

ANNUAL --- REPORT 2020

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TEACHERS ACADEMY FOUNDATION (ÖRAV)

Teachers Academy Foundation was established in 2008 for the purpose of protecting children's right to high-quality education by supporting the professional and personal development of teachers.

Assuming the greatest responsibility, after the parents, in the development of children, and thus having a major impact on the social and cultural transformation of societies, teachers should be in a continuous development for greater success in their profession. **Our primary mission is to support the teachers who are aware of this responsibility and open to lifelong learning, in the areas of development they need.**

Accordingly, using our resources the most efficient ways, we design training programs that support the professional and personal development of teachers and education managers, develop projects and with these works we endeavor to contribute to our teachers becoming more qualified educators.

We aim to further develop the in-service training model of our country through our colleague-to-colleague learning model and the studies we have been conducting for 12 years with more than 200,000 teachers from all provinces of Turkey.

Our aim is to contribute to raising our children as individuals who have the mental, social, emotional and digital skills required by the 21st century, with our teachers who have mastered the universal learning methods of our era.

Based on our field experience, our regular needs analysis surveys and feedback from our teachers, we continuously update our programs, identify new areas of study, and **continuously keep ourselves open to change as a Foundation.**

Our Basic Principles

Reliability, Integrity and Transparency

We are aware that open, honest, consistent and transparent cooperation with all our stakeholders will reinforce our reputation. We believe that corporate transparency, particularly regarding our financial statements will increase the reputation of both our Foundation and of Civil Society Organizations in the eye of the public.

Respect for Diversity

We keep away from all kinds of discrimination, value each other, listen to each other and consider what we hear in a constructive manner. We support freedom of expression, provided that it does not involve violence or discrimination.

Respect for Labor

We try to ensure that the training content created by ÖRAV in line with its purposes are not shared in other channels without the permission of the Foundation's head office and, likewise, act sensitively in permission and copyright matters before using contents created by other people or institutions.

Prudence

We keep in mind that ÖRAV is a Non-Governmental Organization that operates with donations, and try to use all the resources in our trainings with prudence.

Founder Garanti BBVA

Our founder Garanti BBVA believes that future generations will be able to keep up with their times and create a democratic, modern and healthy world only through high-quality education. We would therefore like to thank Garanti BBVA, which founded Teachers Academy Foundation in 2008 to realize sustainable projects for teachers in a corporate framework.

Growth-Orientation and Innovativeness

We internalize the approaches recommended in all the topics on which we provide training, and use them in our daily lives. We preserve our researching spirit to always be up-to-date about contemporary educational practices and to develop and experience new practices.

Teamwork

We are aware that ÖRAV's most prioritized working principle is effective teamwork and we use our individual competencies to strengthen team success. We are aware that going from 'I' to 'we' in our attitudes and expressions is one of the main prerequisites of becoming a leader in learning.

Board of Directors

Faruk Nafiz Karadere - Chairperson

Oğuz Tolga Egemen

İlker Kuruöz

Betül Ebru Edin

Didem Başer

Supervisory Board

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Aydın Güler

Osman Bahri Turgut

Board of Trustees

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İlker Kuruöz

Mahmut Akten

Muammer Cüneyt Sezgin

Oğuz Tolga Egemen

Osman Bahri Turgut

Osman Nuri Tüzün

Süleyman Sözen

Our Team

Füsun Çürüksu – General Manager

Anıl Derkuş

Arzu Atasoy

Cem Güzeycan

Ceylan Tokcan

Dilek Karadaş

Diğer Demir

Ece Çiftçi

Engin Güven

Ersin Aydın

Göksel Karabulut

Kiraz Dikmen

Melek Kızılkaya

Merve Gürbüzkol

Murat Kaçar

Muharrem Sahil

Özlem Parker

Şaban Kurtoğlu

Sezgin Vatanserver

Sinan Satılmış

Vision

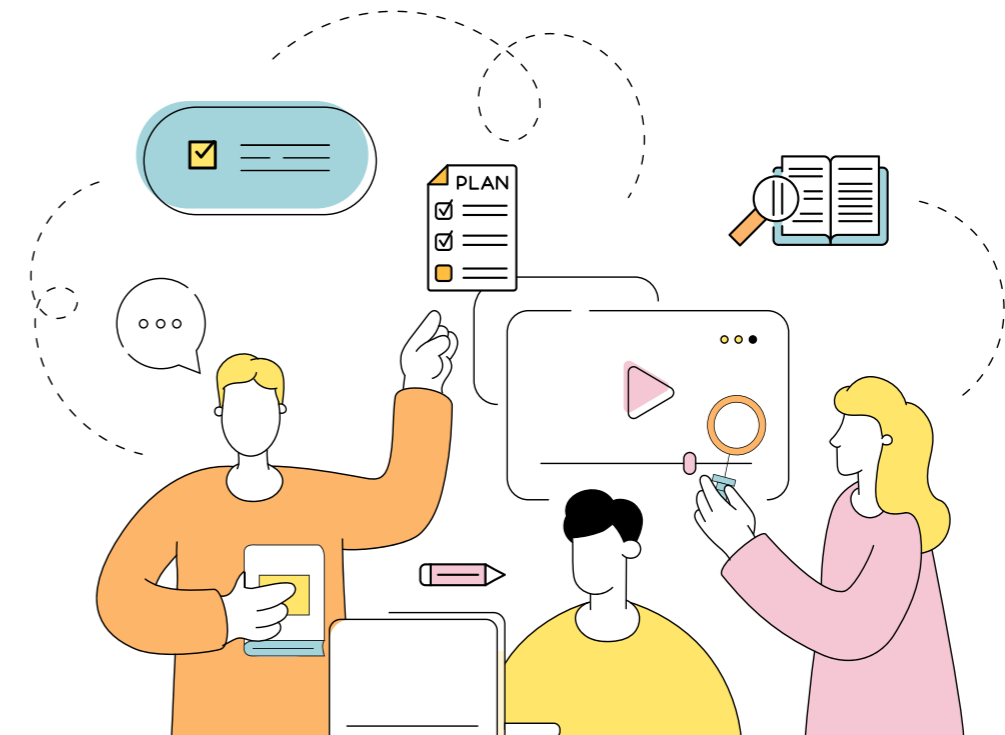
Becoming the most effective and productive non-governmental organization of Turkey and the region in the professional and personal development of teachers.

Mission

Utilizing available means and resources in the most effective way to contribute to developing and executing projects that support the professional and personal development of teachers and those who have a responsibility in education in our country, to ensure that teaching achieves the value it deserves in the eyes of the society, as a profession requiring special knowledge, skills and attitudes, and to help teachers lead the process of raising generations that will shape the future.

Values

With the awareness of being a Non-Governmental Organization, all ÖRAV employees adopt the principles of respecting the rights of all living creatures and diversities, transparency, impartiality, accountability, integrity, reliability, development orientation and professional excellence.



MESSAGE FROM THE BOARD CHAIRPERSON

Dear Stakeholders,

A new season has started in education... We experienced a major unforeseen change throughout the world in 2020. Some of us had more difficulty due to the pandemic, which has spread to every single point on the globe. Healthcare workers, education employees and logistics employees in particular made outstanding effort last year to ensure the continuity of life. We are all very grateful to them.

In addition to the education staff, our children and families were also severely impacted by this sudden change that education had to face. The measures taken by the Ministry of National Education along with the selfless efforts of teachers played a major role in helping them to overcome this situation in the lightest and most positive way. However, our struggle did not end there. Extraordinary conditions continue to prevail in our daily lives despite the promising news from all around the world with the vaccines and treatments.

Under these conditions, face-to-face education is being replaced by hybrid educational models. Considered as temporary in the beginning, this system will become a part of our lives as a permanent practice. At ÖRAV since our foundation in 2008, we have adopted the principle of going forwards by looking towards new horizons. We saw great benefits of this approach during the pandemic. With the e-Campus online learning management system we created years ago - now also accessible through mobile devices - we quickly redesigned our courses into digital environment and continued to seamlessly provide our teachers information resources enriched according to new requirements.

As a foundation established to support the personal and professional development of teachers, we did and will endeavor to do everything we can to ensure that our teachers and students overcome these hard times with minimum damage. Because we are aware that quality education is an indispensable right for our children who will build our future. We owe our children, the individuals of tomorrow who will drive the society forward, a quality learning environment that will enable them to discover themselves and their curiosity, and our esteemed teachers are the ones who will build such environment.

We owe our children, the individuals of tomorrow who will drive the society forward, a quality learning environment that will enable them to discover themselves and their curiosity, and our esteemed teachers are the ones who will build such environment.

ÖRAV has been providing training to teachers for many years in this direction, through which they can develop themselves both personally and professionally. Studies are conducted as part of these training programs to make teachers become educators who "teach learning". Our corporate collaborations and the strong relations we develop with our donors to ensure that our projects and efforts are sustainable also have a significant role in ensuring that such efforts are continuous.

With projects such as "Chemistry of Teaching" and "Creative Child Creative Brain" that we realized through corporate collaborations, we changed the content of education and ensured that teachers can integrate their learnings with their courses and implement them. We supported equal opportunity in education with our "Turkey's Engineer Girls" High School Program and "My Future My Sister" project. As part of the "Jackstones Social and Financial Leadership" program we realized with our founder and main supporter, Garanti BBVA, we aimed to have teachers achieve financial literacy and conveyed the goals of quality education and responsible production and consumption - which are also Sustainable Development Goals - to educators through our program.

In line with all these projects, studies and collaborations, as the Teachers Academy Foundation, we will be supporting our teachers and the education of our students under all circumstances. We will continue to improve this support through infrastructure investments in the e-Campus portal we established based on the changing and developing understanding of education.

