



**SUSTAINABLE  
DEVELOPMENT GOALS AWARDS**

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# GLOBAL GOALS

For Sustainable Development



# UNITED NATIONS

## SUSTAINABLE DEVELOPMENT GOALS

The Sustainable Development Goals (Global Goals) adopted by the United Nations in January 2016 include the elimination of hunger and poverty, the creation of clean energy resources, the reduction of inequalities, the support of responsible consumption and production models, the provision of quality education, the provision of democracy and peace at every corner of the world aims to reach sustainable targets by 2030.

Public institutions, the private sector and non-governmental organizations should act in concert to ensure that all 17 Sustainable Development Goals will be implemented successfully in the upcoming period and that all living beings can live in a better world.

11<sup>th</sup> CSR Summit Sustainable Development Goals Awards which organized by CSR Turkey aims to support the put in practice of the Global Goals, which are listed below, together with the brief definitions of the United Nations.

### GOAL 1: NO POVERTY

End poverty in all its forms everywhere.

### GOAL 2: ZERO HUNGER

End hunger, achieve food security and improved nutrition and promote sustainable agriculture.

### GOAL 3: GOOD HEALTH AND WELL-BEING

Ensure healthy lives and promote well-being for all at all ages.

### GOAL 4: QUALITY EDUCATION

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

### GOAL 5: GENDER EQUALITY

Achieve gender equality and empower all women and girls.

### GOAL 6: CLEAN WATER AND SANITATION

Ensure availability and sustainable management of water and sanitation for all.

### GOAL 7: AFFORDABLE AND CLEAN ENERGY

Ensure access to affordable, reliable, sustainable and modern energy for all.

### GOAL 8: DECENT WORK AND ECONOMIC GROWTH

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

### **GOAL 9: INDUSTRY, INNOVATION AND INFRASTRUCTURE**

Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

### **GOAL 10: REDUCED INEQUALITIES**

Reduce inequality within and among countries.

### **GOAL 11: SUSTAINABLE CITIES AND COMMUNITIES**

Make cities and human settlements inclusive, safe, resilient and sustainable.

### **GOAL 12: RESPONSIBLE CONSUMPTION AND PRODUCTION**

Ensure sustainable consumption and production patterns.

### **GOAL 13: CLIMATE ACTION**

Take urgent action to combat climate change and its impacts.

### **GOAL 14: LIFE BELOW WATER**

Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

### **GOAL 15: LIFE ON LAND**

Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.

### **GOAL 16: PEACE, JUSTICE AND STRONG INSTITUTIONS**

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

### **GOAL 17: PARTNERSHIP FOR THE GOALS**

Strengthen the means of implementation and revitalize the global partnership for sustainable development.



# Corporate Social Responsibility Association of Turkey

E-mail: [kssd@kssd.org](mailto:kssd@kssd.org)

Chair of the Board: Serdar Dinler

As Corporate Social Responsibility Association of Turkey, an independent NGO formed in 2005 by the efforts from academics, businesses and other civil society organizations. CSR Turkey aims to promote CSR notion within international standards in Turkey and to increase CSR awareness which already exists with foundations, associations and guild culture in Turkey.

CSR Turkey is member of CSR Europe, CSR Middle East, CSR Black Sea, EASP - European Association of Sustainability Professionals and CECP - CEO Force for Good.

Corporate Social Responsibility Summit have organized by CSR Turkey for 11 years and is rewarded CSR projects that benefit the community.

The purpose of the Corporate Social Responsibility Association of Turkey; to be recognized by the wider masses, to raise awareness of CSR in institutions and to create public opinion within this framework, to publish scientific researches, to provide consultancy services to institutions, to organize seminars, panels, conferences, certificate and training programs, to develop and carry out projects.

## **Mission**

To create tools, resources and methodologies for business to behave socially responsible on social, economic and environmental issues so that business can have a positive, responsible impact on the development of the society.

## **Vision**

To establish collaborations of business world with large segments of the society and stakeholder groups to reconcile its impact on social, economic and environmental issues for the enrichment of society.



# 11<sup>th</sup> Corporate Social Responsibility Summit - Sustainable Development Goals Awards

CSR Turkey has been organizing the CSR Summit Event in Turkey since 2009, where good practices come together in Corporate Social Responsibility solutions. Through this event, a lot of leading CSR implementations and solutions of Turkey are exhibited as a result of a long process in which organizations from all over Turkey apply and are examined.

The 11<sup>th</sup> Corporate Social Responsibility Summit was held on 24 December. Within the scope of the Summit, Corporate Social Responsibility projects added value to the United Nations Sustainable Development evaluated by an independent jury and these projects were awarded.





## **Name of Activity/Project**

Monticola

## **Brief Project Summary**

Monticola Project has been created with the purpose of improving the living standards of the children who are in the rural area schools.

As a result of all of the conducted researches, it has been observed that the educational opportunities of the rural area schools are insufficient. The performance of the educational system has, unquestionably, regressed. The description of this situation should never be desperation. Sufficient and strong awareness, by acknowledging that every breath is an investment made for the future, should be a necessity of the education.

To tell the meaning of the life to the Monticola children and interpret it through their perspective is our purpose. In order to create a future worth living, we aim to get them ready for the life, to ensure that they will start with a one step ahead.

Monticola Project which has been created by this perspective and awareness, believes that with each child it will lend a helping to, it will make positive contribution to the future of the country, the future of all of us.

If we want to have a part in the creation of the future; education of those who are struggling with impossibilities, should be our main route. Quality education, like a magic wand, would provide the life of the children with new and different doors. Not only just academical, we believe that they need to be supported also for their social and cultural developments. This situation will also smoothen the process of social adaptation. Social responsibility projects, with their superhuman initiatives, are able to create positive perceptions with long-term effects.

This road which have been taken with the principles of volunteerism, with every heart touched, will mean a brighter sun for the future.

Education, especially basic education, is a basic need, an exigency and a must for every child. Just like how Mustafa Kemal Atatürk underlined during the first years of the republic; “We are showing the necessary sensitivity for the national education to be disseminated and to reach the deepest corners of the motherland”, we too, as Monticola volunteers; by supporting the light of national education which is dimmed in the rural regions of the country, are aiming it to be shine brighter.

## **Main Goal of the CSR Practice**

Monticola Project has been created with the purpose of improving the living standards of the children who are in the rural area schools.

As a result of all of the conducted researches, it has been observed that the educational opportunities of the rural area schools are insufficient



Because, it is our aim to reduce the feelings of helplessness of these young souls who are already struggling with a lot of helplessness compared to their peers who are living in cities, in their journey which they have already started as dunteds and to let them know that there are people who want to lend them a lot hands to help them achieve their dreams.

Monticola Project which has been created by this perspective and awareness, believes that with each child it will lend a helping to, it will make positive contribution to the future of the country, the future of all of us.

## **The Targets of CSR Practice**

Monticola targets the primary school students who are living in mountain villages and studying in rural area schools with multigrade classes and are struggling with lack of opportunities

By reducing the lack of physical opportunities of the children, we are aiming to create a breathing area for those children. We are supporting the improvement of the social abilities of the students and supporting their activities of painting and reading. With the painting and sports activities that we are conducting together, we are actualizing our social responsibility project in accordance with the social awareness.

We are underlining the concept of mutigrade classes. Education in multigrade classes, reduces the attention and time that the teacher provides the students with. Therefore, in Monticola project; we are prioritizing the schools with multigrade classes.

Depending on the need, we are providing the personal needs of these students of whom we are covering the basic needs of stationary equipment, sports equipment, bags and books, such as clothing, shoes etc. or if there is any need of the school which impacts its daily operations (such as flooring, carpets, windows, doors, toilets, wheelchair needs of the students with disabilities etc.) we are also covering these needs.

## **Activities Implemented for CSR Practice**

Main Activities of the Monticola Project;

1. Get in contact with the schools which are considered as rural area schools (by receiving supports from District Governorships, non-profit organizations and municipalities),
2. By requesting a list of needs from the teacher or principle, a budget is created (This includes physical need such as curtains, carpets, flooring, heating stoves, doors, windows, toilets, cleaning equipment, first aid equipment etc., educational needs of the students such as bags, stationary and sports equipment, intelligence games, books and personal needs of the students such as coats, wellies, in class shoes, hand lotions, tooth brushes, tooth pastes etc.),
3. Content of the aids are designated in accordance with the purchase of the products.
4. By designating a volunteer team from Asis personnel, a visitation program is created,
5. The school is notified about the day and time of the visitation, permissions are received,
6. If the visitation is conducted with the Governorship or NGO, meetings with these people are conducted at the visitation location,
7. Said schools is visited on the designated date and the aids are distributed,
8. Monticola volunteers who take care of the children spend time with them and conduct various activities with them,

9. By talking the teacher of the class or principal, the volunteers are informed about the students who are struggling with additional lack of opportunities,
10. Students who need additional aid are designated, these are provided after the visitation and are delivered (Hearing devices, wheel chairs etc.)

As a result of all of these activities, it is expected that positive contributions are made for the future of the children, as it was the main target of the Monticola project. According to this faith, taking care for children is synonymous with investing for future.

### **Relation of the CSR Practice with Stakeholders & Stakeholder Engagement**

In order to designate the schools to which the aids will be delivered, coordination is requested from the Province or District Directorates of National Education or from NGO's. In accordance with this request, schools suitable for this project are designated with the stakeholders.

Aside from the 3 person core crew who have accomplished the Monticola projects, Asis Otomasyon A.S supports the project with its 1 or 2 person volunteer teams consisting of its personnel, during the visitations conducted under the scope of Monticola project which has been sustained with the principles of participation.

Additionally, if there are any Asis Otomasyon personnel or branches in the cities which the aids will be distributed in, project is supported with local help, in accordance with the principles of participation.

If the visited locations are designated with the help of district governorships, municipalities or NGO's, it is ensured that the visitation will be conducted with the participations of these bodies by meeting them prior to the visitations.

### **Outputs/Impacts/Results (Business and Social Benefits) of the CSR Practice**

The outcomes of the project are evaluated based on observation. According to the data we have gathered from the schools we have visited, schools with multigrade classes, especially the ones included in our project, are in physical insufficiency. Educational insufficiency caused by the schools having multigrade classes, when combined with the lack of equipment and opportunity the resulting table is a negative one. Education is the right of every child. Therefore, under the scope of this project, under the boundaries that limiting us, we aim to reach many children and to make their lives more liveable. By trying to create the conform of students in developed areas in the designated schools, we aim to create better environment for them to develop their abilities under the same conditions and provide a more effective perspective for their development. In accordance with this target, we have achieved our targets with the projects we have conducted. We are spending effort for them to achieve their dream in a most efficient manner with the limited funds and resources they have. Our goal is to leave no kid left who is not helped by us under the scope of the audience and criteria of our project. In this regard, we are working for the project to be as sustainable as possible. By spending our funds in this sense, we aim to create sustainability and continuity.

In the Monticola project which is continuing with the principles of sustainability since 2017, we have visited 32 schools and shared our hope with 864 children, under the scope of our principles.

Monticola project has a critical importance concerning the development of institutional reputation. We believe that, alongside with the positive perception it has created concerning our company, it will also increase the employment quality. Additionally, potential crisis possibilities are minimized by improving, intrico participation, development of internal relations.

### **Is this project a best practice? Why?**

Monticola project is working to provide the kids who do not have the equality of opportunity, with the feelings importance and worthiness by lending them a helping hand. In this regard, we underline the education with multigrade classes.

The additional value it has provided caused the Asis Otomasyon to become an example because of the lack of IRS projects in the sector by passing the boundaries of their area of operation. Mon-ticola which is one of the first projects of the fuel automation sector, will increase the level of awareness and sensitivity of the sector by acting as a driving force in the sector.

Asis Otomasyon, with the Social Responsibility Project Manticola, aims to become a company who are respectful towards the humanity, nature, environment and future.

### **What are the main lessons learned during implementation?**

The list of needs stated at the beginning of the Monticola Project, has evolved under the lights of the meetings held with the teachers. Thus, real needs have been designated and the targets have been clarified.

During our project activities, we have observed how much we can change the life of the students in the suffered schools that we have reached. Therefore, we should be more careful about the impact that our manner of behaviour has on the lives of the students.

Participation of the company personnel to the project and by ensuring that they will act in a healthy and considered manner for their decisions concerning the society and the environment, dissemination of the social responsibility awareness to the bottom are ensured. At the same time, the idea that we should work with an understanding which is aware to its environment and appeals to the needs of its society, is disseminated. As Asis Otomasyon, we believe that it is hard for people who are not aware of their social responsibilities and has not developed a social responsibility understanding, to work in institutions.





## **Name of Activity/Project**

1000 Farmers 1000 Prosperity

## **Brief Project Summary**

"1000 Farmers 1000 Prosperity" program was launched by Cargill in 2019 as a social responsibility project with the aim to support our country's farmers with regards to sustainable agriculture practices to increase their productivity and profitability. The program which was initially planned to reach 1000 corn farmers in Mersin, Adana, Konya, Karaman, Manisa and Izmir, reached 1235 farmers in its first year due to high demand from farmers. As part of the program, agricultural engineers specialized in their fields provided agricultural and technical consultancy, also the farmers had access to digital tools which would increase their prosperity and extend their agricultural practices.

The key element which made 1000 Farmers 1000 Prosperity social responsibility program sustainable was introducing the farmers to sustainable agricultural practices and digital tools. By introducing them to sustainable agricultural practices and digital tools, a change, a transformation in culture that would be applicable for the long run was intended. Furthermore, through trainings, it was aimed to lay the foundation for a change in the way they do their work.

On the other hand, to support the sustainability of this effect, the program was reinforced with a leader farmer module. Farmers, who have networking influence in their regions, were positioned as leader farmers.

## **Main Goal of the CSR Practice**

Cargill's social responsibility projects focus on three key issues: 'Feeding the World', 'Protecting the Planet' and 'Develop Societies'.

Cargill carries out social responsibility projects to support sustainable agricultural practices in locations the company operates. Complying with United Nations Sustainable Development Goals, by 2030 Cargill plans to reach 10 million farmers in the world via trainings about sustainable agricultural practices and market access. In Turkey, with "1000 Farmers 1000 Prosperity" program, Cargill aims to contribute to social and digital transformation in agriculture, popularize sustainable agricultural practices, enable farmers to adopt information-based agricultural technologies and increase the farmers' prosperity.

The goal is to create an economic and social value for both corn farmers and our country.

## **The Targets of CSR Practice**

The target of 1000 Farmers 1000 Prosperity program is to support our country's farmers on sustainable agricultural practices in order to increase their productivity and income. The activities organized as part of the program have been monitored based on their environmental, social and economic effects on sustainability.

# 2 ZERO HUNGER

End hunger, achieve food security and improved nutrition and promote sustainable agriculture



## 1) Social Effect

- To improve the financial literacy level of farmers by allowing them access to various financial tools.
- To improve the farmers' knowledge and skills about agriculture to ensure optimum use of agricultural products.
- To improve the farmers' communication and skills with regards to digital agricultural practices.

