

ÖRAV

Founded by

 **Garanti BBVA**

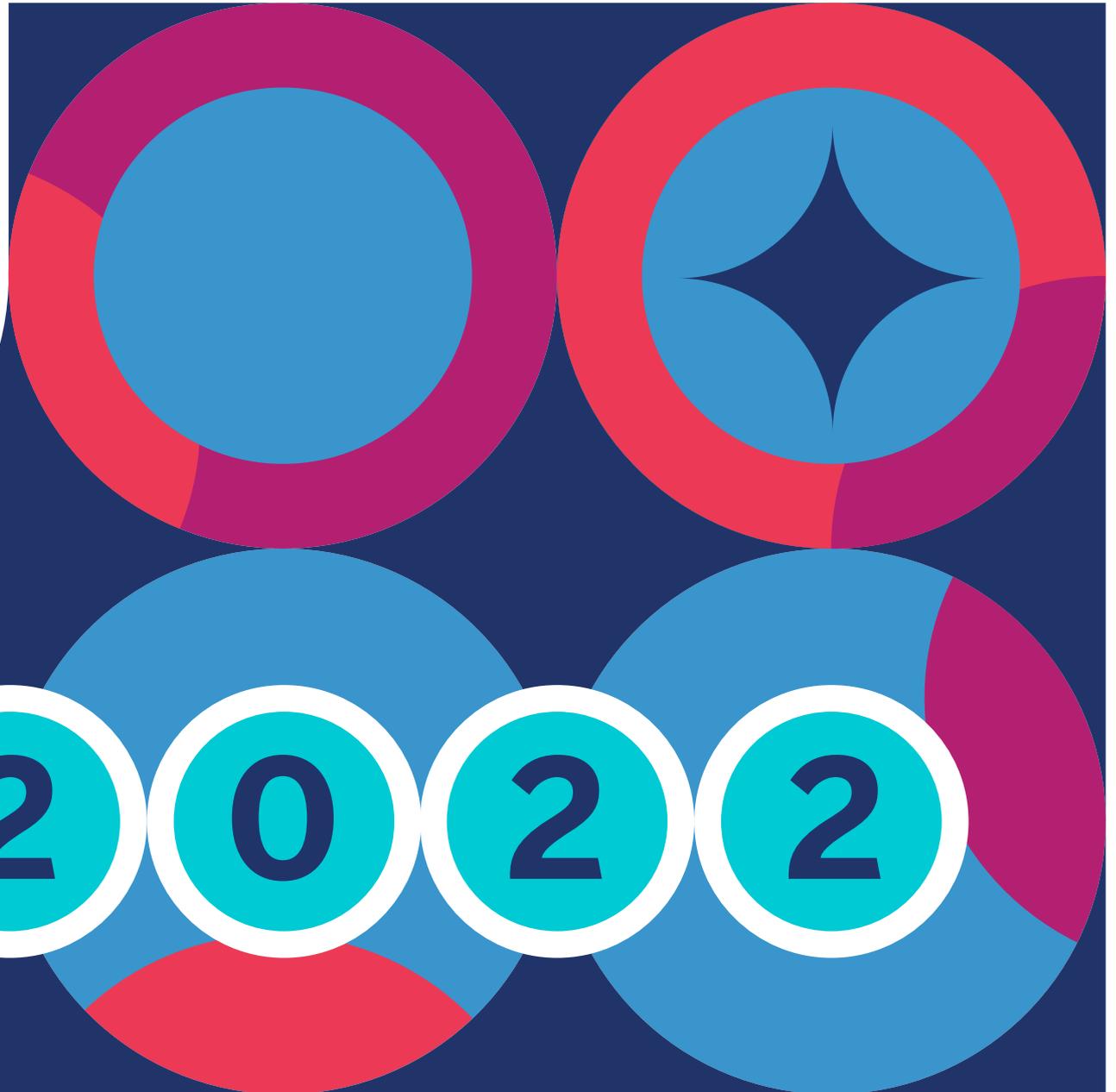
**ACTIVITY
REPORT**

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TEACHERS' ACADEMY FOUNDATION (ÖRAV)

First of its kind, the Teachers' Academy Foundation was established by Garanti BBVA in 2008 to support the professional and personal development of teachers and to protect children's right to access quality education.

Teachers, alongside families, hold significant responsibility for the development of children. Teachers, who have a major impact on the social and cultural transformation of societies to help them keep up with the times, need to develop their skills constantly in order to be more successful in their professions. Our primary mission is to support teachers, who are aware of this responsibility and open to lifelong learning and development, in the areas of development they need.

For this purpose, we create training programs and initiate projects aimed at enhancing the professional and personal growth of teachers and educational administrators. Through these activities, we strive to empower our teachers to become more proficient trainers.

Our foremost mission is to assist teachers who are committed to lifelong learning, providing support in the areas they need for growth and development.

With our peer-to-peer learning model, which ensures the highest level of knowledge and experience sharing, and the experience we have gained from the work we have carried out for fourteen years with more than 280,000 teachers from all towns across Turkey, we aim to take our country's in-service training model to the next level.

Our peer-to-peer learning model, which facilitates the exchange of knowledge and experience at an optimal level, is instrumental in professional development.



Leveraging the insights gained from our collaboration with teachers, we aspire to advance our country's model for professional and personal development of teachers.

We aim to prepare our children for the 21st century by collaborating with teachers skilled in modern global learning methods, fostering mental, social, emotional, and digital competencies.

With our practical experience, our regular needs map surveys and feedback from our teachers, we constantly update our programs, identify new areas of work, and try to keep ourselves open to continuous development as a Foundation.

Values

Development Orientation and Innovation

We internalize the recommended approaches in all the subjects we provide training on and use them in our daily lives. We keep an open mind in order to keep the tabs on current educational practices and to produce and experiment with new practices.

Reliability, Honesty and Transparency

We know that open, honest, consistent and transparent collaboration with all our stakeholders can only strengthen our reputation. We believe that corporate transparency, especially when it comes to financial statements, can enhance the reputation of our Foundation and that of NGOs in the eyes of society

Respect for Differences

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 different opinions as long as they are free from violence and discrimination.

Team Work

We know that ÖRAV heavily relies on effective teamwork, and we evaluate our individual competencies to make the team even more successful. We know that one of the basic prerequisites for being a learning leader is to be able to move from "I" to "we" in our attitudes and expressions.



Respect for Labor

We diligently ensure that educational content produced by ÖRAV in line with its goals and with limited resources is used on other platforms with permission from the Foundation headquarters, and similarly, we are meticulous about obtaining permissions and respecting copyright when using content from other individuals or institutions.

Frugality

We keep in mind that ÖRAV is a non-governmental organization that survives on donations and we take care to make wise use of all our resources in bringing forth training courses that are fit for purpose.

Founder Garanti BBVA

Our founder and steadfast supporter, Garanti BBVA, holds the conviction that only through quality education can future generations foster a democratic, modern, egalitarian, and just world that resonates with the times they inhabit. Guided by this belief, we extend our gratitude to Garanti BBVA for founding the Teachers Academy Foundation in 2008, dedicated to implementing sustainable projects that bolster the professional and personal abilities of teachers.

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Our Team

Arzu Atasoy
Ayşe Çandır
Başak Karayığit
Ceyda Çengelköylü
Ceylan Tokcan
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Dinçer Demir
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Melek Kızılkaya
Merve Gürbüzkol
Muharrem Sahil
Özlem Paker
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Sinan Satılmış
Şaban Kurtoğlu

Vision

To be the most effective and productive non-governmental organization in Turkey and our region in the field of professional and personal development of teachers.

Mission

To contribute to making teaching a respectable profession in the eyes of society that requires special knowledge, skills and attitudes, and to contribute to their leadership in raising generations that will shape the future by creating and implementing projects to support the professional and personal development of teachers and those involved in decisions about education in the country, by using opportunities and resources in the most effective way possible.



Message From Our General Manager



Dear Stakeholders,

At the Teachers Academy Foundation, we have had a bustling and fruitful year.

In 2022, our goal was to engage with 27,545 teachers. Due to the overwhelming interest and demand from teachers for our training courses and projects, we successfully engaged with 41,565 teachers, achieving a success rate of 151%. Through this effort, we positively impacted the educational quality of 1.2 million students via their teachers.

This year, we welcomed 58 new trainers to our Part-Time Trainers pool, and with 334 trainers from 59 different cities, we offered 17 training programs to our teachers.

During the 9th ÖRAV Semester Workshops, we conducted 24 sessions, made possible by the invaluable contributions of our volunteers.

At the 8th annual ÖRAV Education Festival, which we organize in honor of the 24 November Teachers' Day, we hosted a live-broadcasted conference. In the same week, we organized cultural tours for teachers in four distinct cities. These excursions were designed to enhance their cultural

awareness, which they could then incorporate into their classroom teachings. Additionally, under the guidance of our Part-Time Trainers and with the invaluable aid of our volunteer stakeholders, we held concurrent events in five cities. These programs spanned all-day seminars, workshops, concerts, and various other activities.

Our online education platform, eKampüs, was honored with the Felis award in the category of Equal Opportunity in Access to Education.

This year marked a significant milestone as our efforts were acknowledged not just domestically, but internationally as well. Through our "5 Taş Social and Financial Leadership" program, we had the privilege of hosting the regional meeting of Aflatoun International, a Netherlands-based organization, with whom we're a country partner.

Lastly, we were recognized by Finland's HundrED as one of the world's 100 most innovative and scalable educational innovations. As a result, we proudly found our place in the HundrED Global Collection 2023. We are all proud that ÖRAV's work has been recognized as a national value in international forums.

In the subsequent pages of this annual report, you can examine more closely the monitoring and evaluation reports which shed light on the social impact of our endeavors to elevate the quality of education, aligning it with international standards and grounded in scientific methods and techniques.

Işıl Akdemir Evlioğlu, our Board Chairwoman, and Tuba Köseoğlu Okçu, our General Manager, instrumental in driving our successes, passed the torch to us at the end of 2022. They will continue their esteemed service on our Foundation's Board of Directors. I would like to express our deepest gratitude to them once again.

We extend our heartfelt gratitude to our founder, Garanti BBVA, our Board of Trustees, and our Board of Directors. We deeply appreciate every stakeholder from the public, private sectors, and civil society as well as the ÖRAV Headquarters team, our Part-Time Trainers, and all our devoted corporate and individual volunteers. Lastly, our profound thanks to the dedicated teachers of this nation who, while on their own learning journey, sought our training courses, offered us invaluable development insights, and played a pivotal role in ÖRAV's success. As we approach our 15th anniversary as an NGO next year, it's your contributions that have made all the difference.

Arzu Atasoy
General Manager



SUMMARY
VIDEO
FOR 2022



Throughout the year, we **connected with our teachers on 18 distinct topics** through our "Teachers Without Borders" webinars.



We organized a hands-on Design Camp in Istanbul, welcoming teachers and students from **11 different provinces who are part of our STEM Practices in Nature Education training program.**



We **carried out a "Teachers' Self-Efficacy Beliefs" research across Turkey**, involving 4,828 teachers from various educational levels and disciplines, and subsequently **published our findings in a report.**



At our "Social Entrepreneurship for the Ideas of Future Camp," we engaged with teachers and students from the "The Future is my Sister" program and had the opportunity to **hear their presentations on social development projects.**



In collaboration with non-governmental organizations and volunteer trainers, we **conducted 24 ÖRAV Semester Workshops.**



We **convened with teachers and parents** during the Expert Meetings for our "5 Taş Social and Financial Leadership" and "Supporting Social Development in Early Childhood" programs.



On our eKampüs online education platform, we have **provided nearly 300 ready-to-use training programs accessible** to everyone, including trainers.



Marking our 15th year since establishment, we **revamped our corporate identity and digital platforms.**

In our ÖRAV Conversations series, we introduced our teachers to diverse perspectives by hosting **9 guests from varied professions**, ranging from film directors to sponge hunters.



In our 7th term, we **bolstered our field team with 58 new members by offering a three-phase online training for our Part-Time Educator candidates.**

Our eKampüs online education platform earned us an award in the **“Access to Quality Education” category at the Felis Awards.**



Out of over 3,000 innovative approaches, our project was chosen among the top 100 by the **Finland-based HundrED organization, which champions innovative and scalable educational practices worldwide to promote quality education.**

Through our 8th Education Festival, we hosted **workshops, cultural tours, seminars, and live broadcasts across 9 provinces.**



Being the Turkish business partner of Aflatoun International, we hosted the annual **International Aflatoun Meeting.** We convened with numerous colleagues from Europe and Central Asia, all united by the shared mission of empowering children, especially those in disadvantaged areas, with quality education.

We developed six new training programs titled: **Formative Assessment, Active Learning Techniques, Critical Thinking, Enriched Lesson Design for the New Learning Ecosystem, Protection of Marine Biodiversity and Supporting Social Development in Early Childhood.** These have been made accessible to our teachers.



Through our training courses and events

We worked with

41,565

teachers

1,200,000

students receiving quality education.

A Year of Fruitfulness and Progress

Since our inception, the Teachers' Academy Foundation has been committed to staying abreast of societal changes and transformations, always striving to be at the forefront of these shifts in the realm of education. In 2022, our training programs and activities were also centered on addressing the developmental needs of teachers. As we contribute to teachers' professional and personal growth aligned with the Sustainable Development Goals, we also amplified our social impact, expanding from learning environments to encompass local communities. As a Global Compact signatory, we continued to support the Sustainable Development Goals, especially quality education, through both the operating model of our Foundation and the achievements of our training courses.

We diversified our programs by taking into account the daily life practices of our teachers and the program objectives. We have tailored some of our programs to be exclusively asynchronous to better address specific needs. Some of our programs have been structured with asynchronous theoretical and conceptual components, paired with synchronous practical implementations. As the impact of the pandemic subsided, we began reintroducing face-to-face training sessions. We mentored our teachers in deepening their knowledge on educational subjects during their training and transferring what they learned to real classroom environments. In all our endeavors, we consistently embraced the principles of continuity and dynamism, striving for greater quality and efficiency, informed by feedback from the previous year.



As we contribute to teachers' professional and personal growth aligned with the Sustainable Development Goals, we also amplified our social impact, expanding from learning environments to encompass local communities.



S.H. - İzmit,

Special Training Teacher

Participant in ÖRAV training sessions

Amidst the uncertainties and anxieties ushered in by the pandemic, ÖRAV stood as a comforting presence, extending a hand of reassurance with the message, “We are with you, and together we can overcome any challenge.” The assistance that began with online training sessions continued, further offering educational resources on its website. What makes ÖRAV most meaningful for me is that it offers equal opportunities via the “the Future is My Sister” project. At a time when our mentally disabled female students and their families felt largely overlooked and isolated with their fears and concerns, ÖRAV emerged as a beacon of hope, standing beside the unwavering support of their teachers.

Through ÖRAV's initiative, our students felt the joy and pride of learning to advocate for their rights and those of all their differently-abled peers. They discovered the strength in collaboration, creation, sharing, and contributing to society without feeling marginalized. I remain devoted to ÖRAV with the same passion and enthusiasm as the first day. I'm glad I got to know you.

Training Formats



Face-to-Face Training Courses:

- We conduct our in-person training sessions at the school-district level, with durations varying from 1 to 10 days.