Best regards,

Nafiz Karadere

MESSAGE FROM THE GENERAL MANAGER

Dear Stakeholders,

We went through a year in which the educational environment was forced to change almost overnight in our country and throughout the world due to extraordinary developments. The COVID-19 pandemic that has started in late 2019 became the top agenda of 2020. 2020 was a difficult year for our country as for the whole world. As ÖRAV we considered these difficult times as an opportunity for digital transformation and very quickly adapted to the required process of change. Despite the difficult conditions, 2020 was a year in which we developed new projects, reached more educators and conducted various works for their development without a pause.

Despite the difficulties of the year, it is safe to say that the education community has also succeeded in overcoming this challenge. In addition to the measures taken by the Ministry of National Education, in 2020 children were inspired by their teachers and achieved various gains such as endurance and adaptation to change in addition to their academic goals, thanks to the learning environment created based on the personal efforts of the education staff. In this ongoing difficult process, which is naturally open to improvement in many respects, ÖRAV continued to stand by teachers for their development and to provide uninterrupted support to facilitate their adaptation to changing conditions.

As part of our efforts, we reached a total of 19,520 teachers in 2020; 1,283 teachers participated in face-to-face trainings between January – March, and we managed to reach 18,237 more teachers through webinars and online trainings harnessing the power of the digital environment and the e-Campus platform from March to the end of the year.

In the first quarter of 2020 we held our face-to-face trainings and the semester workshop which has become a tradition. 300 teachers participated in the workshops we held on 24 topics at the head office of our Foundation in Istanbul, Eminönü during the semester holiday in January. As the pandemic measures were enforced in mid-March, we assessed the situation and made some changes to adapt to the new conditions.

Founded many years ago with a visionary perspective, our distance education platform e-Campus became our strongest tool during this period. In the second quarter we took two simultaneous actions to continue our presence on the field and maintain close contact with teachers based on their needs until the existing programs were transformed into distance education after the pandemic. The first of these actions was to carry out the Research to Determine Teachers' Professional and Personal Development Needs. We collaborated with the Provincial Directorates of National Education and held webinars and live programs on the topics needed in those provinces. Many enhanced blog contents were published on the needed topics. A more interactive distance education was started to be designed in April and May on the topics most needed by teachers. In May we represented Turkey in an international organization held with the participation of tens of thousands of teachers from around the world. At the International T4 the New Normal Education Conference we became the bridge organization to allow the teachers from Turkey to participate to this event and interact with teachers from around the world. After the International T4 the New Normal Education Conference, five live panels were held on "Teacher-to-Teacher New Normal Meetings". Many teachers lacking the opportunity to watch international conferences due to language barriers managed to benefit from the panels titled "After the T4 Conference", "Teachers and Technology", "Good Teacher" and "Teacher Leadership".

In the third quarter we published our research titled "Daily Practices, Perception and Educational Needs During the Pandemic" in August. The data collecting process for the research was carried out between April and July and it revealed important points about the impact of the quarantine and distance learning practices related to the Covid-19 pandemic on teachers and parents, and about their overall conditions and needs. Renewed according to the distance education conditions, the design and the training of the trainer process for the educational programs were also completed during summer.

These educational programs were launched in the fourth quarter in October and the webinars titled Teachers Without Distance continued uninterrupted until the end of the year. The trainings in our corporate collaborations were revised according to the distance education design during the same period and teacher trainings were started in the Jackstones program with Garanti BBVA, the My Future My Sister program started in 2020 with Coca Cola, and the Creative Child Creative Brain program with Adel Kalemçilik.

The first new program realized in 2020 was "My Future My Sister". The program aims to change the knowledge, skills and attitudes of the middle school and high school teachers and administrators working in the schools and institutions affiliated to the ministry, regarding Development-Oriented Thinking, Dauntlessness, Bias - Stereotypes - Discrimination, Cooperation, Cyber Bullying, and Technology & Education. With the new webinar series titled "Teachers Without Distance" started in collaboration with Garanti BBVA, we planned to hold webinars on 17 topics in 81 provinces.

There were other positive developments during the year: We received another grant from the US Ankara Embassy and started to design a new program titled STEM: The Nature of Curiosity. We plan to widely realize this program in 2021 as the pandemic reminded us of the critical importance of investment in science and scientific thought.

This year we also did not halt the Education Festival, our largest event held in a different province each year, and we took it as an opportunity to reach more teachers and held it online for the first time. We normally held the education festival with around 300 teachers due to space limitations, but this year it received a record number of 5000 views on YouTube.

In this respect, 2020 was a year in which ÖRAV reaped the fruits of being well-prepared and farsighted. In our 13th year we proudly maintained our role as one of the strongest supporters of teachers thanks to our good knowledge of teachers and the needs on the field, long years of relations with the government and the private sector based on trust and the broadness of our perspective. I would like to once again express my sincere thanks to our corporate and individual supporters, particularly the Ministry of National Education, the Provincial and District Directorates of National Education, our employees, the educators from various provinces of Turkey and our founder Garanti BBVA. With their presence and support we are making further progress each year and joyfully serving the ideal of preparing a better future for our children and youngsters with our esteemed teachers.

Best regards,
Fusun Çürüksu

2020 AT A GLANCE

January - March

Face-to-Face Trainings
1.283 teachers

ÖRAV Semester Workshops
24 topics
300 participants

Participation in the
Runatolia Charity Sprint

MARCH 15 PANDEMIC

March
Needs analysis study with the
Provincial Directorates of
National Education

March - June
Webinars in collaboration with
the Provincial Directorates
of National Education
34 topics
10.788 teachers

April

e-KAMPUS
e-Campus
became our
base of Education

30.000
active users

2,551,987 minutes of education
45 educational contents
40 ÖRAV Trainers,
3500 user blog posts

May

Turkey's Partner in the Online
T4 Global Education Summit
50.000 viewers

Teacher-to-Teacher
New Normal Meetings
A series of 5 panels

2.700 views

May - August
Daily Practices, Perception and
Educational Needs During
the Pandemic

With **3.757** people
(we started in May and published
the report in August)

June - October

Interactive Course Design
for Online Education
Education design

August

We performed the first
online ÖRAV Trainers
Meeting

September

We started the Teachers
Without Distance program
with Garanti BBVA

October

The ÇEDET Training of the
Trainers was completed

October

We started the My Future
My Sister program
with Coca-Cola

October - November

Participated in the
Ironman 7.3 Turkey and
Istanbul Marathon
Charity Sprints

November

The ÇEDET Teacher
Trainings were started

The first online
Education Festival

We started the new season
of teacher trainings in the
Jackstones Social and
Financial Literacy program

5.000 viewers

December

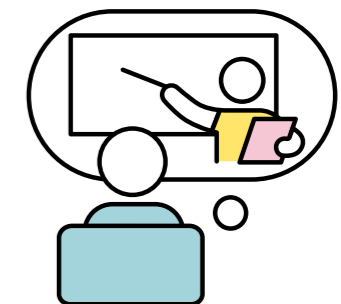
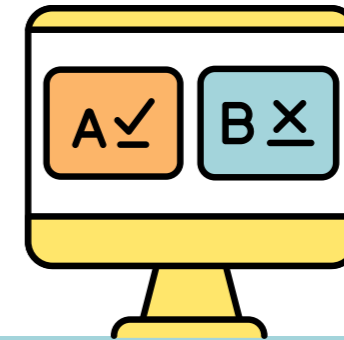
We received a grant from the
US Embassy and started the
works for STEM:
The Nature of Curiosity

Our Protocol with the
Ministry of National
Education was renewed

We ended the year with having worked with
19.520 teachers
through our webinars, face-to-face trainings,
online trainings and activities.

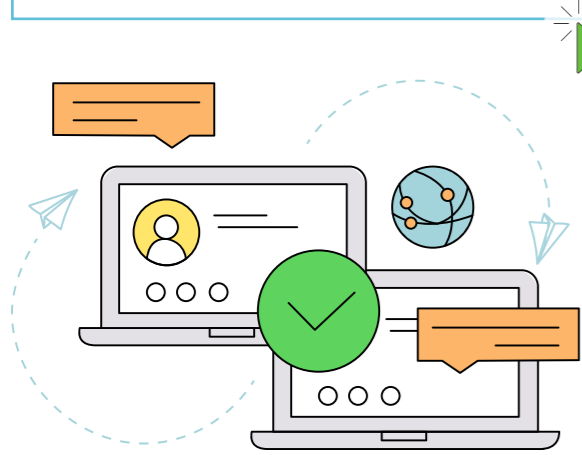


TRAININGS



UMBRELLA PROGRAM

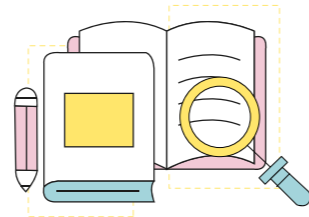
Interactive Course Design for Online Education



We experienced a major change in our education system with the start of the Covid-19 pandemic. The pandemic and the period of social isolation that started in 2020 resulted in a quick change in the habits in our education system. The greatest problem encountered by teachers during the change was being caught unprepared for distance education.

Accordingly, we quickly prepared our Interactive Course Design for Online Education program to increase our teachers' knowledge and skills on distance education, which was their most urgent need, and started our Training of Trainers program in September 2020.

With this program we aim to ensure that teachers have an interactive and active distance education experience at international standards, and use methods and tools that they can also utilize in their own classes. Our program will continue in 2021.



PROGRAMS WE CARRY OUT WITH CORPORATE COLLABORATION

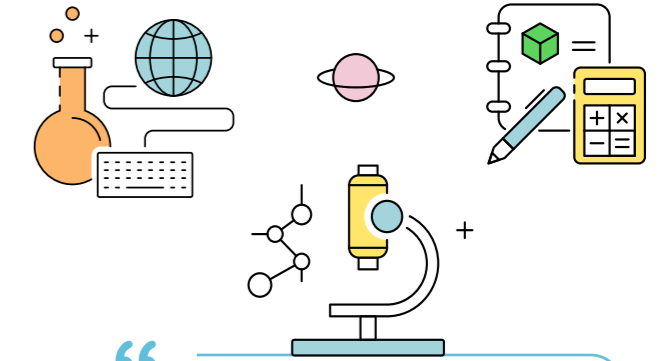
Chemistry of Teaching

Our Chemistry of Teaching Training Program includes Science, Technology, Engineering and Mathematics (STEM) education and applications; research- and inquiry-based learning, effective laboratory practices, and the integration of technological instruments to the course.



