The best thing we can do for children is...
On behalf of our children and volunteers, we would like to thank FİNAR for meticulously designing our Integrated Annual Report for the past two years and PRINTHANE for printing our Report this year, as donations.

You may scan the QR code with your smartphone to access our 2019 Integrated Annual Report.

Proudly produced by FİNAR.

www.finarkurumsal.com
...to make their dreams grow!
Dear Ms. Suna Kıraç,

You have pioneered Educational Volunteers Foundation of Turkey (TEGV), setting your heart on its creation; and now TEGV has grown up along with its children to reach the age of 25. The first graduates of TEGV now occupy important positions in the business world, and thankfully, many of them have become TEGV volunteers...

You first had dreams, set ideals for yourself and then followed those ideals with courage.

Back in those days, you had said “Let us provide education support to primary school children to teach them how to question, inquire and think, and let us prepare them for the future with kindness,” thus initiating this divine journey, which continues today relentlessly.

Over these 25 years, millions of children, hundreds of thousands of volunteers and donors have touched upon our lives. You have presented us such a goal that these millions of beating hearts have all become one.

We believe that we will have many more 25 years to brighten the future of our children and Turkey.

In line with the inspiration we draw from you and our esteemed founders, we continue to forge ahead on our trajectory with every child whose dreams we help to grow, and with each new story of success added to a long list.

And the ideal you set on that first day continues to illuminate our path like the north star which never loses its brilliance, guiding us and our children as always.

We touched upon and changed the lives of 3 million children since that first spark. We are so glad that you have believed in the future dreams of this country, and so glad to have you. Our children, volunteers and colleagues are all grateful to you. We love you very much.

TEGV Family
We make our children's passion grow!
We make our children’s passion grow!

Upolding the motto “As each child changes, Turkey flourishes,” we believe that education transforms children, as well as their families and the future of the country. We have enabled millions of children to access quality education in the past 25 years, allowing them to rediscover themselves, their lives and their passions. They shaped their future according to their dreams.

Up until today

3 Million Children
We make our children's energy grow!
We embraced all children passing through the doors of our activity locations with love and care. We tried first and foremost to inspire them hope. Through quality and fun education programs, we offered them the energy to make progress towards a brighter future with confidence. This energy allowed our children to start their lives as successful individuals.
We make our children's excitement grow!
TEGV is a vast volunteering movement composed of people with golden hearts. Our volunteers feel the same excitement as our children. The volunteers spend time with children, share their lives, support their development, and make progress along with them. Then our children grow up with such excitement that they join this volunteerism movement, the only one of its kind in the world.

Up until today
91 Thousand Volunteers

91 Thousand
Volunteers
Your feedback is precious to us. 
Please scan the QR code to give us feedback on our Integrated Annual Report.
About the integrated annual report

We are very pleased to present our stakeholders our second “Integrated Annual Report” featuring the 2019 activities of the Educational Volunteers Foundation of Turkey, as well as a general overview of our future strategies. This report has been drafted in line with the fundamental concepts and principles present in the International Integrated Reporting Framework established by the International Integrated Reporting Council (IIRC).

Integrated Reporting allows us to express in this report our activities based on a philosophy of integrated thinking, in a transparent and consistent fashion.

The report content primarily concentrates on the topics that we prioritized in the year 2019. The information provided herein pertains to the 12-month period ending on 31.12.2019, unless stated otherwise.

With this report, our foundation presents to stakeholders its 2019 activities, future plans, resources, the value created through its business model, management structure and independently audited financial statements, on the basis of concrete data.

TEGV was granted the ‘Oscar’ for Annual Reports!

Having published the first Integrated Annual Report in the field of education in Turkey, our Foundation has been deemed worthy of two awards at the world’s largest international reporting contest, Annual Report Competition (ARC) Awards, considered to be the Oscars of annual reports.

Our report was awarded a Silver Award among the print reports of all non-governmental organizations, as well as an Honors Award for interior design at the 33rd ARC Awards Contest, organized by the US-based independent award organization MerComm, with the participation of numerous NGOs from 75 countries.

“Since its inception, TEGV has been creating sustainable value for future generations and the society, expending its intense efforts to make sure that primary school children grow up as modern, well-educated, skilled and happy individuals upholding universal values, and thus contributing to quality education in Turkey. Assuming responsibility for providing children the necessary knowledge and skills and raising the awareness of the society to formulate new solutions in the face of sustainable development challenges, TEGV has brought to our attention the value it has created for all stakeholders and the society in its integrated annual report of which the second edition has been published this year. This report sets an example for all NGOs, especially foundations active in the field of education. I wholeheartedly congratulate TEGV, the first education foundation to publish an integrated annual report and embrace the integrated thinking perspective, for its leadership in the field, and truly hope that this report benefits all stakeholders.”

Prof. Güler ARAS
Founding President of Integrated Reporting Turkey
Having risen on the robust foundations laid 25 years ago and always constituted a pioneer and example in the field of education, the Foundation has created a difference in the lives of 3 million children and 91 thousand volunteers over its history spanning quarter of a century.

Our initial goal and mission are as valid and vital as ever. The present circumstances show that we must continue making progress towards our goal and mission, by expanding our impact more and more. In Turkey, there are 18 million students in preschool education, primary school and junior high school, and around 1.5 million more children are enrolled every year. These figures are higher than the total population of numerous countries. Moreover, the level of education in Turkey leaves much to be desired in both qualitative and quantitative terms! PISA and similar tests suggest that our children are lagging behind in especially mathematics and science.

On the UNDP Human Development Index for 2019, Turkey ranks 59th among 189 countries. We are in 61st place among the 141 countries on World Economic Forum’s Global Competitiveness Index ranking (WEF GCI 2019). We observe that the main factors lowering our scores are years in education, percentage of qualified staff, and digital skills measurements.

In order for Turkey to become a well-respected, competitive country with a stronger presence in every field, it is evident that we need to raise self-confident, rational, science-oriented, inquisitive and well-educated generations free from all forms of discrimination. Otherwise, we will never raise ourselves above the rank of countries subjugated to those nations who dominate technology.

Since digitalization currently affects and will therefore, further affect every field of life, we have started to talk about a new TEGV. Owing to the need to update and enhance the quality of education, we have commenced our efforts to combine the physical world with the virtual. We have expanded our vision much wider: Our goal is to become an NGO accessible to every child in Turkey with effective education programs and a sustainable structure that creates a difference.

Dear Friends of TEGV,

Educational Volunteers Foundation of Turkey (TEGV) is rising upon the robust foundations laid by Ms. Suna Kıraç and our esteemed founders 25 years ago. Having always constituted a pioneer and model in the field of education, our Foundation has created a difference in the lives of 3 million children and 91 thousand volunteers over its history spanning quarter of a century.

Dear Friends,

Every child has the right to a quality education. According to TEGV’s impact studies, children’s access to quality education creates a noticeable difference in them. Children become happier as they gain more knowledge and self-confidence at TEGV, and their grade average rises in parallel. Children with an enhanced learning capacity get quality jobs and some of them join our ranks as TEGV volunteers.

Educational Volunteers Foundation of Turkey (TEGV) is not just an educational project, but a narrative of how people dedicated to a certain cause can create miracles... This narrative has been crafted by our founders, supporters, friends of education, volunteers and employees, that is, the vast TEGV family. I would like to extend the sincere and warm gratitude of our children to the entire TEGV family.

We shall forge ahead along our path, with the firm belief that we have to leave future generations a better world than we have inherited, powered by your presence and trust.

Warm regards,

Oktay Özinci
Chairman
Message from the General Manager

In the year 2019, we prepared for the celebrations of our 25th anniversary, extended our Maker Labs across the country, joined forces with Cambridge University Press to initiate our English learning support program, and launched exciting projects such as our new coding platform Algo Digital.

We have joined forces with Cambridge University Press, one of the world’s most prestigious education institutions, allowing our children to receive 33 thousand hours of English language support over digital platforms. Currently, each volunteer works with an average of 7 children in our English language program, which is planned to reach out to at least 5 thousand children every year.

One endeavor which truly excited us in 2019 was the “Back to School Project” concerning the children of agricultural workers across the Harran plain. Initiated with the support of Şanlıurfa Provincial Directorate of Education and Matra Fund, and through seminars for parents and teachers organized by the association Support To Life, the project is designed to offer basic education support on literacy, math, and life skills to our children. With this project, in nine months, we aim to reach out to around one thousand students whose education is interrupted by their parents’ seasonal migration for work.

In line with the Ministry of National Education’s 2023 Vision for Education, we launched Maker Labs, whose number has reached 12 as of end-2019. Built around the same theme, two “Design Inventors” Fireflies have already reached their first stops, namely Kahramanmaraş and Elazığ. Today, from Tekirdağ to Şanlıurfa, Batman to Bakırköy, İzmir to Mardin, our children engage in design, production and learning by means of 3D printers, electronic circuits and robotics kits. We attach much importance to the new generation technologies of the 21st century, and plan to establish at least 10 more Maker Labs for our children in 2020.

Dear Friends,

Delivering efficiency figures is among our top priorities in every field of work. Focusing on the efficiency of the activity locations where we gathered with our children in 2019, we have redefined our Efficiency Analysis Model and put it into practice, placing it amongst our Corporate Performance Indicators. While celebrating our 25th Anniversary, we continue to maintain and enhance our principle of operating as an NGO with an institutional structure.

We were especially heartened when our Integrated Activity Report, which we published last year as the first of its kind among NGOs active in the field of education, was deemed worthy of two awards at the world’s largest international annual report competition. As a result of all these efforts, we proudly became the “NGO with the highest corporate governance rating” at the 2019 assessment by the independent rating agency Kobirate.

As TEGV Family, we have all set our hearts on this journey of education, which we continue with immense ambition, and hope that our children will forge a brighter future.

Kind regards,

Sait Tosyalı
General Manager
TEGV in figures in 2019

193 Thousand
Children Reached at Our Activity Locations

3.9 Million
Hours of Education for Our Children

10 Thousand
Active Volunteers

141 Thousand
Hours of Training for Our Volunteers

19 Thousand
Donors

169 Thousand
Digital Platform Users
MAKER LABS
The number of our Maker Labs has reached 12 as of end-2019. Built around the same theme, two “Design Inventors” Fireflies have already hit the road.

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JOINING FORCES WITH CAMBRIDGE UNIVERSITY PRESS
As part of our efforts to bring quality education to our children, we collaborate with Cambridge University Press to support our children’s foreign language skills.

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COMPLIANCE WITH CORPORATE GOVERNANCE PRINCIPLES
As a result of intense efforts, we have been designated “The NGO with the Highest Corporate Governance Rating” by the licensed rating agency Kobirate.

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OUR NEW ALGO DIGITAL PLATFORM
Designed to teach algorithmic thinking and coding through games, Algo Digital has been given a complete revamp. We are also excited about the mobile app set to be launched in 2020.

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TEKİRDAĞ ÇORLU LEARNING UNIT
We have laid the foundations of our new activity location in Tekirdağ’s Çorlu district in 2019. Established with the sponsorship of Lila Group, this activity location will welcome around 3,500 children a year.

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CONCERT: A JUNE NIGHT’S DREAM
We were thrilled by the wonderful concert featuring Ajda Pekkan, Kenan Doğulu, Fahir Atakoğlu and Tuluğ Tirpan, organized to raise funds for TEGV children.

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TEGV in figures in 25 years

3 Million
Children Reached at Our Activity Locations

89 Million
Hours of Education for Our Children*

91 Thousand
Active Volunteers

1.7 Million
Hours of Training for Our Volunteers**

805 Thousand
Donors

640 Thousand
Digital Platform Users

*For the 2002-2019 period.
**For the 2010-2019 period.
We have been together for 25 years, providing quality education support to our children: We are happy and proud...

We make our children’s dreams, talent, curiosity, and joy of life grow.

For 25 years,

As Each Child Changes, Turkey Flourishes!

For more information, https://tegv.org/eng/
Our story of 25 years

A leading non-governmental organization active in the field of education in Turkey, TEGV has completed a quarter of a century. Explore our journey built on sacrifice to ensure that our children can reach a brighter future through quality education.

TEGV is founded under the leadership of Ms. Suna Kıraç in 1995. The first Board of Trustees has 55 members.
Our first Education Park, the Fındıkzade Education Park, comes into service with a ceremony attended by the then-president of Turkish Republic His Excellency Süleyman Demirel.

TEGV’s first publications, approved by the Ministry of Education, are published: “I Am Learning to Read”, Social Studies 1-2, Turkish 1-2-3.

Concerts titled “Singing the Orient” are organized at Activity Locations across Eastern and South Eastern Turkey. TEGV is designated the most successful NGO of the year by Dünya newspaper.

For citizens hit by the Marmara Earthquake of August 1999, “Life Neighborhoods” start being established in the affected areas, and the “Hope 2000” Bus Project is initiated.

Turkey’s first donation via SMS system is launched. TEGV is once again designated the NGO of the year.

The “Basketball Volunteers” Project is launched together with Tofaş. The first “Firefly Learning Unit” becomes operational in Kastamonu.

5th of December World Volunteer Day starts being celebrated. TEGV once again arrives in an earthquake-stricken area, Bingöl, to establish a Tent Learning Unit.

Famous football player Mehmet “Şifo” Özdi-lek donates to TEGV all the revenue from his jubilee match played between Beşiktaş and Milan at the İnönü Stadium.

Ferit Aysan Education Park, named after our donor, is created in Bakırköy, Istanbul. It is the first time that 9 national TV channels organize a joint broadcast for TEGV.
TEGV signs a social activity support project with the Ministry of Education.

Ms. Suna Kıraç’s first book “I Have Ideals Outlasting My Life” is published, with all revenue donated to TEGV. TEGV initiates the programs “I Read, I Play” with Yapı Kredi and “Colorful Horizons” with Visa Europe.

For the first time since our inception, the number of children reached in a year exceeds 150 thousand. Henceforth we organize activities in 81 provinces.

Our esteemed trustee Nirun Şahingiray passes away, donating a large portion of his wealth to TEGV. “Street Theaters” are staged in 10 provinces.

TEGV is designated by the Council of Ministers as a foundation that has the right to “collect donations without prior approval.”

“Support Workshops for Volunteers” Project is launched with European Union Financial Support Program.

After the Van Earthquake, 9 Fireflies head towards the region. “Fun-Learn-Hygiene” is launched in collaboration with Unilever.

The Culture Truck sets off from Istanbul to Macedonia, and starts to organize activities in Skopje. For three months, it offers Macedonian children the Foundation’s Education Programs.

In collaboration with Mercedes-Benz Türk, MobileKids Traffic Firefly is created.
2014
TEGV is included as a “case study” in the curriculum of Harvard University’s Kennedy School. Work begins on the three-year Strategic Plan.

2017
To support TEGV, Ahmet Uysal, our donor and volunteer, becomes the first Turkish individual to run a marathon in North Pole. Coding training starts on algodijital.com with support from google.org.

2015
Science Firefly starts its activities.

2018
The first Maker Lab opens with the new FİBRİA Learning Unit in Tekirdağ. Ahmet Uysal runs 1,645 km from Muğla to Artvin to support the education of 6,000 children.

2016
The Oral History project titled “TEGV from Past to Present” is initiated in order to document the history of the Foundation.

2019
English Learning Program starts in collaboration with Cambridge University Press. “Cycle to Hope” cyclists raise funds to build 4 Maker Labs. Our first Integrated Annual Report receives an international award.
Who we are

During our 25-year journey in education, we have delivered quality education to our children at 71 activity locations, as Turkey’s most extensive non-governmental organization in the field of education.

Our Mission

Our Foundation exists to reinforce state-provided primary education by helping primary school age children grow into well-informed and qualified individuals who embrace modern, universal values and the basic principles of the Republic.

Our objective is to ensure that our children grow up to become well-adjusted and happy individuals who are rational, thoughtful, self-confident, able to realize their inner creativity, peace-loving, respectful of others’ thoughts and beliefs, and who don’t discriminate on the basis of gender, race, religion and language.

Our Vision

To be a non-governmental organization whose effective and distinctive education programs, and sustainable structure, are accessible to every child in our country.
Our Values

- CREDIBILITY
  We execute our decisions, actions and practices according to the objective criteria of the organization.

- VOLUNTEERISM AND SOLIDARITY
  We work in a spirit of volunteerism and support all our stakeholders in order to achieve the common goals of the Foundation.

- INNOVATION
  We operate with an open approach to innovation, change, and development.

- RESPECT FOR DIVERSITY
  We consider social diversity to be richness and intellectual differences to be opportunities.

- RESPONSIBILITY
  We perform our duties and responsibilities in full, in accordance with business discipline and ethical rules.
External environment

What is happening in the field of Education & Technology?

According to the 2018 PISA report, in line with the averages of other OECD countries, socio-economically advantaged students in Turkey displayed a better performance than their disadvantaged peers.

2018 PISA Results and Equal Opportunities in Education

- 9% of the advantageous group and 1% of the disadvantaged group displayed a superior performance in reading. The fact that 15% of the total made it to top first quarter in performance rankings showed that reading skills are not written in stone and that children can perform better when given the opportunity. The 11% difference between the two groups, indicated that socio-economic status played a key role in performance in Mathematics and Science.
- It was observed that high and low performing students were generally clustered in the same schools. This is a result of students being placed in Science High Schools, Anadolu High Schools, Anadolu İmam Hatip High Schools and Vocational High Schools depending on their previous success, once again confirming the difference created by quality education. In Turkey, the high performance group is to be found mainly in western Anatolia.
- A comparison of reading performances reveals that girls score 30 points higher than boys, but the gap has reduced compared to the 2009 results.
- The difference between girls and boys in Science and Mathematics is minimal. This result suggests that contrary to stereotypical ideas, girls are on a par with boys in these domains.

2018 PISA Results and Students’ Life and Learning Satisfaction

- As for life satisfaction scores, only 44% of students in Turkey are satisfied with their lives, while the OECD average is 67%.
- 60% of students in Turkey state that intelligence is an invariable element. This is an unfavorable belief that directly affects students’ motivation to learn.
- Girls are more fearful of failure across all OECD countries. As such, further emphasis should be placed on gender equality in education.

McKinsey & Company Turkey and Global, Future of Work: Turkey’s Talent Transformation in the Digital Era 2020 Report Results:

- The increased production in various industries due to automation technologies will transform Turkey’s workforce by 2030.
- By 2030, 7.6 million jobs will disappear and 8.9 million new jobs will be created in Turkey.
- 21.1 million people in the workforce will have to receive technology training.
- 7.6 million employees will be obliged to develop new skills and change jobs.
7.7 million new people will join the workforce, equipped with the technological qualifications required by the times. As the next 10 years witness such a drastic transformation, highly adaptable employees with advanced social and technological skills will be in demand.

The report lists these social and technological skills as follows:

**Social Skills:**
- Entrepreneurship
- Empathy
- Advanced communication skills
- Adaptability and lifelong learning

**Technological Skills:**
- Basic digital skills
- Scientific research
- Technology design and engineering
- Advanced data analysis

The report also points to areas of improvement in education and provides suggestions:

**Education model:** The curriculum should be revised; adult education, online education and certified education programs should be increased in number.

