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ANNUAL
REPORT



ÖĞRETMEN
AKADEMİSİ
VAKFI



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TEACHERS ACADEMY FOUNDATION (ÖRAV)

The Teachers Academy Foundation was **founded 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, who assume the greatest responsibility for the development of children, only second to their families, and thus have a major impact on the social and cultural transformation of societies, 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.

Accordingly, we curate spot-on training programs and develop projects to support the professional and personal development of teachers and school leaders by using our resources in the most effective way, striving to contribute to our teachers becoming better equipped educators through these efforts.

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 thirteen years with more than 250,000 teachers from all towns across Turkey,** we aim to take our country's in-service training model to the next level.

Our aim is to contribute to the upbringing of our children as individuals with the mental, social, emotional and digital skills required by the 21st century, under the guiding light of our army of teachers who are in command of the universal learning methods required by our age.

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

VALUES

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 Diversity

We avoid all forms of discrimination, value each other, listen to each other and constructively evaluate what we hear. We support the free expression of different opinions as long as they are free from violence and discrimination.

Respect for Labor

We are adamant about the fact that the educational content produced by ÖRAV in line with its objectives and with limited resources is not shared in other media without permission from the Foundation; likewise, we are extremely cognizant of permission and copyright issues when using content produced by 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 programs that are fit for purpose.

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.

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.

About ÖRAV

Founder Garanti BBVA

Our founder, Garanti BBVA, **believes that it is only through quality education that future generations can keep up with the age they live in and create a democratic, modern and healthy world, working to make quality education accessible to all to uphold its commitment to create a fairer and more egalitarian society.** Armed with this conviction, we would like to thank Garanti BBVA for founding the Teachers Academy Foundation in 2008 enabling us to launch sustainable projects for teachers under a corporate roof.

Board of Directors

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Our Team

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Muharrem Sahil
Özlem Paker
Sezgin Vatansever
Sinan Satılmış
Şaban Kurtoğlu

276 part-time trainers
from 41 cities across Turkey

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.



**MESSAGE FROM
OUR CHAIR OF
THE BOARD**



Dear Stakeholders,

Two years overshadowed by the pandemic have made the whole world see how important education is. During this time, teachers, who are the cornerstone of education, were at the center of our lives as role models that inspire not only students but also their families with their devoted work. Happily for us, at Garanti BBVA, we have always been aware of the key role of teachers for quality education. In 2008, we embarked on a path fully aware of the importance of education and founded the Teachers Academy Foundation.

ÖRAV is the first NGO in Turkey to focus on the personal and professional development of teachers. To date, it has contributed to the development of 245,000 teachers across Turkey by providing them with free training. Over the course of 13 years of training programs, ÖRAV has become a respected organization that is considered a role model. It reshaped its activities with the aim of contributing to the perception of teaching as a profession that requires special knowledge, skills and attitudes, and to their leadership in raising generations that shape the future. It created and carried out projects in many different fields. In the course of these efforts, it also supported professional solidarity centered on interaction, by providing all teachers with a social network environment where they can share knowledge and experience with each other.

ÖRAV's distance education platform eKampüs was launched one year after its foundation with a vision beyond its time. Before the pandemic, its infrastructure was renewed and its content was enriched. In this way, it strongly supported teachers striving for the development of their students from their homes under pandemic conditions when face-to-face education came to a standstill. Following the Teachers Without Distance webinars on topics that teachers urgently felt they needed assistance with during this time, it transformed all training programs with an interactive distance education approach and launched six new ones. Today, eKampüs has become the epicenter of all ÖRAV's training programs. In 2021, ÖRAV reached out to 46,921 teachers with all its training programs and webinars.

With ÖRAV, of which the founder and major donor is Garanti BBVA, we will continue to call for quality education because children and young people will shape the future of our country, and their teachers will guide them together with their families. The quality of training programs we have offered in face-to-face training to date will also be offered in distance education from now on. As a pioneer, we will continue to expand our sphere of impact and contribute to social welfare. Through our activities, we will always stand by our teachers, who assume the greatest responsibility in raising individuals with the skills required by the 21st century.

Best Regards

Işıl Akdemir Evlioğlu
Teachers Academy Foundation
Chair of the Board

MESSAGE FROM OUR GENERAL MANAGER



Dear Stakeholders,

Being part of the Teachers Academy Foundation, founded by Garanti BBVA in 2008 with an exemplary vision, means carrying a great responsibility that increases with each passing day and the great sensation of pride that comes with that responsibility.

2021 has been a year in which our efforts and labors throughout the years, building upon each piece of knowledge and experience as we plod on, since day one, have been continued and carried forward despite the ongoing challenging pandemic conditions, which makes us feel a righteous and warranted sense of responsibility and pride. It was the greatest luck for us, ÖRAV members, to be able to move forward with a spirit of cooperation, where the pillars that support the existence of non-governmental organizations, namely the official authorities, the business world and volunteers, work hand in hand in an exceptional spirit of harmony.

On the other hand, 2021 was also a year in which ÖRAV saw fundamental changes to its leadership team. Nafiz Karadere, our Chair of the Board, and Füsün Çürüksu, our General Manager, completed 2021 in an exemplary way that made our chests heave with pride, and handed over the managerial torch to us, which they had so far carried with full focus, ownership and devotion. I would like to express our deepest gratitude to them once again in your presence.

In this annual report, you will have the opportunity to closely examine the high-quality work we accomplished in 2021 thanks to this spirit of cooperation and unity. You will see that in today's world of expectations that are focused on immediate results, accustomed to and eager to achieve short-term, if not permanent, effects, ÖRAV follows a different path, courageously continuing to take bold steps grounded in permanence and sustainability. As I mentioned above, it is able to do this with the support of all its stakeholders.

With our eyes fixed resolutely on the world of education, we will continue to work with ever-increasing determination, enthusiasm and excitement to reach out to teachers in all corners of our distinguished country, while responding to the expectations and needs of both today and tomorrow, in order to support our teachers, who have the greatest role in shaping new generations, in their selfless efforts to acquire the competencies, knowledge and skills required not only for today but also for the future.

At ÖRAV, we continue to stand by our teachers, who bear the profound responsibility of raising new generations who will be the creators and protectors of a sustainable world, who will take a good view of the world and the future, who will take part in the world of science, the world of art, the world of business, the world of sports and every aspect of life, and who will create added value, and we continue to do our best with support from all our stakeholders to provide them with all the development opportunities they need in this challenging task.

Once again, I would like to thank all of you, our stakeholders, for giving us the chance to be a part of this great world and for your unwavering support as we move forward.

TUBA KÖSEOĞLU OKÇU

Teachers Academy Foundation

General Manager

**MESSAGE FROM
OUR ACTING
GENERAL MANAGER**



Dear Stakeholders,

2021 was a year in which we doubled the social impact of ÖRAV. We developed 48 different scales to measure and quantify this achievement, which we present numerically in reports, and I would like to express our pride in this success.

In 2021, we came together with 46,921 teachers from 81 provinces. We implemented 4 different distance education models efficiently. We organized 13 different 6-day training programs in 589 groups. 5 of these programs were followed by applied mentoring activities lasting between 2-6 months. Teachers also participated in three camps with their students where they worked on ideas and design projects.

We organized an Education Festival watched by 4,500 people accessible to the whole country, as well as Semester Workshops on 24 different topics and 5 ÖRAV Talks. We also organized 65 Teachers Without Distance webinars, 1 workshop and a meaningful research study focusing on issues teachers stated they needed help with the most. Within the scope of the projects, we brought students together with their peers on the other side of the world, accompanied by their teachers and parents. Through 15 Expert Meetings, we brought our teachers together with experts in the subjects we work on.

In 2021, the number of users of eKampüs, as the epicenter of our educational initiatives, reached 50,000. By the end of the year, we continued our 4 corporate collaborations from 2020 and before, while designing and implementing new training programs and projects with 4 new corporate partners.

There were many factors that we took into account while formulating this year's strategies. The fact that schools no longer offered face-to-face education due to the pandemic, switching instead to distance education, was one of them. Other factors we involved in our decisions were the Teachers' Needs for Access to Professional and Personal Development Training that we conducted by the end of 2020 and achieved valuable insights on teacher expectations, requests from Provincial and District Directorates of National Education, international standards on the best ways of designing online learning environments for adults and OECD reports.

By the end of 2020, we conducted a research on Teachers' Needs for Access to Professional and Personal Development Training, which presented valuable findings on teachers' expectations, requests from Provincial and District Directorates of National Education, studies showing the effectiveness of distance education in adult education when designed and implemented correctly, and OECD reports guided us in planning our work. In addition, as a Global Compact signatory, we also took into account other goals such as Climate Crisis, Wellbeing, Gender Equality, to which we can relate teachers at the k12 level, to fulfil the purpose of "Quality Education" set by the United Nations 2030 Sustainable Development Goals when outlining the fundamentals.

In the final stage, we focused on the infrastructure of our distance education platform eKampüs, which is capable of serving 1 million teachers simultaneously, and the outcomes of our work delivered through this platform in 2020.

In 2020, our research on "Needs, Perceptions and Expectations during the Pandemic" showed that one of the groups most negatively affected by the pandemic were village teachers. When ÖRAV was conducting face-to-face training, it was logistically difficult for village teachers to access our programs. Working on a distance education approach allowed us to overcome this difficulty and provided equal opportunities for teachers in small settlements such as villages and towns in accessing professional and personal development opportunities. As a matter of fact, our research on "Teachers' Preferences for Access to Personal and Professional Development Training" that we conducted in summer, showed that equal opportunity in accessing training was a matter of priority highlighted by teachers from rural and urban areas.

