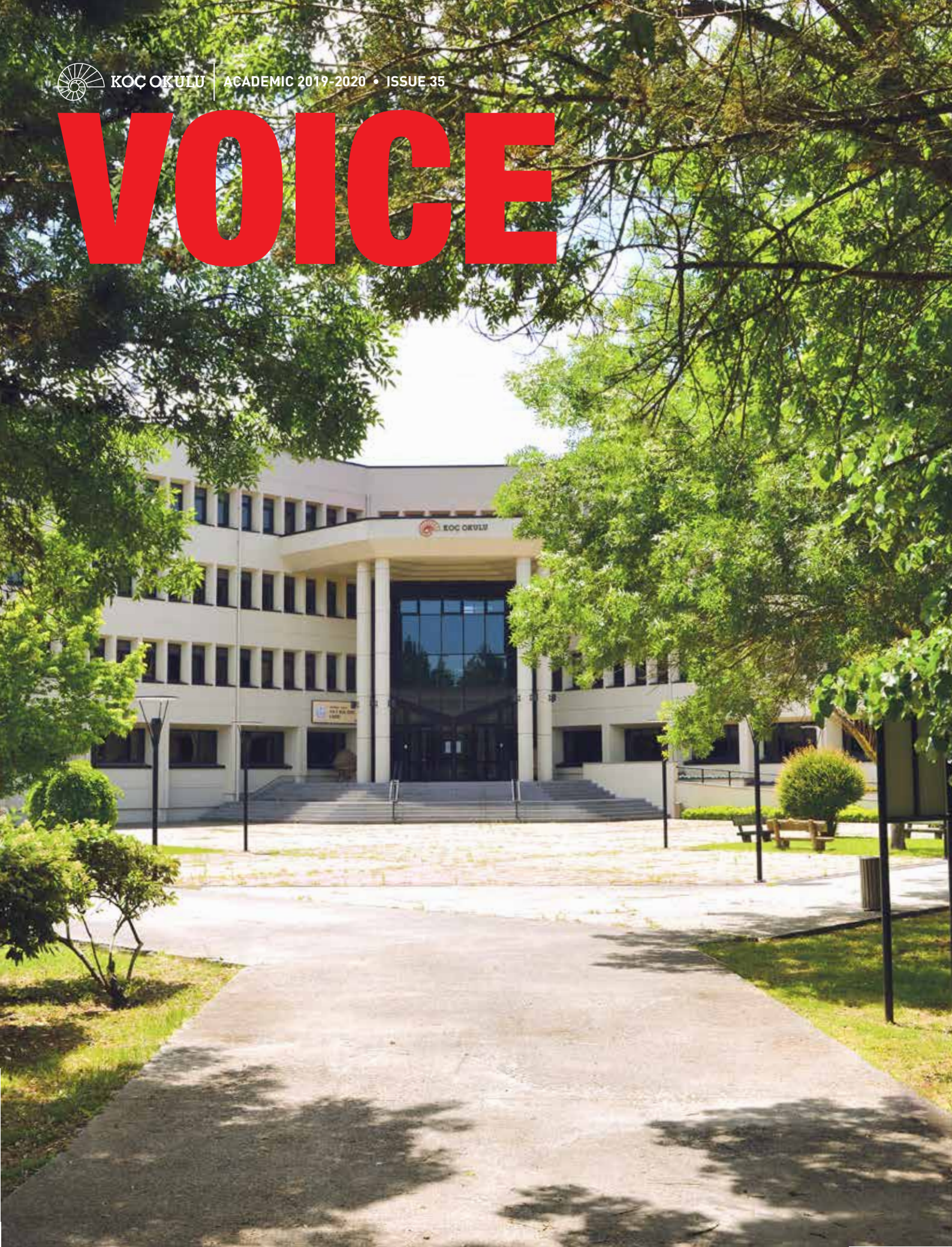




KOÇ OKULU

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VOICE





THE KOÇ SCHOOL

VOICE

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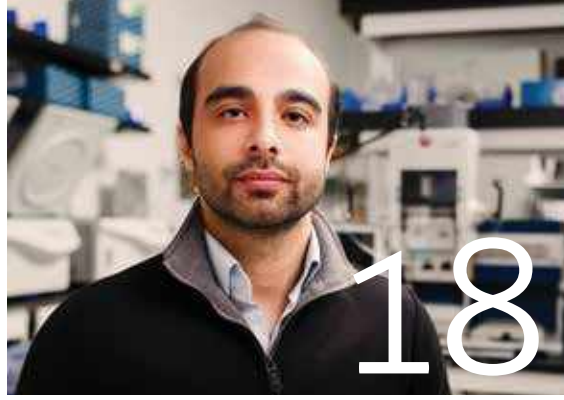
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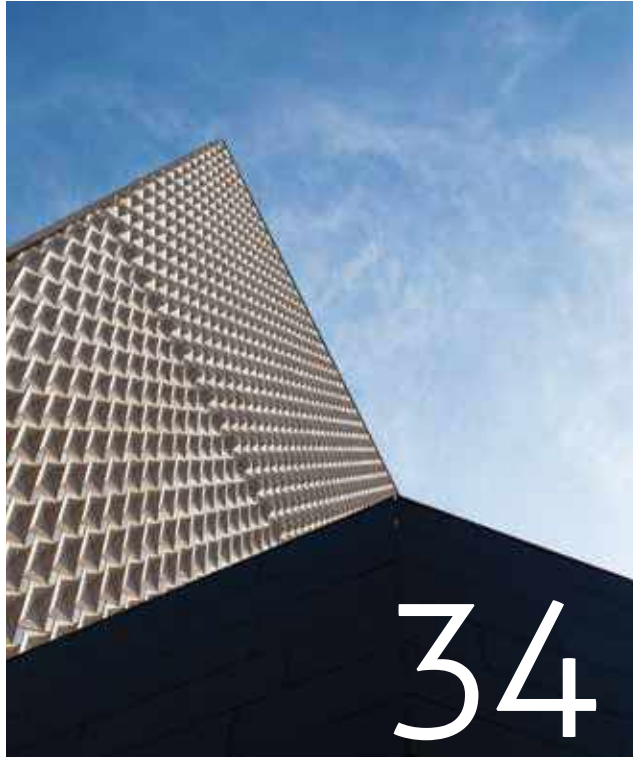
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Editorial | Professor Murat Günel, PhD

Healing together

with strong conviction...

'We learned and realized so much. We became more self-sufficient and developed a deeper sense of how our thoughts reflect on our life. The first few weeks were rather restless, tiring and worrisome. But as time went on, as we began to understand that we would heal together, we felt better, stronger.'

Dear Voice Readers,

During the three months since March after our school closed, our lives changed completely. All of a sudden our daily routines, our usual conversations, travel plans, learning styles; the order as we knew it turned upside down. For the past three months classrooms, hallways, cafeterias, the grounds, gyms in our school have all been empty. The stage for the Sevgi Gönül Art Night and the students' artworks are still there, waiting, as though at any moment the show will begin. Every single moment that we are away from with our students feel heavy.

There may be major crises in people's lives, catastrophic events impacting entire communities. Such times only become somewhat bearable when we stand in solidarity with one another with our belief in humankind... This was how life became in the time of pandemic. Some members of our Koç School family unfortunately became ill with the virus, and some lost their lives; we are sad beyond words. On the other hand, we held on even more tightly to one another and healed

through more solidarity, compassion and kindness than we could ever imagine, building hope and strength for more challenges that we know will come our way. Empowered by this hope, we implemented a number of measures to ensure the health and safety of our colleagues who continued to work at the school. Some of us worked remotely while some of us were at school every day, and we still are. Just waiting for our students to return...

We learned and realized so much. We became more self-sufficient and developed a deeper sense of how our thoughts reflect on our life. The first few weeks were rather restless, tiring and worrisome. But as time went on, as we began to understand that we would heal together, we felt better, stronger.

As you read these lines, our country and the world are most likely easing into old routines, at least to some extent and of course, with many restrictions still in place. You will see that the content of this issue is focused mainly on the activities of the spring

semester and created thanks to the relentless commitment and dedication of our students, teachers and colleagues. This is why each piece in this issue is as special and valuable as the next one. Each is a reflection of our belief in our children and their outstanding achievements in their respective fields. We should also give credit to The Koç School parents for their efforts to motivate their children to keep studying and all the sacrifice they made to overcome the challenges of staying home during the pandemic; this issue would not have been possible without their support.

I would like to thank the entire Koç School family for giving us hope and strength with their belief in solidarity, development, the power of education and healing together. This family poured their hearts, efforts and support into every line of this issue, and I hope you will enjoy it as much as we did preparing it.

With my warmest regards

Transparency

IN COMMUNICATIONS


Transparency has emerged as a rising value in this era. The strength of the link between this concept and trust is apparent, given that they are directly correlated and feed off one another. The Koç School now takes one more step and incorporates this concept into all its processes to build on the existing levels of communication with its alumni, students, parents, teachers, employees, partnering non-governmental organizations, and many other stakeholders. The structure that emerges enables multilateral information exchange, engagement and interaction for all stakeholders of the school.





Zeynep Kurmuş Hürbaş
Head of Institutional Communications, The Koç School

Maintaining effective and transparent communication in an educational institution is both a complicated and equally satisfying task. At The Koç School, we employ various methods and different channels to remain in constant communication and to engage with our stakeholders. The channels we use for academic-focused communications, managing event-based messages, emergency communications, social media posts, and perception measurements, etc. may change depending on the situation or with respect to certain scenarios, but we always carry out all of our activities based on Koç Group's transparent and proactive communication values. We take the insights and recommendations provided by our communication stakeholders into consideration, and know that the responsibility to achieve our school's goal of continuous improvement in communications falls not only on the Corporate Communications department but on all of us as individuals. This is why we appreciate the valuable feedback, suggestions and support we receive from the students and teachers as well as student bodies, parent-teacher associations, Alumni Association, parents and many other external stakeholders. As we communicate the living story of The Koç School to the relevant stakeholders in compliance with the guidelines of the Ministry of National Education and the Law on the Protection of Personal Data, we also write a story of development and change about the future of our school. Meanwhile, the social, emotional and academic development of our students remains our top priority. Accordingly, we continue to plan and carry out a wide range of activities including instant posts related to The Koç School to maintain a transparent communication that also excites and informs about the future.



“ After researching numerous inventories from local and international sources, we designed a Pre-graduation Survey for High School Seniors to find out the students’ thoughts on their experiences at the school. Once The Koç School students responded to the survey, we also considered the opinions of the students, the principal and the vice principal, made some changes and enhancements, and then gave the survey its final shape. The results of this survey were shared with relevant stakeholders. ”

WHAT IS TRANSPARENCY?

Transparency means ensuring that all stakeholders, who are affected by the decisions made and implemented in accordance with rules and regulations, have access to clear and concrete information about the relevant situation.

“ The Assessment and Evaluation Department was structured under the Corporate Planning Department with the aim of running consistent measurement and assessment procedures throughout the K12 system, and spreading best practices across primary, middle and high schools. ”

“ The newsletters prepared and communicated by the Guidance Departments made it easier for parents to follow and adapt to current developments. ”

“ Results of the Internal Assessment Surveys among the employees highlighted building connections and supporting professional development as two key needs. Concurrently with a three-day training focused on these topics, 19 sessions and 40 workshops were organized. ”

“ All messages by the school to all the stakeholders regarding school matters are now communicated simultaneously in multiple languages. ”

“ Student, Teacher and Parent Manuals, which were not used since 2014, were updated with links to all the latest procedures. ”

“ A PTA meeting was organized in the 2019-2020 fall semester to listen to the parents voice their requests and suggestions, which were later evaluated and provided input for decision-making mechanisms. ”

“ The Parent-Teacher Associations were included in the critical decision-making processes related to the school to ensure that they stayed informed on all the details as well as in communications as a priority, which resulted in their active participation in the information flow between the student-parent-school. ”

“ The Koç School Academic Integrity Policy, created with the objective of raising awareness about issues such as academic integrity, quoting references, and plagiarism, etc., which are particularly important for high school students to understand, was launched after securing the approval of all students and parents. ”

“ We began to hold Townhalls to share the developments and projects with all school employees and administrative staff. ”

“ The orientation program carried out for the boarding students during the high school prep class registration process was revised. The program was enhanced to provide the parents with in-depth information so that they can confidently entrust their children to the school, and to encourage the new students to mingle with students from the upper classes and connect with their peers to gain experience. ”

“ Boarding Student Meet-Ups were organized to bring together boarding students with the school’s various stakeholders (teachers, employees, residents and families) in a series of seminars and events where the students could improve their skills in different areas. A talk was held with a former boarding student, with the intention to make such talks with former and current boarding students a traditional event. ”

“ An orientation program was introduced to assist the ninth graders in their transition to high school with emphasis placed on adjusting to the high school environment, and developing interaction, collaboration and teamwork skills. This program is carried out with the participation of high school teachers, guidance department and administrative units. ”



THE KOÇ SCHOOL OPEN DAY

The Koç School was introduced to parents of prospective primary, middle and high school students during a meeting with high participation on February 9 in MY Hall. After the meeting where the school principals gave presentations to a very engaged audience, the guests were also given a tour of the school grounds with primary and middle school teachers.





“

PARENTS MEET

Approximately 600 Koç School parents were hosted at the school for the first of the Parent Meetings, organized as part of the Open Communication approach and designed as a result of the assessment and development work going on since the previous year. The questions and suggestions communicated by the parents prior to the meeting were analyzed in depth under the leadership of the Corporate Planning and Assessment Department. In preparing the presentation content, the most commonly addressed opinions and suggestions were considered with respect to the integral K12 system as well as individually for primary, secondary and high schools. The meeting was shaped around the feedback received from 616 parents, with 28 percent of The Koç School parents voicing to their concerns and views. The meeting, designed as an example of the transparent and proactive communication methods of The Koç School, addressed topics such as the importance of data-driven processes, community partnerships and acting with collective wisdom, and the need for effective and sustainable communication with various stakeholders.

Professor Murat Günel, General Manager, The Koç School, informed the participants about the activities on study methodology and motivation. Professor Günel then explained the purpose of The Koç School, saying, “We aim to be a school with a purpose and meaning by clearly showing our ‘true north’ and sharing it with all our stakeholders,” and concluded his speech with information on the strengths and development areas of the school.

Dr. Elif Kara Öztürk, High School Principal, gave examples of the activities aimed at the students’ social-emotional and academic development as a focus area of the school with respect to the K12 system. She also spoke about the achievements of the Class of 2019, and provided detailed information regarding the changes and developments in the boarding department as well as extracurricular activities and guidance processes for all students and parents. Meltem Önal Sertkaya, Middle School Principal, explained how the Academic Support Program developed for middle school students and the daily plans reflect on the academic processes in detail. She also discussed the professional development of the teachers, information and development programs aimed at parents, and the assessment of social service work at middle school level within the context of the K12 system. Dr. Demet Gören Niron, Primary School Principal, addressed topics including activities in the primary school, “deep learning” processes that focus on the needs of students with a holistic and interdisciplinary approach, and communication activities such as sharing weekly plans.

”

“We organized a number of events such as talks, theater plays and brunches in partnership with the Alumni Association to improve alumni-student communications.”

“In keeping with the tradition, two alumni events were organized, one in the USA, and one in the UK, where The Koç School graduates are quite high in number, to maintain the close relationships with the alumni.”

“In order to ensure effective coordination and communication within the school’s work processes as well as between departments, we developed a number of procedures for all stakeholders of the school to implement in internal and external activities. These procedures were communicated to all the employees of The Koç School, which consists of primary, middle and high schools.”

“In order to ensure the integrity of the K12 system, we worked in coordination with the primary, middle and high school principals and aimed to create processes and practices that address all stakeholders.”

“We designed and introduced several activities to promote cooperation of high school students with primary and middle school students. In these activities, high school students came together with middle school students for purposes such as preparing presentations, projects, fairytale telling, and contests.”

“We began to release newsletters to inform the parents of primary school students about the activities carried out. The newsletters titled “What Happened This Week?” and “Coming Up Next Week” were posted on the Moodle platform every Friday at 1.30 pm, and also communicated via short text messages. We also began to use The Koç School’s social media accounts more actively while carefully respecting personal data protection sensitivities. These practices made it easier for parents to have instant access to information about the school activities.”

We started developing partnerships with a number of non-governmental organizations and national-international organizations with the aim of building stronger bonds with the other stakeholders within The Koç School’s ecosystem.”



ACADEMIC INTEGRITY

The Koç School shared its Academic Integrity Policy and Contract with all the students and parents at the beginning of the academic year. The Academic Integrity Policy states the school’s expectations and also provides information on sanctions regarding its infringement.

We wanted to get to know the principals of The Koç Schools more closely and asked them the questions that Marcel Proust famously answered. We started with the question that most people wondered about. Here are their answers...

THE KOÇ SCHOOL PRINCIPALS

SHARE CANDIDLY

How tall are you?

Where would you like to live?

Your idea of happiness

Your all-time favorite hero

Your favorite heroes and heroines in real life

Your favorite painter

Your favorite musician

Your favorite author

Your favorite poet

Your favorite flower

Your favorite color

Your favorite animal

Your favorite virtue

Your favorite qualities in a person

What fault would you tolerate the most?

Your favorite occupation

If not yourself, who would you be?

What qualities do you appreciate in a friend?

The quality that you most desire

Your favorite motto



Dr. Demet Gören Niron
Koç Primary School Principal

1.78 m

Any place where children can live their age

The moment children run to you and hug you, and other children seeing this and doing it too

Atatürk

Any individual who touches other people's lives without expecting anything in return, cares about protecting nature and animals and strives for them, researches and questions, and develops themselves. And also Momo, the character in the book "Momo".

Joan Miró

Freddie Mercury and David Bowie

Herman Hesse

Nazım Hikmet

Purple and black

Daisies and bougainvillea

Cats and more cats

Modesty, honesty, outspokenness

Sincerity, creativity, ability to see differently

What I understand the reason for and what I can make sense of

Try to understand and love

Myself

Laughing with me, crying with me, understating my troubles and my heart and still smiling to cheer me up

Diving into deep waters and accompanying the fish as they swim

Imagination trumps knowledge. Knowledge is limited; imagination encircles the world.