## 2) Environmental Effect

- To improve resource productivity by monitoring the use of raw material, more efficiently.
- Monitoring soil quality levels.
- To preserve and improve bio-diversity.

## 3) Economic Effect

- As part of the program, 12% increase in the productivity of the farmers.
- Cost-optimization

### Activities Implemented for CSR Practice

- At the beginning of our program, our agricultural engineers personally visited 1235 farmers at their fields before planting season. By conducting soil analysis using digital soil analysis devices, the engineers got reliable analysis results in less than 10 minutes. They shared these results with the farmers free of charge and suggested a proper fertilization program.
- After the analysis, via text messages from cultivation through harvest period, we offered our farmers customized suggestions for their fields on various practices including proper fertilization, efficient irrigation and disease prevention.
- We established a hot line-444 5 175- solely dedicated to our farmers, which offers technical support. With only one call, farmers can get a hold of our expert agricultural experts and get answers to all their questions regarding agriculture.
- By using the sensor stations (temperature, humidity and near infrared spectrometers) and satellites installed in the fields of the selected 10 leader farmers, we monitor their soil, the weather and the status of their plants on a regular basis. We support farmers to make decisions based on satellite images and data from sensors.
- By building Farm Management System, an online portal, we enabled farmers to keep accounts and manage their farms like a commercial enterprise. ([cys.1000ciftci1000bereket.com](http://cys.1000ciftci1000bereket.com)). This way, farmers can keep a record of their activities regarding their fields and keep track of their costs, allowing them to easily calculate their profitability.
- In collaboration with Financial Literacy and Inclusion Association (FODER), we offered financial literacy trainings to farmers at meetings we held with them before plantation.
- We offered Occupational Health and Safety trainings to raise awareness.
- To encourage and urge farmers to use licensed warehouses and siloes, we informed them about Electronic Product Bill (ELUS).

### Relation of the CSR Practice with Stakeholders & Stakeholder Engagement

Given the fact that in our country, it is crucial for farmers to see their land as a commercial enterprise, we included "financial literacy" in our program. Collaborating with Financial Literacy and Inclusion Association (FODER), we offered financial literacy trainings to our farmers. The

objective of these trainings was to provide support to farmers in combining agriculture and technology to achieve higher levels of efficiency and to ensure that they approach business management with a more holistic point of view.

In the second phase of the program, we offered Occupational Health and Safety trainings to raise awareness, since agriculture sector is a sector in which the need for safety and protection is high given the high risks and dangers. The content of the trainings was determined by Occupational Health and Safety experts from Ministry of Family, Labor and Social Services and Assoc. Prof. Y. Benal Oztekin from Ondokuz Mayıs University.

The economic and social effects of the program are being measured by Ernst &Young, an independent company.

### **Outputs/Impacts/Results (Business and Social Benefits) of the CSR Practice**

As a result of our awareness-raising activities focused on financial literacy, agricultural techniques and communication organized as part of 1000 Farmers 1000 Prosperity program:

- 65% of the farmers benefited from financial literacy trainings
- 69% of the farmers benefited from agricultural trainings and practices,
- 67% of the farmers benefited from digital agricultural practices including soil analysis and farmer platform.
- 86% of the farmers obtained efficiency and achieved saving by using digital applications and practices.
- As part of 1000 Farmers 1000 Prosperity program, the initial goal was to analyze the soils of 1000 farmers, but due to high demand, the number of farmers whose soils were analyzed reached 1235
- At the farmer meetings that were organized before corn plantation season, 312 farmers took our financial literacy trainings.
- At pre-harvest farmer meetings, 402 farmers took our Occupational Health and Safety trainings. (first aid, safe tractor driving, safe use of pesticides, etc.)
- By providing instant feedback and information to farmers who are using the digital application, farmers were enabled to address their irrigation and pesticide application needs efficiently and yield more productive and quality products at lower costs.
- As a result of access to digital tools, agricultural technical support and consultancy services, the farmers gained awareness about proper agricultural techniques. Bio pollution and its potential damage on ecosystem was averted by optimizing the amount of water, nutrients and pesticides needed by the product.

### **Is this project a best practice? Why?**

In order to improve the culture of doing business based on information, we built communication platforms on which farmers are able to communicate with each other and share their know-how and experiences, on a regular basis.

Before plantation and harvesting seasons, we organized farmer meetings. We provided the farmers with relevant information regularly through text messages and created WhatsApp groups on district basis. The content is curated by agricultural engineers.

We developed a leader farmer module for the sustainability of the program and for the farmers to apply the information, know-how and skills they acquired to their life. By assigning certain farmers who are open to innovation and have certain networking influence, as leaders, we initiated a close dialogue with the farmers and built a feed-back mechanism.

Through text-messages, we alerted the farmers about impending weather conditions, sudden storms and downfalls to enable them to take necessary measures, beforehand.

### **What are the main lessons learned during implementation?**

With this program, we aimed to support and encourage the farmers to use information-based production techniques rather than traditional methods. By providing farmers access to various training modules and digital tools, we aimed for an increase in their corn yield/unit and contribute to their welfare. We realized how difficult and time-consuming it is to transform farmers' decision-making process which is based mostly on traditional methods into information-based decision-making process. Taking full account of the fact that this transformation will progress in time, we came to realize that we should get together with the farmers more frequently. We also saw that we should reinforce the program with new training modules that would address different needs of the farmers and also include more partners in the program to extend its scope.



[www.1000ciftci1000bereket.com](http://www.1000ciftci1000bereket.com)





## **Name of Activity/Project**

Molfix “Bonding For Life” CSR Project

## **Brief Project Summary**

Mothers having preterm or unhealthy births, stay in the neonatal intensive care unit.

The babies in neonatal intensive care units should stand by their mothers every 2 hours to ensure that they are not deprived of their mothers’ milk and love. However, mothers whose situation is not suitable have to wait in either hospital corridors or garden.

Turkish Ministry of Health implemented “Mother Guesthouses” within the scope of these mothers can stay in the guesthouse for free while waiting for their babies. However, mothers whose baby is being treated in the intensive care unit are experiencing a number of mood disorders and trauma.

Molfix, in cooperation with General Directorate of Turkish Public Hospitals and World Association for Infant Mental Health, designed the project in 3 stages by analyzing the priority and expectations of the mothers staying in mother guesthouses and the needs of hospitals:

1. Education support for mothers and the midwives/ nurses who establish the first communication with mothers,
2. Physical investments to mother guesthouses to meet the personal and social needs of the mothers,
3. Vital medical devices have been provided for the needs of neonatal intensive care units.

Molfix “Bonding For Life” CSR Project aims to improve the psychological and social conditions of the mothers whose babies are treated in the neonatal intensive care units.

Our contracted therapist visit every 15 days the mothers who stay in mother guesthouses of the state hospitals and provide them educations about the secure attachment bond between them and their babies.

In 10 Turkish cities such as Diyarbakır, Erzurum, Isparta, Kayseri, Kocaeli, Konya, Şanlıurfa, Sivas, Trabzon and Van, it is aimed to provide one-to-one educations to approximately 5.000 mothers and 350 midwives and nurses working in the neonatal intensive care units in 2019-2020 season within the scope of the project.

In the project, the cities were determined by considering the number of beds and the representation of the country in general.

In the guesthouses, tea and coffee machines, closets, seating corners and breast pump are provided to make the mothers to feel at home.

In another phase of the project, vital devices that should be in the neonatal intensive care unit, such as incubators, respiratory devices, jaundice meter and monitors have been donated to 10 hospitals in 10 cities.

# 3 GOOD HEALTH & WELL-BEING

Ensure healthy lives and promote well-being for all at all ages



## Main Goal of the CSR Practice

With the project, psychological and scientific education is provided to mothers who are traumatized and whose babies stay in intensive care units. Mothers are informed about the importance of mother & baby bonding under the title “Secure attachment bond”. With the given support, it is aimed to reduce mood disorders of the mothers such as guilty feeling.

Donation of the vital devices to hospitals provides access to more babies.

Starting from the fact that individuals who are bonding confidently to life will be happy & healthy individuals of the future, we serve the purpose of a happy society.

The project serves the purpose of raising healthy individuals in relation to Molfix’s field of activity, reducing inequalities by covering different provinces and regions, and partnerships for public, academia, civil society and private sector cooperation model and objectives.

## The Targets of CSR Practice

Molfix, with “Bonding For Life” CSR project, supports the physical investments made by the Ministry with qualified and practical education contents, ensures that mothers can follow their babies accurately with Kangaroo Care methods applied all over the world, especially with secure attachment, child development monitoring content, and makes mothers feel better and have scientific knowledge about baby development. In addition, the project aims to ensure that the information given through educations is permanent to health employee and to give access to treat more babies through vital device donations.

While “Bonding For Life” project is implemented throughout the country, it is shared with public stakeholders as a sustainable model. Molfix Hayat Bağım project aims to be extended to other countries in which Molfix operates, such as Nigeria and Algeria in 2020. With all the data obtained from the field in 2020, additional studies are planned within the scope of employee volunteer program.

## Activities Implemented for CSR Practice

Prior visits were made to the 10 cities with priority / expectation and needs analyzes in hospitals with mother guesthouses.

Within the scope of the project, the education contents for mothers who gave preterm and unhealthy births and midwives / nurses were prepared with a team consisting of Ministry Authorities, World Association for Infant Mental Health, Hacettepe University Faculty Child Development Department’s academician and Molfix employees.

The content approach is in the form of educational presentations, leaflet study, child development education and play booklet, assessment and evaluation forms covering Secure Attachment Bond, Kangaroo Care, Child Development and Postnatal Depression.

The educations for mothers are carried out with the identification of the therapists graduated from the psychology and PDR departments of the universities located in 10 cities, with the method of monitor trainer.

Therapists in 10 cities participated in the educations of educators in Istanbul and were trained by academicians, started educations in their own cities. Together with the educations, the educational materials are distributed to the mothers for free.

Personal hygiene products for the use of mothers, tea and coffee machines, sharing board, tables and chairs, hospital type (multi-use) milking machines were supplied to mother guesthouses.

In order to meet the needs of neonatal intensive care units of hospitals, vital devices for babies were donated to 10 hospitals in 10 cities.

Within the scope of the project, the project was launched on November 1, 2019 and presented to the public.

### **Relation of the CSR Practice with Stakeholders & Stakeholder Engagement**

Molfix Bonding For Life CSR project was designed with a multi-stakeholder engagement model.

#### **Public Stakeholders:**

Under the Chairmanship of the General Directorate of Public Hospitals of the Turkish Ministry of Health,

#### **Neonatal intensive care units and mother guesthouses / 10 cities**

Isparta City Hospital/Isparta

Dr. Ali Berviranlı Maternity and Children Hospital /Konya

Diyarbakır Maternity and Children Hospital /Diyarbakır

Nene Hatun Maternity Hospital/ Erzurum

Erciyes University Health Application and Research Center /Kayseri

SBÜ Ali Kahya Maternity Hospital/Kocaeli

Numune Education and Research Hospital /Sivas

Şanlı Urfa Eyyube Education and Research Hospital/ Şanlıurfa

Kanuni Education and Research Hospital/Trabzon

Education and Research Hospital/Van

#### **Universities in which our therapists work / 10 cities**

Isparta Süleyman Demirel University

Diyarbakır Dicle University

Erzurum Atatürk University

Kayseri Erciyes University

Kocaeli University

Konya Necmettin Erbakan University

Urfa Harran University

Sivas Cumhuriyet University Education Faculty

Van 100. Yıl University

Karadeniz Technical University

**Academic Stakeholders:**

Baby Mental Health Association and academicians

Hacettepe University Faculty of Health Sciences / Child Development Department and academician Prof.Dr. Pınar Bayhan

**Supply Chain**

Neonatal Intensive Care Units

Mother Guesthouses Equipments

Hospital Type Breast Pump

**Hayat Kimya and Molfix Team**

Distribution of personal and general hygiene products for mothers in different cities (Such as hygienic ped, tissue, wet wipes etc)

Meeting the needs of disadvantaged mothers and babies

**Outputs/Impacts/Results (Business and Social Benefits) of the CSR Practice**

In order to measure the level of knowledge of the information given to mothers within the scope of the project, Pre-post tests and Edinburgh Postnatal Depression measurements are performed.

- Since September 2019 when the project has started, 800 mothers have been reached with 80 educations in total in 10 cities.
- Pre-post tests were conducted after education with 117 mothers.
- Overall, the rate of knowledge on questions asked to mothers increased by 37%.
- The ratio of those who do not know anything has decreased from 30% to 5%.
- The rate of information on the basis of questions increased by 67% in Trabzon, 45% in Van and 44% in Diyarbakır.
- Midwife / Nurse Educations;
- Since the project start in September 2019, with a total of 8 educations, 283 midwives and nurses were reached.
- In the evaluation of the education program organized, it is seen that the appreciation is high (4.62 / 5.00).
- 21% increase in knowledge is provided to midwives and nurses compared to the average of total questions asked.
- Within the scope of the educations, the knowledge rate of midwives and nurses was increased by 37% in Van province.

**Is this project a best practice? Why?****Contribution to Local Employment**

Within the scope of the project, employment and professional development were provided for the therapists involved in the project from the related departments of universities in 10 cities.

**Contribution to Academic Study**

For the first time in our country, a field study is conducted for the psychology of mothers whose infants are staying in the neonatal intensive care unit. The results of the project are aimed to contribute to the academic study.

### **Sectoral Business Model - Multi Stakeholder Engagement**

Molfix, as its own field of activity, adopts the benefit oriented approach designed as a business model of its investment, including public stakeholders, academia, civil society and private sector.

### **Healthy Individuals - Reducing Inequalities**

In line with its field of activity, Molfix conducts studies aimed at healthy individuals.

It continues its physical and social investments by focusing on “qualified content” considering the need of mothers to access information from every region of our country.

### **What are the main lessons learned during implementation?**

The two main problems faced in the project are the need for translators in relation to the intensive participation of refugee mothers and the improvement of the timeframe in the education sessions due to the health problems of the newly giving birth mothers.

Thanks to the translators in each hospital, the educations are carried out in accordance with the mother’s mother tongue.

As the mothers’ experience, physical difficulties due to their babies’ breastfeeding hours and their new births, their education time is regulated according to their needs.



[http://molfix.com.tr/Molfix\\_KSS\\_Landing\\_Page/](http://molfix.com.tr/Molfix_KSS_Landing_Page/)



**Name of Activity/Project**

Hey Youth! Take Action!

**Brief Project Summary**

The Young Health Program is a community investment program that focuses on the prevention of non-communicable diseases. Implemented as an umbrella program for young people by AstraZeneca worldwide, the program combines efforts to positively affect the health of young people. Within the scope of the Young Health Program which has touched the lives of young people in 6 continents and 25 countries, our project titled “Hey Youth! Take Action!” aimed to create awareness of healthy nutrition in young people’s lives, to emphasize the importance of physical activity and exercise and to reveal creativity skills with the collaboration of Turkish Ministry of National Education, Turkey Diabetes Foundation, Tüvana Foundation for Children with Academic Aspiration (TOÇEV) and AstraZeneca. Within the scope of the project which started in February 2018, trainings and workshops have been organized in schools in order to raise awareness of young people about healthy eating and physical activity. The project aims to reach more than 11,000 students in 9<sup>th</sup> grade level in 11 cities and 78 different schools including Istanbul for a total of three years. The objective of the project is to focus on the awareness of young people who are one of the fundamental and most important components of public health.