Based on our new protocol signed with the Ministry of National Education (MoNE) in January 2021, we enabled data integration between the Ministry of National Education Information Systems (MEBBİS) and ÖRAV eKampüs. All our programs are announced to teachers through the MEBBİS system accredited by MoNE with teachers attending available training programs free of charge via ÖRAV eKampüs where successful participants are awarded a MoNE-approved certificate.

As adult learners, teachers are positively influenced by the fact that people conducting ÖRAV's training programs, enabled by a spirit of collegiality, are also teachers like themselves, and they are highly satisfied with ÖRAV's programs that meet their needs; give weight to social-emotional interaction, ensure their active participation, are designed in small groups tied to certain quality standards.

Our most influential stakeholders in making ÖRAV training programs so widely available to teachers is our dedicated army of 276 Part-Time Trainers, functioning as local leaders in Anatolia across 41 different cities. The distinguished trainers are selected among teachers with at least 5 years of classroom experience who are open to development, and who have been trained to deliver training to teachers after a year and a half of hands-on supervised training.

In 2021, our part-time trainers provided a total of 17,040 hours of training. In addition, they organized webinars/workshops on a volunteer basis for 455 hours and represented ÖRAV in our work with external stakeholders.

In addition to being ÖRAV trainers, being nourished by a culture of lifelong learning and being role models for other teachers, they received Training of Trainer for 13 programs this year on how to conduct distance education effectively and then presented successful examples of the practice to their colleagues in our training and mentoring activities. In 2021, this team grew with 71 new Part-Time Trainer candidates joining us.

In 2021, 19 professionals in ÖRAV's central team, aware of the responsibility of working in a non-governmental organization, as lifelong learners dedicated to supporting teachers to ensure that children receive the quality education they deserve, were proud to work full-time and efficiently remotely, to maintain our psychological resilience, optimism and community spirit, to adapt quickly to unexpected situations, and to achieve things together driven a full team spirit. As a learning organization, we will continue to evolve, improve our processes and tell more teachers "We can do this together!".

At the end of the year, through our 46,921 teachers who completed our work with a high level of satisfaction, we helped 1,407,630 children receive better-quality education in 2021, touched their lives and witnessed positive changes. A high school girl developing a project for girls to have equal social rights despite working in the field during the day, enabled by her teacher who participated in ÖRAV training programs; a mother feeling saddened by her child's muteness who went on to express her gratitude that her child developed enough self-confidence to shoot public service videos after her teacher worked with ÖRAV; or like the family recognizing their feelings by way of a card game sent by their teacher after exposure to ÖRAV training....with so many success stories to look back on, I would like to thank all our donors, corporate supporters, business partners, volunteers, trainers and teachers who nurture their passion for learning, for their support and companionship in touching the lives of our teachers.

With ÖRAV, of which the founder and main supporter is Garanti BBVA, we will continue to call for quality education because children and young people will shape the future of our country and their teachers will guide them together with their families. The quality of education we have offered in face-to-face training to date will also be offered in distance education from now on. As a pioneer, we will continue to expand our sphere of influence and contribute to social welfare. Through our activities, we will always stand by our teachers, who assume the greatest responsibility in raising individuals with the skills required by the 21st century.

Best Regards

ARZU ATASOY
Teachers Academy Foundation
Acting General Manager

Stakeholder Testimonials

HOW IT BENEFITED MY LIFE?

Fatma Mutlu,
School Counselor

The Teachers Academy Foundation, which develops training programs to support the personal and professional development of teachers and delivers these programs to us free of charge, made my life more colorful. By providing me with tips for attitude, skill and behavior change, it provided me with the opportunity to meet on the same platform with peers who are as internally motivated as I am. It gave me the opportunity to enter the worlds of our children and to come together with well-equipped experts from a pedagogical background, enabling me to discover new ways to enter their worlds. Thank you ÖRAV.

Ahmet Ulum,
School Principal

In February 2012, I was assigned to a village school in Göle, Ardahan. It was the first time I was facing such cold weather. I had a lot of difficulty getting used to my new surroundings, the conditions of the village school and so on. Around May, they told me about an organization called ÖRAV. I immediately applied. We started training with a team of 80 people with limited means. I was very surprised that the training was fully attended by all teachers, which lasted 2 full days on the weekend. I was surprised, but at the same time, when I thought about its quality, content, and the values it added to people, I could see why people were drawn to these courses. I gained knowledge and skills in a short time in many areas such as game activities, teaching methods and techniques, classroom management and similar areas, that I also use in my lessons. ÖRAV was like a ray of sunlight breaking through the cold and snowy mountains. Since 2012, whenever I meet someone who has crossed paths with ÖRAV or who works as a trainer, I always have a smile on my face, happy flutters in my heart and nothing but gratitude on my words.

Stakeholder Testimonials

HOW IT BENEFITED MY LIFE?

Şehnaz Osmantsa,
Preschool Teacher

I consider myself lucky that I crossed paths with the Teachers Academy Foundation before the pandemic. With the training opportunities offered by ÖRAV, I was able to make good use of the troubled days of the pandemic; improving myself professionally. While improving ourselves in many subjects, it is really pleasing that the trainers are friendly and that there is emphasis on social sharing. I found their most recent seminar "STEM Practices in Nature Education" very successful. I can only ask that events like camping get-togethers held predominantly in Istanbul are offered at every branch level. Thank you!

Ayşe Candır,
ÖRAV Monitoring and
Evaluation Specialist

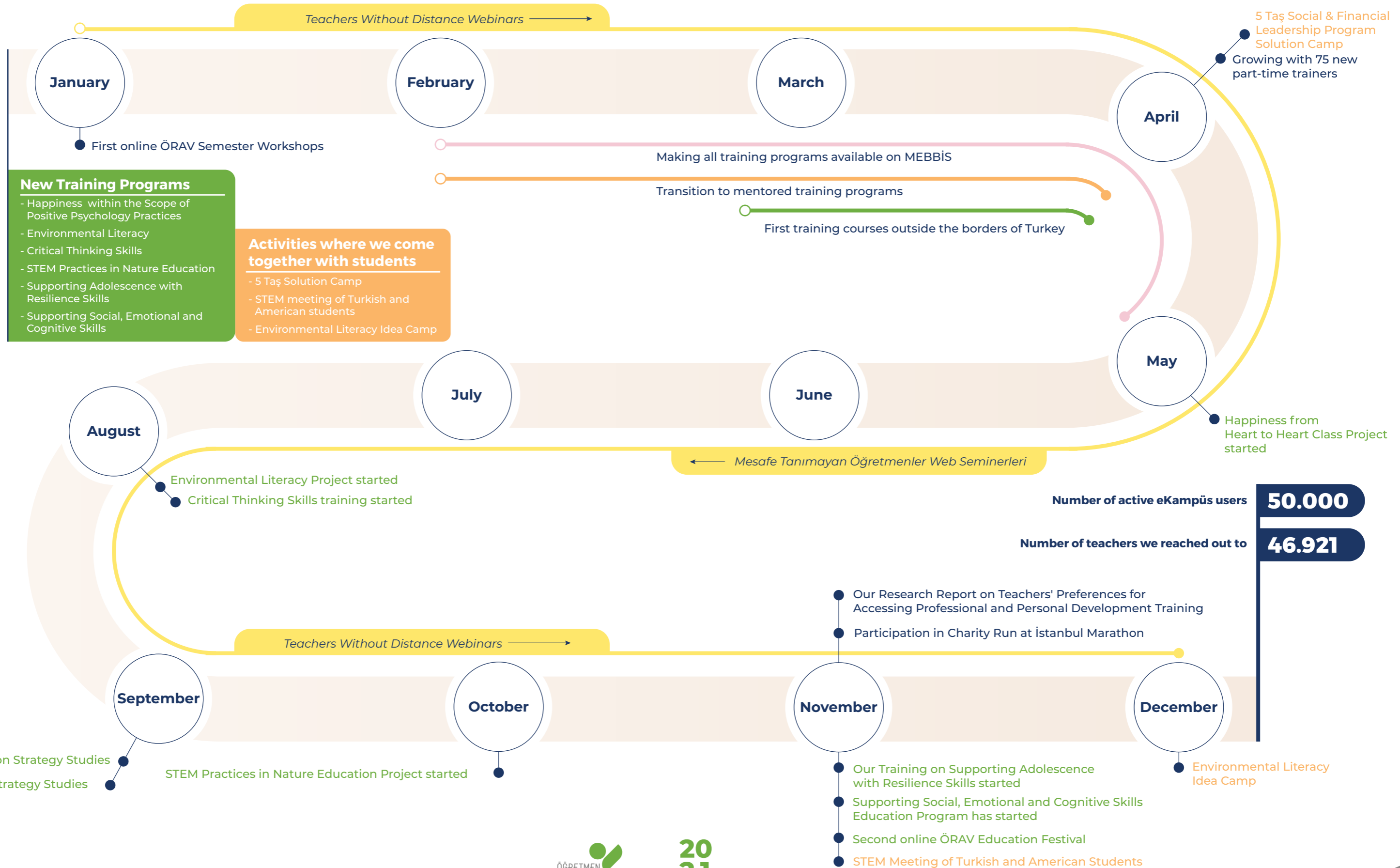
We all have moments, events in our lives that we would call turning points. I consider my professional experience at the Teachers Academy Foundation a turning point in my personal life. I learned what it means to learn and produce together as part of such a dynamic team. The meaningful encounters I had in this short period of time showed me once again that I was in the right place. At the STEM Practices in Nature Education Design Camp we organized in the past months, I met Melike Ada Özer, one of my primary school teachers, who had a great impact on my becoming the kind of person that I am today. The fact that my primary school teacher is also a Part-Time Trainer highlights the importance and value of the work that I do once again, while the thought that we will be instrumental in raising many more students like me through the agency of teachers whose lives we touch is my biggest source of motivation. For me, ÖRAV means #Encounters!