Meltem Önal Sertkaya
Koç Middle School Principal

1.83 m

In a quiet place by the sea

Any moment spent with my daughter and my loved ones

Atatürk

Strong women who overcome challenges

Leonardo da Vinci

Beethoven

Reşat Nuri Güntekin

Cahit Sıtkı Tarancı

Black

Galanthus (snowdrop)

Horses

Wisdom and courage

Being transparent

Unintentional acts

Being with children

A child

Transparent, honest, charitable and fair

Never losing the joy of living

Be content with what you have and always remember to be grateful



Dr. Elif Kara Öztürk
Koç High School Principal

1.73 m

Kaysersberg

Every moment I spend with my family

Mustafa Kemal Atatürk

My primary school teacher

Mark Rothko

Barış Manço

Jean-Christophe Grangé

Ataol Behramoğlu

White

Daisies

Ladybugs

Honesty

Sincerity

Almost anything

To learn and to teach

I am who I want to be

Modesty, sincerity, being natural

Teleportation

Pay it forward.



As the world rapidly changes in the aftermath of the COVID-19 pandemic, abandoning old habits and focusing on open and transparent communication will certainly be the key to success, happiness, economic growth and development for organizations and institutions.

THE ZEITGEIST CALLS FOR

SINCERITY AND AUTHENTICITY

AYŞENUR AYDIN

CORPORATE COMMUNICATIONS MANAGER, OPET PETROLCÜLÜK

BOARD MEMBER & VICE PRESIDENT, CORPORATE COMMUNICATIONS ASSOCIATION

“I looked up the etymology of the word ‘transparent’ when I decided to write an article on the subject of ‘transparent communication’ for The Voice. The dictionary meaning of transparent is ‘having the property of transmitting rays of light through so that objects beyond or behind can be distinctly seen’. The origin of the word dates to late Middle English < Medieval Latin, meaning to show through. Some of its synonyms include clear, translucent, and diaphanous, with the latter evoking a delicate and even naïve connotation. However, when you think about it in the context of ‘transparent communication,’ it becomes a concept and covers a wide range from an intangible point to feelings of trust.”

Addressing transparent communication

Addressing transparent communication amidst everything that is going on right now like the coronavirus (COVID-19) pandemic, which has already marked its place in the world history and our personal memory with its devastating impact, the protests against racism in the USA, global climate crisis and the existential threat that our planet is facing, is actually quite meaningful. Concepts such as “trust,” “search for meaning” and “transparency” were already very relevant. The negative signs were there, becoming increasingly more apparent, and they just rose to the surface with all these issues. Meanwhile, we began to see a transformation in consumption habits, corporate culture and public affairs. In fact, the pandemic only laid bare the existing social and political vulnerabilities, especially in the finance, healthcare and education

systems, showing us again that all of these are interconnected globally. In particular, the social inequalities faced by many communities around the world became only more evident due to the ongoing health crisis. Sustainability strategies, inclusive projects with measurable social impact, and accountability came to the forefront more than ever in the cooperation culture of organizations, which are seriously tested as global citizens today.

From secrecy to open orders

Having transparency policies in place is essential for organizations and institutions in terms of implementing effective strategies, which play a key role in improving environmental and social impact because the spirit of our time, or zeitgeist, calls for sincerity and authenticity, and requires transparent communication. The old orders, built on “secrets, myths and firewalls,” are turning into “open orders” where everyone knows everything and even shares it with the world instantly. This is why transparent communication requires boldness, commitment and continuity on the part of organizations and institutions, and presents itself as a reflection of culture and values. The systems that an organization or institution, which has embedded transparency into the DNA of its strategies, develops by involving all the parties that it engages with and by leveraging collective wisdom, are followed and demanded more. Organizations and institutions that enhance their reputation through transparent communication already have measures in place to prepare for potential crises. And, leaders play a key role in this process since they are the ones to create and ensure continued transparency.

Sincere relationships

With increasingly more digitalized communication and easier access to information, technological transformation requires honesty, integrity, transparency and being a ‘good’ brand or organization. More than anything, this type of communication brings forth the principle of equality among organizations and institutions, the public or stakeholders. Sincerity also comes to the forefront together with transparency, as

seen in today’s consumer preferences toward organizations and brands that communicate openly and are regarded as sincere.

Communicating with the new generation
Considering the individuals who make up our future, the next generations’ infinite imagination, expectations, concerns and questions are also challenging governments, institutions and leaders. During the COVID-19 pandemic, Norwegian Prime Minister Solberg held a press conference with only children and did not invite any adults. This example alone can be seen as an indication of how much the decision makers value the importance of next generations and use it as a transparent communication technique. I recently saw the movie “Bad Education” that told the true story of what happened in one of the largest and most successful public schools in the US history; with strong emphasis on collaboration, openness and transparency, it reminds us of the importance of the media as an essential force.

How to tell whether an organization communicates transparently

- If the organization has a communication plan that aligns with its future strategies
- If the organization shares its developments with the public and its stakeholders clearly
- If it involves all related stakeholders in its decision-making processes
- If it values the importance of timing during crises and adopts a proactive approach
- If the organization regards all members within its ecosystem, its consumers or customers as competent citizens, and adopts an inclusive approach toward its stakeholders in its communications without discrimination
- If it takes responsibility by owning up to a wrong or adverse situation
- If it cares about creating social benefit as much as it does about profit
- If it regularly reports on all these activities



DISTANCE EDUCATION AT THE KOÇ SCHOOL

With its distance education model applied during the pandemic, The Koç School aimed to reinforce past learnings of the students, to open up new areas of learning, to strengthen their skills not only in cognitive terms but also in social and emotional aspects as they remained in isolation, and to ensure that they stayed connected with the school, even remotely.

Prior to March, when our lives suddenly stopped and changed with the outbreak of the COVID-19 pandemic, no one could have imagined that the schools would remain closed for so long. In these challenging times that the entire world is experiencing, The Koç School applied a distance education model that aimed to cement the past learnings of the students, to open up new areas of learning where possible, to reinforce their skills not only in cognitive terms but also in social and emotional aspects as they remained in isolation, and to ensure that they stayed connected with the school, even if remotely. In creating the distance education systems, infrastructure and content, ensuring that they would be open to evaluation and development with respect to the academic, cognitive, social and emotional benefits provided to students was a top priority. Accordingly, data was collected at regular intervals from the teachers and IT experts involved in the distance education program, and most importantly, from the students and parents, while continuously improving and enhancing the program. In the three months following the rapid adaptation process, the combined synchronous and asynchronous distance education delivered since March resulted in significant achievements among both the students and the teachers. These new acquisitions and efforts to adapt to changes made it possible to achieve the goals of the program while many of the activities and projects originally planned to be held at the school were moved to the online platform, proving the sustainability of The Koç School's education system.



April 23 and May 19 Celebrations

April 23 National Sovereignty and Children's Day and May 19 Commemoration of Atatürk, Youth and Sports Day events, always celebrated with great joy at The Koç School, were held online this year. All The Koç School students and teachers still celebrated these two special days with great enthusiasm despite being away from the school with videos featuring music, dance, poetry, painting and sports performances by the students. Please scan the QR code to view the May 19 celebration video and the high school choir perform the Youth Anthem.



REMOTE ACTIVITIES



Online Science Meet-ups with Experts

The Koç School's distance education curriculum included online panel sessions on a variety of topics with expert speakers. The panel sessions, which were viewed with great interest by The Koç School students, were designed with content to support academic development, stimulate thinking on the impact of humans on nature, or draw attention to the causes and effects of the pandemic as well as measures against it. Some of the experts who addressed the Koç School students in these panel sessions were: Marine Biologist Bülent Gözcüoğlu, Ph.D., Koç University Endocrinology and Metabolic Diseases Specialist Professor Oğuzhan Deyneli, M.D., Koç University Infectious Diseases Specialist and Science Academy Member Professor Önder Ergönül, M.D., Hacettepe University Pediatric Infectious Diseases Specialist, Pediatric Infectious Diseases and Immunization Association President and Science Academy Member Professor Ateş Kara, M.D., and TV Producer and Presenter Güven İslamoğlu. On May 19, to mark the meaning and importance of the occasion, Professor Mehmet Toner, Ph.D. and Professor İliber Ortaylı, Ph.D. came together in a panel session on "Atatürk and Science."



TEDxKoçSchool

TEDxKoçSchool 2020 was held online this year with the theme "Out Loud", with the conferences attended by one hundred attendees.

Koç Fintech Forum 2020

Koç Fintech Forum was the scene of well-rounded discussions on how the global finance sector would take shape in the aftermath of the COVID-19 pandemic and what the new normal of this sector would be. The event, broadcast live on The Koç School's YouTube channel on May 29, was held in English, and opened with a keynote speech by Hüsnü Özyeğin, Founder and Honorary President of FIBA Holding. The first session of the event was titled "Fast Forwarding Digital Transformation" with journalist Hakan Çelik as moderator and Hepsiburada CEO Murat Emirdağ, Vodafone Turkey CEO Colman Deegan and Koç University Rector Professor Umran İnan as panelists. The second session titled "Re-Imagining the Opportunities of Financial Technologies" was moderated by journalist/economist Ege Cansen with Akbank CEO Hakan Binbaşgil, Visa Southeastern Europe Senior Vice President Berna Ülman and FinTech Istanbul co-founder Professor Selim Yazıcı participating as panelists.



REMOTE ACTIVITIES

REMOTE ACTIVITIES



27th Career Day

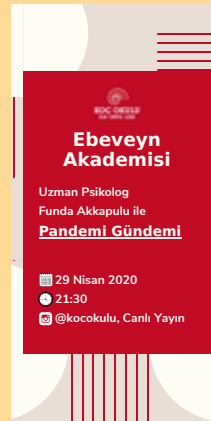
As the distance education continued with online classes, the High School Guidance Department also adapted the annual Career Day event to the remote learning environment. A document with detailed information on 30 professions was shared with students on Moodle. In the Guidance hours, the second stage of the process, videos on various professions created by the alumni who were invited to the Career Day were shared and the questions of the students were answered. Lastly, online sessions were held with members of the professions in which the students were most interested according to the results of an earlier survey. In these live sessions, Tolga Esin '03 spoke about "Digital Marketing" on May 14, and Caner Çanak, Artificial Intelligence and Data Analytics Manager at Turkcell, discussed "Artificial Intelligence" on May 21.

Online Guests in High School Classes

Talks with experts helped keep the interest high in classes and gave the high school students an opportunity to be informed and inspired about a topic in an academic setting, and to meet and chat with professionals whom they can choose as role models. These talks were on topics such as gender equality with Associate Professor Feryal Saygılıgil, the intricacies of being a pediatrician with Özlem Temel Köksoy, M.D., the importance of being a Koç School alumnus with Ateş Akgün, Coronavirus with Professor Batu Erman, M.D., and the future of engineering with Professor Mehmed Özkan.

Parent Academy

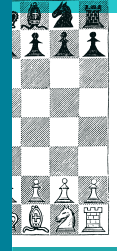
During the pandemic, the Parent Academy talks were shared via The Koç School's Instagram account with the participation of parents. Leading psychologists shared their knowledge and views on different topics such as dealing with the pandemic, the function of fatherhood during the pandemic, technology and children, and trauma coping skills. The talks were on a range of topics such as "Pandemic Agenda" with Specialist Psychologist Funda Akkapulu, "Fatherhood Function" with Clinical Psychologist Yavuz Erten, "Technology and Children & Adolescents" with Neslihan Zabcı, Ph.D., and "Families' Psychological Resiliency during the Pandemic and Building Skills to Cope with Trauma" with Psychologist Bergin Levent.



Class Concerts

The Koç School seniors came together as the Class of 2020 in the final days of their high school life and held a series of Class Concerts on online platforms. The four concerts in May with performances by Yasemin Günel, Alvi Moreno, Kaan Şakar and Esin Göğüş became memorable events for the Class of 2020.

STAY HOME
STAY SAFE
PLAY CHESS



ORTAOKUL
SATRANÇ
KULÜBÜ
ONLINE
TURNUVA

01.05.2020
19:00

4-8 SINIFLARIN
KATILABİLECEĞİ
TURNUVANIN DETAYLARI
KOÇ OKULU MOODLE
KULÜPLER SAYFASINDA.

Chess Tournaments

Upon middle school student Bulut Kaan Erdoğan's request, an online chess tournament was organized. Primary school students were also included in the tournament with the support of The Koç School teachers Fatih Kulaber, Sena Ercan, Koray Öztoprak and Alper Yemenicigil. The High School Chess Club also organized an online chess tournament open to all high school students with the aim of motivating their classmates and having fun together. In total, more than 100 students participated in the tournaments.

THE KOÇ SCHOOL'S DISTANCE EDUCATION APPROACH

Distance education is defined as a method of delivering educational activities, which consist of different physical technology and educational components, to meet the learning needs of students with geographical and time constraints in terms of accessing education and resources. As with most educational activities, the objective of distance education is to help schools meet their students' learning needs, and to enable students to access information more effectively and/or to apply what they learn at school to their life and environment (Liu & Yen, 2014).

Advantages and disadvantages of distance education

The advantages of distance education include flexibility of the learning environment in terms of time and space, adoption of different learning approaches, rapid access to information, and a certain level of peer interaction while reduced face-to-face time and less social interaction is considered a disadvantage. Using the suitable distance education tools in a balanced manner according to needs is important in order to find an equilibrium between the advantages and disadvantages. Therefore, limited face-to-face interaction and socializing, as mentioned, during the period when the students are deprived of formal education, will remain a major disadvantage of distance education.

Infrastructure

In distance education, technology is the prerequisite of enabling the students to access education anytime, anywhere and in the most convenient manner (Beldarrain, 2006). Therefore, a wide range of technological equipment, software and infrastructure strategies are available for distance education to meet different needs. In selecting these education and instruction tools, The Koç School considered different plans, options and demo apps as well as the rising demand during the COVID-19 pandemic. Some of the most common applications (Microsoft Teams, Zoom, and Google Meet, etc.) preferred in Turkey and the rest of the world were used in this period of time. However, given that such service providers are not controlled by The Koç School, preparations were completed to run Big Blue Button, the web conferencing system designed for online learning, on the school's own platform as the main application to be used in Distance Education Plan's "Level based common schedule" option. The applications mentioned were also used in accordance with different needs and as backup scenarios. Furthermore, the school's current bandwidth was doubled to avoid potential connectivity problems that may result from high user demand. These actions were proactive steps in terms of both technological equipment and software, and also infrastructure issues such as server capacity and bandwidth.

Learning environments

An asynchronous learning environment does not require teachers and learners to be online synchronously. On the other hand, synchronous learning environments enriched with multimedia functions such as group chats, webinars, live lectures, video and teleconferences require learners to be online synchronously. In this respect, each learning environment comes with its own advantages and disadvantages. In asynchronous learning, students can access the learning environment any time, download documents, and message teachers or peers. In this regard, asynchronous learning is one of the most important components of flexible learning environments (Hrastinski, 2008). On the other hand, synchronous learning allows learners to socialize more, creating a sense of less isolation. Synchronous learning encourages students

to personally participate in the environment while asynchronous learning supports cognitive engagement more. This is because the communication style in synchronous learning environments allows teachers to monitor the students' response to a message (discourse, question, etc.), which in turn evokes determination and motivation in the student. On the other hand, an asynchronous learning environment gives the student more time to process the message because the teacher does not expect an immediate reply. In short, synchronous e-learning increases stimulation and motivation while asynchronous e-learning improves information processing skills (Hrastinski, 2008). Synchronous and asynchronous learning environments can be used in combination by considering parameters such as the students' readiness for a purpose, their needs, interests and attention spans. In distance education, synchronous and asynchronous learning environments are complementary tools, and the right combination of these two types of e-learning environments supports information exchange between the students and teachers based on their needs, collaboration on specific tasks, and mutual motivation. The Koç School used the synchronous and asynchronous education environments in combination in its Distance Education system.

Engagement

The Koç School worked with curriculum teams consisting of school administrators, teachers, IT specialist and distance education experts, psychologists and pedagogues and considered the characteristics of students at all levels such as age, academic readiness, expectation, attention span, and social and emotional skill development to create content and to determine workload and time. In selecting the tools and/or methods to be applied in distance education, the objective, duration, target audience and their needs should be taken into account because, as with all technologies, not all tools may be suitable for each case. This is why the responsibility of researching what tools offer the best solutions to ensure student-to-student or student-to-teacher interaction in distance education environments falls on the curriculum designers, administrators and tech specialists (Beldarrain, 2006).

Teaching processes at The Koç School

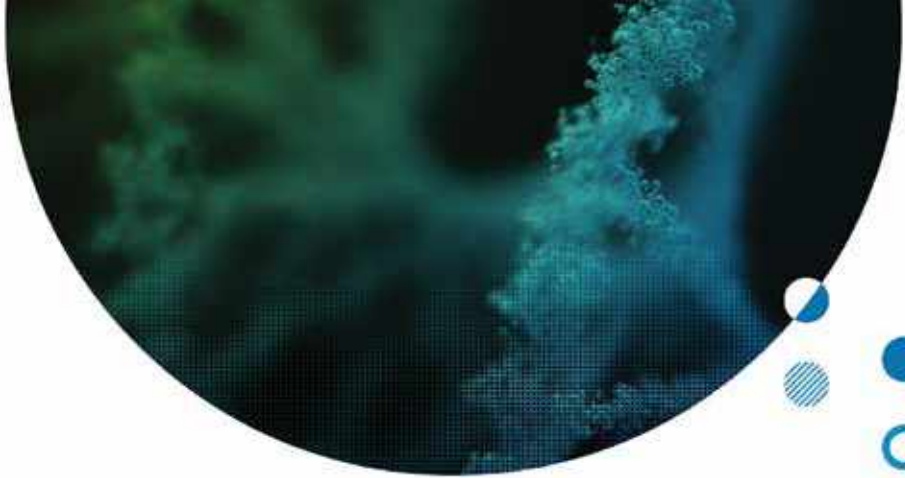
The Koç School considered the developing conditions such as changes in educational processes and the academic calendar due to force majeure situations, adaptation after the break, and technical and infrastructure requirements, and designed a structure in which the week of March 23-27 was mainly asynchronous, and the period that followed March 30 was a combination of synchronous and asynchronous learning environments. In designing this structure, the Education Information Network (EBA) launched by the Ministry of National Education in the week of March 23-27 as optional and/or with the expectation for all schools to implement was also taken into account, considering the system's flexibility to try, evaluate and integrate.

