

DARA FOUNDATION

The year our
support grew
even stronger

2025

Nº11

MENTORSHIP • INCLUSION • PARTNERSHIP • COMMUNITY



THOSE WHO ARE WITH US

ANNUAL REPORT

Solutions
that change
children's lives



THE STRENGTH OF OUR TEAM



The Dara Foundation advances mentorship and inclusion, building an ecosystem of sustainable support for children.

We help teenagers from orphanages find stability and guidance for adult life, and enable children with special educational needs to grow and thrive in an accepting, supportive environment.

VISION

To help teenagers from orphanages and children with SEN develop and find their own path. Everyone who is with us makes it possible.

APPROACH

Mentors – individual mentorship, educational courses, career guidance. Inclusion – early support, inclusive education, Friendly School, Opening the World.

2025

10 years of the Mentors program. A new brand – Every shape is beautiful.

Con- tents

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A letter from the founder.

«In 2025 we refreshed the foundation's brand, building our identity around the principle Every shape is beautiful: the diversity of forms symbolizes the uniqueness of every child and the integrity of our support ecosystem.»

DARA 2025



A LETTER TO THE READER

Our mission remains unchanged – to help teenagers from orphanages and children with special educational needs develop and find their own path. Everyone who is with us makes it possible.

«Those who are with us» report is a mosaic of the people and organizations who stood by us: mentors, experts, partners, specialists and donors. Each of them is part of our shared work and of the changes taking place in children's lives.

2025 was a special year for us. We marked the 10th anniversary of the **Mentors** program – a significant milestone in building the institution of mentorship for teenagers from orphanages in Kazakhstan. Over this decade the program has proven its long-term effectiveness: personal mentors help teenagers build self-confidence, set goals, make responsible decisions and shape their life plans.

Within the **Inclusion** program, a holistic vision of the foundation's inclusive work has taken shape – as a system of comprehensive support for every child with special educational needs and their family, from birth to age 18.

We believe that this transformation creates lasting conditions for children's learning, development and socialization. That is why I am glad to share the results of this shared year – they are the fruit of a common belief in good and in the power of support. Providing sustainable changes takes time, consistency and partnership.

I hope that, as you read this report, you will feel either proud to be with us – or be inspired to join us and **change children's lives together.**

Consolidated financial report 2025

INCOME

621 624 357 ₺

Contributions from the founder	295 919 207	48%
Corporate support	188 414 613	30%
Online donations	81 360 612	13%
Grants	35 363 924	6%
Contributions from major patrons	20 566 000	3%

EXPENSES

618 957 364 ₺

Project expenses	432 091 459	70%
Administrative expenses	117 046 089	19%
Payroll	69 819 815	11%

ALLOCATION BY PROGRAM

Inclusion	281 399 290	65%
Mentors	150 692 169	35%

ADDITIONAL INDICATORS

Number of payments in 2025	2 483
Number of transfers from online donors	2 596
Amount of tax contributions	44 427 958 ₺
Number of suppliers	394
Number of partner agreements signed	180

BALANCE DATA

Beginning Balance 2025	46 225 734 ₺
Ending Balance 2025	48 892 727 ₺

Our numbers and impact

51 907

followers
on social media

FOLLOWERS

4 mln+

reach across social media and the press

REACH

9 000+

new followers / +20%
growth of our community on social media

GROWTH

200 000+

views of our videos
and podcasts

VIEWS

90%

of our followers are people
aged 25 to 54

AUDIENCE

98

days of field trips
across Kazakhstan

GEOGRAPHY

26

new videos and podcasts
published

CONTENT

200+

publications in online media

MEDIA

MENTORS — OUR



HEROES



MENTORSHIP IS NOT JUST HELP, IT IS A BELIEF IN THE CHILD THAT STAYS WITH THEM FOREVER



PROGRAM DIRECTOR
— Assel Shaidikeshova

PROGRAM GOAL

To unlock the life potential of teenagers from orphanages and build their skills for independent living — through lasting, trust-based relationships with trained volunteer mentors and additional educational and career-guidance support.

488

pairs formed

over



across

18

cities



Mentors is an initiative designed to help children from orphanages adapt to ordinary life beyond the institution's walls. The core mission is to support teenagers over the age of 12, for whom personal attention, guidance and a reliable adult nearby matter most. Through the program we help them get through the difficult stage of growing up – to believe in themselves, discover their strengths and make a conscious choice about their path ahead. At the heart of the program lies a personal relationship with a mentor, practical knowledge and consistent support that helps a teenager stay on track and move forward.