**Learning experiences:** Education should be spread across a wider base; vocational training should be extended to different institutions such as community centers; working with experts, peer learning, project-based learning methods, rapid prototyping and accurate questioning skills should be enhanced.

**Lifelong learning:** Focus is needed on learning how to learn in order to train individuals who are flexible, highly adaptable, capable of thinking critically and solving problems.

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**Ministry of National Education’s 2020 Performance Report** has put forth the following plan:
- Establishment of two workshops in science, and culture & arts in 300 pilot schools,
- Providing on-the-job training for administrators and teachers working in these schools,
- Drafting implementation and activity booklets for use in the Maker Labs,
- Organizing design and skill camps for students,
- Organizing an exhibition where students can display what they create during the workshops.

**TÜSİAD’s 2023 Turkey Report** has presented the following projections:
- It is predicted that approximately 3.5 million out of a total of 34 million jobs will be STEM-related (Science, technology, engineering and mathematics education model).
- The demand for STEM employees is expected to approach 1 million in the 2016-2023 period.
- Under the scope of the “Maker” movement spread across the world, the goal is to make sure that each individual becomes a “Maker.”
- The use of robotics and coding in education should begin at the pre-school level.

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**In due consideration of the current situation of our education system (PISA) and future projections (Ministry, TÜSİAD, McKinsey), TEGV’s educational strategies address the urgent need for transformation in education in the following manner:**

- We enhance equal opportunities by bringing innovative educational programs at our activity locations to disadvantaged children in all Turkish regions.
- Mathematics, Science and Reading, where more progress is needed according to the studies, figure among our main education programs.
- Each year 13,000 children participate in 10-week face-to-face activities by means of digital platforms in English, Maker Lab, and IT education, which nourish the creativity of children and support their learning curve.
- Through the Algo Digital Coding game, every child can access basic coding skills training over digital channels, realizing that they can help advance technology.
- Volunteers are provided IT training to make sure that they possess the skills they will require in business life.
- All educational programs have been designed to meet the goals of problem solving, critical thinking, creativity, design-oriented thinking, and teamwork, which stand out as the primary skills of the 21st century.
What is happening in the field of volunteerism?

Across the world, volunteering activities seem to strengthen the culture of solidarity, and societies with a vibrant local volunteerism scene have a stronger social network and a more just system.

Reports issued by UN Volunteers and Bilgi University give us important clues about the current state of volunteerism in the world and Turkey.

**UN Volunteers’ The State of the World’s Volunteerism Report (2018):**
- Volunteerism functions as a bond that unites the society and enhances communities’ resilience
- Volunteerism activities around the world nurture the culture of solidarity
- Societies with a vibrant local volunteerism scene have a stronger social network and a more just system
- Volunteers mainly support their institutions by providing training, taking part in organizations, helping with campaign organization and promotion.

In the year 2018, “United Nations Volunteers” (UNV) Turkey Office spearheaded the organization of World Volunteers Day, hosted by Turkish Ministry of Youth and Sports. In his inaugural speech for this organization titled “World Volunteers Day: State of the World’s Volunteerism Report 2018 (SWVR) Turkey Launch”, Minister Dr. Mehmet Muharrem Kasapoğlu declared 2019 “Year of Volunteerism.” In this respect, the minister stated that they planned to conduct promotional activities to raise awareness among the population about volunteering, and draft a regulatory framework to encompass all volunteering processes in Turkey.

“Volunteerism in Turkey 2019” Report by Istanbul Bilgi University Center for Civil Society Studies and Istanbul Bilgi University Center for Migration Research:
- Education and children figure among the top areas of volunteering.
- They are followed by other areas such as youth, human rights, environment, etc.
- According to the study, people engaged in volunteering work spend an average of 2 hours a week for volunteering.
- While the average duration of volunteering is 16 months for students, it rises to 53 months among professionals and 85 months among pensioners.
Our Volunteerism Activities:

- Ensuring that around 10 thousand youth and adults in conformity with TEGV’s profile become active volunteers each year, and engage in an average of 2.3 years of volunteer work.
- Contributing to the personal development and professional advancement of thousands of volunteers every year through Volunteer Basic Training and Volunteer Program Training, enabling lifelong learning for volunteers.
- Contributing to the parenting awareness and skills of volunteers through training programs and childcare programs.
- Devising and implementing different models for volunteering in Turkey.
- Supporting the creation of volunteerism regulation in Turkey by playing an active role in the National Volunteering Committee.
- Participating in workshops on volunteering processes, sharing our knowledge and experience in the field, expressing our opinions, and taking an active role in projects.
- Providing thousands of university students who apply to volunteer for TEGV every year the life skills and professional qualifications that they will need in the future. In 2019, TEGV had 7,474 volunteers aged between 18 and 24, who constituted 74% of its volunteers.
- The volunteerism role model that we have forged ensures that children who have participated in our activities in the past become our volunteers when they grow up.
- We are among university students’ favorite NGOs to volunteer in under the scope of the Community Service Practices program.
Who we are

According to TÜSEV’s (Third Sector Foundation of Turkey) 2019 report, 87% of individuals in Turkey choose to personally provide assistance to people in need. Among those, who prefer to donate to institutions, 36% indicate that the key factor for them is trust in the fact that the institution will use their donations for the right purpose, while 24% suggest that their interest in the institution’s area of activity is crucial.

Individual and corporate donations, as well as grant programs constitute a large portion of funds raised by non-governmental organizations (NGOs).

Civil society issues continue to arise interest and excitement among corporations in both domestic and international arenas. Corporations are involved in social responsibility activities in order to enhance employee motivation and brand value. On the other hand, there is an increase in funds channeled to emerging countries to provide solutions to global problems. Today’s major issues such as education, health, environment, migration and social development seem to stand out in this regard, and the private sector chooses to provide funding to projects in these areas. It is observed that every year, means of donation proliferate and the business world sets aside more resources for corporate social responsibility projects.

As for individuals’ giving patterns, same study of TÜSEV suggests that there is an increase in the number of individuals who believe that NGOs may play an effective role in resolving social issues, while the majority of the society is reticent in supporting NGOs with donations.

TÜSEV’s “Individual Giving and Philanthropy in Turkey 2019” Report:

• 87% of individuals in Turkey choose to provide assistance to people in need in person, rather than via an organization.
• 54% of those who do not donate via an organization state that the sum of their donation is too small.
• 29% of those who donate to organizations prefer public agencies.
• 36% indicate that the key factor in choosing the institution is trusting that it will use the donation for the right purpose, while 24% suggest that their interest in the institution’s area of activity is crucial.
• The study results indicate that NGOs need to devise strategies to involve donors in their activities in order to address the latter’s concerns about the use of funds for the right purpose; and transparency.

What is happening in the field of Fund Raising?

According to TÜSEV’s (Third Sector Foundation of Turkey) 2019 report, 87% of individuals in Turkey choose to personally provide assistance to people in need. Among those, who prefer to donate to institutions, 36% indicate that the key factor for them is trust in the fact that the institution will use their donations for the right purpose, while 24% suggest that their interest in the institution’s area of activity is crucial.

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In our Fund Raising activities:

- In keeping with the principle of transparency and accountability, we share with the public the independent audit reports on our financial statements, and all information regarding our activities, by means of our website, reports and e-newsletters.
- When receiving funds from domestic and international corporations, we present our annual, financial and measurement & evaluation reports as to inform them about the use of their donations for the right purpose; we share with them the financial follow-up of projects, and the impact of education on children.
- Delivering donation receipts to our donors as soon as possible is among our top priorities.
- In certain periods, we bring together our donors and children at our activity locations, thus enabling donors to take part in social responsibility projects and observe first-hand the impact that they create.
- The opinions of our donors, volunteers and friends of education are very valuable to us for enhancing the impact of TEGV and making progress. We make a point of examining all feedback carefully and putting these into practice.
We aim to give all children the opportunity to discover their inner potential and skills. Our business model consists of 6 basic dimensions, namely, children, volunteers, education programs, locations, monitoring - evaluation, and governance.
Our children

Our model places children at the center, making them active subjects of the learning process, and we structure our education programs, monitoring - evaluation system and locations on the basis of the voluntary participation of children.
Our volunteers

Our volunteers offer their experience and labor, free of charge to our Foundation, working to raise new generations through quality education. By participating in the projects of our Foundation, volunteers find the opportunity to fulfill their social responsibilities, and also advance their personal development.

We organize all of our education activities with the support of our volunteers.

Our volunteers support us in three main areas:

- **Activity Volunteers** participate in children’s activities after receiving the necessary training.
- **Support Volunteers** support us in all areas of activity outside children’s activities.
- **Trainer Volunteers** support us in training our volunteers across Turkey.

“Volunteerism consists of activities carried out by individuals of their own free will and with a motivation not based on pecuniary gain, to benefit individuals and/or other living beings outside of their family or immediate community.”

*From UNV 2011 State of the World’s Volunteerism Report*
Our education programs

We implement our education programs in learning environments supported by innovative education materials and technology, where children feel safe, develop their critical thinking ability, display their creativity, and show active participation.

By placing children at the center, we devise and implement original educational programs and activities to help children learn in an active, activity-based and fun way.

Our programs designed to equip children with basic and life skills, to boost their self-confidence and motivation, are conducted in learning environments supported by innovative education materials and technology, where children feel safe, develop their critical thinking ability, display their creativity, and demonstrate active participation.

In addition to the fundamental subjects, we offer the “Let’s Learn Together” program for first grades, as well as “Sportive Life Skills” education programs to support children’s development via sports.

In addition to our main 10-week education programs, we offer children 36 different two-hour activities on subjects such as digital security, hygiene, environmental science, coding and space science.

Our education programs focus on six main areas:

- **INFORMATICS**
  Providing a design-centered perspective with coding, maker tools and projects

- **SCIENCE**
  Scientific thinking, research and discovery

- **ENGLISH**
  Enhancing foreign language skills over digital platforms

- **MATHEMATICS**
  Being rational and employing logic

- **READING**
  Obtaining the habit of reading and expanding one’s imagination

- **ART**
  Developing a creative and distinctive perspective
**Our child-friendly locations**

One of the main dimensions of our education model is our locations, which we define as “child-friendly.” We are very pleased to come together with children at our 71 uniquely designed activity locations in Turkey’s 32 provinces.

**OUR EDUCATION PARKS**

Around 5,000 children benefit from our Education Parks each of which have an enclosed area of 1,000-1,500 m² and an outdoor area of 10,000-15,000 m², designed as child-friendly spaces fully equipped in accordance with program requirements. Our Education Parks have outdoor areas with sports venues for football, basketball, etc., as well as purpose-designed Activity Rooms, Information and Technology Rooms, Maker Labs, Library, Multi-Purpose Halls, and workshops with a focus on arts or reading.

**OUR LEARNING UNITS**

Our Learning Units are smaller spaces compared to our Education Parks, and feature indoor areas of 250-300 m². Approximately 1,500 children each year benefit from our Learning Units, which have purpose-designed Activity Rooms, Information and Technology Rooms, Maker Labs, Libraries, and workshops with a focus on arts or reading.
We imagine and establish spaces which are creative, enhance the curiosity and motivation of children, make the utmost contribution to our children’s learning, and address the needs of our volunteers and employees.

In locations where we do not have permanent structures, we have Firefly Learning Units set up in truck trailers to reach out to children. We have a total of 24 Fireflies, of which 21 are standard and five are thematic. The five Art, Maker, Science- and Traffic-themed Fireflies each have one education area designed with appropriate equipment for their specific theme, serving approximately 1,500 children each year. Our standard Fireflies, on the other hand, feature an Information and Technology Room and a Free Activity Room, serving approximately 2,300 children every year. In both models, there is a residential space for the Firefly Manager.

Since 2017, our activities are accessible over digital platforms as well. Our first coding game Algo Digital was launched in November 2017 via the address algodijital.com. In 2019, Algo was completely revamped, with versions in English and Turkish, based on widespread use, and feedback received via the platform. The new Algo game application is delivered to children free-of-charge at our activity locations as well as the Google Play and Apple Store, thus providing children across the world the basic skills necessary in the digital age.

Please scan the QR code with your smart device to download our game.
Our Systematic Monitoring - Evaluation Structure

The quantity and quality of our education support activities are of immense importance to us. We work to keep the quality of our activities at the highest level.

Our Monitoring - Evaluation Approach

- Before a Project/Education content is designed, we reach a consensus with all our stakeholders about its intended impact.
- Based on needs analysis, we determine the value and scope of the Project/Education program.
- Through collaboration among TEGV’s education experts, academics specialized in measurement, and independent impact measurement laboratories, we create an impact measurement and measurement assessment framework.
- TEGV employs standard pre-test and post-test evaluations, field observations, focus group studies, rubrics and feedback surveys, as well as process and outcome evaluation instruments for children’s education and volunteer training, thus evaluating all of its programs in a systematic fashion.
Our Governance Structure

We manage the various dimensions of our model in an integrated and interactive fashion. We operate with a process-oriented management perspective, and the principle of continuous development and improvement.

• We manage the various dimensions of our model in an integrated and interactive fashion. We operate with a process-oriented management perspective, and the principle of continuous development and improvement.
• We manage our Strategic Plan, forged through a participatory approach, with the contribution of our Board of Directors as well as subject-specific special committees and working groups in which our Board Members participate.
• In addition to independent audit, we administer an effective risk management scheme through the efforts of our internal audit department.
• In keeping with our principles of transparency and accountability, independent audit firms assess our financial statements and our degree of compliance with corporate governance principles.
• We share all of our activities with the general public via our website, Integrated Annual Report, press releases and e-newsletters.
In 2019, in our 71 activity locations across Turkey, we reached out to over 193 thousand children, empowering them with quality education and helping them enjoy a happier childhood.

7 Regions
32 Provinces
71 Activity Locations
9 Education Parks
38 Learning Units
24 Fireflies

The map shows the locations of our Fireflies as of 31.12.2019.
Our Fireflies are everywhere!

From Inception Until Date

1.1 million
Children

7.7 thousand
Volunteers

179 thousand
Kilometers
Contributions to Sustainable Development Goals

The United Nations 2030 Sustainable Development Goals constitute a universal call for action to eradicate poverty, save our planet, and ensure that all humans live in peace and prosperity. We contribute to the following goals through our vision, mission and activities.

“School-age children at TEGV Savur, located amidst our natural and cultural heritage, are well aware of the Sustainable Development 2030 Goals, which inspires hope for the future.

These children will appreciate the value of the heritage around them not only today and tomorrow, but for decades to come, and will pass this awareness on to future generations.

In Turkey, development is an economic phenomenon which spreads not from the center to the periphery, but rather from the periphery to the center. As such, these children will uphold the development of Savur through an internal impulse, without waiting for an external driving force, thus taking care of their natural and cultural heritage.”

UNESCO Turkey National Commission, Sustainable Development Goals 2030 Specialization Committee Member
Dr. Fatih Cemil Özbuğday
The value we create

**RESOURCES**

**Intellectual & Digital Resources**
- Reputation and brand value
- Expertise in education
- Experience in volunteer governance
- Corporate governance principles
- Know-how and experience
- Online training platform

**Financial Resources**
- Main assets
- Corporate and individual donations
- Grant projects
- Support in kind
- Commercial Enterprise revenues

**Human Resources**
- Board of Trustees
- Board of Directors
- Team
- Volunteers
- Local instructors
- Friends of Education

**Social Resources**
- Shared values
- Collaborations and partnerships
- Culture of solidarity

**Created Resources**
- Education Parks
- Learning Units
- Fireflies

**Natural Resources**
- Digitalization
- Sustainability Education
- Sustainable Development Goals

**BUSINESS MODEL**

- **GOVERNANCE**
- **MONITORING AND EVALUATION**
- **EDUCATION PROGRAMS**
- **VOLUNTEERS**
- **PUBLIC SCHOOLS**
- **DIGITAL PLATFORM**
- **CHILDREN**

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**Who we are**
THE VALUE WE CREATE

- 3.9 million hours of education support to 193 thousand children
- Online education for 169 thousand children over the Algo Digital Platform
- Coding training for 1,730 children at Maker Labs
- Online English Education Program
- The NGO with the highest Corporate Governance Compliance Rating
- 88% volunteer satisfaction rate

- 342 corporate donors
- 18 thousand individual donors
- TL 16 million in donations
- TL 1 million commercial enterprise product sales revenue

- 3,476 hours of training for our employees
- Central and on-site orientation
- 52% female employees
- 14,963 applications for volunteering
- 141 thousand hours of volunteer training for 10 thousand volunteers

- Education support for more children in cooperation with the Ministry
- Joint efforts with other non-governmental organizations
- The networks that we take part in

- 9 Education Parks, 38 Learning Units in 32 provinces
- Operating at 52 locations via 24 Fireflies
- 12 new Maker Labs created
- 2 new Design Inventors Fireflies

- 261 thousand tons of paper saved through the digitalization of volunteer booklets
- Renewable Energy education
- Ecology education for 6,383 children at our Workshops for a Better World
- 107 tons of electronic waste converted to donations for education

CONTRIBUTION TO SUSTAINABLE DEVELOPMENT GOALS

Figures for 2019

For more information, https://tegv.org/eng/
Stories of graduates*

**Agit Elgün**  
Computer Engineer  
2005, TEGV Diyarbakır Education Park Child

My family lived in Van, then we moved to Diyarbakır as my mother was appointed there. I started a new school. On the way to and from the school, I would see the TEGV building, thinking that it was a private school. The people I saw inside were dressed in plain clothes, the structure of the building looked great, they had large spaces for social activities, and everyone looked happy. I grew rather curious, and we went to visit TEGV after school with a friend. You can’t imagine how excited I was. Back then, I was very interested in computers, but I had a serious problem as there was no proper one functioning computer around. So, I was very happy to see that there was a computer course at TEGV. My first involvement with computers started at TEGV. As I attended classes, I started to like computers more and more. I wanted to achieve more. I would detach the keyboard cable from the case and plug it back in, and try to understand the functions of all the buttons on the monitor. Back then, mice had small balls in them, and I would take out the ball and wonder how it could be directing the computer. I was very happy to learn new things in a fun way at TEGV.

I became strongly attached to computers thanks to TEGV. Years later, computer engineering ranked first among my career plans. I made it to Istanbul University’s Computer Engineering Department. Currently I am working as a Full Stack Developer at a San Francisco-based company. TEGV’s impact on my life allowed me to do what I love, to develop my personality, and to broaden my horizons. I am 26 years old now, and still apply in my life the things that I learned at TEGV.

Thanks TEGV, it is great to have you in my life: I will never forget what you taught me :)

**Fatma Sevim Kuru**  
Architect  
2004, TEGV Beykoz Learning Unit Child

In 5th grade, my family searched for a summer school for me, and I was enrolled at TEGV. At the swimming tournament at TEGV, I came in second and got my first medal. TEGV allowed me to practice basketball, tennis and many other activities. During winter, I would go to TEGV after school and on weekends, participating in courses such as mathematics, English, and handcrafts. TEGV came to represent a vast family for me, and I would go to that place full of friends with immense love and excitement. My mother also became a volunteer at TEGV, and started to give courses on handcrafts and painting.