**Main Goal of the CSR Practice**

Pushing the limits of science to discover drugs that add value to life, AstraZeneca works with the desire to add value to society in all geographies where it operates, and with this project it focuses on the awareness of the healthy life of young people, one of the basic and most important components of public health. The number of people with diabetes in the world is expected to increase by 48% in 2045 to reach 629 million. The main reasons for this increase are the increase in obesity and physical inactivity as a result of population growth, aging and lifestyle changes brought about by urbanization. In recent years, the prevalence of Type II diabetes has been increasing among children and adolescents due to changes in daily activities and increasing obesity. “Hey Youth! Take Action!” project aims to create a healthy nutrition awareness in the lives of young people, emphasize the importance of physical activity and exercise, and reveal their creativity skills to share the outcomes of this initiative among the schools involved in the project.

**The Targets of CSR Practice**

With this project, we aim to reach more than 11.000 students in 9<sup>th</sup> grade in 11 cities and 78 different schools including Istanbul for three years. With the completion of the project, it is aimed to provide young people with proper nutrition and exercise habits, thus reduce obesity which seems to become more prevalent in the young population. The trainings in the project aim to inform young people about the problems such as malnutrition, inactivity and obesity which prepare the ground for diabetes and to mobilize them through field studies and to have a healthier future.

**Activities Implemented for CSR Practice**

Within the scope of the project, trainings and workshops are organized in schools in order to raise awareness of young people about healthy eating and physical activity. The level of awareness created by the interactive content and other training activities delivered by expert dieticians,

# 3 GOOD HEALTH & WELL-BEING

Ensure healthy lives and promote well-being for all at all ages



sports people who are graduated from physical education and sports school are measured by the assessments before and after the training. Within the scope of the project, a video contest is organized. The students participating in the training process can create their own teams and participate in the competition with the videos they take under the guidance of their physical education teachers. The videos are evaluated by the project jury under the categories of “most clicked video”, “school which uploaded the greatest number of videos”, “most sporty video” and “most liked video”.

## **Relation of the CSR Practice with Stakeholders & Stakeholder Engagement**

In the TURDEP-II study, the prevalence of obesity in Turkey has been found to be 31.2%. The Ministry of National Education and the Ministry of Health prioritized projects in this field by giving importance to this issue. “Hey Youth! Take Action!” is a project realized by the collaboration of Turkish Ministry of National Education, Turkey Diabetes Foundation, Tüvana Foundation for Children with Academic Aspiration (TOÇEV) and AstraZeneca Turkey. Also, 43 volunteers from AstraZeneca Turkey “Volunteers for a Better Life” Volunteering Team participated in field studies in 7 cities and contributed to the project with a total of 414 hours of volunteer work.

## **Outputs/Impacts/Results (Business and Social Benefits) of the CSR Practice**

While creating a healthy nutrition awareness, the project also tells young people about the benefits of physical activity in daily school routine and social life. It creates awareness that they can take healthy steps in their school life by directing them to healthy food and snack alternatives that they can find in the school environment. Since the start of the project, a total of 6927 students have been reached in 43 schools in 7 cities. By 2021, the date of the completion of the project, it is aimed to reach over 11 thousand students in 11 cities and 78 different schools. The schools visited and to be visited within the scope of the project are determined by Turkish Ministry of National Education. Healthy nutrition education is given to the students by an expert dietician. The educational content includes the research and contents on obesity carried out by Turkey Diabetes Foundation which is also one of the partners of the project. The foundation also employs a dietician on the project fund. The physical activity trainings of the project are given by an instructor who is graduated from a physical education teaching program and who has a PhD thesis on “activities that children can do in schools”. Physical education specialist is also employed on the project fund.

## **Is this project a best practice? Why?**

The project, which has emerged with the collaboration of diverse stakeholders, is a good example of the integration of the knowledge and experience of public institutions, NGOs and the private sector. Organizations that specialized in different fields cooperate and transfer their experiences into the project. Turkish Ministry of National Education identifies the schools that will enable the project to reach young people. The field activities have been conducted more effectively with the support given by volunteering members of AstraZeneca Turkey. In addition, three different role models, i.e. dietitians, psychologists and professional athletes meet young people and help them gain healthy eating and activity habits and increase their motivation to implement the decisions they make in this direction. This has a positive effect on the results of the field studies of the project. As a result of communication activities carried out to date, the project reached more than 20 million people in total. Planning the project to last for three years reinforces the image of the project as it means determination and sustainability for all stakeholders.

## **What are the main lessons learned during implementation?**

### **Education on Healthy Nutrition**

Organized and delivered by dietitians from Turkey Diabetes Foundation, the training content is comprised of diabetes and obesity, healthy meals and food that help increase student achievement.

### **Activity Training**

It starts with rhythmic warm up movements including running, jumping, rapid direction change and continues with stretching exercises. In this stage, stretching exercises are performed to increase flexibility in the muscles of neck, shoulder, arm, waist, hip and leg. Following the warm up phase, a course including several sports branches, ball games, running, jumping and coordination and reflecting the basic motor skills is played by the youth under the supervision of physical training experts.



<http://heygenchareketegec.com>



**Name of Activity/Project**

Geleceğe Değer Kat

**Brief Project Summary**

With the Geleceğe Değer Kat (Adding Value to the Future) Project, which aims to place innovative thinking, one of the most important skills of the 21<sup>st</sup> century, as a mental culture among young generations; students in different cities with disadvantage in accessing to opportunities are reached in Turkey. The Geleceğe Değer Kat Project, which is divided into two periods under the titles “Güçlü Hafıza Güçlü Gelecek” (Strong Memory Strong Future) and “Akıllı Gelecek” (Smart Future), emphasizing the importance of innovative ideas, effective use of intelligence, easy and fast learning methods in the rapidly developing and changing world; the importance of the concepts of creativity and originality, which are the cornerstones of qualified education, were mentioned and acquisition of these skills was supported by workshops. In addition, both logistical and technical support has been provided for the active play of scientifically proven mind and intelligence games in schools, which contribute to the mental development and academic progress of the students.

According to the results of Silvia Bunge’s (neuroscientist, University of Berkeley) research in state schools that are behind in success ranking in Oklahoma, USA; IQ scores of children playing mental and intelligence games for only 1,5 hours twice a week increased by 13 points in a short period of 8 weeks. Considering the fact that the maximum potential IQ increase that a student can show in the whole academic year is 12 points, the contribution of mind and intelligence games to the basic mental skills such as perception, questioning, strategy development, attention and awareness was clearly observed.

In this context, the aim of the Project has been to contribute to the aforementioned by taking into consideration that the Mental and Intelligence Games offered as an elective course within the curriculum with the Circular issued by the Ministry of National Education in the 2012-2013 academic year, cannot be implemented in all schools due to lack of both logistic and curriculum knowledge.

Intelligence, Innovation and Effective Learning meetups were designed particularly in regional schools that have difficulty in accessing opportunities with Albaraka Turk’s Geleceğe Değer Kat Project. Plus, in order to ensure a sustainable identity of the Project, a mental and intelligence games laboratory consisting of 105 pieces was established in each school, the teachers were informed about the Project and games and initial trainings were carried out and a guide was shared with the teachers during the academic year. In addition, Albaraka Turk YouTube channel provided digital guidance to students and teachers by explaining the rules and gameplay of the games through videos.

Geleceğe Değere Kat Project was carried out for approximately 15,000 primary and high school students from 65 schools in 46 cities in the Black Sea, Central Anatolia, Eastern Anatolia and South East Anatolia Region with the coordination of the Ministry of National Education. With the anticipation that the trainings will be continued by the teachers, the number of students who will benefit from the Project is expected to increase exponentially.



## Main Goal of the CSR Practice

The main purpose of Geleceğe Değer Kat Project can be specified as realizing a project that offers sustainable, measurable and permanent gains, when the motivation of providing academic, cultural and intellectual support to future generations in Turkey is taken into consideration.

It is aimed to reach the students in certain parts of the society that is hard to reach and to give different point of view by starting off with the mottos of equal opportunity in education and qualified education.

## The Targets of CSR Practice

The Geleceğe Değer Kat Project aims:

- Giving the skills of effective use of intelligence, easy and fast learning methods, and the importance of innovative ideas to the students by implementing practical training programs,
- To actively play mind and intelligence games in schools, whose contribution to the intellectual development and academic progress of the students are scientifically proven,
- Bringing a sustainable dimension to the Project through teacher trainings, YouTube channel and guide curriculum,
- Providing logistic and technical support for the applications to be carried out under the mentioned headings throughout the Project,
- Ensuring equal access to qualified education for all parts of the society.

## Activities Implemented for CSR Practice

The topics of the Project which are realized with intelligence, innovation and effective learning headings are as follows:

- Brain Function and Memory Overview
- Left - Right Brain and Functions
- Imagination and Importance of Right Brain
- Basic Memory Techniques (Sample Application)
- Basic Dynamics of Permanent Learning
- What Does Innovation Culture Mean?
- How Do Productive Brains Develop?
- Are We Aware of Our Thinking Patterns?
- Innovation-Right Brain Relationship
- Are We In the Information Age?
- A Ground Breaking Approach
- What Is the Ratio of Productive Thinking Skills With Age?
- How Does Stress Affect Innovative Thinking?
- Imagination - Innovation Relationship
- An Innovative Note Taking Method: Mind Maps
- Mind and Intelligence Games

Within the scope of the Project, 32 weeks of guidance, with two lessons per week, was shared with the teachers, which will spread over a school year. This guide curriculum includes how to play mangala, mikado, hanoi tower, how smart you are, 7-tangram and t-tangram games in the laboratory, as well as the activities on verbal/logic problems. In addition, Albaraka Turk YouTube

channel provided digital guidance to students and teachers by explaining how to play and the rules of the games through videos.

**Cities where the Project is implemented:**

Adıyaman, Aksaray, Amasya, Ankara, Antakya, Artvin, Bartın, Batman, Bayburt, Bolu, Çankırı, Çorum, Diyarbakır, Düzce, Elazığ, Erzincan, Erzurum, Eskişehir, Gaziantep, Giresun, Gümüşhane, Kahramanmaraş, Karabük, Karaman, Kars, Kastamonu, Kayseri, Kırıkkale, Kırşehir, Konya, Mardin, Muş, Nevşehir, Niğde, Ordu, Rize, Samsun, Siirt, Sinop, Sivas, Şanlıurfa, Tokat, Trabzon, Van, Yozgat, Zonguldak

**Relation of the CSR Practice with Stakeholders & Stakeholder Engagement**

Geleceğe Değer Kat Project was coordinated with the Ministry of National Education, Provincial Directorates of National Education and the school directorates where the Project was implemented. The Project was evaluated by the Minister of National Education; Ziya Selçuk.

In addition, in some of the cities where the Project was implemented, our branch employees provided logistics support.

**Outputs/Impacts/Results (Business and Social Benefits) of the CSR Practice**

students in 65 schools in 46 cities in the Black Sea, Central Anatolia, Eastern Anatolia and South East Anatolia Regions with the coordination of the Ministry of National Education. With the anticipation that the trainings will be continued by the teachers, it is thought that the number of students who will benefit from the project will increase exponentially.

In addition, trainings were given to the teachers in schools where the Project was implemented. 250 teachers in total were reached directly. Besides, teachers who have learned that the Project will be implemented in schools had trainings from external sources and started the trainings by obtaining the necessary materials also from external sources.

The mind and intelligence games course, which is included in the curriculum as an elective course but cannot be put into practice due to insufficient technical and logistic opportunities, can be selected by the students through the Geleceğe Değer Kat Project and processed as a course by the teachers who got the trainings.

Considering the difficulties experienced by the students in the cities visited for the Project, the need for information and shared methods in the trainings, desire to learn and curiosity were clearly observed. Students tend to have a passive and introverted attitude due to the difficulty of accessing opportunities; however, after the common language was formed in the trainings, it was observed that they actively participated in the program and socialized.

In addition, when the cognitive acquisition goals are taken into consideration, it has been reported by the relevant school teachers that the students' interest in other branch courses has increased significantly with innovative learning methods and pleasant learning environment.

### **Is this project a best practice? Why?**

The following graph, which is a remarkable detail in the results of the 2015 report of the Programme for International Student Assessment (PISA), is conducted every three years within the Organisation for Economic Cooperation and Development (OECD), analyzes the education systems of the member countries and has been the theoretical basis of the Project.

According to this research; attention is drawn to the correlation between students' sense of happiness in life and their performance in scientific fields.

According to the tests, the group including Turkey consists of the students who state that they are both inadequate in scientific performance and unhappy.

With the Geleceğe Değer Kat Project, questions such as “Can learning be made more fun?”, “Is permanent learning possible? How it's done?” are resolved with basic memory technics and mind and intelligence games that are scientifically proven and used in many countries in the world. With the methods that offer the ability to put the amount of information that cannot be saved to memory with the classical memorization method into the mind with a meaningful braid in a very short time and to keep it for a long time; It was demonstrated that wooden mind and intelligence games played by touching, thinking and grouping can be used in school and learning processes very efficiently.

### **What are the main lessons learned during implementation?**

In the regions where the Geleceğe Değer Kat Project is implemented, not only the students but also the teachers have been reached and the Project can be implemented in the future. Therefore, one of the building blocks of the Corporate Social Responsibility projects is sustainability.

However, the fact that the Project was implemented only in the designated schools naturally limited the number of teachers reached. Teacher trainings that can be organized by National Education Directorates in visited provinces; will increase the value of the Project and provide to expand the impact area.



[https://www.youtube.com/watch?v=ixLBA4cPZvw&list=PLYuWKGJYWVQICj\\_Ksp7JEWQ2-\\_B\\_7s1tk&index=8&t=0s](https://www.youtube.com/watch?v=ixLBA4cPZvw&list=PLYuWKGJYWVQICj_Ksp7JEWQ2-_B_7s1tk&index=8&t=0s)





### **Name of Activity/Project**

Keşif Dünyası (The Center of The World of Discovery)

### **Brief Project Summary**

The significance of qualified education and sustainability is very important for our country and our future. That is why we, as Henkel, are carrying out a very special social responsibility project to make children love science and learn while having fun. The project is carried out in collaboration with the Creative Children's Association under the name of 'Keşif Dünyası (The Center of The World of Discovery)'. As part of the "Keşif Dünyası" Project, the creative educators of the Creative Children's Association go to public schools, conduct free science workshops and provide sustainability training to students.

