encourages students to observe the natural world through a scientific lens, integrating **STEM** disciplines — **Science, Technology, Engineering, and Mathematics** — to develop creative solutions to real-life problems inspired by their surroundings.



By the end of 2024, a total of **2,592 teachers** benefited from our training program, which combines synchronous sessions, asynchronous content, and mentorship support through our learning management system.

In 2024, 241 teachers successfully completed our STEM in Nature Education program, totaling **2,892 hours** of training. These educators brought STEM practices into their classrooms, helping **6,025 students** explore and connect with the natural world through scientific inquiry and creative problem-solving.

At the end of the program, we conducted a survey with participating teachers. Among the 81 respondents, the majority reported gaining practical knowledge of STEM techniques and expressed plans to apply them in their classrooms. Evaluation data showed that the program achieved 80% of its intended learning outcomes.

These results reaffirm the positive impact of our program, which integrates STEM practices into nature education, benefiting both teachers and students.



2.592
Teachers



64.800
Students

Participant Feedback:

"With every training I receive, I notice growth both personally and professionally. This program helped me realize that I need to shift some of my own thinking patterns to better support my students in discovering their creative and critical sides."

"I was already using STEM in my lessons, but this training helped shift my perspective. I realized that effective STEM activities can be designed using simple methods. I'll now plan with more ease and flexibility."

"I learned that I can use teaching methods and techniques more effectively, and that STEM education doesn't have to be expensive. I now feel confident that I can create STEM learning environments for any subject."

Artificial Intelligence in Education



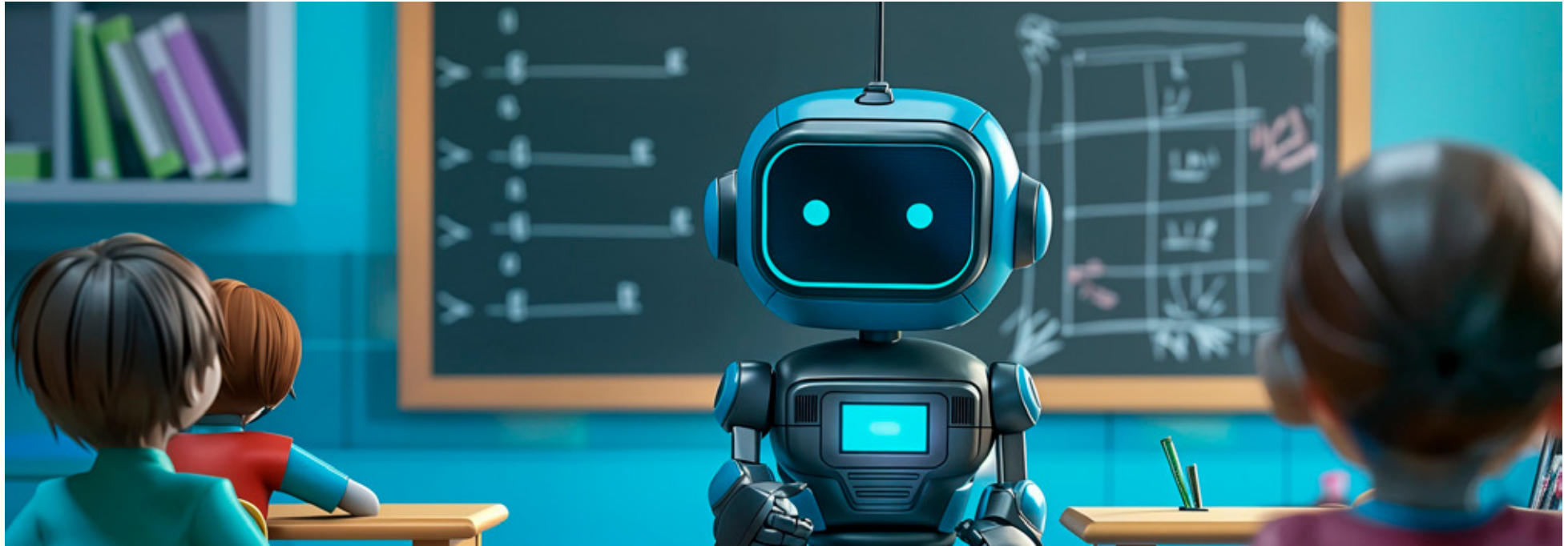
Through our **AI in Education Training Program**, we aim to empower teachers to use artificial intelligence effectively and responsibly by considering both its opportunities and potential risks in educational settings.

Designed with a blend of synchronous and asynchronous content, the program supports educators in adapting to the paradigm shift brought by AI, making the most of its capabilities while managing ethical concerns with awareness and care.

As part of our program, we explore a wide range of topics—from the fundamental concepts of artificial intelligence to its applications in education, as well as

the opportunities it presents and the risks it entails. We also engage in the development of educational products and conduct studies on the ethical use of AI, aiming to support teachers in creating a conscious and informed roadmap throughout this transformative process.

We launched our AI in Education teacher training program in 2024. Facilitator training was completed in December, and teacher applications opened in 2025. The program runs for six days—four asynchronous and two synchronous sessions.



Transforming Teaching Practices with Contemporary Methods

The foundation of lasting and effective learning lies in well-designed lessons. When thoughtfully planned, lesson content can make the learning process both enjoyable and motivating. Current research in learning sciences offers educators critical and practical approaches that support deep and meaningful learning, serving as a valuable guide in instructional design.



Shifting educational paradigms and evolving student interests and needs highlight the ongoing necessity for educators to continuously develop their knowledge and skills.

In response to these needs, we developed the Transforming Teaching Practices with Contemporary Methods training program. The program aims to help teachers understand evolving learning paradigms, explore modern teaching and learning approaches, design effective lessons, and adapt to the changing profiles of their students.