Creative Child Creative Brain

In our Creative Child Creative Brain program, we aim to have our teachers use creative and innovative methods in class to support students in gaining these skills. We aim to raise awareness in the participant teachers on the basic concepts of creative thinking, personal creativity potentials, the effects of various learning modes, techniques for developing creativity and designing syllabuses that encourage creativity.



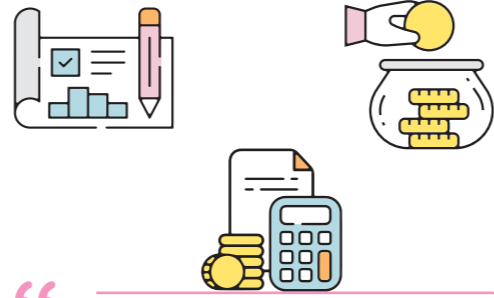
“ My perspective has been enormously expanded. I learned various new sites and applications. I realized the importance of being dynamic and active, and enjoyed continuous development. ”



“ It was a great training. Besides being really delightful, it provided guidance to us for really discovering our creativity once again. I am really excited for the benefit we will provide to our students in the light of this knowledge. ”

Jackstones Social and Financial Leadership

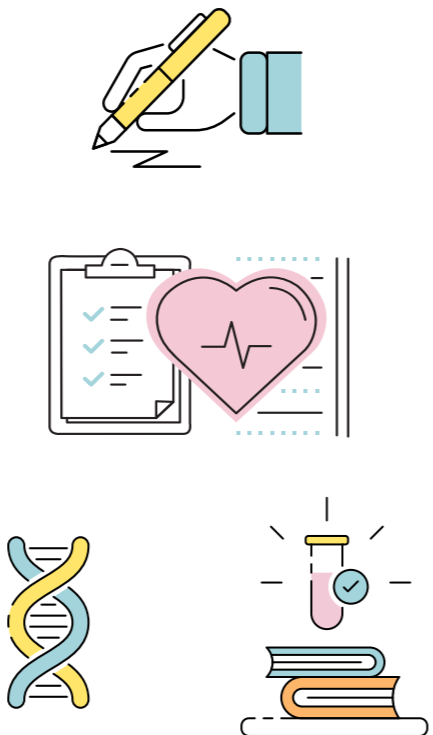
We aim to increase children's citizenship, financial literacy and social entrepreneurship skills through the teachers who participate in our Jackstones Social and Financial Leadership training program. The content provided by the international AFLATOUN organization is currently implemented in 108 countries with different setups. As ÖRAV we work with teachers and students throughout the year on five themes with a student-focused setup: Personal Understanding and Discovery, Rights and Responsibilities, Saving and Spending Awareness, Planning and Budgeting, and Social and Financial Enterprise.



“ I believe I learned how to make saving and its importance, and raised awareness on budgets, income and expenditure accounts, respecting others, accepting others as they are, researching and, most importantly, learning to learn. ”

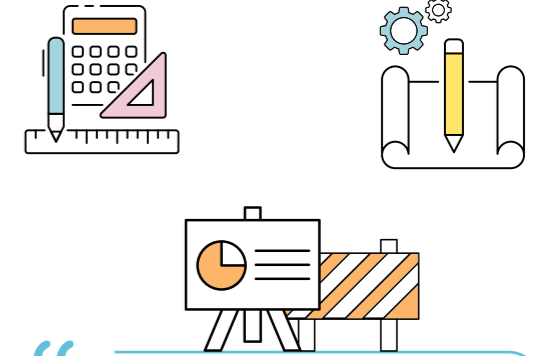
365 Days of Health in Recess

This project was carried out in order to increase students' health literacy, and our partner the Bayer 77 drew entertaining games in the schoolyard. We aimed to raise the children's consciousness on the importance of health, cleaning, personal care, correct diet and exercising by using the power of the games they play involving health literacy. We simultaneously designed a 5-day training program to be performed in 2021 with the participation of 125 teachers volunteering to carry out the project in these schools to increase their knowledge and skills in designing learning with games.



Turkey's Engineer Girls High School Program

The Turkey's Engineer Girls Project was realized in 2015 with the partnership of the Limak Foundation, the Ministry of Family, Labor and Social Services, the Ministry of National Education, and the United Nations Development Program (UNDP) to contribute to the economic and social development of our country by ensuring that women take more part in engineering. As ÖRAV, we have been carrying out the High School Program of the project since 2019. Our aim in this program is to ensure, through teachers, that students become aware of their biases in choosing a profession and determine their career by taking into consideration their interests, abilities and personal characteristics.



“ There will always be people blocking our way throughout our lives. We will sometimes overcome them with ease and sometimes have difficulty. This is where you step in. You help and motivate our girls in such cases. Thank you for carrying out such a project. ”

My Future My Sister

In our My Future My Sister program, we aim to change the knowledge, skills and attitudes of teachers on Development-Oriented Thinking, Dauntlessness, Bias - Stereotypes - Discrimination, Cooperation, Cyber Bullying, and Technology & Education. Through teachers we also aim to have students gain the knowledge, attitudes and skills related to realizing their own potentials, the possibility of living together in peace with the diversities in the society, the potential individual and social benefits of collaboration, and the vital importance of technological literacy, which is in fact a contemporary type of literacy.

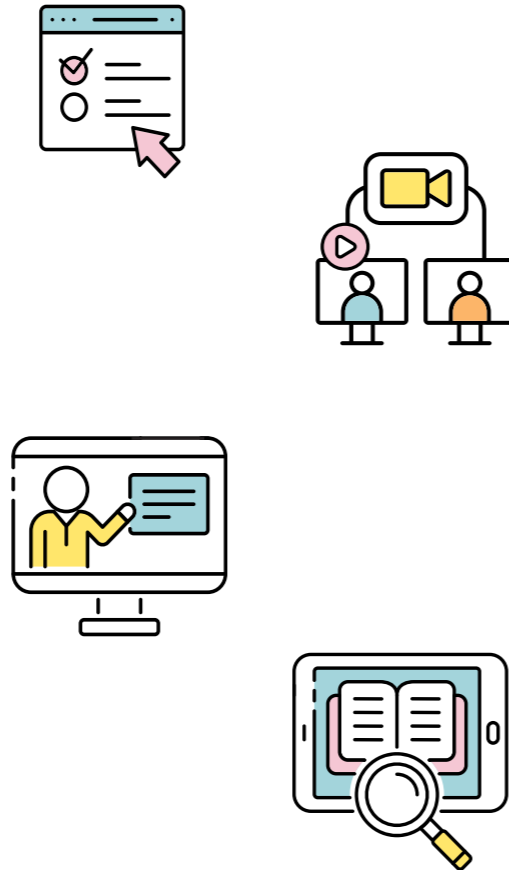
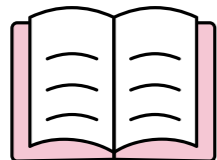


Teachers Without Distance Webinar Series

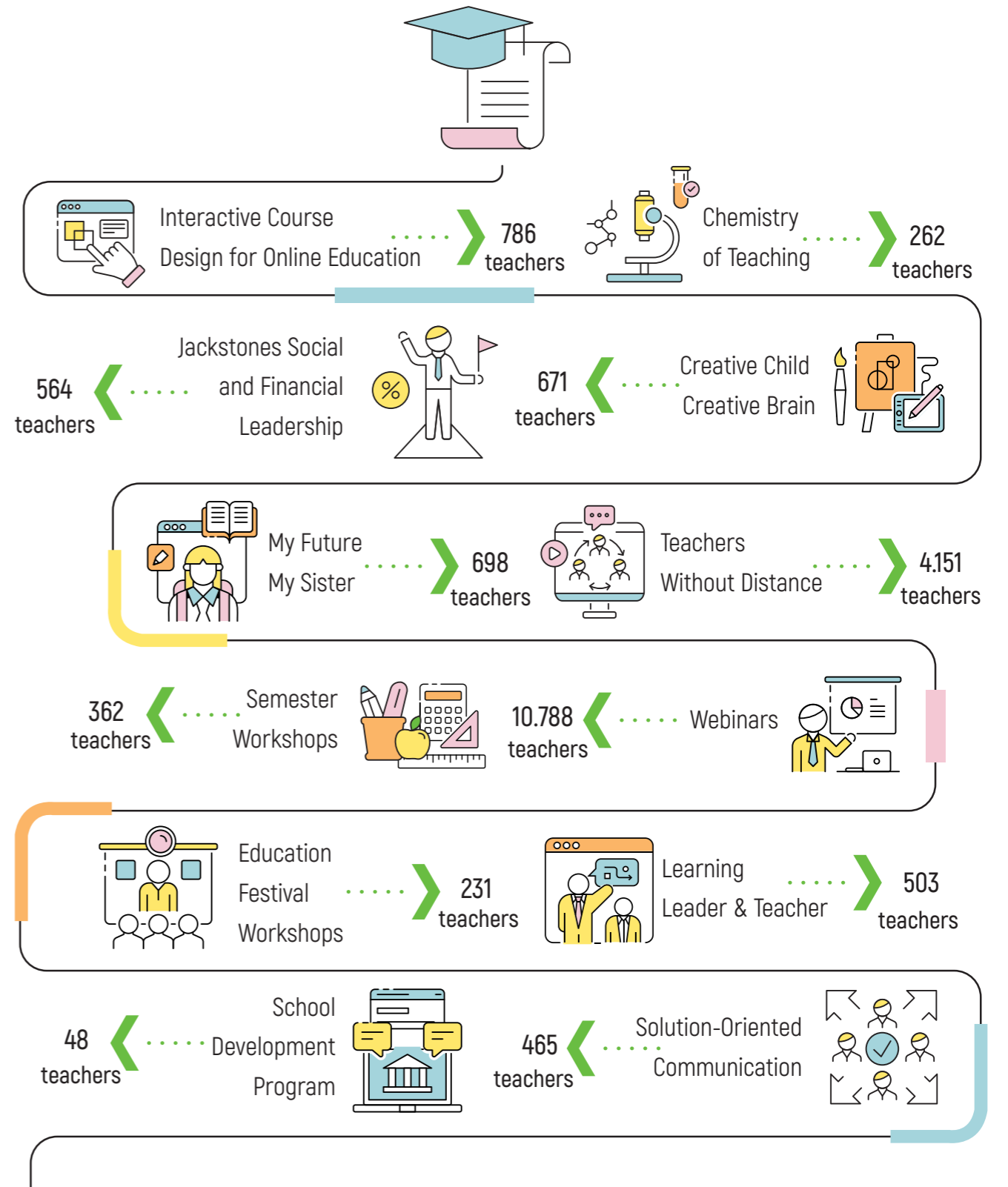
The closing of schools and the start of distance education were some of the measures taken with the start of the pandemic and the quarantines. During this period, approximately 1 million teachers in Turkey remained physically away from their schools, colleagues and students. We held webinars on many urgent topics between April – July. We restarted these webinars by structuring them under the project “Teachers Without Distance” in September. For September 2020 – June 2021 we prepared a program to be performed on 17 prioritized topics in collaboration with the Provincial Directorates of National Education of 81 provinces. In our “Teachers Without Distance” webinars participated by teachers from all around Turkey, we aimed to both contribute to the personal and professional development of teachers and provide a social environment where they can get together with their colleagues.