Children between the ages of 8-10 participate in the workshops. Children are conducting experiments on a variety of topics including; gluing, washing, cleaning, and sustainability, at schools of Discovery Science free of charge. Educational materials include cartoons, coloring pages for children, experiment materials and so on. There are many materials. Children are conducting their research on natural materials such as water, lemon, egg shells in the experiments accompanied by expert instructors. In Keşif Dünyası Project, great significance is given to raising children's love of nature and sustainability awareness in order to leave a livable World to the future. Each workshop takes about 1.30 hours. At the end of the workshop, all the children who have participated, are given the certificate named "Little Explorer".

The Keşif Dünyası reached 5.000 students annually through science workshops in public schools. A new strategy was created in 2018 to develop the project for the benefit of equal opportunity in education. For this purpose, we have been contacted with Darüşşafaka Society, one of the most respected and rooted institutions in education in our country. As a result of the interviews, efforts were initiated to open the first center of the Keşif Dünyası in our country at Darüşşafaka Maslak Campus. The center of Keşif Dünyası in Darüşşafaka was opened on 11<sup>th</sup> of December, 2018, where students of Darüşşafaka could participate in the The Keşif Dünyası program and use it as a chemistry laboratory in their own classes, and all schools and students could make an appointment and benefit from the project. Individual participation can also be made by making an appointment at the science workshops currently held in the The Center of Keşif Dünyası. The Center opened the door to reaching 8.500 students annually by increasing the number of students reached 3.500 by the Keşif Dünyası Project. Thus, a notable work was initiated to provide equal opportunities in education and to strengthen the quality of education in our country.

### **Main Goal of the CSR Practice**

The main purpose of the Keşif Dünyası Project is to encourage children to engage in science at an early age. In the workshops, instead of telling children something they are enabled to discover and experiment with applied science workshops. In the Keşif Dünyası, children study like researchers. At the end of the program they get their certificates. The primary objective of the Keşif Dünyası's laboratory, which is the source of our application for the competition, opened on Darüşşafaka Maslak Campus is to be accessible for all schools and individual participation as the first permanent center of the project. To provide the Keşif Dünyası project to more talented students who do not have sufficient opportunities. At the same time, to provide Darüşşafaka students with a laboratory that they can use in science and chemistry classes.

# 4 QUALITY EDUCATION

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



## The Targets of CSR Practice

The Keşif Dünyası Project and the Center opened in Darüşşafaka have several notable goals: First, they contribute to providing inclusive and qualified education for all, and support life-long learning by providing “scientific perspective to children”. By doing so, both to create equal opportunities in education and to contribute to gender equality by ensuring that girls benefit from educational opportunities as much as boys. To ensure the awareness of young people at an early age for the sustainable environment through the trainings given during the program. To provide children with the right production and consumption habits by introducing information such as avoiding wastage by consuming less, reusing and recycling the goods they use. In this way, to train generations to combat climate change caused by human activities. For all these purposes and sustainable development plans of our country, to carry out joint works in cooperation with the private sector, associations, government and educational institutions and to be a source of inspiration by creating a successful example for the development of these partnerships. .

## Activities Implemented for CSR Practice

We set out with the idea of what we can do to make our the Keşif Dünyası Project available to more talented students who do not have enough opportunities. In the end, we developed the idea of establishing a permanent center within Darüşşafaka Educational Institutions, the silver lining of equal opportunities in education. Works were started in Darüşşafaka for the construction of the first center of the Keşif Dünyası Project in our country. Construction activities took 6 months. A full class was created for Darüşşafaka students, which can be used by all schools, in addition to the Keşif Dünyası’s workshops and as a chemistry laboratory. Hasan Alemdar, Chairman of the Executive Board of Türk Henkel, was the creator of the Keşif Dünyası Project. Ute Krupp, Darüşşafaka Society Chairman M.Talha Çamaş, Creative Children’s Association Executive Committee Chairman Demet Sabancı Çetindoğan, teachers and students attended. A large number of press members also attended the opening. After the opening, intensive public relations activities and news activities were carried out in many channels so that schools and parents were informed about our center. On October the 12<sup>th</sup>, 2019, members of the press were hosted with their children at the headquarters of the Keşif Dünyası in Darüşşafaka Society. It was possible for press members to experience at the center and to be informed first hand in the news and interviews, they shall prepare about the Keşif Dünyası.

## Relation of the CSR Practice with Stakeholders & Stakeholder Engagement

The Keşif Dünyası is carried out in cooperation with Creative Children’s Association in Turkey. Science workshops, which are held free of charge in schools and various events, are provided by Professional educators and experts within Creative Children’s Association. On the other hand, the first center of the our country was opened within Darüşşafaka Society. Therefore, the center of Keşif Dünyası in Darüşşafaka Society is now one of the sharer of the project. During the 2018-19 academic year, many schools, who made an appointment at kesifdunyasi@dek.k12.tr, participated in the Keşif Dünyası’s workshop, which took place on Mondays and Tuesdays between 10.00-12.00. In the 2019-20 academic year, a science workshop shall be held 3 days a week in our the Keşif Dünyası’s laboratory. Schools that shall make appointments via the same e-mail address; Monday to Wednesday from 11.00 to 12.30 in the morning; Tuesday, 11.00-12.30 in the morning, and between 13.00-14.30 in the afternoon, the students shall be able to participate in science workshops with students. Both the Darüşşafaka Society’s own teachers and the educators of the Creative Children’s Association are working at the center.

### **Outputs/Impacts/Results (Business and Social Benefits) of the CSR Practice**

The Keşif Dünyası has provided permanent learning in children with applied, scientific, and qualified education. In addition to providing information, it made learning and research popular. In addition, as children were introduced to the concept of sustainability in the Keşif Dünyası, an awareness of the environment was definitely created. Children were introduced to sustainable production and consumption habits such as “avoiding wastage” , “recycling”, “reusing”. What they need to do, to combat climate change is entertaining cartoons, coloring materials with fun materials. Acting on the principle of gender equality female students’ dreams of becoming future scientists were supported, just like male students. Henkel, Creative Children’s Association and Darüşşafaka Society worked in harmony with this project. Measurements made at the end of the workshops show that the majority of the students who want to participate in the workshops again. In addition, Darüşşafaka students benefit from our the center of Keşif Dünyası as a chemistry workshop in their courses. In terms of numerical data, the aim of the project is to reach 5,000 students annually by opening the center and laboratory of The Keşif Dünyası in Darüşşafaka; The students at the institution rose to 8,500 a year with other schools and individual participation. At present, the Keşif Dünyası has added qualifications to education, within the framework of gender and equal opportunities in education; The number of children over 20,000 has aroused a passion for science at the heart of it, brought awareness of sustainability and the fight against climate change, and the right production and consumption habit. The Keşif Dünyası has provided permanent, scientific, and qualified education. In addition to providing information, it is made to learn and research popular.

### **Is this project a best practice? Why?**

Knowledge has been the key to humanity’s existence since it opened its doors. Today, we observe that societies that invest in scientific development and develop and produce technology come to the forefront. It is almost a necessity for societies to keep up with this change, which is a necessity of the age of science and technology, with the same speed. Therefore, the future generations that will form the society have the capacity and perception ability to understand, interpret and make inferences about the environment, scientific and technological events and ve scientific point of view. The Keşif Dünyası ‘s headquarters in Darüşşafaka was an important success factor in itself, enabling the project to reach a greater number of children.

### **What are the main lessons learned during implementation?**

The Keşif Dünyası project and its center, which was opened within the Darüşşafaka Society, showed us that we can imagine as much as we can for our children. It has shown how strong the results of the joint studies carried out in cooperation with the private sector, associations, government and educational institutions can create. We wanted to reveal the little genius in our country, to make science popular and to have fun while learning with fun experiments. Because we know that there is much to discover in this world. The sense of curiosity and discovery form the basis of many other achievements. In this context, we have seen once again how important it is for our country to raise new generations that walk in the light of science.

## **Name of Activity/Project**

Next Coders

## **Brief Project Summary**

Netaş is an “engineering company” that has been weaving Turkey’s communication and technology infrastructure for 52 years. As a company with many reference projects, including Istanbul Airport, “smart infrastructure” for over 50 stadiums, and Fatih project, we aim to raise next-generation engineers.

Believing that it is vital for a country to produce its own technology to develop sustainably, we serve as the “engineering school of Turkey” and implement the Next Coders program to introduce children to “engineering”, inspire them, and show them that they can realize their dreams through technology.

While developing next-generation technologies with our engineers and R&D practices of 45 years, we also raise well-equipped generations with this vision and awareness.

Our project has two legs: Next Coders and Coding Trainings

We collaborate with Jr. Robotics and Oyunlarla Matematik Atölyesi (Maths through Games Workshop) in Next Coders to focus on our employees’ children.

Trainings include 12 weeks of robotics coding and 16 weeks of mathematics workshop. We launched the second term of the training program as of October 2019.

On the other hand, with the Next Coders Volunteering Program, we pay visits to requesting schools. In the academic year of 2018-2019, we provided coding training for various schools with our 61 volunteer engineers.

In both legs of the projects, we open our R&D laboratory to children, offering them the opportunity to learn by experience.

We also prepare our children for international robotics platforms. We open the gates to the world so that they can step in with the products they developed.

## **Main Goal of the CSR Practice**

Societies must rapidly evolve from conventionalism to digitalization to become sustainable and to survive the global competition. This can only be possible through raising individuals equipped with next generation skills. According to TÜSİAD, the need for STEM employment will be around 1 million people in 2023 and only 31% of this can be met. As Turkey’s digital transformation architect, Netaş feels responsible to prepare the workforce for the digital future and to raise generations that will build the digitalized Turkey. Therefore, the topics of qualified education and inequality alleviation, which are also parts of UN Sustainable Development Goals, constitute the foundations of our strategy.



## The Targets of CSR Practice

In accordance with the requirements of the digital age, our goal is to raise individuals who ask questions, think analytically, adopt various perspectives, and develop high level problem solving skills. Accordingly, it is our priority to improve children's cognitive skills, understanding and intelligence at an early age through Next Coders.

In the long term, we hope to see that these children will use the acquired competencies to take part in worldwide projects, to inspire other children, and to prove that technology can make their dreams come true.

We also aim to visit as many schools as possible and improve the contents of the project according to children's needs. This year, we included mathematics workshops into the coding trainings.

In the next phase, we plan a Creative Story Writing Workshop to encourage children to use their imagination and to show them that they can realize their dreams through science and technology.

Thus, we will also be supporting the two basic missions of STEM, namely "to use the imagination and to realize dreams through technology."

## Activities Implemented for CSR Practice

- We chose to make use of art as a means to understand how much our students internalized engineering and to see the impact of the coding training on them. We asked our students to express themselves in pictures or writing. We exhibited the pictures and writings of our children at our Kurtköy Head Office.
- In April 2019, our children competed in the Turkish leg of World Robot Olympiad (WRO), presenting their project to the jurors.
- During April 23<sup>rd</sup> Children's Festival, we open our R&D laboratory to our children, offering them an opportunity to learn by experience in the lab atmosphere. We bring them together with our engineers to give firsthand accounts of what engineers do and how they can change the world for the better.

## Relation of the CSR Practice with Stakeholders & Stakeholder Engagement

Our suppliers include Robotics and Coding Training; Jr. Robotics and Çocuklar için Oyunlarla Matematik Atölyesi (Maths through Games Workshop) founded by Can Gürses

Our greatest supporters in the coding training programs will be our volunteers at Netaş and Türk Eğitim Vakfı (Turkish Education Foundation) in the 2019-2020 academic year.

## Outputs/Impacts/Results (Business and Social Benefits) of the CSR Practice

We have so far given over 1,700 hours of coding training in public schools with 61 volunteers. Number of children reached through Next Coders: 310.

We have adopted a social media based external communication strategy. Between 1 May 2018 and 30 May 2019:

- Interaction: 7,970

- Reach: 153,400
- Our video was viewed 3,900 times.

Students, teachers, volunteering trainers and employees with children were asked to take a survey upon the completion of the program. Of all the students who attended the program:

- 88% said they never had any coding training before,
- 94% said they liked the training,
- 85% said they want to continue the coding training program,
- And 49% said they changed their minds after the program and now want to study engineering.

We exchanged opinions with the teachers involved in coding training and the survey, about what can be done to encourage especially girls to choose engineering as a profession.

Teachers stated that it is beneficial for every child to work with a computer and that many children used a computer for the first time in their lives during the training.

You may also find attached a message we received from a teacher.

Of our volunteering coding trainers:

- 87% said the training programs were beneficial,
- 82% said they want to continue volunteering for trainings after seeing the improved self confidence in children, their happy and excited expressions, as well as the positive impact of the program and the awareness it creates.

Of our employees whose child(ren) attended Next Coders:

- 100% said they liked the content of the 12-week program,
- 71% said they would like to have their children continue training.

### **Is this project a best practice? Why?**

As a company with a great mark on the technological history of Turkey for the last 52 years, we have brought up thousands of engineers, transformed Turkey into a software-exporting country, played an active role in the digital transformation of the region, and laid the foundations of a distinctive “school of engineering”. Thus, we are one of the few companies in Turkey that can offer coding trainings and popularize engineering. Therefore, the goals of our project are in full accord with our company vision and mission.

### **What are the main lessons learned during implementation?**

So far, we have provided over 1,700 hours of coding training in public schools with 61 volunteering trainers. This time was spared from the working hours of our R&D center. Our volunteers made extra effort to train children while also continuing to work on their projects. Many of them tried to make up for the training time by working overtime so that their projects would not be delayed.

- Our volunteers had difficulty in communicating with the refugee children at public schools. However, thanks to our volunteers’ extra efforts and effective use of body language, we managed to provide these disadvantaged children with coding training.
- On the other hand, slow progress in obtaining procedural permissions can be listed as a challenge and a risk factor for the future of the project.



## **Name of Activity/Project**

OPET Woman Power Project

## **Brief Project Summary**

The focus of all social responsibility projects of OPET has been the primary needs of society. OPET has put human in the center of all of its activities, identified the problems in society, and aimed to find solutions for them. Having been started towards “woman employment” as one of the most important subjects in Turkey’s agenda, “Woman Power Project” is changing both the appearance of fuel stations and the prejudices of the society as well.

Woman Force Project is an awareness project aimed at a cultural and social transformation. It is a project that aims to show that all jobs can be professed regardless of gender, that women can exist in every profession contrary to rigid prejudices, and that they can thrive in a male dominant society when given opportunity. It also has the qualities of an economic development movement. The project is being developed with important collaborations, and it involves volunteering. Within the scope of the project, a protocol is signed in May 2018 with The Ministry of Energy and Natural Resources, The Ministry of Labor and Social Security, and Turkish Employment Agency, and collaborations have been made with OPET dealers, special employment bureau GI Group, women’s associations, ISMEK, and career sites.

Aiming to employ at least two woman employee at every fuel station, this project aspires to provide women working opportunities in positions such as fuel sales manager, store sales manager, station manager, shift superintendent, accounting staff.

Having been started in order to change the social perception and provide equality of opportunity to women, Woman Power Project has gained a big momentum in the last one and a half year with the intense support and efforts of OPET dealers and employees.