Launched in 2024, our program delivered a total of **4,104 hours** of training and reached **342 teachers**. By implementing the approaches in their classrooms, participating educators extended the program's impact to **8,550 students**.

This program not only provided teachers with theoretical knowledge but also supported them in applying it through hands-on experience. Participants learned by doing—structuring effective learning processes, understanding student needs more deeply, and enhancing learning environments through technological integration.

To evaluate the program, we conducted a survey with participating teachers at the end of the training. A total of **119 teachers** responded. On average, they rated the implementation of the training at **9.70** and the facilitators at **9.76**.

These results indicate that our facilitators were highly successful in delivering the content effectively and meaningfully, and that the program received strong positive feedback from participating teachers.



342
Teachers



8.550
Students

Participant Feedback

"What do you plan to do differently after this training?"

"I believe I will create a dynamic and impactful flow that resonates with the times and today's children and youth."

"I plan to revisit and revise my lesson designs."

"I will prioritize hearing each student's voice beyond academic performance. To support this, I plan to incorporate more alignment activities and regulation strategies into my lessons."

"I intend to use active teaching methods and formative assessment strategies that support the development of students' social-emotional skills."

Critical Thinking Skills -II

Since 2022, we have been offering this training program in both synchronous and asynchronous formats to strengthen teachers' critical thinking competencies. The program aims to build conceptual understanding, raise awareness of thinking barriers and dispositions, and equip educators with strategies to apply these skills in classroom practice.



Throughout the training, participants explore a variety of methods and techniques applicable to their classrooms, including the Venn Diagram, Claim-Evidence-Question Table, Six Thinking Hats, Debate, Explanation Game, Claim-Support-Question, What Makes You Say That?, Concept Mapping, and Connect-Extend, Red Light-Yellow Light and Case Studies.

Through these approaches, we aim to empower teachers to effectively foster critical thinking in the classroom and support students in developing their analytical thinking skills.

By the end of 2024, a total of **3,126 teachers** had benefited from our critical thinking training program, reaching approximately **78,150 students** through classroom implementation.

In 2024 alone, we delivered **2,124 hours** of training with active participation from **177 teachers**, continuing to support the integration of critical thinking into classroom practices.

At the end of the program, **44 teachers from 43 provinces** responded to our evaluation survey. The overall satisfaction rate regarding the content, duration, and planning of the training was **85%**.



3.126
Teachers



78.150
Students

Participant Feedback

"I have started applying the new instructional methods and techniques I learned during the training in my classroom."

"I realized that I didn't know how to ask the right questions. I'm committed to improving in this area."

"To summarize what I've learned from this training: I now include activities that foster critical thinking in my lesson design, organize monthly classroom debates on selected topics, apply the Six Thinking Hats technique, and ask open-ended questions to encourage students to express their own ideas."

Other Activities



ÖRAV Education Festival

The journey of the
**ÖRAV Education
Festival**, which began
in 2015, reached its
10th anniversary in
2024.



The ÖRAV Education Festival, which began in 2015, celebrated its 10th anniversary in 2024. Over the years, hundreds of public institutions, private organizations, NGOs, and volunteers have come together to support teachers' well-being—making this collaboration a defining feature and model of the festival.

Throughout November 2024, we organized a series of events aimed at supporting teachers' professional and personal development, increasing their visibility, and inspiring their peers.

We also created opportunities for teachers to engage with non-educational communities and highlighted the value of learning environments beyond the classroom.

In a major innovation, the 10th ÖRAV Education Festival expanded beyond the traditional week of November 24, with activities held simultaneously in an average of 20 provinces each week throughout the month. Each province hosted its own unique program, with at least one full day of activities.

During the festival, **563 workshops** were conducted by **586 facilitators**, including **9 online workshops**. The event received **9,650 applications** and welcomed **8,066 participating teachers**.



In the 10th ÖRAV Education Festival, 36 organizations provided support. A total of 107 part-time educators and 479 volunteer teachers and facilitators contributed to enriching the program by leading workshops or serving as speakers.

Although each workshop had a pre-set participation limit based on venue capacity and logistical planning, attendance exceeded expectations. This strong interest reflects the months of dedicated preparation and meticulous attention to detail, and stands as a clear indicator of the 10th ÖRAV Education Festival's success in fulfilling its purpose.

We assessed the overall satisfaction level of our festival, as well as participants' interest in and satisfaction with the events and workshops, through comprehensive surveys conducted during and after the festival.

Following the festival programs, surveys were sent to both participants and workshop facilitators. A total of 5,853 participants and 467 facilitators responded. Pre-event briefings were rated with the highest score (5) by 82% of facilitators and 74% of participants. On-site briefings during the festival received top ratings from 89% of facilitators and 82% of participants. Communication with ÖRAV teams was rated 5 out of 5 by 92% of facilitators and 85% of participants. These results reflect a high level of satisfaction and effective coordination throughout the festival.

A total of 467 workshop facilitators responded to the question, "On a scale of 1 to 10, how well were your information needs met during your collaboration with ÖRAV?" The average score was an impressive 9.68 out of 10. This high rating clearly demonstrates the strength and effectiveness of our communication with both facilitators and participants before and during the festival.



To assess overall satisfaction with the 10th ÖRAV Education Festival, we asked participants: "Considering all aspects of the festival, how would you rate your overall satisfaction on a scale from 1 (Not satisfied at all) to 10 (Extremely satisfied)?" A total of **5,853 participants responded**, with an average score of **9.53 out of 10**. Notably, **76%** of respondents gave a perfect score of **10** when evaluating all aspects of the festival.

Similarly, when participants were asked to rate their satisfaction with the workshops using the same scale, the average satisfaction score was **9.58**.