Eşref Közen,
Assistant Principal

While living through a routine and monotonous reality, we found ourselves in the midst of projects that were vibrant and full of innovation. We acquired new skills thanks to ÖRAV's training courses. The trainers in charge of the program were very good at what they were doing and they did it with passion. My perspective on the profession has changed a lot. I believe it is useful and every teacher should go through this training. The training courses are not boring at all, they offer interesting content. In such a fast-paced environment of radical changes, the teaching profession finds itself a pivotal place, shaping the future of societies.

Seyhan Yilmam Ongun,
Turkish Teacher,
ÖRAV Part-Time Trainer

I came across the Teachers Academy Foundation at a time when the excitement of my first years of teaching was turning into a habit riddled by repetitive practices. This encounter allowed me to break down the ivory tower of self-complacency I had myself walled in and reshape my teaching. The Teachers Academy Foundation is an institution that incorporates the principles of professional, innovative, child- and teacher-centered change and transformation into its own structures. As a part-time educator, the personal and professional development processes that I voluntarily and willingly entered into in order to have a place within this structure have become the center of my life. I got to embrace the positive, constructive and developmental language we use in our processes. Colleague solidarity, qualified cooperation and feedback processes also help me stay dynamic and up-to-date. On my journey to watch over "the best interests of children", I have come across many well-equipped people, learning opportunities and experiences that I am proud to be a part of. I am glad to be a member of ÖRAV.



Our Training Courses and Projects

A Year Full of Learning and Productivity

The COVID-19 pandemic, which affected the whole world in the first quarter of 2020, caused sudden changes and transformations that made us forget what we knew about learning environments. At the Teachers Academy Foundation, we have embraced the principle of adapting to social changes and transformations and spearheading efforts to apply these changes to education since the first year of our establishment. Throughout 2021, when the effects of the pandemic continued, we focused on the development needs of teachers, contributing to the professional and personal development processes of teachers within the framework of the Sustainable Development Goals, while creating an increasing social impact by expanding from learning environments to the local level. 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 programs.

In light of the findings from our research surveys "**Everyday Practices, Perceptions and Training Needs During the Pandemic Period**", which we published during the COVID-19 pandemic, and "**Teachers' Preferences for Accessing Professional and Personal Development Training**", which we completed in 2021, we conducted training programs that embraced international adult education standards. We diversified our programs by taking into account the daily life practices of our teachers and the program objectives. We mentored our teachers to deepen their knowledge deepening their knowledge on training subjects during their training and to transfer what they learned to real classroom environments.

Creative Child Creative Brain Training

With the Creative Child Creative Brain Educational Program, which we have been conducting for seven years in collaboration with Adel Kalemcilik - 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. We worked with **3,204 teachers** under the program in 2021. 80% of the teachers who participated in the training stated that the training contributed positively to their professional development;

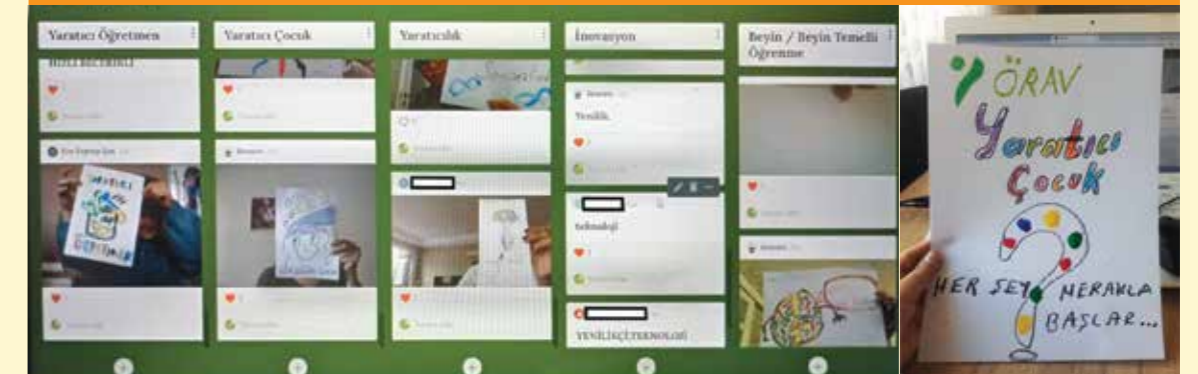
78% stated that they would incorporate the knowledge and skill sets they acquired during the educational program into their teaching practices; while 71% stated that the online learning environment was suitable for learning. In this context, we observed that the findings of the Creative Child Creative Brain Education in 2021 were in line with the project period of 2020. When the outcomes from face-to-face training in 2020 before the pandemic and online training during the pandemic were compared, we found that the participants found online training more useful than face-to-face training in terms of content, structure and planning and organization.

"Mostly, I use different practices in my classroom for the well-rounded development of my students. Since I am in the 4th grade this year, I had to be the kind of teacher who was just passing on information to students because there were so many things to cover in the curriculum. However, thanks to the training I received, you reminded me that I should add to lessons a extra layer of depth. Thank you." (Classroom Teacher with 6-10 years of professional experience)



More detailed information can be found in our report.

https://www.orav.org.tr/_files/ugd/9d3e88_ae94d9eb40ef4a379330897ff64ed00a.pdf



Inquiry-based Science Education

With the Inquiry-based Science Education, which continues within the scope of the Teacher's Chemistry project in cooperation with Dow Turkey since 2014, 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.

"In today's conditions, as technology advances, we have a whole new generation of children steeped in technology and we must make sure we catch up. It was definitely a very effective and instructive experience for me. I learned a lot of new things and I will start practicing them."

Through this training program, we reached **415 teachers** and approximately **20,000 students** in 2021. Of the teachers who participated in the training and completed the evaluation survey, 70% stated that they had in-depth knowledge about STEM; 67% stated that they gained new perspectives on laboratory practices in Chemistry/Science education through this training program.

Teachers shared that they were hesitant and prejudiced about STEM education before participating in the training program, but, having completed it, they realized that the experience-centered STEM approach had positive effects on students' academic achievement and critical thinking skills. In addition, participant teachers stated that by completing the program, they acquired important knowledge and skill sets, especially in the field of classroom practices and teaching practices, which meant the training made significant contributions to their professional development processes.

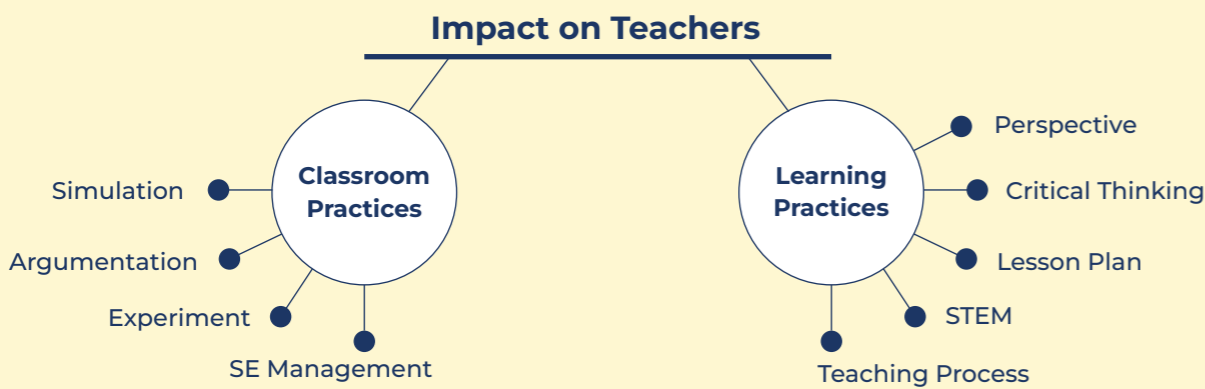


Figure 1:
Impact of Inquiry-based Science Education Program on Teachers



5 Taş Social and Financial Leadership Program

The 5 Taş Social and Financial Leadership Program, which we have been implementing in cooperation with Garanti BBVA since 2016, aims to improve the knowledge, attitudes and skills of primary and secondary school students on social and financial leadership. In the academic year 2020-2021, **1,053 teachers** and **9,000 students** from cities across Turkey participated in our program, which continued with an online mentoring process for 5 months.

Throughout the educational program, we contributed to increasing the knowledge levels of teachers and students in the areas of Personal Understanding and Discovery, Rights and Responsibilities, Savings and Spending Awareness, Planning and Budgeting, and Social and Financial Initiatives, and made positive contributions to their daily life practices.

"I was happy that I was able to think about life skills, which had not been covered with such a strong emphasis before, on behalf of both myself and my students and to have the opportunity to strengthen our social and financial competencies together."

At the same time, through the Expert Meetings we organized as part of the project, we ensured that parents also gained an understanding of these five key areas of development. The Solution Camp we organized at the end of the 5 Taş Social and Financial Leadership Program contributed to the creation of a learning environment where teachers and students put into practice the knowledge and skill sets they acquired during the educational program.

More detailed information can be found in our report.

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Our Training Courses and Projects

Engineer Girls of Turkey Project High School Program

Engineer Girls of Turkey Project was implemented in 2015 in partnership with Limak Foundation, Ministry of Family, Labor and Social Services, Ministry of National Education and United Nations Development Program (UNDP) in order to contribute to the economic and social empowerment of our country by enabling women to take up more interest in the field of engineering.

At ÖRAV, we have been carrying out the High School Program of the project since 2019. Our goal with this program is to help students identify their biases in career choices and determine their life careers by considering their own interests, skills, and personality traits.

Within the scope of Engineer Girls of Turkey Project High School Program, we contributed to the breakdown of gender-based prejudices in choosing a profession through vocational guidance and career development activities for students, parents and teachers, and to the promotion of the engineering profession so that female students consider studying at engineering departments in line with their interests and abilities. Although female students were specified in the program, the program covered all students taking into account various elements that make up the society as a whole.