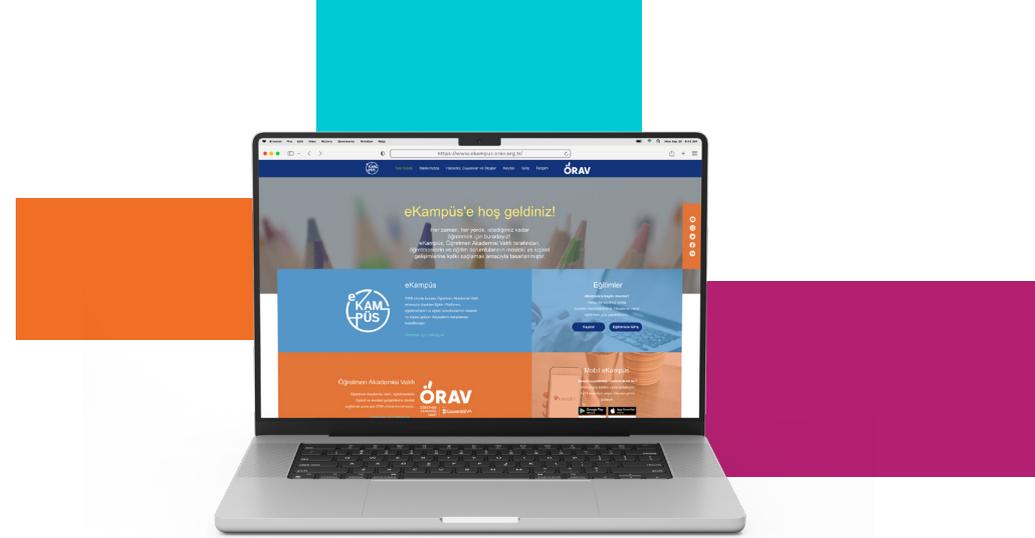
Online Training Courses:

- Asynchronous Training Formats:
On our foundation's distance education platform, eKampüs (www.ekampus.orav.org.tr)

we integrate with the Ministry of National Education Information Systems (MEBBİS). In these training setups, participants have the flexibility to complete their training over a two-week period, progressing at a pace that suits their individual needs.

- **Asynchronous+Synchronous Training Formats:**

We accept individual applications for our training sessions hosted on our Foundation's distance education platform, eKampüs (www.ekampus.orav.org.tr), through the Ministry of National Education Information Systems (MEBBİS). In these training formats, we deliver the theoretical and conceptual groundwork asynchronously, while the practical application is conducted synchronously. The duration of our training formats varies between 3-6 days.



- **Asynchronous+Synchronous+Mentorship Training Formats:** We accept individual applications for our training sessions hosted on our Foundation's distance education platform, eKampüs (www.ekampus.orav.org.tr), through the Ministry of National Education Information Systems (MEBBİS). In these training formats, we deliver the theoretical and conceptual groundwork asynchronously, while the practical application is conducted synchronously. After completing the training, participants who volunteer continue to implement the knowledge and skills they have acquired in their classrooms for durations ranging from 14 days to 2 months, guided by a mentor.
- **Our School-Based Online Education Formats:** Individuals can apply for our training courses via our dedicated application system. These sessions are hosted on our Foundation's distance education platform, eKampüs, which can be accessed at (www.ekampus.orav.org.tr). Through our training sessions in this category, our goal is to ensure that the envisioned changes of the education program are manifested in the school environment.

Creative Child Creative Brain Training

With the Creative Child Creative Brain Educational Program, which we have been conducting for eight years in collaboration with Adel Kalemçilik - Faber Castell, we contribute to the acquisition by students of a basic understanding of the creative thinking competency, through skilled teachers, which is one of the basic components of the 21st Century Skills.

In this program, teachers are first introduced to the concept of creative thinking. By contributing to the elimination of stereotypes about this particular skill, they realize a learning process in which they realize their potential and personally experience the methods, techniques and practices in putting to use the conceptual toolboxes they have acquired in educational environments. Through this educational program, we reached **830 teachers** and approximately **25,000 students** in 2022.

Upon concluding the training, we presented the trainers with a questionnaire, designed to assess the depth of the training content, the efficacy of the exercises and activities, as well as the coherence and structure of the entire program. A total of 441 teachers agreed to fill out the questionnaire. Through this questionnaire, we sought to gauge the trainers' perspectives on the training, discern the depth of knowledge they acquired, and ascertain the pinnacle of awareness they achieved. The results gleaned from the questionnaire reveal that a resounding 90% of the participants deemed the content, execution, blueprint, and orchestration of the training to be either commendable or exemplary. Observations indicate that the teachers rated the trainers of the sessions they partook in at an impressive average of 4.88 out of 5, reflecting their prowess in knowledge, skills, and the methodologies employed. When inquired about the educational environment, the overall satisfaction rate ranged from 72% to 94%. All these findings show that teachers were satisfied with this training. Teacher statements also support these findings.

Via the Creative Child with Creative Brain Program, we contribute to the acquisition by students of a basic understanding of the creative thinking competency, through skilled teachers, which is one of the basic components of the 21st Century Skills.



We reached out to
830
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25,000
students.



"I aim to provide my students with innovative and unconventional education, striving to add a new accomplishment to our endeavors with each session."

Preschool Teacher, 6-10 years, Denizli

"It was a very useful training session, I would definitely recommend it to other teachers."

Preschool Teacher, 1-5 years, Mardin

"In my interactions with my students, I've been conscientious to employ a language that doesn't confine them. Nonetheless, I intend to heighten my attentiveness. Additionally, I plan to tailor the activities I've learned to suit my specific age group."

Preschool Teacher, 1-5 years, Diyarbakır

"This training gave me ideas for problem solving and provided a suitable environment for developing creative ideas."

Class teacher, 11-15 years, Nevşehir



"Receiving the training content in advance enhanced the quality of the event. It ensured we were well-prepared and didn't waste any time during the session. The language of the materials is clear and sufficient. The video recordings are also plain and sufficient. I believe we received excellent training without resorting to overly elaborate methods or extended durations. Thank you very much!"

Preschool teacher, 1-5 years, Trabzon



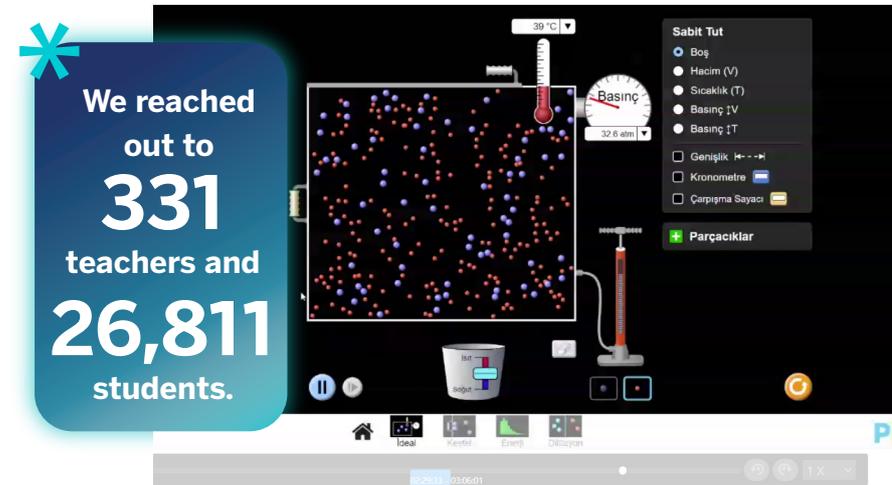
"Our trainers were extremely knowledgeable, and every aspect of the training was meticulously planned and executed. There wasn't a single moment of uncertainty. It was very different from the in-service training sessions where we just watch videos. I'm glad my paths crossed with ÖRAV!"

Preschool teacher, 5-11 years, Adana

Inquiry Based Science Education

With the Inquiry Based Science Education, which has been continuing as a project for the past nine years in cooperation with Dow Turkey, we aim to enable teachers that teach the branches of Science and Chemistry as well as students to approach problems from an interdisciplinary perspective and to gain the necessary knowledge and skill sets through research and inquiry methods, taking into account the requirements of the age we live in. Through this educational program, we reached **331 teachers** and **26,811 students** in 2022.

The teachers who participated in the training were asked to fill in an evaluation questionnaire at the end of the training. Of the 189 teachers who willingly completed the questionnaire, a palpable sentiment of satisfaction emanated regarding the training's content, its strategic planning, and the prowess of the trainers. Additionally, in the questionnaire, teachers were provided with statements that allowed them to assess if the training outcomes had been met. They were asked to rate their level of agreement with these statements. Upon analyzing the responses, it was determined that the training largely met its intended achievements. The teachers' feedback also affirmed that the project's objectives were realized. Furthermore, the trainers outlined the methodologies they had learned and were eager to apply directly to their teaching. They expressed their post-training action plans as follows:



We reached
out to
331
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26,811
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"I would like to do a study with my students on biomimicry examples. The STEM curriculum is one of the things I want to implement right away."

Science / Science and Technology Teacher,
11-15 years, Bolu

"I will do more STEM activities in my classroom to improve my students' reasoning skills and create more space for discussion."

Science / Science and Technology Teacher,
0-1 years, İzmir

"My negative thoughts about STEM activities have completely changed and I think that I should include STEM activities in my teaching."

Science / Science and Technology Teacher,
0-1 years, İzmir

5 Taş Social and Financial Leadership Program

The “5 Taş Social and Financial Leadership Program” a collaboration between us and Garanti BBVA since 2016, seeks to enhance the knowledge, attitudes, and skills of primary and secondary school students in the realms of social and financial leadership. During the 2021-2022 academic year, 502 teachers from every province of Turkey successfully completed our training. Subsequently, **347 of these teachers** advanced to an online mentorship phase within our program, which spanned five months. We reached out to **7,634 students** through the participating teachers.

Throughout the educational program; the themes

- Personal Insights and Discoveries
- Rights and Responsibilities
- Saving and Spending Awareness
- Planning and Budgeting
- Social and Financial Enterprises

were meticulously highlighted to raise awareness of both teachers and students, so that they could also employ them in their daily lives.

Simultaneously, through the Expert Meetings integrated within the project, we ensured that parents were also enlightened about these five pivotal areas of development. Concluding the “5 Taş Social and Financial Leadership Program,” we organized the Solution Camp. This event facilitated a hands-on learning environment where both teachers and students could actively apply the knowledge and skills they had garnered during the training.

You can find more detailed information in our report.

5 Taş Social and
Financial Leadership
Program Monitoring and
Evaluation Report
SEPTEMBER 2022



Throughout the educational program; by fostering awareness in domains such as Personal Understanding and Exploration, Rights and Responsibilities, Savings and Spending Awareness, Planning and Budgeting, and Social and Financial Initiatives, we have made a positive impact on the everyday practices of both teachers and students.

502
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of whom continued
as mentors.
We reached
7.634
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STEM Applications in Nature Education

The Teachers' Academy Foundation, supported by a grant from the US Embassy in Ankara, launched the STEM Practices in Nature Education program. Our objective was to allow students to engage with nature outside the traditional classroom setting, encouraging discovery through trial and error, and thereby instilling enduring learning. Our aspiration was to inspire students, through their teachers, to craft solutions to everyday challenges using nature as a muse and by actively engaging with STEM disciplines.

Through this training program, our goal was to equip students with a comprehensive approach to both thinking and problem-solving, facilitated by their teachers. To achieve this, we emphasized the vital role of teachers in driving social change and transformation within STEM education. This approach transcends traditional school subjects, interweaving the disciplines of science, technology, engineering, and mathematics.

In 2021, trainers who successfully finished the STEM Applications in Nature Education Training Program opted to engage in a three-month mentorship phase voluntarily. After successfully completing the mentorship phase, teachers from 11 distinct provinces - Adana, Aydın, Denizli, Erzurum, Erzincan, Hatay, Konya, Manisa, Mersin, Sakarya, and Tekirdağ - meeting the set criteria were invited. Each teacher, accompanied by two students, attended the hands-on STEM design camp held in Istanbul on February 4-5, 2022. Under the guidance of their teachers, student teams engaged in "Engineering Design Processes" and crafted musical instruments solely from waste materials. On the camp's first day, they finalized their designs based on the provided guidelines. By the second day, they were prepared to present their innovative creations.

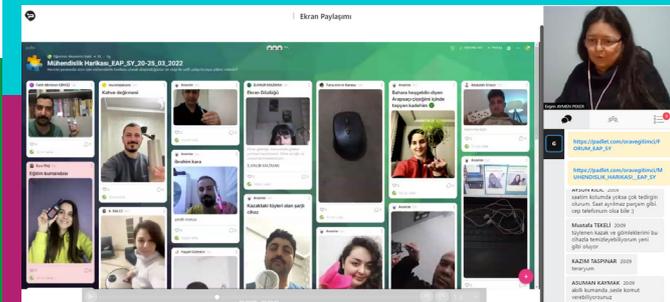
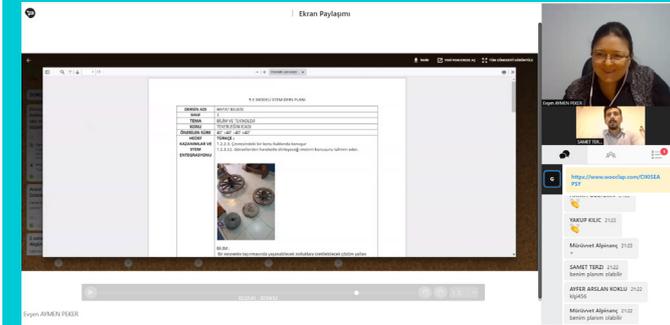
The World Economic Forum's Future of Jobs Report enumerates the knowledge and skills that the future generations will require in a dynamically transforming world.

In shaping these future generations, our vision is to encourage our trainers to embed the STEM approach in their teaching processes. We aim for them to devise creative and optimal solutions to real-life problem their students face, drawing inspiration from nature.



As of September, our program's new phase saw the participation of **856 teachers** from every province of Turkey. Post-completion of the 6-day mix of synchronous and asynchronous training modules, these teachers applied their newfound knowledge. Over a span of 14 days, they implemented four distinct exercises with their students to reinforce the training.

Upon evaluating feedback, of the **504 teachers** who concluded the training and responded to our survey, **97%** acknowledged the **correlation between curiosity and effective learning**, as highlighted in the training. Similarly, 98% confirmed a heightened understanding of the role questioning plays in the learning process. Another 98% recognized the significance of extracurricular learning environments in fostering enduring knowledge. 96% became aware of the influence of nature-based observations, research, and discoveries on the engineering design process. Lastly, 97% believed that the training would positively impact their personal teaching methodologies.



The Future is My Sister

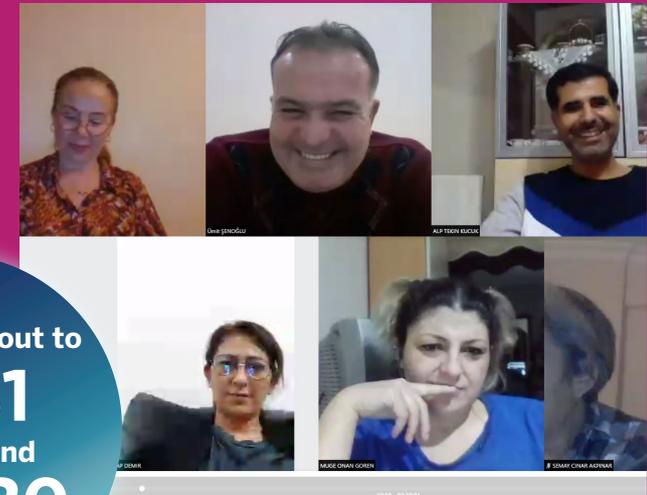
Training for Developing Affective and Technological Skills in Students

My Sister project has been continuing since 2015 in collaboration with Coca-Cola Turkey and Habitat to empower women across Turkey to participate more actively in social and economic life. At ÖRAV, we joined the project in 2020 so that teachers and students can also benefit from the program.

Through The Future is My Sister - Developing Affective and Technological Skills in Students educational program, we aimed to bring about positive changes in the knowledge, skills and attitudes of secondary and high school teachers and administrators working in schools and institutions of the Ministry of National Education on the topics of developmental thinking, resilience, prejudice - stereotypes - discrimination, collaboration, cyberbullying, technology and education. In 2022, we reached out to **1,281 teachers and 38,430 students**.

By disseminating the project in schools, we helped students, through participating teachers, to realize their own potential, develop an understanding of the possibility of peaceful coexistence with social differences, understand the individual and social benefits of collaboration, and acquire knowledge, attitudes, and skills related to the vital importance of technology literacy.

We helped students to realize their own potential, develop and understanding of the possibility of peaceful coexistence with social differences, understand the individual and social benefits of collaboration, and acquire knowledge, attitudes, and skills related to the vital importance of technology literacy.