Woman Power Project has also opened a different door for job-seeking women, and overcame the “station work is men’s job” cliché. Women of all ages who have started working at OPET within the scope of Woman Power are now regarding life with more confidence and hope, and experience the pride of overcoming prejudices, and carrying the confidence of providing themselves economic freedom as well. Finding the existence of women employees strange in the early stages of the project, male customers have come to adopt this new condition and prefer getting service from them. On the other hand, women indicate that they feel very happy and proud to see their fellows at the stations.

## **Main Goal of the CSR Practice**

Woman Power Project aims to infuse the perception on a social level that jobs have no gender, to show that women can successfully exist in every area of working life within the frame of equality of opportunity; and to create awareness about this matter. Another aim of the project is to make a contribution to the increase in woman employment.

## **The Targets of CSR Practice**

- With Woman Power project, employing a total of 3500 women in OPET stations until 2020

# 5 GENDER EQUALITY

Achieve gender equality and empower all women and girls



- Having at least two woman employees in every OPET station
- Overcoming clichés in fuel sector which is deemed as male-dominant
- Enabling the participation of women to labor force and providing economic and social development
- Making a contribution to the emergence of a more conscious and more egalitarian society in our country

## Activities Implemented for CSR Practice

Project teams and project volunteers from different departments in OPET are managing the field visits, building up, communication and sustainability of the project by getting the full support of executives.

Station visits have been commenced in order to see the project on the field, and to meet the station workers and dealers who are sensitive about this subject. Around 60 stations have been visited to date.

A meeting was held in order to take a closer look to the volunteering concept that is described as “the desire to contribute to the public interest with free will and a spirit of solidarity, and without seeking any material reward” and to inform volunteers within the company about “Woman Power” project. Opinions and suggestions of the volunteers were received in a workshop.

Volunteers have come out to the field in March 8 World Women’s Day. They presented woman power necklaces to support woman forces. Volunteers who have come out to the field conveyed their experiences in a meeting in which the Board of Directors and Woman Power project team were present.

Participations were ensured to 6 career fairs organized by İŞKUR (İstanbul, Bursa, Ankara, Eskişehir, Samsun, Gaziantep).

2 collective interviews with İSMEK collaboration, and 15 with İşkur collaboration were organized. An awareness were ensured with “I’m a Woman!” advertisement telecasted in national television and with other social media advertisements on March 8 World Women’s Day and throughout the week.

OPET Kilometer Woman Power journal is being published quarterly.

The woman power team on the field have supported Fenerbahçe Women Volleyball team which OPET is the main sponsor in their champions league matches.

## Relation of the CSR Practice with Stakeholders & Stakeholder Engagement

Within the scope of the project, a protocol was signed with The Ministry of Energy and Natural Resources, The Ministry of Labor and Social Security, and Turkish Employment Agency, and collaborations have been made with OPET dealers, special employment bureau GI Group, women’s associations, İSMEK, and career sites.

The Office of Sales General Manager Deputy, and the Directorate of Dealer Communication are in charge of dealer management, field team, buy in management, employing women; and the offices of Marketing General Manager Deputy, Brand Management, and Marketing and Social Responsibility Education Management are in charge of the promotion of the project and the management processes of station personnel.

Human Resources Group Management is leading the management of processes concerning the companies that are being collaborated towards employment.

In order to enable the contribution of the project to the reputation of the brand and the company, Corporate Communication Directorate is leading the management and development of corporate communication process, the organization of effective and continuous works, achieving an effect in the eye of the shareholders, and sustainable and outcome oriented implementation of the project. The Directorate of Performance Supervision is supporting the management of the project process.

Also a holistic work has been carried out in collaboration with the PR agency, digital agency, media planning and purchasing agency, and advertising agency.

### **Outputs/Impacts/Results (Business and Social Benefits) of the CSR Practice**

The effect of Woman Power Project on customer complaints and satisfaction was also analyzed. There has been a 9% decrease in customer complaints about service and behavior in 2018. In addition to that, customer satisfaction has increased at the rate of 951%.

When the effect of the project on total station sales, it is seen that the sales at dealer which employed women has increased. Through the analysis of pump end sales of relevant dealers, it is seen that there has been an increase at the rate of 3% in comparison with the sales in 2018.

In May, our advertisement film which was published in social media has won the Golden Prize in Social Gender Category at the Effie Awards, which is the most important marketing communication award in our country.

At Most Successful Koç Members competition, Woman Power Project has won the second prize in the category of Ones Who Add Value to the Environment and the Society.

May 2018 - November 2019 the number of published news: 192

Total access to the news: 13.834.310

### **Is this project a best practice? Why?**

- **Social contribution:** Showing that jobs have no gender, the project creates awareness for overcoming the social prejudices.
- **Contribution to Customer Satisfaction:** It is observed that the importance given to work discipline, smiling faces, and hygiene has increased, and the women who work at these stations

are proactive and customer-oriented. As a return of these features, customer complaints have decreased at stations with more female fuel and market attendants.

- **Contribution to Brand Image:** A major contribution is made to the brand image with a cultural and social transformation projects such as this.
- **Economic Contribution:** Woman Power project is making a contribution to the economy of our country by supporting the participation of women to business life.

### **What are the main lessons learned during implementation?**

The project was improved and reinforced through the challenges that were experienced during the project process.

What were these challenges?

- The biggest challenge for the project was to overcome the social prejudices and convince women to work at a fuel station, due to the male-dominant structure of energy sector.
- It was observed that women workers have left the job due to reasons such as family problems, social pressure, weather conditions, shift system, and problems with male personnel. In order to overcome these challenges, the dealers were visited by the project team, volunteers, and executives, and the woman workers were motivated.
- Working at the front end of stations are challenging especially during winter, and woman workers are badly affected from cold. Therefore winter clothes of woman fuel attendants are designed so as to isolate heat and protect from cold.



[www.opet.com.tr](http://www.opet.com.tr) / Sosyal sorumluluk projeleri



**Name of Activity/Project**

Engineer Girls of Turkey

**Brief Project Summary**

Women are in minority in the field of engineering globally at both academic and professional levels more than in any other professions. With the aim to support the wider presentation of women in the field of engineering professionally, Engineer Girls of Turkey (EGT) led by Limak Foundation was launched in 2015, in partnership with the Turkish Ministry of Family, Labour and Social Services and United Nations Development Programme (UNDP) Turkey Office.

Designed with a holistic approach, the EGT Project consists of two programmes, one specific to high school, second specific to university students. The Project also has a third programme, namely the UNDP's Gender Equality Seal Certification Programme which aims to develop, adopt and implement a gender-sensitive approach at the corporate level.

The University Programme involves support for female students of engineering, enrolled at computer, environmental, electrical-electronic, industrial, civil and mechanical engineering departments in Turkish state universities. While the supports provided by the university programme range from scholarship to mentoring (by volunteer female professionals of engineering), from online training programme titled as "Leadership in Engineering Certificate Programme" designed to promote professional skills of the 21<sup>st</sup> century to online English training, internship and employment opportunities at Limak's companies and different companies. The programme also requires fellows to design and/or attend volunteering activities as a compulsory component of the programme.

While the University Programme mainly focuses on undergraduate studies, the High School Programme is designed to raise awareness with regards to engineering as a professional career and on existing gender-based stereotypes in the society. The high school programme is designed with "awareness raising", "training" and "training of trainers" activities and are being carried out to three main target groups: students, instructors, and parents. Programme activities include interactive and innovative methods to raise awareness on engineering that range from role model meetings to board game specifically designed for the project and virtual reality applications. Through these activities, the high school programme aims to inform, encourage and raise awareness high school students, instructors and parents on different career options.

The third programme of the Project, the Gender Equality Seal Certification Programme for public and private enterprises is supported by the United Nations Development Programme. The Seal Programme targets to close the gender gap in the work life and encourage private sector companies to implement equal standards under the gender equality perspective. Being the first company in Turkey to follow and adopt the programme, the work in progress continues at Limak Investment, investment arm of the Limak Holding.

**Main Goal of the CSR Practice**

The overall objective of the EGT Project is to contribute to inclusive and sustainable growth through the development of a model increasing the employment of qualified women. The EGT Project aims to develop the private sector-led model ensuring all labor potential of the society works under equal conditions and opportunities in work life, with a holistic perspective and different forms of intervention.

# 5 GENDER EQUALITY

Achieve gender equality and empower all women and girls



With this approach, the EGT Project involves support programmes to encourage and empower female students to participate in the engineering which is a field that women are underrepresented in Turkey and globally; and increase the women's participation in the work force via an inclusive business model.

## The Targets of CSR Practice

The EGT Project directly contributes to 5 different goals of the United Nations Sustainable Development Goals. These are;

### 4 Quality Education

"By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations." (4.5.)

### 5 Gender Equality

"End all forms of discrimination against all women and girls everywhere." (5.1.)

"Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women." (5.b.)

### 8 Decent Work and Economic Growth

"By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value." (8.5.)

### 10 Reduced Inequalities

"By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status." (10.2.)

### 17 Partnerships for the Goals

## Activities Implemented for CSR Practice

### University Programme Activities:

- Through online and interactive Leadership in Engineering Certificate Programme, the students are trained on professional skills of the 21<sup>st</sup> century.
- Approximately 150 volunteer mentors and coaches provide one-on-one coaching and mentoring support to the students.
- The students benefit from online English training programme.
- To raise awareness on 'give back', the students are encouraged to undertake volunteering activities, as a compulsory component of the programme.
- For collective empowerment, the students from all over Turkey, their mentors, and role models come together each year in traditional gathering, called as The Istanbul Gathering.
- Inspiring stories of role models are hosted at EGT Talks, broadcasted on EGT social media channels.
- The students are enabled to gain network in congresses, conferences, and meetings.
- Internship and employment opportunities are provided at Limak Group companies and different companies in the sector.
- A monthly scholarship of 600 Turkish Lira is provided for a duration of 9 months.

**High School Programme Activities:**

- Events of ‘Training of Trainers’ are organized for instructors involved in the high school programme, and aim to transform early stereotypes towards career preferences and raise awareness of the engineering profession in the society.
- Awareness based board game “Decision is Yours” is specifically designed for the project with design thinking method; project-specific virtual reality practices and role model meetings in high schools in yearlong.

**Gender Equality Seal Programme Activities:**

- The “Equality Committee” was established with the participation of professionals from various departments of Limak Investment, representing all functions.
- A comprehensive assessment on equality and inclusiveness has been conducted at Limak Investment; self assessment reports, employee surveys, individual interviews were concluded and an action plan/roadmap was prepared.

**Relation of the CSR Practice with Stakeholders & Stakeholder Engagement****Project Stakeholders:**

1. The Ministry of Family, Labour and Social Services: One of the main stakeholders who has a critical role in creating content and activities of the Project, as well as reflecting successful outputs of the Project on policies.
2. UNDP Turkey Office: Working for sustainable and inclusive growth of Turkey’s economy for the period of 2016-2020 period, UNDP Turkey ranks as one of the main stakeholders in the Project as a guide with their experiences in social responsibility projects at national and international levels.
3. The Ministry of National Education: The role of the Ministry is limited to high school programme of the Project. All the activities of this specific programme are being developed, planned and executed with the support and approval of the Ministry while the communication with the selected high schools is also being conducted.

**Collaborators:**

1. PERYÖN Academy: The “Leadership in Engineering Certificate Programme” was specifically created for the EGT University Programme in cooperation with PERYÖN Academy.
2. Boğaziçi University Lifelong Learning Center (BUYEM): The students of the EGT University Programme have access to online English training courses provided by Boğaziçi University.
3. Teachers Academy Foundation (ÖRAV): The Partner is responsible to provide support for the content preparation and execution of the training activities at high school programme.
4. Voluntary female engineers and other institutions

**Outputs/Impacts/Results (Business and Social Benefits) of the CSR Practice**

- Since the first year of the EGT University Programme, a total number of 310 female students from engineering departments benefited from the scholarships and various supports provided. In the 2019-2020 period, 120 students will benefit from the programme.
- EGT University Programme promotes regional inclusion with its students representing 35 different state universities in 25 different provinces of Turkey (47 different provinces in terms of distribution according to the place of residences).
- There are special quotas for individuals “in legal protection”, “Syrians under temporary protection”, “from Eastern parts of Turkey (namely, Siirt and Bitlis)”, “disabilities”, “graduates of

Turkey's Darüşşafaka (underprivileged students whose mothers and/or fathers are deceased)", "Martyr/Veteran's Family Member" students who meet the basic program criteria.

- 43 of the 66 students who graduated from the EGT University Programme work in leading companies and important engineering projects in the sector.
- It is expected that women's empowerment and representation in the field of engineering will increase sustainably and naturally with the solidarity among women involved in the EGT Project (mentors, students, new graduates).
- The practices and experiences developed in the Project are exported to Kuwait and many Kuwaiti young women engineers have taken place in the sector.
- Piloting activities of the EGT High School Programme started in 2017 in Hatay. In 2018, project activities reached 20,000 students in 50 high schools in 10 cities from 7 regions. In the period of 2019-2020, 10,000 students were reached in 25 high schools from 10 different cities of 7 regions.

### **Is this project a best practice? Why?**

The EGT project is one of the examples of good practice in STEM education in Turkey and abroad due to its holistic approach and framework consisting of high school, university and inclusive business model perspectives.

- In order to break gender-based stereotypes in the choice of profession, awareness-raising activities involving 30,000 students in 21 provinces were carried out in 4 years with unique methodological tools.
- More women have represented in engineering by supplying development opportunities to female students of engineering through innovative learning methods.
- Strong collaboration between various actors such as the public sector, private sector, NGOs, volunteers have been established since the project began to be implemented.
- As the Project has been initiated outside Turkey (namely Kuwait), it is possible to say that the model is exportable.
- The mainstreaming activities were carried out not only for women's empowerment but also for the adoption of equality in all existing systems.

### **What are the main lessons learned during implementation?**

- In the Project which includes different stakeholders and programmes; the necessity for managing the modules in a detailed and continuous manner causes to difficulties of time/partner management, but the holistic approach strengthens the impact of the Project.
- In order to maintain the high impact of the face-to-face activities such as the Istanbul Gathering, the mentor-mentee / coach-coachee sessions, the certificate programme completing the academic education and the volunteering activities for the personal professional development of engineering candidates; it is essential to limit the number of students in spite of intensive demand.
- The meetings of students, teachers, and parents with role models and the innovative methods experience based have a transformative effect on the target audience.
- The participation of volunteer teachers in the "Training of trainers" event increased the impact and ownership.
- The systematic evaluations of the Project phases are effective for planning the next phase and improving the methodology.



**Name of Activity/Project**

Our Course: Entrepreneurship

**Brief Project Summary**

The project constitutes an entrepreneurship project implemented with respect to the high school students, particularly for the vocational high school students continuing their education, in order to accelerate the development and to reduce the intraregional development differences in the province of Izmir and particularly within field of activity of the Aliaga District Directorate of National Education.