For me, TEGV has always been an activity venue which went in parallel to my school. In the summer break after graduating from high school, they asked me “Would you like to volunteer?” So, I started to volunteer at TEGV, giving courses on English and painting during my undergraduate years. The volunteers in this vast family became like older brothers and sisters, and even mothers to me. When the day came and I decided to get married, I announced this decision to everyone at a TEGV breakfast. Everyone was very happy, and stood by me. At TEGV, first as a child, and then as a volunteer, I grew up accumulating wonderful friendships, fun memories and stories, which are still part of my life. I came to TEGV first as a child, later as a volunteer, and now my daughter embarks upon her TEGV journey. At TEGV’s affectionate environment, she will learn to share and love.

TEGV is an incredible place to bring out your self-confidence and creativity...
My path crossed with TEGV during a summer when my family had financial difficulties, we had to move out, and I had to leave the school where I had studied for many years. I could not come to terms with this swift change of community and school, as well as my family’s financial woes, which had a negative impact on me at that tender age. I could never have thought that I would grow up to be a successful and social individual. I remember that I expected to be a failure. TEGV was different from school for me, as an utterly different environment free of exam anxiety, where I learned to speak my mind and not fear making mistakes. TEGV holds a very special place for me; it is where I could discover myself, socialize with ease and feel at home. In order to touch upon the lives of children, I now volunteer at TEGV.

I am thankful that my path crossed with volunteers dedicating themselves to education, and TEGV.
When I came to TEGV in 2004, I was an eight-year-old little kid. On my very first day, I found myself surrounded with a warm, family-like atmosphere and fun activities. I attended many activities, which later guided me in finding my current profession and helping me discover myself. The “Dreams Workshop” event was so exciting for me, that I decided to study fine arts. It is with TEGV that I went to a museum for the first time in my life. Then I would visit many museums and see hundreds of artworks, but every time, I recalled the first moment that I stepped into a museum. At the activity “I Begin My Career Journey”, I had written down that I wanted to become a teacher and study art history; I still keep that notebook. In fact, I decided on my current profession at the age of 12, at TEGV.

My profession is not the only dream that I fulfilled at TEGV: When I was very young, I wanted to be like the volunteer sisters and brothers I saw around me. And now, like those sisters and brothers who once touched upon my life, I am trying to create a difference in the lives of other children. I believe in dreams because at TEGV they showed us that our dreams can come true.

Endless thanks to TEGV, which helped me be proud of myself, taught me to dream, and helped me fulfill those dreams...

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In my primary school years, I went to Diyarbakır TEGV, and the first thing I remember now is the wish tree full of colorful papers at the entrance. I recall that, as I read what the other kids had written there, I wanted to join my peers who had similar dreams, and add a wish on that tree myself.

TEGV offered very important opportunities for children in Diyarbakır at that time. I experienced many firsts in my life at TEGV. I could attend TEGV’s extra-curricular activities as my family trusted them, receiving training, making friends, reading many books to get that famous “bookworm” card... I met university students there for the first time. I asked them what I was curious about, and promised myself that I would get into university like them. As someone who stepped into a non-governmental organization at a very young age, I realized the importance of NGOs, and always participated in NGOs during my undergraduate years. My brother followed my advice to this end after entering university. He is also a TEGV volunteer now, providing support to the Education Volunteers of the future. I work as a journalist now, and cover TEGV’s activities.

TEGV has touched upon countless lives in a quarter of a century, and continues to do so in every passing year. To many happy years.
Ramazan Karahalil  
Electronic Engineer  
2004, Zeyrek Learning Unit Child

I am one of those kids who grew up in an impoverished neighborhood, and was thus at a disadvantage upon starting my life. Or rather, I used to be. You know how people talk about turning points in their lives; well, mine was TEGV.

My story at TEGV began at fifth grade, when I was enrolled at the Zeyrek Learning Unit. It was a fascinating place for me from the day I stepped in: Like that moment when I first saw a 48-color pastel set, while I thought that there were only 12-color ones. The times when I could paint on materials other than picture books, build models, and act like the super hero of my dreams at the Dreams Workshop... For me, TEGV was totally different from my primary school. Just imagine: A place where you could do everything you love, and have fun and learning while doing these. A place where you could dream and feel free...

Looking back, I now realize that our volunteering older sisters and brothers had somehow touched upon our lives in a way that still baffles me, enriching my life, thoughts, hopes and imagination.

Now I am a volunteer for children at TEGV in Zeyrek, the place where my life began. I became a volunteer to pay my debt of fidelity, witnessing the bliss that children experience when they learn, explore, imagine, design and succeed - which is an incredibly wonderful sensation.

I extend my love and gratitude to everyone who has succeeded in touching upon the life of a child... I love you all :)

I would detach the keyboard cable from the case and plug it back in, and try to understand the functions of all the buttons on the monitor. Back then, mice had small balls in them, and I would take out the ball and wonder how it could be directing the computer. I was very happy to learn new things in a fun way at TEGV. 

AGIT, COMPUTER ENGINEER  
2005, Diyarbakır EP Child

TEGV is an incredible place to bring out your self-confidence and creativity...

FATMA SEVİM, ARCHITECT  
(2004, Beykoz LU Child)

I could never have thought that I would grow up to be a successful and social individual. I remember that I expected to be a failure. Then when I came to TEGV, I discovered myself and filled up with hope. No one thought of me as a hard-working student until then, but I became the top student of my class in my new school.

GAMZE, LAWYER  
(2004, Bursa LU Child)

This place must have been that wonderland in Alice’s Adventures in Wonderland. Exactly. Because how else could you describe a place which took me and my peers in to give us countless opportunities to have fun and learn?

MESUT, SOCIAL ENTREPRENEUR  

The “Dreams Workshop” event was so exciting for me, that I decided to study fine arts.

NURDAN ECE, ART HISTORY TEACHER  
(2004, Zeyrek LU Child)

At TEGV, I participated in many activities, made friends, read many books to get that famous “bookworm” card. I work as a journalist now, and cover TEGV’s activities.

OZAN, JOURNALIST  
(2003, Diyarbakır EP Child)

For me, TEGV was totally different from my primary school. Just imagine: A place where you could do everything you love, and have fun and learning while doing these. A place where you could dream and feel free...

RAMAZAN, ELECTRONIC ENGINEER  
(2004, Zeyrek LU Child)
Our strategy for 2019-2021

We evaluate our success in achieving our strategic goals by regularly monitoring our performance indicators.

Our strategic goals

1. To Increase the Number of Children We Reach
2. Highly Committed Stakeholders
3. Sustainable Financial Structure
4. Efficient and Productive Processes
5. New Generation HR and IT Infrastructure

In the report, you may see which strategic goals our activities serve, by checking out the colors and numbers at the top of the pages.
Increasing the Number of Children We Reach
We are trying to create new channels to reach children in line with our vision of “Being an NGO that is accessible to every child.” We aim to reach those children who cannot come to our activity locations thanks to new digital applications, while maintaining the number of children we reach directly.

Highly Committed Stakeholders
Our shareholders empower us to carry out our activities. We continue our efforts to improve the satisfaction and involvement of our children, volunteers, parents, and local supporters. We aim to ensure the continuity of the funds offered by our donors, to establish a more effective communication with our trustees, and to further strengthen our international connections. We are enhancing our communication efforts in order to raise public awareness about our Foundation.

Sustainable Financial Structure
For our Foundation, it is of strategic importance to continue our successful activities for many more years to come. Operational and financial sustainability is of utmost priority in our strategic goals. In order to secure financial sustainability, we are keen on diversifying our domestic and overseas fund sources, strengthening our main assets, and cutting our expenses by improving productivity in our activities.

Efficient and Productive Processes
“Efficiency” constitutes a special focus in our new strategic plan, as it did in the previous one. In line with our perspective of constant progress and improvement, we aim to ensure that our children draw maximum benefit from our activity locations, and to conduct robust volunteer governance and effective communication activities. In our New Strategic Plan period, we extend our unique education model across digital platforms. In order to monitor the impact of our activities, we join forces with universities for monitoring and evaluation efforts. The risk management activities in our processes continue in a systematic fashion, and the Corporate Governance Rating results provided by independent rating institutions shed light on our activities.

New Generation HR and IT Infrastructure
With a view to improving the efficiency and productivity of our activities, we are reinforcing our technology and human resources infrastructure. We have started to utilize next-generation digital applications in both education and technical infrastructure. Enhancing our employees’ competence as well as their commitment to the Foundation, and maintaining the team spirit figure among the major issues that we focus on in the new strategy period.
Our strategic priorities

In consideration of the elements that help us create value in line with our mission and vision, we have included in our report the concepts which we find important.

<table>
<thead>
<tr>
<th>STRATEGIC GOALS</th>
<th>PRIORITY ISSUES</th>
<th>SUSTAINABLE DEVELOPMENT GOALS</th>
</tr>
</thead>
</table>
| Increase the Number of Children We Reach | • Using Digital Platforms  
  • Children’s Right to Access Quality Education  
  • Efficient Use of Activity Location Capacity | |
| Highly Committed Stakeholders | • Corporate Reputation  
  • Volunteer Satisfaction  
  • National and International Collaboration | |
| Sustainable Financial Structure | • Donors Ensuring Continuous Funding  
  • Strengthening the Main Asset  
  • Efficiency | |
| Efficient and Productive Processes | • Our Original Education Model  
  • Corporate Governance  
  • Systematic Monitoring and Evaluation  
  • Corporate Risk Management  
  • Occupational Health and Safety | |
| New Generation HR and IT Infrastructure | • Employee Satisfaction  
  • Our Shared Values  
  • Digitalization | |
Our key performance indicators

We monitor our strategic goals through key performance indicators based on five major goals.

INCREASING THE NUMBER OF CHILDREN

NUMBER OF CHILDREN REACHED

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>190,667</td>
</tr>
<tr>
<td>2019</td>
<td>193,376</td>
</tr>
</tbody>
</table>

NUMBER OF DIGITAL PLATFORM USERS

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>259,602</td>
</tr>
<tr>
<td>2019</td>
<td>169,265</td>
</tr>
</tbody>
</table>

SUSTAINABLE FINANCIAL STRUCTURE

DONATIONS (TL)

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>21,819,513</td>
</tr>
<tr>
<td>2019</td>
<td>16,396,573</td>
</tr>
</tbody>
</table>

COMMERCIAL ENTERPRISE PRODUCT REVENUE (TL)

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>571,318</td>
</tr>
<tr>
<td>2019</td>
<td>1,110,273</td>
</tr>
</tbody>
</table>
HIGHLY COMMITTED STAKEHOLDERS

NUMBER OF VOLUNTEERS

- 2018: 9,241
- 2019: 10,265

NUMBER OF DONORS

- 2018: 25,454
- 2019: 18,797

SOCIAL MEDIA HITS

- 2018: 38,618,996
- 2019: 99,041,637

EFFICIENT AND PRODUCTIVE PROCESSES

HOURS OF EDUCATION FOR CHILDREN

- 2018: 3,209,161
- 2019: 3,870,190

HOURS OF TRAINING FOR VOLUNTEERS

- 2018: 136,819
- 2019: 141,071

CORPORATE GOVERNANCE RATING

- 2018: 9.46
- 2019: 9.60

NEW GENERATION HR AND IT INFRASTRUCTURE

HOURS OF TRAINING FOR EMPLOYEES

- 2018: 3,265
- 2019: 3,476

UNDESIRABLE EMPLOYEE TURNOVER RATE

- 2018: 10.2%
- 2019: 8.2%
### Risks and opportunities

#### STRATEGIC MAIN GOALS

**INCREASING THE NUMBER OF CHILDREN**
- Increasing online education opportunities
- Lagging behind the rapid change in education technology
- Inability to reach children in all provinces with our activity locations

**HIGHLY COMMITTED STAKEHOLDERS**
- Discontinuity of funding from donors
- Various social activity alternatives for young volunteer candidates

**SUSTAINABLE FINANCIAL STRUCTURE**
- The negative impact of economic changes on donations
- The need to strengthen the main asset for sustainability purposes

**EFFICIENT AND PRODUCTIVE PROCESSES**
- Impact of demographic changes on the communities around our activity points
- Diversified stakeholder needs

**NEW GENERATION HR AND IT INFRASTRUCTURE**
- Big data management
- The need to digitalize manual processes
- Different generations having different expectations from the work environment
- Communication problems caused by working in an extensive organization

#### RISKS

**INCREASING THE NUMBER OF CHILDREN**
- Increasing online education opportunities
- Lagging behind the rapid change in education technology
- Inability to reach children in all provinces with our activity locations

**HIGHLY COMMITTED STAKEHOLDERS**
- Discontinuity of funding from donors
- Various social activity alternatives for young volunteer candidates

**SUSTAINABLE FINANCIAL STRUCTURE**
- The negative impact of economic changes on donations
- The need to strengthen the main asset for sustainability purposes

**EFFICIENT AND PRODUCTIVE PROCESSES**
- Impact of demographic changes on the communities around our activity points
- Diversified stakeholder needs

**NEW GENERATION HR AND IT INFRASTRUCTURE**
- Big data management
- The need to digitalize manual processes
- Different generations having different expectations from the work environment
- Communication problems caused by working in an extensive organization

#### OPPORTUNITIES

**INCREASING THE NUMBER OF CHILDREN**
- Transferring education programs onto digital platforms
- The vast field of activity of Firefly Learning Units
- Our strategies overlapping with the 2023 Education Vision announced by the Ministry of National Education.

**HIGHLY COMMITTED STAKEHOLDERS**
- Increasing desire to provide social benefit through Non-Governmental Organizations
- Effective and up-to-date media management

**SUSTAINABLE FINANCIAL STRUCTURE**
- New methods to ensure donation regularity
- Growing interest among companies towards corporate social responsibility projects
- International links and funding opportunities

**EFFICIENT AND PRODUCTIVE PROCESSES**
- Customer Relations Management (CRM)
- Cooperation with local governments

**NEW GENERATION HR AND IT INFRASTRUCTURE**
- Digital transformation
- Increased use of technological platforms in employee communication
We launched the “Enterprise Risk Management” system to identify and manage potential risks and provide reasonable assurance in achieving targets. Thanks to effective risk management, we reduced our high level risk from 30% to 23% in nine months.

Corporate Risk Management
We launched the “Enterprise Risk Management” system to identify and manage potential risks and provide reasonable assurance in achieving targets.

- Risks related to processes and sub-processes were identified for each department.
- Possible threats against the foundation achieving its goals and objectives were identified and analyzed.
- Risk scores were determined through “Impact” and “Probability” analysis.
- The existence and adequacy of controls against risks were evaluated.
- Strategies to respond to risk were designated, control activities for prevention and detection and indicators of risk detection were identified.
- Preventive control officers were designated and the Foundation Risk Inventory was created.

Within the scope of risk management activities, in 2019:

- Compliance of our activities with laws, standards and procedures was audited through a risk-based audit approach with operational, financial and strategic dimensions, and suggestions were formulated for improvement.
- 20 activity locations were audited. Actions necessitated by suggestions for improvement were monitored.
- In line with occupational health and safety reports, the following measures were taken to meet the identified needs:
  - Barriers were placed in the lower parts of 16 Fireflies to prevent children from entering,
  - Camera systems were installed in 17 Fireflies,
  - 37 tires were replaced in 7 Fireflies,
  - At our activity locations where shortcomings were detected, fire extinguishers, electrical socket covers, camera installations, fire and theft alarms, grounding, and electrical installations were checked.

Breakdown of high category risks by strategic goals:

<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>March 2019</th>
<th>December 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing the Number of Children</td>
<td>23%</td>
<td>22%</td>
</tr>
<tr>
<td>Efficient and Productive Processes</td>
<td>27%</td>
<td>33%</td>
</tr>
<tr>
<td>Highly Committed Stakeholders</td>
<td>17%</td>
<td>22%</td>
</tr>
<tr>
<td>New Generation HR and IT Infrastructure</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Sustainable Financial Structure</td>
<td>29%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Change in risk levels as a result of preventive control activities:

<table>
<thead>
<tr>
<th>Risk Level</th>
<th>March 2019</th>
<th>December 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>30%</td>
<td>23%</td>
</tr>
<tr>
<td>Medium</td>
<td>15%</td>
<td>30%</td>
</tr>
<tr>
<td>High</td>
<td>55%</td>
<td>47%</td>
</tr>
</tbody>
</table>
Our organization
Our board of directors

R. Oktay ÖZİNCİ (1)
Chairman

Prof. Levend KILIÇ (2)
Vice Chairman

Alp ÖĞÜCÜ (3)
Board Member

A. Ümit TAFTALI(4)
Board Member

Cengiz SOLAKOĞLU (5)
Board Member

Prof. Sami GÜLGÖZ (6)
Board Member

M. Özalp BİROL (7)
Board Member

Şirzat SUBAŞI (8)
Board Member

H. Hüsnü OKVURAN (9)
Board Member

Melda GÖĞÜŞ (10)
Board Member

Ali GÜRSOY (11)
Board Member

Please scan the QR code with your smart device to view the résumés of TEGV’s Board of Directors.
PhD: 18%
Bachelor’s Degree: 46%
Master’s Degree: 36%

Average Term of Service: 9 years

For more information, https://tegv.org/eng/
Our employees

- **36** Average age
- **7 years** Average seniority

**Education Level**
- 52% Bachelor’s Degree
- 19% Master’s Degree
- 13% Associate Degree
- 15% High School
- 1% Primary School

**Gender**
- 52% Woman
- 48% Man

**TEGV Employees**
- 90 (61%) Activity Locations
- 57 (39%) Head Office

Please scan the QR code to view the list of our employees.
The year was 1999: My first year in TEGV... I was an 8th grade student among the children who participated in a TEGV visit to Istanbul. I saw Istanbul for the first time thanks to TEGV, and then never forgot that year.

I experienced numerous firsts at TEGV. And 19 October 2006 was my first work day at TEGV ... I was now a professional employee of an institution that was so special and meaningful for me. It is not possible to put into words the happiness I felt that day...

TEGV occupies the most beautiful part of my heart, both as a child and an adult!

Hayrullah Taş, Şanlıurfa EP Manager (Van EP Child)

I was a child who could not wait for activity days to come. I would go running to the TEGV 75. Yıl Learning Unit when the day came.

Older brothers and sisters would welcome us at the door with excitement, and invite us in for various activities with affection. Subsequently, I experienced numerous firsts. During my management career, I wish to become the older brother of numerous children full of hopes and dreams, and continue to create a difference for them. May TEGV enjoy many more years brilliant like a child’s smile...

Mustafa Erik, Istanbul Zeyrek LU Manager (Batman 75. Yıl LU Child)

As a child I had first stepped into TEGV with timidity, but the attention of the volunteers and the firsts I experienced there, turned the foundation into a dreamland for me. Today, I feel like a hero welcoming beautiful children to TEGV.

Since 1995, I have been a child, volunteer and employee at TEGV. Each of these experiences helped me explore different things, but I always learned a lot while having fun, as our slogan goes. I know what a child, volunteer and employee feel at TEGV, and every time I enter through that door I return to my childhood and rediscover my life energy.