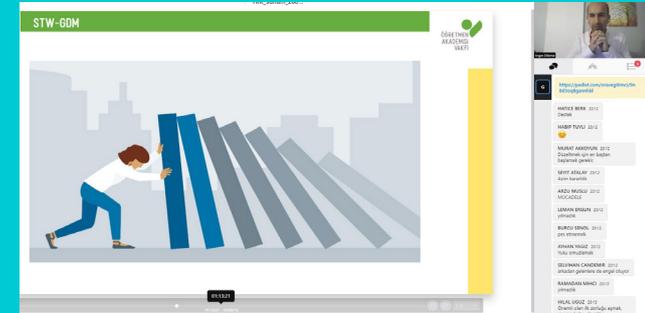
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38,430
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After concluding the training program, we hosted the Social Entrepreneurship for the Ideas of Future Camp from May 20 to June 7, 2022. The primary objective of this camp was to equip students with specific solution-driven methodologies through the guidance of their teachers, thereby ensuring their active participation. The Idea Camp saw the participation of 26 teams. These teams underwent Design Thinking Training and Presentation Training. They also attended an inspiration meeting. Focusing on themes such as the environment, technology, climate change, gender equality, and stray animals, they showcased their project presentations online to a discerning jury. The showcased projects underwent evaluation across various categories, including "Business Model and Commercialization Potential", "Commercialization and Market Entry Strategy", "Prototype and Applicability", "Demo and Applicability", "Applicability", "Social Benefit", and "Innovation".

You can find more detailed information in our report.



The Future is My Sister
Education Program
Monitoring and Evaluation
Report OCTOBER 2022



Happiness within the Scope of Positive Psychology Practices in Education Program

During the recent calamities both globally and in Turkey, the emphasis on psychological resilience and well-being has surged, becoming a pivotal discussion in numerous sectors. In collaboration with Algida, we introduced the Happiness within the Scope of Positive Psychology Practices in Education Program under the umbrella of Positive Psychology Practices in Education. This program's primary objective was to enable both teachers and students to explore the notion of "happiness" through the lens of positive psychology. We aimed to bolster their well-being with the help of training sessions and other related activities, while also nurturing a realistic and optimistic mindset they can rely on throughout their lives.

Upon concluding the program, we facilitated a boost in social interaction and overall well-being. This was achieved through the various interactions and engagements designed for individuals who have adopted a strong attitude of personal happiness throughout the course. Thus, the Happiness within the Scope of Positive Psychology Practices in Education Program under the umbrella of Positive Psychology Practices in Education, not only heightened awareness but also fostered tangible shifts in behavior and attitude.

At ÖRAV, under this initiative, we touched the lives of **2,040 primary school teachers** and **61,200 students**. The curriculum was crafted with a specific focus on the ripple effect of teacher well-being on societal well-being. Our design was backed by the outcomes and assessments of our previous training sessions, as well as the results of our comprehensive research. After the 6-day training, the teachers participated in a mentoring program that lasted for 2 months.

Drawing from the insights and findings of our previous training evaluations and comprehensive research, we tailored this training program with a specific emphasis on the influence of teacher well-being on societal wellness. Through this approach, we successfully engaged **2,040 primary school trainers** and an estimated **61,200 students**.

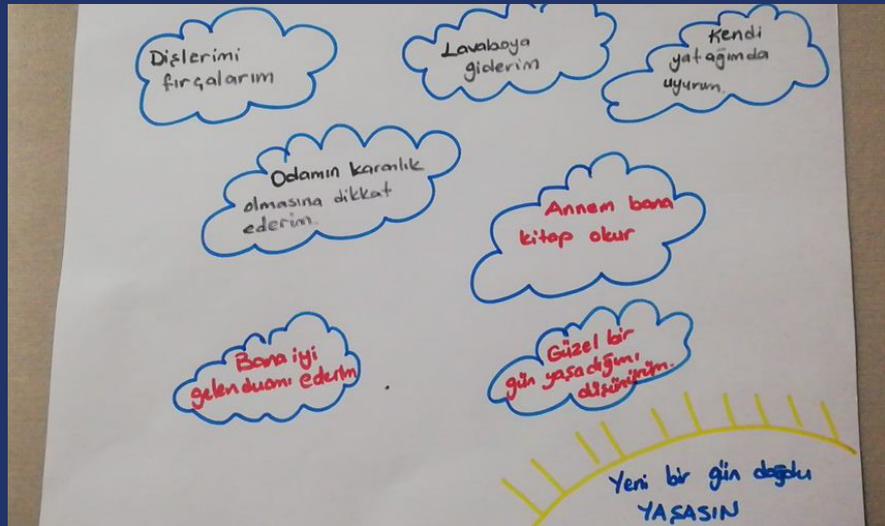


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61,200
students.**

In this initiative, we orchestrated a Happiness Workshop that saw the active participation of teachers, students, and parents. Additionally, we conducted a series of webinars and ensured the dynamic utilization of the 30 Goals Activity Cards and Happiness Diaries, specifically curated for the teachers and students involved. Through fostering a reciprocal learning environment between the mentor and the mentee teacher, our objective was twofold. First, we aimed to elevate the awareness levels of participants. Second, we sought to bolster the well-being of individuals possessing strong happiness attitudes. This was achieved by immersing them in various interactions and activities throughout the program, ultimately cultivating realistic and optimistic thought patterns they could employ throughout their lives. In this light, the program's ambitions surpassed mere awareness. With the anticipation of amplified social interaction and well-being, the initiative played a pivotal role in bringing about tangible shifts in behavior and attitude.

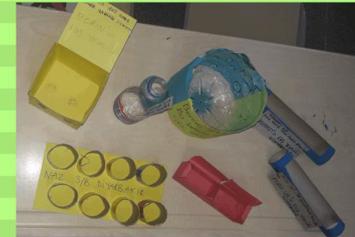
You can find detailed information in our report.

Happiness within the Scope
of Positive Psychology Practices
in Education Program
Impact and Evaluation Report
March 2022





ŞEHİT NAMIK TÜMER
İLKOKULU
3/B SINIFI
İREM SACAN



Gül Lüş,

Unilever Marketing Director for Household and Open Ice Cream Categories

Since 1990, Algida, Turkey's premier ice cream producer, has been dedicated to spreading joy and happiness in society. We take pride in sharing our delightful ice creams and the euphoria they bring with people all over the world. We embarked on this journey with the vision of infusing the world with greater happiness. Our aspiration is not only to envision, but to actively shape a brighter, more joyful future by fostering community cohesion and strengthening social ties through both our words and deeds. Our mission is to propagate happiness—a pivotal value in nurturing generations with robust social skills and a sense of responsibility. This ripple effect starts with our teachers, moves on to our children, and then extends to families, ultimately radiating throughout society, from one heart to another. At Algida, we are steadfast in our belief that happiness, like all facets of life, can be cultivated and learned. With this conviction, we initiated our “Heart to Heart Happiness Classroom” project in collaboration with the Teachers' Academy Foundation (ÖRAV). Fully cognizant of the importance of early development, we ensure that every competency associated with this nationwide project is imbibed from a young age. In our “Heart to Heart Happiness Class”, children are taught the essence of 'well-being' as a behavioral pattern. With the support of our dedicated teachers and in conjunction with ÖRAV—renowned for its proficient teaching staff, expert insights, and diverse activities and experiences—we guide children in taking their initial steps towards discovering happiness. Our vision is clear: a future where children are cognizant of their emotions and thoughts, adept at managing and expressing them. In partnership with ÖRAV, we're steadfastly journeying towards this brighter, happier future. As we often express gratitude for blessings that rekindle our hope for the future, we say with heartfelt appreciation: “Thank goodness for the Heart to Heart Happiness Class”. And indeed, thank goodness for the 4,526 teachers and 156,000 students we've touched since 2021, all inspired by the transformative power of ÖRAV...



In our “Heart to Heart Happiness Class”, children are taught the essence of 'well-being' as a behavioral pattern. With the support of our dedicated teachers and in conjunction with ÖRAV -renowned for its proficient teaching staff, expert insights, and diverse activities and experiences- we guide children in taking their initial steps towards discovering happiness.

Environmental Literacy Educational Program

In line with the results of the survey on Teachers' Preferences for Accessing Professional and Personal Development Training conducted in 2021, we launched our Environmental Literacy Educational Program in collaboration with Dow Turkey. The Environmental Literacy Educational Program, one of the most important topics for teachers' professional and personal development developed in line with the Sustainable Development Goals, aims to enable students and even parents to cooperate for a sustainable future through their teachers and to acquire holistic environmental literacy with design-oriented thinking steps. In its inaugural year, the program was piloted with teachers from Istanbul, Ankara, and İzmir. However, by 2022, it expanded to include teachers from all 81 provinces of Turkey. 798 teachers completed the 6-day training. We reached out to 19,975 students through the participating teachers. During the 2-month mentoring program, mentees reviewed their consumption habits with their students in their schools and classrooms, reassessed their desires in the context of "need" and "want," and incorporated the steps of transformational economics into the school climate. Teachers conducted exercises on waste management, recycling, and upcycling, and organized various activities to educate others around them about these topics.

Upon completing the 2-month mentorship phase at the conclusion of the training program, teachers who successfully executed their program tasks, ensuring the highest student engagement in line with the set guidelines, earned the privilege to participate in the Online Design Camp with their students in 2023.

Aligned with the Sustainable Development Goals, the Environmental Literacy Educational Program” is crafted to facilitate collaboration between students, and even parents, for a sustainable future via their teachers. Its overarching aim is to impart a comprehensive environmental literacy through design-oriented thinking processes.

*** We reached out to 798 teachers and 19,975 students.**



Design Camp, with its student-centric approach, aims to foster the development of teamwork, communication, and presentation skills among students. Utilizing the design thinking methodology, participants will be equipped to devise solutions to challenging scenarios.

The teachers who participated in the training were asked to fill in an evaluation questionnaire at the end of the training. Of the 384 teachers who willingly completed the questionnaire, a palpable sentiment of satisfaction emanated regarding the training's content, its strategic planning, and the prowess of the trainers. The overall satisfaction with the content of the training, the planning process, and the trainers was evaluated out of 10 and the average for all 3 questions was above 9.52. In addition, a scale was applied to evaluate the training environment and the content, duration, and planning processes of the training program in more detail. The statements in the scale applied for the training environment were answered as agree and strongly agree at 89% and 96%. This rate ranged from 75% to 82% for the statements about the content, duration, and planning processes of the training. In addition, in this questionnaire, teachers were given statements to evaluate whether the outcomes of the training were achieved and were asked to what extent they agreed with these statements. In this 14-item scale, it was found that the average for all statements was agree or above, with 89% to 93% selecting the agree and strongly agree options. These findings indicate that the outcomes of the training were achieved to a great extent.



"I'm careful not to buy unnecessary things. I'll fix it instead of buying a new one. I leave recyclable products at recycling points. I pay more attention to recycling waste oil."

Classroom Teacher (1st Grade), 1-5 years, Şanlıurfa



"So much will be different in my life. I will reduce waste, practice mindful consumption, find creative uses for waste, and share eco-friendly ideas with students."

Classroom Teacher (4th grade), 16-20 years, Kastamonu



"We should not throw plastic waste into the environment. We should throw them in recycling bins. We need to find a solution to the smoke from factories and cars. We should plant saplings, and focus on planting fruit trees, particularly in areas destined to become forests."

Student, (3rd grade), Adana



"This training serves as a catalyst for me to identify and eliminate unnecessary non-recyclables from my life. I plan to carry the knowledge gained into my classroom and raise awareness within my school community."

Classroom Teacher (3rd Grade), 11-15 years, İstanbul

Interactive Course Design in Online Education Educational Program

With the Interactive Course Design in Online Education Educational Program, we wanted to enable teachers to effectively use the methods, tools, and techniques they can apply in designing courses in distance education. In designing this educational program, we were informed by the results of the needs assessment we conducted with teachers. In this context, we found that teachers needed to design primarily distance learning courses and improve interaction in online learning.

The Interactive Course Design in Online Education Educational Program, designed to improve teachers' technological pedagogical skills and strengthen their digital literacy, was designed for all branch and classroom teachers who teach at the primary and secondary levels.

In 2022, we reached out to **2,513 teachers** and **75,390 students**. At the end of the training, we administered a training evaluation questionnaire to the teachers. Over 90% of the 102 participants who completed the training evaluation questionnaire expressed their satisfaction, rating all training-related statements as 'good' or 'very good'.

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75,390
students.**

"After this training, I aspire to dedicate more of my teaching time to sparking interest and nurturing curiosity. With this in mind, I plan to extend the attention span of students and teach much more efficiently."

Classroom teacher, 21-25 years, Antalya

"By interacting more with students and giving more feedback, I will make sure to teach in a student-centered way and with the highest efficiency."

Math teacher, 6-10 years, Ankara



"I used to teach with the camera turned off. Now I will turn it on. I will encourage active student participation, fostering frequent feedback, as demonstrated in this training."

Religious culture and moral knowledge teacher, 6-10 years, Konya



"I am confident that leveraging Web 2.0 tools will enable me to create more engaging and enriching lesson plans"

Physical education teacher, 16-20 years, Mersin

"I intend to incorporate interactive tools and adopt a home-based metaphor in my lesson planning. And I will definitely send out a lesson plan in advance."

Classroom teacher, 11-15 years, Erzurum

Critical Thinking Skills Training (Asynchronous)

This training program started in 2021 within the scope of the Nature of Learning Project with the support of our individual and corporate donors and continues with ÖRAV's own resources. With the Critical Thinking Skills Program, we aimed to encourage teachers' creativity through self-reflection. Within the scope of the training program, we aimed to provide teachers with the knowledge and skill sets they need in interpretation, analysis, evaluation, inference, explanation and self-regulation.

We contributed to teachers gaining the practices of justifying their lifestyles and views in their personal lives and gaining a basic understanding of how to transfer these professional gains to the classroom environment. We reached **933 teachers** and **27,990 students** from 81 provinces and all levels of education in Turkey.

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Supporting Adolescence with Resilience Skills Training

In the program, which was designed with ÖRAV's own resources and made available to teachers in 2021, we contributed to teachers gaining a basic awareness of adolescence, which represents the transition to social, psychological, and physiological maturity in human development, and the resilience skills that children, adolescents, and adults develop despite the challenging life conditions brought by this period. Teachers from all branches working at all levels of education gained a comprehensive theoretical basis on how to delimit the concept of adolescence in the lifelong development process in light of basic sciences such as psychology, psychiatry, and biology, the stages of development in adolescence, moral and cognitive development in adolescence, and communication with adolescents, and had the opportunity to transfer this knowledge to the school environment. Through the Supporting Adolescence with Resilience Skills Training Program, we reached out to **7,148 teachers** in 2021.

Teachers from all branches gained a comprehensive theoretical basis on how to delimit the concept of adolescence in the lifelong development process in light of basic sciences such as psychology, psychiatry, and biology, the stages of development in adolescence, moral and cognitive development in adolescence, and communication with adolescents, and had the opportunity to transfer this knowledge to the school environment.

We reached out to
7,148
teachers.



"In my approach to teaching, I strive to employ contemporary, student-centric methods, departing from conventional approaches learned from my own trainers. As my awareness continues to expand, I anticipate developing a heightened sensitivity and foresight when engaging with my students. This enhanced awareness will empower me to anticipate and navigate potential outcomes more effectively in various teaching and learning processes."

Physics Teacher, 16-20 years, Gaziantep



"I've come to understand that resilience isn't a static quality; it's something one can develop, sustain, or unfortunately, diminish. When faced with difficulties, I won't merely acknowledge my limitations and retreat. In order to strengthen my resilience skills, I plan to examine myself and the situation in more detail when faced with challenging conditions, and to try various methods to reach a solution, even if it is long and difficult. I aim to lead by example and guide my children and students in cultivating their resilience skills."

English Teacher, 6-10 years, Istanbul

"I can educate my adolescent students more about resilience and raise awareness. I can also create environments where students learn from each other and work together to resolve conflicts. The adolescent period is incredibly significant, and I hope to see more initiatives and training programs like this..."

Science Teacher, 1-5 years, Şanlıurfa

Supporting Social, Emotional and Cognitive Skills Educational Program

Through the Supporting Social, Emotional and Cognitive Skills Educational Program, designed with ÖRAV's own resources and made available to teachers in 2021, we aimed to contribute to the development of skills that enable individuals to regulate their thoughts, feelings, and behaviors. Participating teachers gained insights into the conceptual dimensions of social-emotional learning and critical thinking during the program. We reached out to **7,025 teachers** in 2022.