We also asked participants: "Considering all aspects of the 10th ÖRAV Education Festival, how likely are you to recommend ÖRAV's trainings and events to your colleagues, on a scale from 1 (Not at all likely) to 10 (Extremely likely)?" This question received **5,853 responses**, with **82%** of respondents giving a perfect score of **10**. The calculated **Net Promoter Score (NPS)** for this question was **88%**.



From another perspective, **73%** of participants were introduced to ÖRAV and attended one of its programs for the first time during the festival. The evaluation results indicate that the 10th ÖRAV Education Festival achieved a high level of participant satisfaction and that the activities were successfully implemented in line with their intended objectives. The consistently high satisfaction rates among festival participants further demonstrate the effectiveness of the organization and the soundness of its planning.

**Participant Feedback also confirm
that the Festival was organized in
line with its objectives.**

"It had a highly positive impact. It strengthened our connections with other teachers in our province and motivated us to participate in similar events."



"Communication was excellent in terms of organization. Although the opening event was somewhat limited in terms of time management, the workshop made a great contribution. Thanks to our facilitator Adnan, for helping me think outside the box without breaking my perceptions about creative thinking. Thank you to the Science and Art Center as well."



"I can say it was excellent in every aspect. The staff were very knowledgeable and well-prepared, and they patiently answered every question we asked. In short, this was the most flawless event I have ever attended."

"At this stage, as I strive to develop and transform myself in many aspects of my profession, participating in such a productive event has been a wonderful experience for me."

There's Play at School Activity

Organized in collaboration with Garanti BBVA and the Teachers Academy Foundation (ÖRAV), the "There's Play at School" activity engaged **771 teachers** and **2,477 parents** from **976 different schools**, reaching a total of **21,480 students** across Turkey.

 **771**
Teachers

 **21.480**
Students

According to scientific research, play is a powerful learning tool that supports children's mental and emotional development, fosters 21st-century skills, and positively influences values and the development of social and emotional competencies. Play-based activities are known to help children maintain their emotional well-being and develop coping skills for challenging emotions.

In this context, the primary aim of the "There's Play at School" was to enable children to benefit from these positive effects of play. The activity consisted of two main stages: an "introduction" and a "main session." The main session included a game structured in four phases.

For the event, students were divided into two age groups: **5–7 years** and **8–10 years**. In both groups, the questions asked, materials used, and the level of difficulty of the games were tailored to the developmental characteristics appropriate for each age group.

The activity provided an important learning environment for students, allowing them to showcase and further develop key skills such as creative thinking, decision-making, patience, and effective communication.

Following the activity, a feedback survey was sent to the participating teachers, and **310 teachers** responded. According to their observations, the average happiness level of students during the event was rated at **9.57 out of 10**, while teachers rated their own happiness at 9.56. These results indicate that the play-based activities were thoroughly enjoyed by both students and teachers, and that the event successfully achieved its objectives.



ÖRAV Mid-Year Workshops



1.756
Teachers



11
Cities

In 2024, the 10th ÖRAV Mid-Year Workshops were held both **online and in-person across 11 different provinces**. These workshops aimed to support teachers' professional development, help them acquire new skills, and provide an enjoyable holiday experience. A total of **57 different topics** were offered, including "Play-Friendly Teacher," "Creativity Legend," "AI Tools in Education," and "Gamification in Education."

The **five-day workshops**, delivered both face-to-face and online, contributed to teachers' professional growth while also offering a fun and productive experience during the holiday period. With the participation of **1,756 teachers** from all 81 provinces of Turkey, the workshops provided opportunities for teachers to engage with diverse content and new educational approaches. Teachers also benefited from learning directly from representatives of various NGOs and expert volunteer educators in their fields.

At the end of each workshop, participants were asked to complete an evaluation survey, where they could rate their overall satisfaction, the facilitator, the content, the implementation, the planning and organization process, and whether the workshop met their expectations.

Analysis of the survey responses showed that the average number of participants per workshop was **46**, with a minimum of **25** and a maximum of **77**, indicating that the events reached a broad audience.

The overall satisfaction score for the workshops was **9.35 out of 10**.

In general, interactive content and group work were among the most frequently mentioned positive aspects by participants. In particular, the sharing of sample designs and the inclusion of innovative content in online workshops were highlighted as standout factors in the evaluations.



"The workshop topics were engaging for participants. The facilitators were knowledgeable and experienced in their fields. Including practical application phases in the trainings kept participants' interest high throughout."

"It greatly contributed to my ability to develop new approaches. Thank you, ÖRAV!"



Participant Feedback



"Being able to comment on art without worrying about whether my thoughts were 'wrong' was truly valuable for developing a new perspective during the workshop."

"The content was practice-oriented and included practical suggestions. The trainer's approach was energetic and warm. Time management was also very good."



Vision Meeting in Education

In an effort to shape the medium- and long-term strategic direction of ÖRAV, we convened **150 Part-Time Educators** from across Turkey who embrace innovative approaches that make a difference in education. The “**Vision Meeting in Education**” was designed to capture field insights and expectations while simultaneously fostering personal and professional growth.

Participants engaged in a rich array of sessions covering professional exchange, cognitive mapping, and personal brand development—such as Inspiring Teachers, Legacy Brands, Mind Mapping, and Story Harvesting. The program also offered a broad spectrum of experiences ranging from digital competencies to leadership and storytelling.

Through collaborative group work and inspiring talks, participants had the opportunity to deepen their understanding of ÖRAV’s organizational culture and co-create a shared vision for the future of education. This dynamic process, enriched by the contributions of our educators, highlighted the importance of peer learning and professional solidarity.

At the conclusion of the event, participant feedback was collected through structured evaluation surveys to assess overall satisfaction and gather insights on the program’s content and delivery.