The individuals must continuously renew and improve their professions and skills during their business life, whenever they wish or if and when required, under the recent economic conditions and within the increasingly competitive labor markets.

The researches emphasize that the skills requested in the labor market cannot be transferred sufficiently at the level of secondary education. This situation indicates that the students come short of professional skills as well as many points such as communication, leadership, problem solving ability, high level thinking, teamwork and information and communication technologies that are considered as the 21<sup>st</sup> century skills.

The workshops, which have been prepared with respect to the students in order to achieve the objectives of the project, consist of the entrepreneurship trainings and business idea competitions that will build the 21<sup>st</sup> century skills.

Project objectives:

- To ensure that the students are informed about the 21<sup>st</sup> century business skills
- To raise the awareness of the students with respect to the entrepreneurship
- To ensure that the students have knowledge about the key issues such as the primary steps of the entrepreneurship at early ages
- To introduce the experienced young entrepreneurs to the students, and to ensure that they benefit from transfer of experience
- To provide information about the contribution of the technology to the companies within the business world
- To introduce the students to their peers interested in the entrepreneurship

In the 2018 - 2019 academic year, a questionnaire has been conducted in 10 high schools, which are selected from the districts of Aliaga and Bornova, in order to measure students' readiness with respect to the entrepreneurship and their interest therein under the project. The questionnaire has been conducted for a total of 3,573 students, and 2,648 students has responded to it. The students, who will participate in the event, have been determined based on the results of the questionnaire that is conducted in order to measure the students' awareness about the entrepreneurship and their capability with respect to the 21<sup>st</sup> century skills. As a result, a total of 800 students have been selected from 10 schools in order to receive such training, and they have been included in the process, accordingly.

# 8 DECENT WORK & ECONOMIC GROWTH

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all



## Main Goal of the CSR Practice

The primary objective of the project is to enable the students to meet the business world at an early age under the theme of entrepreneurship, and also to contribute to acquisition of the business skills required in the 21<sup>st</sup> century. The priority of the project is not only to enable the students to be informed about the entrepreneurship and to encourage them with respect thereto, but also to contribute to their skills such as communication, leadership, problem solving ability, high-level thinking, teamwork and information and communication technologies as the self confident individuals.

## The Targets of CSR Practice

It is intended that to enable the 1,600 students, who are selected from the 10 high schools situated in the districts of Aliaga and Bornova, to receive the necessary training within a period of two years based on the project objectives and also to develop the 21<sup>st</sup> century skills within such period under the project “Our Course: Entrepreneurship”. Also, it is intended to analyze the regional problems in the districts of Aliaga and Bornova in the students’ eyes and to generate innovative and technology supported solutions for such problems in the students’ eyes.

## Activities Implemented for CSR Practice

A questionnaire, through which the students’ readiness was measured, was conducted within 10 schools, situated at the districts of Aliaga and Bornova, under the project “Our Course: Entrepreneurship”, and students were selected based on the results of such questionnaire. 2 day activity based workshops, which have been prepared in compliance with the learning by practicing/ experience and cooperative learning theories, were carried out together with the students selected.

In such workshops, the students worked in groups and identified the problems available in their districts. After the workshops, the students participated in a competition with the solutions and business ideas they developed for the problems they identified. In such competition, the “Business Camp Trainings” (trainings for design oriented thinking, marketing, technology supported entrepreneurship, financial statements, communication and presentation techniques) were provided to the semifinalist students in order to develop their projects. The first three projects, which are placed in the final of the competition, were identified and included in the accelerating program with a blended learning model. In the accelerating program, the mentoring support was provided in order to accomplish such projects; accordingly, it was ensured that the ideas were developed.

## Relation of the CSR Practice with Stakeholders & Stakeholder Engagement

It has been cooperated with Izmir Provincial Directorate of National Education, Aliaga and Bornova District Directorates of National Education, Ege University Incubation Center, Anadolu University and LearnERA Egitim Danismanlik ve Ltd.Sti. under the project.

## Outputs/Impacts/Results (Business and Social Benefits) of the CSR Practice

- 650 students participated in the project.
- A total of 210 hours of training was provided to the students through the workshops and Labor Camp Trainings under the project.
- 100 business ideas were created by the 650 students, and such students filed an application to the Business Idea Competition, which is organized following the training, with the 33 projects.
- Based on the assessment questionnaire performed after completion of the project and the concluding report:

- The knowledge and skills learned during the workshop training have been converted into behavior by the students during the Labor Camp Training process.
- The learning has been achieved at good level as a result of the four trainings received by the students during Labor Camp Trainings.
- The students have made the best progress with respect to the project designing, project management and budgeting.
- The students have made some better progress with respect to design oriented thinking and prototyping.
- It has been determined that the level of knowledge and skills of the students have reached a high level after the training, while such level is lower before the training, and that the level of impact, resulting from the training, has statistically been “high”.
- **Unscheduled Positive Outcomes of the Project**
- It has been contributed that the students with special needs, who participated in the project events, are able to express themselves and work together with other students by working in a team; thus it has been observed that they have felt worthwhile.
- The students, who have completed their entrepreneurship trainings, have taken part as trainers during the trainings provided in other schools.
- It has been observed that the level of the students’ response to the training has been high; and it has been identified that they have had positive feelings and thoughts, and that they have had high satisfaction with the trainings.
- It has been determined during the negotiations with the school principals, that the administrators have been satisfied with the training, and that they have observed positive developments for their students, and also that they have wished to continue the similar trainings.

### **Is this project a best practice? Why?**

It has been observed that the training materials and activities have been appropriate for achievement of the objectives and subobjectives of the project. It has also been observed that the training activities designed have provided positive contributions to development of the 21<sup>st</sup> century skills of the students. The data obtained from the questionnaires applied to the students, and from the negotiations with the students and principals, and also from the observation notes taken during the field visits performed in addition to the trainer observation reports has indicated that the project has been successful with respect to achievement of the “targets and objectives” determined.

### **What are the main lessons learned during implementation?**

It has been observed that provision of further information about the project phases and processes in the beginning of the project will increase the positive impacts on the project results in order to enable the student groups to cooperate more intensively and to work in a more efficient and concentrated manner. In addition, the failure of the most of the students to access to the technology has affected the project processes negatively. The laptops have been provided in order to be used by students during the trainings for the purpose of elimination of such negative impacts.



<https://izmir.meb.gov.tr/www/izmir-il-milli-egitim-mudurlugu-ile-socar-arasinda-turkiyede-ilk-kez-uygulanacak-olan-inovatif-dusunme-ve-girisimcilik-projesi-protokolu-imzalandi/icerik/1610>

<https://izmir.meb.gov.tr/www/dersimiz-girisimcilik-in-finali-yapildi/icerik/1750>



## **Name of Activity/Project**

Preservative-Free Beverage Production

### **Brief Project Summary**

As of 2017, Uludağ Beverage Türk A.Ş. put the “Preservative Free Beverage Production with Tunnel Pasteurization and Aseptic Filling Technology” R&D project into effect in order to obtain healthy, safe and natural products without using preservatives in its beverages with all packaging materials such as glass, PET and can. The idea of the business model was created in 2014. In 2015, R & D studies for the development of the technology were initiated with the cooperation of Uludağ Beverage Türk A.Ş. and Krones, and as of 2017, the new system developed within the factory was put into use. After the setup, production tests were performed gradually for all product groups; improvements and revisions were determined for the process, products, raw material recipes; revisions were evaluated, and process workflow charts were generated. Successful results have been achieved for “Frutti”, “Frutti Extra”, “Limonata” and “Meyvelim” beverage groups and serial production of these product groups got started. This technology has been successfully applied for our soft drink products as of 2018 and sugar free soft drink products as of 2019. The system makes it possible to produce preservative free products even with glass and can packaging. The packaging itself is also free of microbiological effects. In line with our demand, our raw material suppliers have also removed the preservative from their products. Thus, as a first in the beverage industry, it was possible to declare “preservative free” instead of the “no added preservatives”. Currently, in all our product groups, our products are produced with preservative free production.

### **Main Goal of the CSR Practice**

The most important mission of our company is to develop and produce products that give direction to the sector with natural, innovative approaches and R & D studies that are suitable for the taste of the consumers without sacrificing quality; to present these in a sustainable manner to the appreciation of consumers in domestic and world market. In addition, we aim to be a pioneer in the sector with the innovative impact of our firsts, and to ensure the sustainability and dissemination of innovations and to ensure that national and international rule makers focus on these issues. Thus, to be one of the authorities in the studies on the development of healthy products, the reduction of obesity and the efficient use of natural re-sources.

### **The Targets of CSR Practice**

As of the end of 2018, Uludağ Beverage Türk A.Ş has been included in the domestic market with 140 million liters of preservative-free soft drink as a first in the sector in our country. 4 million liters of preservative-free products were exported in the same year. With the target of 10% growth in production every year, it is aimed to expand preservative-free products market. For this purpose, it is aimed to expand the product range of our preservative free products, to increase the export volume from 20% to 35% by increasing shelf life and thus to reach 45 countries from 40 countries. Our company is the first and only company in the world to produce preservatives free carbonated soft drinks in high capacity. Increasing the export volume enables our non preservative carbonated soft drinks to meet consumers all over the world. In addition, we carry on our studies on the optimization of our pasteurization parameters. We aim to reduce our energy consumption gradually at the targeted rates by years, and thus reducing our greenhouse gas emissions and carbon footprint is one of the most important issues we are currently focusing on.



## Activities Implemented for CSR Practice

The most important factors determining the conditions and technology required for preservative free production are the type of packaging that is used as well as the physicochemical properties of the products such as fruit content, gas content, the amount of beet sugar, viscosity and density. In order to determine the optimum process conditions for each product group by taking these features into consideration; the experiments were carried out, stability studies were performed with the products that obtained at the end of the tests and the sensory stability of the products was ensured, revision of all recipes and optimization of process parameters were made without compromising the quality parameters and shelf life. In addition, all of our suppliers have been requested to make the necessary investments at the point of need so that all natural raw materials used in the production are delivered to our facility from the point of supply, free of all contamination risks, without any added preservatives. For instance, our supplier invested in aseptic filling and started to use aseptic packaging in order to remove the preservative from vegetable-based safflower concentrate used in our lemonade product. The same supplier started to provide us their products with cold chain and started to use disinfectable plastic pallets in order to minimize the risk of even the pallet where the products are delivered to us.

## Relation of the CSR Practice with Stakeholders & Stakeholder Engagement

The removal of preservatives added to products and raw materials in order to switch to preservative free production required a multi participatory R & D study, including suppliers. Within the framework of the Customer Development Program launched in May 2016, trainings were provided to the internal stakeholders of our company on the sustainable environmental, social, health and innovative factors of the preservative free production technology, the importance of the preservative free product and our positioning strategies in the market with these products. So far, 1420 people completed their education. 379 locations including warehouses and dealers were visited and informed. Trainings and information visits continue periodically.

## Outputs/Impacts/Results (Business and Social Benefits) of the CSR Practice

According to the average of the last 10 years, the world fruit juice market has reached 38.9 billion liters in 2018 with an annual growth of 1%. The European market accounts for 2% of this. In Turkey, in the last 10 years, production has shown a growth of 7.7% and reached 800 million liters by the year 2018. This amount corresponds to 2% of the world's total fruit juice production. The average annual beverage consumption is around 10 liters per person in Turkey. In Europe, this rate is around 22%. The reason for this low rate in Turkey than in Europe, is the perception of the consumer towards beverage consumption. However, with our "Preservative Free Beverage Production" project and awareness raising activities, our consumers have seen that sparkling / non-carbonated drinks can be as healthy as they are delicious and increased their expectations in this direction. According to our customer feedback statistics, both the number of complaints due to shelf life stability and cross contamination decreased and the tendency towards healthy products increased. This not only changed our perceptions positively by offering healthy products to our consumers, but also increased our consumers' expectations about healthy products. This has accelerated our R & D efforts towards developing healthier, functional and vegan products. In this context, in the process of transition to preservative free production, we have ensured that all our suppliers make the necessary in-vestments and take the necessary actions to ensure that our beverages and cosmetics are also vegan. In addition, the sustained expansion of our product

range has enabled us to represent our company and our country in the best way by increasing our national and international collaborations for our innovative R & D activities. And also, in addition to the production stage, the need for increasing labor requirement during the distribution of our products through exports to many countries of the world increases the number of staff we employ every year.

### **Is this project a best practice? Why?**

The most important factor in the sustainability of a social responsibility project is to produce a common value approach. Social responsibility projects must be integrated into business processes. The existence of a social responsibility project that is not integrated into the business is not long. Projects touching on the problems of society and innovations are important for sustainability of Corporate Social Responsibility works.

The Preservative free Production Project carried out by Uludağ İçecek has taken its place as a good example practice in the national and international courses of the beverage industry, from 2014, when the project idea was formed, to 2019, when all of its stakeholders completed their innovative approaches. The fact that our production capacity and product range is very high and the process of preservative-free production is difficult makes us the first and only in preservative free beverage production in the mineral water industry, and the only company in high capacity preservative free production in carbonated beverages in the world.

### **What are the main lessons learned during implementation?**

Fruit juice production in Turkey corresponds to 2% of total world production of fruit juice. The average annual beverage consumption is around 10 liters per person in Turkey. In Europe, this rate is around 22%. The reason for this low rate in Turkey than in Europe is the perception of the consumer's towards beverage consumption. Thanks to this Project, it was seen that effective information should be provided in order to change consumer perception in a positive way. Therefore, it was understood that new models should be developed in order to make more active contribution to the production of preservative free beverages and healthy beverage consumption with the participation of more stakeholders. However, it has been realized that our consumers are still not aware of the product characteristics and the effects of the products on human health, and that more work should be done by us in order to reach the desired level and change consumer preferences in this direction. In this sense, awareness studies are planned.



[www.uludagicecek.com.tr](http://www.uludagicecek.com.tr)

## **Name of Activity/Project**

Audio Question Bank

## **Brief Project Summary**

Visually impaired students, who are preparing for the university entrance exams, are having access to up-to-date sources of the ever changing exam system only with the support of their personal circles. Although students who have such support are relatively luckier compared to other visually impaired students, they are still disadvantaged in terms of equality of opportunities in education, as they are unable to reach the information they desire to at any time they wish to do so.

A group of volunteering Kredi Kayıt Bürosu employees have ensembled under the scope of the Audio Question Bank project to help those visually impaired students preparing for the university exams to do more tests and to spread the corporate social responsibility consciousness. The Association of Visually Impaired in Education, which is among the stakeholders of the project, has delivered this group of volunteers training on audio recording, which enabled the audio recording of the question bank and the solutions. The question banks which were audio recorded by the volunteers were distributed by the other stakeholder of the project, Istanbul University, to all libraries which are accessible by the visually impaired students. In a term of one year, in which the project was launched and was live, the number of audio recorded questions exceeded 15 thousand, and since 2018, 1 out of 3 visually impaired students prepared for the university exams by using the Audio Question Bank. Phase 6 of the project is currently ongoing.