*"I learned that it is almost as if some faculties are exclusively meant for boys or girls, and I will have more conversations with my male and female students about professions to do away with this perception."
(German Teacher with 6-10 years of professional experience)*

With the educational program, we reached a large population of students through participating teachers and carried out activities to eliminate prejudices and stereotypes based on "gender compatibility" in choosing a profession. In this context, we reached approximately **31,000 students** through school counsellors working in the branch of Psychological Counselling and Guidance in the schools participating in the Engineer Girls of Turkey Project High School Program, designed within the framework of SDG 4, SDG 5 and SDG 9, as well as teachers teaching other branches.

More detailed information can be found in our report.

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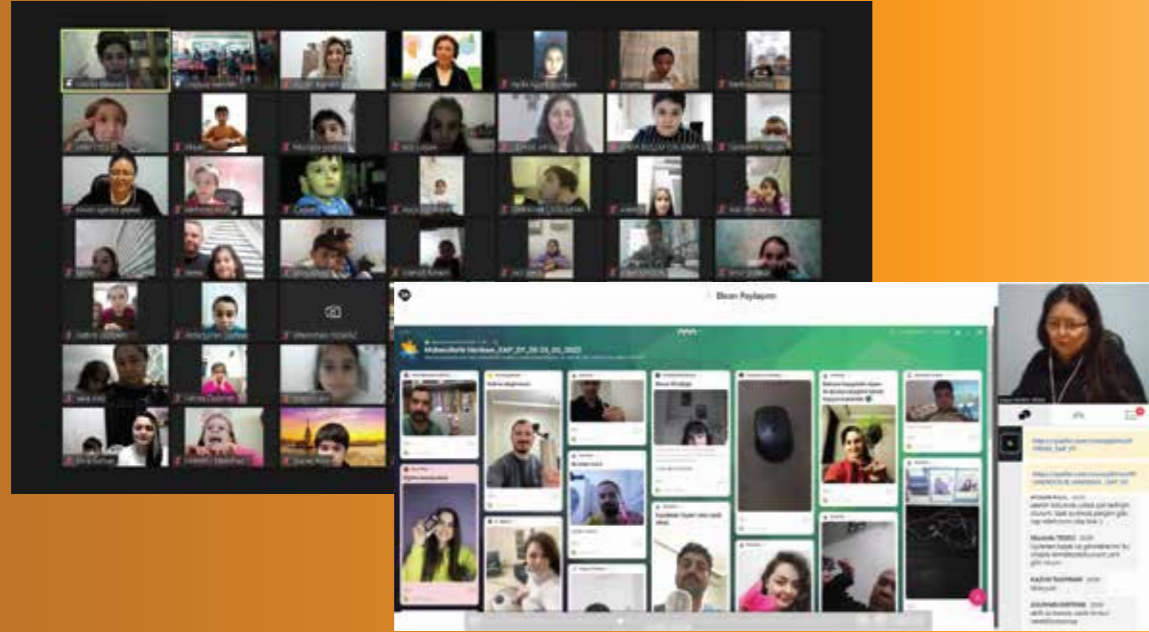


We made sure that our teachers who participated in our professional development, and through them our students, attended expert meetings and heard expert opinions on how psychological and sociological processes are effective in career choice.

In addition, in the Role Model Meetings, we brought female engineers together with teachers and students to share their experiences about how they chose engineering as a career and what they experienced in their education and professional life.

*"In this training, I realized that women are almost unrepresented in engineering fields, which I somehow knew but didn't know was so profound. This training made the concepts of 'engineering' and 'female' even more important to me. It made me feel that I must be more careful about the attitude of female students towards engineering."
(High school mathematics teacher with 16-20 years of professional experience)*

Our Training Courses and Projects



STEM Practices in Nature Education

STEM education, in which students are taught holistic thinking and behavioral skills by teachers, goes beyond school subjects to encompass an approach that combines science, technology, engineering, and mathematics. Globally, STEM education aims to solve the challenges and problems facing the world today by focusing on the role of the teacher in social change and transformation processes.

At the Teachers Academy Foundation, through our STEM Practices in Nature Education program, which we initiated with a grant from the U.S. Embassy in Ankara, we wanted to provide students with opportunities to observe, discover through trial and error and

through out-of-classroom activities in nature to reinforce ongoing learning. With the help of teachers, we aimed to empower students to find solutions to everyday life problems by drawing inspiration from nature and actively applying STEM disciplines.

We completed teacher training and the program's three-month mentoring process in 2021. During the mentoring process, students created their STEM journals and science dictionaries. We also organized online sessions involving American teachers students, and parents from four different states, exchanging experiences and information about educational environments and learning practices. The program's final activity, the STEM Design Camp, will take place face to face in 2022, to be attended by teachers and students.

"I realized that science and technology are advancing day by day and I need to develop a creative mindset to keep up with this change."

My Future My Sister - Training to develop 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.

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. As part of the educational program, we held mentor meetings for 2 months. Through these mentor meetings, we completed a learning-teaching process based on a two-way interaction that utilized the knowledge, skills, and experiences of the mentors to contribute to the professional and personal development of the practicing teachers.

"I have seven beautiful and precious sisters who are older than me. As someone who has seven older sisters, it was very important for me to participate in such training because I grew up among women, knew all their feelings and moods. I got to know more about the stereotypes that all women around me, especially my family, face."

At the same time, with the design thinking training we organized, we worked towards the camp of ideas that would take place at the end of the project. Through the camp of ideas, in which teachers and their students are expected to develop a project to solve a social problem they have identified, we contributed to the enhancement of teacher-student relationship, improvement of communication between colleagues, psychosocial empowerment of students, and promote social orientation and teamwork spirit of both students and teachers.

More detailed information can be found in our report.

https://www.orav.org.tr/_files/ugd/9d3e88_0ff8603d884541b29e411333bee2e81d.pdf

Happiness within the Scope of Positive Psychology Practices in Education Program

During the pandemic, the concept of psychological resilience and well-being was on the agenda of both countries and international and intergovernmental organizations. Through Happiness within the Scope of Positive Psychology Practices in Education Training Program, which we conducted in collaboration with Algida, we aimed to have teachers and students scientifically recognize the concept of "happiness" and its components in light of the School of Positive Psychology, strengthen their well-being through teaching and other activities, and develop realistic and optimistic thinking habits that they can apply throughout their lives.

At the end of the program, we contributed to the increase of social interaction and well-being through the interactions and activities that individuals with a high level of individual happiness will experience throughout the program. In this sense, the Happiness within The Scope Positive Psychology Practices in Education Program went beyond the level of its primary purpose of awareness-raising, bringing about a change in behaviors and attitudes.

"I feel like I get affected by the negative experiences I have less in terms of my psychology and that I am better at overcoming such situation. My next goal will be to work this way and spread this energy to my surroundings." (Classroom Teacher with 11-15 years of professional experience)

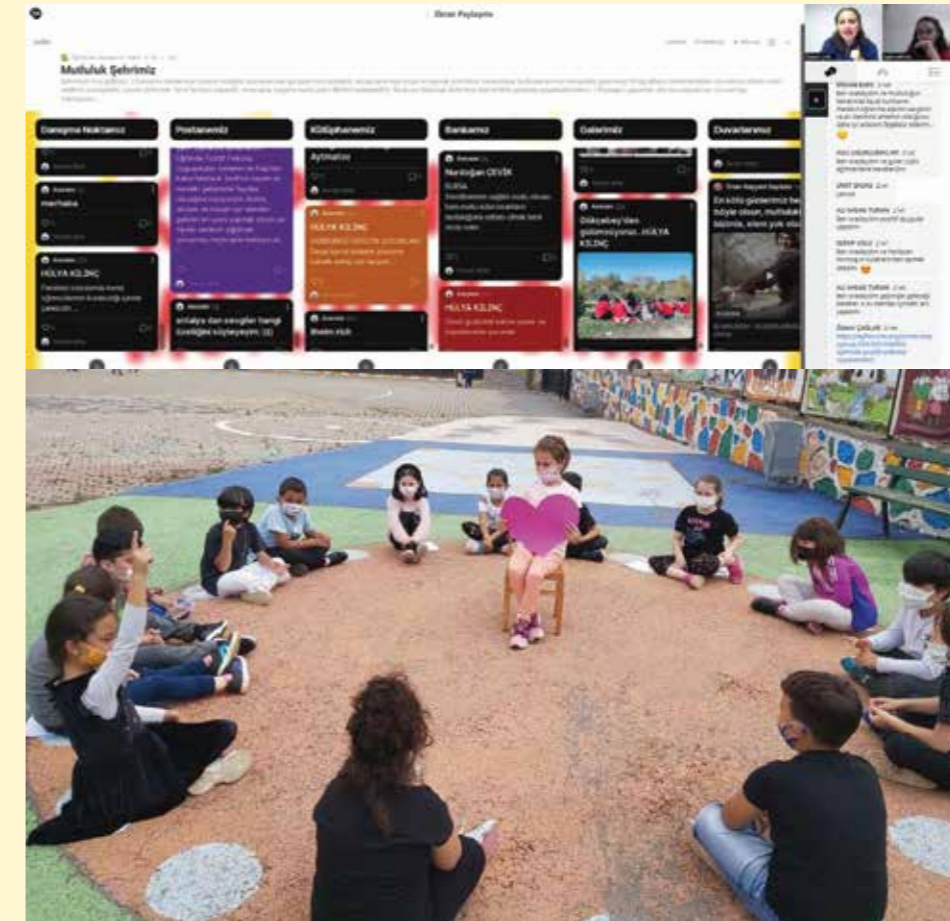
"A happy brain perceives the world more positively. Creating a happy class, a happy environment is my biggest goal now. Students who feel comfortable in the classroom participate more effectively". (Classroom Teacher with 6-10 years of professional experience) Öğretmeni)



At ÖRAV, we reached out to **1,486 elementary school teachers** and **34,178 students** through this training, which we designed with a focus on the impact of teacher well-being on social well-being, based on the impact and the analysis of the training courses we offered and the surveys we did. After the six-day training, teachers participated in a two-month mentoring program.