ABC

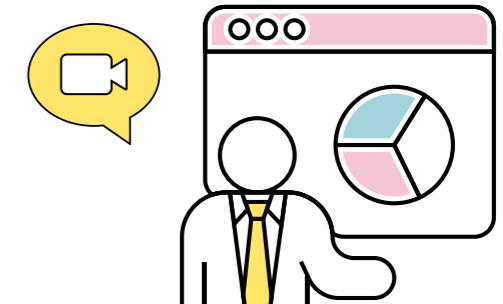
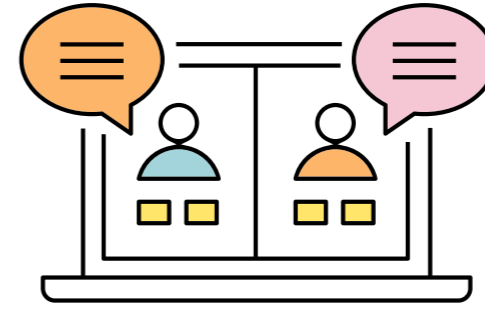


2020 IN FIGURES





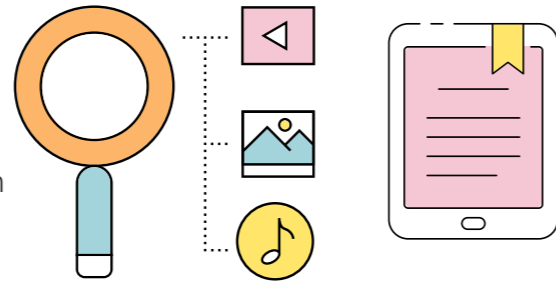
E - CAMPUS



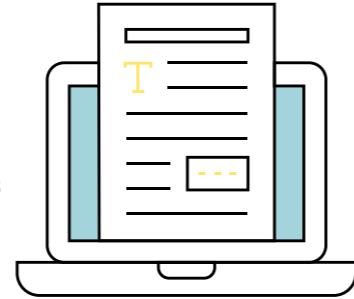
E - CAMPUS

2020 was a year that forced us to make major changes in our lives, suspended our daily routines and habits, and reframed our relationship with the outside world and ourselves. As face-to-face education was replaced with distance education, generating new solutions, trying new models and designing sustainable systems that take into consideration uncertainty became one of the indispensable requirements in this time of global crisis in a world where education is defined as a "soft power" that affects the international balance of power.

As ÖRAV we started 2020 aiming to work with 11,000 teachers who submitted applications to us, in our face-to-face trainings that we defined as the "normal" in their own cities and schools throughout the year. We continued along with our plans until early March, but the start of the pandemic and the discontinuation of face-to-face education required us to quickly adapt to the new conditions and start operating our systems to support teachers in developing in the areas needed most in order to cope with the "new normal".

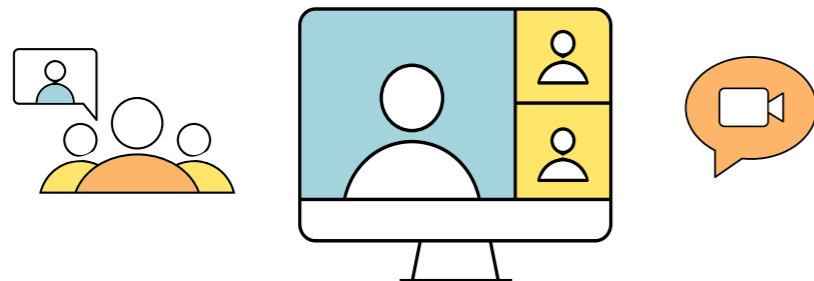


At this stage, we had the advantage that the e-Campus distance education platform, which we updated in 2018 and gradually enriched its content, was already operational. Rather than installing a new distance education system, we started to use our established systems with the priority of supporting teachers under conditions that require emergency intervention.



We first contacted the Provincial Directorates of National Education and held more than 50 webinars on 39 topics they needed between April - July 2020. 10,740 teachers participated in these webinars.

Immediately afterwards, we conducted a needs assessment research and designed our "Interactive Course Design for "Online Education" training program that combines the most needed topics found in the results of our research, such as "Designing Online Education", "Digital Literacy" and "Distance Classroom Management".



We restarted our webinars in September under the project "Teachers Without Distance". For the September 2020 - June 2021 period, we prepared a program to be carried out on 17 prioritized topics in collaboration with the Provincial Directorates of National Education of 81 provinces. We reached 4,151 teachers through these webinars by the end of 2020.

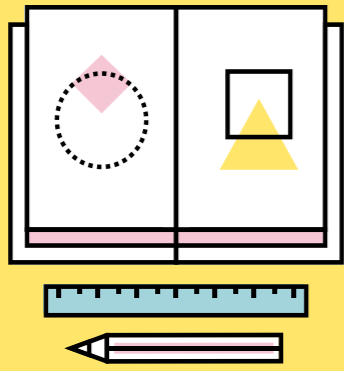
We also redesigned and reimplemented the Creative Child Creative Brain and Chemistry of Teaching training programs that we used to perform face-to-face through our past collaborations, based on a distance education setup. Through distance online events we completed the face-to-face practices of our Jackstones Social and Financial Leadership, Turkey's Engineer Girls and School Development Program works.

In addition to all this, we set up the "My Future My Sister" project, designed its training program and provided it to 600 teachers online through our e-Campus system by the end of 2020.

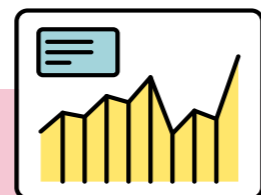
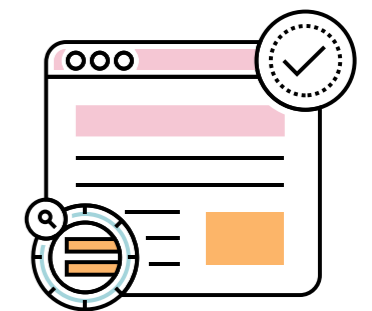
In addition to our synchronous trainings, we published asynchronous trainings in different topics such as Corporate Hygiene and Cleaning Training, What is Information Literacy?, Integration of Technology in Education and Tips, and Telecommuting and Virtual Meetings Training, and published nearly two thousand blog posts prepared by ÖRAV trainers and users.

By the end of 2020, 18,500 active users signed up to e-Campus had continued their personal and professional development by receiving 140 minutes of training on average. The number of active users and the time they spent on the platform were the most important indicators that we took the right step with our e-Campus investment.