Nazan Akbaş, Istanbul Semiha Şakir LU Manager (Istanbul Beykoz LU Child)

My path crossed with Fireflies in 2002-2005 in Beykoz. Later on, in 2014, I became a volunteer emitting light in the Fireflies... When I became a manager at a Firefly, my journey in TEGV attained a whole new level and I grew incredibly happy. Since 2017, I have been experiencing the best years of my life. Kids, I love you all.

Mücahid Öz, Rotary 1 FF Manager (Rotary 1 FF Child)

In 2005, TEGV started to shine like a new star in my life, in a forgotten district of Eastern Turkey. After a seven-year interval, I enjoyed the bliss of returning to TEGV not as a child, but as a volunteer who had rediscovered herself. TEGV changed the life of a little girl in a remote district of the East back then, and now I am proud of being a manager at TEGV Bitlis Learning Unit to inspire hope in many more children.

Tuğba Mansur, Bitlis LU Manager (Siirt Kurtalan LU Child)
Messages from our friends of education

We extend our gratitude to all of our friends of education who expend efforts for the creation of our activity locations, act as TEGV’s representatives and supporters, and help manage our local relations and field activities.

“19 years ago, a group of volunteers came along and asked me for the house bequeathed to me by my father to be used as a Learning Unit for TEGV. I accepted it without hesitation, as I had been following the activities of TEGV from the press. My father’s house was really precious for me, but it was tempting to dedicate it to such a good cause rather than keep it out of use. Over time, I saw first-hand what a correct decision that was. I am extremely excited to witness the enthusiasm of the children educated there, the diligent work of the volunteers, and particularly the painstaking efforts of the manager of TEGV’s Abdulgani Aras Learning Unit.

I cannot put into words the pleasure I draw from the activities held at TEGV. I wholeheartedly thank all TEGV members who played a role in making this happen. I am also very happy to make a modest contribution to this service to humanity. I am especially thankful to see such a service delivered to children.

I would dedicate not one but one thousand family houses to such a cause!”

“Asaf Aras
Mardin Savur Learning Unit

“Turkey’s ever-beating heart: TEGV
My paths crossed with TEGV in 2002. My dear father, the late Muharrem Bilgi told me that he very much appreciated the TEGV movement and asked me to help him in creating a branch in Giresun. The preparatory period was very exhilarating. We drafted our first education programs with the documents sent from the head office. We had no trained volunteers. We created the first cohort of volunteers with friends from my close circle. We were extremely ambitious and excited. I became an instructor for the activity called ‘English with games’. I simply cannot tell you how thrilled I was the first day. I had before me a class full of children with eyes wide open, keen on learning, and encountering a foreign language for the first time in their lives. Even those kids who were very silent at first started to become active in the following days. Later, I heard that one of my students in that class later grew up to become an English teacher. I had shone some light on a child’s life trajectory.

TEGV is a non-governmental organization which allows children to pass their time out of school by learning new things while having fun, and thereby providing them intellectual skills. Children learn here with fun, without worrying about exams. We raise confident children who ask questions. Today’s students become the educational volunteers of tomorrow. Thus, the system constantly nurtures itself. As such, TEGV is an ever-expanding heartbeat which makes other hearts beat as well. I think it provides precious support to the Turkish education system. I would like to thank TEGV for introducing this education system implemented in many modern countries to Turkey.”

“Leman Berna Bilgi Balci
Giresun Learning Unit Aysel-Mesut Taftalı Activity Center"
TEGV? It is beyond words...

You can better understand TEGV when you step in through its doors to witness the gleam in the eyes of the children and volunteers' sense of responsibility, with your own eyes and heart.

One may complain about the shortcomings one sees in the society at large, complain and want them to be fixed... One looks for an opportunity... Even though I had my first volunteering experience abroad at the age of 11, it is when I started working with TEGV in 2001 that I really shouldered responsibility, working for the country where I was born and raised. I have joined TEGV as a professional employee, even as I continued to work hard in other NGOs, dedicating my heart and soul, trying to understand other hearts and souls. Even after I left TEGV, I remained a friend of education...

TEGV is beyond any numerical figures...

In TEGV, you step into such a world that goes beyond the professional training that you receive, you feel as if you just have started breathing only to combine your own capacity and local resources with TEGV's strategy at the highest level to enrich lifelong learning environments, help children encounter arts, culture and science, prepare them for the future as happy, hopeful and well-equipped individuals. A breath that requires commitment and responsibility...

The animation workshop we set up, allowed children to create a film which was later shown in Hiroshima Film Festival, and two of the six children in that workshop graduated from Cinema - TV and Animation departments and became professionals in this industry. Our children had the chance to watch the concert rehearsals of symphonic orchestras and were very much excited to see for the first time musical instruments such as double bass. A child who had never gone to an exhibition before visited an exhibition of painter Abidin Dino and then described the hands he painted in wonderful words. Many children started to exercise sports such as basketball, fencing, underwater hockey and football, also realizing that these disciplines are not only for boys...

Neither is this breath an individual effort...

You are surrounded with employees and volunteers who work to make sure that all our children grow up to become well-educated individuals, not to mention stakeholders, local administrators, donors who are the sine qua non-, and last but not least, our founders who share the same spirit.

TEGV is a beacon of light, an institution that shines, teaches and educates. The children, whose path cross with this institution soon start to change. They learn how to look at life differently. Their self-confidence increases. They are at peace with themselves. In this new world, they become satisfied individuals. They are inquisitive, and seek answers to every new question.

Every child coming to TEGV feels like a part of this vast family, gaining invaluable experiences in this process. These experiences are shared not only by our children, but also by our project partners, TEGV professionals, and of course, us volunteers. We need to touch upon volunteers, even if for a single paragraph.

There have been nearly 100 thousand of us volunteers since the establishment of TEGV. The secret of success of this huge family is its ability to bring together hundreds of thousands of people. I salute these thousands of people who raise volunteering awareness and help prepare our children for the future, without seeking any benefit in return.

TEGV set off with the motto “As each child changes, Turkey flourishes.” Our children have been changing and developing for 25 years. In every profession, we have TEGV children and youth. Many of them were former students and have now become volunteers. They enhance their self-esteem through compassion to younger children.

As a 23-year TEGV volunteer, who kept a close watch on Turkey’s national education system, I can say that this system has been revised year after year to no avail. Rather than examine the education system in Finland or some other country, please examine TEGV. Look at what children are being taught. Why not create a sustainable model from here?
Our activities in 2019

2019 was a year replete with new projects, achievements and important initiatives for our children. With the support of 10 thousand volunteers, we provided nearly 4 million hours of quality education support to 193 thousand children.
Our corporate calendar for 2019

<table>
<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
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<tbody>
<tr>
<td>• 24th Anniversary</td>
<td>• Corporate Governance Rating Award Ceremony</td>
<td>• 2018 Independent Audit</td>
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<tr>
<td>• 2018-2019 Spring Semester</td>
<td>• Contactless Donation Kiosks Launched</td>
<td>• Corporate Risk Management Workshop</td>
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<tr>
<td>• Brussels EU Parliament visit</td>
<td>• Basketball Federation Cup Finals</td>
<td>• Runatolia Marathon</td>
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<tr>
<td>• TEGVİZ Employee Platform Launched</td>
<td>• Lego Robot Tournament</td>
<td>• Batman Merkez LU Maker Lab Inaugurated</td>
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<tr>
<td>• 2019 Image Campaign</td>
<td>• Safe Internet Day Events</td>
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<tr>
<td>• Anatolia Volunteers 2nd Term</td>
<td>• Ferit Aysan EP Maker Lab Inaugurated</td>
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<tr>
<th>April</th>
<th>May</th>
<th>June</th>
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<tbody>
<tr>
<td>• General Assembly</td>
<td>• Izmir Wings for Life Marathon</td>
<td>• 2018-2019 Summer Period</td>
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<tr>
<td>• First Integrated Annual Report</td>
<td>• Basketball Federation Youth League</td>
<td>• A June Night’s Dream Concert</td>
</tr>
<tr>
<td>• Nirun Şahingiray Memorial Ceremony</td>
<td>• English Learning Program Launched in Collaboration with Cambridge University Press</td>
<td>• Allianz Motto Mobility Festival</td>
</tr>
<tr>
<td>• Cycle to Hope Mardin-Göbeklitepe ride</td>
<td>• April 23 Celebrations</td>
<td>• Berlin Young European Forum</td>
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<tr>
<td>• Koç Spor Fest</td>
<td>• Education Programs Workshop</td>
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</tr>
<tr>
<td>• Colorful Pencils Festival</td>
<td>• Anatolia Volunteers 3rd Term</td>
<td></td>
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<tr>
<td>• April 23 Celebrations</td>
<td>• TEGV Fest Volunteer Meeting</td>
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</tr>
</tbody>
</table>

**DİBDİA: Workshops for A Better World**  
**EP: Education Park**  
**LU: Learning Unit**  
**FF: Firefly**
## July
- Executive Competence Development Training
- Corporate Risk Management Monitoring and Evaluation Report
- Cunda Marathon
- Cycle to Hope - GBI Europe Milan-Munich ride
- Evren Uysal Climbs Mount Elbrus
- Bosphorus Intercontinental Swimming Race
- Art Workshops at Baksı Museum
- Back to School Project with Matra Fund

## August
- A Glance at the Future
- New Wedding Paraphernalia Commercialized Online

## September
- 2019-2020 Activity Year
- Algo Digital's New Game Rolled Out
- Maker Lab Inaugurations (Sakarya LU, Mardin Savur LU, Ankara EP, Antalya EP)
- Maker Lab Trainers’ Training and Seminar
- Anatolia Volunteers 1st Term
- Local Italian NGOs’ Visit to TEGV

## October
- Bursa Eker I Run Marathon
- Fujifilm Printlife Exhibition
- Ergani LU Inaugurated
- Maker Lab Inaugurations (Gümüşpala LU, Ergani LU)
- Two New Design Inventors FFs (Orjin Deri and LRF)
- Drama Workshop Trainers’ Seminar
- Dreams Workshop Trainers’ Seminar

## November
- Argüden Academy-YÖN 101 Training
- Vodafone Istanbul Marathon
- Launch of Recycle for Education with Turkcell
- Matra Return to School Project Festival
- Çorlu Learning Unit Ground-Breaking Ceremony
- Maker Lab Inaugurations (Şanlıurfa EP, Beykoz LU, Eşrefpaşa LU)
- Training on Management and Certification of Local Volunteerism in Italy

## December
- Ankara Great Atatürk Marathon
- Turgay Noyan Marine Photos Exhibition
- World Volunteers Day
- DİBDİA Trainers’ Training
Our activities in 2019

In 2019, in the field of informatics and digital transformation, we have accomplished a number of important achievements in education, organization, infrastructure development, and stakeholder relations management.

Informatics and Digital Transformation in TEGV

In the context of “digitalization”, one of the main strategies outlined in our 2019-2021 Strategic Plan, we have accomplished a number of important achievements in education, organization, infrastructure development, and stakeholder relations management in the field of informatics and digital transformation.

- New Algo Digital coding game
- Basic robotic coding education
- 12 Maker Labs
- 2 thematic Design Inventors Fireflies
- Free Workshops Program designed to transmit the principles of the STEAM (Science, Technology, Engineering, Art, Mathematics) project
- Digital Foreign Language Program in collaboration with Cambridge University Press and MyOn

2020

Innovation will continue on the informatics and digital learning platforms

- Development of digital promotion content for volunteers
- Enriching the Basic Volunteer Education with e-learning content
- Supporting training programs with e-videos
- Sharing selected high quality content on the TEGV Online Education Platform, aside from our own educational content
- Launch of the Algo mobile app
- Increasing the number of Maker Labs
- Extending our English Learning Program in collaboration with Cambridge University Press
Our activities in 2019

We completely revamped our first digital game, launched back in 2017 in collaboration with Google.org, with versions in Turkish and English in 2019. We also updated our Informatics program, enriching it with the games Algo Digital and Scratch, and a meaning-focused learning approach.

Designed to introduce children to coding and help them develop algorithmic thinking and visual coding skills, Algo Digital platform features games, puzzles and sections where children can design their own games for solving everyday problems. Our heroes and donors supporting our Foundation, appear in the guise of various characters in the game, which blends different disciplines from science to art, mathematics to sports, health to traffic rules.

Algo Digital Coding Platform and IT Education Program

In this program featuring the Algo Digital coding game and basic IT skills activities, designed to teach algorithmic thinking and code writing through games, we aim to help the children born into a world of rapidly developing technologies to shift from the position of consumer to producer, make comments, and hone their mental skills.

68,688 children
2,618 volunteers
465,662 hours

Program Impact
A comparative sample impact measurement survey was carried out by Koç University’s Independent Impact Assessment Laboratory in 2019 to measure the effect of Algo Digital Education Program on problem solving and algorithmic thinking skills. The survey found a positive effect on the problem solving and algorithmic thinking skills of children who received the Mathematics, Reading and Algo Digital Program for 10 weeks/20 hours.

2020

- Children will enjoy the mobile application of our new game in 2020.

Please scan the QR code with your smart device to download our game.
Feedback from our Children...

Beyza - Grade 5
“It is a great game. Thanks to you, we are learning about technology.”

Şevval - Grade 8
“This event was nice, we learned about coding. We even used a method without a computer to use Algo. We can learn about technology without a computer.”

Feedback from our Volunteers...

Algo: Bora, İstanbul-Bakırköy
“I find it very important that we teach children not only coding skills, but also information about digitalization of the world, development of social skills, and the Scratch program. The surprises which come at the end of Algo Digital allow children to have more fun while playing and completing the tasks.”
Our activities in 2019

Built around the concept of collective and active learning, our education content is meant to provide children a critical and design-centered perspective, evaluate the problems they encounter in daily life and realize that they can solve these problems through robotic coding technology.

Children undertake mini projects at this Education Program which takes place in specially designed workshops featuring maker instruments such as 3D printers, 3D design pens, electronic cards, sensors, motors, recycling materials, etc.

Program Impact
During the impact measurement which will continue in the period 2019-2022, the progress in children’s creativity, problem-solving and design-centered thinking skills will be assessed. The survey will be carried out in collaboration with Boğaziçi University, 4,000 children will fill the questionnaire, and 1,100 children will participate in interviews.

Maker Labs

We extended across the country our Maker Lab training program, which follows the Maker Movement’s philosophy of “Build, share, give, learn, train, play, join, support and change: Produce instead of consuming!”

1,730 children
120 volunteers
28,454 hours
Feedback from our children...

Ali - Grade 5
“We designed and coded our robots.”

Leyla - Grade 4
“We used a 3D pen to make 3D designs and then created a hero to use these.”

Feedback from our volunteers...

Seyfettin, Batman-Merkez
“I was very happy to see, grade 2 children share their ideas on global warming and environmental pollution as we were talking with them about the 17 Development Goals accepted by the international community. You must have seen their excitement when their 3D designs came out of the printer. I would give them simple directives, and then some children wrote the codes themselves without me having to guide them.”
## 11 Maker Labs set up in 2019

After the first Maker Lab at Tekirdağ Learning Unit in 2018; in 2019, we opened Maker Labs in 4 of our Education Units and 7 of our Learning Units. Thus, the number of Maker Labs reached 12. Our two Maker Lab the Fireflies, called Design Inventors, also hit the road.

### Fireflies’ locations are shown on the map as of 31.12.2019.

<table>
<thead>
<tr>
<th>Activity Location</th>
<th>Sponsor</th>
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<tbody>
<tr>
<td>Ankara Semahat-Dr. Nusret Arsel EP</td>
<td>Vehbi Koç Foundation</td>
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<tr>
<td>Antalya Suna-İnan Kıraç EP</td>
<td>Vehbi Koç Foundation</td>
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<tr>
<td>Batman Merkez LU</td>
<td>Cycle to Hope Team</td>
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<tr>
<td>Diyarbakir Ergani LU</td>
<td>Lenovo</td>
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<tr>
<td>İstanbul Beykoz LU</td>
<td>Ahmet Uysal</td>
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<tr>
<td>İstanbul Ferit Aysan EP</td>
<td>Cycle to Hope Team</td>
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<tr>
<td>İzmir Esrefpaşa LU</td>
<td>Cycle to Hope Team</td>
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<tr>
<td>İzmir Gümüşpala LU</td>
<td>Lenovo</td>
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<tr>
<td>LRF Design Inventors Firefly</td>
<td>Lloyd’s Register Foundation</td>
</tr>
<tr>
<td>Mardin Savur LU Abdulgani Aras Activity Center</td>
<td>Cycle to Hope Team</td>
</tr>
<tr>
<td>Orjin Deri Design Inventors Firefly</td>
<td>Orjin Holding</td>
</tr>
<tr>
<td>Sakarya Nirun Sahingiray LU</td>
<td>Nirun Sahingiray</td>
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<tr>
<td>Şanlıurfa Sevgi Erdoğan Gönül EP</td>
<td>Vehbi Koç Foundation</td>
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<tr>
<th>Activity Location</th>
<th>Sponsor</th>
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<tbody>
<tr>
<td>Bursa LU</td>
<td>In Planning Stage</td>
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<tr>
<td>Çorum LU</td>
<td>Oğucu Family</td>
</tr>
<tr>
<td>Erzincan LU</td>
<td>Lloyd’s Register Foundation</td>
</tr>
<tr>
<td>Eskisehir Ataturk Education Park Ali Numan Kıraç Activity Center</td>
<td>Inan Kıraç</td>
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<tr>
<td>Gaziantep EP</td>
<td>Rotary 2430 Region</td>
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<tr>
<td>Giresun LU Aysel-Mesut Taftalı Activity Center</td>
<td>A. Umit Taftali</td>
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<tr>
<td>İzmir Çiğli EP</td>
<td>In Planning Stage</td>
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<tr>
<td>Kocaeli LU</td>
<td>Selma-Mesut Kayurt</td>
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<tr>
<td>Mersin LU</td>
<td>Yapı Kredi</td>
</tr>
<tr>
<td>Semih Şakir LU</td>
<td>In Planning Stage</td>
</tr>
<tr>
<td>Sirt Kurtalan LU</td>
<td>Lloyd’s Register Foundation</td>
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</table>
2 Design Inventors Fireflies hit the road

Aside from establishing Maker Labs in fixed locations we also undertook the thematic transformation of two of our Fireflies, which can access all children since they are mobile. These Fireflies have already started to reach out to the children around the theme “Design Inventors.”

Please scan the QR code to watch our Design Inventors Fireflies promotion film sponsored by LRF.
Free Workshops

In this program, we aim to encourage children and volunteers to approach real life problems, products or systems in a critical manner, and to use project-based learning methodology to solve the problems they observe.

The program aims to help children learn the principles and methodology of the STEAM (Science, Technology, Engineering, Art, Mathematics) project; with content meant to hone their design-centered thinking, problem-solving and teamwork skills.

In the program, children and volunteers investigate regional differences and needs, and the team of 4 children and 1 volunteer works together for 12 weeks, conducting research based on a problem in their lives, creating an artistic, industrial, scientific or literary innovation/new product, and then evaluating this product and the process.

Program Impact
The pilot project was completed in 2019, and the program’s impact will be measured after it is implemented on a wider scale.
Feedback from our Children...