As with all ÖRAV activities, the workshops held during the gathering were also subject to participant evaluation. A total of **127 educators** responded to the survey. Participants were asked to rate specific aspects of the workshop—from the first to the final day—on a scale of **1 (Poor), 2 (Fair), 3 (Good), 4 (Very Good), and 5 (Excellent)**. The average scores across all categories exceeded **4**, indicating a high level of satisfaction.

Additionally, participants were asked to rate their overall satisfaction with the workshop on a scale from **1 (Not Satisfied at All) to 10 (Extremely Satisfied)**. **69% of respondents** rated their experience **8 or higher**, reflecting a strong positive reception.



*"I really liked the name **'Story Harvest.'** It powerfully captures the essence of the work being done. I enjoyed and found it useful to tell, listen to, and evaluate stories, as well as to explore the emotions and thoughts within them—sometimes within time limits, sometimes more freely. Each stage of the process was enriching, both for us and for our students."*

"At every stage, our General Manager and the entire central team were warm, friendly, and approachable. The breaks between sessions and during meals were sufficient. The way our tables were organized was also enjoyable."



"Branding is an area I am interested in and have been researching recently. Receiving training on Personal Brand Management from such a knowledgeable expert was both informative and highly enjoyable."



Participant Feedback

"Through the Story Harvest session, I realized the power of listening to people's stories. It set me on a journey of reflecting on my own stories, and I was inspired to start recording them afterwards. This session truly charted an incredible path for me."

"In the Mind Maps session, I learned that concept maps are written in the 1 o'clock direction, that they imitate nature and natural forms, and how to create mind maps. I am planning to use them at the most basic level with my primary school students."

"The Personal Brand Management session helped us look at our routine tasks from a different perspective and realize that our work can actually become more visible."



"Nature: My First Teacher" Photography Competition

With the support of **Garanti BBVA Investment** and in collaboration with **İFSAK**, we organized our photography competition for the second time this year under the theme "**Nature: My First Teacher**". The **25 photographs** selected for exhibition were showcased for art enthusiasts at Zorlu Performing Arts Center, as well as at Garanti BBVA's Zincirlikuyu and Pendik campuses.



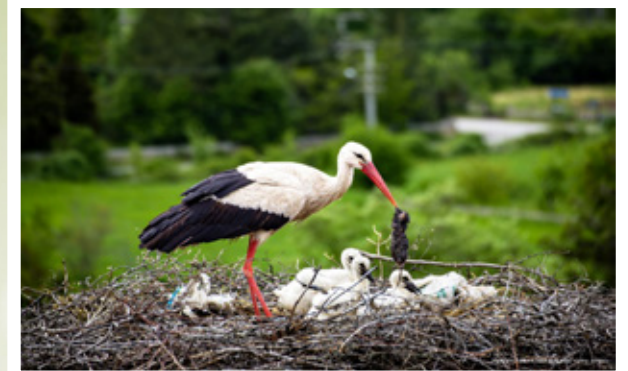
First / **Ufuk Turpcan**
Lake Yarıklı



Second / **M. Turan Döner**
Thunderstorm and the City



Third / **Muhammet Özen**
Fisherman in Konya



Mansion / **Merve Özen**
Love of a Mother



1



2

Garanti BBVA Investment
Special Award-
1- Salih Kuş
Kocaeli in the morning

Exhibition
2- Hilal Emnacar
*Education under any
circumstance*

3- Merve Özen
Hunting on ice

4- Salih Kuş
Bursa in the evening

5- Hilal Emnacar
Make me read

6- Fatih Yılmaz
Sunk boat



3



4



5



6

Empowering Partners Meeting

We organized the “Empowering Partners Meeting” for the first time in 2024 to enable all stakeholders to meet, share experiences, and foster dialogue aimed at sustainable social benefit and impact around common goals. The workshop brought together stakeholders from both the private sector and civil society. During the event, we asked participants to share the concepts they associate with ÖRAV.

This gathering provided participants with valuable opportunities to interact and be inspired by one another. In group sessions, participants responded to the question, “What are the first three things that come to mind when you think of ÖRAV?” The resulting word cloud, where the most frequently mentioned words appeared larger, offered all attendees a strong sense of partnership and valuable insights into perceptions of ÖRAV.





Throughout the workshop, we explored a series of reflective and strategic questions aimed at shaping ÖRAV's future direction:



What has ÖRAV done well in successful and impactful initiatives?



Which experience during this gathering contributed most to my personal well-being? What was the shared emotional tone within our group?



Which organizations present here could be potential partners, and in what forms of collaboration? How can I contribute—both as an individual and as part of an institution?

The 2024 workshop revealed a strong collective belief in ÖRAV's capacity to take bold and inspiring steps toward the future. This sense of shared purpose and optimism was a defining feature of the meeting.



ÖRAV Gift Store

In 2024, we launched İyilik Durağı, our online gift store designed to generate funding for teacher training programs. Built on the principle of ethical sourcing, the platform offers eco-friendly and inclusive products, with all proceeds directly supporting educational initiatives.

Our vision is to become a hub for individuals who seek to express love, joy, appreciation, celebration, and generosity through meaningful gifts—gifts that serve a purpose beyond their material value and contribute to the greater good of society by investing in the quality of education.

İyilik Durağı offers both corporate and individual gifting options. It is accessible via our foundation's website and on Trendyol, allowing supporters to contribute to education while making thoughtful gift choices.



eKampüs



Digital Transformation in Education: Empowering Teachers Through Technology

With the rapid advancement of technology, digital transformation has become a cornerstone of modern education—making learning processes more effective, accessible, and personalized for both teachers and students. Digital tools and innovative pedagogical approaches have extended learning beyond the classroom, enabling flexible models that promote equity and enhance professional development.

ÖRAV’s remote learning platform, eKampüs, is designed to support teachers’ personal and professional growth through digital content, online trainings, and innovative projects. The platform enables educators to stay up to date with the latest educational trends, explore new teaching techniques, and improve classroom practices. With its mobile app, teachers can access learning materials anytime, anywhere—removing barriers of time and location.