"Despite everything, I will tell all my students the importance of happiness, love and sharing. And I will teach them that as much as receiving love, giving love will also make them happy. Happy and loving people are healthier." (Classroom Teacher with 16-20 years of professional experience)

In this process, we organized a happiness workshop involving teachers, students, and parents, held expert meetings, and provided interactive use of the 30 goal activity cards and happiness diaries we prepared for participating teachers and their students. Through a mutual learning environment between the mentee and the mentor, we not only increased the awareness of individuals, but also helped to ensure that they have lifelong skills that they can integrate into both their professional and personal lives by applying the concepts they have learned.



Our Training Courses and Projects

Environmental Literacy Educational Program

In line with the results of the survey on 'Teachers' Preferences for Accessing Professional and Personal Development Training ([https://www.orav.org.tr/i/assets//pdf/degerlendirme-raporlari/ Gelisim_Egitimleri_Tercihih_arastirma_rapor_.pdf](https://www.orav.org.tr/i/assets//pdf/degerlendirme-raporlari/Gelisim_Egitimleri_Tercihih_arastirma_rapor_.pdf)) 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

"I learned about the causes of global environmental problems and asked myself what I can do as an individual and what I can change as a teacher. I will make great efforts now, given the new information I have learned in raising generations, that will contribute to solving environmental problems that threaten the whole world and thus us, now and in the future."

literacy with design-oriented thinking steps. In the first year of the program, **246 teachers** working in Istanbul, Ankara and Izmir completed the 6-day educational program. We reached out to **4,800 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. At the end of the educational program, teachers who had completed the mentoring process participated with their students in the online Design Camp. The Design Camp, with its student-centered content, contributed significantly to students' development in areas such as project management and teamwork, communication and presentation skills, and social orientation by enabling them to create solutions to a social problem.

For access to full report, please visit www.orav.org.tr.

"With this training, I have been able to realize the importance of recycling in our schools. All the students collected the plastic bottles they had been drinking from and brought them to our classroom. Some parents collected the waste paper in their houses and brought it to school. I have observed that we have raised awareness among our students and parents about the importance of recycling. I am very happy for my class and myself. We planted seeds watching them germinate. They learned about what it is like to have a plant of one's own and give it the care it needs. I thank everyone involved for their contributions. It was an enjoyable and useful educational program."



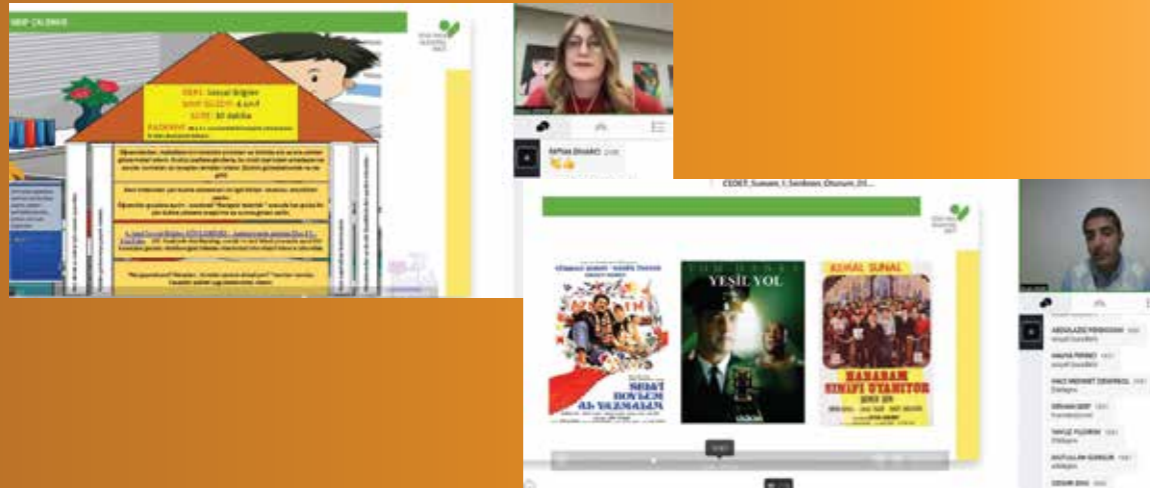
Interactive Course Design in Online Education Educational Program

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. Teachers from 81 provinces in Turkey participated in the educational program, as well as teachers working in institutions affiliated with the Ministry of National Education in countries such as Saudi Arabia, Azerbaijan, Germany and Kuwait. Having such a diverse group of teachers participating in the educational program showed, on the one hand, that this educational program met a fundamental need and, on the other hand, that online training for professional and personal development removes the limitations of time and space.

"I find your work very useful. There are many different areas of training. The flow of the training is very well structured. Especially with this training, using the virtual classroom was like a workshop and it was useful to get together with our colleagues and learn about different ideas and perspectives. Thank you." (Teacher of furniture and interior design with at least 5 years of professional experience)

Our Training Courses and Projects



"I will create a curriculum for teaching. I will try to use technology as an effective tool. I will take a teaching approach that does not ignore the individual differences of the students. I will give them feedback on issues related to the lesson or on particular situations they want to share." **(English Teacher with 11-15 years of professional experience)**

Of the **4,058 teachers** who responded to the 2021 program **6, 009 teachers,** evaluation survey, in which we contacted 72% indicated that they had developed a basic understanding of effective communication methods in online learning environments; 75% indicated that they had gained an awareness of how to accommodate individual student differences in online learning environments; 67% indicated that it had made a positive contribution to their professional development processes; and 66% indicated that it had made a positive contribution to their personal development processes.

Critical Thinking Skills Program

With the Critical Thinking Skills Program, we aimed to foster teachers' creativity through self-reflection. Through the educational program, we provided teachers with the necessary knowledge and skills in interpretation, analysis, evaluation, inference, explanation, and self-regulation. We helped teachers learn how to justify their lifestyles and views and develop a basic understanding of how to transfer these professional skills to the classroom.

*"In-service training via distance learning allowed us to remove the barriers of time and space in accessing the training courses. Thank you for this." **(Classroom Teacher with 11-15 years of professional experience)***

A total of **4,932 teachers** from 81 cities Turkey and from all levels of education completed the program, and our Part-time Trainers accompanied the teachers in the implementation of the program by supervising them remotely through written reports.

We will publish the results of our project on www.orav.org.tr.

*"Thank you so much. Because it is so easy to participate in many training courses, because I have the opportunity to train in any environment (at home, at school, etc.), because I have the opportunity to improve and increase my performance through distance learning, and because I have the opportunity to do many activities at the same time. Because I can both work and be at home and expand my skills." **(Psychological Counseling and Guidance Teacher with 25 years or more of professional experience)***

The Impact of the Educational Program on Teachers

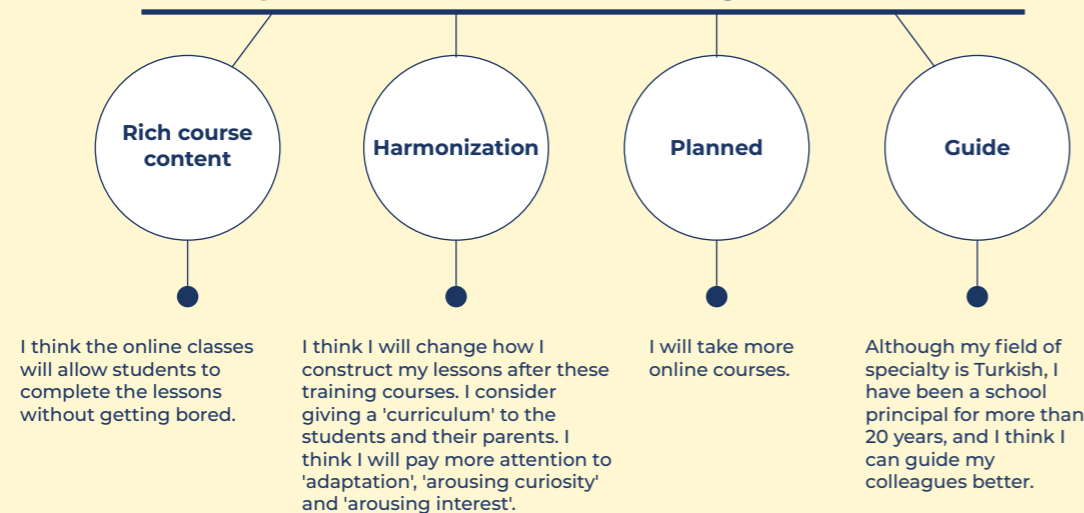


Figure 2:
The Impact of Interactive Course Design in Online Education on Teachers



Our Training Courses and Projects

Supporting Adolescence with Resilience Skills Training

Through the Supporting Adolescence with Resilience Skills educational program, we helped teachers from all fields and teaching different grades develop a basic awareness of adolescence, which is the transition to social, psychological, and physiological maturity in human development, and of the resilience skills that children, adolescents, and adults

"Thanks to this training, I learned, even if late, that behaviors, including those from my own adolescence, were direct functions of the brain and can be trained and controlled using certain methods. Needless to say, my perspective has changed. I even received some feedback after the training." (Social studies teacher with 11-15 years of work experience)

develop during this stage despite challenging life conditions. Participating teachers received a comprehensive theoretical toolkit for delineating the concept of adolescence in the lifelong development process, taking into account basic sciences such as psychology, psychiatry, and biology, the developmental stages in adolescence, moral and cognitive development in adolescence, and communication with adolescents, and had the opportunity to transfer this information to the school environment.