Faruk - Grade 5
I had a lot of fun in the first 3 weeks. I got a little bored the next 5 weeks. The last two weeks were once again fun. I was bored because, when they said we were going to do a project I was not aware of the project. But I loved it when we began the project. The Free Workshops has enriched my imagination. Before, I used to not like what my friends did; now I have learned to respect them. I am very happy to be a part of the Free Workshops.

Feedback from our Volunteers...

Merve, İzmir-Balçova
“While devising projects at the Free Workshops, it was thrilling to see how children listened to different ideas, and then started to respect these ideas and develop their creativity over time.”
Science

Fun with Science

Through the science education program, we endeavor to help children become individuals who understand the stages of scientific processes, establish causal relations, and have the necessary knowledge and skills to use a laboratory.

48,060 children
1,683 volunteers
251,509 hours

We aim for children to acquire the basic scientific knowledge and skills in an active way, through daily life examples and experiments.

It is observed that the program is effective in revealing the creativity of children through fun learning methods, encouraging them to see science as a career option, boosting their confidence and self-sufficiency in science subjects.

Program Impact

- 78% Consider it important to succeed in science classes.
- 78% View themselves as talented for science.
- 83% Think science classes are fun.
Feedback from our Volunteers...

Kader - Grade 3
“Dear friend, I wish you were here, too. When we come here, we talk about the experiments we will do that day. Then we make lots of experiments. I have a lot of fun here. I am sure you will have much fun as well.”

Feedback from our Children...

Çağla, Van-Muradiye
“Children carried out the activities by collaborating as a group. They improved their skills of scientific process. They learned through first-hand experience. Children grasped the causes of the events they encounter in daily life. All the activities gave a great boost to children’s development and school lessons.”
Science Firefly

The Education Program is designed to provide children with scientific thinking skills to raise them as individuals who think scientifically, solve problems and have a positive attitude towards science.

1,375 children
6 volunteers
16,404 hours

Our science-themed Firefly offers children a creative and efficient learning environment with creative experiments and activity sets, designed for children and supported with rich and interesting materials.

Our objective is to help children discover science setting off from daily events, make observations, become curious, ask questions and conduct experiments. The program hones children’s skills of inquiry, research, analytical and critical thinking, problem solving and experimenting, and encourages them to think through a scientific perspective.

Program Impact

- 86% Know scientific terms.
- 80% Obtain ample information about science.
- 76% Know the stages of scientific research.
- 75% View science as exciting and fun.
Feedback from our Children...

İbrahim - Grade 4
“At the Science Firefly, I did experiments which I had never done before. I used the virtual reality glass and made a hologram. Thanks to TEGV for offering us these opportunities.”

Feedback from our Volunteers...

Kübra, Mersin-Mediterranean
“I was very excited when children first came to the Science Firefly. The energy and excited anticipation of the children motivated me. It is wonderful to feel that I am teaching something to a child, and making a difference. I thank TEGV for offering us this opportunity.”
In the program, we aim to provide basic English learning support to children, help children hone their comprehension and skills outside their mother tongue, engage in intercultural communication, reinforce what they learn at school, and develop their English reading, comprehension, speaking and writing skills. CUP supports English education by opening to our children and volunteers not only its digital English learning platform, but also the digital reading platform called MYON.

**Program Impact**
As the program has been launched recently, impact measurement will take place in 2020.
Feedback from our Children...

Feride - Grade 4
“I loved learning English on the computer. That was so much fun.”

Feedback from our Volunteers...

Umut, Istanbul-Kartal
“There is a gap in my class between the children who came to TEGV and those who did not. Those who attend the English activities are far ahead. Thank you TEGV.”
Mathematics

Fun with Math

The Education Program is designed to provide children the basic mathematics skills and knowledge, helping them develop a positive approach to mathematics and reduce possible anxiety towards this discipline.

Numerous studies have shown that children who master their mathematical thinking skills in early childhood demonstrate better intellectual and academic skills in later years.

Our educational program helps children solve complex problems by dividing them into clear, simple and logical steps, comprehend the world around them in a systematic manner, and understand the relationship of mathematics with different disciplines.

In our program consisting of interesting and entertaining activities and materials, children learn math in a fun way, with thinking exercises, station work, cubes, colorful visuals, examples from daily life, geometric objects and stories.

Program Impact

- **77%** No longer afraid of math exams
- **74%** Not afraid of being asked a question in math class
- **78%** No longer find math boring.

50,940 children

1,962 volunteers

322,372 hours
Feedback from our Volunteers...

Şeyma, Kocaeli–İzmit
“The 10 weeks I spent here once again offered me diverse experiences. Our group got along very well, we did not want to separate. I never regretted joining TEGV, I am truly thankful.”

Feedback from our Children...

Eren - Grade 4
“I had most fun in the week when we measured liquids. Thank you very much, because you made me smile and gave me dreams. When I grow up, I want to inspire hope in children like you. Thanks for touching upon my life.”
Our activities in 2019

Reading

I Read, I Play

The basis of our education program consists of interdisciplinary exercises designed to develop different reading and creative thinking skills in children.

56,678 children
2,141 volunteers
376,645 hours

Supported by Yapı Kredi for 14 years, the program is implemented in special event rooms called Reading Islands, designed in accordance with the targeted achievements.

The program I Read, I Play has been nominated by International Board on Books for Young People for the Asahi Reading Promotion Award, which is given every two years to groups and institutions who organize programs to encourage children and youth to read books.

Colorful Pencils

TEGV children publish a local newspaper under the scope of this program, which is a communication initiative by the I Read, I Play program, running since 2006 in cooperation with Yapı Kredi. In its first phase, the Colored Pencils Newspaper was organized in 10 Education Parks and 35 Learning Units between 2013-2018. In this effort, each activity location created a local newspaper of its own.

Our project was awarded in the “Long Term Communication” category at the PRIDA Communication Awards, designed and organized by the Association of Communication Consultancy Companies (İDA).

Program Impact

75%
Developed a positive approach.

74%
Suggested it to friends.

All of the newspapers are available at www.renklikalemler.org.
Feedback from our Children...

**Nisanur - Grade 4**
“The activity I Read, I Play gave so much to me. I drew many lessons from the books we read. I learned a lot. I really like our volunteer older sister. She is a very kind person. Sometimes we play games; actually, we always play games. I have a lot of fun. I spend time learning and having fun with my friends. Most importantly, now I read a lot of books. I can place myself within these books. I am very happy.”

Feedback from our Volunteers...

**Saime, Van-Muradiye**
“The activity I Read, I Play has an amazing effect on children’s imagination. In this activity, aside from gaining the habit of reading books, children turn into heroes and travel to dreamlands. We observe positive, regular progress in their capacity to express themselves and explain what they read. We continue to add creativity to everything we read and listen to.”
Art

Dreams Workshop

In this program which aims to improve the arts and life skills of children and volunteers, we not only engage in plastic arts disciplines, but also help children move away from ready-made templates.

13,384 children
1,142 volunteers
266,348 hours

In this program, we offer children content such as two- and three-dimensional techniques like sculpture, print, waste material, as well as learning and talking about artists. In the program, we aim for children to get acquainted with the basic concepts of art and a wide range of materials, make visual discoveries, and engage in two- and three-dimensional designs.

In the second module of the program, developed and implemented in 2019 with support from Alta Mane Foundation, children analyzed the works and techniques of extraordinary contemporary artists such as Frida Kahlo and Banksy, and had the chance to come up with their own designs.

Program Impact

- 89% Can easily perform Dreams Workshops exercises.
- 84% Wish the activity would last longer.
- 73% Want to choose a profession related to arts.
- 99% Leave the workshop happy and suggest it to a friend.
Feedback from our Children…

Hall - Grade 5
“In this workshop, I discovered how to draw pictures better, to fire up my imagination and explored the beauty of colors. I learned about how primary colors blend to create intermediate colors. I am so glad to have participated in the Dreams Workshop. Thanks TEGV.”

Feedback from our Volunteers…

Nur, Adana-Seyhan
“Traveling to the world of colors keeps the curiosity of children alive. Thanks to the activities, children’s imagination advanced. It was a process blended with a sense of excitement and ambition. Applying different techniques together with children made a positive contribution to our own development as well.”
Drama Workshop

With our Education Program, we aim to provide children with verbal or physical expression skills, creativity, problem solving skills, self-confidence, communication skills, comprehension and listening skills.

In this program designed to support children’s multi-dimensional development in workshops, we utilize drama techniques such as role playing, improvisation, game and dramatization.

Going on for 15 years and updated in consideration of sociological changes over the years, this program consists of self-development activities which can be carried out by children and volunteers in a fun way. The program, thus, aims to ensure that not only children but also volunteers advance in their personal development.

Drama helps individuals overcome their daily concerns, pour out their feelings, take a critical perspective on events, hone their creativity, socialize, enhance their imagination, get to know themselves, think freely and express their ideas, and love arts -especially theater. Undoubtedly the most important and valuable aspect of drama is its facilitation of real and long-lasting learning. In drama, theatrical techniques are utilized to attain these targets. To conclude, we may simply emphasize that “drama is a rehearsal for life.”

49,200 children 1,726 volunteers 274,137 hours
Feedback from Children...

Ecrin - Grade 2
“When I first came here, I met new friends. We played new games with our volunteers. We became trees and toys in parks. We acted out how we go to school. We created a story out of cubes, we performed a theater, we acted ‘as if’, and we had a lot of fun.”

Feedback from Volunteers...

 Çağrı, İzmir-Balçova
“This activity led to serious changes in children’s conduct. I observed a noticeable difference in their behavior between the first week and last. They made progress. I think that there is advancement in their skills of expression, and their awareness of what is good and right. Their active listening and practice skills also improved.”
Dream Wanderer

We are very pleased to bring our arts program to children living in areas where we have no activity locations.

Supported by the Alta Mane Foundation, the program is designed to enhance children's artistic knowledge and skills, and help them develop a positive attitude towards arts, in those areas where we do not have activity locations.

Our Children and Volunteers Delved into Art at Bakṣi Museum

We organized art workshops hosted by Prof. Hüsamettin Koçan, the founder of Bayburt Bakṣi Museum.

In the workshops organized by academic, education program host, and independent curator Işin Ömol together with our volunteers, children worked on narrating concise stories with the print technique, My Life Map, and abstract art design with ropes.

Children of Bayburt visited Bakṣi Museum during the festival, and participated in artistic activities in different stations. Children learned and had much fun in these arts workshops, which left a lasting impression on them.

Program Impact

Long-term impact measurement studies are carried out under the consultancy of Boğaziçi University in order to measure the increase in self-esteem and self-confidence of children who receive the education program in the period 2019-2021. Initial findings have shown that it constitutes an informative and satisfying learning experience that positively affects children's attitude towards art.

Digital Exhibition

Art lovers can now access our children’s creative pieces, sculptures, paper marbling works, and many more at this virtual exhibition. Artworks of children who came to the Dream Wanderer is but a click away at www.dusgezgini.com. As such, the creations of our young artists go out of truck trailers to reach thousands of art lovers.

Please scan the QR code with your smart device to access the virtual museum.

1,747 children

59 volunteers

20,868 hours
Feedback from our Children...

Nalan - Grade 7
“Everyone is so kind on this truck trailer, and I want to become a volunteer, too, when I turn 18. It is great to join art activities with other children and people. I wish the Dream Wanderer could stay here a little longer. I would like to do more activities. But it’s OK, it is very nice to be together and experience this joy. It was wonderful to take part in these activities with you. I hope the Dream Wanderer continues to exist when I turn 18, because I want to volunteer, too.”

Feedback from our Volunteers...

Elif, Dream Wanderer
“Since I became a volunteer, I have been experiencing the most enjoyable activities, and having a great time at Dream Wanderer. Everything here is designed for children. Thanks to this activity, we spend warm and creative times with children, and a big smile appears on everyone’s face. Being in touch with art, colors and children is invaluable.”
Our activities in 2019

Other activities

In this program, implemented in cooperation with Allianz Turkey, we aim to contribute to our children’s healthy growth and development through movement and sports, and help them experience a selection of sports such as athletics, korfball, bocce, gymnastics, orienteering and tag-rugby. Koruncuk Foundation and Ege Contemporary Education Foundation are partners in the program.

**Our Child Ali - Grade 1**
“I liked the mask activity, and the activity where we made cookies. I shared my materials with friends. We had very nice activities. I love my volunteer older brothers and sisters. I also learned the stork dance. This place is great.”

**Our Volunteer Kübra, Eskişehir**
“The activity Let’s Learn Together which we organize for the first grades was very beneficial for me. Spending time with children helped me understand them better. I gained experience in classroom management. TEGV has been very useful for me, both for the teaching profession I will perform in the future, and my present life.”

**Our Child Mehmet – Grade 3**
“We learn different games every week. I learned games I did not even know, I watched very informative films about sports. With this activity, through fun and games, I learned that sports occupies an important place in my life. I am very happy to learn about different sports.”

**Our Volunteer Furkan, Istanbul**
“We observed the children every week, watched their progress, and made comments about them. Our children came a long way and we observed how children became more active individuals with every passing week. Some children who were very shy in the first weeks of the program, turned into individuals taking responsibility in the last weeks. It was very enjoyable for us to observe this whole process.”

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**LET’S LEARN TOGETHER**

7,631 children

694 volunteers

Supported by Nirun Şahingiray Fund and designed to master the skills which are crucial in the development of 1st grade children, the program aims to support the advancement of children’s language and communication, cognition, self-management, cooperation and group work, motor and artistic skills.

**MOTTO MOVEMENT**

1,363 children

97 volunteers

In this program, implemented in cooperation with Allianz Turkey, we aim to contribute to our children’s healthy growth and development through movement and sports, and help them experience a selection of sports such as athletics, korfball, bocce, gymnastics, orienteering and tag-rugby. Koruncuk Foundation and Ege Contemporary Education Foundation are partners in the program.
In this program conducted since 2011 with the support of Domestos, the aim is to help families and children live under the best hygienic conditions, and to raise children’s awareness of hygiene. During the program, which focuses on discovering germs and defending against microbes and diseases, children engage in fun activities with various visuals, and mascots for 90 minutes.

**Our Child Kader - Grade 4**
“I had a lot of fun today because I learned that there are good and bad, healthy and unhealthy germs. Before, I thought all microbes were bad and unhealthy. But now I have learned better.”

**Our Volunteer Merve, Ankara**
“The activity was very enjoyable with the involvement of children. The children both learned and had fun in the little activities we organized. They used to have little information about types of germs. They have learned in a more long-lasting manner after the presentation and activities.”

In this project developed in collaboration with Argüden Governance Academy and Private Sector Volunteers Association (ÖSGD), primary school grade 4 children participate in 10-week programs. Basically, the objective is to offer children financial literacy, environmental awareness, social responsibility, and ability to access correct information. The short-term goals of the project include helping children manage their own budgets, learn how to save money, avoid waste, acquire media literacy skills, voluntarily participate in social responsibility projects, and acquire the ability to question the information they collect.

**Our Child Yusuf - Grade 4**
“I have fun and learn here. I learned that seashells and salt were used as currency in history, and learned how to buy expensive items cheaper, become stronger through group work, media literacy and much more. The book was very nice, too.”

**Our Volunteer Mine, Eskişehir**
“Good Governance for Kids” was my first volunteerism experience, and showed me how to learn while teaching. It helped me understand nature and digital life better, and comprehend how the children see me as an individual.”

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**FUN, LEARN, HYGIENE**

86,892 children
2,570 volunteers

**GOOD GOVERNANCE FOR KIDS**

499 children
60 volunteers

For more information, https://tegv.org/eng/
Our activities in 2019

MOBILE KIDS TRAFFIC FIREFLY

Conducted since 2013 with the support of Mercedes-Benz Turkey, MobileKids Firefly Traffic Education Program aims to increase the traffic know-how and awareness of primary school children and provide them with basic concepts, skills and attitudes related to traffic. Children between the grades 2 and 8 are offered a creative, innovative, fun and active learning model in a specially designed learning environment supported by advanced technologies.

3,216 children
48 volunteers

Our Child Eda – Grade 6
“Today was the best day of my life. We learned great things aboard the traffic truck trailer. We learned about safe crossing points and signs. We painted pictures, and the tablet PC was beautiful. I will be very careful about everything I learned here. Many thanks to TEGV and Mercedes who sent us this truck. I wish it would always stay here.”

Our Volunteer Büşra, Mercedes Traffic Firefly
“The traffic activity was very beneficial and instructive for children and us volunteers. We thoroughly examined traffic rules, signs and signboards, and made exercises. When the activity was over, they had learned all the basic concepts and rules they need to know about traffic.”

ORAL AND DENTAL HEALTH

In this activity carried out with funding support from İbrahim Etem and Seyyide Ulagay, the objective is to help children acquire basic personal hygiene habits for oral and dental health, understand the function and structure of teeth, comprehend the causes of deterioration in oral and dental health, and learn about useful behavior for dental health.

12,524 children
413 volunteers

Our Child Ece – Grade 4
“In the dental health activity, I learned about how to brush my teeth, food beneficial for teeth, useful and harmful behavior. An older sister showed us how to use dental floss. I enjoyed the word game played with food cards in this activity. It was a very instructive and useful activity.”

Our Volunteer Elif, Van-Muradiye
“In the activity, children learned about useful and harmful food for teeth in a fun way. They said that they would consume less of the harmful food. In an exercise, they realized that they were brushing their teeth in the wrong way, and learned the correct technique. They also learned that food remains lead to microbe and acids, which create caries in their teeth. They also learned that they should frequently consume the useful food.”
Under the scope of collaborations for Corporate Volunteerism, company employees participated in our activities, and children and volunteers were taken to special social events. In 2019, we collaborated with Kidzania, ENKA, Koç Museum, Cinemaximum, Play Workshops, Mobilet, CKM, Sadri Alsık Çolpan İlhan Cultural Center, Pace, Duru Theater, Pera Museum and Atta Festival, enabling 3,576 children and 830 volunteers participate in their social activities.

Our child Hasan – Grade 2
“I love TEGV very much, thank you TEGV. You made me very happy this day. I went to the cinema for the first time in my life and had a lot of fun.”

Our Volunteer Didem, Istanbul
“It was incredible to see the excitement in children’s eyes when they saw the artworks in the museum. Many thanks to TEGV.”
Our activities in 2019

Under the scope of this project supported from MATRA Fund, an educational support program has been created to provide education to children who cannot access school for long periods as their families migrate seasonally for agricultural work. The project has been initiated in Şanlıurfa, and will continue with a Firefly in Harran, where seasonal agricultural work is very widespread.

In this project, TEGV collaborated with the Provincial Directorate of Education to organize two complementary 36-hour intensive courses to provide children reading, math, and life skills. A booklet was designed for children to continue learning on their own.

In addition, TEGV organized parents and teacher seminars in collaboration with the Support to Life Association, which is active in the region, to raise awareness among parents, teachers, and volunteers about the educational needs of children.

In 2019, 64 children participated in the program with the support of 10 volunteers. We aim to reach 1,025 children and 160 volunteers throughout the project.