Following its infrastructure upgrade, eKampüs now offers access to videos, interactive trainings, microlearning modules, live sessions, and social learning environments. These features foster knowledge exchange and peer learning among educators, strengthening their professional development. Additionally, the integration of artificial intelligence in content planning, production, and feedback processes has significantly enhanced operational efficiency.

In 2024, the use of the Perculus virtual classroom platform—with its Web 2.0 integrations, collaborative group activities, icebreaker exercises, and improved user experience—has transformed it into a unique and engaging virtual learning environment.



Scan this QR Code to
Subscribe to eKampus

eKampus in 2024



88.454
Total Active Subscribers



7.634
Number of Registered Users in 2024



1.370.720 Dakika
Duration Spent on Trainings in 2024



3.431
Number of Activities Opened in 2024



675
Number of Courses Available for All



82.291
Total Number of Log Ins

Communication and Outreach



Social Media

December - 2024

f 99.325

@ 77.289

in 37.512

X 29.094

▶ 9.700





142

News on Printed Media



3.480

News Online



2

Radio Programs

1

Garanti BBVA'dan "EşitBiz" konferansı

Öğretmen Akademik (ÖA) ve kurucusu Garanti BBVA'nın EşitBiz Projesi kapsamında, "Eşit Biz: İlham Veren Buluşma" konferansı düzenlendi. Konferansta, Gökeçe "ÇeÇe" Gürcay'ın beden performansını atölyesiyle eğlenceli vakit geçiren katılımcılar. Olcazo Ezgin'in "ÇeÇitli ve Kapsayıcı Eğitim ile Eşitliğe Ulaşmak" başlıklı sunumunu dinleyenlere toplumsal rollerin eşitlik çerçevesindeki

kavramları günlük hayattan örneklerle somutlaştırma fırsatı buldu. Etkinlikle konuşan Garanti BBVA Genel Müdür Yardımcısı ve **ORAY** Yönetim Kurulu Başkanı Yardımcısı **Tuba Koseoğlu Öke**, Garanti BBVA olarak toplumsal rollerin olduğu konusunda çalışanları ve paydaşları arasında olduğu kadar toplumsal boyutta da sosyal etki oluşturmaya sorumlulukları arasında gördüklerini belirtti.

4



Garanti BBVA'dan 'EsiBiz Projesi' konferansı

Garanti BBVA Genel Müdür Yardımcısı ve **ÖRAN** Yönetim Kurulu Başkan Yardımcısı **Tuba Kışoğlu Oğuz**, "Eşitlik, ülkemizde eşitlikçi bir hayat yaratabilmemiz için yürüttüğümüz en sürdürülebilir ve uzun vadede etkisini en fazla göreceğimiz çalışmalarından biri" dedi.

ECONOMIC SERVICES

[illegible]

Tıbbiyatın İyileştirici ve iyileştirici olarak adlandırılan bu disiplin, kendi alanlarında da en iyi bir şekilde en iyi hem olan ortama hem de klinik hayata uyandırmak için yollar bulmaktadır. Bu nedenle, tıbbiyatın iyileştirici ve iyileştirici olarak adlandırılır. Bu nedenle, tıbbiyatın iyileştirici ve iyileştirici olarak adlandırılır.

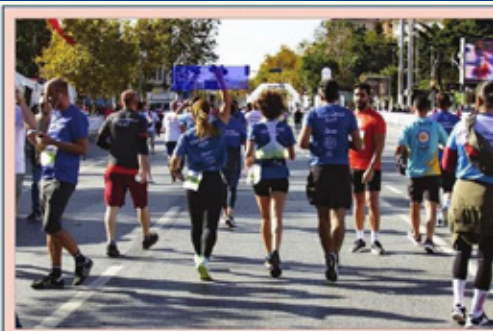
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tamamıyla, topheyalı rollerin yerine geçerek, yarıdan fazlasını oluşturmuş gruptaki en az üç kişiden oluşmaktadır. Topheyalı rollerin görevleri, bu grup tarafından belirlenmektedir.

Konferans, Güçlü "Çekiş" Grubu'nun başkanlığında gerçekleştirilmekte olup, toplantıya katılan kişiler, toplantıya katılmayan kişiler, konuşmacılar, Özgür Ergün'in "Çekiş" ve Kapayıcı Eğitim ile Etkileşim Uzmanı" başlığıyla sunumunu dinlemek, topeyalı rollerin etkisiyle çevrelerinde ki davranış değişikliği kaydeden örnek davranışlarını paylaşarak buldu.

Etkinlik, Prof. Dr. İsmailhan Zülhale Ateş'in "İpek Kızam Acan Oğlanı Sözlü" ve Prof. Dr. Belma Toprak'ın "Anlatıya Anlatıya Bana" başlıklı sunumları sırasında bir dizi çekişli konuşma yapıldı. 6666

2



**ÖRAV, deprem bölgesindeki öğretmenler için 3. destek
koşusunu 46. İstanbul Maratonu'nda yapacak!**

2008 yılında Garanti BBVA tarafından kurulan Öğretmen Akademisi Vakfı, bu yıl 3 Kasım Pazar günü düzenlenecek olan İstanbul Maratonu'nda her **sey** "Öğretmenle Olur!" diyerek daha fazla **öğretmen**in gelişimini ve çocukların nitelikli eğitime erişimini desteklemek için koşacak!

Köprüde bırakılan ayak izleri sayesinde toplanan bağışların geliri deprem bölgesindeki öğretmen ve öğrenciler için yürütülen eğitimlere aktarılacak.