Enhancements

The distance education systems, infrastructure and content should be open and designed to allow evaluation and development in terms of academic, cognitive, social and emotional acquirments of the students. Throughout the distance education period, The Koç School carried out enhancement, strengthening and revision activities accompanied by data regularly collected from the teachers, IT experts, and most importantly the students, and triangulated findings.

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Oğuzhan Atay is the co-founder and CEO of BillionToOne, which developed a highly accurate COVID-19 test protocol that could help enable a testing capacity of one million tests per day...

THE ONLY WAY TO ACHIEVE NORMALIZATION IS THROUGH **MILLIONS OF TESTS PER DAY**

The Koç School alumnus Oğuzhan Atay graduated from Princeton University with a Bachelor's in Molecular Biology and minors in Physics, Computer Science, and Applied Mathematics. Meanwhile, he also took part in Integrated Science, a program that combined multiple science disciplines, and upon completion, he received acceptance from several doctorate programs in different fields. He went on to obtain his Ph.D. in biology at Stanford University. In 2016, he co-founded BillionToOne. Here is Oğuzhan Atay, telling us all about BillionToOne.

Please tell us about BillionToOne.

In the last couple of decades, scientists determined that our blood carries our DNA and genetic material, which is a fact that makes it possible to test the blood of a mother to screen genetic diseases in her unborn baby. One of the first developments in this field focused on testing the mother's blood for Down syndrome in the baby. That technology was developed at Stanford, where I studied. They later began to use this technology for cancer screening and treatment. Achieving this through a DNA analysis of blood specimens marked a breakthrough in the health sector. As these developments occurred (at the time, I was studying toward my Ph.D. at Stanford), we noticed that the application areas of this type of testing were very limited. Meaning that the genetic diseases in the baby could only be screened at chromosomal level in the

mother's blood or cancer when it reached the third or fourth stages. Besides, these tests were very costly. My biology education at Princeton was focused mostly on a physical and mathematical basis. We realized that we would be able to screen many more diseases in the mother's blood if we came up with a method from this standpoint, or screen cancer in earlier stages, monitor the course of treatment or a recurrence of the disease if we could develop these tests for early detection and diagnosis; and we began working on this technology in 2016. We also aimed to reduce the cost of this test so that it could be made available not only in the USA but anywhere around the world and accessible not only by the top 3-5 percent of the socioeconomic scale but also by the masses.

How did you start using this test to detect COVID-19?

Our work is not solely focused on COVID-19 or other infectious diseases. However, we noticed that almost all of the tests developed for the market apply similar methods: one is to isolate the RNA of the virus and analyze it with a method called quantitative PCR, and the other is to test a blood specimen for antibodies to determine whether you have already contracted the disease. Due to the accuracy rates and prevalence of the disease, we saw that the antibody tests would not be quite beneficial in the short term. And almost all of the molecular tests are based on the same methodology, which causes problems in increasing

the number of tests. Companies are trying their hardest to increase the number of test kits they are putting out but if you were producing a thousand kits previously, it is very difficult to suddenly increase that number to a million in that factory. We saw that everybody in the system was trying to develop something within their specific area of expertise and not looking at the problem as a whole, and realized that one of the technologies we developed earlier to screen an unborn baby's genetic diseases in the mother's blood was very suited for this purpose as well. The technology we developed actually benefits from a DNA sequencing instrument that was used in the Human Genome Project 20 years ago and that back then, had an automation feature way ahead of its time. With our technology, each instrument has a throughput capacity of 4,000 COVID-19 tests per day, and indeed, a number of countries have hundreds of these instruments and there are more than one thousand in total around the world. With this technology, the daily testing capacity can be increased to four million. The technology we developed was based on Sanger instruments. Until then, no one else had realized that Sanger instruments could be used for COVID-19 testing even though highly automated Sanger instruments had been used since the 1970s and manufactured during the Human Genome Project. Screening for COVID-19 is much easier than screening the mother's blood for genetic diseases in the baby. We not only developed the test in a period of three or four weeks but we also demonstrated that it worked, wrote and published our article, and created kits to ship to other countries.

You also share how these kits function...

We allocated more than US\$ 1 million in resources for these tests. There are so many ways of making money from this, but that is not our goal. What we aim to achieve is to enable as many laboratories to use the test as possible. This is why we wrote and published an article to explain very transparently how we do the tests. We also supply our test kits to other laboratories with minimal markup because one of our main goals is to have these laboratories start using their own tests so that we can return to normal as early as we can. Frankly, I do not intend to build a lab in a company focused on infectious diseases. My job is in a completely different area, and the labs should begin using their own tests as quickly as possible so that I can return to my own work soon.

Are your kits approved in the USA?

Some labs abroad have already started trying our test. And we are collaborating with a major lab in the USA. We also filed our application with the FDA (Food and

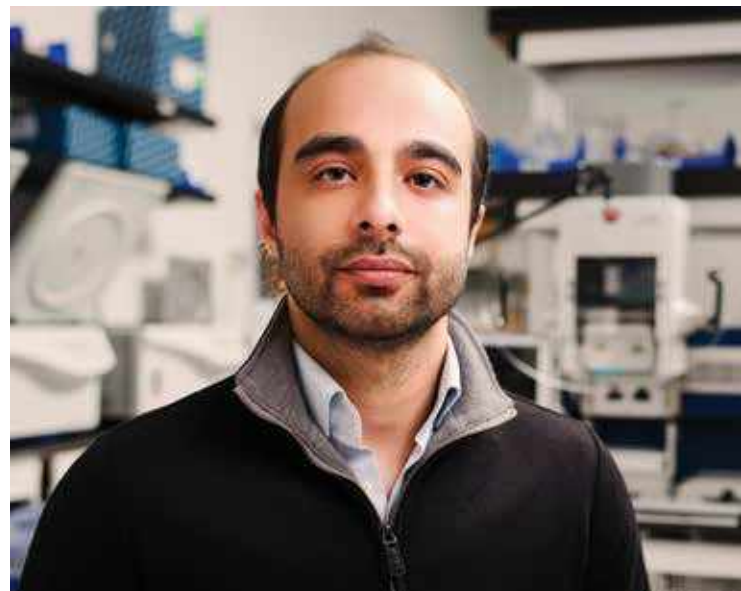
Drug Administration). When you apply with an innovation, the approval process can take a long time, especially in the USA.

How do you stay motivated these days?

To be honest, we are so overwhelmed with work... When you see that you have an actual possibility in your hands, when you believe that you can really make a difference, staying motivated is much easier. The whole team has worked very long hours in this period of time, much longer than the typical 40-hour week, sometimes up to 80 hours. This is because we want to help as many people as possible. We feel super motivated because we have seen the potential impact of our work.

Are you optimistic about the days to come?

In the early days of my doctorate studies, I researched how viruses or infectious diseases spread, and how such spreading could be stopped. I studied how SARS spread at the time and looked into its dynamics. The truth is that all the data available so far about COVID-19 shows that normalization will not be possible until a vaccine is discovered. However, some semblance of normalization can be achieved if necessary precautions are taken, meaning, if everyone wears face masks, stays away from public transportation or crowds, and does not go to the office in case of a fever or other symptoms. But actually the only way of real normalization is to be able to conduct millions of tests every day because this disease is spreading very fast without showing symptoms. We will most likely see a decline in summer months followed by a new wave in September-October. If we increase the number of tests, we can hopefully prevent a second wave.



Guiding The Koç School students on their **EDUCATION JOURNEY**

The Koç School’s Primary, Middle and High School Guidance Departments carried out various activities to support the academic and psychological development of students during the 2019-2020 academic year.

Primary school activities

- Psychological counselors, focused on the social-emotional aspect, spoke with teachers, parents and students on all levels to address their individual needs. Aiming to improve the students’ skills such as emotion regulation-anger management, impulse control, coping with anxiety-problem solving skills, and empathy, the department organized mindfulness, orientation and adaptation activities, as well as events such as the Second Step Program and Peace Steps, and classroom activities based on the needs of individual classes.
- Thinking Skills courses focused on the cognitive aspect were organized by the psychological counselors. The counselors also worked to provide individual support, and carried out group and class activities (specific learning disability, visual perception, auditory perception, phonological awareness, motor skills, reasoning, literacy processes, language skills, attention, memory processes, etc.), briefed the parents and teachers, and communicated updates on the measures regarding the necessary adaptations.
- “Parent Academy” was organized with expert speakers in their respective fields.
- A group activity titled “Parenting... Learning through experience” was held with the participation of parents of preschoolers.
- Psychological counselors held a seminar on “Individualization and Intimacy” for the parents of first graders, and another seminar on “Play, Development and Learning Relationships” aimed at the parents of preschoolers, first and second graders.
- The department prepared newsletters for the parents.



Middle school activities

- Middle school years are particularly important, given that they coincide with the start of adolescence; accordingly, the department carried out standardized programs (e.g. PERGEL) on the topics of empathy, assertiveness, problem solving skills, coping with peer pressure and social skills with the aim of instilling in students an awareness of change and development concepts, as well as skill-based trainings in guidance lessons.
- In addition to these programs, the department also carried out adaptation and orientation activities, and held Career Day, seminars with role model guests, group activities and workshops. In keeping with tradition, newsletters with information on adolescence were distributed to the parents, and training programs and group activities on the topic were organized.
- Gamze Sart, Ph.D., Erdal Yıldırım, General Manager at Vehbi Koç Foundation, and Nasuh Mahruki, Founding President of AKUT, came together with all middle school students at "Inspiring Talks" events, organized with the objective of helping the young people set goals, introduce them to role models, and learn about

their success stories.

- Raysa Büyükbahar Uzunyol, Clinical and Sports Dietitian, met with The Koç School students in February and addressed topics such as maintaining physical health and making informed, healthy choices in their diets. The talk titled "Health and Informed Nutrition" shed light on the importance of reading the labels of packaged food, the key principles of balanced eating, and making healthy choices in grocery shopping.
- The Parent Academy, with a quarterly program determined at the beginning of the school year on topics selected according to the needs, is held with a guest speaker.
- Mindfulness activities were organized for the middle school with the aim of building a culture of peace, alleviating the students' anxiety, and strengthening their skills to stay calm, practice patience and concentration. The classes began with a three-minute mindfulness practice supported by voice recordings.
- Guidance newsletters that addressed certain needs and latest agenda items were distributed.



High school activities

- Orientation activities, supported by various games and events, were organized to enable the new prep and 9th grade students to adapt to The Koç School in a healthy manner and to accelerate the process.
- Training programs on “Sexual Health” prepared by the Turkish Family Health and Planning Foundation (TAPV), and featuring different content based on the levels of the students were delivered during class hours.
- Conferences were held for all high school students to raise awareness about addiction. During these conferences, Leyla Zaim, Clinical Psychologist, addressed the definition, scope, types and progression of addiction, and its impact on individuals.
- As part of the Parent Academy for the parents and teachers, Selmin Erk gave a conference on “Mindfulness”, and Professor Fatoş Erkman, Ph.D. on “Children and Us: The Role of ‘Acceptance’ in Relationships”.
- During the Turkish Universities Fair, which took place with the participation of 14 universities, the students found the opportunity to get to know the universities of their interest.
- The Koç School students also visited the campuses of Boğaziçi, Koç and İstanbul Bilgi Universities on different days to personally see these schools.
- The panel session titled “Choosing a Career and Professional Aptitude at the Start of University Education” brought together academics from Sabancı University with all the high school students, giving them a chance to learn useful information for their career plans.
- Practice tests were offered to seniors preparing for university exams in Turkey, juniors that will take the exams on the Ministry’s calendar and sophomores to help them develop their multiple choice test skills, and identify and strengthen their development areas.
- Aiming to provide guidance for healthy career choices, sophomores are offered Career Aptitude Tests, and freshmen a Self-Assessment Inventory to raise their awareness about their interests, aptitudes and values.
- At the Alumni Panel, the seniors preparing for university exams found the opportunity to listen to the experiences of The Koç School alumni.
- Throughout the year, class visits were organized on different days to inform the sophomores about selecting course packages, and juniors and seniors about the university exam system in Turkey.
- The sophomores and juniors aiming to study law attended a workshop at Özyeğin University where they gained an understanding about their aptitude for a career in law.
- Parents of sophomores and juniors attended Parent Workshops, organized with the participation of expert guests and the support of alumni to provide the students with sound advice on their career paths.
- Parent Meetings were held with seniors’ parents preparing for Turkish universities to share information and advice on the common problems faced in the process.
- With online education, guidance hours focused on “Psychological Resilience” and “Effective Time Management” to raise the students’ awareness in these areas.
- As part of the career introduction activities, The Koç School alumni recorded videos to familiarize the students with different professions.
- During distance education, individual consultations continued online.

GUIDANCE during a pandemic

The Koç School's Primary, Middle and High School Guidance Departments released a number of newsletter during the COVID-19 pandemic to raise awareness among the students, parents and employees. All the newsletter can be found in the Distance Education section of The Koç School website.

- How to Answer Your Child's Potential Questions about COVID-19 and How to Help Your Child Deal with Anxiety
- Emotional Reactions of Children During a Pandemic and Coping Methods
- Being an Education Professional
- How to Explain Suspension of Formal Education to Your Child
- The Importance of Establishing Routine During Isolation
- Being an Education Professional During a Crisis
- Play and Self-Regulation
- Positive Thinking
- Psychological Resilience
- How to Protect Ourselves from Emotional Trauma
- Calming Skills Checklist
- How to Talk to Your Child about Infectious Diseases
- Children's Needs and Parents' Role in Distance Education
- Attention Skills during Distance Learning
- Supporting the Students' Planning Skills in Distance Education
- Positive Thinking in Difficult Times





Hayri Dağlı is among the most extraordinary figures in Turkey. Here is a look at his story of transforming the lives of 150,000 people in Asia and Africa...

Hayri Dağlı:

'I WITNESS HOPE
SPRING IN A VILLAGE,
AND I FEEL
OVERJOYED'



www.ideauniversal.org

www.instagram.com/ideauniversal

instagram.com/hayridagli

About Hayri Dağlı

After studying ecology in Sweden, Hayri Dağlı worked for organizations, including TEGV, ÇEVKO Foundation, Doğa Association, and United Nations Family Program. He went on tours of exploration in 67 countries. In 2014, he left behind a life of urban comforts, and settled in a village in Africa to understand how a billion people lived in extreme poverty. For years, he slept on an animal skin on the floor, just as his neighbors did. He devoted himself to solving the humane and environmental problems of this geography, and in the meantime, he observed that the one-time aid sent by organizations and people from around the world to Africa did more harm than good. Through Smart Villages, the sustainable development model he developed, he was able to initiate lasting transformation in the lives of 150,000 people. The Smart Villages model, which brings an integrated solution to water, agriculture, energy and education with the help of technology, was ranked by the United Nations among the top five most sustainable and innovative projects implemented in Africa, and created TL 10 million in added economic value. The extraordinary story of Hayri Dağlı was covered in TRT's Water Wars documentary. Hayri Dağlı, listed among inspiring leaders by the "Campaign" magazine and named person of the year by "Digital Age," also serves as an advisor on the United Nations Economic and Social Council. Hayri Dağlı currently works on his book, and travels back and forth between Africa, Asia and Turkey to run the programs of IDEA Universal Association, which he founded. He will soon be featured in two separate documentaries on CNN Turk and Netflix, and we will learn more about his extraordinary story.

What drove you to taking the first step for IDEA Universal (International Development and Environment Association)?

One billion people around the globe, and 52 percent of the population in Africa live on less than one dollar a day. Starvation and polluted water take more lives than all the wars across the world. We are losing 4,500 children every day due to preventable diseases caused by dirty water. Seven years ago, I left behind the comforts of living in a city, bought a one-way ticket and embarked on a journey of empathy to understand the stories of these people to the smallest detail. I settled in an African village and began living on less than one dollar a day, like my neighbors did. I farmed so I would not go to bed on an empty stomach. I drank water from a well. I borrowed rice from a neighbor when I ran out of one dollar. I experienced the dark side of colonialism and civil wars. Guerillas tried to abduct me. I saw pregnant women miscarry as they walked six kilometers on average to bring water, and an eight year-old get sick because of polluted water. I witnessed women get raped on the way to the water or attacked by wild animals. I lost 30 kilos but I gained so much. This extraordinary journey in Africa that I set off with a one-way ticket later gave me the opportunity to witness the transformation story of thousands of forgotten people. All of these observations and the widely-known statistics becoming a reality were perhaps what gave me the courage to take the first step. At this point, life offered me two choices; I would either accept the saying, "Geography is destiny," and give up, or I would take action and do something completely different. No one who witnessed these stories could keep living as if nothing happened. Everyone with a conscience would find the courage to take action.

Has volunteering always been a part of your life?

I believe in volunteering for life. For years, I worked for a number of NGOs to protect endangered species, to educate children or teachers in underdeveloped areas of the world, or to empower disadvantaged youth. I also took part in some United Nations projects. When I say I am a volunteer, people think that I work for free, but I believe that I get more than enough in return when I see people begin to dream again. When a village gains access to food and clean water, I witness hope spring, and I feel overjoyed.

Please tell us about IDEA Universal.

Governments or NGOs have helped underdeveloped countries for years. However, helping to save the day or one-time help does more harm than good for these countries. In the time I lived in Africa for





'Seven years ago, I left behind the comforts of living in a city, bought a one-way ticket and embarked on a journey of empathy to understand the stories of these people to the smallest detail.'



less than a dollar a day, I noticed that this type of help caused disappointment and created dependency, let alone solve any issues. On the other hand, there were good people or companies that wanted to contribute to making the Earth a better place to live, and they often noted that they had difficulty finding NGOs they could trust. At this point, we founded IDEA Universal on the basis of universal values as a transparent, independent, innovative NGO that does not discriminate against religion, language or race. Our hope is to “shut down one day” because we are working to end hunger and lack of water and to build a more equitable world that will not need us. On day one, we set our goal as ending poverty, not helping the poor. Over a short period of time, we grew into a large family of 150,000 people, including donors and beneficiaries. Good people all over the world want to be a part of this transformation movement that we started.

What sets you apart from other initiatives and who are on your team?

We have a diverse team of dedicated people from Turkey and other countries. Begüm, Lora, Ayşe, Doruk, Pelin, and Bilkay from Istanbul, Emily from London, Anna from Amsterdam, Genni from New York City, Prakash from Nepal, Fred from Madagascar, Halima and Shabani from Tanzania, and Fabakary from Gambia and Senegal all devote their time and efforts to the betterment of humankind. We follow the world, study the mistakes that other organizations make, and strive to always do better next time.

What have you achieved so far?