We reached out to
7,025
teachers.

"I plan to pay closer attention in my class to better understand the social and emotional development of my students. By doing this, I aim to recognize their strengths and weaknesses. I'll make sure to take the required steps and put in extra effort to address this matter."

Fashion Design Technologies Teacher, 6-10 years, Istanbul

"I intend to introduce activities that will help enhance my students' critical thinking and analytical skills. I will be observing the effects of these activities on students' social development."

Preschool teacher, 11-15 years, Antalya

"Vocational High School students may face greater challenges when it comes to developing social and emotional awareness compared to students in other types of high schools. When I decided on this training, my goal was to figure out how I could connect with those students and help raise their awareness. Now, following the training, I believe that by merging this new knowledge with what I already knew, I can encourage them to see themselves from a broader viewpoint. This will enable me to handle these situations with greater maturity and achieve the awareness I aim for."

Child Development Teacher, 16-20 years, Sinop



"I will place a stronger emphasis on my students' emotional and social development, and I will work towards boosting their dedication to school and their overall educational experience. I will make an effort to establish a classroom environment that fosters and supports the development of students' critical thinking skills."

English Teacher, 6-10 years, Denizli

EşitBiz -Supporting Social Development in Early Childhood Training

This training program was launched in 2021 in partnership with Garanti BBVA and continues to be supported by Garanti BBVA. This program is designed to help preschool teachers recognize the elements that support their students' social development at a conceptual level, recognize how society and culture influence social development in early childhood, and practice designing instructional materials and learning environments with this awareness in mind. Our program is designed to help our teachers, and through them our students whom we prepare for the future with hope, as well as their parents to develop awareness and learn how living peacefully with differences can enrich social life through a non-judgmental attitude for an equal future. Additionally, in this program, we aimed to bring about changes in behavior and attitudes that go beyond just raising awareness.

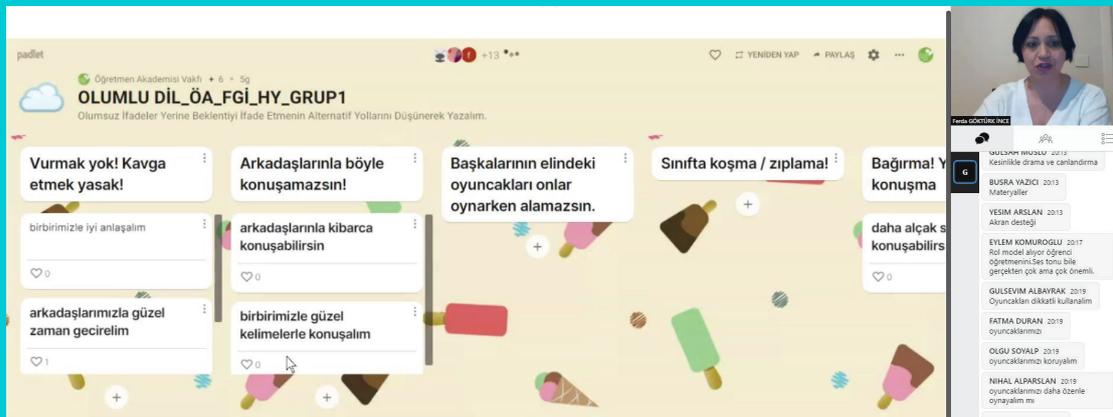
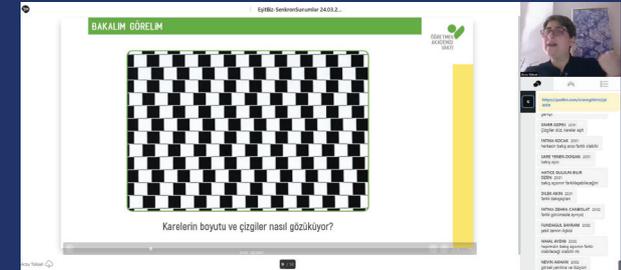
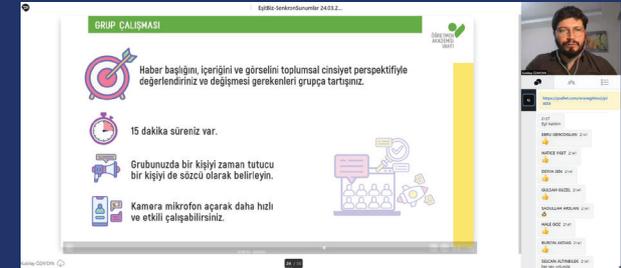
The program started in November 2022. After completing the 6-day training program, participants can benefit from the mentoring process for two months. Throughout this process, teachers showcased their portfolios by setting up program-specific learning environments and engaging in classroom activities with their students. They also took part in monthly mentoring meetings to exchange their progress and requirements. They also included the parents in the process and attended a single expert meeting.

They will have the opportunity to support their students' social development holistically at home and school. From November 2022, the start of the program, to the end of the year, we reached out to **1,118 teachers.**

Our goal was for our teachers and students to develop awareness and practical experience in coexisting harmoniously with diversity, promoting social enrichment through an anti-prejudice approach, and striving for an equitable future.



In general, we observe a substantial level of participation in the project, especially when considering its target of reaching 500 teachers by the end of the implementation year. Based on the data gathered from the training evaluation questionnaires, it was determined that teachers expressed a very high level of satisfaction with various aspects of the training, including the content, planning, program and its implementation, learning environment, and the learning process. We can confidently say that the training has had a significant and positive impact on teachers. The transformations anticipated by the participants following the training align with the project's goals, which primarily emphasize increasing awareness and practical experience, as well as fostering behavioral and attitudinal changes. An examination of the participants' perspectives regarding social roles and equal participation in those roles indicates that the training and activities conducted as part of the project have been successful in imparting knowledge, enhancing awareness, translating these insights into practical application, and boosting their self-confidence in this area. In fact, the percentage of teachers who reported achieving the intended outcomes in these aspects was consistently 90% or higher.



Protection of Marine Biodiversity

This training program was created and offered to teachers in 2022 as a component of the Project on Assessing the Threats of Invasive Alien Species in Important Marine Biodiversity Areas. This project is being carried out through collaboration between the General Directorate of Nature Conservation and National Parks of the Ministry of Agriculture and Forestry, in partnership with the United Nations Development Program (UNDP), and received financial support from the Global Environment Facility (GEF).

We engaged with 138 teachers from state primary and secondary schools across the Marmara and Ayvalık districts of Balıkesir, as well as the Demirköy and Vize districts of Kırklareli provinces. We eagerly anticipate collaborating with our teachers in the Hatay province, where the program will also be rolled out.

The teachers who attended the training participated according to their individual progress plans. Although the training was available for 6 days, they engaged in asynchronous sessions that lasted for 6 hours. As part of the project's support-training initiatives, we facilitated in-class implementations, introduced additional materials, and conducted follow-up activities. These were all supported by a 2-month mentoring process. The main objective of the Teachers' Academy Foundation in this project was to increase the awareness of teachers, by informing them about marine invasive alien species, the negative effects of these species on the marine ecosystem, methods of combating their negative effects, and correct first aid in case of contact. In line with this main objective, efforts were made to ensure that students and their families were involved in the process under the guidance of teachers whose awareness was raised. To achieve this, teaching activities that can be carried out both inside and outside the classroom and action plans to spread the change were used as tools. In this way, efforts were made to inform and raise awareness among the public, especially in the localities selected as pilot regions where invasive alien species are particularly prevalent.

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**We reached out to
138
teachers.**



As part of the main objectives of the project, efforts were made to ensure that all stakeholders are aware of the problem and support all kinds of prevention and control measures to control and reduce these species. The pilot phase of the project, designated for the Hatay (Samandağ) region, is set to conclude in 2023.

Findings from the training evaluation indicate participants' satisfaction with the training environment, planning and delivery. In addition, it showed that teachers gained knowledge and self-awareness about the topic through the training and that they were willing to use this knowledge for information, awareness raising, education and dissemination activities.

When the effects of the project on teachers are analyzed, it can be said that the project process increased teachers' motivation and made them feel excited. It can also be stated that the expectations of the teachers who filled in these questionnaires and were interviewed were met beyond the project targets. Teachers displayed an enhanced understanding of fundamental concepts. Furthermore, in their personal testimonies, they underscored the newfound knowledge and heightened awareness they attained through this project. The fact that they stated that they would implement and continue to implement awareness and prevention activities is in line with the dissemination and sustainability objectives of the project.

The impact of the project on students, another key demographic, was also closely observed. When teachers talked about the changes in their students, they mentioned that their students acquired knowledge, developed awareness and emphasized that their social skills were positively influenced by the activities. It can be said that the students did not lose their motivation and excitement during the project, on the contrary, they became more motivated and excited. The data revealed a positive shift in students' knowledge and awareness regarding marine invasive species and marine biodiversity. During the field visits, it was found that interest was generally high and that the desired level of knowledge and awareness was achieved.

“Firstly, we learned what an invader is, which is very important. We have an increased level of awareness about whether a creature we see is an invader or not. That's a great thing. And we live on an island, in a fishing village. If I encounter an invasive species, I'll inform the fishermen, saying, “Look, this is an invasive species. Do you often see this? Where have you spotted it?” This is very important. Our level of awareness has definitely increased. We learned many things we didn't know. I honestly did not expect this training to be so in-depth. We learned, we definitely learned.”

English Teacher, Balıkesir

Mehmet Gölge,
UNDP Turkey MarIAS Project Manager

As the United Nations Development Program (UNDP) Turkey, we entered into a Responsible Party Agreement with ÖRAV on March 23, 2022. This collaboration is part of our broader initiative, the "Assessment of the Threats of Invasive Alien Species in Important Marine Biodiversity Areas (MarIAS) Project," conducted in partnership with the Ministry of Agriculture and Forestry, General Directorate of Nature Conservation and National Parks. Our joint efforts focus on executing activities under 'education and awareness-raising programs for society', one of the project's crucial objectives. Through our collaboration with ÖRAV, we successfully reached a substantial number of teachers in the project's four pilot regions, and, by extension, dozens of students through these trainers. In our pilot regions, where livelihoods predominantly revolve around marine areas and where the project's addressed issues can be observed in everyday life, we targeted several outcomes. We aimed for students to grasp the importance of the marine ecosystem, to recognize marine invasive alien species, to understand the social and economic ramifications of these species, and to learn about first aid practices in the event of health complications arising from toxic species. As students shared this information with their families, the acquired knowledge spread to a broader audience. This contributed significantly to achieving one of the project's primary objectives. ÖRAV, as a specialist non-governmental organization focusing on quality education, plays a dual role. It not only helps in the professional growth of teachers but also acts as a vital ally in amplifying the impact of various projects, including the MarIAS project.



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Enriched Course Design for the New Learning Ecosystem

In this program, crafted using ÖRAV's resources and introduced to teachers in 2022, our goal was to help teachers comprehend the evolving nature of learning. Additionally, we sought to guide them in uncovering the knowledge and competencies necessary to adapt to this transformation. Drawing inspiration from the brain-based learning theory, this program is tailored for teachers keen on understanding the 'what' and 'why' behind their teaching methods. It emphasizes the unique traits of students, fosters opportunities for autonomous learning, and introduces methods that incorporate online learning. With rich teaching practices, activities to ensure understanding, and an action plan for change, teachers were expected to shape change and set themselves on the path to change. In 2022, this program, which requires teachers to have completed the Interactive Course Design in Online Education (ÇEDET) training as a prerequisite, successfully reached **1,317 teachers**.

Upon concluding the training, we administered a questionnaire to the teachers for evaluation purposes. Of those approached, 317 teachers voluntarily responded. Feedback indicated high levels of satisfaction concerning the training's content, structure, and the skills of the trainers. When asked about the training's strengths, "Scope of the Training," "Trainers," and "Videos Used" emerged as the prominent topics. Through this questionnaire, teachers also provided written feedback on what they believed they would approach differently post-training.

Drawing inspiration from the brain-based learning theory, this program is tailored for teachers keen on understanding the 'what' and 'why' behind their teaching methods. It emphasizes the unique traits of students, fosters opportunities for autonomous learning, and introduces methods that incorporate online learning.



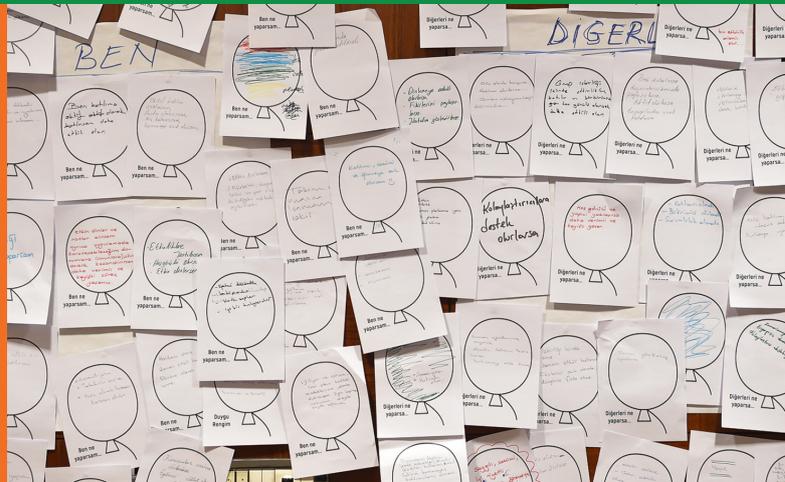
We reached out to
1,317
teachers.**

“In this new educational framework, I believe it's vital to acknowledge that students hail from diverse backgrounds and possess varied learning styles, so there's a need to develop more surveys that recognize and cater to individual student needs.”

English Teacher, over 26 years, İzmir

“I intend to create a comprehensive syllabus for my lessons, designed to engage my students through innovative ice-breakers while also incorporating technology and keeping it up-to-date with current trends.”

Science Teacher, 0-1 years, Bilecik



“I aim to develop course designs that cater to the needs of every student, considering their individual differences and ensuring inclusivity.”
“I can enhance the learning experience for my students by shifting towards a more student-centered approach in lesson preparation and planning, incorporating interactive educational practices.”

Child Development Teacher, 16-20 years, Istanbul

Training on Active Learning Techniques

This program was designed with ÖRAV's own resources and made available to teachers in 2022. With this program, our primary goal was to enhance teachers' knowledge and skills in Active Learning Techniques. The program was structured in an asynchronous format, allowing teachers a 15-day window to access the training at their own pace, aligning with their individual progress plans. With this training program, we reached out to **6,167 teachers** in 2022.

The satisfaction levels of the teachers who participated in the training and completed the training evaluation questionnaire were found to be notably high. Close to 90% of the teachers expressed their eagerness to implement each of the Active Learning Techniques discussed in this training within their own educational settings.


We reached out to
6,167
teachers.



Formative Assessment Training

This program was designed with ÖRAV's own resources and made available to teachers in 2022. The primary objective of this program was to assist teachers in comprehending the importance of integrating formative assessment into their daily routines and guide them in creating a roadmap to enhance their understanding of their students. Our goal was to provide teachers with the opportunity to learn and practice agile decision-making processes, including the when and how of utilizing different types of assessments and gathering information about their students. The program was structured in an asynchronous format, allowing teachers a 15-day window to access the training at their own pace, aligning with their individual progress plans. With this training program, we reached out to **3,575** teachers in 2022.



*
We reached out to
3,575
teachers.

Teachers Without Distance Webinars

In 2020, in collaboration with Garanti BBVA, we introduced the 'Teachers Without Distance' webinars to establish an effective distance education framework, considering the specific requirements of teachers during the pandemic.

Building on our engagement with 13,786 teachers in 2020-2021, we expanded our reach in 2022 by collaborating with an additional **1,409** teachers through a series of 16 webinars covering eight distinct topics.



*
We reached out to
1,409
teachers.



Engin Güven,

*ÖRAV Training and Field Coordination Manager
Geography Teacher - Istanbul*

“I came across ÖRAV at a time when I was experiencing a great disappointment. During a period when my confidence in the education sector and various educational institutions was diminishing, I had the privilege of encountering hundreds of colleagues who shared the belief that every child deserves a quality education. I wasn't alone... My faith and optimism have been reinvigorated and magnified... With each meter of the journey I undertook with ÖRAV, I rediscovered myself, as well as deepened my understanding of geography, history, and sociology. I got to know myself, people, my country. I owe a gratitude to our founder Garanti BBVA, our supporters, our collaborators, and everyone who has dedicated their hard work, voices, and efforts to shape us into what we are today.”