6 Şubat 2023 tarihinde yaşanan depremlerin ardından, çocukları hayata tutundurmak ve onları günlük hayat akışlarına geri döndürebilmek için öğretmenler çok kritik bir rol üstlendi. ÖRAN da, en etkili danışmanları öğretmenler

güçlü dayanağıdır. Öğretmene Olur!" dedi. Öncelikle deprem bölgesindeki öğretmenlerin psikolojik sağlamlık becerilerini artırmak, onların kırık dönemlerinde öğrencilerine, velilerine, okul yönetimine ve tüm personellere liderlik etmelerini hedeflediği yeni bir eğitim programı hayata geçirildi. Okul Toplumunun Psikolojik Sağlamlığı Eğitimi öncelikle deprem bölgesindeki öğretmen-

lerin, devamında tüm Türkiye'deki öğretmenlerin psikolojik dayanıklılığını artırmak ve iyi olma hallerini desteklemek üzere eğitimler ve uygulama örnekleri içeriyor.

2023 yılından itibaren toplanan başarılarla Okul Toplumunun Psikolojik Sağlamlığı eğitimi yaklaşık 1.000öğretmene ulaştırıldı. ÖRÖV, depremi yaralarından kurtulmak için çabalaayan öğretmenleri desteklemeye ve "Depremden sonra hayatımda iki güzel gün yaşadım. Biri çocuğumun doğduğu gün, diğeri de Okul Toplumunun Psikolojik Sağlamlığı Eğitimi"ne katıldığım gündü" yorumunu yapan öğretmen sayısını arttırmaya devam etmek için var gücünüyle çalışıyor.

Öğretmen Akademisi Vakfı, tüm eğitim güllerini 3 Kasım'da gerçekleştirecek olan İstanbul Maratonu'nda koşmaya davet ediyor. Maratona katılarak sağlıklı ilişkiler kurarı, gelişime açık, özsaygısı yüksek kararlı ve kendiliğe barışık öğrenciler yetiştiren öğretmenleri desteklemek için bugün 14 Ekim! Çünkü her şey **Öğretmenle** olur! (Yavuz Ertürk)



ÖRAV, deprem bölgesindeki öğretmenler için 3. destek koşusunu **46. İstanbul Maratonu'nda** yapacak!

2008 yılında Garanti **İBBA** tarafından kurulan **Öğretmen Akademisi Vakfı**, bu yıl 3 Kasım Pazar günü düzenlenecek olan İstanbul Maratonu'nda her şey "**Öğretmenle Olur!**" diyerek daha fazla **öğretmeni** gelişimini ve çocukları nitelikli eğitime erdirmeni desteklemek için koşacak!

Köprüde bırakılan ayak izleri sayesinde toplanan bağışların geliri deprem bölgesindeki **öğretmen** ve öğrenciler için yürütülen eğitimlere aktarılacak.

6 Şubat 2023 tarihinde yaşanan depremlerin ardından, çocukları hayatları tutanmış ve onları gelecek hayatı aklaştıran geri döndürülebilirlik için **depremsizlik** çok kritik bir nokta bulundu. **ORAN** da, en etkili duyurması "**Depremsizlik Oluş**" dedi. Özellikle deprem bölgesindeki **depremsizlik** psikolojik sağlamlık becerilerini artırarak, onların kriz dönemlerinde **depremsizlik**, velilere, okul yöneticilerine ve tüm personellerle liderlik emellerini hedeflediği bir **depremsizlik** programı hayatı geçirdi. Okul Tophanının Psikolojik Sağlamlığı Eğitimi özellikle deprem bölgesindeki **depremsizlik**, devamında tüm Türkiye'deki **depremsizlik** psikolojik dayanıklılığı artırarak ve iyi olma hallerini desteklemek üzere eğitimler ve uygulamalar önerileri içeriyor.

2023 yılından itibaren toplanan bagışlarla Okul Toplumunun Psikolojik Sağlamlığı eğitimi yaklaşık 1.000 öğrenciye ulaştırıldı. ORAV, depresyon yayılmasını sarmak için çabıyken öğrencilerin desteklenmesi ve "Depresyonla sarmayı hayatımda hiç gütmedim" gibi birini gütçayışında değıştiğün gün, diğeri de Okul Toplumunun Psikolojik Sağlamlığı Eğitimi'ne katıldığını gütüdü. "Yorumunu yapan öğrenci sayısına artmasını devam etmek için var gücünle çabıyıcı" (YTM)

Awards

In 2024, ÖRAV was honored with the **“Projects Creating Social Value”** award at the Dünya Newspaper’s Social Benefit Awards for its **“Teacher Leadership”** program. This recognition highlights our commitment to developing impactful educational initiatives that contribute to the greater good of society.



Financial Reports



Independent Auditor's Report

To the Board of Trustees of Teachers Academy Foundation

Opinion

We have audited the financial statements of Teachers Academy Foundation ("the Foundation"), which comprise the statement of financial position as at 31 December 2024, the statement of income for the year then ended, and notes, comprising significant accounting policies and other explanatory information.

In our opinion, the accompanying financial statement of the Foundation as at December 31, 2024 is prepared in accordance with the cash receipts and disbursements basis of accounting described in Note III to the financial statement.