MONITORING AND EVALUATION



MONITORING & EVALUATION

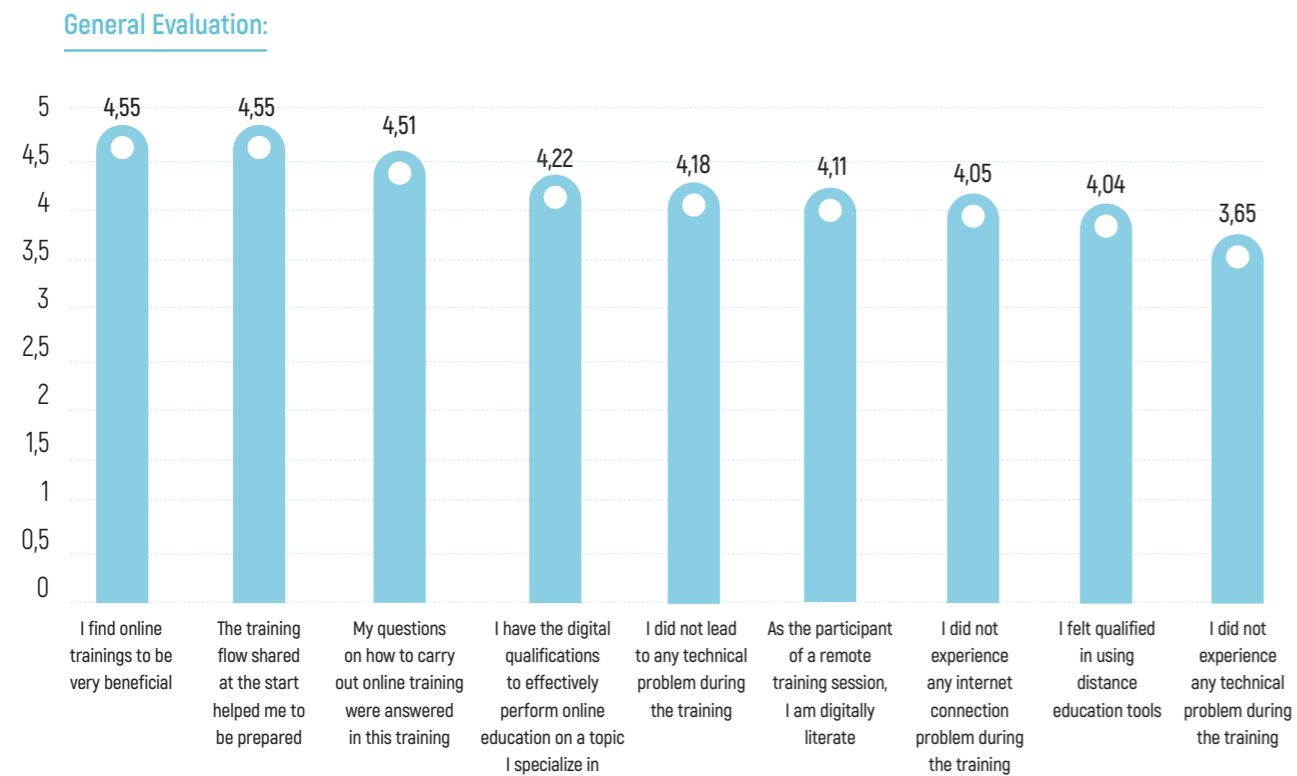
TRAINING PROGRAM FOR INTERACTIVE COURSE DESIGN IN ONLINE EDUCATION (ÇEDET)

As ÖRAV, during the period of distance education under the pandemic conditions, we prepared our new program Online Interactive Course Design Program with the aim of having teachers effectively use methods, tools and techniques in designing courses.

The Training Program for Interactive Course Design in Online Education is comprised of two modules, one synchronous and one asynchronous: The synchronous module is real-time sessions with online participation at a specified time. The asynchronous module refers to non-real-time sessions that can be completed by individuals at any time during the program. By joining a social learning group participants thus become part of a professional learning group as well.

In the first semester of the 2020 -2021 academic year, 659 teachers participated in the Training Program for Interactive Course Design in Online Education designed for all branch and classroom teachers in primary and middle schools.

The general evaluation graph for the Training Program for Interactive Course Design in Online Education is shown below.



Graph 1: General Evaluation of the Training Program for Interactive Course Design in Online Education

CREATIVE CHILD CREATIVE BRAIN TRAINING PROGRAM

The Creative Child Creative Brain Program that we performed face-to-face in schools with the participation of 200 teachers in 2020 before the pandemic, was redesigned following the pandemic based on distance education and was performed online on e-Campus, ÖRAV's distance education program, with the participation of 400 teachers who had the opportunity to apply individually.

In the following graph, the gains of the teachers participating in the face-to-face and online Creative Child Creative Brain Training Program are shown comparatively.

Comparison of the Training Gains:



Graph 2: Comparison of Face-to-Face and Online Creative Child Creative Brain Program in terms of the Training Gains

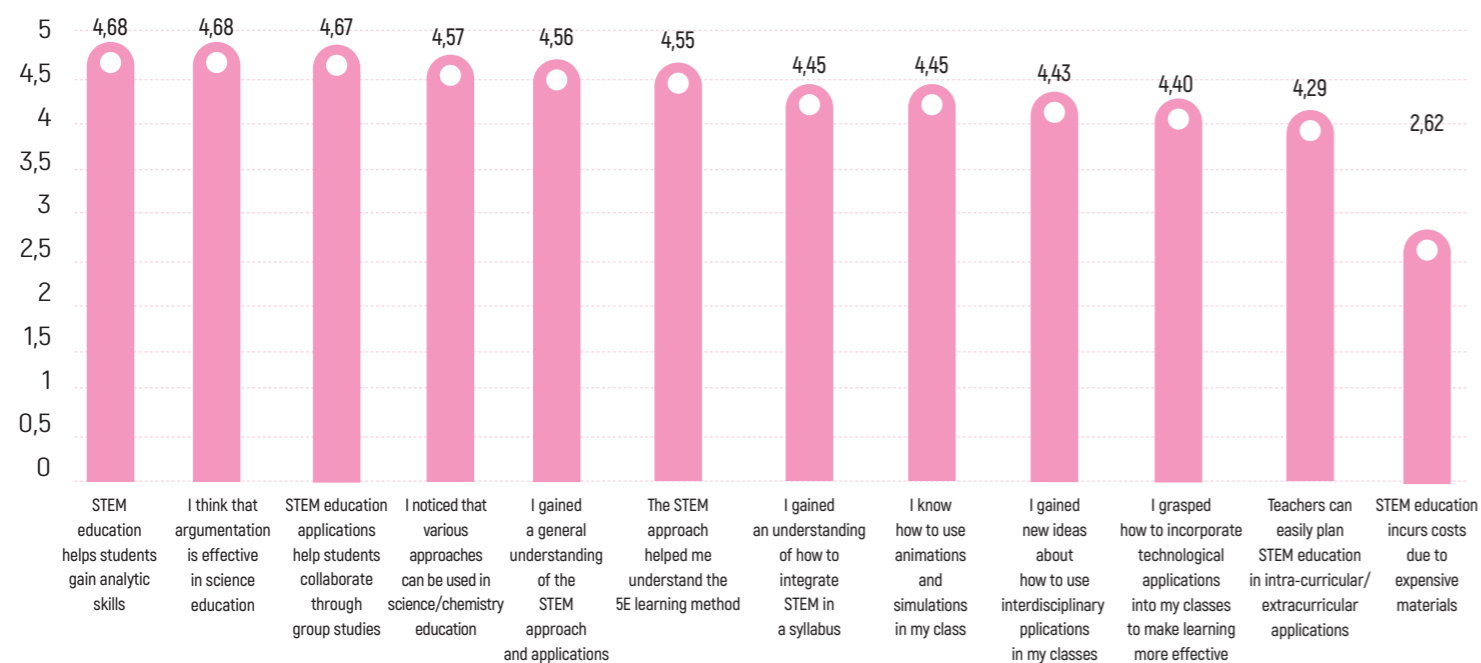
CHEMISTRY OF TEACHING TRAINING

208 teachers participated in the Teachers' Chemistry Training Program in the 2020 – 2021 academic year. Designed for life science and chemistry teachers, the program focused on Science, Technology, Engineering and Mathematics (STEM) education and applications, and research- and investigation-based learning. The methods for structuring effective laboratory practices and integrating technological instruments to the course were also discussed. All these topics were presented in a setup, which allowed teachers to experience the process cognitively to increase their work motivation. The following graph shows the gains achieved by the teachers who have participated in the Chemistry of Teaching Training Program.

Click here for the whole report:

https://www.orav.org.tr/i/assets//pdf/degerlendirme-raporlari/ChemistryOfTeachers_ImpactReport_2020.pdf

Gains from the Chemistry of Teaching Training:



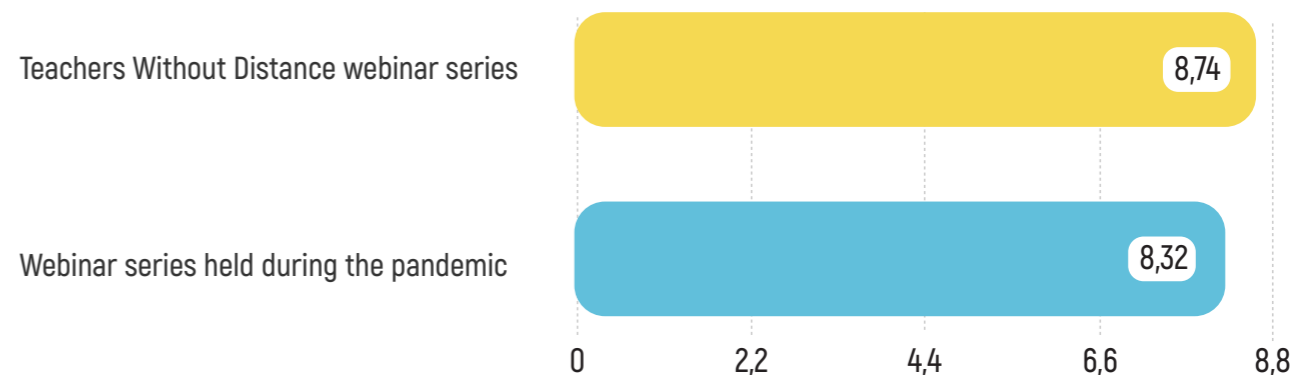
Graph 3: Gains from the Chemistry of Teaching Training Program

TEACHERS WITHOUT DISTANCE WEBINAR SERIES

The closing of schools and the start of distance education were some of the measures taken with the start of the Covid-19 pandemic and the quarantines. During this period, approximately 1 million teachers in Turkey remained physically away from their schools, colleagues and students. As the Teachers Academy Foundation, we held many seminars on topics we deemed as needed by teachers in a period where they remained at home. Furthermore, we held the "Teachers Without Distance" webinar series to establish an effective distance education and operation with the start of the new academic year. With teachers participating from all around Turkey, these seminars not only contributed to the personal and professional development of the teachers, but also provided them with an environment for both learning and socializing. In 2020 we held 27 webinars with 4151 teachers participating from 25 provinces in the first four months of the Teachers Without Distance webinar series. The attending teachers were asked about their satisfaction level regarding the webinars held by ÖRAV on a scale of 10, ranging from 1-Not satisfied to 10-Very satisfied.