Number of teachers we reached out to in 2022

<p>2.513 </p> <p>Interactive Course Design in Online Education</p>	<p>1.317 </p> <p>Enriched course design seminar for the new learning ecosystem</p>	<p>1.049 </p> <p>Critical Thinking Skills - 2 Seminar</p>	<p>1.281 </p> <p>Seminar on Developing Affective and Technological Skills in Students</p>	<p>331 </p> <p>Inquiry Based Science Education</p>
<p>856 </p> <p>STEM Applications in Nature Education Seminar</p>	<p>830 </p> <p>Creative Child Creative Brain Seminar</p>	<p>798 </p> <p>Environmental Literacy Seminar</p>	<p>2.040 </p> <p>Seminar on Positive Psychology Applications in Education</p>	<p>7.025 </p> <p>Social Emotional and Cognitive Development Seminar</p>
<p>6.167 </p> <p>Active Learning Methods and Techniques Seminar</p>	<p>933 </p> <p>Critical Thinking Skills - 1 Seminar</p>	<p>7.148 </p> <p>Supporting Adolescence with Resilience Skills Seminar</p>	<p>1.118 </p> <p>Supporting Social Development in Early Childhood Seminar</p>	<p>3.575 </p> <p>Formative Assessment Seminar</p>
<p>502 </p> <p>5 Taş Social and Financial Leadership Program Seminar</p>	<p>138 </p> <p>Protection of Marine Biodiversity</p>	<p>501 </p> <p>Webinars</p>	<p>1.409 </p> <p>Teachers without Distance</p>	<p>826 </p> <p>Semester Workshops</p>
<p>1.116 </p> <p>Education Festival</p>	<p>50 </p> <p>Learning and Leading Teacher</p>	<p>42 </p> <p>IPA Project</p>	<p>Total 41,565</p>	

Distance Education Process

With the technology developing day by day, there are changes in educational needs and goals. One of our biggest goals is to follow these developments that can positively affect learning and use them where necessary. The rapid spread of distance education during the Covid-19 period and the fact that it has gained a big place in our lives in a very short time is a good example of this. In this case, what we had to do was to integrate our training programs into distance education through eKampüs, analyze the needs and processes well, and use the right methods and techniques.

Following this change on the distance education side, the number of active members in the eKampüs system reached **65,000** with **21,555** new members in 2022. The total time that our members benefited from eKampüs during the last year reached **22,794,902** minutes.

We reached out to our teachers via **17** different ÖRAV training programs throughout the year. Active Learning Techniques Training, Protection of Marine Biodiversity Training, Critical Thinking Skills (Synchronous) Training, and Formative Assessment Training were the new programs we developed last year.



Number of
new members
21.555



Total number
of members
65.000



Time spent by members on eKampüs
22.794.902



Training program
for trainers
17



Ready-made training
available to everyone
300



New social learning group
187

We did not just stop at creating ÖRAV-specific training programs. We also went a step further by reviewing around 300 ready-made training programs, which we've now started making available to our teachers as part of the **“Training for All”** initiative.

Furthermore, in 2022, we embarked on a comprehensive overhaul of the digital materials employed in our training programs and initiated the process of developing a fresh corporate identity.

So, what was our approach to distance education processes that led to achieving these impressive numbers?

The approach we adopted for our distance education system, which we identified as a best practice based on both relevant literature and our own experiences, comprised the following key steps:

1. Target Group Identification
2. Needs Analysis
3. Preliminary Preparation
4. Correct Material Production
5. Use of Interaction
6. User Feedback and Evaluation



1- Target Group Identification

Our primary consideration when crafting a distance education program is the target audience. This is because distance learning materials are tailored to align with the age, expectations, and available time of the target audience. For this step, we use questions such as the following;

- Who is the target audience?
 - Education level
 - Age level
 - Field expertise, etc.
- How big is the target audience?
- What are the expectations of the target audience?
- When is the target group available?

2- Needs Analysis

The initial decision, guided by the expectations of the target audience and the training program's objectives, revolves around determining the type of distance education to be employed. We plan distance education in 3 different ways.

- **Synchronous (simultaneous) training**
 - For general information and awareness-raising purposes, we organize live sessions, webinars, and similar activities using platforms like Perculus Plus or YouTube scheduled at times that best suit the target audience's availability.

E.A – About “Creative Writing Training”

I thought, watched, listened and applied it myself. In this regard, I consider the training to be successful as it prompted me to take numerous actions. Another positive aspect was the motivation it gave me to continue. I would like to follow other training programs on this platform. Many thanks to everyone involved.

- **Asynchronous (non-simultaneous) training**
 - We developed programs using a variety of learning materials via our Learning Management System (LMS). These programs remain accessible for specific durations, allowing the target audience to complete the training at their own convenience
- **Both synchronous (simultaneous) and asynchronous (non-simultaneous) training**
 - Training programs that integrate live and non-live sessions to enhance user engagement and learning efficacy by synergizing the capabilities of LMS and Perculus Plus

Once the mode of distance education is chosen, the next critical step is designing teaching materials tailored to address the learners' needs. The factors we considered while making this decision include:

- What are the demands and expectations (needs) of the target audience?
- What are the aims and objectives of the training program?
- What is the content of the training program?

3- Preliminary Preparation

Beyond our initial preparations, we also place significant emphasis on ensuring that users are adequately prepared beforehand. For this purpose, we add a preparation module to all our training programs. This preparation module serves three main purposes;

- Preparing for Distance Learning
- Preparing for the Education Management System Used
- Preparing for the Training Content

Although some of our users have participated in distance learning programs before, some of them may be less experienced in distance learning. Considering this, the first content we share in the training programs are the criteria that may be necessary for distance learning to be done in the most efficient way.

The Learning Management System we use can be unfamiliar to many users. For this reason, the second content we share is aimed at introducing this platform (eKampus).

In the evaluation surveys of the training programs we have implemented before, we found that users wanted this platform to be introduced. Therefore, we developed content introducing the platform with various instructions and screen recordings.

Finally, we share the program introduction videos and training

T.E – About "Technology Integration in Education and Tips Training"

Among the training courses I've attended before, this one stood out for its realistic explanations and comments. Our instructor's delivery was lucid, straightforward, and fluent. This was my initial training with ÖRAV, and given that it was free, I assumed it might be basic and not very beneficial. I'm glad to admit I was mistaken. Thank you so much.

syllabuses that we have developed to increase the readiness of the users about the training content in this module.

4- Correct Material Production

The factors we considered in during the material design phase include:

- Is it consistent with the objectives of the training and does it serve to achieve learning outcomes?
- Can it be measured?
- Is it suited to the level of the target audience?
- Does it cause cognitive load?
- Is it clear and understandable?
- Is it inclusive?

The types of educational materials we developed can be enumerated based on the answers to specific questions, as outlined below:

- Videos with animated characters
- Real person narrated videos

- Interactive videos
- Interactive pdf booklets
- PPT presentations
- Interactive tools (SCORM, etc.)
- Surveys
- Tasks

5- Interaction

Literature abounds with studies suggesting that interaction has a positive impact on learning. Such findings underscored the importance we placed on interaction within our distance education programs.

M.G. Moore defines three types of interaction in distance education. These are;

- Learner-content interaction
- Learner-learner interaction
- Learner-educator interaction

We strive to include all three types of interaction in our programs.

To ensure learner and content interaction, we design materials in which users can take an active role. For example; interactive videos, tools, tasks, etc.

M.K – About “Decision Making Training”

Excellent. Great techniques. Very well presented. Examples and exercises were so useful. I came across it just when I needed it. It contributed a lot to me. It helped me to remember, consolidate and summarize what I know. I am also about to decide on a subject. I will use all the techniques.

To foster interaction among learners, we incorporate group activities into our synchronous sessions and promote active engagement within social learning groups. To bolster learner-educator interaction, we encourage the use of cameras and microphones during live sessions and invite participants to pose questions. We also give our trainers an active role in social learning groups.

Under these activities;

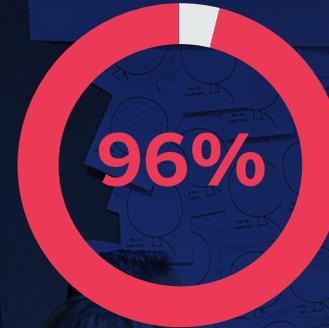
In 2022, 187 social learning groups were opened, which continued their activities.

Through the addition of these social learning groups, our overall count of social learning groups now reached 592.

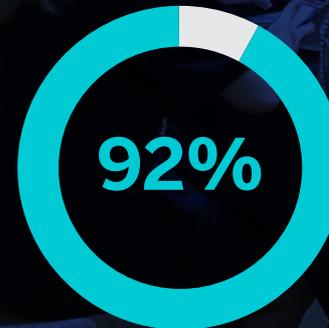
6- User Feedback and Evaluation

While creating and conducting all these training programs, we frequently examine user feedback and consider evaluations that can enhance learning efficiency.

An example of this can be seen in one of the requests received from previously published asynchronous programs. In the evaluation surveys of asynchronous training programs, participants suggested that providing summaries of the content presented in the videos would be beneficial. Responding to this feedback, we crafted a booklet for our Active Learning Techniques Asynchronous training program, developed in 2022, which offers summary explanations and outlines the steps of techniques showcased in the videos.



According to the evaluation survey data from this training program, **5383 out of 5619 participants** stated that this summarizing booklet contributed positively to their learning.



For the interactive tools, videos, and documents we used in the same program, **15672 out of 16857 responses** indicated that they contributed positively to their learning.

C.Ç – About “Technology Integration in Education and Tips Training”

Throughout our educational journey, we have met and will continue to meet numerous students. This training has been invaluable, guiding us on how to effectively attain our goals in a classroom setting where each student's interests and abilities vary. It also provided insights on integrating information communication technology whenever we face challenges. My deepest thanks to those who played a part in this.

H.U – About “Creative Writing Training”

It was a great training program. I had a lot of fun and gained different perspectives. I would like to thank our valuable teachers for their contributions. It is a training program that I also recommended to my friends. I would very much like such training courses to continue.

A.S – About “Creative Writing Training”

It was a great training program. Throughout my journey in creative reading and writing, this has been an invaluable guide. I extend my deepest gratitude to everyone who contributed to the program.

A.Y – About “Decision Making Training”

The training on decision-making techniques applicable across various fields was incredibly beneficial to me. I've highlighted the sections I deemed crucial. Moving forward, I intend to implement these techniques in both my professional and daily life.

A more user-friendly eKampüs

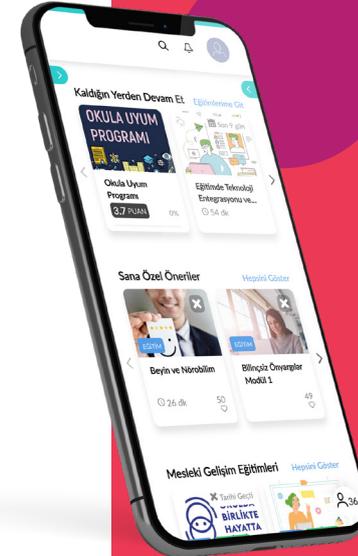
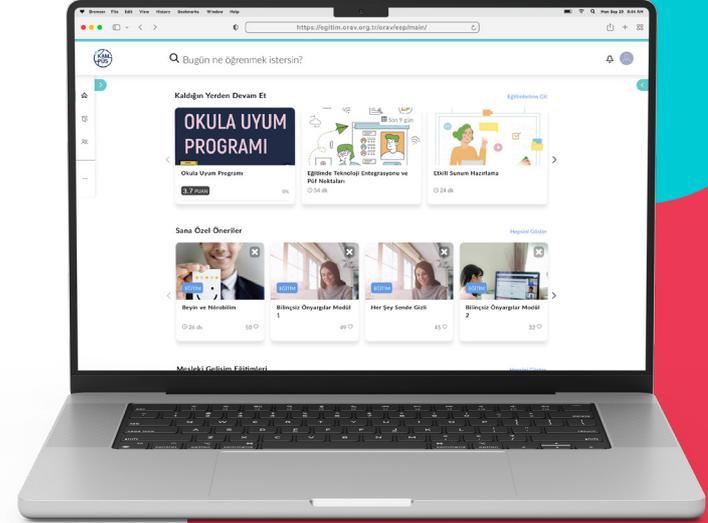
Finally, one of the most important points we pay attention to is that the systems we use have user-friendly interfaces and functions that meet needs.

To this end, in 2022, we changed the interface of the Learning Management System we use.

With this interface we have provided the following:

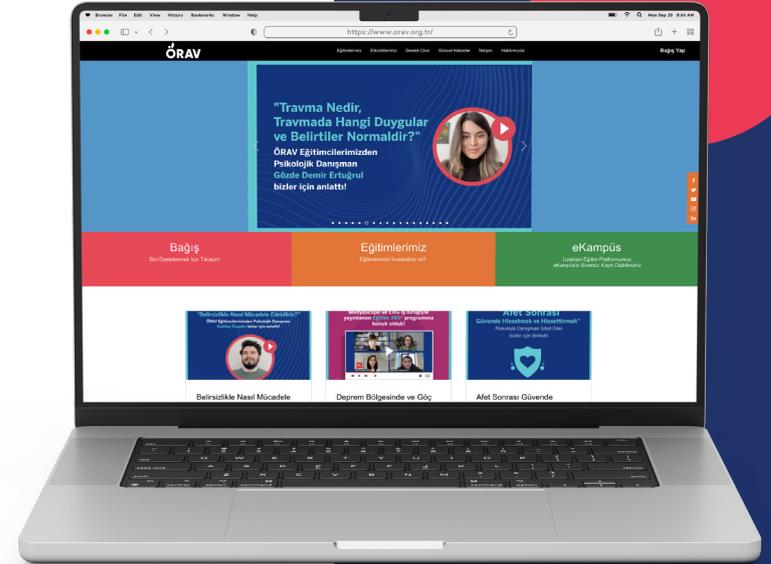
- ✓ a home page where the user can focus on exactly what they need
- ✓ motivation to learn according to their own needs through personalized recommendations
- ✓ a new page "My training", which refers to the training courses assigned to a person / those they've personally enrolled in
- ✓ A completely new learning and video experience
- ✓ A simpler user menu supported by icons
- ✓ A search area that works according to the "search and learn" approach
- ✓ Responsive designs that respond to screen size
- ✓ Full compatibility with mobile devices

For the same purposes, we continue to work on changes to the user interface of the Perculus system we use for live sessions.



Information Technologies and Infrastructure Works

- ✓ ÖRAV's corporate website has undergone a renewal in terms of both infrastructure and interface. As a result, visitors to the ÖRAV website can now enjoy a more functional interface.
- ✓ In line with our website's upgrade, we have transitioned our online individual donation system to the Fonzip platform.
- ✓ The computers used by the ÖRAV center staff have been updated. This renewal included upgrades to both the operating system and Microsoft Office versions, all thanks to the support of Garanti Teknoloji.
- ✓ We have introduced and implemented new procedures for corporate digital file storage and archiving, as well as embezzlement.
- ✓ ÖRAV's infrastructure at the Pendik location has been relocated within the building.
- ✓ With the cybersecurity reports provided by Doğuş Teknoloji, ÖRAV's technology partner, we implemented several enhancements to our security infrastructure.



A teacher's self-efficacy perception refers to a teacher's confidence in their ability to engage students and produce favorable learning outcomes, even in challenging circumstances or with unmotivated students" (Tschannen-Moran & Woolfolk Hoy, 2001). Teachers with a high self-efficacy perception are known to consider the unique needs of students, foster a secure and supportive learning environment in their classrooms (Balci, 2001), and set the groundwork for elevated academic performance (Achu & Ehizuelen, 2015). To gain a broad understanding, our goal was to assess the levels of self-efficacy perceptions among teachers in Turkey. We conducted extensive research that encompassed all educational levels and specialties, examining whether these self-efficacy perceptions varied based on whether the teachers had undergone in-service training. We collected opinions from teachers regarding the training courses provided by ÖRAV. By doing so, we hoped to enhance the existing literature on self-efficacy perceptions and provide direction for institutions and groups whose main focus is supporting teachers.