Basis for Opinion

We conducted our audit in accordance with International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Foundation in accordance with the ethical requirements that are relevant to our audit of the financial statements in Turkey, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Basis of Accounting and Restriction on Use

We draw attention to Note III to the financial statements, which describes the basis of accounting. III to the financial statements, which describes the basis of accounting. Accounting policies applied by the Foundation differ from the accounting principles generally accepted in other countries and International Financial Reporting Standards (IFRS) in material aspects and the effects of such differences have not been quantified in the accompanying financial statements. Accordingly, the accompanying financial statements are not intended to present the financial position and results of operations, and changes in financial position of the Foundation in accordance with the accounting principles generally accepted in such countries of the users of these financial statements or with IFRS and may not be suitable for another purpose. Our report is intended solely for the Foundation and its shareholders and should not be used by parties other than the Foundation and its shareholders. Our opinion is not modified in respect of this matter.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the accounting policies described in Note III to the accompanying financial statements, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Foundation's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Foundation or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Foundation's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISAs, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Foundation's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Foundation's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Foundation to cease to continue as a going concern.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Güney Bağımsız Denetim ve Serbest Muhasebeci Mali Müşavirlik Anonim Şirketi

A member firm of Ernst & Young Global Limited

Aykut Üşenti, SMMM

Partner

March 5, 2025

İstanbul, Türkiye



Statement of Income

A- Gross Sales	44.442.454,53	F- Other Operating Expenses and Losses (Expenses and Excess of Expenses)	-3.380,21
Domestic Sales	-	Commission Expenses (-)	-
International Sales	-	Provision Expenses (-)	-
Other revenue	5.248,19	Loss on Sale of Marketable Securities (-)	-
Donations and grants	39.919.015,52	Foreign Exchange Losses (-)	-3.380,21
Conditional corporate project based donations	4.518.190,82	Rediscount Interest Expenses (-)	-
Premiums and Membership Fees	-	Other Ordinary Expenses and Losses (-)	-
B- Sales Discounts (-)	0	G- Financial Expenses	0
Sales Returns (-)	-	Short-Term Borrowing Expenses (-)	-
Sales Discounts (-)	-	Long-Term Borrowing Expenses (-)	-
Other Discounts (-)	-		
Net Sales	44.442.454,53	Operating Profit or Loss (Income and Excess of Income)	3.244.812,06
C- Cost of Sales (-)	0	H- Operating Profit or Loss (Income and Excess of Income)	2.992.213,52
Cost of Manufactured Goods Sold (-)	-	Prior Period Income and Profits (Income and Excess of Income)	2.992.130,18
Cost of Merchandise Sold (-)	-	Other Extraordinary Income and Profits (Income and Excess of Income)	83,34
Cost of Services Sold (-)	-		
Other Cost of Sales (-)	-	I- Extraordinary Expenses and Losses (Expenses and Excess of Expenses)	0
Gross Profit or Loss (Income or Expense)	44.442.454,53	Idle Capacity Expenses and Losses (-)	-
D- Operating Expenses	-57.618.962,91	Prior Period Expenses and Losses (-)	0,00
Research and Development Expenses (-)	-	Other Extraordinary Expenses and Losses (-)	-
Marketing, Sales and Distribution Expenses (-)	-		
General administration expenses (-)	-12.986.085,25		
Operating expenses (-)	-44.632.877,66		
E- Other Operating Income and Profits	16.424.700,65	NET PROFIT OR LOSS FOR THE PERIOD (INCOME OR EXCESS OF EXPENSES)	6.237.025,58
Dividend Income from Associates	-		
Dividend Income from Subsidiaries	0,00		
Interest Income	14.147.271,90		
Commission Income	-		
Provisions No Longer Required (Reversal of Provisions)	0,00		
Gain on Sale of Marketable Securities	-		
Foreign Exchange Gains	0,00		
Rediscount Interest Income	-		
Income from Economic Enterprise	2.277.428,75		
Other Ordinary Income and Gains	0,00		

Balance Sheet

Assets		
CURRENT ASSETS	12.404.444,41	
Cash and Cash Equivalents	8.622.612,93	
Cash on Hand	35,57	
Checks Received	-	
Banks	8618351,55	
Checks Issued and Payment Orders	-	
Other Cash and Cash Equivalents	4225,81	
Marketable Securities	0,00	
Equity Securities	-	
Private Sector Bonds, Notes and Bills	-	
Public Sector Bonds, Notes and Bills	-	
Other Marketable Securities	-	
Allowance for Impairment of Marketable Securities (-)	-	
Receivables	0	
Trade Receivables	-	
Notes Receivable	-	
Notes Receivable Discount (-)	-	
Deposits and Guarantees Given	-	
Doubtful Receivables	-	
Allowance for Doubtful Receivables (-)	-	
Other Receivables	0	
Receivables from Founders	-	
Receivables from Associates	-	
Receivables from Subsidiaries	-	
Receivables from Personnel	-	
Receivables from Members	-	
Other Miscellaneous Receivables	-	
Other Notes Receivable Discount (-)	-	
Doubtful Other Receivables	-	
Allowance for Doubtful Other Receivables (-)	-	
Inventories	89.380, 00	
Raw Materials and Supplies	-	
Work in Progress	-	
Finished Goods	-	
Merchandise	-	
Other Inventories	89.380,00	
Allowance for Impairment of Inventories (-)	-	
Advances Given for Orders	0	
Prepaid Expenses and Accrued Income	3.692.451,48	
Prepaid Expenses	1.577.400,68	
Subsidiary Interest Income Accruals	2.115.050,80	
Other Current Assets	0	
VAT Deductible	-	
Other Value-Added Tax	-	
Prepaid Taxes and Funds	-	
Advances to Contractors	0	
Advances to Personnel	0	
Inventory Shortages	-	
Other Miscellaneous Current Assets	-	
Allowance for Other Current Assets (-)	-	

II. NON-CURRENT ASSETS	3.994.718,86
Receivables	0
Trade Receivables	-
Notes Receivable	-
Notes Receivable Discount (-)	-
Deposits and Guarantees Given	-
Other Receivables	0,00
Receivables from Founders	-
Receivables from Associates	-
Receivables from Subsidiaries	-
Receivables from Personnel	0
Receivables from Members	-
Other Miscellaneous Receivables	-
Other Notes Receivable Discount (-)	-
Financial Non-Current Assets	100.000,00
Subsidiaries	100.000,00
Associates	-
Commitments to Contribute Capital to Associates (-)	-
Allowance for Impairment in Equity Investments in Associates (-)	-
Commitments to Contribute Capital to Economic Enterprises	-
Other Financial Non-Current Assets	-
Tangible Non-Current Assets	209.121.93
Land and Plots	-
Land Improvements and Site Improvements	-
Buildings	-
Plant, Machinery and Equipment	-
Vehicles	-
Fixtures and Equipment	901.848,86
Accumulated Depreciation (-)	-692.726,93
Investments in Progress (Construction in Progress)	-
Advances Given	-