In 2021, we reached **4,974 teachers** through the Supporting Adolescence with Resilience Skills educational program. A total of **3,879 teachers** who completed the training and participated in a research survey to assess the outcomes of the program indicated that the concepts they acquired related to resilience skills in adolescence made a significant contribution to their professional and personal development.

I have learned that the capacity for resilience is not a fixed trait, but one that can be acquired, maintained, or lost. In the face of a problem, I will not look at my inadequacies and say, "I can't do this" and run away. To build my resilience, I consider taking it upon myself to analyze myself and the situation more closely when faced with difficult conditions and to try different methods to find a solution, even if it is a long and difficult one. I want to set an example and guide my children and students in this regard." (Psychological counseling and guidance teacher with 6-10 years of professional experience)

Supporting Social, Emotional and Cognitive Skills Educational Program

Through the Supporting Social, Emotional and Cognitive Skills Educational Program, 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.

From October 2021, the start of the program, to the end of the year, we reached out to **4,704 teachers**. Of the **3,316 teachers** who responded to the professional development evaluation survey, 56% indicated that they gained a basic understanding of the concept of critical thinking, which is one of the fundamental components of social-emotional and cognitive skills, and that they immediately transferred this knowledge into the classroom and school environment. In addition, 54% indicated that they were highly satisfied with the learning environment in which the Supporting Social, Emotional and Cognitive Skills Educational Program took place.

We eliminated distances

In 2020, in collaboration with Garanti BBVA, we carried out the webinar project "Teachers without Distance" to create an effective structure for distance learning that meets the needs of teachers, while accelerating the adaptation process to the new circumstances brought on by the pandemic, and facilitating the adaptation process of students through teachers.

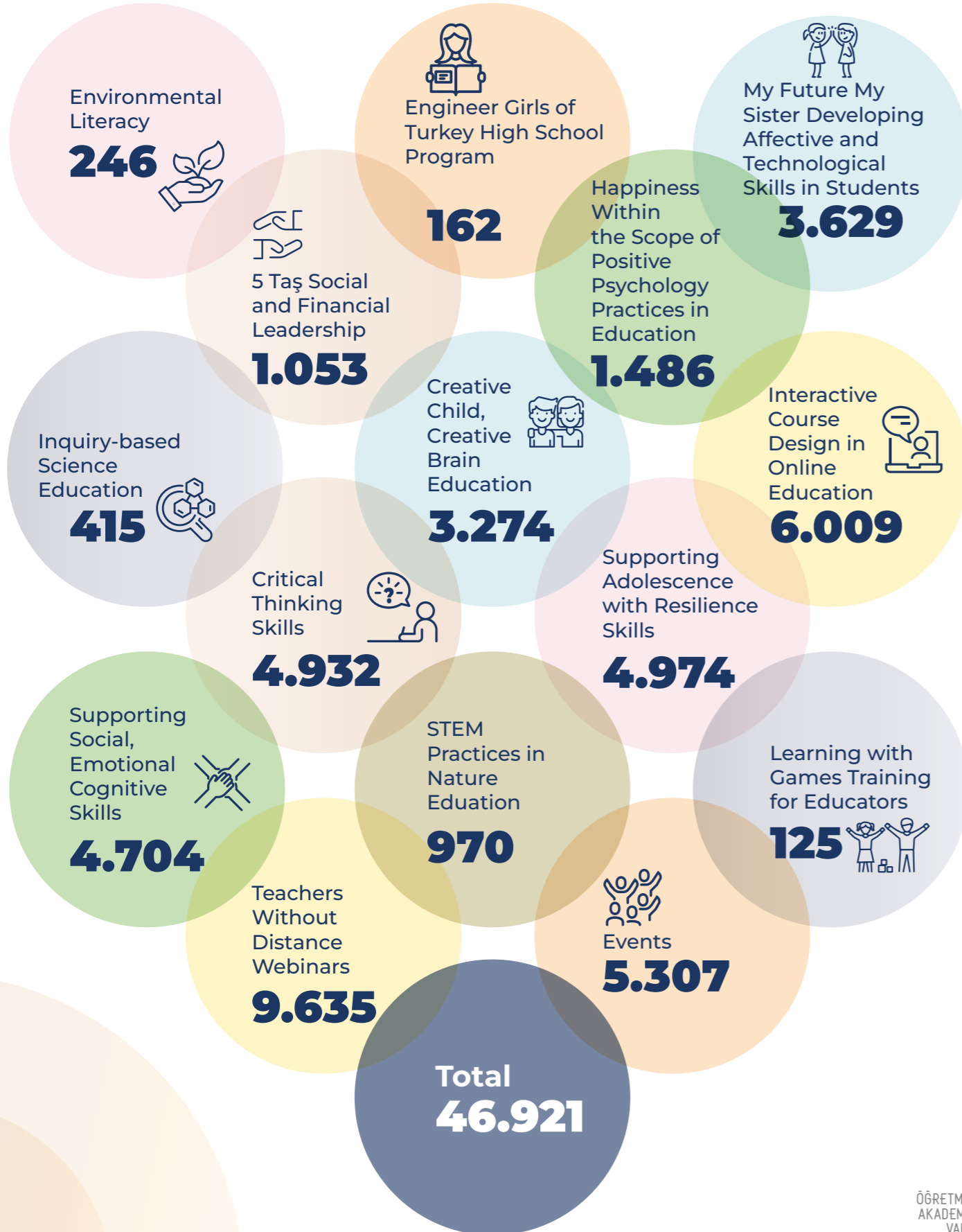
"I am very glad to have such a platform. Learning takes a lifetime. I am glad it is so easy and accessible." (Classroom teacher with less than 5 years of experience)

In the project, which continued throughout 2021, we reached out to **9,635 teachers** by organizing 64 different events. While 75% of teachers who responded to the Teachers Without Distance webinar evaluation survey indicated that they would be happy to attend the training and seminar events we organized, 56% indicated that the webinar they attended included the topics they needed.

"On my behalf, I would like to thank the ÖRAV family for the trainings courses which helped develop many teachers in their field with their rich content." (Psychological counseling and guidance teacher with 11-15 years of professional experience)

46.921 Teachers

eKampüs and distance education activities



We founded eKampüs with a visionary perspective in 2009, when distance education was not yet widespread. Our goal was to provide teachers with access to quality educational content that contributes to their development and to create an environment for information sharing among colleagues.

Today, eKampüs is at the heart of ÖRAV. As part of the distance education process that began with the pandemic, we redesigned all of our training and activities with distance education in mind.

There are live lectures, video-based training, interactive asynchronous training, webinars and social learning groups in the eKampüs, which is constantly updated according to the latest technological developments. All content is also accessible via mobile apps.

In 2021, we offered **13 different educational programs** to our teachers through eKampüs. Within our training groups, our virtual sessions were restructured to include a "group work" feature, to support group interactions.

Based on our new protocol signed with the Ministry of Education in January 2021, we ensured data integration between the Ministry of Education's information systems (MEBBİS) and ÖRAV eKampüs. Now all our programs are announced to teachers through the MEBBİS system accredited by the Ministry of National Education, and teachers can attend their in-service training for free through ÖRAV eKampüs. This development has given us access to many more teachers. After integration with MEBBİS, the number of eKampüs users increased rapidly, and by the end of the year we had **50 thousand active users**. During the year, teachers spent a total of **14,361,807 minutes** on eKampüs.



Listening to the voice of teachers, “**Research on Teachers' Preferences for Accessing Professional and Personal Development Training**” found that distance education provides fair opportunities for teachers to access professional development.

The change and digital transformation that globalization has brought upon us all at a dizzying pace has also affected education. At the Teachers Academy Foundation, we wanted to understand teachers' preferences for accessing professional and personal development training and to determine their needs and expectations for that training under the "Teachers' Preferences for Accessing Professional and Personal Development Training" survey. We had **3,659 respondents** participate in this survey, which we conducted across Turkey in July and August 2021, and we created a valuable database. We determined the topics for our research as follows:

- Professional and personal development issues teachers need to address
- Access preferences for training
- The impact of online professional and personal development training on teachers
- Requirements and expectations for online professional and personal development training

The results of our research show that during the COVID-19 pandemic, which has been affecting the whole world for more than two years, teachers have been working to ensure the continuity of students' learning progress and compensate for gaps in learning losses during the time schools were closed down and afterwards. In doing so, we found that they needed professional and personal development training to acquire new knowledge and skills related to compensatory education. According to the research findings, teachers primarily need professional and personal development in areas such as creative and critical thinking, active learning, integrating technology into instruction, digital literacy and distance education design, differentiated instruction, psychological resilience, and well-being. Based on these findings, we contributed to professional and personal development processes by prioritizing direct feedback from teachers in the educational programs we designed.

The results regarding the preferences of teachers participating in our study in accessing the professional and personal development courses they needed show that the vast majority of teachers prefer both online and face-to-face training, regardless of age group, professional experience, school level, and if they are in a small town or big city. The fact that more than half of teachers prefer both online and face-to-face training, and 30% of them prefer online training, suggests that in the long term blended education models that use digital learning and virtual reality technologies will become an important element of the working and learning environment. In our research, we found that teachers who participated in online professional and personal development training gained professional skills such as digital literacy, the ability to work independently and take responsibility, work ethic, and personal development skills such as self-motivation and effective communication methods. Participating teachers indicated that they found online professional and personal development training accessible because it overcomes the limitations of time and space, and that online professional and personal development training provides equal opportunities in accessing information and learning. In addition, teachers emphasized that online professional and personal development training allowed them to closely follow current developments in the world of education.