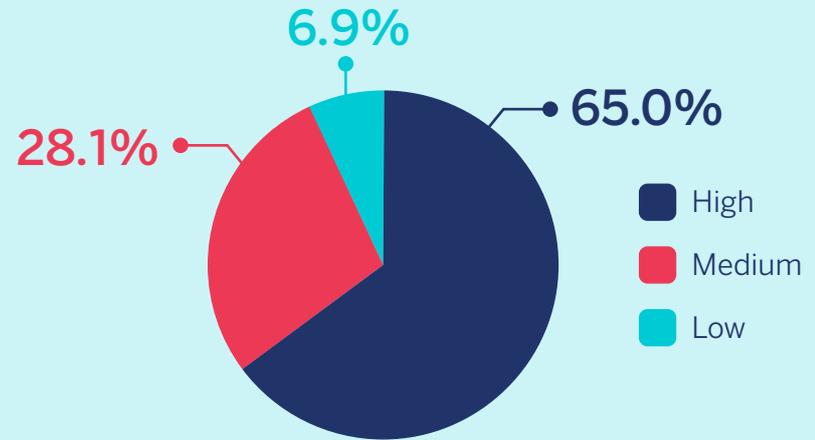
You can find detailed information in our report.

Teachers with a high self-efficacy perception are known to consider the unique needs of students, foster a secure and supportive learning environment in their classrooms (Balci, 2001), and set the groundwork for elevated academic performance (Achu & Ehizuelen, 2015).

Investigation of Self-Efficacy Perceptions of Teachers in Turkey in Terms of Some Variables 2022

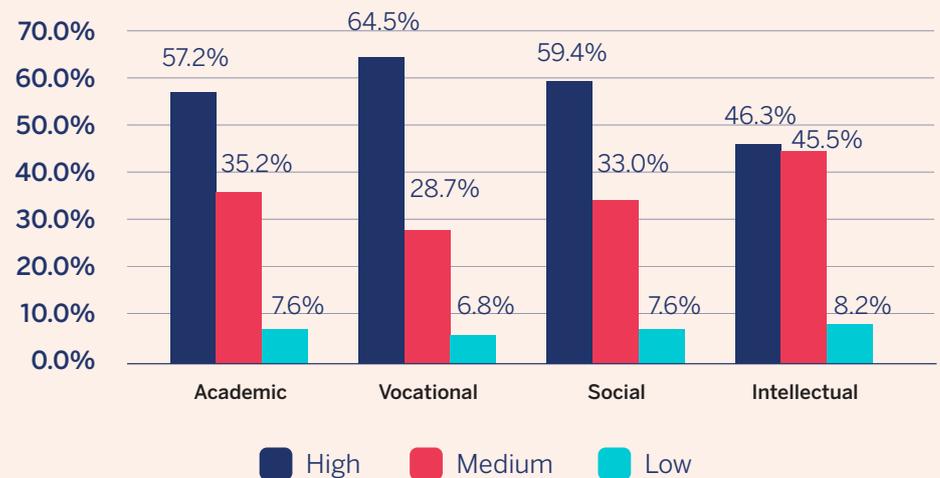


Distribution of Teachers' Self-Efficacy Perceptions



Our research revealed that 93.1% of teachers possess medium to high levels of self-efficacy.

Self-efficacy Level

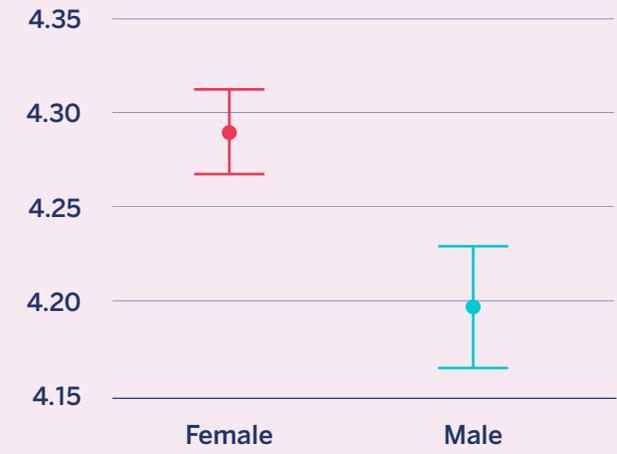


We found that teachers' professional self-efficacy levels surpassed other dimensions. Contrarily, when examining other dimensions, over 50% of the teachers exhibited intellectual self-efficacy levels that ranged from medium to low.

Our analysis indicated that teachers' self-efficacy levels did not show statistically significant variations based on demographic factors like gender, age, type of school, grade level, specialization, and educational qualifications. Our research revealed that female teachers exhibited higher professional self-efficacy levels compared to their male counterparts, though the impact size was small.

Our research indicated that teachers who reported receiving in-service training had statistically higher self-efficacy levels compared to those who did not, with a statistically significant medium impact size.

95% Confidence Intervals of Female and Male Teachers' Professional Self-Efficacy Beliefs



Attendance in In-Service Training



The TALIS (Teaching and Learning International Survey) – an international study involving teachers and school administrators – underscores that in-service training in specialized fields boosts teachers' self-efficacy beliefs (OECD, 2018c). In a parallel vein, our study with 4,828 teachers in Turkey corroborated this, revealing that in-service training positively impacts teachers' self-efficacy beliefs. At ÖRAV, we take pride in our commitment to fostering both professional and personal growth. We're honored to play a role in positively enhancing teachers' self-efficacy beliefs through our educational initiatives.

In a parallel vein, our study with 4,828 teachers in Turkey corroborated this, revealing that in-service training positively impacts teachers' self-efficacy beliefs.

“Having experienced training abroad, I can confidently say that the training at ÖRAV stands toe-to-toe in terms of being scientific, interactive, and meticulously crafted.”

*Social Studies Teacher with 21-25 years of professional experience,
Ankara*



“The well-prepared videos, pre-training requirements set for participants, and the trainers' expertise combined with their affability and communication skills made the entire training experience feel both valuable and personalized for me.”

*English Teacher with 6-10 years of professional experience,
Balıkesir*

Our Part-Time Trainers

Our training programs' widespread dissemination is primarily driven by our Part-Time Trainers (PTEs).

But who exactly are our Part-Time Trainers?

They are dedicated professionals serving in 35 different branches across both private and public schools. Moreover, many hold roles within the central and provincial sectors of the Ministry of National Education.

Our foundation strictly adheres to the guidelines outlined in the Part-Time Educator Handbook and the Part-Time Educator Qualifications when it comes to recruitment, training, and assigning of these trainers. After actively participating in program development processes, our Part-Time Trainers then take the finalized training programs to teachers across all 81 provinces, delivering them either in-person or online.

What is the process of becoming a Part-Time trainer like?

What do Part-Time Trainers do?

Our Part-Time Trainers play a role in the creation, promotion and dissemination of program content. At the heart of the trainers' commitment in this journey is their unwavering belief that every child deserves access to quality education. In 2022, they conducted online training sessions across 206 groups, delivering a cumulative total of 245,400 minutes in training and mentoring services.

ÖRAV training programs are primarily disseminated and their impact amplified by 334 Part-Time Trainers spreading across 51 different provinces and also extending to the UK.

In which provinces do we have Part-Time trainers?

334 Part-Time Trainers are expanding our impact!



Messages from our Part-Time Trainers

Sevcan Mengeliböğä,

ÖRAV Part-Time Educator Turkish Teacher - Istanbul

“As an educator, I became a volunteer of the Teachers' Academy Foundation with my belief in the power of non-governmental organizations. An organization can maintain its existence with highly aware volunteers. Absorbing the meaning of volunteering is very important to make the journey meaningful. Thanks to the Teachers' Academy Foundation, I have learned how to make the path I walk in the name of education more meaningful, my strength and the weaknesses I have to overcome. The professional attitude of the foundation has been my deed of trust in continuing my personal development in the way I planned. For a sustainable volunteering, I will always protect this mutual value.”



Sinan Dişciođlu,

*ÖRAV Part-Time Educator
Technology Design Teacher - Bursa*

“I have been continuing my professional and personal development for 15 years with ÖRAV, which I have been involved in since its establishment. Although it is not easy to fit 15 years here, let me try to summarize it with a metaphor I use at the end of our training courses; resetting in every training, learning while teaching, relearning while starting again. I think that maintaining and sustaining this cycle is the foundation that sustains us and ÖRAV.”



Thanks to ÖRAV's sustainable and qualified professional development resources, I am still continuing my journey of learning to teach with high awareness.

Mustafa Göktaş,
*ÖRAV Part-Time Educator
Classroom Teacher - İzmir*

“The quality of teaching in Turkey hinges on the professional development endeavors a new educator undertakes voluntarily. Resources for those keen on refining their profession for the betterment of children are scarce. Given these constrained resources, maintaining motivation and success in a career spanning roughly 40 years becomes daunting, often leading to premature professional exhaustion. It was at this juncture that I encountered ÖRAV in 2012, which has since steered significant shifts and evolutions in my professional journey. Thanks to the sustainable and high-caliber professional development tools from ÖRAV, my path of learning the art of teaching remains as vibrant and conscious as ever.”

Mihrunisa Duran,
*ÖRAV Part-Time Educator
Physics Teacher - Adana*

“The Teachers' Academy Foundation has enlightened me about my own self-awareness, my strengths, and areas I can improve upon. It underscored the uniqueness of every individual, honed my problem-solving capabilities, nurtured my solution-focused mindset, and empowered me to transform challenges into opportunities. It made me realize that the teaching profession is a job requiring qualifications and professionalism; as a teacher, it enabled me to gain the skills to manage all instruments like an orchestra conductor. It gave me the elegance of being a teacher. After we gained these skills, we started to touch our environment and the lives of our students. We contributed to the development of our colleagues' personal and teaching skills. It became a beacon of hope in education. It showed what a teacher can change.”

It made me realize that the teaching profession is a job requiring qualifications and professionalism; as a teacher, it enabled me to gain the skills to manage all instruments like an orchestra conductor.

Didem Erdem,
*ÖRAV Part-Time Educator
Chemistry Teacher - Zonguldak*

“Being a member of ÖRAV is a privilege. Imagine; I stay up to date in the field of education that I am devoted to, share information with my valuable colleagues, and expand my communication network. ÖRAV develops you and helps you adapt to change. Receiving feedback from colleagues who have been part of the training and mentoring sessions is always a delight. Remarks like 'For the first time in 25 years, I felt truly valued', 'The games I learned from the training have been incorporated into my lessons, enhancing the overall energy', and 'We eagerly await more training sessions' deeply warm my heart. ÖRAV has been growing like a snowball and becoming a brand for 15 years.”

Fatma Yaşar,

ÖRAV Part-Time Educator Measurement and Evaluation Specialist - Ankara

"I had the chance to be a part of the Teachers' Academy Foundation during my 20th year in the profession. I say chance because I had the pleasure of being useful to hundreds of people whom I never had the chance to meet, and at the same time I had the opportunity to get to know, develop, and realize myself. I have learned how valuable it is to be supported by everyone in an organization and that feedback truly is a gift. I learned that I am not alone and I experienced the immense satisfaction of working with brave individuals who share my sentiments and worries. I believe that the Teachers' Academy Foundation, which has been so personally enriching for me, is an invaluable developmental asset for our country. Thanks to this journey, I've come to recognize just how skilled and esteemed our trainers truly are. My apprehensions have lessened, and my optimism has significantly burgeoned. Experiencing firsthand the meticulous effort behind the educational content aimed at elevating students' real-world achievements, the ultimate aim of education, has been deeply rewarding. Witnessing these materials receive the appreciation they merit when presented to teachers is a joy in itself. I am grateful for ÖRAV's existence and am proud to be a part of it."

I learned that I am not alone and I experienced the immense satisfaction of working with brave individuals who share my sentiments and worries.



Tuğba Işın Canlı,

ÖRAV Part-Time Educator Science Teacher - Adana

"ÖRAV is the gateway to the vision of an educator whose compass is to raise world citizens. It is the place where the answer to the question 'How can it be better?' will never end, both in our educator identity and in our social duties. ÖRAV not only caters to our professional needs but also addresses our social and psychological growth. With expert trainers crafting courses adaptable to evolving needs, it reassures us that we're in a trusted environment, filling gaps in our roles both as trainers and holistic individuals. In this family, where I am very happy to be an intermediary that enables our training courses to reach dozens of teachers as a part-time educator, the fact that all steps taken within the Foundation are developed in multiple feedback processes as preparer, implementer and learner allows me to evaluate myself and the training programs simultaneously. Through this feedback, as trainers from diverse backgrounds and experiences, we help one another enhance our strengths and address areas of improvement, sharing our expertise and growing collectively within the networks we've established. ÖRAV is like a school that we would not want to graduate from."

Ayşenur Aydın,

ÖRAV Part-Time Educator Preschool Teacher - Ankara

“Dear ÖRAV Family, to which I am elated to belong... What is ÖRAV? ÖRAV represents tireless dedication to our exceptional teachers... It's where efforts are made to ensure our children, our country's future, are well-prepared, contemporary, and given equal opportunities... ÖRAV magnifies the significance of education through its own educational efforts... It's a beacon of hope for our future... It's a sanctuary of smiles, support, and kindness... A place where I am privileged to contribute and be part of the movement... Thank you!”

I walked through the door you opened, allowing me to hone my skills, harness the power of words, and truly shine.

Duygu Direkçi Tatar,

ÖRAV Part-Time Educator - Classroom Teacher - Erzurum

“I first encountered the Teachers' Academy Foundation at the conclusion of the pandemic, a time when our societal well-being was vulnerable, and all aspects of life and education were in disarray. While initially as dormant as a seed beneath the snow of Palandöken, ÖRAV emerged as a beacon of the upcoming spring. That seed began to grow, nurtured by the innovative, developmental, high-quality training and the potent communication methods of the Foundation. The blossoming came with my journey of becoming a part-time educator. It's an honor to share a space, akin to a teachers' lounge encompassing all of Turkey, with colleagues dedicated to fostering individuals equipped with 21st-century skills. I am proud to be a part of ÖRAV.” I walked through the door you opened, allowing me to hone my skills, harness the power of words, and truly shine.”

Elif Dalkıran,

*ÖRAV Part-Time Educator
Music Teacher - Muğla*

“I am a teacher... I am a little blue fish... I am part of ÖRAV. I am myself whenever and wherever I feel free. I hold on to my dreams with my bravest, most curious, most eager self. I think creatively, efficiently and effectively when I am myself. I walked through the door you opened, allowing me to hone my skills, harness the power of words, and truly shine. Now, as countless steps filled with listening, reflection, support, creativity, innovation, inclusion, respect, love, and knowledge approach me, I eagerly embrace both my personal and professional evolution. I observe with awe and pride the transformations in my personal life and lessons, and the sparkle in the eyes of those around me. Being a part of ÖRAV, where the power of sharing, freedom, and authenticity thrives and where I truly feel a sense of belonging, fills me with joy.”

ÖRAV is where efforts are made to ensure our children, our country's future, are well-prepared, contemporary, and given equal opportunities...

What did we do with our Part-Time Trainers in 2022?

- In our 'Teachers Without Distance' webinar series, we covered **8** unique topics. During these sessions, **14** of our Part-Time Trainers generously gave **840** minutes of their time as volunteers.
- Additionally, we received tremendous support from **65** of our Part-Time Trainers who contributed by reviewing a massive **6,971** minutes of educational content that was subsequently added to eKampus.
- The content for our asynchronous training sessions focusing on 'Active Learning Techniques' and 'Formative Assessment' were diligently prepared by **two** of our skilled Part-Time Trainers.
- This term, we were excited to welcome **58** new colleagues who joined us as 7th Term Part-Time Trainer candidates.
- Our monthly ÖRAV chats have been successful, and we owe part of that success to **6** of our Part-Time Trainers who facilitated these sessions, dedicating **157** minutes to moderating the discussions.
- In September, we celebrated the beginning of a new academic term in a grand gathering that saw the participation of **141** dedicated Part-Time Educators. Dr. Anooshirvan Miandji added value to our celebration by leading a valuable 1-hour session focused on Critical Thinking.
- **4** Part-Time Trainers benefited from Online Coaching and Mentoring Training Support in collaboration with ÖRAV and EMCC (European Mentoring & Coaching Council).
- **83** Part-Time Trainers attended a 2-hour Team Coaching session presented by ICF Turkey, gifted to ÖRAV members in celebration of Teacher's Day.