Back to School Project

In this project conducted with strategic support from Şanlıurfa Provincial Directorate of Education, financial support from Matra Fund, and family and teacher seminar support from Support to Life Association, the children of seasonal agricultural workers in Şanlıurfa are provided basic literacy, basic math, and life skills.

In 2020, our Firefly will travel to the agricultural areas in Harran, Koyunluca to come together with the children of seasonal agricultural workers there.
Feedback from our Volunteers …

Our Volunteer Ercan, Şanlıurfa-Eyyübiye
“Children here need all the educational support they can get. The classes are already crowded, and become even more crowded when the children of seasonal agricultural workers arrive. We try to help children overcome their shortcomings with the activities here. Because, children travel along with their families and cannot access education, thus forgetting much of what they learned in class. We are working hard to close this gap through our activities.”

Feedback from our Children...

Mahmut - Grade 3
“It is great to come to the Firefly for classes. We made dinosaurs here, created a mouse from cubes, counted numbers and made letters with play dough. The lessons are very good here. Then we played games on the computer and we sang songs together.”
Our volunteers draws strength from thousands of volunteers. We continue to make the world a better place together.

Our volunteers, whose total number has exceeded 91 thousand since our inception, continue to serve the society by providing quality educational support to our children, and contribute to the sustainability of our Foundation.

In 2019, 10 thousand volunteers devoted 374 thousand hours to TEGV training activities, creating value equivalent to TL 4.9 million.*

* The TL equivalent is calculated on the basis of the lowest hourly rates for contracted teachers.
What our volunteers say:
Volunteer Satisfaction Survey - 2019 Results

- **96%**
  I believe I made progress by volunteering at TEGV.

- **89%**
  I am aware of our foundation’s activities and related developments.

- **93%**
  My motivation as a volunteer is high.

- **88%**
  General Satisfaction Rate

- **92%**
  We have positive relations with the employees at the activity locations.

- **85%**
  My communication with the other volunteers is satisfactory.

- **83%**
  I will continue to volunteer in TEGV in the coming period.

- **72%**
  The Head Office responds to my feedback.

- **90%**
  Employees at the activity location respond to my feedback.

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**Gender Breakdown**
- Man 23%
- Woman 77%

**Age Breakdown**
- 18-24 74%
- 25-34 17%
- 35-44 4%
- <18 1%
- 45-55 2%
- >55 2%
**Gatherings with our Volunteers**

Throughout the year, we organize gatherings with our volunteers who provide unconditional support to all the activities of our foundation and expend great efforts for our children.

We held the first gathering of the year, namely the TEGVFest, in April in the Koç Grove. Approximately 600 volunteers from 16 activity locations in Istanbul, Sakarya, Bursa, Kocaeli, Edirne and Tekirdağ attended the event, where we found the opportunity to express our gratitude to them.

At the Corum Volunteer Gathering held in May, we came together with approximately 700 volunteers from 17 activity locations in Samsun, Rize, Ankara, Kütahya, Çorum, Erzincan, Malatya, Eskişehir, Zonguldak, Bayburt, Gaziantep, Giresun, Nevşehir, Sivas and Ordu.

Our volunteers shared experiences and joined feedback workshops in the two-day event, where they also had the opportunity to get to know each other and discover the area.

**We Celebrated the December 5th World Volunteers Day Together!**

In 2019, as in every year, we celebrated the December 5th World Volunteers Day at the events we organized at all of our activity locations, thus extending our love and gratitude to our volunteers.

**Anatolian Volunteer**

Our volunteers who wish to acquire knowledge and skills in the field of civil society, participate in activities in various regions of Turkey outside their own units in order to experience innovative and creative projects in a cross-cultural learning environment.

In 2019, 23 different projects were carried out by 35 volunteers in fields such as arts, environment, recycling and communication.

**Corporate Volunteerism**

“Corporate volunteerism is volunteering activities carried out under the auspices of corporations, with their support and guidance. Many employees in the private sector carry out volunteering activities in the non-governmental organizations of their choice, or independently with their own initiative.” *(Corporate Volunteering Programs Handbook, Private Sector Volunteers Association, 2013)*

In our collaborations within the scope of Corporate Social Responsibility (CSR), we aim to provide corporations with different perspectives on volunteering, and to raise awareness of social responsibility and volunteering among their employees.

In this respect, volunteering employees can come together with children at our activities after receiving our volunteer training, attend special days and festivities at our activity locations, and take part in social activities and culture & arts events with our children.
Workshops For a Better World Project Embarks Upon its Second Phase

Organized with the support of the US Embassy, the “Workshops for a Better World” project consists of activities on Human Rights, Discrimination, Peace, Children’s Rights, Right to Participation, Gender and Ecology, and the second phase of the project has been started.

Workshops for volunteers and children continue within the scope of the project, and workshops and box games were developed in 6 themes to be organized with teachers, in order to further expand the project. A trainers’ training was held for the trainers who will take part in the project. In addition, an activity booklet about the topics covered in this year’s Workshops for a Better World was published. Children can play the games in the booklet at school, at home, with friends and loved ones, or on their own in their spare time.

In 2019, the project reached a total of 34,776 children and 1,305 volunteers

• In 2020 under the scope of the project, we aim to reach 15,000 children, 300 teachers and 900 volunteers, and will begin to extend the teacher seminars whose pilot phase was completed in 2019.

Drama Workshop Trainer Seminar

With the seminars we organize every year, we aim to improve the competence of our trainers and help them teach in a more effective manner in training programs. For this purpose, in 2019, Mine Göl Güven from Department of Primary Education at Boğaziçi University organized a workshop for 24 Drama Workshop Trainers, focusing on Classroom Management. In the two-day training, exercises were performed on the topics of nurturing trust within the classroom, fostering positive attitudes in children, anger management, and managing and directing children’s behavior.

Dreams Workshop Trainer Seminar – Şirince Nesin Arts Village

For the past two years, we have been organizing “Competence Development Training” with different consultants and in different venues, in order to raise the awareness of our trainers and enhance their competence in their fields. The training features workshops for formulating ideas and concepts, and then turning these concepts and ideas into exercises. This year’s seminar was delivered by İşın Önlö at Nesin Arts Village in Şirince, with the participation of 27 volunteers.
Our human resources

We held the 19th edition of our annual “A Glance at the Future” on 4-8 August at Koç University, around the theme “Towards the 25th Year.”

Looking to the Future Meeting: “Towards the 25th Year”
We held the 19th edition of our annual “Looking to the Future Meeting” on 4-8 August at Koç University, around the theme “Towards the 25th Year.”

On the first day, we made a pleasant start with a piano recital by Sera Çamaş, who provides free-of-charge music education to children under the scope of the project “Music in Village Schools.” Koç University President, and Member of the Board of Trustees, Prof. Umran İnan stated that our meeting was one of the most beautiful events they ever hosted in the University Campus.

Our Chairman R. Oktay Özinci, Board Member Prof. Sami Gülşöz and our General Manager Sait Tosyali delivered the inaugural speeches, followed by Salim Kadıbeşegil’s presentation on “Reputation and Crisis Management”, Murat Ardaç’s presentation on “Digital Transformation”, and the Cycle to Hope Team, who has been supporting our Foundation for 2 years.

The program continued with a session where we assessed the 25th Year Local Resource Development Workshop and our Efficiency Analysis Model, followed by remarks by Alp Köksal, Khan Academy’s Turkish Director, and a seminar on “Social Emotional Learning” delivered by Barış Sarısoy. National basketball player Sinan Güler shared his journey to success and his activities under the scope of various social responsibility projects. Dr. Aylin Sözer Çapan gave information about how pictures drawn by children were analyzed in a scientific manner.

We celebrated our achievements together at the “Seniority Awards Ceremony”, giving prizes to our senior colleagues, and “Nirun Şahingiray Award Ceremony”, rewarding the best projects of the year.

We closed the event with our departments’ presentations, and motivation-boosting activities. Overall, we enjoyed the bliss of getting together with nearly 150 employees at the event.

We thank our host Koç University for their valuable support.

Behavioral and Technical Competence Matrix Project
In this project conducted to create a behavioral and technical competence matrix, to set behavioral indicators based on position and level, and to determine the technical competence measurement methodology, a total of 52 competences were divided into 5 different competence categories. Measurement methods and tools were developed as regards these competencies.

Executive Competence Development Program
We have launched the “Executive Competence Development Program” for our managers with a calendar extended across the year, that covered training and follow-up processes.
For more information, https://tegv.org/eng/

Assessment
- Needs Analysis
- Profile Surveys
- Case Studies
- Interviews
- Competence Analysis

Executive Competence Development Program

Feedback
- Reports
- Test Results
- Survey Results
- Assessment Results

Performance Coaching
- How to Apply the STEP Coaching Model
- Tactics and Suggested Actions for Coach Managers
- The Successful Feedback Model
- Actions for Boosting Performance

Meeting with Juniors
- Manager’s One-on-One Coaching to Employees and Reporting on Results
- Analysis of the Actions Taken for the Team

Breakdown by Training
- Lean Six Sigma 38%
- SPSS 16%
- First Aid 5%
- Occupational Health and Safety 14%
- Executive Development Program 11%
- Orientation 11%
- Other 5%
- Other 5%
Our new activity locations

We take decisions to inaugurate new activity locations after evaluating a series of parameters. We use the “Factor Rating” method to take into consideration the criteria listed below. In line with our organizational strategy and in accordance with our sustainability principle, we inaugurate new activity locations in areas chosen according to these criteria once investment and business sponsorship are secured.
Diyarbakır Ergani Learning Unit Moves to its New Home

On October 1, 2019, we opened our new activity location for children in Diyarbakır’s Ergani district. We had been searching for a suitable location in the district since 2017, and during the search, we had reached children through activities performed in schools. Our Learning Unit features a Maker Lab sponsored by Lenovo. We aim to deliver quality education to 1,500 children per year at the Learning Unit.

We Broke Ground for Our New Activity Location in Çorlu

Construction began for our new activity location in the Çorlu district of Tekirdağ province, which will be created by Öğücü Family under the sponsorship of Lila Group.

- Our unit is planned to open its doors by autumn 2020, and we aim to reach around 3,500 children per year.
Our donors

Through their contributions to the advancement of our children, our distinguished donors also contribute to the development of Turkey. We would like to express our deepest gratitude to our friends of education, with the glimmer of gratitude in our children’s eyes and with the deep affection of their hearts. We firmly believe that, with your continued support, this progress will continue and the future will be much brighter than today!

Corporate

- 22 institutions
- TL 9.8 million
- 86%

Individual

- 18 thousand people
- TL 3.5 million
- 69%

- 58 institutions
- TL 600 thousand
- 5%

- 18 institutions
- TL 799 thousand
- 7%

TL 100 thousand and above
TL 25-100 thousand
TL 5-25 thousand
TL 5 thousand or less

In order to become our donor, please scan the QR code and access our web site.
Nirun Şahingiray’s memory lives on among our children

Nirun Şahingiray, a prominent business person with major achievements in his career, donated a large portion of his estate to our Foundation in 2008. Owing to this significant donation, our children will grow up to become individuals worthy of his memory and of Turkey.

The Nirun Şahingiray Fund has financed one Learning Unit and two Fireflies, including their construction and operational expenses, thus allowing us to extend education support to 43 thousand children so far. Moreover, 25 thousand children have benefited from the “Let’s Learn Together” education program designed for primary school 1st grade children.

With this invaluable donation by Nirun Şahingiray, we have been organizing Nirun Şahingiray International Forum since 2013 in order to gather together representatives of NGOs, education professionals and academics around a platform where the latest innovations and developments in education are discussed at length.

*In the year 2020, we will be organizing the fourth edition of Nirun Şahingiray International Forum around the theme “The changing learning culture of 21st century - Change Has Never Been So Real.”*
Our education program sponsors

**US Embassy:**
Workshops for a Better World

34,776 children
1,305 volunteers

**Domestos:**
Fun, Learn, Hygiene

86,892 children
169,265 digital platform users

**Mercedes Benz Türk A.Ş.:**
Traffic Firefly

3,216 children

**Allianz Turkey:**
Motto Movement

1,363 children

**Google:**
Algo Digital

68,688 children face-to-face

**İbrahim Etem and Seyyide Ulagay:**
Oral and Dental Health

12,524 children

**Alta Mane Foundation:**
Dream Wanderer

1,747 children

**Nirun Şahingiray:**
Let’s Learn Together

7,631 children

**Yapı Kredi:**
I Read, I Play

56,678 children

**Cambridge:**
Kid’s Box English

1,671 children

**Matra Fund:**
Back to School Project

64 children
<table>
<thead>
<tr>
<th>Our supporters</th>
<th>ARUP</th>
<th>Banat</th>
<th>Boyner</th>
<th>Brisa</th>
<th>Clariant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supporters</strong></td>
<td>Istanbul Ferit Aysan Education Park Dreams Workshop renovation</td>
<td>67 children/revenue from the sale of Banat-branded products</td>
<td>100 children/revenue from the sale of t-shirts with Atatürk prints</td>
<td>Tire changes of 7 Fireflies and online tire training for our executives</td>
<td>Donations of annual stationary for our Istanbul locations and New Year’s celebration at the Zeyrek Learning Unit</td>
</tr>
<tr>
<td><strong>Employees</strong></td>
<td>20 Children/Presents for children at the Zeyrek Learning Unit</td>
<td>45 Children/World Bank Group Community Connections Campaign Donation Program</td>
<td>Employment of 3 employees via First Opportunity Program</td>
<td>273 Children/Birthday presents for clients</td>
<td>168 Children/Revenue from the sale of Lab-branded products</td>
</tr>
<tr>
<td>Lila Group</td>
<td>666 Children/Revenue from the sale of Maylo-branded products</td>
<td>200 Children/Barbie Career Set sales revenue</td>
<td>200 Children/Support to Life Certificate</td>
<td>800 Children/Revenue from the sale of sacrifice animals</td>
<td>Beykoz Learning Unit venue improvement and Lego robot project</td>
</tr>
<tr>
<td>Nexans Foundation</td>
<td>Denizli Deliktaş Learning Unit moving costs and energy activity donation</td>
<td>Donation of paint for the interior and exterior surfaces of 6 activity locations</td>
<td>Donation of 400 tablet PCs</td>
<td>Beykoz Learning Unit venue improvement</td>
<td>Close to 150 thousand shoes: Shoe donation via “Tom’s Giving” project</td>
</tr>
<tr>
<td>Turkish Philanthropy Funds</td>
<td>Support for the construction of Maker Labs in Beykoz and Mardin and for one year education costs of our 390 children</td>
<td>67 Children/Revenue from Unilever products sold by Seyhanlar Market</td>
<td>161 Children/Revenue from ticket sales for an award ceremony</td>
<td>140 Children/Sales revenue form Vestel.com.tr products</td>
<td></td>
</tr>
</tbody>
</table>
## Activity location sponsors

### Education Parks

<table>
<thead>
<tr>
<th>No</th>
<th>Province</th>
<th>Activity location</th>
<th>Construction Sponsorship</th>
<th>2019 Management Sponsorship</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ankara</td>
<td>Semahat - Dr. Nusret Arsel</td>
<td>Semahat - Dr. Nusret Arsel</td>
<td>Vehbi Koç Foundation</td>
</tr>
<tr>
<td>2</td>
<td>Antalya</td>
<td>Suna - Inan Kıraç</td>
<td>Suna - Inan Kıraç</td>
<td>Vehbi Koç Foundation</td>
</tr>
<tr>
<td>3</td>
<td>Eskişehir</td>
<td>Atatürk Education Park Ali Numan Kıraç AC</td>
<td>Eskişehir Metropolitan Municipality</td>
<td>Inan Kıraç</td>
</tr>
<tr>
<td>4</td>
<td>Gaziantep</td>
<td>Gaziantep Metropolitan Municipality</td>
<td>Gaziantep Metropolitan Municipality</td>
<td>Inan Kıraç</td>
</tr>
<tr>
<td>5</td>
<td>İstanbul</td>
<td>Fevri Aysan</td>
<td>Fevri Aysan</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>İzmir</td>
<td>Çiğli</td>
<td>İzmir Metropolitan Municipality</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Samsun</td>
<td>Samsun Metropolitan Municipality</td>
<td>Samsun Metropolitan Municipality</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Sancaktepe</td>
<td>Sevgi Erdoğan Gönül</td>
<td>Sevgi - Erdoğan Gönül</td>
<td>Vehbi Koç Foundation</td>
</tr>
<tr>
<td>9</td>
<td>Van</td>
<td>Fevri Tokar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Istanbul SADEP and Van Çatak activity locations have discontinued their operations.

AC: Activity Center
<table>
<thead>
<tr>
<th>No</th>
<th>Firefly</th>
<th>Construction Sponsorship</th>
<th>Management Sponsorship</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orjin Deri Design Inventors</td>
<td>Orjin Deri</td>
<td>Orjin Deri</td>
</tr>
<tr>
<td>2</td>
<td>TEGV Design Inventors</td>
<td>Lloyd’s Register Foundation</td>
<td>Lloyd’s Register Foundation</td>
</tr>
<tr>
<td>3</td>
<td>Tırsan</td>
<td>Tırsan</td>
<td>Tırsan</td>
</tr>
<tr>
<td>4</td>
<td>İş Bankası</td>
<td>İş Bankası</td>
<td>İş Bankası</td>
</tr>
<tr>
<td>5</td>
<td>Banvit</td>
<td>Banvit</td>
<td>Banvit</td>
</tr>
<tr>
<td>6</td>
<td>Aktekin Brothers</td>
<td>Fikret and İsmet Aktekin</td>
<td>Fikret and İsmet Aktekin</td>
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<tr>
<td>7</td>
<td>Aygaz-1</td>
<td>Aygaz</td>
<td>Tüpraş</td>
</tr>
<tr>
<td>8</td>
<td>Aygaz-2</td>
<td>Aygaz</td>
<td>Tüpraş</td>
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<td>Aygaz-3</td>
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<td>Aygaz-5</td>
<td>Aygaz</td>
<td>Tüpraş</td>
</tr>
<tr>
<td>12</td>
<td>Rotary-1</td>
<td>Istanbul Rotary Club</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Rotary-2</td>
<td>Istanbul Rotary Club</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Bosch-1</td>
<td>Bosch</td>
<td>Bosch</td>
</tr>
<tr>
<td>15</td>
<td>Bosch-2 Science</td>
<td>Bosch</td>
<td>Boeing</td>
</tr>
<tr>
<td>16</td>
<td>Nahum Family</td>
<td>Nahum Family</td>
<td>Nahum Family</td>
</tr>
<tr>
<td>17</td>
<td>Birim Family</td>
<td>Birim Family</td>
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</tr>
<tr>
<td>18</td>
<td>Fiba Holding</td>
<td>Fiba Holding</td>
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<tr>
<td>19</td>
<td>Akkök</td>
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<tr>
<td>20</td>
<td>Düş Gezgini</td>
<td>ISTKA</td>
<td>Alta Mane</td>
</tr>
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<td>21</td>
<td>Adım Adım</td>
<td>Adım Adım</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Nirun Şahingiray 1</td>
<td>Nirun Şahingiray</td>
<td>Nirun Şahingiray</td>
</tr>
<tr>
<td>23</td>
<td>Nirun Şahingiray 2</td>
<td>Nirun Şahingiray</td>
<td>Nirun Şahingiray</td>
</tr>
<tr>
<td>24</td>
<td>Mercedes Benz Traffic</td>
<td>Mercedes Benz Türk A.Ş.</td>
<td>Mercedes Benz Türk A.Ş.</td>
</tr>
</tbody>
</table>
Our activities in 2019

Our fund raising activities

A June Night’s Dream Concert
We organized a very special concert in Volkswagen Arena to support quality education for children. Ezgi Mola and Cem Davran hosted this magnificent night titled “A June Night’s Dream”, where Ajda Pekkan, Kenan Doğulu, Fahir Atakoğlu and Tuluğ Tirpan performed in concert. The surprise guest of the night, Okan Yalabık performed 3 sections from the Mevlana - Alchemist Symphonic Poem, accompanied by Tuluğ Tirpan at the piano.