Since its founding, IDEA Universal provided 150,000 people in Tanzania, Madagascar, Nepal, Zanzibar, Senegal and Gambia with sustainable and lasting opportunities such as access to water, food, energy, income and education. With the “Smart Villages” model that leverages innovation and technology to solve basic problems, we created TL 10 million in economic added value in Asia and Africa.

Please provide some details about the Smart Villages model.

Smart Villages is a holistic and integrated sustainable development program that IDEA Universal Association runs in some of the world’s most impoverished regions. With this program, we aim to generate lasting solutions to clean water, food, energy, education and income problems. The project involves drilling down to 100 meters for water, delivering water in the WHO standards to each household 24/7 using renewable energy, creating farmland and installing irrigation systems, seed banking, sustainable agriculture training programs and delivering solar energy to homes 15 hours a day. In smart Villages, we make use of sensors and satellite connection to access data on water consumption and malfunctions in real time, and respond instantly. This was the first time in the world that an NGO developed and implemented an integrated model that addressed the four major issues and based the solution on solar power. Numerous organizations are contacting us to pay working visits to our smart villages. We developed the model in integration with the United Nations Sustainable Development Goals. In the model, the villagers are personally involved in the planning, implementation and sustainability processes. We frequently meet with our friends in these villages, and listen to their dreams and ideas. This is how they know that we are not simply passing by and that we stand by them. We design the future that we dream of by mending the age-old relationship between nature and humans. As a matter of fact, nature finds a solution to everything on its own. And, as we heal that age-old relationship between humans and nature, everything changes.

How do you create change?

Everything changes when we bring clean water to a village in a modern way, when we develop a sustainable farmland and install irrigation systems, and when we support these with trainings on sustainable agriculture, making natural fertilizers, and preserving seeds, etc. This allows them to allocate the time they spend



carrying water for school and agricultural production instead. And, the productivity increases in gardens and orchards, which means additional income, more food to go with rice, and less hunger. We also observe that children who were sick due to polluted water or malnutrition are regaining their health. The solar power kits we provide allow the children to do their assignments and study at night. And solar-powered electricity also reduces the risk of fire by ending the families' dependence on burning candles or kerosene. According to our assessments and measurements, 96 percent of the women spend most of the income they earn from the gardens and orchards we helped them build on the education of their children. In other words, when we give women a chance, we actually give that chance to the next generation. So far, we solved the water, food, energy and education problems of 150,000 people sustainably. This is what makes us happy.

How do you fund these initiatives?

This was what we thought about the most when we were establishing our organization. People told us that we would not be able to achieve our goals without an institution or corporation to back us. We, on the contrary, always believed in the people in Turkey and around the world, in their willingness to share and their compassion, and they did not let us down. Good people and organizations trusted and supported us, and increased their backing as they saw the results. Our donors, beneficiaries and volunteers all became our friends. Organizations, institutions and schools including the United Nations, World Bank, TRT, Red Cross, Bioderma, SUCO, and Sainte Pulcherie supported our work. Our criterion for donation is that the money should be earned in a fair and clean manner. We would be happy to work with anyone that meets this criterion.

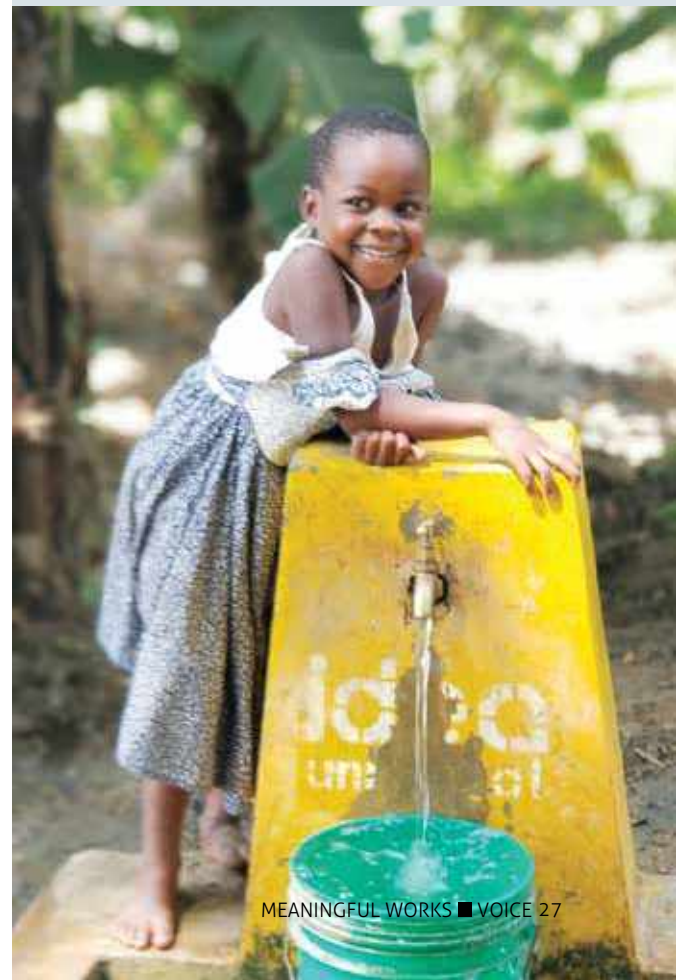
The steps you take show us that the ongoing food and water crisis around the world could actually have a solution. What do you think should be done for a total solution?

The world has enough food to feed everyone; enough resources, technology and solution to supply clean water for all. If we really want it, we can end hunger and lack of water in our lifetime. But we can only do this with people and organization that are committed to this cause, that have dreams, that are ready to step up to the plate, that are inclusive, independent, and transparent, that combine volunteerism with professionalism, and that value sustainability, not with an approach that sticks to a centuries-old mistake and that defends direct help. Combining volunteering and good faith with knowledge, science and technology is key because good intentions alone do not drive transformation. If they did, the world would not have a hunger and lack of water problem thanks to people with good intentions. So, working with organizations that do a decent job and supporting them is important.



Hayri Dağlı has a message for the Voice readers!

Contrary to common practices, we use 100 percent of the smaller donations directly on the field for a specific purpose. We ask corporate donors to sponsor our office, travel and living expenses. As a first in Turkey, our supporters are able to follow every penny of their donations on the impact map. Whether it's a donation of TL 1 or TL 10,000, the work carried out is shown with its coordinates, images and videos. Knowing where and how their donations are used increases the trust of our supporters in IDEA Universal. No one is too small to create change. If we set our mind to it, we can build a better world together. Your readers may support us with their donations, no matter how big or small, or by establishing a connection with their organizations and institutions, or by promoting us in their circles. We explain the options to take action on our website at www.ideauniversal.org. For instance, a donation of TL 180 makes it possible to provide one person with lifelong access to sustainable water, food and energy. Or, a donation of TL 300 is enough to bring solar power to a household. If we really believe, we can make the world a better, more equitable place.





ZERO WASTE

One of the goals of Koç School, as an educational institution, is to contribute to raising individuals with high sensitivity and respect toward the environment, nature and humans. The Koç School also takes it upon itself to provide a healthy and safe environment on its campus, mitigate its environmental impact, maintain the natural balance on campus, and to promote these responsibilities.



As announced during the Occupational Health, Safety and Environment Launch event on October 17, 2019, Koç Group companies and institutions, including The Koç School, will eliminate all single-use plastics by the end of 2020.

OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENT LAUNCH EVENT

As announced by Levent Çakıroğlu, CEO, Koç Holding, during the Occupational Health, Safety and Environment Launch event on October 17, 2019, and duly disclosed to the public, Koç Group companies and institutions, including The Koç School, will eliminate all single-use plastics by the end of 2020. At the Launch event, The Koç School seniors Can Yılmaz and Mayra Kalaora gave a presentation titled "Yes to Life" ("Yaşasın Hayat"), and shared their thought-provoking and actionable work about environmental sensitivity and creating a life that supports the environment. The presentation, which provided information on various activities including workshops within the framework of Sustainable Development Goals, global goals photography exhibition, projects on protecting endemic plants, waste medicine and battery collection, and encouraging the use of flasks at The Koç School, became a source of inspiration for the attendees.



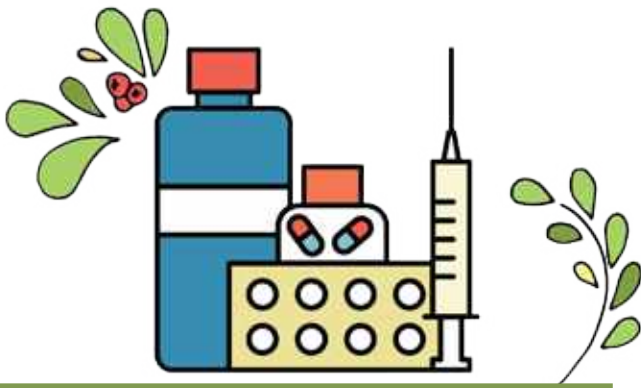


TURMEPA-BLUE DETECTIVES

After completing their marine ecology and Zero Waste Blue training provided by TURMEPA DenizTemiz Association, 25 students and two adviser teachers took the “Zero Waste Blue Oath” and received their certificates to become Blue Detectives. Blue Detectives carry out a range of activities to raise awareness about waste reduction. The first action of the club was to promote and spread the use of flasks instead of single-use plastics among students. The team, which also plans to work actively on the field to reduce all kinds of waste, began to design creative projects to protect the seas and reduce waste. First and foremost, the Blue Detectives will set an example for the younger students at primary and middle schools by training them on how to reduce waste. They also plan to ensure the sustainability of the project by delivering the zero waste training program at disadvantaged schools. During the pandemic when we were forced to stay home, the Blue Detectives had plans to move the content of the Blue Detective Training to a mobile platform they designed together with the TURMEPA coding team. Meanwhile, the design work on the platform, whose main purpose is to offer this as an interactive training to users, actively continues.

The Koç School students, who are also members of the TURMEPA Blue Detectives Club, declared their commitment to Zero Waste after completing their training at TURMEPA DenizTemiz Association. Taking over the job from TURMEPA, Blue Detectives aim to expand Zero Waste Blue awareness through active awareness raising efforts toward waste reduction.





FOR SUSTAINABLE DEVELOPMENT GOALS...

Waste Medicine Detox Project: The project that ran from December 9 to December 13, 2019 aimed to prevent waste as part of the European Week for Waste Reduction-EWWR, one of the largest global initiatives in waste management. The project's objective was to raise awareness at The Koç School about the environmental impact of wasted medicines, informed medicine use and proper disposal of waste medicines. For this purpose, the students were informed about using medicines through a number of activities. The activities started by getting all the school employees and parents to collect the expired or never used medicines in their homes and to place them in the waste medicine bins in the school infirmaries. Next, the medicines collected in these bins were picked up from the school grounds by the Istanbul Metropolitan Municipality teams. The domestic waste medicines that had expired or would no longer be used, and later collected at the primary, secondary and high schools amounted to 170 kgs. The medicines delivered to the waste collection centers were properly disposed of in accordance with the environmental protection guidelines and applicable legislation. The students were also advised about the amount of medicines collected and disposal processes. Collection of waste medicines continued after the project ended.

Battery Waste Collection Project:

The project that ran through the week of February 17-28, 2020 at The Koç School aimed to raise awareness about the negative environmental impact of dead or physically damaged batteries, informed use of batteries and their proper disposal. As part of the project, all kinds of battery waste in the homes were collected in battery waste containers placed in the school. During the collection process, maximum care was taken to avoid direct contact with the batteries. Following this procedure, the collected batteries were weighed at intervals, and relevant data was recorded. Even though the project has ended, the battery waste bins will remain in place and collection procedure will continue indefinitely at the school.



Waste Medicine Detox and Battery Waste Projects, carried out to support the efforts for United Nations Sustainable Development Goals within the K12 system, aimed to raise awareness about waste management.

THEY ARE OUR HOPE FOR A BETTER WORLD

In the midst of difficult times due to the Covid-19 Pandemic worldwide, it is important to reflect on the wonderful achievements of our seniors who are graduating. Although they will be moving on into a world and academic learning environments that are likely very different, I know we all have trust in their talents and future accomplishments; they are our hope for a better world. Given the impact of the global Pandemic, summarizing the plans of our seniors regarding their university choices for the fall is more challenging than previous years, as this situation has hit many of our families hard financially. The opening dates of consulates to obtain student visas is uncertain and whether universities will choose to move to online learning in the fall or fully open up campus environments are all questions that have made it difficult for some students to finalize their choices for the fall. The cancellation of IB exams and the Ministry of Education's decision not to award grades in the second term has also complicated the decision-making process.

Admissions

In these day of uncertainty, 149 of our students made their choices while 26 are still waiting, which means that we will probably not learn of the final decisions until mid-September; but this much is true, The Koç School students once again gained admission to some of the top universities of the world. In keeping with tradition, American universities are once again very popular among the Class of 2020. Among the admissions, 13

came from Ivy League universities. The Koç School seniors continue to show increased interest in the UK universities as well; and several have been admitted to the finest schools. In addition to the USA, preferred by 47 students, and the UK, preferred by 51 students, The Koç School graduates also favored other countries, and the Netherlands in particular. Another trend worth noting was the fact that many students applied to multiple countries. Considering the impact of the COVID-19 pandemic on the families, many students had the chance to choose from a number of options.

We are so proud

We are extremely proud of our students' accomplishments, but know that much of their success is attributed to the well-rounded education they received from The Koç School's outstanding teaching staff who not only supported our students through well-written recommendations, but also continue to provide high-quality education online once the school closed physically. We know that this summer will be challenging as the world opens up at different paces, colleges make decisions regarding fall instruction, situations regarding obtaining student visas and traveling to school by air are ever-changing, but we know in time we will all get through this and our seniors will move on to the next phase of their education. We celebrate their success and wish the best to all seniors taking the Turkish Entrance Exam and wish them also the best of luck.

We know that the Class of 2020, soon setting sail toward different academic environments, is our hope for a better world.

Arts and design are among the top choices of The Koç School seniors. Next year, we will have students study art and design at Architectural Association, Central St. Martins and London College of Fashion in the UK, at Parsons in the USA and NABA in Italy. In addition, one student will study music at the University of the Creative Arts in the UK.

Scholarships

The Koç School students were also very successful in terms of earning scholarships earning a total of 3,149,571 USD yearly. 57 students earned scholarships of varying amounts from 74 different universities. Several students will attend well-known liberal colleges in the United States with large scholarships, including two to Lafayette College, one to Wesleyan University and one to St. John's College, who was awarded scholarship funds set aside for Turkish students by a well-known Turkish American music producer, Ahmet Ertegun.

CANADA

McGill University
University of Toronto (12)
University of Waterloo

USA

Babson College (4)
Boston University (2)
Brandeis University
Columbia University (2)
Cornell University (2)
Dartmouth College
Duke University
Emory University
Johns Hopkins University
Lafayette College (2)
Loyola Marymount University
Loyola University Chicago
New York University (4)
Northwestern University (2)
Princeton University
Purdue University

Rice University
Rollins College
St. John's College
Stanford University
The New School (Parsons)
Tufts University (3)
University of California, Berkeley
University of California, Los Angeles
University of Chicago
University of Illinois at Urbana-Champaign (2)
University of Michigan
University of Pennsylvania (2)
University of South Florida
University of Southern California
Wesleyan University
Yale University

The Koç School's visitors

The Koç School once again hosted several representatives from universities in the USA, the UK, Canada, the Netherlands, Italy, Switzerland, Germany, Spain and Hong Kong, giving the students a chance to get to the schools they aimed for. As part of the university visits organized by the International Universities Consultancy Office, 113 universities were hosted by The Koç School in the 2019-2020 academic year.



ITALY

Bio-Medical Campus University of Rome
Bocconi University (6)
Cattolica International
Nuova Accademia di Belle Arti Milano
Politecnico Torino (2)

HONG KONG

The Hong Kong
Polytechnic University

SPAIN

ESADE

FINLAND

Aalto University

AUSTRALIA

University of Melbourne

UNITED KINGDOM

Architectural Association School of Architecture (2)
Camberwell College of Arts
Central Saint Martins College of Art & Design (3)
City University of London
Durham University (3)
Imperial College London
King's College London (8)
London College of Fashion (2)
London School of Economics and Political Science (2)
Queen Mary University of London (2)
School of Oriental and African Studies
University College London (14)
University for the Creative Arts
University of Birmingham
University of Exeter (3)
University of Leeds
University of Sheffield
University of Surrey
University of Sussex
University of the Arts London
University of Westminster

NETHERLANDS

Amsterdam University College (2)
Eindhoven University of Technology
Erasmus University Rotterdam (3)
Leiden University
Maastricht University
Technical University Delft (5)
The Hague University of Applied Sciences
Tilburg University
University of Amsterdam (6)
University of Groningen
VU University of Amsterdam

Business administration and engineering are the top two fields that The Koç School students chose.

Four of our students will study business-related majors at Babson College in the US, six at Bocconi in Italy, and two at Erasmus Rotterdam in Holland and one to ESADE in Spain. Two students will study engineering disciplines at the University of Illinois at Urbana and one at Purdue University in the US, two at Eindhoven Institute of Technology in Holland, and two at Politecnico di Torino in Italy.

The map shows the international university preferences of the class of 2020.

CONTEMPORARY ART AND VKV DIFFERENCE

Vehbi Koç Foundation (VKV), working to advance Turkey since 1969, continues to make strides in education, healthcare, culture and civil society. Preserving our heritage with museums, research centers and projects support while shedding light on the future, Vehbi Koç Foundation turned a new page in contemporary arts in Turkey.



Roman Signer/Tekerlek

Aslı Çavuşoğlu/Taşlar Konuşuyor



ARTER MARKS 10TH ANNIVERSARY

Arter, which was launched with the slogan "Space for art" and the exhibition "Starter" in 2010, is the most significant example of VKV's contemporary art focus as a sustainable strategy. Arter was initially based in Meymenet Han, a historical building on İstiklal Street and moved to Dolapdere in 2019 to its new space, designed by Grimshaw Architects. Arter, which marks its 10th anniversary this year, has supported the production of some 200 works of art presented through nearly 50 original exhibitions to date and contributed to art history literature with its publications. With exhibition galleries, learning areas, a library and more spaces, Arter is a sustainable, vibrant cultural hub, accessible to all. In addition to exhibitions, Arter also presents a multi-disciplinary events program featuring outstanding and innovative examples of performing arts, classical, contemporary and electronic music, film, performance and digital arts.