The following graph shows the overall satisfaction regarding the webinars held at the start of the pandemic and then the Teachers Without Distance webinar series project.

Overall Satisfaction:



Graph 4: Overall Satisfaction Regarding the Webinars

TURKEY'S ENGINEER GIRLS HIGH SCHOOL PROGRAM PROJECT

The Turkey's Engineer Girls program was realized in 2015 with the partnership of the Limak Foundation, the Republic of Turkey Ministry of Family, Labor and Social Services, the Republic of Turkey Ministry of National Education, and the United Nations Development Program (UNDP) to contribute to the economic and social development of our country by ensuring that women take more part in engineering.

The Turkey's Engineer Girls Project High School Program was basically developed to overcome the professional biases of students, parents and teachers through professional guidance and career development, raise their awareness by introducing the profession of engineering, and help to make engineering departments become a choice of female students based on their interests and abilities. Although the program mentions specifically female students, its target audience covers all students as it focusses on the balance of actors that constitute the society.

As part of the project, we carried out studies with 25 schools, 51 leader teachers and 93 volunteer teachers in 10 provinces (Adana, Aydın, Bitlis, Diyarbakır, Samsun, Isparta, Ankara, İstanbul, İzmir and Balıkesir). Our teachers set up their working groups with 9th,10th and 11th grade students, determined their working schedule, carried out regular applications and shared their activities on the social learning group in the ÖRAV e-Campus distance education portal.

The following graph shows the target gains based on the results of the preliminary test and final test delivered to the students in the Turkey's Engineer Girls High School Program Project.

Target Gains:



Graph 5: Turkey's Engineer Girls High School Program Student Preliminary Test Final Test Averages

Daily Practices, Perception and Educational Needs During the Pandemic Abstract

In our "Daily Practices, Perception and Educational Needs During the Pandemic" research we aimed to identify the impact of the quarantine and distance learning practices related to the Covid-19 pandemic on teachers and parents, and to determine their overall conditions and needs. The highlights of the report are as follows:

- The research survey is responded by **3757 persons** in compliance with the Turkish Statistical Regional Distribution and the population distribution. This number corresponds to representing the teachers and parents in Turkey at a confidence interval of **98%**.
- 51.69%** of the survey respondents are teachers, **26.24%** are parents and **22.07%** are both teachers and parents.
- Approximately **51%** of the participants live in metropolitan cities, **25%** in cities and **18%** in towns. These constitute **94%** of the participants. Furthermore, approximately **6%** of the participants live in towns and villages.
- 714%** of the survey respondents are women. Socio-cultural dynamics are observed, such as the profession of teaching being more heavily preferred by women and in the parents segment, mothers being more involved in children's education.
- The **35-39 age** group had the highest share with **25%** among the responding teachers and parents. The **40-44 age** group has a **19%**, **30-34** has **18%** and **45-49** has **13%** share respectively. **12%** of the participants are in the **50-69 age** group and **13%** in the **17-29 age** group. The average age of teachers in Turkey is **36**. Examining this data from an age group-technology perspective, we can assume that more than **50%** of the participants were raised or had education with technology or caught up with the age of technology.

80% of the participants are Wage/Salary Earners. Also, 11% have no income-generating jobs or are unemployed.

These include unemployed housewives and currently unemployed teachers. Approximately 2% of the participants are retired and 2.5% are freelancers.

Examining the ownership of technological instruments, which gained importance for distance education as part of the pandemic measures, we observe that 95% of the participants own smartphones and 88% have internet connections (Wifi). TV ownership is approximately 84%.

Also, examining ownership of instruments such as laptops, tablets or smart TVs which was important during the pandemic, we observe that 79% of the participants own laptops, 50%, tablets and approximately 38% smart TVs. 75% of the participants have mobile internet connection.

20% of the teachers had 101 - 200 students in total before the pandemic, which decreased to approximately 6% after the pandemic. 35% of the teachers had 101 - 500 students in total before the pandemic, which decreased to around 7% after the pandemic. The decrease in the number of students that teachers have is attributed to the following reasons: teachers not assigned by the administration, teachers who did not give distance education as it was not made compulsory, students who did not or could not enter the classes, technological instrument ownership, teachers in branches such as physical education, music, painting etc. Who did not give distance education, students being considered as having passed with their first-semester grades, counsellors who did not/could not provide education, preschool teachers, special education teachers, teachers who did not give education due to digital security, confusions in the directives/coordination of the Ministry of National Education, students who preferred to follow classes on TV, homes with multiple students but with a single computer or TV, class overlaps, and parent capacity.

Distance education programs should be diversified, the quality and quantity of the education should be increased, the distance education skills of teachers and students should be developed, and parents should be trained.

The focus of the curriculum on life skills and developing autonomous learning skills of students stand out as major needs.

At least 3 out of 10 teachers in Turkey consider that distance education is efficient and maintain that it can continue hereafter.

With distance education, teachers became physically separated from their students, whereby they had difficulty in bonding and communicating with them and missed them.

The participant teachers mentioned that there were teachers with low digital literacy who did not/could not participate in any online education, did not perform any distance education or could not reach their students.

A majority of the teachers believe that our habits will never be as before once the quarantine is over, and that the new normal worries them, but they can still adapt to it.

The teachers identify increasing their technological capacity and digital literacy as a priority. A mechanism is needed that can fully support teachers in this regard.

Regarding the compensation of students' learning losses, it is necessary to take into consideration a warning that the efforts for technical and academic skills should not forestall the efforts for life skills. A curriculum that takes into consideration social and emotional skills and a process management that incorporates parent stakeholders as an important actor seems to be indispensable.

Teachers are trying to facilitate distance education the same way they do face-to-face education in their classrooms. Most teachers are doing this to try to compensate for the loss of physical proximity, seeing each other's face, and the bond and communication that they consider to have been lost with their students. Based on the knowledge that the resources consumed, such as labor, time etc. will not be used efficiently and the education provided in this manner will not have any apparent impact on students' success, it becomes evident that teachers need to receive training on designing and implementing the ideal distance education.

According to the results, at least 2 out of every 10 teachers in Turkey stated that they do not have the energy and time to continue their professional development. On the other hand, we observe that teachers are willing to learn from each other in team culture, and 6 out of every 10 teachers have the energy and time to continue their professional development.

It is possible to draw the conclusion that parents were able to cope with the stress they suffered during the quarantine and to manage their emotions. On the other hand, it is natural that the results of the parents with access to technology, who prioritize their child's education and take the time to reply the survey are

It can be said that 5 out of every 10 parents in Turkey felt good being at home and 5 felt hopeless and bad throughout the quarantine. It can be said that the quarantine made no difference in 5 out of 10 parents in Turkey.

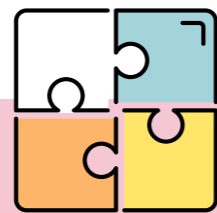
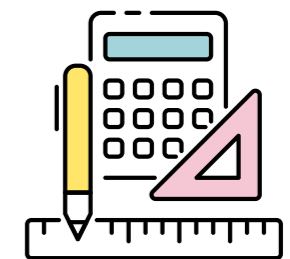
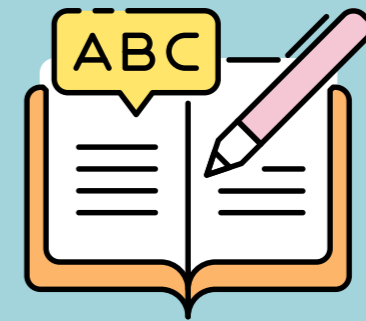
Examining the satisfaction of the participants in regard to the online content provided to teachers and students, we observe that overall satisfaction is quite low. The overall satisfaction of the participants is at 53%. This shows that developing high-quality content and methodology practices for distance education needs to be highly prioritized in our country.

Teachers had major difficulties in reaching their students during the pandemic due to both the decrease in number of students who used a computer and to the fact that live classes were assigned to some teachers and not all.





ACTIVITIES



ACTIVITIES

ÖRAV Semester Workshop

In the **ÖRAV Semester Workshops** we held in our Foundation head office this year, we hosted 24 workshops and supported 300 teachers to spend their semester holiday in an efficient and entertaining setting.

The broad range of workshops held by our volunteer trainers included Inclusive Education Dissemination Events Focused on Disability Rights, Journey into the Digital World, Ecological Literacy, Astronomy for Science Teachers, and Positive Youth Development Risks.

ÖRAV Education Festival

We all experienced a major change in 2020. We considered that we should use our change of habits as an opportunity to experience what we can do when moving into new areas from the areas we are all familiar with.

The Education Festival we held in various provinces of Turkey on Teachers' Day for five years was held online for the first time this year. Previously held with the participation of around 400 teachers due to the physical capacity of the venues, this year our festival was viewed by 5000 teachers in the live broadcast through our YouTube channel.

In addition to the ÖRAV workshops we held on various topics, we had a both efficient and enjoyable day with the valuable contributions of our guests Prof. Dr. Cem Say, Dr. Pelin Kesebir, Cem Seymen, Prof. Dr. Erhan Erkut, Canan Özsoy and Tuba Köseoğlu, and the surprise participation of musician Buray.

ÖRAV Chats

We continued to hold our **ÖRAV Chats** this year on the last week of each month, where we aimed to bring together guests from various professions who have stories that inspire with their passion and creativity.

A new experience for us was that for the first time after the pandemic we started to hold the **ÖRAV Chats** online through live broadcasts on our YouTube channel. It was a nice opportunity for teachers outside Istanbul who could not participate in the event in the previous years as it was held in our head office.