You can view the full research report on https://www.orav.org.tr/_files/ugd/9d3e88_c6dba737a2d54499b725bef5a83fafa9.pdf

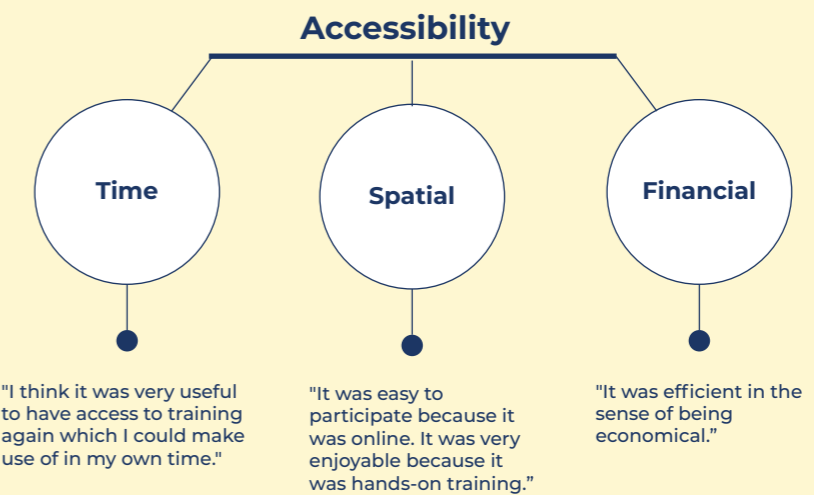


Figure 3: Concept map of accessibility to online professional and personal development training

Our partnerships

Under ÖRAV's project "Promoting Education - Investing in the Future", we have set a goal for 52 professional ICF coaches to coach 70 teachers on a volunteer basis in collaboration with the International Coaching Federation (ICF).

At ÖRAV, we contributed to the "Education in Turkey under the Impact of Covid-19" report prepared by TÜSİAD in cooperation with the Education Reform Initiative (ERI).

We took part in the event "Teaching through a Global Pandemic: Turkish and American Perspectives on Challenges and Successes."

We were a guest of the Turkish Philanthropy Fund, which was founded to bridge the gap between non-governmental organizations working in Turkey and U.S.-based American and Turkish philanthropists.

Grants

We completed our project applications for ERAMUS Plus Small Scale "One part of school life's rich tapestry; Inclusive Education", Grant Programme (Adaptation to Climate Change by Prioritizing Education and Teachers) and Experiential Training Centre and "European Instrument for Democracy and Human Rights Programme" (Strengthening Civil Society with Democratic Values).

We completed the training and two-month mentoring activities for our educational program "STEM Practices in Nature Education", which won a grant from the Embassy of the United States of America in Ankara.

We continued our efforts to make our E-Teach project more widespread. The e-Teach (Improving Teaching Techniques in Technology-Enhanced Classrooms by Using Eye Tracking Technique) project, supported by the Turkish National Agency, the European Union and the Erasmus+ School Education Fund and managed by METU, was carried out to develop a system that would enable teachers in Turkey and Europe to teach more effectively. The project recorded and analyzed the eye movements of teachers in Turkey, Italy and Lithuania using special glasses while they taught in classrooms equipped with special technology.

As part of our Erasmus+ KA3 project TIREFEF, we helped create and make accessible a comprehensive database of international best practices that can be used by educators working with refugees.



Events

1,006 teachers participated in ÖRAV's Semester Workshops

Our traditional ÖRAV semester workshops, which have been around for seven years, were held online for the first time this year. The goal of the workshops, made possible with voluntary contribution from non-governmental organizations, academics and educational professionals, is to provide our teachers with a productive and enjoyable learning environment in as broad a spectrum as possible during the semester break. 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, 1,006 teachers participated in our workshops, which took place from January 26-29. We held a total of 28 workshops on various topics such as Mind Maps, Essentials of Distance Education, Astronomy Guide for Science Teachers, eTwinning, Socio-ecology Model Against Abuse, Peaceful Classrooms with Deep Democracy, Learning Design Enriched with Digital Tools, Act Now for Climate, Anti-Racism Pedagogy.

This year, 7,000 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.

We had the opportunity to talk with sociologist Hakan Yücel about Generation Z with Emine Erdem, Chair of the Kagider Board, about entrepreneurship, with Prof. Dr. Kenan Çayır on inclusion and discrimination in education, Jilber Barutçıyan on mushrooms in Turkey, and Sevinç Erbulak on her passion for theater and education. Please visit our Youtube channel to see the content:

<https://www.youtube.com/playlist?list=PLMBJfuhnqUiWgXm9oVN ON2mep4bVCeM6>

7,000 teachers watched ÖRAV Talks

Thanks to 14 Runners for Good and 300 donors, funds were provided for 185 teachers!

Charity Runs, a fundraising event for non-governmental organizations through endurance sports, connects us with new volunteers and makes a great contribution to strengthening the civilian society.

This year, at ÖRAV we continued to "Run for Good". Thanks to our 14 volunteer runners and their 300 wonderful volunteer donors at the N Kolay Istanbul Marathon on November 7, we were able to raise the funds to provide critical thinking training to 185 more teachers. We are very grateful to our volunteers and donors.

ÖRAV Education Festival Reached More Than 4,000 Teachers

This year's theme for our 7th ÖRAV Education Festival, held on November 20, was based on data from our summer research on Teachers' Preferences for Accessing Professional and Personal Development. In the report on that survey, we focused on the three topics where teachers felt they needed the most development: critical thinking skills, integrating technology into the classroom, and gaming/gamification.

Nearly a thousand teachers participated in our event, which was broadcast live on our YouTube channel, and more than four thousand teachers watched the broadcast over time.

During the program, Ezo Sunal spoke about games and gamification, Prof. Dr. Doğan Kökdemir and Assoc. Prof. Dr. Burak Karabey spoke about critical thinking skills, and Prof. Dr. Feza Orhan made pioneering contributions to the integration of education and technology. In addition, Dr. Yankı Yazgan delivered a speech on the psychological impact of the pandemic and Prof. Giray Berberoğlu shared his views on how we can improve the quality of our education system.

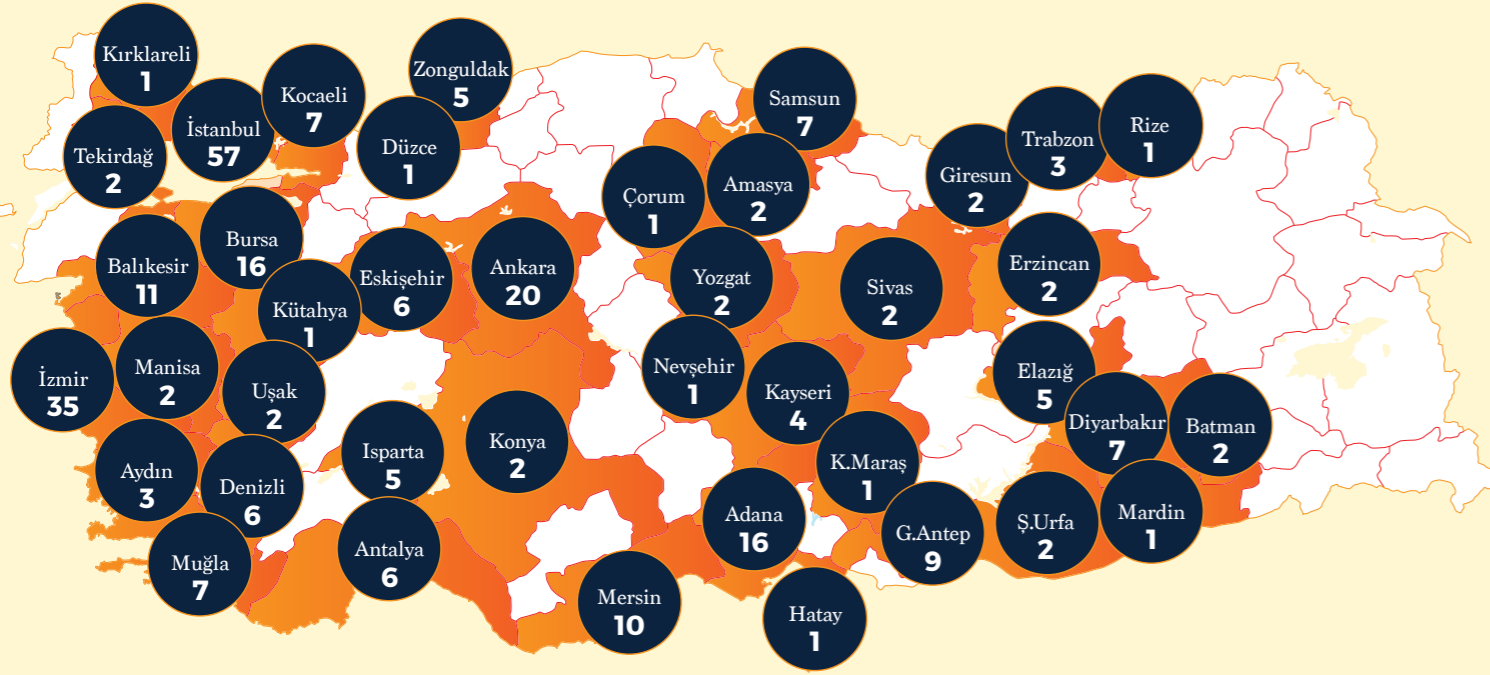
The workshops we prepared for the participants of our festival this year were titled Being Good in the Circle, "Where is Technology in This?", STEM in Its Essence, Ecotopia and Thinking with Tales. To end the day, we co-wrote and performed a song titled "Being a Teacher" with the Social Music Workshop that participated in our program.