Volkan Aslan/Endiŝe

A rich program since the beginning

The opening program of Arter in its new building included "Whittish," a selection of Ayŝe Erkmen's artistic production since the 1970s, "Bergama Stereotip," a solo exhibition by Cevdet Ereĝ, group exhibitions "Words are very Unnecessary" and "What Time Is It?" featuring pieces from Arter Collection, "Traces," a video installation by Nevin Aladaĝ, and a retrospective of Altan Gűrman, the young artist who passed away too soon. Since its relocation, Arter continued to host exhibitions of contemporary art and also organized a range of events. Due to the health measures implemented against the coronavirus, Arter was temporarily closed to visitors but still offered a rich digital program featuring online workshops for children, online guided tours, video talks at home, and online video selections with the tag #playathome via its website, reaching wider audiences in this timeframe.

For more information: arter.org.tr

VKV Contemporary Art Activities

- "Contemporary Art in Turkey" - monographs published by Yapı Kredi Yayıncılık (2007-2011)
- International Istanbul Biennial (2007-2026)
- "İstiklâl Adventure" Contemporary Art Exhibition Series (2007-2010)
- TANAS (2008-2013)
- "Operation Room" Exhibitions (2008 - present)
- "The Morning Line" (May 22, 2010)
- Arter (2010 - present)
- "Tactics of Invisibility" (April 9 - June 5, 2011)
- Venice Biennial Turkey Pavilion Sponsor (2014-2034)
- Meŝher (2019 - present)



Fűsun Onur/Aynadan İçeri



Ayŝe Erkmen/Mavi Taŝ



MEŞHER: A CULTURAL ATTRACTION

Meşher, an exhibition space characterized by a broad spectrum of disciplines, was opened in 2019, which also marked the 50th anniversary of VKV. Meşher, which takes its name from the Ottoman Turkish word meaning exhibition space, promotes the creation of new dialogues across time and cultures, not only through its exhibitions but also its comprehensive array of parallel activities such as publications, workshops and conferences. Visits, events and guided tours at the exhibition space in Meymenet Han on Istiklal Street are offered with free entry.

Carolein Smit/Medusa



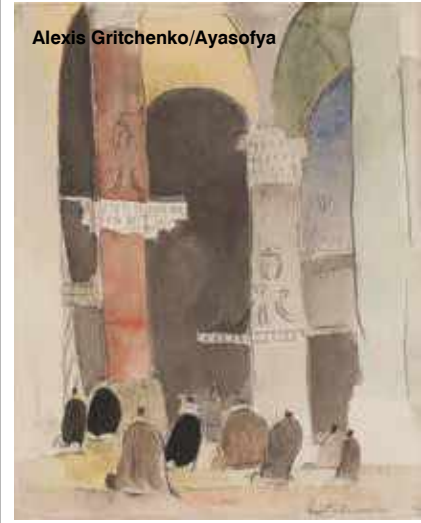
Alexis Gritchenko/Galata



A look at the Istanbul of one hundred years ago

With its first exhibition titled "Beyond the Vessel: Myths, Legends, and Fables in Contemporary Ceramics around Europe," Meşher reached more than 40,000 viewers. In its second exhibition, Meşher turns its focus to the artist, art critic and author Alexis Gritchenko's stay in Istanbul. The exhibition "Alexis Gritchenko - The Constantinople Years" marks the 100th anniversary of the artist Alexis Gritchenko's stay in Istanbul by bringing together—for the first time ever—over 150 watercolors, charcoal drawings, gouache and oil paintings by Gritchenko depicting the Istanbul of that period. During its temporary closure due to the pandemic, Meşher held parallel events on digital platforms, including a podcast on Spotify, exhibition tours on IG TV, #artistathome video series and the exhibition catalogue made available on its website to continue its connection with the viewers.

Alexis Gritchenko/Ayasofya



Malene Hartmann Rasmussen/Gecenin Kөрünde



Kim Simonsson/Tüylü Şapkalı ve Şık Ceketli Yosundan Erkek Çocuk



Christie Brown/Süslü Koyun



YENİ
HAYALLER
KURMAK

#ÜSTÜMÜZEVAZİFE

ÜSTÜMÜZE
VAZİFE

50.yılımızı Üstümüze Vazife diyerek tamamladık,
bundan sonra da "Üstümüze Vazife" diyerek eğitim,
kültür ve sağlık alanında çalışmaya devam edeceğiz...



Baran Özden, who holds a Bachelor's in mechanical engineering and a Master's in fire safety engineering, went on to work for the National Fire Protection Association (NFPA) in Boston. Baran talks about his current job, updating and regulating fire codes, and his days at The Koç School...

BEING PREPARED FOR PEOPLE
THAT BEND THE RULES FOR THEIR
OWN INTERESTS

After graduating from The Koç School, Baran Özden '03, attended college in the USA and pursued his career aspirations, later shifting his focus to fire safety engineering. He currently works for the National Fire Protection Association (NFPA), which publishes the fire regulations in the USA. Baran notes that having people skills is key in his job, emphasizing that being prepared for people who always want to have their own way and bending the rules and laws for their own interests is important.

Please tell us what you did after graduating The Koç School.

After I graduated from The Koç School, I attended Worcester Polytechnic Institute (WPI) in the USA for my undergraduate studies. Ever since I was a child, I had always dreamed of designing cars and engine parts. This is why I chose to study mechanical engineering. I completed my dissertation on race car design and graduated from WPI in 2007. However, job opportunities in this field are limited, so I put my dreams on the backburner and worked on conveyor design in a small, specialized firm. I returned to Turkey in 2009 and started working in the engine development department at Ford Otosan. After nearly five years in this job, I shifted my career path toward the popular fire safety engineering. Despite the high demand for fire safety engineers, I knew that there were not enough qualified engineers, which led me to pursuing a Master's degree in this field. So, I moved back to the US, and obtained my Master's at WPI in 2015 and then, my engineering license has been valid in all states since 2018.

You work on fire safety systems and regulations. Please provide some details about this field and what exactly you do.

Fire safety can be categorized roughly into four groups: extinguishing or containing the fire, fire alarm, passive safety systems and smoke detection systems in buildings. In designing all these systems, the primary (and required

by law) goal is to protect lives. The systems can also be designed to meet secondary criteria, such as property safety or business continuity based on the request of the property owner. My first job in this field was focused on designing fire extinguishing and fire alarm systems, and planning indoor air flows by conducting analyses on how smoke potentially disseminates. I am currently working on updating and regulating legislation at the National Fire Protection Association (NFPA), which publishes fire codes in the USA.

What does your job entail in terms of what you need to be careful about?

Fire safety is subject to very strict regulations, and yet, it also contains a degree of flexibility. This is why, people skills are key in this job, as with many other lines of work. You need to be prepared for people who always push the limits, want to have their own way, and bend the rules and laws for their own interests. In terms of what this job entails, you need to be aware that your design choices may be questioned and that you may be asked to present the reasoning behind the decisions you made.

Do you think being a graduate of The Koç School had any influence on your current skills?

Absolutely. The education system at The Koç School gives students the flexibility to express themselves, which brings out creativity. For seven years, our teachers encouraged us to "think outside the box" and I witnessed countless times how my friends and I developed projects using different media tools. This experience showed me the importance of looking at things from different perspectives, and learning this approach at a young age made me realize that I could solve many of the problems I encounter at work much faster than others. The presentation skills I developed at The Koç School also helped me greatly, both in college and business life.



R I G H T T I M E P L A C E

We spoke with Yiğit Akar about the advantages of being in the right place at the right time. While studying for his Master's at the University of Cambridge, where he is currently a research assistant, Yiğit developed a project with his colleagues to help people with common skin conditions.

While he was still a student at The Koç School, Yiğit Akar '07 says that he knew exactly what he wanted to do in the future. He had already developed an interest in electronic circuit design and renewable energy, and attended science fairs at school and Tübitak events, winning prizes. Yiğit Akar tells us the rest of the story...

You graduated in 2007. What happened in the years since then?

After graduating from The Koç School, I studied electrical and electronics engineering at Sabancı University. We were a very crowded group (about 40 people) from the same class, so my time here was like a continuation of The Koç School and I never felt like a newcomer. During my undergraduate studies, I worked on a number of patent projects on energy efficiency. I even sold one of these to a durable goods company. Then, I earned a Master's degree in renewable energy technologies at Boğaziçi University, and later decided to go into the practice of this work instead of staying with theory. My first job was with Borusan EnBW, which operates in the field of renewable energy. During my time there, I took part in the installation works of wind and solar power plants as a project supervisor and electronics engineer in multiple cities across Turkey from Çanakkale to Mersin. In my four years there, I gained excellent experience, especially in project management and field applications. Then, I wanted to build finance and strategy skills and applied to MBA programs in US and UK schools. Among

the admissions I received, I chose the University of Cambridge in the UK, and started my MBA studies in 2018. In 2019, before I completed my studies, two of my MBA classmates and I decided to start our own business. After receiving acceptance to Accelerate Cambridge, the school's own accelerator program for startups, and I have been here since then. I also began working as a research assistant with a professor I admire.

Let's talk about why you chose University of Cambridge for your MBA...

My reasons for choosing to pursue my MBA at the University of Cambridge were based on the school's successful startup history and its position as the UK's silicon valley (Silicon Fen). During my studies, I had the opportunity to meet countless successful people from 65 countries with different life experiences. In short, I found an environment where I could question my ideas, access information resources I needed, and meet people with similar aspirations. And I wanted to start my own business using my theoretical and practical knowledge, and to be at the right place at the right time.

Were you invited to Accelerate Cambridge as a team?

Last June, we decided to participate in Venture Creation Weekend, which is a startup competition organized across Cambridge. Over the course of three days, we were required to prepare a business plan, develop a



sample product, reach potential customers, build a short-medium term strategy, and eventually make a presentation to a jury of investors and industry experts. We did our best, and when the results were announced, we saw that we had been selected as first among nearly 40 teams. Following this first achievement, the University invited us to apply for its startup accelerator program, Accelerate Cambridge. We have been working together with the university since last September.

What about your project?

The objective of our project is to help people with common skin conditions (acne, eczema, and psoriasis, etc.). We enable people with similar conditions and similar medical profiles to learn which solutions are more effective by communicating with other users within seconds. Think of it as matching user profiles and allowing people to exchange experiences with the right people. We also offer users a solution to keep a visual journal of their conditions and share it with their physicians.

What are your goals with this project?

There are a number of recurring and not completely curable skin conditions that vary in severity among patients. We are talking about more than 200 million people with acne or eczema problems in Europe alone. A significant portion of these people seek the help of physicians or consult friends with similar conditions for treatment solutions. We believe in enabling people with similar conditions to support one another.

What do you think is key for startups?

In the startup world, you live every day like a roller coaster. You need to reach milestones, and meanwhile, your mind is constantly on your next step. In a short space of time, you need to communicate with hundreds of potential users, manage your investors, define your medium-long term

strategy, prepare financial models and present a working product to the world outside as quickly as possible. Each of these actions is vital to your business, and yet you do not have the benefit of consulting with a superior or the relevant department of the company, as you would in corporate life, because you are the ultimate authority for the final decision. So, you need to have control over all the details while keeping your focus on the main objective. You should stay motivated and also be honest with yourself and question whether you are creating something out of nothing or simply making something.

Memories, memories...

There are so many memories from my time at The Koç School... Many of my closest friends are from The Koç School, and we fondly reminisce our days there, whenever we talk. Thursday night parties, the unforgettable Kenan Doğulu concert in 2004, how we ran to the cafeteria in Piramit every day during the long break at 10.00 a.m., the chats with friends in the half hour while we waited for the school buses to depart at the end of the day... they were wonderful and they become more precious as they age, like a good wine.



After graduating from The Koç School, Ergun Erdoğan earned his Bachelor's degree in finance at Fordham University (USA), and later returned to Turkey. Ergun has been working on his 110 gram venture since September 2018...

ALL ABOUT DONER KEBAB: 110gram

As someone who loves food, Ergun Erdoğan'10 always dreamed of going into the restaurant business from an early age, and when the time came, decided to launch 110 gram as a place where people could enjoy delicious, high quality food at affordable prices. He designed a menu to appeal to different tastes. At 110 gram, he serves doner kebab, the type found in Turkey, as well as other street food from different countries around the world. Ergun Erdoğan told his story for Voice readers.

Please tell us about 110 gram.

We opened the first 110 gram restaurant in September 2018 on Bağdat Street, and the second at City's Nişantaşı (both in Istanbul). We do all kinds of doner kebab, served plain, with rice on the side, wrap, İskender style, Beyti style, served with eggplant puree, doner burgers, and taco doner. In addition to doner, we also offer a variety of street food, from Turkish and international cuisine such as grilled meatballs, spicy sausage sandwiches, hotdogs, hamburgers, rib burgers, and falafel burgers, to name a few. We also have grilled meat/chicken and salad varieties. In short, 110 gram's menu has something for everyone. At our

Bağdat Street restaurant, we also serve a special 110 gram breakfast on request.

What are your musts at the restaurant?

Our principle at 110 gram is not to serve anything that we would not eat or consume in our own homes. All the ingredients we use are the best of their segments, and we choose everything individually. Our quality and service sets us apart among the competition. For instance, we use only ribeye and sirloin in our doner, and our flatbread is whole wheat ... We source the meat from Afyon, Balıkesir and Thrace regions.

How does your education at The Koç School contribute to what you do today?

I have always benefited from what I learned at The Koç School, not only during the launch of 100 gram but in all areas of my life. I still act with the vision and forward-looking approach I gained at The Koç School. My closest friends are the ones I made at The Koç School. I am still in contact with some of my teachers. I owe thanks to all my teachers for their contributions.

What is next for you and 110 gram?

My next plans include growing 110 gram, most likely opening some more restaurants in Istanbul. In the longer term, my goal is to expand 110 gram with international restaurants, and to serve our own street food (doner-meatballs) as well as street flavors (burgers, taco, pasta, salads) from other cuisines in these locations. But my biggest dream is to return to New York City, where I studied, with a 110 gram restaurant. I want to sell street food, both our own and theirs to the Americans. I am certain that our doner burger and taco doner will become their favorites.

The Voice readers who want to stop by 110 gram...

Can find us on Bağdat Street next to the Yeditepe University Hospital and on the Mahalle floor of Nişantaşı City's shopping mall. We are also on Instagram @110gramcadde if you want to follow us. I will always be happy to welcome the Koç School family to 110 gram.

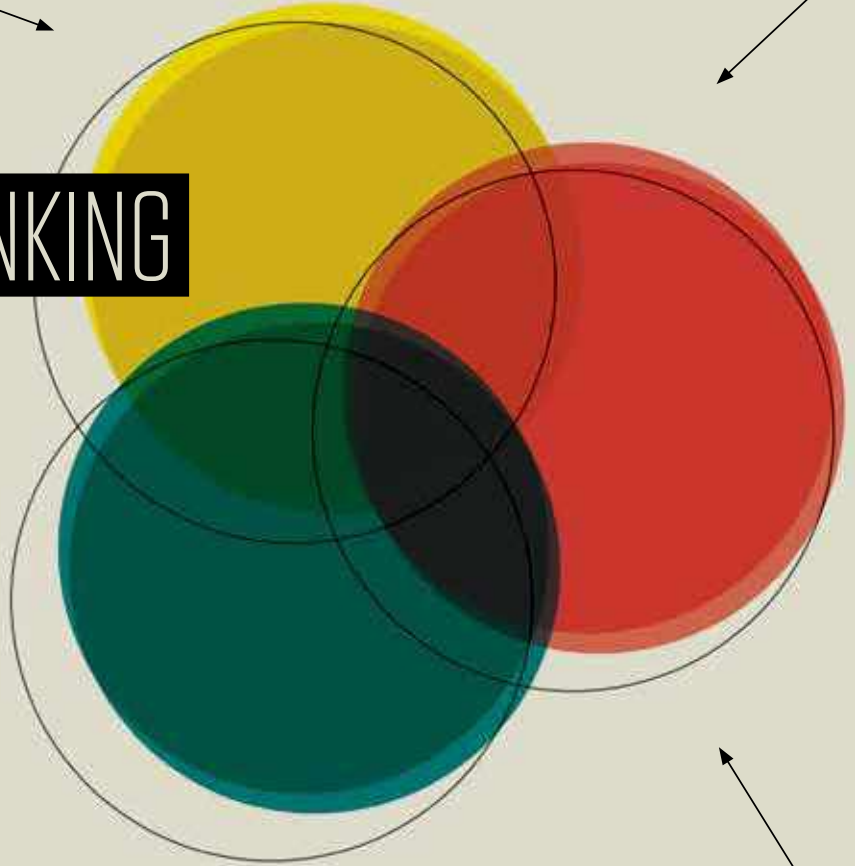




NEW STEPS

IN DESIGN THINKING

Design thinking, a method built on people-focused collective problem-solving techniques, is rapidly gaining recognition around the world as an easily adopted approach in all areas of life.



The main goal of design thinking (DT) is to inspire creative self-confidence in the individual and to change the way a problem is addressed. In this sense, it is a methodology that can drive change not only in education but also in other areas. Since it can be easily practiced, repeated and applied to all areas of life, the method has gained widespread recognition across the world. With people at its core, design thinking supports cross-disciplinary collaborations with different stakeholders and can be used in solving problems with multiple variables and unknowns, thus aligning with the outcomes of the CAG programs.

HOW DOES DESIGN THINKING ENHANCE STUDENTS' SENSITIVITY TOWARD LOCAL AND GLOBAL ISSUES?

The Koç School began to hold design thinking workshops with volunteer teachers and employees, and continued with students. Working groups addressed the problems that the students encountered during CAS projects and the methodology steps to help them find creative solutions to these issues. In the workshop led by guidance teachers, 16 students started working on the prototypes they made as solutions to the problem in their focus.



BOARDING LIFE

The boarding team opened the new academic year with creative club activities, Orientation Days, and meet-ups and gatherings to evoke a positive spirit in the students. The team also continues to work on providing a physical and psychological environment that meets the students' needs, as well as creating daily routines and organizing meet-ups with boarding students.



ORIENTATION DAYS

With the start of the 2019-2020 academic year, the boarding students were welcomed to the school with a meticulously designed orientation program.