Runners for Goodness! Charity Runs

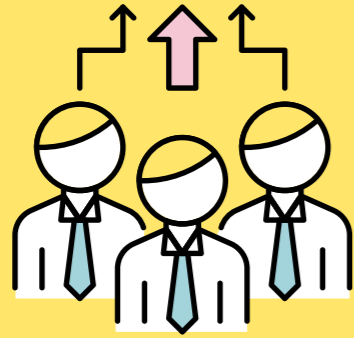
As **ÖRAV** we participated in both of the Charity Runs, which are fund-raising activities for non-governmental organizations and have positive contribution to recognition.

The Runatolia held in Antalya in March was an event to which we could physically participate and therefore in addition to the excitement of the run, we were also very happy to get together with all our friends running for goodness.

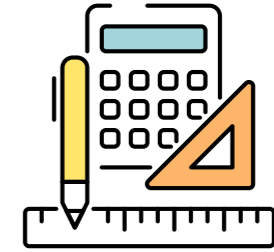
The Istanbul Marathon in November was held as a virtual run due to the pandemic conditions. With all our volunteers choosing and completing their tracks in this run, we carried out our campaign by participating with our volunteer team of **ÖRAV** trainers and **ÖRAV** friends.

In addition to these two runs, with the donation campaign run by two esteemed **ÖRAV** volunteers who participated in the Ironman 70.3 Turkey on November 1, which required outstanding effort, we managed to raise funds for 700 teachers to benefit from our trainings in 2020.

We are grateful to all our voluntary runners!



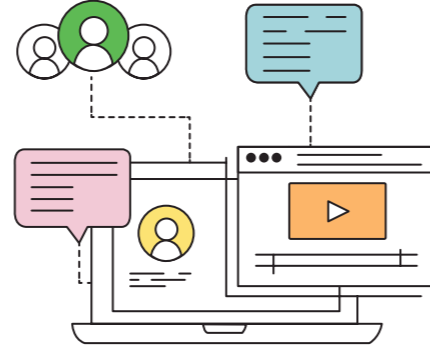
COLLABORATIONS



COLLABORATIONS

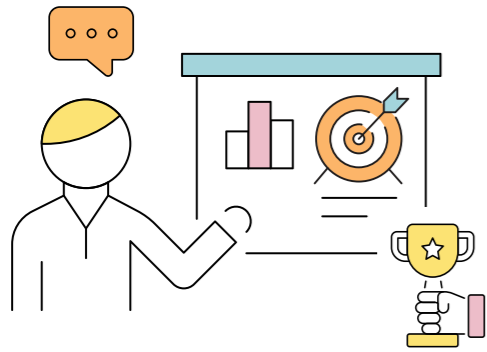
T4 Global Education Summit

Founded under the leadership of Vikas Pota, the former CEO of the Varkey Foundation, the T4 organization held an education summit in May with the highest attendance rate in the world. As the partner in Turkey of the education summit held live on YouTube with the participation of 60,000 teachers from 80 countries, we created the opportunity to strengthen our international network for new future collaborations.



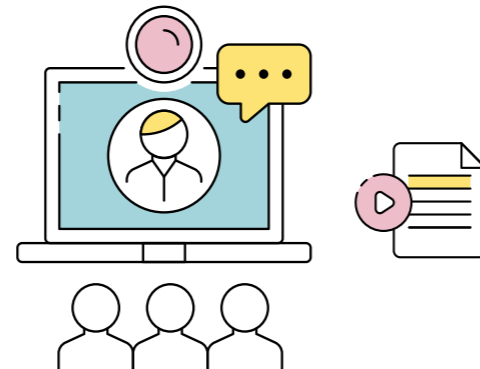
ICF International Coaching Federation

As part of our collaboration with ICF Turkey, which creates programs and standards to maintain the reliability of the coaching profession in our country, the voluntary works conducted by ICF Coaches together with our ÖRAV Trainers continued efficiently. We were also pleased that ICF Turkey received an "Honorary Award" from the International ICF Foundation for the coaching support program it voluntarily provides to our trainers.



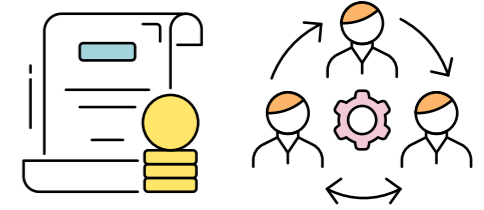
TUSIAD Education Study Group

As ÖRAV we took part in the TUSIAD Education Study Group comprised of representatives from Non-Governmental Organizations, academics and the business world, and contributed to developing TUSIAD's educational policies, identifying the needs particularly during the pandemic, and planning actions for addressing them. We came together with our colleagues in the webinars held for this purpose and shared our knowledge and experience.



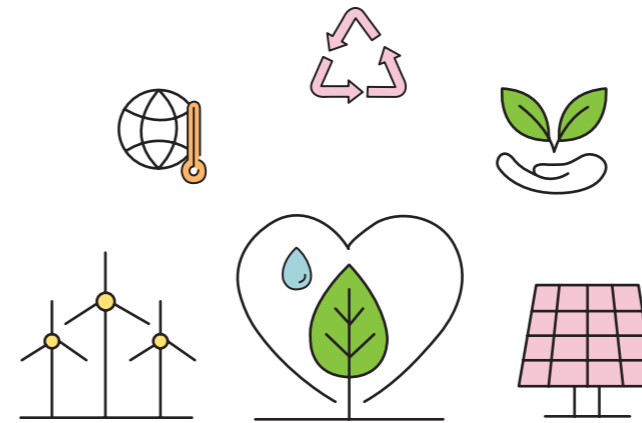
Aflatoun International

The social and financial leadership program of Aflatoun, a non-governmental organization based in the Netherlands, is currently implemented by 345 institutions in 108 countries throughout the world. Since 2015, we have been representing Turkey among the 345 institutions ranging from national and local non-governmental organizations to public institutions. This grand organization which we are part of reached ten and a half million children around the world during the year. Our common concern is to ensure that our children and youth become good citizens, their financial literacy is supported and their entrepreneurship skills are improved such that they become beneficial for themselves and their surroundings. As ÖRAV we provided benefit to approximately fourteen thousand students through 560 teachers who participated in the program in 2020.



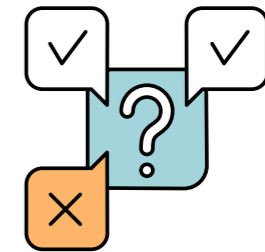
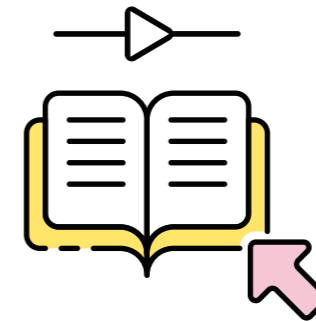
Climate Action Project

The Climate Action Project realized based on the collaboration of WWF and NASA reached 2,5 million children from 135 countries. The purpose of this huge action, realized as a 6-week program in October - November 2020, is to increase children's sensitivity, sense of responsibility and awareness about climate change through teachers. As ÖRAV we supported more teachers and students to benefit from the program by voluntarily contributing to the translation of the website and the 6-week curriculum into Turkish.





FIELD



FIELD

Undertaking the most important task in ÖRAV's social benefit by delivering ÖRAV's training programs to their colleagues, our ÖRAV Part-Time Trainers took action with the start of the pandemic to support the Foundation's emergency need plan.

They have shown endless and sincere energy and effort from holding our webinars that started in March and continued throughout the year, to developing the content of e-Campus, our distance education platform.

They simultaneously completed the Training of Trainers for all the training programs we converted into distance education during the year and for our Interactive Course Design in Online Education program.

In the ÖRAV Trainers Meeting we held with the participation of our guests Mine Kobal, Tal Garih and Mehmet Yıldırım in the end of August, volunteers among our trainers shared their experiences with the pandemic with us through their "I learned that..." presentations.

Our Part-Time Trainers who have shown outstanding effort with their endless passion and our "We Can Do It" motto broke their own record in 2020. Below is an evaluation in numbers;

— We completed the face-to-face training of trainers for our Learning Leader Teacher, Managing Learning, and Managing Relations programs with our trainers.

— 11 of our trainers completed the Chemistry of Teaching online training of trainers, which we converted into distance education.

— 8 of our trainers completed the online training of trainers part of our Creative Child Creative Brain training program.

— We held the e-workshop of our Learning Leader Teacher training with the participation of 185 trainers.

— 20 of our trainers delivered our webinars to 10,000 teachers during the year.

— 44 of our trainers completed the four-week Search Inside Yourself online training.

— 36 of our trainers completed the online training of trainers for our Interactive Course Design in Online Education training program.

— 11 of our trainers completed the Chemistry of Teaching online training of trainers, which we converted into distance education.

— 8 of our trainers completed the online training of trainers for our Creative Child Creative Brain training program.

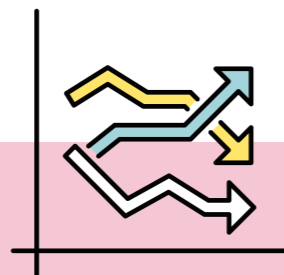
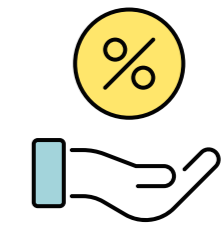
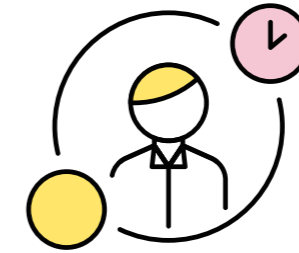
— 24 of our trainers completed the online training of trainers for our My Future My Sister training program.

— 18 of our trainers completed the mentorship training for our Jackstones Social and Financial Leadership program.





FINANCIAL STATEMENTS



INDEPENDENT AUDITOR'S REPORT

To the Teachers Academy Foundation

Statement of Opinion

We have audited all the financial statements including the balance sheet dated December 31, 2020, the income statement for the year ending on the same date and the abstract of the important accounting policies (collectively referred to as "financial statements") of the Teachers Academy Foundation (the "Foundation").