The concert was sponsored by Volkswagen Arena, Dore Music, Biletix, Most Production and The Ritz Carlton Istanbul. The concert proceeds helped finance education support for 1,300 children.

TEGV E-Store, New Products and New Year’s Catalogue
We expanded our product range at our Commercial Enterprise to generate more revenue. We added new products such as candles, lavender pouches to our special occasions products such as invitation cards, bookmarks, and magnets. We expanded our customized products range such as wedding and betrothal paraphernalia with items for newborns and children’s birthdays. We also published a catalogue of New Year’s products for corporations.

Please scan the QR code with your smart device to view our products.
Recycling electronic waste to support education

By recycling electronic products to raise funds to support education, we involve everyone in our dream of building a sustainable world strengthened with education for children.

Launched in 2017 and conducted in partnership with Turkish Ministry of Environment and Urbanization and TÜBİSAD (IT Industrialists Association of Turkey), the project recycles electronic products to raise funds to support education, thus involving everyone in our dream of building a sustainable world strengthened with education for children.

Our project also stands out as an important environmental activity for the protection of nature. Through recycling, the scrap value of dilapidated products is accepted as donation, while salvageable products are put back into use at our activity locations.

Of the electronic waste collected in this project, salvageable products are repaired and put to the service of our children’s education at our activity locations. In this way, TL 90 thousand worth of electronic waste was recycled in 2019, and the total value of products recycled since the beginning of the project reached TL 180 thousand.

Recycling electronic waste for the benefit of education

In 2019

107
tons of electronic waste was recycled

to support the education of
1,154children

Up until today

190
tons of electronic waste was recycled

to support the education of
2,056children

Recycle to Education with Turkcell

Under the scope of this joint project with Turkcell and TÜBİSAD, electronic waste collection boxes have been placed in 1,335 Turkcell stores across the country. The recycling proceeds of electronic waste is donated to our Foundation.
Sports activity donations

**They Cycled to Hope**
The Cycle to Hope Team, which consists of healthcare professionals and business people who embrace cycling as a way of life, continued to collect donations for a Maker Lab to be established at the Mardin Savur Learning Unit’s Abdulgani Aras Activity Center.

In 2019, Cycle to Hope pedaled 200 km from Mardin to Göbeklitepe, and 830 km from Milan to Munich at GBI Europe, collecting donations for the children of Mardin.

As a result of record high donations, a large amount of funding was secured for a second workshop as well, and thus support was extended to another Maker Lab at our İzmir Eşrefpaşa Learning Unit.

The team also secured support for the project by cycling 700 km for 24 hours at Maltepe Velodrome.

Ahmet Uysal, a Member of our Board of Trustees and a distinguished donor, participated in the Mardin-Göbeklitepe ride, collecting donations for a Maker Lab for the Beykoz Learning Unit.

**“Run to Siirt, Run to Education”**
In 2019, through four running and one swimming competitions, we provided 4 years of quality of education to 5,000 kids at our Siirt Kurtalan Learning Unit. Under this campaign:

- 32 institutions and 557 runners at 41st Istanbul Vodafone Marathon
- 9 institutions and 265 runners at Antalya Runatolia Marathon
- 11 runners at the Ultimate Cunda Marathon
- 82 runners at Koç Spor Fest and
- 7 swimmers at the Intercontinental Swimming Race received donations from 9,217 donors to deliver quality education to our children.

**Evren Uysal Climbed for TEGV Children**
Musician Evren Uysal climbed Europe’s highest peak, Mount Elbrus, securing donations for the quality education of 93 children, under the scope of the campaign “Run to Siirt, Run to Education.”

- In 2020, Evren Uysal will climb Mount Kilimanjaro for supporting children’s education.

**Local Marathons**

- At İzmir Wings for Life Run, 16 runners secured education support for 40 children,
- At Bursa Eker I Run 37 runners for 270 children,
- At Ankara Great Atatürk Run 36 runners for 150 children, while
- At Giresun Runkesarus Marathon ticket revenue secured education support for 15 children, and
- At Adana Orange Blossom Run registration proceeds secured education support for 13 children.
Other fund raising efforts

Contactless Donation Kiosk in the Service of Donors
The first of our contactless donation kiosks was installed at Istanbul Akasya Shopping Mall. Realized with the support of Yapı Kredi, the kiosk allows those who want to support education to make a donation with ease by using their contactless credit cards.

With the motto “Support education with TL 1, leave your mark in the future of the children,” you can now support the education of children by showing your credit card to the Contactless Donation Kiosk and donating TL 1.

Fuji Film Photo Exhibition
Each of the 2 thousand photographs on display at Turkey’s largest photo exhibition, Printlife, secured donations to TEGV for education.

Organized annually by Fujifilm across the world’s largest cities every year, Printlife was held in Istanbul, London and Paris this year. At the Istanbul leg of the exhibition, as a result of our collaboration with Fujifilm, the company made a donation to TEGV for each photo displayed, thus assisting in the education of 106 children.

Turgay Noyan Exhibition
Turgay Noyan is a photojournalist enamored with the sea, and his photos taken at domestic and international yachting races were displayed at an exhibition organized by Zeugma Lions Club. The proceeds were donated for the education of 86 children.

Our Trustees Visited Mardin Savur Learning Unit
A prominent Turkish businesswoman and Founding Trustee of our Foundation, Güler Sabancı, 1978 graduates of Boğaziçi University’s Business Administration Department, Koç employees, academics and our Trustee Mahmut Abra visited Mardin Savur Learning Unit’s Abdulgani Aras Activity Center and got together with the children and volunteers.

After the visit, the 1978 graduates of Boğaziçi University’s Business Administration Department made a donation which helped renovate the flooring of the Mardin Savur Learning Unit’s basketball court.
Our communication activities

Media Coverage Data

<table>
<thead>
<tr>
<th>Category</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>News Stories in Newspapers and Magazines (Units)</td>
<td>1,150</td>
<td>1,203</td>
</tr>
<tr>
<td>TV News Stories (Units)</td>
<td>59</td>
<td>86</td>
</tr>
<tr>
<td>Social Media (Access)</td>
<td>99 Million</td>
<td>39 Million</td>
</tr>
<tr>
<td>Online News Stories (Units)</td>
<td>2,910</td>
<td>4,601</td>
</tr>
<tr>
<td>Newspaper, Magazine Ads (Units)</td>
<td>190</td>
<td>132</td>
</tr>
<tr>
<td>Media Advertising Equivalent Value (TL)</td>
<td>73 Million</td>
<td>15 Million</td>
</tr>
</tbody>
</table>
Our children attended Turkey’s Basketball Federation’s (TBF) Men’s Turkey Cup finals.

At the final match, our children came on the court for the center jump. The teams Anadolu Efes Sports Club and Fenerbahçe Beko Basketball entered the court holding the banner “As each child changes, Turkey flourishes,” extending their support to TEGV.

We also participated with our children, volunteers, and parents in the Youth League finals and semi-finals organized in cooperation with TBF. Our children entered the court with the referees, and the league sponsor Lenovo extended its support for the education of 64 children.

We celebrated our 25th Anniversary at a special night in Pera Museum on 23 January 2020.

TEGV Trustees, Board Members, volunteers, employees, and media professionals attended the night, featuring an exhibition about the events that marked the last quarter century, 25th Year Image Film, highlights of these 25 years, and a performance by the TEGV children’s choir. During the event, thank you plaques were presented to volunteers and employees who have been part of the TEGV Family for 25 years. 7 TEGV graduates featured in the image film shared their stories, and brought color to the event narrating how TEGV contributed to their lives.

Thank you plaques were also presented to our founding board members Cengiz Solakoğlu, Prof. Yılmaz Büyükerşen, Dr. Yılmaz Argüden, and to İnan Kıraç on behalf of our Honorary President Suna Kıraç, who shared anecdotes from the period of our establishment.

We are proud of what we have accomplished over these 25 years, and wish everyone many happy years replete with education.
Our information system and digital infrastructure

25th Year

Educational Volunteers Foundation of Turkey
**ERP:**
In 2019, we launched our new Enterprise Resource Planning (ERP) system with the objective of merging applications across distributed structures into an integrated whole, increasing efficiency by reducing manual work, ensuring data integrity, enhancing security, and lowering costs.

**DONOR MANAGEMENT SYSTEM:**
In 2019, we moved our donor management system over to the cloud-based Salesforce software, with a view towards rendering our donation and donor management more effective, integrating it to the new ERP system, establishing an infrastructure suitable for CRM, and organizing our 25-year data.

**TEGV INFORMATION SYSTEM:**
We manage all data regarding children, volunteers and education at our activity locations through this system.

**BUSINESS INTELLIGENCE REPORTING SYSTEM:**
All employees can instantly access data via the QlikView business intelligence module, which enables us to deliver holistic reports by connecting to all databases.

**TEGV ACTIVE:**
We establish real-time communication with our volunteers over our online communication platform.

**TEGVİZ EMPLOYEE COMMUNICATION PLATFORM:**
The platform allows real-time posting, announcements, news and celebratory information, and features modules for library, survey, corporate calendar, training and performance evaluation. The performance evaluation module managed by the employees themselves allows the online designation of competence and objectives, consensus building, approval and monitoring of accomplishment results, as well as giving and receiving feedback.

For more information, https://tegv.org/eng/
Boards and committees

**Executive Board:**
- Oktay Özinci
- Cengiz Solakoğlu
- A. Ümit Taftalı

**Supervisory Board:**
- Permanent Members:
  - Mustafa Dandik
  - Füsun Akkal Bozok
  - Kemal Uzun
- Substitute Members:
  - Aka Gündüz Özdemir
  - Nadir Özşahin

**Corporate Governance Committee**
- Oktay Özinci
- Cengiz Solakoğlu
- Özalp Birol

**Ethics Committee:**
- Prof. Dr. Levend Kılıç
- Prof. Dr. Sami Gülgöz
- Ali Gürsoy

**Corporate Audit and Risk Management Committee:**
- H. Hüsnü Okurün
- Oktay Özinci
- Şirzat Subaşı

**Education Consultative Committee:**
- Oktay Özinci
- Prof. Dr. Sami Gülgöz
- Prof. Dr. Levend Kılıç
- Melda Göğüş

**Communication Working Group:**
- M. Özalp Birol
- Sait Tosyalı
- İpek Uralcan
- Özlem Şirin
- Müge Turan

**Fund Raising Working Group:**
- Oktay Özinci
- H. Hüsnü Okurün
- Alp Öğücü
- Sait Tosyalı
- İpek Uralcan
- Orkun Toy

Please scan the QR code with your smart device to access the applicable regulations.
Compliance with corporate governance principles

As a result of efforts underpinned with the awareness of our responsibility towards stakeholders and the public, we have become the “NGO with the Highest Corporate Governance Rating” in 2019.

In accordance with the principles of reliability, accountability and transparency that underlie our management perspective, the licensed rating agency Kobirate has been assigning TEGV a corporate governance principles compliance rating for four years.

As a result of its assessments, Kobirate has placed our Foundation in the category of “Compliance with Corporate Governance Principles to a Large Extent”, the highest level in their methodology.

In the rating analysis which includes the categories “Shareholders”, “Public Disclosure and Transparency”, “Stakeholders” and “Board of Directors”, we have managed to increase our score for 2019 thanks to our Integrated Annual Report, effective communication with stakeholders, and the “Corporate Principles Compliance Statement”, which we have been sharing with the public for 3 years.

Rating Scores

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>8.84</td>
</tr>
<tr>
<td>2017</td>
<td>9.33</td>
</tr>
<tr>
<td>2018</td>
<td>9.46</td>
</tr>
<tr>
<td>2019</td>
<td>9.60</td>
</tr>
</tbody>
</table>
Our collaborations

MINISTRY OF EDUCATION OF TURKEY

Our collaboration protocol with the Ministry of Education’s General Directorate for Primary Education sets forth the application principles of the programs designed by our Foundation to contribute to primary education, and the scope of our collaboration with Directorates of National Education.

Within the framework of the protocol, we continued in 2019 our joint efforts with schools affiliated to the Ministry of Education.

CORPORATE GOVERNANCE TRAINING FOR YOUTH WITH ARGÜDEN ACADEMY

We took part in the “Strategy Management” section of the YÖN101 training program developed by Argüden Academy to nurture a culture of governance among university students and student clubs. In this section of the training, together with the youth, we evaluated their analyses on our Foundation’s strategies.

WE BECAME A MEMBER OF INTEGRATED REPORTING TURKEY NETWORK

As the first education NGO to publish an Integrated Annual Report, our Foundation became a member of ERTA (Integrated Reporting Turkey Network) in 2019. We sit on the “Awareness” committee of ERTA, which aims to raise awareness at the national level regarding integrated reporting and integrated thinking, improve the capacity of institutions, and share best practices.

WE VISITED THE EUROPEAN PARLIAMENT AT BRUSSELS

11 NGOs and 2 teachers from Turkey participated in the event titled “Turkey’s Faces in Civil Society: Faces of Turkey” organized by Miltiadis Kyrkos, the vice president of European Union - Turkey Joint Parliamentary Committee. At the event, all the invited NGOs delivered speeches and the TEGV booth drew much attention with artworks created by the children.
FORUM IN ITALY

The Training on Management and Certification of Local Volunteerism started with Italian NGOs paying a visit to our Foundation. In October, we got together with the NGOs participating in this visit at the project presentation meeting in Milan, Italy, getting the chance to observe first hand the civil society activities in Italy. The training on the Glore Certificate System took place in Genoa in November. The event lasted one week, with various participants and civil society organizations from Italy, Turkey and other European countries sharing information about their volunteerism schemes.

HARVARD BUSINESS SCHOOL

We have been successful in rendering visible our systematic monitoring and evaluation model in the international arena since the year 2014. Our model was examined as a case study at the “Performance Measurement in NGOs” program held in June 2014 at Harvard Business School. Thus, our Foundation was included in the curriculum of Harvard University, one of the most distinguished higher education institutions across the world, owing to the experience we have accumulated in performance evaluation and impact assessment studies over many years.

YOUNG EUROPEANS’ FORUM

We attended the Young Europeans’ Forum on Building Bridges for Social Cohesion held in Germany.

At the event, 100 young social workers from 24 European countries exchanged ideas on a vast variety of topics such as gender, migration, democracy, human rights, child and youth work, extensive education, volunteerism, social cohesion and global world goals.

Our efforts to raise awareness on social harmony among children via an extensive network of volunteers drew ample interest from the participants.
Our memberships

- Teachers Network
- Integrated Reporting Turkey (ERTA)
- UN Global Compact
- National Volunteerism Committee
- Civil Society Education Platform (STEP)
- Açık Açık
- TÜSEV
We manage our projects through a holistic and interactive perspective. In 2019, 35 projects were undertaken in 4 categories.

Established in 2015, our Project Management Office continued its activities in 2019 in order to reduce risks, guarantee quality and monitor our projects regularly through a systematic methodology.

Thanks to the “Project Portfolio Management” system, which we carried out effectively in 2019, we can manage many projects that start and end during the year in a holistic manner, increase efficiency through prioritization and resource balancing, and respond to risks in a timely manner. We publish “Project Status Reports” on a monthly basis and organize “Review Meetings” for effective communication of projects.

In 2019, we conducted 35 projects in the categories of Organization, Process Improvement and Design (Content Development, Software Commissioning, Activity Location Installations and Business Model/Methodology Commissioning).
Efficiency

We have redefined our Efficiency Analysis Model, in due consideration of the priorities in our 2019-2021 Strategic Plan.

We carry out our activities, cognizant of our responsibility towards the public, especially our children, volunteers and donors. Achieving efficiency in all areas of our work figures among our top priorities.

In the year 2019, we have redefined our efficiency analysis approach in place for many years, in due consideration of the priorities in our 2019-2021 Strategic Plan, with a special focus on efficiency of the practices at our activity locations, which constitute the center of our activities.

We managed the process as a project, holding workshops and one-on-one interviews with all relevant stakeholders to understand their perceptions and expectations as regards efficiency. Efficiency criteria were set forth based on the data thus collected. Following simulation studies, a new model of analysis has been put into use.

We have placed efficiency among our corporate performance indicators, and carried out all of our work with this perspective.
Our Trustees

1. A. Gündüz Özdemir
2. A. Ümit Taftali
3. Abbas Güçlü
4. Adem Erdölek
5. Ahmet Aykaç
6. Ahmet H. Uysal
7. Ali Tigrel
8. Ali Üstay
9. Ali Gürsoy
10. Ali Mahmut Abra
11. Alpay Bağrıaçık
12. Altan Oymen
13. Arup Engineering
14. Arzuhan Doğan Yalçındağ
15. Aslan Önel
16. Atilia Aşkar
17. Aydin Doğan
18. Aydin Ersöz
19. Aydin Giz
20. Aydin Harezi
21. Banu Zeytinoğlu
22. Banş Karadağ
23. Burhan Karaçam
24. Bülent Eczacıbaşı
25. Bülent Gönc
26. Bülent Gültekin
27. Can Deldağ
28. Cem Boyner
29. Cem Davran
30. Cem Duna
31. Cem Topçuoğlu
32. Cengiz Solakoğlu
33. Claude Nahum
34. Coşkun Teziç
35. Çelik Arsel
36. Didem Altop
37. Dinc Bilgin
38. Assoc. Prof. Gürol Büyük
39. Assoc. Prof. Mehmet Kabasakal
40. Assoc. Prof. Yurdakul Yiğitgüden
41. Dr. Oktay Duran
42. Dr. Yılmaz Argüden
43. Dr.iur. Ender Özeke
44. Efe Aydan
45. Ekur İnşaat
46. Elif Bilgi Zapparoli
47. Emine Çakıroğlu
48. Ender Çakıroğlu
49. Ender Mermeci
50. Erdal Yıldırım
51. Ergun Gürsoy
52. Erkut Soydan
53. Erkut Yücaoğlu
54. Esti Barnes
55. F. Bülend Özaydınlı
56. Fadıullah Cerrahoğlu
57. Faik Açıklan
58. Fevzi Şengül
59. Gaye Burnin
60. Gazi Erçel
61. Gökcen Bayındır
62. Göncenc Gürkaynak
63. Gülay Pulat
64. Güler Sabancı
65. Güney SMMM Ernst&Young
66. Gündoğr Mengi
67. H. Hüsnü Ökvuran
68. Hasan Arat
69. Hasan Bengü
70. Hasan Subaşı
71. Huniye Oğuzcu
72. Hüsnü Özyeşin
73. İtir Erhart
74. İ. Renay Onur
75. İlhan Nebioglu
76. İnan Kiraç
77. İpek Kiraç
78. İsmail Acar
79. İsmet Aktekın
80. İsmet Özcan
81. Jan Nahum
82. Kemal Kaya
83. Kutsan Celebician
84. McKinsey Consultants
85. Mehmet Ali Abaloğlu
86. Mehmet Ali Babaoglu
87. Mehmet Ali Yalcindağ
88. Mehmet Emin Karamehmet
89. Mehmet Okur
90. Mehmet Özalp Birol
91. Mehmet Oztelk
92. Melda Göğüs
93. Melih Fereli
94. Mesut Kavurt
95. Microsoft Computers
96. Mithat Özsan
97. Murat Vargi
98. Murat Kaynar
99. Murat Koprülü
100. Murat Tabanlioğlu
101. Mustafa Taviloğlu
102. Mustafa Öğüz
103. Muvaffak I. Gözaydın
104. Nail Keçili
105. Nazar Büyük
106. Nesihah Tombul
107. Nesteren Davutoğlu
108. Nevzat Ayaz
109. Nevzat Tüfekcioglu
110. Nuri Colakoğlu
111. Nüket Ulagay
112. Nükhet Demiren
113. Oğuz Gürsel
114. Oğuz Babırgölü
115. Okan Oğuz
116. Oktay Eksi
117. Orhan Cazgır
We remember with respect our trustees who passed away in 2019.