- The “Ask Me” team, together with students from upper classes, served as guides for the newcomers. The new students were given a tour of Istanbul to discover the city.
- The students were taken on a shopping tour in the Kadıköy district to buy the supplies they needed.
- The Green Chemistry event offered a look into the magical world of chemistry, promoting the concepts of cleanliness and hygiene.
- The students explored the campus and the school in an orienteering event.
- The School of My Dreams Painting Activity aimed to stretch the limits of imagination and vision.
- Laughter Yoga activity provided a fun way of sharing negative emotions such as fear and anxiety about boarding life.
- Dinner with families and students created an environment to mingle.
- Campus Parade with Torches and Music was high in emotions, with the new students feeling bittersweet about leaving their families and yet uplifted with the beat of the music and the welcome applause.
- Welcome Packages were presented to evoke the excitement of receiving letters and gifts.



In the 2019-2020 academic year, physical and psychological hygiene measures were increased to make the best use of the available areas. Each room, every corner was redesigned for common use of the students. Accordingly, a kitchen that was needed and lacking was built in the common area. The smaller study rooms were diversified with the addition of a large multi-purpose conference room. The rooms previously used for storage were cleaned, cleared and turned into new activity spaces. Another room was converted into a TV room. In order to ensure that the Boarding Student Board functions in a healthy manner, a suitable space was created and a routine work calendar was prepared. Meal delivery options were diversified to meet the students' requests. And, the study hours in common areas were rescheduled to give the seniors more time to study.

DAILY ROUTINES

Managing time well in the daily routine of boarding life, acting responsibly and allowing for emotions are basic life skills. In designing daily boarding life, the school considers natural events of life, special occasions such as birthdays, award and achievement celebrations, as well as difficult times such as sickness, daily stress and anxiety, with an approach embraced both by the students and the boarding team. Accordingly, individual and/or group sessions are held with students to share various issues. In addition to study times planned by the boarding teachers, study sessions are also provided for students who need extra time and support. The School's Guidance Department holds monthly evaluation meetings to monitor the individual, academic and developmental processes of boarding students. Discussions and correspondence with the parents of boarding students continue based on the requests and needs of both parties. Regular meetings and feedback activities are also carried out with the boarding team to monitor and evaluate the functioning of the boarding system. Evaluation of the boarding system is performed through qualitative observations, surveys and feedback sessions. When needed, short informative sessions are organized for individuals or groups to share their concerns and cope with stress. The students are also advised about earthquakes with supporting psychological information. This year, The Koç School's Safety Expert Cevdet Canbaz informed the teachers and students about the rules to follow.

PLANNED ACTIVITIES

Boarding life is rich with a variety of events, trips, exchanges, workshops and meetings organized to raise awareness on arts, culture, sports, collective consciousness, solidarity, and nature, etc., and to make these concepts a natural part of daily life. All of these activities, built around games, fun and education, aim to reinforce the students' participation in the decision-making processes, and to instill positive feelings toward the boarding system that is their second home. Unlike a typical "home" routine, boarding life provides a space where the student's learning process continues through various

activities, and where the students socialize and become more mindful of themselves and their surroundings. This is because learning, in its most generalized definition, is the growth of an individual, recognition of his/her potential, and development as a result. In this process, the student also becomes part of a large family.

EVENTS

Boarding Student Gatherings: The Koç School's campus residents, campus employees, the Parent Teacher Association and students come together on various occasions such as talks, workshops and events. The activities organized for this purpose included an event on "The Journey of Knots," Nutrition Committee Meeting, Talks on Cooperatives, "An Evening of Fairytales" with storyteller Chris Bostock, and a talk on "Encryption, Security and Privacy" by İsa Sertkaya within the scope of Boarding Student Meetings. Based on the results of a survey with wide participation, practices were introduced to change the eating habits of students outside the cafeterias. On Halloween, students dressed as witches went trick or treating, and knocked on the doors of campus residents to offer surprise treats that they prepared. A surprise Halloween Party brought together those considerate witches. The first of the "Like My Mom Made It" gatherings, where the tasty treats prepared by the Parent Teacher Association were served was organized in November 2019. The movie "The Boy Who Harnessed the Wind" was screened on the first of the Movie Days under the stars in October, with plans to continue open air film screenings throughout the year. This year, Sabancı University Performance Center, with its arts events, was once again a favorite spot of the boarding students. Theater plays, basketball games, book fair, concert and museum visits were among the other activities organized to meet the requests of the students.

Traditional Events: Events like New Year Celebrations and Slumber Parties are some of the most popular annual activities in boarding schools, and this year they once again became the scene of great fun and surprises. On the other hand, February 14, Valentine's Day and March 8, International Women's Day were celebrated with poetry and music performances.

GAME OF DORMS: Game of Dorms is an activity that promotes the physical, social and cognitive development of the students, who get to experience being a part of a team, and supports strategy development, logic, creativity and analytical thinking skills. This entertaining and informative activity





includes fun and highly interesting games such as Gondola, Slackline, Spider Web, Da Vinci Bridge, Magic Tower, Pipeline, Giant Jenga, Centipede, Minesweeper, and Duck in a Bucket. Even though the second Game of Dorms, planned for May 2020 had to be cancelled due to the pandemic shutdown, it will continue to be part of the boarding tradition.

Quiz Show: Quiz Show, the second event held in the 2019-2020 academic year, is a game where The Koç School boarding students compete in teams of three to win prizes. The objective of the quiz show is for the students to develop a sense of duty and responsibility, public speaking skills, the ability to make the right decisions fast, and to help them identify the right information through solidarity and collaboration, to compete fairly, and to gain self-confidence. In the quiz show, the contestants answer 80 questions on diverse subjects such as literature, history, geography, mathematics, sports, films, music, arts, politics, philosophy, and science.

Online Radio Show: As of April, an online radio program prepared by boarding students has become another boarding tradition.

IN THE TIME OF PANDEMIC

Pandemic changed the dynamics of education and distance learning certainly came with some disadvantages but Online Sessions still brought together the boarding students of The Koç School. The productive and fun sessions were on the following topics: Turkish Sign Language, Laughter Yoga, Mind Games, Movie Recommendations and Film Analysis Techniques, Urban Gardening, Quick Snack Recipes, Tips for Exercising at Home, Wellness during Quarantine, Yoga at Home, Importance of Solidarity, Things We Learned to Appreciate, Changing Consumption Habits, Touchpoints of Art, and How the Ecology Changed during Quarantine.



Workshops and Clubs for Boarding Students

- Sports Tournaments
- Cooking Club
- Sculpture Club
- Mind Games
- Model plane
- Music Club for Boarding Students
- Comedy Club
- Permaculture Club
- Film Reviews Club
- Creative Drama Club
- Robotics Club
- Mediation Workshop

“

Bergin Levent Dean, Boarding

Humans are social animals that live with other humans and creatures. In the cycle of life, we all feel the need to share, get to know one another, make memories together and mark our lives with colorful experiences. Attending a boarding school is a journey that requires you to boldly step out of your safe and warm comfort zone. Boarding life also comes with paradoxes; separation from the family, feeling lonely and missing home is certainly hard, and yet you build strong, lasting bonds like no other. Boarding students may feel lonely away from their families; this is why we strive to create a space where they can feel the comfort and warmth of their homes, and ensure their safety as our topmost priority.

”

SITE VISITS, IMMERSIVE EXPERIENCES

The Koç School organizes trips and excursions to nearby sites and locations to develop the primary school students' knowledge, culture and skills, offer them immersive learning experiences, introduce them to their surroundings and the society's social, cultural and economic values, and help them follow the scientific and technological developments.

Wastewater Treatment Plant

Third and fourth graders witnessed how effluents are treated at the Wastewater Treatment Plant in October as part of the Eco School activities that aim to raise environmental awareness.

Honey Factory

Second graders visited a honey plant where they learned more about bees and how they make honey as well as the importance of nutrition.

Science Center, Planetarium and Observatory

Third graders visited the Science Center, Planetarium and Observatory, and Polar Science Center where they found out more about Antarctica, Polar Region and the Himalayas. At the planetarium, they also learned interesting facts about planets, feeling like astronauts in space as they watched the stars.

Nature Sciences Museum

First graders visited the Koç Nature Sciences Collection exhibition that they created at The Koç School and then visited the Nature Science Museum. This trip aimed to develop the students' sensitivities toward nature.





The Child Within Art Exhibition

From preschoolers to fourth graders, all The Koç School students observed the infinite creativity of arts at “The Child Within” exhibition that featured an oil painting by Picasso, original drawings from “The Little Prince” and contemporary art pieces.

İstanbul Biennial

Fourth graders claimed responsibility for raising environmental awareness. The students spent a day seeing the artworks featured in the 16th Istanbul Biennial, with the theme Seventh Continent, addressing ecology as one of the most pressing issues of our time from different angles.

Carpentry Workshop

Preschoolers observed the transformation of wood into an object at the carpentry workshop on the school campus, and learned about a craft that they do not get to see often in everyday life.

Pop Art Exhibition

Third graders visited the Andy Warhol exhibition an exhibition at Maslak Uniq Expo. They discovered the colorful world of Andy Warhol, the world-renowned artist recognized as the pioneer of the Pop Art movement, and learned about the consumption craze of the 50s as well as the fun aspect of art.

Rahmi Koç Museum

Third graders visited Rahmi Koç Museum where they discovered the history of the Kadıköy - Moda Tram. They also attended a Math Workshop and witnessed how mathematical terms are part of life.

Sancaktepe Science Center

Primary school students visited Sancaktepe Science Center where they were given a planetarium presentation, a film screening and introduction of experiment units. They also tried the experiments in these units and benefited from immersive learning.





THE JOY OF GIVING

Koç School's Primary School Student Assembly ran a number of charity campaigns throughout the year, showing how happy they are to help the people in need.

WHITE CANE: White canes make life easier for visually impaired people. They are also one of the most requested tools from the Altı Nokta Association for the Blind, which is sometimes unable to meet this demand due to financial difficulties. The Student Assembly, following the motto "The Onus is On Us", took action to help the visually impaired people in Ankara through Altı Nokta Association for the Blind. Parents also volunteered and made personal donations to procure white canes.

SMART CANE: To mark the Vehbi Koç Commemoration Day, The Koç School Middle School Maker Club students used 3D design software and printed 50 bookmarks with the school logo and "#üstümüzevazife" tag for the primary school. The proceeds from the sales of these bookmarks were used to donate a "WeWalk Smart Cane" through Altı Nokta Association for the Blind.

GIFT BOOK: Over the years, Vehbi Koç Foundation has built 17 schools in different regions across Turkey to support education and later them handed over to the Ministry of National Education. As part of the Foundation's principle to "Build, Hand Over, Follow," The Koç School enriches the library of one of these schools every

year. The Koç School Primary and Middle School Library supported one of these schools with the Gift Book project this year.

PAFİN: The 15th social responsibility project carried out in collaboration with Pafin, the first and only mobile bookstore for children in Turkey and named after the sea bird puffin, was organized for Diyarbakır Bağlar Vehbi Koç Primary School. The Gift Book project aims to raise awareness among students about values such as cooperation, solidarity and sharing by building a bridge between the two schools.

WISH TREE: In this project, the students of Tuzla Ahmet Refik Oral Primary School communicated their new year's wishes to The Koç School. The volunteering The Koç School students and parents worked to make these wishes come true. On December 26, 2019, representatives of fourth graders delivered the gifts to make sure that the recipients started a new year with shared hopes.

NEW YEAR CHARITY MARKET: The Parent Teacher Association organized a charity market on December 25-27 to give visitors a chance to shop for New Year gifts. The proceeds from the rented stalls were used to support two schools.

New beginnings

The Koç School opened the new academic year under the leadership of high school principal Dr. Elif Kara Öztürk, middle school principal Meltem Önal Sertkaya and primary school principal Dr. Demet Niron Gören. The primary and middle school teachers welcomed the students on the “red carpet” with fun banners and welcome cookies to energize the first day of school. During the opening ceremonies, in addition to providing information about the new academic year, the academic achievements and university placements of the Class of 2019 were also announced. In a panel session on “Being a Koç Alumnus, The Koç School alumni Gözde Ertekin '11, Ceki Papo '13 and Kerem Kaya '16 discussed the importance and meaning of The Koç School in their education and careers.

I saw Atatürk...

Primary school students discussed republic as a form of government based on the concept of “peace” as one of the school themes, and understood the relationship between peace and a republic. They remembered once again what we have gained from this form of government by picturing the thoughts that the republic evokes. Then, they asked the question, “What if we did not have those gains”. They also participated in a debate, and saw a peace-themed “Hacivat — Karagöz” play, a traditional shadow puppetry. The celebrations continued with the marching band, as the primary school students cheered, “Long live the Republic!”



Long live the Republic!

Primary school students commemorated Atatürk on the 81st anniversary of his passing in ceremonies. They wrote sentences that started with “I saw Atatürk...” to express how they saw how Atatürk’s values and principles passed down generations and still felt so strongly. During the remembrance week, students questioned the personality traits of a leader in circle discussions, and also expressed where else they wanted to see Atatürk.

We are in nature too

A tree planting campaign titled “A Breath for the Future” was launched on November 11 at 11.11 am to draw attention to the fires that destroyed forests in Turkey and all around the world. As part of the campaign, The Koç School’s middle and high school students planted saplings, giving the message, “We are in nature too!”

Headed to the national team

Ninth grader Ahmed Ali Oralkan, who plays for Fenerbahçe Basketball Team, was selected to the U15 Men's Basketball National Team. Ali will play for the U15 National Team, which is preparing for the FIBA U16 Men's European Championship in 2021.



Flowers of peace

First and second graders focused on what they needed to live in peace at The Koç School and across the world, and what words they could use for the language of peace. To show that they wanted to live in peace, they planted flowers of peace in pots on the classroom balconies.

How to create a climate of peace

On the occasion of September 21 International Day of Peace, the primary school addressed the theme of "peace" by spreading the message across the school. The students focused on the "meaning of peace" and "how a climate of peace can be created" and not only addressed the issue in depth in the peace corners formed in the school but also produced colorful creative works. Peace Agreement was declared in classrooms, short films were created about peace, and other peace-themed crafts such as drawings, cookies, bracelets, bookmarks and jars of happiness were made. International Day of Peace was celebrated throughout the week with various events at different grade levels across the primary school. On the Smile Day, another peace-themed event, all students participated in the "3 Things That Make You Smile" event. They wrote or drew things that made them smile and experienced the happiness of sharing them with their friends.



School life surrounded by nature

During the event that aimed for participants to listen to the sounds of nature and look closer to the trees and magnificent colors, the entire primary school experienced the joy and excitement of walking together in nature. The students celebrated the arrival of spring while listening to their inner voices. They discussed the positive effects of walking on wellbeing, and understood once again that living in peace by respecting all creatures in nature is possible. Drawing inspiration from the book "Meşe Palamudu" ("Acorns") by Nilay Özer, the students collected and examined acorns, which were later used in various activities. Primary schoolers felt once again how fortunate they are to attend a school surrounded by nature.



Much-awaited club hours

As a first in the 2019-2020 academic year, the students themselves elected the Primary School Clubs, which are designed to support cognitive, emotional and social development, and focused on sciences, arts, sports, technology and social responsibility. Having selected the areas they wanted, the students participated in the club activities with great enthusiasm and joy, making objects, having fun, delivering performances and demonstrating their creativity. The much-awaited weekly club hours became a favorite activity for the primary school students.



Hello winter

First graders gave a dance and choir performance during the Hello Winter event, where they showed their friends and parents how far they have come in their dance and music lessons, which they started with small steps. The new year-themed performance, its music, decoration and dances, received standing ovation from the audience.

#KazandığıÜniversiteyiKaybetmesin

Every year, thousands of university students in Turkey are forced to drop out or even fail to start their schools due to financial difficulties, losing their chance to continue their education and giving up on their career aspirations. On November 3, 2019, 28 Koç School students ran the 41st Istanbul Marathon for the #KazandığıÜniversiteyiKaybetmesin (#DoNotLetThemLoseTheirPlaceInUniversity) project that Turkish Education Foundation has launched to ensure that such students can still follow their dreams and have access to the education that will shape their future.

Stories of tolerance

The Koç School continues to celebrate the values of the late Mustafa V. Koç, who strived to create a bright future for his country and became an exemplary figure with his efforts. For this purpose, the Turkish Department organized the fourth Mustafa Koç Story and Essay Writing Competition, which ended with an online awards ceremony on May 11. This year's theme was "tolerance" as one of the key values of Mustafa Koç. The competition received seventy story submissions from middle schools in Istanbul and essays from The Koç School middle school students. The selection committee consisted of esteemed literary figures, Professor Selahattin Dilidüzgün, İpek Ongun and Feride Çiçekoğlu. Private Enka Middle School student Lila Erol won first prize in the story category, and Koç Middle School student Naz Esmer in the essay category.



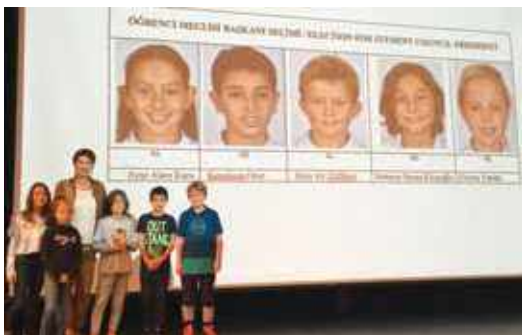
Fair play spirit

A Table Tennis Tournament was organized among fourth graders to help them develop themselves through sports and build their self-confidence, and prepare for competitive events where they can demonstrate their fair play spirit while engaging in individual interactions and having fun. 80 students participated in the tournament, where 71 matches were completed. The semi-final and final matches were scheduled to allow all primary school students to attend. The Middle School and High School Table Tennis Team players served as referees in the tournament.



Requirements for a peaceful environment

Fourth graders held the second leg of debates on the “Peace” theme at the Mehmet Yurdal Hall. The topic of the first session was “rules ensure an environment of peace or not” while the participants debated “whether or not authority ensures an environment of peace” in the second session. In the last session, the finalists debated “whether or not a shared culture ensures an environment of peace.” The participants debated in a peaceful environment by following the debate rules and supported their ideas with examples from real life. The engaging event ended with congratulations and celebrations.



A special day filled with meaning and emotion

Primary School English Department organized a fantastic event to celebrate Teachers Day. The ceremony included a screening of a previously filmed activities and also live events. A volunteering third grader gave a meaningful and emotional Teachers' Day presentation. The students and teachers enjoyed seeing the first-ever screening of a silent “Laurel and Hardy” film on school. Guessing the teachers from their childhood photos was another activity that entertained the students. The Student Association representative of each class made a video to send a message the teachers. Fourth grade association representatives competed on stage with their teachers and The Koç School General Manager in an exciting competition titled “Win in a Minute!” Then, the teachers enjoyed heart-shaped cookies, decorated with special messages by the students, accompanied by coffee.