According to our opinion, the Foundation's financial statements for the accounting period ending on December 31, 2020 have been prepared in compliance with the accounting policies explained in the footnote no. III of the financial statements in all aspects.

Basis of the Opinion

Our audit was conducted in compliance with the International Standards on Auditing (ISA). Our responsibilities under these Standards are explained in detail in the section "The Independent Auditor's Responsibilities for the Independent Auditing of the Financial Statements" of this report. Regarding the independent auditing of the financial statements, pursuant to the ethical provisions in Turkey, we hereby declare that we are not affiliated with the Foundation. We have also fulfilled other responsibilities related to ethics pursuant to such provisions. We believe that the independent audit evidences we obtained during the independent audit constitute a sufficient and due basis for our opinion.

Highlighted Points - Statement of the Accounting Basis and Limitation of Use

We hereby draw attention to the footnote no. III which specifies the accounting policies taken as basis in the preparation of the financial statements. The implemented accounting and reporting standards bear important differences from the accounting standards adopted in other countries and the International Financial Reporting Standards (IFRS), and these differences have not been reflected in the enclosed financial statements. Therefore, the enclosed financial statements have not been submitted to show the Foundation's financial position and operating results in compliance with the generally accepted accounting principles or with the IFRS of other countries of persons who will use these financial statements, and might not be suitable for other purposes. Our report was prepared only for the Foundation and its partners and cannot be distributed to parties other than the Foundation or its partners. This has no effect on the opinion we submitted.

Other Issue

The Foundation's financial statements issued on December 31, 2019 in compliance with the accounting policies mentioned in footnote no. III have been audited by another independent audit firm which expressed positive opinion in the independent audit report dated April 20, 2020.

Responsibilities of the Management and the Persons in Charge of the Senior Management in Relation to the Financial Statements

The Foundation's management is responsible for the preparation of the financial statement in compliance with the accounting policies explained in footnote no. III, and for the internal controls required for preparation as free of any faults caused by error or fraud.

In preparing the financial statements, the management is responsible for assessing the Foundation's capability to ensure its continuity, explaining the issues related to continuity where necessary and maintaining the basis of continuity as long as it has no intention or obligation to liquidate or terminate the Foundation.

The persons in charge of the senior management are responsible for the supervision of the Foundation's financial reporting process.

The Independent Auditor's Responsibilities regarding the Independent Auditing of the Financial Statements

Amacımız, finansal tabloların hata veya hile kaynaklı önemli yanlışlık içerip içermediğine ilişkin makul güvence elde etmek. Our purpose is to get reasonable assurance on whether the financial statements contain any faults caused by error or fraud, and to issue an independent auditor's report containing our opinion. The assurance given as a result of an independent audit conducted in accordance with the ISA provides a high level of assurance, but does not guarantee that a significant fault will always be detected. Faults can be caused by errors or fraud. Faults are considered as significant if they are expected to individually or collectively affect the user's economic decisions based on such financial statements.

As a requirement of the independent audit conducted in compliance with the ISA, we use our professional judgment and professional skepticism during the independent audit. We also;

- Identify and assess the risks for any "significant fault" caused by error or fraud in the financial statements; design and implement audit procedures that respond to such risks, and collect sufficient and due audit evidence as the basis of our opinion. (As frauds can include the acts of collusion, forgery, intentional negligence, misstatements or violating internal controls, the risk of not detecting a significant fault caused by fraud is higher than the risk of not detecting a significant fault caused by error.)
- The internal control related to auditing is assessed not for the purpose of expressing an opinion on the effectiveness of the Foundation's internal control, but to design suitable audit procedures.
- The suitability of the accounting policies used by the management, and whether the accounting estimates and the relevant explanations are reasonable are evaluated.
- Based on the collected audit evidence, a conclusion is reached on whether there is any doubt or significant uncertainty about the conditions regarding the Foundation's capability to ensure continuity, and on the suitability of the management use of the principle of continuity. In case we reach the conclusion that there is significant uncertainty, we are required in our report to draw attention to the relevant explanations in the financial statements or, if such explanations are insufficient, to give a non-positive opinion. The conclusions we reach are based on audit evidences collected until the date of preparation of independent auditor's report. However, future events or conditions may end the Foundation's continuity.

In addition to other issues, we report any important audit findings related to the planned scope and timing of the independent audit, including the significant internal control deficiencies detected during the audit, to the persons in charge of the senior management.

Güney Bağımsız Denetim ve Serbest Muhasebeci Mali Müşavirlik Anonim Şirketi
A member firm of Ernst & Young Global Limited

Damla Harman, SMMM
Responsible Auditor



April 30, 2021
Istanbul, Turkey

INCOME STATEMENT

REVENUES		10.408.037,31
- Domestic Sales	-	
- Export Sales	-	
- Other Revenues	150	
- Donations and Grants	10.003.761,82	
- Conditional Donations and Fund Revenues	404.125,49	
- Premiums and Fees		
B-SALES DISCOUNTS		0,00
- Sales Returns	-	
- Sales Rebates	-	
- Other Discounts	-	
REVENUES		10.408.037,31
C-COST OF SALES		0,00
- Cost of Products Sold	-	
- Cost of Commercial Goods Sold	-	
- Cost of Services Sold	-	
- Cost of Other Sales	-	
GROSS OPERATING INCOME OR EXPENDITURE SURPLUSES		10.408.037,31
D- OPERATIONAL EXPENDITURES		-5.001.731,47
- Research and Development Expenditures		
- Marketing, Sales and Distribution Expenses		
- Overhead Expenditures	-1.496.323,18	
- Goal-Oriented Expenditures	-3.505.408,29	
E- ORDINARY REVENUES FROM OTHER OPERATIONS		1.131.692,25
- Dividends from Affiliates		
- Dividends from Subsidiaries	252.632,20	
- Interest Income	526.292	
- Commission Incomes		
- Terminated Provisions	-	
- Loss from Sales of Securities		
- Foreign Exchange Gains	19.307,07	
- Rediscount Interest Incomes		
- Commercial Enterprise Incomes		
- Other Ordinary Revenue and Profits	165,20	

INCOME STATEMENT

F- ORDINARY REVENUES FROM OTHER OPERATIONS		-18.921,84
- Commission Expenses	-	
- Provisions	-	
- Loss from Sales of Securities	-	
- Loss from Foreign Exchange	-18.921,84	
- Rediscount Interest Expenditures	-	
- Other Ordinary Expenditures and Losses	-	
G- FINANCIAL EXPENDITURES		0,00
- Short-Term Liabilities	-	
- Long Term Liabilities	-	
OPERATING INCOME OR EXPENDITURE SURPLUSES		6.185.780,47
H- EXTRAORDINARY INCOMES SURPLUSES		50.246,43
- Previous Term's Revenues and Profits (Incomes and Income Surpluses)	50.246,43	
- Other Extraordinary Incomes and Profits (Incomes and Income Surpluses)	-	
I- EXTRAORDINARY EXPENDITURES AND LOSSES (EXPENDITURES AND EXPENDITURE SURPLUSES)		0,00
- Non-Operational Expenditure Surpluses	-	
- Previous Term's Expenditure Surpluses	-	
- Other Extraordinary Expenditure Surpluses	-	
NET TERM PROFIT OR LOSS (INCOME OR EXPENDITURE SURPLUSES)		6.236.026,90

BALANCE SHEET

ASSETS			
1 - CURRENT ASSETS			9.015.008,75
LIQUID ASSETS		8.706.055,94	
- Cash	19,73		
- Banks	8.697.801,21		
- Other Liquid Assets	8235		
INVENTORY		14.861,75	
- Other Inventory	14.861,75		
SHORT-TERM PREPAID EXPENSES AND ACCRUED INCOME		294.091,06	
- Prepaid Expenses	-		
- Accrued Income	294.091,06		

2 - FIXED ASSETS			178.189,09
FINANCIAL FIXED ASSETS		100.000,00	
- Subsidiaries	100.000,00		
TANGIBLE FIXED ASSETS		67.422,146	
- Fixtures	269.581,58		
- Accumulated Depreciation (-)	-202.159,42		
INTANGIBLE FIXED ASSETS		5.505,94	
- Rights	97432,62		
- Establishment and Organization Expenditures	20.645,77		
- Accumulated Depreciation (-)	-112.572,45		
EXPENDITURES PERTAINING TO FUTURE PERIODS		5260,99	
- Expenditures Pertaining to Future Periods	5260,99		
GRAND TOTAL OF ASSETS			9.193.197,84

BALANCE SHEET

LIABILITIES			
1 - SHORT-TERM LIABILITIES			242.954,25
DEBTS		81.381,59	
- Vendors	81.381,59		
OTHER FINANCIAL LIABILITIES		13.363,05	
- Other Various Liabilities	13.363,05		
TAXES PAYABLE AND OTHER LIABILITIES		148.209,61	
- Taxes Payable and Funds	77.504,69		
- Social Security Deductions Payable	70.590,92		
- Other Liabilities Payable	114		
INCOME AND EXPENDITURE ACCRUALS FOR FUTURE MONTHS			
- Accrued Expenses			

2 - LONG TERM LIABILITIES			586.451,04
PROVISION FOR PAYABLES AND EXPENSES		586.451,04	
- Provision for Severance Payment	586.451,04		

3 - EQUITIES			8.363.792,55
CAPITAL		2.113.183,86	
- Initial Assets	2.000.000,00		
- Increases in Assets	113.183,86		
CAPITAL RESERVES			
- Revaluation Increases	-		
CONDITIONAL DONATION FUNDS		14.581,79	
- STEM Pioneers	14.581,79		
NET TERM INCOME SURPLUS (+)		6.236.026,90	
NET TERM INCOME DEFICIT (-)			
SUM OF LIABILITIES			9.193.197,84

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