Intangible Non-Current Assets	1.363.442,79
Rights	2.785.844,78
Establishment and Organization Expenses	20.645,77
Special Costs	-
Other Intangible Non-Current Assets	-
Accumulated Amortization (-)	-1.443.047,76
Advances Given	-
Special Depletable Assets	0
Exploration Expenses	-
Preparation and Development Expenses	-
Other Special Depletable Assets	-
Accumulated Depletion (-)	-
Advances Given	-
Prepaid Expenses and Income Accruals for Future Years	2322154,14
Prepaid Expenses for Future Years	2322154,14
Income Accruals	-
Other Non-Current Assets	0
VAT to be Deducted in Future Years	-
Other Value-Added Tax	-
Inventories for Future Years' Needs	-
Inventories and Tangible Non-Current Assets Held for Sale	-
Prepaid Taxes and Funds	-
Other Miscellaneous Non-Current Assets	-
Allowance for Impairment of Inventories (-)	-
Accumulated Amortization (-)	-
TOTAL ASSETS	16.399.163,27

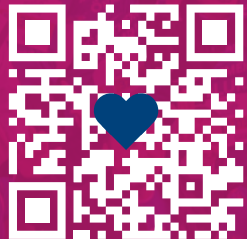
Liabilities

I. SHORT-TERM LIABILITIES	4.110.397,95
Financial Liabilities	0
Bank Loans	-
Current Portion of Long-Term Loans and Interest	-
Other Financial Liabilities	-
Payables	2.330.791,48
Trade Payables	2.330.791,48
Notes Payable	-
Notes Payable Discount (-)	-
Deposits and Guarantees Received	-
Other Financial Payables	137.557,46
Payables to Members	-
Payables to Subsidiaries	-
Payables to Personnel	-
Other Notes Payable Discount (-)	-
Other Miscellaneous Payables	137.557,46
Advances Received	0
Advances Received for Orders	-
Other Advances Received	-
Taxes and Other Liabilities Payable	1.642.049,01
Taxes and Funds Payable	986.364,96
Social Security Deductions Payable	655684,05
Overdue, Deferred or Installment Taxes and Other Liabilities	-
Other Liabilities Payable	0
Provisions for Liabilities and Expenses	0
Provision for Severance Pay	0
Other Provisions for Liabilities and Expenses	-

Deferred Income and Expense Accruals for Future Months	0
Prepaid Expenses for Future Months	-
Accrued Expenses	-
Provision for Cost Expenses	-
Other Short-Term Liabilities	
VAT Payable	-
Other Value-Added Tax	-
Inventory Surpluses	-
Other Miscellaneous Liabilities	-
II. LONG-TERM LIABILITIES	3.438.555,88
Financial Liabilities	0
Bank Loans	-
Other Financial Liabilities	-
Payables	0
Trade Payables	-
Notes Payable	-
Notes Payable Discount (-)	-
Deposits and Guarantees Received	-
Other Payables	0
Payables to Associates	-
Payables to Economic Enterprises	-
Payables to Members	-
Deferred or Installment Debts to Public Authorities	-
Other Miscellaneous Payables	-
Other Notes Payable Discount (-)	-
Advances Received	0
Advances Received for Orders	-
Other Advances Received	-

Provisions for Liabilities and Expenses	3.438.555,88
Provision for Severance Pay	2.758.039,95
Other Provisions for Liabilities and Expenses	680.515,93
Prepaid Expenses and Income Accruals for Future Years	0
Prepaid Expenses for Future Years	-
Accrued Expenses	-
Other Long-Term Liabilities	0
Deferred or Written-Off VAT for Future Years	-
Participation Shares in Facilities	-
Other Miscellaneous Long-Term Liabilities	-
III. EQUITY	8.850.209,44
Principal Fund	2.613.183,86
Initial Fund	2.000.000,00
Fund Increases	613.183,86
Capital Reserves	0
Revaluation Surplus	-
Other Capital Reserves	-
Restricted Donation Funds	0
Earthquake Fund	0
"Öğretmenle Olur" Fund	0
Retained Earnings	0
Retained Income from Previous Years	-
Prior Years' Losses (-)	-
Net Income or Expense Surplus for the Period (-)	6.237.025,58
Net Income Surplus for the Period	6.237.025,58
Net Expense Surplus for the Period (-)	0
TOTAL LIABILITIES AND EQUITY	16.399.163,27

We Achieved It with Our Volunteers



Become a Volunteer!

We extend our heartfelt gratitude to each and every one of our volunteers.

Together, we are driving greater change.

ÖRAV Volunteers are individuals who embrace our mission of creating transformation in education, who believe in the power of generating social impact, and who act with solidarity and empathy at their core. Every individual who wants to make a difference in education can, through the opportunities offered by ÖRAV, both develop personally and become part of social change. With the power of volunteering, now is the time to take a step forward and contribute to the future of education!

In 2024 a total of
807 ÖRAV Volunteers 6,258 hours,
volunteered in our work, believing in our Foundation's mission.

Our Supporters



Our Supporters in 2024

Founding and Main Supporter



Garanti BBVA Affiliates and Units



Project Collaboration



Donation



Trainer / Consultant Support



Material / Product Support



Network and Community Support



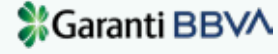
Institutional Capacity Building Support



Performance Support



Marathon Supporters



Venue Support





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