- Since 2014, within the framework of the "ÖRAV Support Education, Invest in the Future" project, **64** Part-Time Trainers have benefited from 4-hour individual coaching sessions, a collaboration between ÖRAV and ICF.
- On Teachers' Day, **10** Part-Time Trainers took part in the **3.5-hour** "Telling is not Education" workshop, generously offered by TEGEP.
- At the 8th ÖRAV Education Festival, held in **5** different cities, **16** Part-Time Trainers conducted workshops on **15** diverse topics, with a combined duration of **1,850** minutes.
- During the 8th ÖRAV Education Festival, **10** Part-Time Trainers joined our colleagues on cultural tours in Istanbul.
- At the 8th ÖRAV Education Festival, **16** Part-Time Trainers served as live broadcast guests, **1** as a panel manager, and **1** as a panelist.
- **12** Part-Time Trainers spearheaded the organization of the 8th ÖRAV Education Festival in their respective provinces.
- **7** Part-Time Trainers generously volunteered their time, offering a total of **271** minutes of support to **506** participants during webinars organized in collaboration with the Mudanya District Directorate of National Education, Denizli Provincial Directorate of National Education, and the Teachers' Network.



Number of Part-Time Trainers for our Training Programs

<p>123</p>  <p>Interactive Course Design in Online Education (ÇEDET)</p>	<p>116</p>  <p>Enriched Course Design for the New Learning Ecosystem (YÖZET)</p>	<p>99</p>  <p>Critical Thinking Skills</p>	<p>47</p>  <p>Training on Developing Affective and Technological Skills in Students</p>
<p>30</p>  <p>STEM Practices in Nature Education</p>	<p>17</p>  <p>Creative Child Creative Brain</p>	<p>29</p>  <p>Environmental Literacy</p>	<p>20</p>  <p>Positive Psychology Applications in Education</p>
<p>30</p>  <p>5 Taş Social and Financial Leadership Program</p>	<p>22</p>  <p>Protection of Marine Biodiversity Training (DeBiKo)</p>	<p>22</p>  <p>Inquiry Based Science Education</p>	<p>34</p>  <p>Supporting Social Development in Early Childhood (EşitBiz)</p>

Stakeholders We Cooperate With

MEB



Founder
Garanti BBVA



Individual
contributors



Corporate
supporters

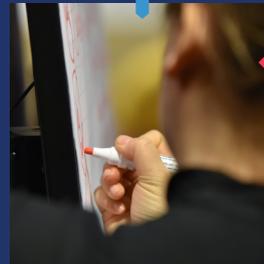
Volunteers



Our Part-Time
Trainers



Teachers and school
administrators
benefiting
from ÖRA
training courses



NGOs

Partnerships:

We aimed to enhance our influence through new collaborations:

- Under ÖRAV's project "Promoting Education - Investing in the Future", 48 professional ICF coaches provided voluntary coaching for 64 teachers in collaboration with the International Coaching Federation (ICF). Additionally, in celebration of Teachers' Day, ICF coaches offered group coaching sessions focused on teacher well-being to 83 teachers.
- Together with Habitat Association, we organized the Europe and Central Asia Countries Meeting for Aflatoun International, a civil organization based in the Netherlands that collaborates with over 60 countries. During the meeting from August 10-12, 2022, which saw active involvement from 13 institutions, ÖRAV presented the social impact and best practice examples from the 5 Pillars Social and Financial Leadership Program.
- On May 13-15, we were proud stakeholders in the Creative Self-Confidence Festival, organized by the Teachers' Network. The event was inspired by and celebrated the resilience of teachers who craft creative solutions to daily challenges.
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- On October 19-21, 2022, as part of the Success Monitoring and Development Project Consultant Teaching Practice training programs overseen by the Balıkesir Governorship and the Balıkesir Provincial Directorate of National Education, we conducted a training session on Factors Increasing Student Success. The training was attended by 40 teachers from 20 districts of Balıkesir.
- In collaboration with the Foundation for the Development of Cultural Awareness, we organized cultural tours for our teachers on November 27. As part of the Education Festival, we organized cultural tours in Antalya, Çanakkale, Istanbul, and Kars. The objective of these tours was to heighten our appreciation of cultural heritage and to foster its transmission to students.

Projects we have undertaken using Grants:

- Our initiative, “Establishing the Volunteering Policy of the Teachers' Academy Foundation” received backing from Sivil Düşün, a European program that offers in-kind support and expertise for small-scale/short-term rights-focused activities of civil society organizations in Turkey. The project's objective is to formulate ÖRAV's volunteer policy, enhance staff understanding and awareness about volunteer management, and bolster volunteer consciousness among individuals in the education sector, as well as those aspiring to join the field, thereby enriching the civic arena.
- Initiated in 2021 with support from the US Embassy in Ankara, the STEM Pioneers Nature of Curiosity Project strives to integrate Science, Technology, Engineering, and Mathematics in an interdisciplinary approach. By 2022, it was successfully completed and became one of ÖRAV's flagship programs.
- At the Teachers' Academy Foundation, we endorse the project led by the Ministry of Agriculture and Forestry's General Directorate of Nature Conservation and National Parks (DKMPGM) and the United Nations Development Program (UNDP). This initiative concentrates on the challenges presented by invasive alien species in Turkey's



critical marine biodiversity zones and we contribute with our “Training Program on Protection of Marine Biodiversity”. Beginning in 2022 and extending into 2023, our goal is to heighten the awareness of both teachers and students regarding the hazards posed by marine invasive alien species and to educate them on potential countermeasures.

826 teachers participated in ÖRAV's Semester Workshops

For eight years, we've collaborated with dedicated trainers, NGOs, academics, and subject-matter experts to host workshops and our primary goal is to offer teachers an enriching and enjoyable learning experience during their semester breaks, spanning a diverse range of topics. At the same time, we place great emphasis on being an organization that never misses an opportunity to join forces with those that dedicate their lives to education.

This year, 826 teachers participated in our workshops, which took place from January 25-28. With the collaborative efforts of 11 distinct institutions and 13 expert trainers, we crafted our program. We conducted 24 diverse workshops on topics including Ecological Literacy, Games and Gamification in Education, Media Literacy and Children, Inclusive Language Education, Teacher Support against Abuse, and Philosophy for Children.



I'm from Aydın. It's my first time here, but I easily found my way to ÖRAV. The chosen topics and the expertise of the presenting lecturers were impressive. Providing transportation services for those visiting Istanbul and the ÖRAV center for the first time, as well as the inclusive positive energy of our hosting lecturers and staff, were truly motivating. I'd like to thank everyone involved in preparing and executing this organization.

*Ş.I - Aydın – Psychological Counseling and Guidance
30th year*



As always, ÖRAV made me feel that I am a special teacher. Thank you very much.

E.Y.T - Zonguldak - Special Education, 5th Year



Thank you for meticulously organizing both online and face-to-face workshops. Your dedication in curating well-chosen themes and bringing us together with esteemed guests and experts is truly commendable. Kudos to ÖRAV!

S.T.B - Antalya – Pre-School, 12th Year

I deeply appreciate your commitment to advancing the teaching profession and fostering creativity.

T.A - Teacher Candidate

I have been attending ÖRAV workshops for years. I'm truly grateful for the individuals you've introduced into my life and the transformative impact you've made. I deeply appreciate your inclusivity, opening your doors to teachers from all backgrounds, whether they're from the public or private sector, self-employed, or currently without employment.

Y.E - Istanbul - Special Education, 13th year

A heartfelt thanks to the entire team for consistently providing a platform where we can connect with enlightened colleagues who are dedicated to self-improvement. Your efforts have greatly helped in broadening our awareness across various fields.

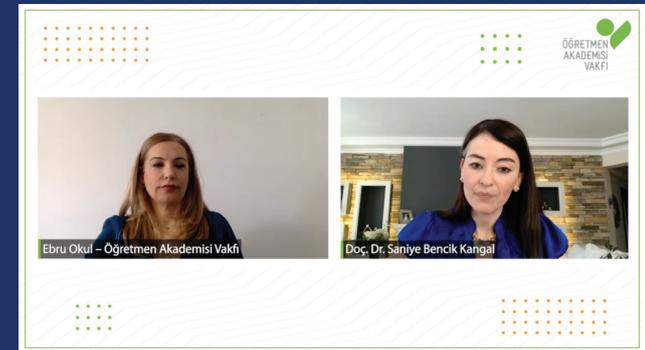
H.Ö - Istanbul - Mathematics Teacher, 17 years

7,980 teachers watched ÖRAV Talks

This year, **7,980** teachers attended our ÖRAV Talks, where we aim to connect our teachers with guests from a variety of professions who have inspiring stories to tell with their passion and creativity.

On our YouTube channel, you can access recordings of our dialogues with notable personalities such as basketball player Erman Kunter, linguist Gülşat Aygen, choir conductor Masis Aram Gözbek, academic Assoc. Prof. Saniye Bencik Kangal, entrepreneur and chef Ebru Baybara Demir, the “well-read and well-travelled” Sevil Mert, the artist İz Öztat, SALT General Manager Deniz Ova, director Ozan Açıktan, coral hunter Aksona Mehmet, and environmental scientist Dr. Uygur Özsesmi.

ÖRAV
Talks



4,200 teachers attended our ÖRAV Education Festival

We were in all regions of Turkey in our 8th ÖRAV Education Festival this year. We set out with the motto “We can Make it Happen with Teachers!” and we had great moments.

On November 26 - 27, on the first day of our festival, we hosted our valuable guests in a live broadcast open to all of Turkey. In our live broadcast moderated by actor and writer Mehmet Auf, Prof. Servet Özdemir from Başkent University's Faculty of Education, OECD Education and Skills Director Andreas Schleicher, and Education Reform Initiative Chairman Erdal Yıldırım shared their opinions about the power of teachers as change leaders. In our teacher panel, moderated by Elvan Tongal, one of ÖRAV's part-time trainers, Gizem Ok Uluçay from Teachers' Network, Sedat Çiftçi from KODA, and Dr. Selda Obalar from ÖRAV shared their professional development journeys as teachers. You can access our broadcast, which has been viewed more than 3000 times, on our YouTube channel.



On the festival's second day, we connected with **1,200** teachers across 9 provinces through in-person workshops and cultural excursions.

Over an enriching weekend, we celebrated Teachers' Day with dedicated workshops in Diyarbakır, Mersin, Uşak, Zonguldak, and Trabzon, enhancing professional development, all thanks to the immense commitment of our part-time trainers.

Together with the Foundation for the Development of Cultural Awareness, we arranged cultural excursions for our teachers in Antalya, Çanakkale, Kars, and İstanbul. We focused on enhancing the personal development of our teachers while also exploring activities to foster cultural awareness in their students.



I thoroughly enjoyed attending the Teacher Academy Foundation's festival. Upon reaching out with an issue, I was met with utmost politeness and a solution-driven approach. Your genuine warmth and sincerity are greatly appreciated. Together, we've strengthened our community of teachers and forged genuine friendships. We were united by our shared passion for learning. With your efforts, we've come together, finding common ground among fellow teachers. Cheers to many more gatherings with ÖRAV!

A.F.Y- Diyarbakır, 16-20 Years



I felt so much more valuable today. Thank you very much for everything.

M.K - Zonguldak, 16-20 Years



Extending the activities to span an entire week and allowing for broader participation would undoubtedly make an even more meaningful gift to teachers. We are ready to do anything we can.

I.E.A - Uşak, 11-15 Years

Cheers to many more successes and festivities where you give hope to us, the teachers who shape the future.

C.E - Kocaeli, 6-10 Years

It was marvelous. We had great experiences. We couldn't get enough of it. We would have liked it to last for a few days, not one day, in order to get more benefits out of it.

E.S - Trabzon, 21-25 Years

To the Board of Trustees of the Teachers' Academy Foundation

We have audited the financial statements (collectively referred to as the "financial statements") of Teachers' Academy Foundation (the "Foundation"), which comprise the statement of financial position as of December 31, 2022, and the statement of activities for the year ending, and footnotes to the financial statements, including a summary of significant accounting policies.

In our opinion, the financial statements of the Foundation for the year ending on December 31, 2022, have been prepared, in all material respects, in conformity with the accounting policies described in footnote III attached to the financial statements.

Basis for our opinion

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

Subject Matter - Specification of Accounting Basis and Limitations of Use

We draw your attention to footnote III, where the accounting policies used in the preparation of the financial statements are stated. The accounting and reporting standards applied differ significantly from the accounting standards and International Financial Reporting Standards (IFRS)

applied in other countries, and these differences are not reflected in the accompanying financial statements.

Accordingly, the accompanying financial statements are not intended to present the financial position and results of operations of the Foundation in conformity with generally accepted accounting principles and IFRS in the countries in which the users of these financial statements are located and may not be appropriate for other purposes. This report is intended solely for the use of the Foundation and its shareholders and should not be distributed to anyone other than the Foundation or its shareholders. This does not affect the opinion we express.

Management's and Senior Management's Responsibilities for the Financial Statements

The Foundation's management is responsible for the preparation of the financial statements in accordance with the accounting policies described in footnote III 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.

The responsibility for evaluating the Foundation's sustainability as a going concern when preparing the financial statements lies with the management.

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

Responsibilities of the Independent Auditor for the Independent Audit of the Financial Statements

Our objective is to obtain reasonable assurance about whether the financial statements are free from material misstatement, whether due to fraud or error,

and to issue an auditor's 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. Misstatements 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; plan and perform audit procedures in response 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 due to fraud is higher than the risk of not detecting a material misstatement due to error because fraud may involve collusion, forgery, intentional omissions, misrepresentations, or violations 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.