Democratic life awareness

The students who voted for the Elementary School Student Assembly, established to raise democratic life awareness in the school, elected their president. In this experience that provides a look into life as adults, the students understood the responsibility of making choices. Throughout the academic year, the Student Assembly became the voice of the students in every decision-making process. The Assembly supported charity campaigns, regulating school life, and occasionally, creating a learning space for the students.



A closer look at wildlife

Third and fourth graders came together with wildlife photographer and documentarian Burak Doğansoyal and watched his wildlife-theme presentation. They also found the opportunity to get answers to some of their questions about wild animals. Following the talk, they took Burak Doğansoyal on a tour of their exhibition and discussed their projects with him. Burak Doğansoyal said that he was impressed by the students' wildlife photos, adding that he was proud and happy to be the "subject" of the lessons at The Koç School and that it was a first for him.

Back to School Festivities

At the Back to School Festivities, the primary school students reunited with the friends they missed over the holidays and also welcomed the newcomers. Students who missed their friends during the summer, enjoyed playing designed and ad hoc games. After the festivities, they continued to connect with the school and their friends during orientation activities. The process was enriched with Orientation Boxes for younger students, and Orientation Manuals for upper classes.



Water is life

Water is life; sometimes it shoots out from a spring and reaches all the way to the oceans, sometimes it leaks from a crack, sometimes it rolls silently down our cheeks or puts out the fire in a heart burning with love. Water is a part of our well-wishing and farewell traditions, it is what we drink when we feel thirsty, what we consume whenever we want, it is vitality. The theme of the 13th Suna Kiraç Inter-High School Story Competition was "water" and aimed to stimulate thinking about the origin source of humankind's journey in the universe and the womb, about water that covers three quarters of the Earth and makes up more than half of our body composition, and to remember its variable states, purity, generosity and power. High schools students submitted stories they wrote based on what water evokes in them. In the Istanbul high schools category, Cem Berke Aslan from Private American Robert High School won first, İnci Mina Varol from Sajeve Private Little Prince High School second, and Aysu Altaş from Galatasaray High School third prizes. In The Koç School category, Hande Durmaz, Levent Laçın and Ceren Dide Türk won the top three prizes.

Curiously anticipated ceremonies

At The Koç School, Monday Ceremonies are particularly important to primary school students. The students from all grades anticipate these ceremonies with interest and start a new week together. Every week, two fourth graders got to present the ceremony and experienced the joy of being on stage. During the Monday Ceremonies, the “What Is Up This Week?” section provided an overview of the week, the special day to focus on were explained, and ideas were shared about “peace,” the overarching theme of the year. The students integrated the special days into their work and activities throughout the week, and raised their awareness about being world citizens by connecting them with everyday life. The students also expressed their appreciation for one another during birthday celebrations, where seed pencils were gifted with the philosophy “We are sensitive to the environment” and a birthday song prepared by the Music Department was played.



All We Need is Love

At The Koç School, the high school orchestra of many years is now named All We Need is Love. With high school music teacher Emre Köz as conductor, the high school orchestra practiced regularly every week, starting at the beginning of the year, and prepared for performances at school as well as concerts outside the school as part of the Music Box project, led by Duru Kaya this year. The orchestra spent the first semester preparing a repertoire and planning out-of-school concerts. The orchestra's first concert was on February 14, Valentine's Day, at the Abdullah-Nerime Turan Residential Home for Artists. The orchestra compiled a nostalgic repertoire of unforgettable Turkish songs for the residential home, where some of the most notable artists that contributed to the development of fine arts in Turkey reside. The second concert was on March 7 at the Turkish Foundation for the Blind in Bakırköy Public Education Center. The last concert of the year was for The Koç School students and took place during a lunch break. In this concert, the All We Need is Love orchestra played The Beatles songs. As everyone stayed home, like the rest of the world, due to the COVID-19 pandemic, the orchestra's live recording of the song “Don't Worry, Be Happy” was broadcast online, receiving high praise from all The Koç School students. The online performances of the orchestra can be followed on The Koç School's Instagram account, and recordings of the out-of-school performances can be accessed by scanning the QR code.



A step closer to positive sciences

The 2nd Science Festival was organized in the middle school on February 11-13, and inspired the students with a comprehensive program and rich educational content. A keynote speech by Güven İslamoğlu, various workshops for each grade, science talent show, debates and the “Climate Change Panel” with prominent scientists, all aimed to draw students one step closer to positive sciences.



Knowledge and experience shared with children in Anatolia

The second edition of the Anatolian Education Project, which was first held in June 2018, took place on June 17-21, 2019. The project's objective is to offer children different experiences and knowledge in various areas such as sports, music, dance, and painting. The project, which focuses on social, emotional and cognitive development, was expanded in scope with the addition of more workshops and participants, and led by adviser teachers Ali Bağçeci and Nalan Kırkoğlu, and adviser student İris Çağlayan. A group of 22 Koç High School students came together with students of Nazmi Zehra İyibilir Middle School in Muğla. The Koç School students divided into groups with some acting as trainers in dance, music, painting, theater, sports, science, and social responsibility workshops while some worked for five days to improve the physical conditions of the school building with the support of sponsors. Nazmi Zehra İyibilir Middle School students presented the results of their work in a performance and an exhibition on June 21, 2019 for their parents and teachers.

The project team, preparing for the third project in the 2019-2020 academic year was unable to come together with the students of Nazmi Zehra İyibilir Middle School this year physically due to the COVID-19 pandemic. outbreak. Despite all the challenges, The Koç School students who wish to reach children and support the distance education process will hold an online meeting. The objective of this project is to share cultural and scientific information with children while supporting them emotionally.



Tübitak Science Olympiad journey

Two Koç School students earned major achievements in the Tübitak Science Olympiad (Scientific and Technological Research Council of Turkey). Kerem Dilmen, a junior in the IB program, won bronze medal in Chemistry, and similarly, Atilla Kaan Erişir, a senior in the IB program, won a bronze medal in Biology. Kerem's Tübitak Chemistry Olympiad journey started in tenth grade when he started preparing for Scholastic Aptitude Test (SAT) with a focus on chemistry upon the recommendation his chemistry teacher. Two years of disciplined studies and drive to learn chemistry brought this success for Kerem. On the other hand, Atilla reached this level of success by building a strong academic foundation through three years of hard work. The objective of the National Olympiad program organized by Tübitak is to stimulate the interest of middle and high school students in sciences and computer science, to prepare these students for national and international Olympiads and to have them participate in competitions. The difficulty levels of the questions in the exams organized by the Department for Supporting Scientists are kept significantly high to discover the talents in sciences and computer science. The Science Olympiad stories, as told by Kerem and Atilla, can be accessed by scanning the QR code.



More experience in matches

The Koç School hosted the Middle School Basketball Tournament on February 27-28. The objective of the tournament, where six schools competed in the Junior category, was to support the development of students in basketball and to have them gain fair play spirit and more experience. The Koç School Junior Basketball Team won the tournament.

Achievement in art competition

Second grader Derin Bilge won a prize in the painting contest opened by the Istanbul Metropolitan Municipality on the occasion of April 23, with 602 people voting for her.



Geography teachers convened

The Koç School hosted the Istanbul Geography Teachers Workshop on December 28, 2019 in collaboration with the Geography Department and the Geography Education Association. Nearly 50 geography teachers and education administrators from various schools in Istanbul, Izmir, Ankara, Bursa, Konya and Tokat, as well as seniors from Istanbul University and Marmara University's Geography Instruction Departments participated in the workshop, which aimed to support the personal and professional development of geography teachers. The event, focused on providing a platform for sharing the skills, methods and innovative educational tools that teachers need to raise awareness among 21st century students on social issues, and the latest approaches in geography instruction, was the first teacher workshop held in Istanbul in terms of its title, content and scope.



On a journey of adventure and exploration

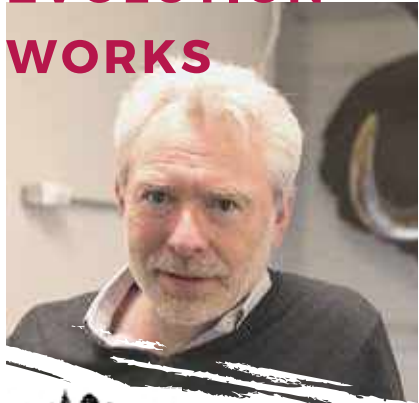
Two Koç School seniors participated in The Duke of Edinburgh's International Award's Bronze and Silver categories, and worked for 12 months, participating in the Adventure and Expedition Camps for both categories. As a result, they were entitled to receive Bronze and Silver Medals and Certificates in the 2019-2020 academic year. In the gold category, the students who performed and completed their assignments in physical development, skill development and community service fields for 12 months were accepted to the Adventure and Expedition Camp that lasted three nights and four days. The four students, who successfully completed all stages of the award program in the Gold category, received their Gold medals and certificates at an awards ceremony at the British Consulate General. The Duke of Edinburgh's International Award program, which is open to all young people between the ages of 14 and 24, aims to equip youth with life skills to help them make a difference in their communities and the world, and to prepare them for life. During the award program at The Koç School, in which the students participate voluntarily, they continue to work in the physical development, skill development and community service fields to compete in the bronze, silver and gold categories.

Making great memories

On October 18-19, 2019, 157 fifth graders and 14 teachers went on a tour of Bursa and İznik. The objective of this tour was to reinforce the students' theoretical foundation with immersive experiences, and to create an environment to forge strong friendships. With stops in İznik, Cumalı Kızık Village, the Grand Mosque, Koza Han, Panorama 1326, Bursa Conquest Museum and Tofaş Anatolian Cars Museum, the participants made great memories during the tour.



HOW EVOLUTION WORKS



PROF. DR. ANDREW BERRY
HARVARD UNIVERSITY
19 DECEMBER 2019
THE KOÇ SCHOOL
SUNA KIRAC LIBRARY
14.30 - 15.30
Yehli Koc Vakti

A mind opening experience

Dr. Andrew Berry, a scientist at Harvard University, addressed The Koç School students on December 19, 2019 in a talk on "How Evolution Works". Delivering a compelling presentation with his engaging style, Dr. Berry helped the students gain a deeper understanding of biology on a molecular level with an evolutionary approach. Dr. Berry, addressed evolutionary biology topics in his field of expertise, and offered a mind opening experience for The Koç School students and teachers.

Akademic support

The Academic Support Program (ASP) is designed to provide assistance for The Koç School Middle School students who are unable to attend classes due to their involvement in sports events and artistic activities and who therefore fall short of their credits. Other students, even if they are not short on credits, may benefit from this program to improve their learning on a specific subject. The program is scheduled for every weekday except Fridays after school hours and consists of the ASPs of one or two courses. The students to take the program are selected based on the request of a teacher, student or parent. With permission received from the parent 24 hours before the ASP program, the student participates in two 40-minute sessions with the opportunity to study directly with the teacher in smaller groups. Nearly 400 students participated in the first term of ASP from October 21, 2019 to January 2, 2020, and 280 in the second term of ASP from February 10 to March 13, 2020.

Gazing into the sun

During the science class, fifth graders used the telescope and the proper filters to observe the sun as they studied the Sun's Structure and Composition course. Like Galileo Galilei once did, the students were able to observe the sun and sunspots through a telescope.



Students of psychology observe preschoolers in their 'natural habitat'

As part of their psychology course, juniors in the MEB program came together to reinforce their learnings about observing people in their natural habitats, as a psychological method, and to observe the development of preschoolers in the five-year old group as addressed in the Development Psychology. This activity, carried out with the kindergarten class, took place on October 14-25, 2019.



On the challenges women face

The Koç School participated in the 2019 Harvard Alumni For Global Women's Empowerment (GlobalWE) Essay Contest with 35 essays, becoming Turkey's top school with the highest number of submissions. Leyla Yılmaz was the school winner while Zeynep Pelin Kurt and Batuhan Sarıdede won honorable mentions. In 2019, Pelin Çetin was named the school winner, and Sude Yenilmez received an honorable mention. English Language Teacher Aygün Çatak, High School Dean Gary Corlett and High School Principal Dr. Elif Kara Öztürk played an important role in the level of success captured in this contest, which was organized by the High School English Department. Harvard GlobalWE is a shared interest group of the Harvard Alumni Association, dedicated to the empowerment of women through education, dialogue and connection among individuals working for women's rights and freedoms worldwide. GlobalWE Essay Contest was established to invite students to think critically about the status and rights of women. The contest is open to students in 10th, 11th and 12th grades in selected schools around the world, including schools in Turkey, Pakistan, Chicago, Connecticut, Los Angeles, Mexico, and the Philippines. For the essay contest, students must answer this question: "What is the biggest challenge facing women and girls in your country today?" Generally, GlobalWE chooses one winner per school, though there are occasional ties and honorable mentions. Winners receive recognition on the GlobalWE website, the GlobalWE Book Award, and the opportunity to have their essays published online.



Focus on developing solutions to problems

A group of students from the European Youth Parliament (EYP) Club, which provides a platform where students exchange opinions on current affairs, meet new people, and generate collaborative and democratic solutions to issues, attended the EYP conference on October 11-14, 2019 at Üsküdar American Academy. The conference's main topics were healthcare, economy, education, environment, media, agriculture, foreign affairs, and arts, under which solutions to more specific issues such as unnecessary use of antibiotics, air pollution-related mortality and international tensions in the Mediterranean were discussed.



My Dream School

The eighth graders, who wanted to help a school in need, launched a meaningful project with the idea "My Dream School". They first took action to identify a school in need in Tuzla. Based on the recommendation of the District Education Directorate, they contacted TOKİ Oruç Reis Primary School/Middle School's principal, who informed them that the school needed a library. Cem Tunga and Kaan Çolakoğlu, who undertook each step of the project, managed to procure everything needed to build a library with the donations they raised. The project was included in the Hami project, which the District Education Directorate launched in order to promote cooperation between private and public educational institutions to implement innovative applications, and to build create joint projects and platforms to enhance social solidarity and unity between these institutions. The book support continued in the 2019-2020 academic year.

A poet at The Koç School

The Koç School hosted poet Haydar Ergülen at a poetry talk for juniors. During the talk, Haydar Ergülen spoke about the history of poetry, and the place and influence of poems in our life.



Achievement in philosophy

According to the results of the 2019 Baltic Sea Philosophy Essay Event, which received submissions from 202 people from 11 countries, The Koç School junior Deniz Türker was awarded an Honorary Mention.



A visit to Koç Holding

The Koç School seniors visited Koç Holding on November 9, 2019. They attended a panel session that Oya Ünlü Kızıl, Corporate Communications and External Affairs Director, moderated, and they directed some impressive questions to the panelists. After the talk with Önder Korkmaz, Human Resources Director, Ahmet Çimenoğlu, Economic Research Coordinator, and Erdal Yıldırım, General Manager, Vehbi Koç Foundation, the students had lunch with The Koç School administrators and the panelists. During the talk, where various topics from career paths to the Turkish economy came up, the students also had the opportunity to meet Board Member Semahat Arsel, who also followed the panel session.



In loving memory

On the 24th anniversary of his passing, Vehbi Koç, the founder of The Koç School, was commemorated with ceremonies and classroom activities in the primary, middle and high schools. The Koç School students Doğa Cambaz and Baybora Özer, who took action with the motto "The Onus is On Us" and developed a Robotic Hand, presented their project as well as the Vehbi Koç Award Ceremony, making The Koç School family very proud.

'What Time Is It?'

On Friday, December 20, juniors and seniors from the IB Visual Arts program visited the "What Time Is It?" exhibition at Arter Contemporary Arts Museum together with the Learning Program team. The students then attended a talk with curators Eda Berkmen and Emre Baykal about the exhibition. During the talk, topics that the students were curious about such as the theme of the exhibition, the concept of curation, the methods that the curators follow in curating an exhibition, selection of artists and artworks were addressed. During the visit, organized in coordination with Berat Örnek, İz Öztat and Meltem Özer from the Learning Program team, former IB students who now work at the museum surprised the visiting students by joining them. Overall, the students spent a pleasant and enlightening day filled with art.



Eliminating communication barriers



The first sign language training, took place with the support of the Sign Language Club, founded in 2019 by Deniz Taşdemir, Ata Yiğit Güney and the club's adviser teacher İsmail Akgül, to raise awareness at The Koç School about hearing impaired communities and to introduce sign language to the students. Following the sign language training, delivered by Pelin Başkan, the founder of "Anlatan Eller Association" ("Telling Hands"), and trainers Davut Çiftçi and Rıdvan Yıldırım, 17 students received their beginner-level certificates. The Sign Language Club is focused on making it possible for the hearing people to interact with the hearing impaired in today's accessible world, overcoming communication barriers and creating solutions in this field. The Club also works to provide sign language training, which the students can use later use in other areas of their lives.

Award-winning poetry

The Koç School students excel in every area, and crown their achievements with awards and prizes. Ada Özgür Kılıç, a freshman at The Koç School, participated in the 20th Poetry Festival of Şişli Terakki High School, and won third prize in the contest. In the poetry contest organized by Istanbul Governorship with the theme "Republic" among middle school students, eighth grader Elif Özer won first prize with her poem titled "The Republic I Feel" in the Tuzla district.



A chance to experience space in a simulation

On December 13-15, 2019, 114 middle school students and 11 teachers attended the Space Camp in İzmir. The group, consisting of seventh graders, took part in several activities such as zero gravity, astronaut training, space shuttle and lunar probe simulations, growing plants in space and making actual mini rockets. The camp gave the students the opportunity to see some of the information that they learned in science classes put into practice and to apply them. Each student received their certificate of successful completion, and the camp ended with an exciting ceremony.

Fun times, unforgettable memories

The first out-of-town trip of primary school students this year was to the Uludağ Ski Camp on February 14-16. The fourth graders improved their skiing skills and also participated in fun activities, returning to the school with unforgettable memories and new friendships.



What to say and how

The annual Visual Arts Exhibition, organized by the seniors in the IB Visual Arts program, opened on February 18. In addition to the exhibition area on the ground floor of the science building, a number of hallways at The Koç School were also used to display 150 artworks in total. The 16 students, whose works were displayed in the exhibition, thought long and hard about what to say and how, put in great effort before exhibiting their art, and completed their journey of discovering what they thought and what they wanted to communicate more than simply producing an aesthetic work of art with an impressive exhibition.