Aydan Semker
Süha Mermerci
Türkan Özsezen
PART I: CORPORATE GOVERNANCE PRINCIPLES COMPLIANCE STATEMENT

Expending intense efforts for compliance with “Corporate Governance Principles,” Educational Volunteers of Turkey has been receiving corporate governance rating services since 2016 to ensure that its efforts in this domain are assessed in an independent manner, and disclosed to the public.

Our Foundation’s corporate governance rating score out of 10, was calculated by Kobirate Kurumsal Yönetim ve Kredi Derecelendirme Hizmetleri A.Ş. (KOBIRATE) as 8.84 in 2016, 9.33 in 2017, 9.46 in 2018 before increasing to 9.60 in 2019, owing to strong efforts carried out with the awareness of our responsibility towards stakeholders and the public. With this score, the Foundation has become the “NGO with the Highest Corporate Governance Rating” in 2019.

In its report dated 26.12.2019, KOBIRATE presented the following assessment:

“With this result, it is demonstrated that TEGV complies to an important extent to TEGV Corporate Governance Principles, applicable laws and regulations, and generally accepted Corporate Governance Principles, has a well-established awareness and culture of responsibility towards its members, donors, beneficiaries, other stakeholders and society, conducts advanced disclosure and transparency efforts, safeguards the rights of stakeholders in a fair manner, determines the implementation procedures of many topics to enhance its corporate governance perspective, and its Board of Directors’ structure and modus operandi are fully compatible with the Corporate Governance Principles.”

Our Corporate Governance Rating Score was assigned as a result of assessments under four main categories (Shareholders, Public Disclosure and Transparency, Stakeholders, Board of Directors) weighted according to the Corporate Governance Principles of the Capital Markets Board, and the current scores in these categories are presented below:

<table>
<thead>
<tr>
<th>Subcategories</th>
<th>Weight</th>
<th>2019 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shareholders</td>
<td>25%</td>
<td>95.35</td>
</tr>
<tr>
<td>Public Disclosure and Transparency</td>
<td>25%</td>
<td>95.83</td>
</tr>
<tr>
<td>Stakeholders</td>
<td>15%</td>
<td>97.96</td>
</tr>
<tr>
<td>Board of Directors</td>
<td>35%</td>
<td>95.79</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>96.02</strong></td>
</tr>
</tbody>
</table>

The Foundation’s Corporate Governance Rating Reports are available on our web site, at https://tegv.org/eng/about-us/corporate-governance/reports/

Cognizant of the positive contribution of the Corporate Governance Principles to the Foundation, TEGV continues to work year after year to improve its compliance with the Governance Principles with the participation of all employees.

PART II: SHAREHOLDERS

In NGOs, shareholders consist of members of the Board of Trustees.

The main topics assessed within this scope are the facilitation of the exercise of members’ rights, members’ responsibilities and obligations, access to information, reviews, participation to the General Assembly, and voting rights.

In 2019, the following efforts were carried out in this category:
- The members of the Board of Trustees were informed about the Foundation’s activities.
- Meetings were organized to bring together employees and trustees.
- The General Assembly meeting minutes were made accessible in both electronic and print format.
PART III: PUBLIC DISCLOSURE AND TRANSPARENCY

Disclosure of the Foundation’s data and activities to the public in line with the principles of transparency and accountability, principles and instruments of public disclosure, corporate web site, and Annual Report are the main topics evaluated within this scope.

In 2019, the following efforts were carried out in this category:

• We published our Annual Report in the form of an “Integrated Report” as required by International Integrated Reporting Center in its International Integrated Reporting Framework, which is fully in line with the Corporate Governance Principles.
• We increased by 66% the number of press releases that we sent to media outlets.
• We increased the hits on our social media platforms by 147% in the past year.
• We shared our activities with our stakeholders through bimonthly e-bulletins distributed to 115 thousand people.
• On the web site, we published up-to-date information on the Foundation and its activities, which may be needed by members, donors, beneficiaries and all stakeholders, as required by the Principles.
• The Foundation’s financial statements and their footnotes were audited by an independent audit company and shared with the public.
• The Corporate Governance Principles Compliance Statement was published.
• As a result of the Audit Committee’s efforts, in the year 2019, it was confirmed that there were no conflicts of interest between the Foundation and its management, public agencies and organizations, and other NGOs; the internal control system operated in a functional manner; the financial statements and their footnotes were accurate and reliable; there was no major lawsuit filed against the Foundation and/or by the Foundation; there were no lawsuits filed against the Board of Directors and executives regarding the activities of the NGO.

PART IV: STAKEHOLDERS

The stakeholders of NGOs consist of individual and corporate members, non-member donors, volunteers, beneficiaries, sponsors, NGO employees, and the society at large.

The NGO’s policies regarding stakeholders, Human Resources policy, and ethical rules are the main topics evaluated within this scope.

In 2019, the following efforts were carried out under this category:

• Employees signed a contract consisting of Ethics Principles Regulation, Ethics Committee Regulation, Human Resources Regulation, Travel and Expenses Regulation, Authorization Confirmation Matrix and Inventory Counting Procedures. Newly recruited staff sign this contract, which is then included in their personnel file.
• Volunteer satisfaction surveys were conducted for four years, feedback was collected and procedures were improved accordingly.
• The Personal Data Protection Law (KVKK) came into force, and the KVKK committee continued to operate in an efficient manner.

PART V: BOARD OF DIRECTORS

Board of Directors’ functions, operating principles, structure and meeting format, committees established under the Board of Directors, Board Members, benefits provided to executives and top management are the main topics evaluated within this scope.

In 2019, the following efforts were carried out under this category:

• The Board of Directors held 11 face-to-face meetings in 2019.
• The “Corporate Risk Management” system was established to respond to risks through the most efficient and effective methods. In the 3-month project, the Foundation’s corporate risks were defined, measured, assessed and prioritized, roles and responsibilities were designated, and risks were associated with strategic objectives.
• The Corporate Risk Management Procedure was drafted and monitoring instruments were developed.
• “Corporate Risk Management Monitoring and Evaluation Report” report was published in June.
• Internal Audit activities were conducted in an efficient manner.
• In line with the Foundation’s position and requirements, the committees continued their activities with a view to ensuring that the Board of Directors fulfills its duties and responsibilities in a healthy manner.
TO THE BOARD OF TRUSTEES
OF THE EDUCATIONAL VOLUNTEERS FOUNDATION OF TURKEY

We have examined the Educational Volunteers Foundation of Turkey’s financial statements, accounts and transactions for the year 2019; and we have confirmed that the accounting records are accurate and in line with the accounting plan and principles published by General Directorate of Foundations, and that the accounting records are supported with the appropriate documents, and are in keeping with the financial statements.

We propose the acquittal of the Board of Directors of their responsibility for the activities of 2019.

Best regards,

Füsun AKKAL BOZOK  Kemal UZUN  Mustafa DANDİK
CONVENIENCE TRANSLATION INTO ENGLISH OF FINANCIAL STATEMENTS AND AUDITOR’S REPORT AT 1 JANUARY – 31 DECEMBER 2019 (ORIGINALLY ISSUED IN TURKISH)
CONVENIENCE TRANSLATION INTO ENGLISH OF
INDEPENDENT AUDITOR’S REPORT
ORIGINALLY ISSUED IN TURKISH
INDEPENDENT AUDITOR’S REPORT

To the Board of Directors of Türkiye Eğitim Gönüllüleri Vakfı;

Our opinion

1. In our opinion, the financial statements of Türkiye Eğitim Gönüllüleri Vakfı (the “Foundation”) for the year ending 31 December 2019 are prepared, in all material respects, in accordance with the Uniform Chart of Accounts for Foundations and the accounting policies disclosed in Note II.

What we have audited

2. The Foundation’s financial statements comprise,
   - balance sheet as at 31 December 2019,
   - statement of income and expenses for the year then ended,
   - the notes to the financial statements, which include a summary of significant accounting policies.

Basis for opinion

3. We conducted our audit in accordance with International Standards on Auditing (“ISA”). Our responsibilities under those standards are further described in the Auditor’s responsibilities for the audit of the consolidated financial statements section of our report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Independence

4. We are independent of the Foundation in accordance with the International Ethics Standards Board for Accountants’ Code of Ethics for Professional Accountants (“IESBA Code”). We have fulfilled our other ethical responsibilities in accordance with the IESBA Code.
Responsibilities of management and those charged with governance for the financial statements

5. Management is responsible for the preparation of the financial statements in accordance with Uniform Chart of Accounts for Foundations and the accounting policies disclosed in Note II, 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.

Auditor’s responsibilities for the audit of the financial statements

6. 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 auditor’s report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISA 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 ISA, we exercise professional judgment and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Foundation’s internal control.
• Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

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

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

PwC Bağımsız Denetim ve Serbest Muhasebeci Mali Müşavirlik A.Ş.

Sertu Talı, SMMM
Partner

İstanbul, 17 March 2020
## CONVENIENCE TRANSLATION INTO ENGLISH OF FINANCIAL STATEMENTS ORIGINALLY ISSUED IN TURKISH

TÜRKİYE EĞİTİM GÖNÜLLÜLERİ VAKFI
BÁLANCE SHEETS AT 31 DECEMBER 2019 AND 2018
(Amounts are expressed in Turkish Lira (“TRY”) unless otherwise indicated.)

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>Notes</th>
<th>31 December 2019</th>
<th>31 December 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>3d</td>
<td>13,351,206</td>
<td>35,186,101</td>
</tr>
<tr>
<td>Marketable securities</td>
<td>3h</td>
<td>95,134,183</td>
<td>66,044,546</td>
</tr>
<tr>
<td>Other receivables</td>
<td></td>
<td>29,968</td>
<td>-</td>
</tr>
<tr>
<td>Advances given</td>
<td></td>
<td>40,045</td>
<td>240</td>
</tr>
<tr>
<td>Prepaid expenses and income accruals</td>
<td></td>
<td>168,690</td>
<td>651,917</td>
</tr>
<tr>
<td>Other current assets</td>
<td></td>
<td>10,501</td>
<td>3,491</td>
</tr>
<tr>
<td><strong>Total Current Assets</strong></td>
<td></td>
<td><strong>108,734,593</strong></td>
<td><strong>101,886,295</strong></td>
</tr>
<tr>
<td><strong>NON-CURRENT ASSETS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deposits and guarantees given</td>
<td>3f</td>
<td>99,245</td>
<td>96,932</td>
</tr>
<tr>
<td>Subsidiaries</td>
<td>3i</td>
<td>1,139,925</td>
<td>1,139,925</td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>3j</td>
<td>10,825,575</td>
<td>7,597,326</td>
</tr>
<tr>
<td>Intangible assets</td>
<td>3k</td>
<td>4,573,304</td>
<td>4,188,667</td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td></td>
<td>133,486</td>
<td>161,461</td>
</tr>
<tr>
<td>Other non-current assets</td>
<td></td>
<td>-</td>
<td>90,290</td>
</tr>
<tr>
<td><strong>Total Non-Current Assets</strong></td>
<td></td>
<td><strong>16,771,535</strong></td>
<td><strong>13,274,601</strong></td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td></td>
<td><strong>125,506,128</strong></td>
<td><strong>115,160,896</strong></td>
</tr>
</tbody>
</table>

The accompanying notes form an integral part of these financial statements.
CONVENIENCE TRANSLATION INTO ENGLISH OF FINANCIAL STATEMENTS ORIGINALLY ISSUED IN TURKISH

TÜRKİYE EĞİTİM GÖNÜLLÜLERİ VAKFI
BALANCE SHEETS AT 31 DECEMBER 2019 AND 2018
(Amounts are expressed in Turkish Lira (“TRY”) unless otherwise indicated.)

The accompanying notes form an integral part of these financial statements.

<table>
<thead>
<tr>
<th>LIABILITIES AND EQUITY</th>
<th>31 December 2019</th>
<th>31 December 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade payables</td>
<td>1,590,071</td>
<td>1,187,349</td>
</tr>
<tr>
<td>Trade payables from third parties</td>
<td>1,590,071</td>
<td>1,187,349</td>
</tr>
<tr>
<td>Other payables</td>
<td>391,496</td>
<td>5,957</td>
</tr>
<tr>
<td>Other payables from related parties</td>
<td>369,043</td>
<td>-</td>
</tr>
<tr>
<td>Other payables from third parties</td>
<td>22,453</td>
<td>5,957</td>
</tr>
<tr>
<td>Current period tax liabilities and other liabilities</td>
<td>528,552</td>
<td>421,172</td>
</tr>
<tr>
<td>Other liabilities and expense provisions</td>
<td>2,286,485</td>
<td>1,102,980</td>
</tr>
<tr>
<td>Total current liabilities</td>
<td>4,796,604</td>
<td>2,717,458</td>
</tr>
<tr>
<td>NON-CURRENT LIABILITIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision for employment termination benefits</td>
<td>5,867,330</td>
<td>4,655,874</td>
</tr>
<tr>
<td>Deposits and guarantees taken</td>
<td>51,257</td>
<td>46,231</td>
</tr>
<tr>
<td>Total Non Current Liabilities</td>
<td>5,918,587</td>
<td>4,702,105</td>
</tr>
<tr>
<td>EQUITY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net worth</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>Increase in net worth</td>
<td>81,460,110</td>
<td>81,543,345</td>
</tr>
<tr>
<td>Profit reserves</td>
<td>31,581,290</td>
<td>26,116,805</td>
</tr>
<tr>
<td>Special funds</td>
<td>18,771,075</td>
<td>17,155,840</td>
</tr>
<tr>
<td>Extraordinary reserves</td>
<td>216,123</td>
<td>216,123</td>
</tr>
<tr>
<td>Fixed asset fund</td>
<td>5,094,092</td>
<td>3,744,842</td>
</tr>
<tr>
<td>Prudence reserves</td>
<td>7,500,000</td>
<td>5,000,000</td>
</tr>
<tr>
<td>Net current year income surplus</td>
<td>1,744,537</td>
<td>76,183</td>
</tr>
<tr>
<td>Total Equity</td>
<td>114,790,937</td>
<td>107,741,333</td>
</tr>
<tr>
<td>TOTAL LIABILITIES AND EQUITY</td>
<td>125,506,128</td>
<td>115,160,896</td>
</tr>
</tbody>
</table>

The accompanying notes form an integral part of these financial statements.
## INCOME AND EXPENSES

<table>
<thead>
<tr>
<th>Description</th>
<th>1 January-31 December 2019</th>
<th>1 January-31 December 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior years income surplus</td>
<td>76,183</td>
<td>494,012</td>
</tr>
<tr>
<td><strong>Donations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conditional Donations</td>
<td>12,047,630</td>
<td>15,326,376</td>
</tr>
<tr>
<td>Unconditional Donations</td>
<td>4,617,802</td>
<td>4,916,705</td>
</tr>
<tr>
<td><strong>Other operating income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest incomes</td>
<td>3,659,653</td>
<td>4,018,074</td>
</tr>
<tr>
<td>Gain on sale of marketable securities</td>
<td>16,940,660</td>
<td>7,957,175</td>
</tr>
<tr>
<td>Foreign currency exchange gains</td>
<td>44,164</td>
<td>74,681</td>
</tr>
<tr>
<td>Dividend income from subsidiaries</td>
<td>149,990</td>
<td>236,189</td>
</tr>
<tr>
<td>Other income and gains</td>
<td>2,199,651</td>
<td>1,400,714</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>39,735,733</td>
<td>34,423,926</td>
</tr>
<tr>
<td>Operating Expenses (-)</td>
<td>(34,642,453)</td>
<td>(27,361,790)</td>
</tr>
<tr>
<td>General administrative expenses (-)</td>
<td>(5,230,785)</td>
<td>(4,040,298)</td>
</tr>
<tr>
<td>Expenses related to Foundation’s mission (-)</td>
<td>(27,738,066)</td>
<td>(22,713,905)</td>
</tr>
<tr>
<td>Provision for employment termination benefits (-)</td>
<td>(1,673,602)</td>
<td>(607,587)</td>
</tr>
<tr>
<td>Other operational expenses (-)</td>
<td>(848,744)</td>
<td>(6,985,953)</td>
</tr>
<tr>
<td>Loss on sale of marketable securities (-)</td>
<td>(613,064)</td>
<td>(6,444,728)</td>
</tr>
<tr>
<td>Foreign currency exchange losses (-)</td>
<td>(23,796)</td>
<td>(33,912)</td>
</tr>
<tr>
<td>Other expenses and losses (-)</td>
<td>(211,884)</td>
<td>(506,427)</td>
</tr>
<tr>
<td><strong>Extraordinary expense and loses (-)</strong></td>
<td></td>
<td>(886)</td>
</tr>
<tr>
<td>Extraordinary expense and loses (-)</td>
<td></td>
<td>(886)</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>(35,491,197)</td>
<td>(34,347,743)</td>
</tr>
<tr>
<td><strong>NET CURRENT YEAR INCOME SURPLUS</strong></td>
<td>4,244,536</td>
<td>76,183</td>
</tr>
<tr>
<td>Transfer to special reserves</td>
<td>2,500,000</td>
<td>-</td>
</tr>
<tr>
<td><strong>AFTER TRANSFER TO PRUDENCE RESERVES</strong></td>
<td>1,744,536</td>
<td>76,183</td>
</tr>
</tbody>
</table>

The accompanying notes form an integral part of these financial statements.
On behalf of our children and volunteers, we would like to thank FINAR for meticulously designing our Integrated Annual Report for the past two years and PRINTHANE for printing our Report this year, as donations.
The best thing we can do for children is...