- After evaluating the audit evidence, a determination is made regarding the suitability of management's application of the going concern accounting principle. This assessment also identifies if there is a material uncertainty stemming from events or circumstances that could raise significant doubts about the Foundation's continued viability as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our report to the relevant disclosures in the financial statements or, if such disclosures are inadequate, to modify our positive opinion. Our conclusions are based on the audit evidence obtained up to the date of the independent auditor's report. However, future events or circumstances may cause the Foundation to cease to be 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 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

Emre AI, SMMM

Cap Auditor

February 22, 2023
Istanbul, Turkey



A-GROSS SALES		7,752,863.31
-Domestic Sales	-	
-Foreign Sales	-	
-Other Income	1,627.4	
-Donations and Subsidies	6,672,841.58	
-Conditional Donations and Subsidies	1,078,394.27	
-Premiums and Dues	-	
B-DISCOUNTS FROM SALES (-)		0.00
-Returns from Sales (-)	-	
-Sales Discounts (-)	-	
-Other Discounts (-)	-	
INCOME		7,752,863.31
C-COST OF SALES (-)		0.00
-Cost of Finished Goods Sold (-)	-	
-Cost of Trade Goods Sold (-)	-	
-Cost of Service Sold (-)	-	
-Cost of Other Sales (-)	-	
GROSS SALES PROFIT OR LOSS (INCOME OR EXPENSE)		7,752,863.31
D-OPERATING EXPENSES (-)		-11,642,154.95
-Research and Development Expenses (-)	-	
-Marketing, Sales and Distribution Expenses (-)	-	
-General Administrative Expenses (-)	-1,788,625.7	
-Planned Expenses (-)	-9,853,529.25	
E-ORDINARY INCOME AND PROFITS FROM OTHER ACTIVITIES		1,428,337.06
-Dividend Income from Associates	-	
-Dividend Income from Subsidiaries	466,955.53	
-Interest Income	847,713.84	
-Commission Income	-	
-Terminated Provisions	41,696.01	
-Gain on Sales of Marketable Securities	-	
-Foreign Exchange Profits	71,971.68	
-Rediscount Interest Income	-	
-Economic Enterprise Income	0.00	
-Other Ordinary Income and Profit	0.00	

F-ORDINARY EXPENSES AND LOSSES FROM OTHER ACTIVITIES (EXPENSE AND EXPENSE SURPLUS) (-)		20,147.10
-Commission Expenses (-)	-	
-Provision Expenses (-)	-	
-Losses on Foreign Exchange (-)	-20,147.10	
-Rediscount Interest Expense (-)	-	
-Other Ordinary Expenses and Losses (-)	-	
G-FINANCING EXPENSES (-)		0.00
-Short-Term Borrowing Expense (-)	-	
-Long-Term Borrowing Expense (-)	-	
OPERATING PROFIT OR LOSS (INCOME AND INCOME SURPLUS)		-2,481,101.68
H-EXTRAORDINARY INCOME AND PROFITS (INCOME AND INCOME SURPLUS)		2,169,792.08
-Income and Profit from the Prior Period (Income and Income Surplus)	2,168,459.79	
-Other Extraordinary Income and Profit (Income and Income Surplus)	1,332.29	
I-EXTRAORDINARY EXPENSES AND LOSSES (EXPENSE AND EXPENSE SURPLUS) (-)		0,00
-Expenses and Losses from Non-Operating Parts (-)	-	
-Expenses and Losses from the Prior Period (-)	0.00	
-Other Extraordinary Expenses and Losses (-)	-	
NET PROFIT OR LOSS FOR THE PERIOD (INCOME OR EXPENSE SURPLUS)		-311,309.60

ASSETS		
I-CURRENT ASSETS		3,543,486.53
LIQUID ASSETS		2,885,463.93
-Cash	25.73	
-Received Checks	-	
-Banks	2,857,902.69	
-Issued Checks and Payment Orders (-)	-	
-Other Liquid Assets	27,535.51	
SECURITIES		0.00
-Stocks	-	
-Private Sector Bonds, Promissory Notes and Bills	-	
-Public Sector Bonds, Promissory Notes and Bill	-	
-Other Securities	-	
-Securities Impairment Provision (-)	-	
RECEIVABLES		0.00
-Buyers	-	
-Bills Receivable	-	
-Bills Receivable Rediscount (-)	-	
-Deposits and Collaterals Given	-	
-Bad Debts	-	
-Bad Debts Provision (-)	-	
OTHER RECEIVABLES		0.00
-Receivables from Founders	-	
-Receivables from Associates	-	
-Receivables from Subsidiaries	-	
-Receivables from Personnel	-	
-Receivables from Members	-	
-Other Miscellaneous Receivables	0.00	
-Other Bills Receivable Rediscount (-)	-	
-Other Bad Debts	-	
-Provision for Other Bad Debts (-)	-	
STOCKS		13,928.93
-Raw Materials and Supplies	-	
-Semi-Finished Products	-	
-Finished Goods	-	
-Trade Goods	-	
-Other Stocks	13,851.05	
-Provision for Stock Value Impairment (-)	-	
-Order Advances Given	77.88	
EXPENSES AND INCOME ACCRUALS FOR THE FUTURE MONTHS		644,093.67
-Expenses for the Future Months	190,682.99	
-Subsidiary, Associate Interest Income Accruals	453,410.68	
OTHER CURRENT ASSETS		0.00
-VAT to be Deducted	-	
-Other Value Added Tax	-	
-Prepaid Taxes and Funds	-	
-Business Advances	0.00	
-Personnel Advance	0.00	
-Inventory Shortages	-	
-Other Various Current Assets	-	
-Provision for Other Current Assets (-)	-	

A- II-FIXED ASSETS		445,889.97
RECEIVABLES		0.00
-Buyers	-	
-Bills Receivable	-	
-Bills Receivable Rediscount (-)	-	
-Deposits and Collaterals Given	-	
OTHER RECEIVABLES		0.00
-Receivables from Founders	-	
-Receivables from Members	-	
-Receivables from Economic Enterprises	-	
-Receivables from Personnel	-	
-Other Miscellaneous Receivables	-	
-Other Bills Receivable Rediscount (-)	-	
FINANCIAL FIXED ASSETS		100,000.00
-Subsidiaries	100,000.00	
-Associates	-	
-Associate Capital Commitments (-)	-	
-Provision for Impairment of Associates Capital Shares	-	
-Other Financial Fixed Assets	-	
TANGIBLE ASSETS		180,660.28
-Land and Plots	-	
-Underground and Aboveground Schemes	-	
-Buildings	-	
-Plant, Machinery and Devices	-	
-Vehicles	-	
-Fixtures	547,051.28	
-Other Tangible Assets	-	
-Accumulated Depreciation (-)	-366,391.00	
-Ongoing Investments	-	
-Advances Given	-	
INTANGIBLE ASSETS		6,509.47
-Rights	105,125.38	
-Establishment and Organization Expenses	20,645.77	
-Special Costs	-	
-Other Intangible Assets	-	
-Accumulated Depreciation (-)	-119,261.68	
-Advances Given	-	
DEPLETABLE ASSETS		0.00
-Search Expenses	-	
-Preparation and Development Expenses	-	
-Other Depletable Assets	-	
-Accumulated Depletion Shares (-)	-	
-Advances Given	-	
OTHER FIXED ASSETS		0.00
-VAT to be Deducted in Future Years	-	
-Other Value Added Tax	-	
-Stocks Needed for Future Years	-	
-Stocks and Tangible Assets to be Disposed of	-	
-Prepaid Taxes and Funds	-	
-Other Miscellaneous Fixed Assets	-	
-Provision for Stock Value Impairment (-)	-	
-Accumulated Depreciation (-)	-	
TOTAL ASSETS		3,989,376.50
GENERAL TOTAL ASSET VALUE		3,989,376.50

LIABILITIES		
I-SHORT-TERM FOREIGN RESOURCES		394,900.10
FINANCIAL DEBTS		0.00
-Bank Credits	-	
-Principal Installments and Interests from Long-Term Loans	-	
-Other Financial Debts	-	
DEBTS		4,657.06
-Sellers	4,657,06	
-Debt Notes	-	
-Debt Notes Rediscount (-)	-	
-Deposits and Collaterals Received	-	
OTHER FINANCIAL DEBTS		1,941.94
-Debts to Members	-	
-Debts to Subsidiaries	-	
-Debts to Personnel	-	
-Other Debt Notes Rediscount (-)	-	
-Other Miscellaneous Debts	1,941,94	
ADVANCES RECEIVED		0.00
-Received Order Advances	-	
-Other Advances Received	-	
TAXES AND OTHER LIABILITIES TO BE PAID		388,301.10
-Taxes and Funds to be Paid	207,256.53	
-Social Security Deductions to be Paid	181,044.57	
-Matured, Delayed or	-	
Deferred Tax by Installments and Other Liabilities	-	
-Other Liabilities to be Paid	0.00	
DEBT AND EXPENSE PROVISIONS		0.00
-Provision for Severance Pay	0.00	
-Other Debt and Expense Provisions	-	
REVENUES AND EXPENSE ACCRUALS FOR THE FUTURE MONTHS		0.00
-Expenses for the Future Months	-	
-Expense Accruals	-	
-Provision for Cost Expenses	-	
OTHER SHORT-TERM FOREIGN RESOURCES		0.00
-Calculated VAT	-	
-Other VAT	-	
-Inventory Surpluses	-	
-Other Various Foreign Resources	-	

II-LONG-TERM FOREIGN RESOURCES		1,292,602.14
FINANCIAL DEBTS		0.00
-Bank Credits	-	
-Other Financial Debts	-	
DEBTS		0.00
-Sellers	-	
-Debt Notes	-	
-Debt Notes Rediscount (-)	-	
-Deposits and Collaterals Received	-	
OTHER DEBTS		0.00
-Debts to Associates	-	
-Debts to Commercial Enterprises	-	
-Debts to Members	-	
-Deferred Debts or Debts to be Paid in Installments to the Public	-	
-Other Miscellaneous Debts	-	
-Other Debt Notes Rediscount (-)	-	
ADVANCES RECEIVED		0.00
-Received Order Advances	-	
-Other Advances Received	-	
DEBT AND EXPENSE PROVISIONS		1,292,602.14
-Seniority and Leave Provisions	1,292,602.14	
-Other Debt and Expense Provisions	-	
REVENUES AND EXPENSE ACCRUALS FOR FUTURE YEARS		0,00
-Income for Future Years	-	
-Expense Accruals	-	
OTHER LONG-TERM FOREIGN RESOURCES		0,00
-VAT Postponed or Deferred to Future Years	-	
-Facility Participation Fees	-	
-Other Various Long-Term Foreign Resources	-	
A- III-EQUITY		2,301,874.26
MAIN ASSETS		2,613,183,86
-Starting Assets	2,000,000,00	
-Increases in Assets	613,183,86	
CAPITAL RESERVES		0,00
-Revaluation Increases	-	
-Other Capital Reserves	-	
CONDITIONAL GRANT FUNDS		0,00
-PREVIOUS YEARS' REVENUES	-	
-PREVIOUS YEARS' REVENUES	-	
-PREVIOUS YEARS' LOSSES (-)	-	
-NET INCOME OR EXPENDITURE SURPLUS FOR THE PERIOD (-)	-311,309,60	
-Period Net Income Surplus	0,00	
-Period Net Expenditure Surplus (-)	-311,309,60	
TOTAL LIABILITIES		3,989,376.50
GENERAL TOTAL SUM OF LIABILITIES		3,989,376.50

Founder & Main Supporter



Organization Supporter



Türkiye'nin Mühendis Kızları Proje Destekçisi



Teacher's Chemistry Project Supporter & Environmental Literacy Educational Project Supporter



Creative Child Creative Brain Project Supporter



Health in Recess Project Supporter



In the Footsteps of the Teacher Project Supporter



My Sister is the Future Project Supporter



Happiness within the Scope of Positive Psychology Practices in Education Project Supporter



5 Taş Social and Financial Leadership Project Supporter



STEM Applications in Nature Education Project Supporter



EşitBiz Project Supporter



Protection of Marine Biodiversity Project Supporter



ÖRAV Trainers Development Programs Supporters



Career Academy Project Supporter



Education Festival Supporter



School Development Supporters

ACIBADEM



Technology Supporter



Venue Supporter



KADİR HAS
ÜNİVERSİTESİ



TEKELİOĞLU
İL HALK KÜTÜPHANESİ
KONFERANS SALONU

Abdullah Güzel
Abdülrezzak Şavran
Adife Demirtaş
Adnan Akyüz
Ahmet Satar
Aksona Mehmet
Aladdin Karacan
Ali Hasırcı
Andreas Schleicher
Anooshirvan Miandji
Arbil Çelen Yuca
Arş. Gör. Aybüke Baştürk
Arzu Ökke
Arzu Savaş
Arzu Yüksel
Aslı Başarar
Aycan Kavaklı
Aygül Ok
Aylin Baysal
Aysun Kalıncı Karagöz
Ayşe Doğan
Ayşe Duygu Kılıç
Ayşe Güner Kalay
Ayşegül Kanal
Ayşegül Liman Kaban
Ayşegül Ok
Ayşen Turaç
Azad Kırtay
Azime Tulan
Bahar Özay
Baysan Banu uzun
Beyza Seren

Burcu Bilgiç Uçak
Burcu Hasra
Burhan Bayrak
Bülent Şahin
Cansu Coşan
Ceren İkvan
Ceyda Özdemir
Ceyda Yunus Demir
Ceyhun Uzun
Çağıl Söyler
Çağla Gençtürk
Çınar Cengiz
Çiğdem Hürgül
Deniz Ova
Deren Çınar
Derya Çiçek
Derya Keleş Korkmaz
Didem Erdem
Dilek Kösemehmet Coşkun
Dilek Üstünalan
Doç. Dr. Nilgün Dağ
Doç. Dr. Zühal Dinç Altun
Dr. Öğr. Üyesi Birgül Ulutaş
Dr. Öğr. Üyesi Fatma Gül Uzuner
Dr. Selda Obalar
Dr. Serkan Demir
Doç. Dr. Yavuz Samur
Duygu Avkan Altürk
Duygu Yılmaz
Ebru Baybara Demir
Ebru Nihan Celkan
Ebru Okul

Ece Cengizalp Adanalı
Ece Üstgel
Egemen Özel
Ela Topçu
Elif Gül Şahin
Elif Özdemir
Elife Seda Bahar
Emek Koçak
Emre Arı
Ercan Arar
Erdal Yazçayır
Erdal Yıldırım
Erman Kunter
Esin Burcu İliş
Esra Nazlı
Evin Tongal
Evşen Aymen Peker
F. Gülay Hasdemir
Faik Altun
Fatih Özbınar
Fatma Nur Tipi
Fatma Yaşar
Fazilet Yücesoy
Ferda Alakuş
Ferda Göktürk İnce
Fethi Ahmet Ersarı
Fırat Güreş
Fikriye Yaman
Fulya Koyuncu
Funda Barbaros
Gamze Seçgin
Gizem Baydemir

Gizem Ok Uluçay
Gonca Ertekin
Gökçe Uysal
Gökçen Karadem
Gökhan Arıkan
Gözde Durmuş
Gülistan Ülkü
Gülşat Aygen
Güneş Erkan
Güney Çınar
H. Güliz Yayla
Hafize Erdayandı
Hasan Deniz
Hatice Ergül Kaya
Hatice Hardura
Havva Atalay
Hediye Mete
Hilal Başay Durmuş
Hilal Özbınar
Hüseyin İrkey
Hüseyin Özmen
Hüseyin Yırgal
İbrahim Karadedeli
İdil Türkmen Ayaydınlı
İlkay Nişancı
İlknur Akyol
İnci Bihter Atabey
İrfan Aydın
İsmail Karadal
İz Öztat
Kemalettin Ak
Kubilay Özaydın

Kübra Gümüő
Lara Özer
Masis Aram Gözbek
Mehmet Akif Özdemir
Mehmet Ali Akıő
Mehmet Ali Kırtay
Mehmet Auf
Mehmet Kaçtı
Mehmet Kayıklı
Mehmet Özel
Mehmet Yıldırım Özel
Mehtap Kınay
Melda Köktürk
Melike Özer Küçükdevlet
Meneviő Uzbay
Merve Songür
Mesut Gecgin
Metin Candemir
Mihrunisa Duran
Miray Őentürk
Muhammet Türkmen
Murat Çevik
Mustafa Göktaő
Mustafa Kemal Piőkiner
Mustafa Őener
Mürsel Hunutlu
Naciye Aydın
Nazife Aysal
Nesime Ertan Özen
Nilay Yılmaz
Nilhan Erbay
Nurőah Yılmaz

Nurten Güzel
Nüpelda Babat
Okan Aksoy
Oktay Karaman
Oktay Ön
Onur Erdönmez
Osman Zafer Güler
Ozan Açıktan
Öğr. Gör. Kenan Demir
Ömer Garan
Ömer Nalbant
Ömüray Akdemir
Özcan Dođan
Özge Özdemir
Özgür Emir Baydan
Özgür Öğüt
Özlem Berber
Özlem Özgönül
Petek Er
Pınar Çoban
Pınar Tıraő
Prof. Dr. Ayőegül Őeyihođlu
Prof. Dr. Hikmet Yazıcı
Prof. Dr. Servet Özdemir
Prof. Dr. Soner Mehmet Özdemir
Rukiye Derin
Saadet İkra Akural
Saffet Bayhan
Sait Zengin
Samet Terzi
Saniye Bencik Kangal
Seda Altay

Seda Derkuő Güngör
Sedat Çiftçi
Selda Obalar
Selin Tunçer
Selin Üstüner
Sencer Özgür
Serkan Demir
Sevcan İőçimen
Sevcan Mengeliboga
Sevil Mert
Seyhan Yılmam Ongun
Seyyah Öğretmen Őahin Çevik
Sibel Eőder
Sibel Kadiođlu Tüzüner
Sinan Diőçiođlu
Sinem Doğruyol
Su Sonia Herring
Sündüz Yorgancılar
Őahbender Derin
Őevval Tufan
Őeyda Bozkurt
Őeyda Gündođdu
Őirin Yörek
Őükriye Ay
Talha Kurtulmuő
Tuba Iőık Özarfat
Tufan Cömert
Tuđba Harmankaya
Tuđba Iőın Canlı
Tuđba Nida Arslan
Tuđçe Çapık
Türkan Uçar

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