## **Main Goal of the CSR Practice**

Lack of tactile books or audiobooks to be used by the visually impaired students who are preparing for the university entrance exams causes them to be disadvantageous against their rivals. The visually impaired who are studying for the exams may only achieve this with the help of their close circles and those without this support are unfortunately not as successful as they wish to be with the exams. On the other hand, although those with such backing may be successful, they are not able to act individually and are dependent on others during their studies. Therefore, the objective is to provide equality of opportunities in education for the visually impaired and allow them to have access to up-to-date resources through proper audio recording of the question banks and to deliver these to the libraries serving for the visually impaired, so that these resources are made available to all candidates who are in need of these resources.

## **The Targets of CSR Practice**

- To enable the visually impaired students who are preparing for the university entrance exams via creating equality of opportunities in education, enabling such students to study without being dependent on others.
- To establish a platform where the up-to-date resources are accessible for the visually impaired, just like other students studying for the university entrance exams.
- To reduce the inequality between those visually impaired students who have the support of their close ones, with those without any assistance.
- Enabling the visually impaired to have a university education and to be employed and consequently to contribute to the economy of the country.
- To increase awareness of the difficulties that the visually impaired students face during their education.

# 10 REDUCED INEQUALITIES

Reduce inequality within and among countries



## Activities Implemented for CSR Practice

- Audiobooks available in our country consist of only novels, storybooks, and similar types of books. However, there is no pool of audiobooks specific to prepare for the University entrance exams, and no access to up-to-date question banks. On the other hand, all books are being made audibly available by the volunteering KKB employees. In this regard, the project, as a matter of its nature, is innovative.
- Under the scope of the project, not only the texts are being converted to audiobooks, but the books are also converted by the volunteers into specific file formats, which are made audible on-screen narratives, which enable the students to revert to the keywords whenever they need, quickly.
- The project has enabled individuals to participate as volunteers, without being physically dependent on a device by allowing them to record on different devices.
- To ensure that the volunteers within the project are able to the recordings in a manner apprehensible by the visually impaired, each volunteer has been trained at the beginning of the project and on interim phases by EGED.
- To increase the awareness of the project, Rector of Istanbul University has delivered an exclusive launch with the participation of the visually impaired students and the press, and the awareness was further strengthened at later stages of the project by press releases.

## Relation of the CSR Practice with Stakeholders & Stakeholder Engagement

The project is being run by the volunteering employees of KKB and two stakeholders who support these employees. One of these stakeholders, the Association of Visually Impaired in Education, is delivering training to the KKB volunteering employees at the beginning of their involvement and interim trainings to ensure that the audio recordings of the test books are up to the education standards of the visually impaired students. These pieces of training enable that the audio recorded books are more qualified.

The other stakeholder, the Istanbul University Library and Documentation Department, Barrier Free Information Center, is ensuring that the books necessary to be converted to audiobooks are selected, and after the recording of these books, managing that the audiobooks are distributed to all libraries which are used by the disabled students. The coordination between all stakeholders is being assumed by KKB.

## Outputs/Impacts/Results (Business and Social Benefits) of the CSR Practice

### In terms of Community Development;

The Audio Question Bank project, which creates equality in educational opportunity, has significant social and economic contributions. The visually impaired, who are not able to get prepared for the university entrance exams, hence unemployed and forced to live dependent on others due to their disabilities, develop a sense of succeeding on their own with this project and accordingly get employed easier, and directly contribute to the country's economy.

### In terms of Environment;

The project is contributing to achieving more socially responsible individuals, through enabling KKB employees to gain social responsibility consciousness and to become responsive to social responsibility and sharing such consciousness with their close circles. Additionally, the project was initiated by a visually impaired student who applied to the Education category of the You

Imagine, We Realize competition, and therefore the project is contributing to the creation of an active student population who are sensitive to social problems.

#### **In terms of Measurable Output of the Project;**

The OSYM data shows that 1,881 visually impaired students applied for YGS in 2018, and individual access to the resources created within the project reached 600. This data puts forth that 1 out of each 3 visually impaired student has studied using the Audio Question Bank. The KKB volunteers spent a total of 98,015 minutes and converted more than 15 thousand books into audiobooks. The project appeared in printed press for more than 30 times.

#### **Is this project a best practice? Why?**

The OSYM data shows that 1,881 visually impaired students applied for YGS in 2018, and the number of individual access to the resources reached 600. This data puts forth that 1 out of each 3 visually impaired student has studied using the Audio Question Bank. The fact that one out of three visually impaired student has studied using the Audio Question Bank prepared by the KKB volunteers, reveals that the project has quickly reached the target audience and that the project created a solution for their needs. The goal is to reach more visually impaired students with this project through the channel of audio question bank.

The fact that the books converted to audiobooks under the scope of the project did not include books with only texts but also included other books which required the volunteers to describe the graphics and images such as geometry and physics books, and this required a notable devoted work by the volunteers. At the same time, the delays which occurred in the printing of the new books compatible with the change of the education and exam system during the course of the conversions to audiobooks, and the integration of the existing books into the new system, are among the difficulties which have been overcome during the project.

#### **What are the main lessons learned during implementation?**

The project has shown that the disabilities of individuals are not, in fact, barriers once equality in educational opportunity is ensured and that success is inevitable when equal opportunities are provided. The real obstacle for the visually impaired is not their inability to see, but it is instead the lack of provision of an adequate environment to allow them to sustain their lives without being able to see.



<https://www.hayaledingerceklestirelim.com/kazananlar>





## **Name of Activity/Project**

Individuals with Autism in the Labor Force with Eker

## **Brief Project Summary**

As Eker family, we have implemented an employment project that can guide the whole business world with the support of Tohum Autism Foundation in order to bring individuals with autism into society and to prevent their families' worries about the future. The main objective of the project is to show that adults with autism can work with the support of business coaches when appropriate conditions are provided in a factory environment and supported by proven scientific methods. To achieve this goal, a business model was created. In the created business model, as the main director of the project, a supervisor who is an expert psychologist and job coaches were employed to coach individuals with autism in both work and social fields. A job coach is employed for all three individuals with autism. Currently, 5 individuals with autism are employed in the factory. Individuals with autism are particularly desperate after their parents get older, if they can't work and have no income, they are in need of state care. With this business model, individuals who are brought to life in a real sense have the opportunity to continue their lives on their own, earn regular income and interfere with social life. This model was designed as an exemplary model and it was designed in such a way that every sector could easily adapt it to their own business world. It is aimed to be transformed into a sustainable business model not only within the company but also for all sectors by sharing with both public and private sectors.

## **Main Goal of the CSR Practice**

The purpose of our employment coach-supported employment project, "Individuals with Autism in the Labor Force with Eker" is to show that individuals with autism who are excluded, exposed to discrimination and not included in the labor market can be employed by the necessary arrangements and can be included in the labor force.

## **The Targets of CSR Practice**

Our project has 3 major goals. Our first goal is in-house. The project started with the employment of 2 individuals with autism in the first stage and now continues with 5 people with autism and 2 business coaches. Our plan is to ensure that 12 autistic individuals in Eker are employed and participate in business life. We plan not only to participate in the business life but also to make a living house after work with the support of their coaches. They will develop their social life skills by fulfilling their responsibilities such as cooking, shopping, daily routine cleaning and self care in this living house. The second objective of the project is to work with the public to implement state support to support the spread of this project and to work with the public to create incentive programs that will ensure that the wages of business coaches are paid by the state. The final and most important future goal is to ensure that it is a model that can guide all institutions in both public and private sectors.

## **Activities Implemented for CSR Practice**

The supervisor, a specialist psychologist and two job coaches were employed under project only to provide support to people with autism. For employees with autism, 1 month orientation and 5 month adaptation processes were planned in detail. A study room was prepared in which autistic

# 10 REDUCED INEQUALITIES

Reduce inequality within and among countries



personnel could learn their work and social life skills. A recreation room was prepared to meet the needs of sensually isolated individuals with autism. In order to accelerate the adaptation of individuals with autism to work and work place and to support them to work independently, a special work area and “in the Labor Force with Eker” tablet application was prepared with the support of İŞKUR grant. “Autism, Down Syndrome and Other Developmental Disorders Research Commission” established within the TGNA, members of the MPs were presented with solutions to promote the employment of individuals with autism and advocacy activities were carried out in the parliament.

## **Relation of the CSR Practice with Stakeholders & Stakeholder Engagement**

Before the project implementation, a cooperation protocol was realized with Tohum Autism Association. The supervisor employed under this protocol received “Applied Behavior Analysis” training at the foundation’s private education school for 3 months. An expert appointed by the foundation comes to our factory for 2 days every month and provides consultancy support. The supervisor informs the Tohum Autism Foundation with monthly reports. At the same time, a presentation was made to the Autism and Down Syndrome Research Commission at the TGNA in order to realize the second of the project’s future goals, followed by a one-on-one meeting with the members of the commission. In these interviews, the business model of the project was mentioned and it was explained that by providing state support, this project could be implemented in other public and private sector organizations. In addition, the project was found suitable to be supported by İŞKUR with the funds allocated for “Disabled Support Technologies” projects. İŞKUR’s budget support amounting to TL 383,666 will meet technological material needs in the areas reserved for employees with Autism within the Eker factory. “A Case Study for the Employment of Individuals with Autism” is being prepared in cooperation with Adana Science and Technology University.

## **Outputs/Impacts/Results (Business and Social Benefits) of the CSR Practice**

Within the scope of the project, 1 supervisor, 2 job coaches and 5 individuals with autism were employed. The project enables individuals with autism who have to sit at home after their education is finished, to participate in life and gain their social and economic freedom. With the project, families’ “what will happen to my child after me” anxiety is eliminated. Parents saw that their children were involved in life, mixed with other people, working together. This change led to an increase in the quality of life and self-confidence of the families. The depressive state and low self-confidence due to the autistic spectrum disorder due to stereotype (repetitive) movements, high anxiety level, problem behaviors, autistic individuals’ inability to develop friendship relations and low self-confidence state decreased considerably after participation in the business life. The problem behaviors that have been observed in 55-225 % have decreased to 0-12 % with their involvement in the business life.

In addition to participating in social production, individuals with autism who participate in business life develop business partnerships and eliminate their disadvantages in social communication. Since the beginning of the project, 191 % improvement has been achieved in the business conduct of individuals with autism. By keeping regular development & change reports, we have real measured work performance figures of our employees with autism. For this reason, individuals with autism work together with other employees at the packaging station in our factory. Our

workers with autism make equal, even faster packaging with other workers. They contributed not only to their own performance at the station but also to the performance of their colleagues.

### **Is this project a best practice? Why?**

“Individuals with Autism in the Labor Force with Eker” project is the first application that allows business coach supported employment in a sustainable manner the employment of individuals with autism in Turkey. With this project, we continue to expand the business world as an example of “good practice”.

“Autism Awareness” and “Approaches to Individuals with Autism” trainings were organized and educational brochures were distributed to more than 650 personnel who have never heard of autism in our factory. “Individualized Curriculum” prepared by our supervisor and business coaches were taught the skills that each autistic individual needs. Occupational health and safety measures were taken by risk analysis in the areas they use. For our autistic personnel who are disturbed by sound, light and crowds, the working areas and rest rooms are sensually isolated.

### **What are the main lessons learned during implementation?**

People with autism need 2-6 months to get used to work and work place. Arrangements made to ensure that individuals with autism adapt to work and work place and to establish work routine affect positively the performance of other workers. The inclusion of differences in business life positively affects the corporate belonging of other employees, commitment to the organization and the well being of the staff and reduces organizational cynicism. Together with the trainings they have received, our personnel have noticed the signs of autism shown by themselves, their children and / or others and directed them for early intervention.



<https://www.youtube.com/watch?v=Fac-ILErov4&t=101s>



**Name of Activity/Project**

Archaeo-Village Tevfikiye Project

**Brief Project Summary**

Within the scope of “Respect for History Project” which OPET has been conducting in Gallipoli Peninsula, Çanakkale since 2006, physical and social change of Tevfikiye Village which is the nearest settlement to Troya archaeological site was finished in “2018 Troya Year”. With the protocol that was signed with the Governorship of Çanakkale, Tevfikiye Village was transformed into an archaeo village with the qualities of an outdoor museum with its buildings, figures, historical and mythological values, and Troya-esque atmosphere.

Upon observing that there is not a connection between Troya ancient city and Tevfikiye village at its close proximity despite the presence of a considerable potential for tourism, OPET has prepared and implemented a project to achieve physical and social improvements in this village which is the nearest settlement to Troya archaeological site which is a place prominent with its historical, mythological, cultural and natural beauties. It was aimed to make Tevfikiye a village that bears the traces of Troya history, and a place to stop off at, to visit, to buy souvenirs and organic vegetables and fruits during the visits to the Ancient City of Troya.

With the commencement of the project, works towards the revival of the potential for tourism at the area, renewal of the structures at the village in accordance with Troya concept, and supporting the road construction and infrastructure works were conducted, and meanwhile courses with various topics in collaboration with the Directorate of Çanakkale Public Education Center were commenced and the quality of social life at the area was improved. In a village where the only source for subsistence was agriculture, women have become financially independent through the products which they have created with their manual labor owing to the education they received in these courses.

Tevfikiye has been rendered capable of providing the best service to local and foreign visitors. The number of visitors has been increased.

Tevfikiye is now a village with its ever increasing visitors and that carries on the spirit of Troya, with its houses, village square arrangements, busts and murals of Troyan heroes, boarding houses, Troya house, the mosque that consists fully of Troya stones, vendor stands, landscape implementations, and cafés.

**Main Goal of the CSR Practice**

In connection with “2018 International Troya Year”, OPET has built its main communication objective on the basis of reviving the story of Troya.

As places that contain every element of the development and economic growth of Çanakkale and its communities in terms of history, culture and tourism, it is aimed to further improve the life quality of Troya and Tevfikiye by enhancing their already existing tourism potential and by enabling a local economic development and creating employment. It is decided to start from Troya archaeological site and the nearest settlement to the soon-to-be opened Troya Museum, Tevfikiye Village. By using the local and historical characteristics of the site, a revival through



preparation and utilization for cultural, social and historical tourism was aimed. Therefore, works towards establishing Tevfikiye Village as an outdoor museum has been started.

## **The Targets of CSR Practice**

- Making Tevfikiye a place to provide the best service for local and foreign visitors.
- Supporting the culture and tourism move that has been started on an international scale with the purpose of introducing Troya to the world.
- Transforming Tevfikiye Village at Troya site into an outdoor museum.
- Making Tevfikiye a place where the tourists can stop off at, sightsee the places around, buy local vegetables, fruits, and souvenirs among patterns from the Troyann past of the site, and making the site a bigger center of attraction until 2019.
- Enabling the social and economic transformation of the village and the villagers.

## **Activities Implemented for CSR Practice**

Surveys were conducted with the people of the village. Socio economic and demographic information of the village were compiled and the opinions and expectations on Troya and its villages were obtained.

The village committee has been formed. The committee that consists of 13 people has conducted weekly meetings.