Toward a safe future

On February 13-16, The Koç School hosted 300 attendees of Koç Forum, where the theme: "Toward a highly prosperous and safe future: Resolving conflicts in a sustainably growing Europe" was discussed. The objectives of the four-day event included raising awareness among young people about global and local issues by organizing activities in line with the principles of the European Youth Parliament, helping them communicate their ideas in fluent English in a free environment, promoting international dialogue, and overcoming biases and stereotypes. The event connected participants from different cultures, who spoke different languages and who brought unique perspectives and insights to the table.

Dear teacher...

Ömer Kızıl, a sophomore at The Koç School, won first prize in the inter-high school painting contest themed "Dear Teacher," organized by Tuzla District Education Directorate to mark November 24 Teachers Day.



Positive perception about village schools

The Village Schools Exchange Network Association (KODA), of which The Koç School is a volunteer, hosted the summer edition of the Children's Workshop Program on June 28-30 with the support of Sabancı Foundation, as the main sponsor, and the contributions of the Dalyan Foundation. The program, which aims to improve the positive perception of prospective teachers regarding villages and village schools, and to promote the benefits of teaching in villages, was run in Samsun, İzmir and Muş last year. The program included courses on rural education that align with the Community Service lessons at education schools of universities that were delivered with the collaboration of academics and village school teachers. This was followed by six weeks of children's workshops developed by KODA and implemented by university students in selected village schools. As a first this year, the Summer Workshop included an evaluation of the program and planning for the next period. Academics, teachers and prospective teachers from İzmir, Muş, Samsun and Diyarbakır, where the program will be introduced in the new term, participated in the three-day workshop.

High School Student Association elections

The Student Association's high school prep and ninth grade president elections took place on October 14-15, 2019 with standard voting. After a lively campaign period, the candidates addressed their groups on the Friday before the election and showed their election videos. An independent female candidate and an independent male candidate, and sports and arts president candidates ran for the positions. The election was completed with high participation, and after vote counts, members of the Student Association were announced.

Teaching Design Workshops

The first of the Teaching Design Workshops, where the learners experienced sample teaching applications and individual thinking networks were developed, took place on February 8-9. Following a productive workshop for primary and middle school teachers, the participants began implementing their learnings in their classrooms. The program, which consisted of eight workshops, aimed to design research-query based instruction, encourage the teachers and students to look at their thinking and learning processes from a critical perspective, develop their thinking skills and promote meaningful learning.



A journey into the magical world of books

The 22nd Book Week, which takes the visitors on a journey into the magical world of books and invites students to a colorful adventure with student-author talks, workshops and drama events took place at The Koç School with the participation of several esteemed literary guests. The Book Week, on January 13-17, was themed "Reading the Future" and made possible with the contributions of Parent Teacher Association and in collaboration with primary and middle schools. The week opened with a keynote speech by Onur Koç, the guest of honor. Onur Koç addressed the students in a talk based on his book, "Artificial Intelligence for a Better World" ("Daha İyi Bir Dünya için Yapay Zeka") and discussed the importance of science and technology in our lives. Students who participated in the talk were inspired to think about a world design where advances are made in the light of science and imagination knows no bounds. Prominent figures including Murat Moroğlu, İlkay Marangoz, Betül Avunç, Alp Gökalp, Aslı Eti, Özge Özdemir, Seçil Pala, Yasemin Özer, Zeynep Özatalay, Chris Bostock, and Sima Özkan participated in events with primary school students. Şöhret Doğruyal Sağbaş, Özlem Özdemir, Uğur Önver, Göktaş Canbaba and Mehmet Atilla were the other respected literary figures who addressed middle school students.



The magical world of mathematics

The annual Math Week at The Koç School once again drew the middle school students into the magical world of mathematics with informative and entertaining content and esteemed guests. Math Week, themed “Mathematics, Arts and Design” this year started on March 9 with an opening ceremony, attended by Sedat Örsel.



An event filled with science

TEAMS: Test of Engineering Aptitude in Math and Science event took place at The Koç School with the theme “Engineering in the Wild” this year, thanks to the selfless efforts of the science teachers. The science-filled event on February 29 saw the participation of 120 students that made up 15 teams from 10 schools.

Orientation to meet and mingle

The first day of school always feels exciting. Especially when the student is starting a new school or entering a new period in his/her education, this excitement multiplies. During the high school prep orientation at The Koç School on the first day of the 2019-2020 academic year, students were advised about how the school functions and the curriculum by the vice principals. The Peer Support Solidarity Program, consisting of a guidance teacher and juniors, joined the students as they participated in activities aimed at getting to know the school and one another. Then, the juniors took the prep students on a tour of the school and also gave them recommendations based on their experiences. The orientation program for freshmen was led by teachers and volunteering juniors. In addition to playing various games to help them translate theoretical concepts such as communication, teamwork and conflict resolution into versatile educational experiences, the students also got to know each other and share their expectations about high school in scripted events. According to the survey conducted at the end of the day, the students said that they enjoyed the games and that the orientation gave an opportunity to familiarize themselves with the school and their friends.



The Koç School hosted the Teachers Symposium

After being held at Robert College, Eyüboğlu Educational Institutions, ENKA Schools and Üsküdar American Academy, respectively, the fall edition of the Teachers Symposium was hosted by The Koç School on October 19, 2019. The symposium at The Koç School, where teachers taught other teachers, brought together 1,222 teachers from 58 different schools in nine cities. During the full day event, 250 presentations and trainings were delivered in six sessions, and another symposium was successfully completed.



Extracurricular activities

In addition to the usual activities, high school students were offered 82 different extracurricular activity options in the 2019-2020 academic year. The activities led by teachers and students were introduced to all students by using methods such as student presentations in the AD Hall, setting up booths at Piramit, and hanging posters. The club activities that started on October 14, 2019 took place four days a week at different times, and a flexible schedule allowed the students to participate in more than one activity. Separately, the students continued with their own community service projects.



On the way to **world finals...**

Middle School Vex Club students excelled in the regional and national tournaments in the 2019-2020 academic year. The team won the championship at the Vex IQ Challenge-Turkey Finals in the STEM Project category, and the right to compete in the world finals in the USA. However, the tournament was cancelled due to the COVID-19 pandemic.

CONGRATS KOC MATH TEAMS!

Ülkemizden 39 takımın katıldığı,
Uluslararası Purple Comet Math
Meet Mathematics Competition'da
iki takımımızla Türkiye 1.si ve
2.si olduk.



We love **mathematics!**

In the International Purple Comet Math Meet Mathematics Competition on April 30, two teams from The Koç School won the first and second places. The winning team consisted of Arda Göreci, İlayda İşeri, Eren Karabey, Eren Ehli, Mert Tarım, and Yalçın Tür, and the runner up team Zeynep Özdöl, Ömer Kervancı, Kerem Dilmen, Deniz Pala, and Can Uçar. The competition in which 39 teams from Turkey participated featured questions in the level of international mathematics Olympiads.



The Koç School students bring home successful results

The Koç School students continued to move forward with successful steps throughout the year. On February 25, at the 14th Scientific Pentathlon Contest organized at Ayazağa Işık Schools, Mert Tarım, Kemal Mutluergil, Kerem Dilmen from the Math Club and their adviser teacher Bernis Özgönül won first prize among 25 schools. In late February, four students from the Math Club, Arda Göreci, İlayda İşeri, Eren Karabey, and Eren Ehli participated in the International Mathematical Modelling Contest, where they won third place in Turkey. At the Intelligence Olympiad, organized by the Turkish Intelligence Foundation, among the schools across Turkey, Deniz Pala, İlayda İşeri, Can Uçar, and Ömer Kızıl represented The Koç School. The team made the national finals in the online contest. In the National Kangaroo Mathematics contest, Mert Tarım won Turkish championship in the 9-10 grade level by answering all the questions accurately, and repeated his success of the past two years.

Turkey and The Koç School win world championship



The High School Math Club students competed with thousands of students from all over the world in the Pascal, Cayley and Fermat Math Contests organized by The Centre For Education in Mathematics and Computing (CEMC) at the University of Waterloo Faculty of Mathematics. The students who used their analytical thinking and problem solving skills and math terminology in English effectively in the national and international contest, not only enjoyed the competitive environment but also took The Koç School and Turkey to the top. All the students that participated in the Pascal, Cayley and Fermat Contests won medals and certificates. Mert Tarım and

Eren Ehli, who have been in the Math Club for two years and excelled in contests, answered all the questions accurately and earned 150 points, the full score of the contest, bringing home double world championship for The Koç School with their individual achievements. They also won first place as a team according to their team score, which is calculated by adding the points of the top three students who participated in the Pascal contest among the non-Canadian teams.

Working on world issues

The 20th session of the Model United Nations Development Program (MUNDP) was hosted at The Koç School on February 20-23, 2020. During the four-day event, the students discussed global problems such as human rights, environmental issues and education in English and according to the Model United Nations procedures, and worked together to generate solutions. More than 700 students from Switzerland, Azerbaijan, Saudi Arabia, Nigeria, and Gabon as well as 12 provinces of Turkey participated in the event accompanied by 71 adviser teachers.

The middle school JMUNDP Club participated in the HEV JMUN, organized by Hisar Schools on October 18-20, 2019, representing Turkey and China. The conference provided the students with the opportunity to research and learn about "Global Goals for the Steady Development of the World," understand the organs of United Nations, build on their knowledge, and diplomacy and negotiation skills about the topics discussed in the forums and the procedures to engage in these discussions, and practice the language used in the parliament. The Club also attended the GeMUN 2020 conference on "Beyond Borders Towards 2030" on February 20-22 in Genoa, Italy with 17 students and three teachers. During the conference, The Koç School student discussed the global issues, which they prepared for, in terms of the countries they represented and also suggested solutions to the problems. Furthermore, nearly 400 students from 40 schools in Turkey attended the JMUNDP conference on "Implementing Sustainable Development Goals Through Global Innovation," organized by high school students and relevant middle school teachers on March 6-8. The conference with positive feedback after the creative solutions, accepted as a result of the discussions, were shared with the delegates.





Dance for All Bodies

Yağmur Halezeroğlu '15 and a colleague co-founded Dance for All Bodies in the USA as a foundation that organizes adaptive dance classes to allow people with physical disabilities to dance as well. Yağmur told us what they do: "Adaptive dance classes are different than others in that the dance moves are taught in a manner for individuals to adapt them to their own bodies. If an individual is wearing prosthetics or is in a wheelchair, the dance instructors explain the moves by considering the physical abilities of that individual. Most of the dance instructors that work with us either have some physical disability themselves or they are experienced in dancing with people with physical disabilities. Since August 2018, we organized nearly 40 dance classes with more than 100 people. We are currently holding the dance classes online, which allows us to reach more people." In April 2019, Dance for All Bodies won second place in the annual Big Ideas@Berkeley contest in the "Art and Social Change" category, and for now, the classes are funded with the material support obtained from this achievement. However, a fee, even if symbolic, could be required in the future to ensure the continuity of the classes. Yağmur says that they are considering launching a crowdfunding campaign to expand the scope of this community support and keep the classes going.

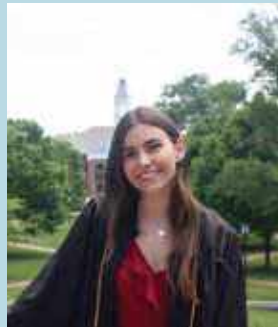
For more information:
danceforallbodies.org
instagram.com/danceforallbodies

'How the Sleeping Beauty Woke Up'



What do fairytales tell us? Women, put to deep sleep, kept in high towers, patiently waiting for their saviors... We saw these and many more in all the fairytales we read since we were little. And the same fairytales gave all the bravery, heroism, good looks and wealth to the male characters. Did you ever notice that all of these written/told stories just reconfirm the existing gender roles? In her book "The Sleeping Beauty is Awake" ("Uyuyan Güzel Uyandı"), Aslı Karataş '08 addresses these gender roles from a critical perspective, wakes up the heroines and allows them to choose their own titles. She looks at fairytales through a lens of academic references, and uses examples from real life and newspaper headlines while discussing the codes in fairytales and their reflections on life.

COVID-19 diagnosis in ten minutes thanks to a cell phone camera



Many universities around the world are conducting all kinds of studies on how to contain the COVID-19 pandemic. One of these studies is at Harvard, a world-renowned university, where scientists are working on developing a diagnosis kit that can deliver results in 10 minutes thanks to a cell phone camera. The Koç School alumnus and biomolecular engineer Eda Erdoğan '16 is among the scientists involved in this Harvard study.

In memoriam

İlayda Yarcın '16, who attended university in Italy and then started her career, passed away in November 2019. Can Göle '19 who was attending university in London passed away in February 2020. We are deeply saddened by their loss and extend our condolences to their families, friends and loved ones.

What is **KÖLMED** up to lately?

“ Have other event suggestions? Let us know! Celebrating its 30th anniversary this year, KÖLMED has **1,650 members** as of 2020! ”

KÖLMED, working to keep the school spirit alive and build on the sense of community among The Koç School alumni, is celebrating its 30th anniversary this year. The Association, empowered by its main venue KoçPera, organized a variety of events in different areas of interest to inform the alumni, strengthen communication and encourage sharing. With the Koç Group Sports Club giving access to KÖLMED members, event variety became even richer with outdoor options. In 2019, 1,065 people attended 48 events. And in the first quarter of 2020, the Association organized eight events.

- KoçPera Talks hosted a number of expert speakers, who spoke about psychology, economy, arts, tech investments, wellness, and business world.
- The events included visits to art galleries and museums, including Arter, Meşher, İstanbul Biennial, Mamut, Pera, Mixer, and Yapı Kredi Kültür Sanat.
- The venue of Koç Group Sports Club was used to host a number of events, including workshops and outdoor activities.
- Football, running and basketball tournaments were organized.
- The alumni found the opportunity to meet up at events such as Summer Gathering, Ramadan Table, Terrace Meet-ups, Bonfire, brunches, picnics, tastings, and New Year's Party.
- INOCOM, the organization of high school students including members from The Koç School, convened at KoçPera. The High School Drama Club saw “Servants in Quotation Marks,” a play written by Ayşe Draz ‘97.



“ Have other event suggestions? ”

Let us know!
iletisim@kocozel.com



The General Assembly will convene in January 2021, and during the meeting open to all members, elections for the next period will be held.



2019-2020 Board of Directors

Dilek Uzunoğlu Örs '93 (President), Duygu Yenil '96 (Vice President), Mehmet Can Atacık '96 (Treasurer), Tolga Pozam '97 (Secretary), Sercan Vahittin Dede '07, Ece Yılmaz '10, Pelin Keskinöglü '96, Alpar Hacaloğlu '95, Hande Vatandost '00, Derin Şenerdem '06, Firat Selvi '96, Alkim Aytaman '93, Ferhat Tank Alp '00

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Feel free to contact KÖLMED Board of Directors through Secretary General Beril Güngör Karadağ (beril.gungor@kocpera.com).

STAY CONNECTED

Visit www.kocozel.com to stay up-to-date about upcoming events, contact KÖLMED and for all your membership-related transactions.

Use Mobilepass to log in to the site (<https://kocozel.com/Home/Login>), update your profile, pay your fees and sign up for events.

Venues

KoçPera

Address: Tom Tom Mah. İstiklal Cad. Merkez Han Floors 5 & 6 No.181 Beyoğlu/İstanbul
Phone: 0212 393 6131-32
Email: beril.gungor@kocpera.com

Koç Group Sports Club

Address: Kuzguncuk Mah. Kuşbakışı Cad. 16/1-1 Üsküdar/İstanbul
Phone: 0216 343 3676
Email: iletisim@kocozel.com



From KÖLMED President..

KÖLMED PRESIDENT
Dilek Uzunoğlu Örs '93

Dear Alumni and Association Members,

The events that we, as the Alumni Association, organized in 2019 at KoçPera and Koç Group Sports Club included seminars, social gatherings and trainings on various topics. These events can be grouped into four main types: social gatherings, bonfire and tastings; KoçPera talks, exhibitions and museum visits with inspiring artistic content; graduation rehearsal and graduation events; and KoçPera talks with a focus on the business world, wellness, psychology, technology, and other informative topics. We also hosted events, supported by the school, to bring together students and the alumni, and we were actively involved in the graduation rehearsal and commencement ceremonies. But this is not all; the scholarship support that we extend to successful graduates with guidance from the school continued in 2019, with 41 students receiving TL 182 thousand in total.

Despite the challenges that 2020 brought, I am confident that we will carry on successfully through the rest of the year, thanks to the selfless efforts of my friends on the Board of Directors and your contributions. Like the rest of the world, we are trying to navigate through difficult times. The shared sentiment is that nothing will ever be the same in business or in our personal lives for that matter. In these constantly changing, trying times, not being able to meet physically does not keep us at KÖLMED from still holding events on social media. We try to give helpful advice as we do our best "to stay home and strong". We know that we may be in isolation but we are not alone. These challenging times once again made us understand the value of cooperation and showed the importance of non-governmental organizations. Once these days are over, we believe that we will become a family again, holding on to each other stronger than ever.

With warm regards,

Follow and share!

-  **kocschoolalumni** We are on Instagram! Stay in the know about upcoming events and see the latest announcements related to KÖLMED and The Koç School alumni.
-  **kocozelliselilerdernegi** Join the private Facebook group of KÖLMED (facebook.com/groups/kocozelliselilerdernegi) to follow the events and announcements.
-  **Koç Özel Lisesi Mezunlar Derneği** Follow our LinkedIn page to see posts by the Association as well as alumni about business world, and share your job applications or job announcements with other members.

A friendly reminder!

Visit kocozel.com to become a KÖLMED member and benefit from the privileges of KoçPera and Koç Group Sports Club as well as a special 25% discount*!

*Association members should have paid the relevant year's fees to qualify for 25% discount.

KOÇ HOLDİNG, DÜNYANIN EN İYİ 35. İŞVERENİ



FORBES'UN "DÜNYANIN EN İYİ İŞVERENLERİ" LİSTESİNE
35. SIRADAN GİREREK BU SENE DE TÜRKİYE'DEN
İLK 100'DE YER ALAN TEK ŞİRKET OLDUK.

Bu başarı, "BİZ" olmaktan hiç vazgeçmediğimiz için...