We would like to thank all our valuable guests and participants who volunteered to contribute to the ÖRAV Education Festival.

Our Part-time Trainers

Our **276 part-time trainers** in 41 cities across Turkey, who are the largest contributors to our training courses reaching so many teachers, provided a total of **17,040 hours of training** in 2021 and continue to support ÖRAV by putting in **455 volunteer hours.**

With 276 Part-time Trainers, we are up and down Turkey!



- In our Teachers without Distance webinar series, 19 part-time educators held webinars on 12 different topics.
- 55 part-time trainers joined us. We delivered our educator training in 2 phases.
- Our part-time trainers were trained as part of our educational programs. They participated as educators and mentors in the educational programs.

Number of Educators on Our Programs

Online Interactive Course Design
89 part-time trainers

Critical Thinking Skills
55 part-time trainers

Engineer Girls of Turkey High School Program
17 part-time trainers

My Future My Sister
40 part-time trainers

Creative Child, Creative Brain
13 part-time trainers

Inquiry Based Science Education
10 part-time trainers

Environmental Literacy
12 part-time trainers

Happiness from Heart to Heart Class
11 part-time trainers

STEM Practices in Nature Education
14 part-time trainers

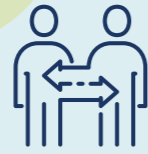
5 Taş Social and Financial Leadership Program
18 part-time trainers

- 40 part-time trainers received training on "**Transactional Analysis in Education**" conducted by Porta Education Consultancy.
- As part of the "**Yes to High Quality of Instruction for the Special Education**" project, 4 part-time trainers conducted three days of classroom training in adult education.
- Within the framework of "**Healing Games**", an interaction group project developed by Biriz Association to improve the well-being of adults, 40 part-time trainers participated in the workshop "**Dialogues and Phoenix**".
- A total of 27 Part-time Trainers attended training on supervision and feedback processes.
- We held a semester opening session with 198 Part-time Trainers. Masis Aram Gözbek was the guest of our meeting with his effective presentation.
- Under our event "**Part-Time Trainers, Knowledge and Leadership Route**" our part-time trainers were trained by 9 volunteer trainers from Qmark Consultancy in full day workshops.
- With the motto "**I can do it!**" and peer-to-peer sharing, our 15 part-time trainers engaged in 1350 minutes of voluntary sharing sessions in 14 different areas of expertise.

Our Part-time Trainers



27.270
Minutes of
Volunteering
Work



Peer-to-peer
Sharing
15 PTTs
1.350
minutes



Education Festival
10 PTTs
600
minutes



Teachers
Without
Distance
63 PTTs
5.670
minutes



Happiness
Workshop
11 PTTs
3.300
minutes



Qmark
Workshops
133 PTTs
15.960
minutes



Special Education
Workshop
1 PTT
300
minutes

Measurement
& Evaluation
Symposium

1 PTT
90
minutes



Teachers Academy Foundation Board of Trustees

Opinion

We have audited the financial statements of Teachers Academy Foundation ("the Foundation"), which comprise the statement of financial position as at 31 December 2021, the statement of income for the year then ended, and notes, comprising significant accounting policies and other explanatory information.

In our opinion, the accompanying financial statement of the Foundation as at December 31, 2021 is prepared in accordance with the cash receipts and disbursements basis of accounting described in Note III to the financial statement.

Basis for Opinion

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

Emphasis of matter

We draw attention to Note III to the financial statements, which describes the basis of accounting. Accounting policies applied by the Foundation differ from the accounting principles generally accepted in other countries and International Financial Reporting Standards (IFRS) in material aspects and the effects of such differences have not been quantified in the accompanying financial statements. Accordingly, the accompanying financial statements are not intended to present the financial position and results of operations,

and changes in financial position of the Foundation in accordance with the accounting principles generally accepted in such countries of the users of these financial statements or with IFRS and may not be suitable for another purpose. Our report is intended solely for the Foundation and its shareholders and should not be used by parties other than the Foundation and its shareholders. Our opinion is not modified in respect of this matter.

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

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

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

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that

an audit conducted in accordance with ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

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

- ◆ Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- ◆ Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Foundation's internal control.
- ◆ Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- ◆ Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Foundation's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's such

disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Foundation to cease to continue as a going concern.

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

Güney Bağımsız Denetim ve Serbest Muhasebeci Mali Müşavirlik Anonim Şirketi

A member firm of Ernst & Young Global Limited

Damla Harman, SMMM
Partner



March 25, 2022
Istanbul, Turkey

Income and expenditure statement

A- INCOME	1.681.722,58
- Domestic Sales	-
- Foreign Sales	-
- Other Income	225
- Donations and Subsidies	691.843,21
- Conditional Donations and Fund Revenues	989.654,37
- Premiums and Dues	-
B- DISCOUNTS FROM SALES	0,00
- Returns from Sales	-
- Sales Discounts	-
- Other Discounts	-
INCOME	1.681.722,58
C- COST OF SALES	0,00
- Cost of Finished Goods Sold	-
- Cost of Trade Goods Sold	-
- Cost of Service Sold	-
- Other Cost of Sales	-
GROSS OPERATING INCOME OR EXPENDITURE SURPLUS	1.681.722,58
D- OPERATING EXPENSES	-6.576.618,08
- Research and Development Expenses	-
- Marketing, Sales and Distribution Expenses	-
- General Administrative Expenses	-1.835.206,91
- Planned Expenses	-4.741.411,17
E- ORDINARY INCOME FROM OTHER ACTIVITIES	2.014.029,71
- Dividend Income from Associates	-
- Dividend Income from Subsidiaries	598.701,91
- Interest Income	1.164.070,55
- Commission Income	-
- Terminated Provisions	90.390,51
- Gain on Sales of Marketable Securities	-
- Foreign Exchange Profits	160.847,58
- Rediscount Interest Income	-
- Economic Enterprise Income	-
- Other Ordinary Income and Profit	19,16

F- ORDINARY EXPENSES FROM OTHER ACTIVITIES	- 17.455,42
- Commission Expenses	-
- Provision Expenses	-
- Loss on Sales of Marketable Securities	-
- Foreign Exchange Losses	- 17.455,42
- Rediscount Interest Expenses	-
- Other Ordinary Expenses and Losses	-
G- FINANCING EXPENSES	0,00
- Short Term Borrowing Expenses	-
- Long Term Borrowing Expenses	-
OPERATING INCOME OR EXPENSE SURPLUS	- 2.898.321,21
H- EXTRAORDINARY INCOME SURPLUSES	5.381.781,00
- Previous Period Incomes and Profits (Income and Income Surplus)	5.381.781,00
- Other Extraordinary Incomes and Profits (Income and Income Surpluses)	-
I- EXTRAORDINARY EXPENSES AND LOSSES (EXPENSE AND SURPLUS)	0,00
- Idle Capacity Expense Surplus	-
- Previous Period Expense Surplus	-
- Other Extraordinary Expense Surplus	-
NET PROFIT OR LOSS FOR THE PERIOD (INCOME OR EXPENSE SURPLUS)	2.483.459,79

Income and expenditure statement

ACTIVE		
1 - CURRENT ASSETS		5.566.229,90
READY ASSETS		4.784.180,44
- Safe deposit box	19,73	
- Banks	4.782.189,48	
- Other Cash and Cash Equivalents	1.971,23	
STOCKS		14.596,25
- Other Stocks	14.596,25	
EXPENDITURES FOR FUTURE MONTHS AND INCOME ACCRUALS		767.453,21
- Expenses for Future Months	187.279,70	
- Income Accruals	580.173,51	
2 - FIXED ASSETS		678.017,00
FINANCIAL FIXED ASSETS		100.000,00
- Subsidiaries	100.000,00	
TANGIBLE FIXED ASSETS		247.712,03
- Fixtures	529.835,08	
- Accumulated Depreciation (-)	-282.123,05	
INTANGIBLE FIXED ASSETS		5.389,80
- Rights	99.995,92	
- Establishment and Organizational Expenses	20.645,77	
- Accumulated Depreciation (-)	-115.251,89	
EXPENSES FOR FUTURE YEARS		324.915,17
- Expenses for Future Years	324.915,17	
ACTIVE GENERAL TOTAL		6.244.246,90

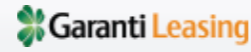
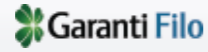
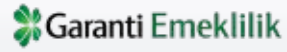
PASSIVE		
1 - SHORT-TERM LIABILITIES		371.998,98
DEBT		158.465,20
- Sellers	158.465,20	
OTHER FINANCIAL LIABILITIES		10.012,76
- Other Miscellaneous Payables	10.012,76	
TAXES AND OTHER LIABILITIES PAYABLE		203.521,02
- Taxes and Funds Payable	107.300,81	
- Social Security Deductions Payable	96.220,21	
- Other Liabilities Payable	-	
INCOME AND EXPENSE ACCRUALS FOR FUTURE MONTHS		0,00
- Expense Accruals	-	
2 - LONG TERM LIABILITIES		736.671,77
PROVISIONS FOR LIABILITIES AND EXPENSES		736.671,77
- Provision for Severance Pay	736.671,77	
3 - EQUITY		5.135.576,15
CAPITAL		2.613.183,86
- Initial Assets	2.000.000,00	
- Asset Increases	613.183,86	
CAPITAL RESERVES		-
- Revaluation Increases	-	
CONDITIONAL DONATION FUNDS		38.932,50
- STEM Pioneers, The Nature of Curiosity	38.932,50	
NET INCOME SURPLUS FOR THE PERIOD (+)		2.483.459,79
NET INCOME DEFICIT FOR THE PERIOD (-)		-
TOTAL LIABILITY AND SHAREHOLDERS EQUITY		6.244.246,90

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