The appearance of the village has been changed according to Troya 6 era by receiving consultancy from Troya Site Director Prof Dr Rüstem Aslan of Çanakkale 18 March University for the architectural works at the village.

Upon invitation from UNESCO, Tevfikiye Archaeo Village Project was presented to academics, historians, archaeologists, and UNESCO representatives at the headquarters of UNESCO in Paris on March 15, 2019.

Many courses such as boarding house management, English, hygiene, jewelry, handicrafts, management etc. for over 1000 hours were given to the people of the village with the formation of Çanakkale Public Education Center.

Researches on food from Troya era were made and Çanakkale Troya Dessert and Troya menu was created. Troya Dessert was taught to the chefs of the restaurants in Çanakkale. The dessert is now being served in many restaurants in Çanakkale.

One of the stages of the 6<sup>th</sup> Çanakkale Biennial was carried out in Tevfikiye Archaeo Village. Also art days and exhibition openings are regularly being conducted in Tevfikiye in collaboration with Çanakkale 18 March University Faculty of Fine Arts.

2500 bikers from Turkey and abroad have met in the archaeo-village for 2019 Çanakkale Bicycle Festival.

A book named For the Love of Troya that describes the project was prepared.

The documentary named “Anlat Troya” in which the state of Tevfikiye village before and after its

transformation is narrated and interviews with the people of the village and the authorities from the project were included has been prepared.

With the project, the people of Tevfikiye village have opened many boarding houses, cafés and handicraft shops.

### **Relation of the CSR Practice with Stakeholders & Stakeholder Engagement**

The main shareholder in the project is the Governorship of Çanakkale, and “2018 Troya Executive Committee” was founded under the governorship. Successful collaborations were carried out with Çanakkale Provincial Directorate of Culture, Çanakkale Special Provincial Administration, Çanakkale Chamber of Commerce and Industry, Çanakkale Touristic Hotel Managers’ Association, Çanakkale 18 March University, Turkey Travel Agencies’ Association, South Marmara Development Agency in the committee.

Tevfikiye was a disidentified village in terms of architecture, culture and tourism, despite the valuable cultural heritage of the site. At this point, architectural concept and design consultancy of Troya Site Director Prof Dr Rüstem Aslan and instructor Seyhan Boztepe from Çanakkale 18 March University was sought in order to take the village in hand from the beginning and create a new concept. A physical transformation of the village is decided upon in accordance with the Troya 6 era which is a time when the battles have taken place in the sagas, and the concept of archaeo-village which is an innovation in Turkey has come to existence in this context.

Also a holistic work has been carried out in collaboration with the PR agency, digital agency, media planning and purchasing agency, and advertising agency.

### **Outputs/Impacts/Results (Business and Social Benefits) of the CSR Practice**

In the research that Capital Journal have carried out in collaboration with GFK research company, OPET has risen up to 2<sup>nd</sup> place in 2019 from its 10<sup>th</sup> place in 2018. In the same research, OPET Respect to History Project has risen to 5<sup>th</sup> place in 2019 from its 15<sup>th</sup> place in 2018 in the category of most successful social responsibility projects.

The number of visitors to Troya Archaeological Site was 330.359 in 2017. After Troya Project, the archaeological site has been visited by 531.530 people in 2018, and by 541.540 people in 2019. The number of visitors of Troya Museum which was opened in 2018 was 11.074, and 87.533 in 2019. Since becoming an archaeo-village, Tevfikiye is being visited by approximately 250 people per week and this number is increasing.

Exerted Labor Force: 20.000 Man\Day

November 2017- November 2019 number of news: 1696

Access to news: 66.869.001

1.182.339 post and story access, 1.389.529 post and story view after communication with influencers.

Number of views of Anlat Troya documentary via İz TV and [www.anlattroya.com](http://www.anlattroya.com) is about 10 million.

As a consequence of this education that enabled the social and economic transformation of the people of the village, boarding houses, bead shops, ceramic and antique workshops, restaurants and cafés were opened.

**The prizes that the project has won:**

- Social Responsibility Projects Excellence Award at USA Communitas Awards
- Golden Prize PR section Country in Reputation and Brand Management at IPRA Golden World Awards
- Felis Award in City, Area Communication category with Anlat Troya documentary

**Is this project a best practice? Why?**

**Contributions:**

- Contribution to the preservation of a cultural heritage area
- Contribution to the development of Turkey in terms of culture and tourism
- Economic and social development of the village
- Increase in the number of visitors to Tevfikiye and its vicinity
- Development of the concept of archaeo vilage as an innovation
- Promotion of Turkey and the project in international platforms

**Challenges:**

- The fact that Tevfikiye is an agriculture village, failing to quickly adapt this transformation to the lifestyle of the people of the village during transformation into a touristic and cultural village
- The fact that Tevfikiye was an architecturally disidentified village. Reforming Tevfikiye in a very different manner by establishing Troya and archaeo village concept.
- The fact that the project has multiple shareholders, and delays in the infrastructure and road construction works due to the fact that they were carried out by the government.

**What are the main lessons learned during implementation?**

Archaeo Village Tevfikiye was a village within the boundaries of Troya National Park but had no feel of Troya. Transforming a disidentified village into an outdoor museum that maintains the spirit of Troya was the most comprehensive village rehabilitation project of OPET.

Through consultancy efforts and activities with Çanakkale 18 March University, we have found the opportunity to better experiencing the ways of reviving and sustaining culture and tourism in a village.

Being carried out since 2016 in Gallipoli Peninsula, OPET Respect to History Project has shed a light to our works at Troya area owing to the fact that we have come to know the site very well.

Sculptures, courses, architectural works and Troya menu works that were made for sustaining the traces of a history of 5000 years have created a holistic experience in terms of maintaining a cultural heritage.



## **Name of Activity/Project**

Safe Product, Safe Production for our Children

## **Brief Project Summary**

It is a prohibited/restricted chemical substances and physical safety control system for textiles, toys, stationery, toy stationery, child care products detergents and lighters for children under 14 years of age when they are playing alone or not.

The products mentioned above are collected by authorized persons in the market. Ekoteks Laboratory conducts risk analyzes in regulations and international standards and controls with chemical and physical tests.

The products are analyzed for the control of many chemicals including phthalate, PAH, arylamines, volatile components, tinned organic compounds and heavy metals.

In addition, the significant information that should be on the product label is also checked.

The suitability of information such as cleaning or storage conditions is tested according to the declared age group. When the risk is evaluated, it is focused on the area of usage of the product, the flexibility of the product, sharp edges, glass parts, the size of the connecting parts, water toy, electrical, contact with food, contains magnets, suitable for 0-3 years controls against to cause serious problems.

“CE” label is questioned for child care, toys and stationery products.

Risk analysis of products are proceed also that are misleading consumers by causing confusion with the presentation and design characteristics of the detergent, which arouse children’s curiosity. For example; lemon, apple and so on fruits on the dishwashing label.

The decision reached by the Board decision shall be notified to the distributor/producer company.

## **Main Goal of the CSR Practice**

To establish an authority with the audit and surveillance system for the above mentioned product groups, to ensure follow up, to raise awareness of both the producer and the consumer through training activities.

## **The Targets of CSR Practice**

- To ensure the identification of products using prohibited substances and products where physical insecurity is detected and to raise awareness of both the producer and the consumer.
- Data analysis on risky products and preliminary work for future projects.
- Protection of consumer’s economic interests, health and safety.

# 12 RESPONSIBLE CONSUMPTION & PRODUCTION

Ensure sustainable consumption and production patterns



## Activities Implemented for CSR Practice

Chemical and physical analyzes carried out by fully trained and experienced personnel in fully equipped laboratories within Ekoteks ensure the detection of prohibited chemicals and make physical risk analysis with great precision.

## Relation of the CSR Practice with Stakeholders & Stakeholder Engagement

- Textile/Stationer/Toys Sectors

## Outputs/Impacts/Results (Business and Social Benefits) of the CSR Practice

As a result of the analyzes, 35% of the products were insecure in 2016, while insecure product fell below 20% in 2018 with increasing awareness. (averagely 1000 products were examined annually).

## Is this project a best practice? Why?

Production and marketing units in the sectors come together to train and raise awareness. The demand for training is increasing by the manufacturers.

Trainings are continue with 25 producers and distributors in the sector.

## What are the main lessons learned during implementation?

Healthy and risk free products were introduced to the market for children as the most sensitive group of the society.



## **Name of Activity/Project**

Accelerate2030

## **Brief Project Summary**

Accelerate2030 is a global, multi-stakeholder program, working in line with the mission of meeting the needs and supporting the growth of enterprises that contribute in Sustainable Development Goals. The program, which has reached 16 countries including those in Africa, Asia, and Latin America as well as Turkey since 2016, is organized in more than 20 countries this year. This is a special preparatory program comprised of expert trainings, clinics, strategic matching and coaching support. Under the program, the most innovative and feasible solutions are identified and these enterprises are granted access to an intensive, 6-month preparatory program that includes expert trainings, clinics, strategic matching and coaching support. Accelerate2030 Turkey Program aims to raise awareness of the Social Entrepreneurialism concept in the community, boosts the number of initiatives undertaken in the field of Social Entrepreneurialism in the coming years and scale out the worldwide impact of Turkish entrepreneurs.

At Anadolu Efes, we believe in the youth and in the future, and value young entrepreneurs and the entrepreneurship ecosystem. Since the day we were established, we have constantly broken new ground and innovated, and gathered under “Future is in Entrepreneurship” all our entrepreneurship programs conducted with a view to boosting entrepreneurship in our country and creating new stories that would inspire the youth about entrepreneurship. We value developing international and multi stakeholder collaborations and deem among our priorities contributing in the 17 sustainable development targets set by the United Nations within our area of influence. Today, entrepreneurs play a critical role in building a more habitable world and introducing innovative solutions to problems. We support various entrepreneurship projects to add to the stories that inspire the youth to become entrepreneurs. We categorize our efforts in the field of entrepreneurship under two separate headings, namely, technological initiatives that will advance the industry and social benefit oriented initiatives that will contribute to our community. At Accelerate 2030, we meet the youth to this end. With the program, we aim to raise awareness of the concept of Social Entrepreneurship, which is not widely known in the society and to boost the efforts in this field over the coming years as well as helping Turkish entrepreneurs scale their efforts worldwide.

## **Main Goal of the CSR Practice**

Accelerate2030 Turkey Program offers a global framework encompassing all industries for entrepreneurs, who have a critical role in building a more habitable world and bringing innovative solutions to problems, to develop and implement smart, innovative and sustainable solutions. It undertakes to:

- Contribute in the development of a culture of entrepreneurship concerning creative business models that will make concrete contributions to the Sustainable Development Goals in Turkey
- Encourage the youth to become entrepreneurs.

## **The Targets of CSR Practice**

Accelerate2030 is of critical importance as it contributes in the development of a culture of entrepreneurship and encourages the youth to become entrepreneurs concerning creative

# 17 PARTNERSHIPS FOR THE GOALS

**Strengthen the means of implementation and revitalize the global partnership for sustainable development**



business models, which make concrete contributions in Sustainable Development Goals in Turkey. The goal is to ensure that the social impact oriented enterprises selected to Accelerate2030 Turkey Program have the chance to access both locally and globally to supports, resources and business networks they require to scale out.

## **Activities Implemented for CSR Practice**

Under the program, the most innovative and feasible solutions were identified and these enterprises were granted access to an intensive, six-month training program. The enterprises JOON, TOLKIDO, BIOLIVE and NATURANSA were selected by a jury made in March, and received one-to-one coaching support to further advance their impact. They attended expert trainings, worked on strategic plans with Boston Consulting Group consultants, and met institutions and investors from various sectors. The initiatives also received mentorship, various scaling trainings from the Impact Hub Global Network, and impact measurement trainings and impact measurement support from the UNDP Business Call to Action.

## **Relation of the CSR Practice with Stakeholders & Stakeholder Engagement**

We value multi stakeholder collaborations necessary to achieve the sustainable development goals for 2030. Accelerate2030 Turkey Program also allows for solution partnership to ensure the achievement of global goals at this point. We launched the Accelerate2030 Program in collaboration with Impact Hub Istanbul and UNDP Turkey. The program brings together the private sector, international organizations and entrepreneurs, and plays a role in the strengthening of cross-sectoral collaborations. Under our enterprise program, we provide entrepreneurs with mentorship and training support on how to develop their projects. In the Accelerate2030 program, our mentors, who are comprised of Anadolu Efes employees, supported the finalists in their respective areas of expertise. Our employees included in the mentroship program were positioned as the ambassadors of entrepreneurial spirit within the institution, contributing considerably both to themselves and to our institution.

## **Outputs/Impacts/Results (Business and Social Benefits) of the CSR Practice**

The program's greatest difference is its multi stakeholder approach towards achieving the global goals. Thanks to the mentor sessions under the program, the enterprises Joonb, Biolive, Naturansa and Tolkido received support from more than 30 mentors from different sectors and disciplines and accessed countless business contacts (Each got a minimum of 3 business opportunities).

Worldwide, the program supported 150 entrepreneurs from 16 countries, and Biolive from Turkey became one of the 10 finalists selected for the global stage of the program. Biolive represented Turkey at the United National Summit held in Geneva (UNDP SDG Finance). It contacted numerous investors and potential customers and received leadership, foreign trade, impact analysis trainings.

At the Social Benefit Summit organized in Turkey, a Social Entrepreneurship for Accelerate2030 Global Goals Panel was held. At the panel, the importance of strengthening a multi stakeholder approach and collaborations towards achieving the global goals was underlined.

### **Is this project a best practice? Why?**

Accelerate2030 Turkey Program is the best practice for the collaborations undertaken to understand the concept of social entrepreneurship, which is relatively new in Turkey, and the strengthening of the social entrepreneurship ecosystem.

The program was effective in nurturing the social entrepreneurship ecosystem in Turkey and bringing the social entrepreneurship activities to various groups. It sets an important example as it is the only program that aims to address social entrepreneurship in Turkey, to contribute in the sustainable development goals and to scale out the impact across different geographies.

The program also sets a successful example in cross sectoral relations between the private sector (Anadolu Efes), social entrepreneurship (Impact Hub Istanbul) and international organization (UNDP Turkey).

### **What are the main lessons learned during implementation?**

We realized that social entrepreneurship and impact investing are not widely known in our country. Our team of mentors comprised of our employees provided guidance in raising awareness of the matter and helping the enterprises expand their impact into different regions.

#### **Biolive-Duygu Yılmaz**

“The biggest difference of the program is it is a training process and not a contest. As a company, we learned to work in a more planned manner for the 2030 goals. In the global, we found the chance to meet several firms and to have our business ideas heard.”

#### **Tolkido-Can Yıldız**

“Trainings developed at the program showed us to be a team and understand each other better.”

#### **Joon- Duygu Vatan**

“At a time when we are about to take new decisions, it was very useful to meet different experts. Thanks to the program, we achieved visibility that would boost our credibility in Turkey.”



<https://turkey.accelerate2030.net/>





**DETAILED INFORMATION:**

[kssd@kssd.org](mailto:kssd@kssd.org)

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