INDIVIDUAL MENTORSHIP. The foundation runs a full cycle of work with mentors: we find and carefully select candidates, train them, and provide methodological guidance and regular supervision. Psychologists help match «mentor-teenager» pairs, support their interaction and step in when situations get difficult.

EDUCATIONAL COURSES. Systematic work on school learning gaps with the support of professional tutors, in groups and one-on-one. Preparation for admission to colleges and universities, as well as to Kazakhstan's strongest schools, including NIS, Daryn and others.

CAREER GUIDANCE. Testing and individual consultations, meetings with professionals, tours and hands-on formats provided by corporate partners.

Together, these areas create a clear and supportive environment for teenagers to grow up in and help them take a conscious step toward independent life and professional fulfilment. Mentors remains an example of a sustainable, sought-after practice that is changing children's destinies in Kazakhstan.

THE MENTORS PROGRAM.

Ten years of mentorship.

«A steady adult nearby is not a one-year project but a long story in which a teenager learns to trust and move forward.»



ABOUT THE PROGRAM

Adolescence is a period when the presence of a steady, accepting adult matters most. The individual mentorship project builds **long-term supportive relationships** for a teenager from an orphanage, grounded in trust, regular meetings and the personal responsibility of the adults involved.

Volunteer mentors have become meaningful older friends, helping reduce the risks of children's social vulnerability, strengthen teenagers' self-confidence, cope with academic and personal difficulties, and build **sustainable life skills.**

KEY EVENTS OF 2025

01

NATIONAL FORUM

To mark the program's 10th anniversary, we held a mentorship forum that brought together more than **300** mentors, donors and partners.

02

EXPERT DISCUSSIONS

The foundation is an active participant in discussions on developing the institution of mentorship and improving legislation.

03

GOOD PRACTICES

Out of 700 projects, the program was selected for the collection «Good Practices: Stories of People and Social Change» – 25 initiatives over 5 years.

04

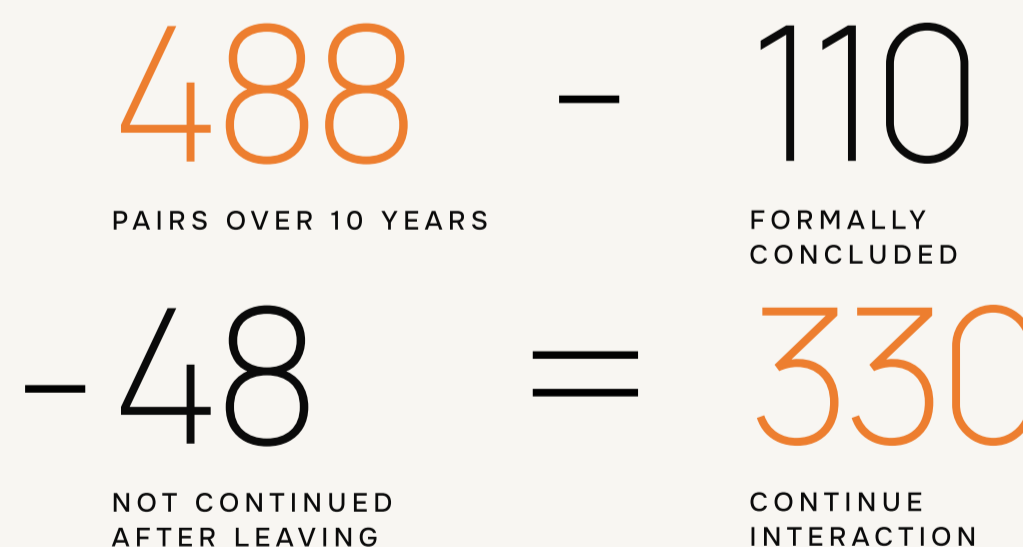
NEW YEAR CAMPAIGN

We raised over **44 million ₺** for the development of mentorship in 2026.

DYNAMICS OVER THE DECADE

During the project, **488** «mentor-teenager» **pairs** have been formed. Over 10 years, **110** **pairs** were formally concluded for one of the possible reasons: the teenager being placed with a family, relocation, the initiative of the mentor or the children, or health issues. In another **48** **cases** the connection does not continue after the teenager leaves the orphanage.

At the end of the reporting period, **330** **pairs (67.6%)** continue regular interaction, including **81** **pairs** in which the mentees have already left their orphanages and keep in touch further.



The analysis shows that a significant share of formal conclusions is linked to objective life circumstances. In 25% of cases this is the placement of teenagers with families — a socially positive reason. Taking this into account, the share of conclusions without a positive outcome is 17.1% of the total number of pairs, which confirms the resilience of a model **focused on the quality of relationships rather than their quantity.**

FOCUS AREA

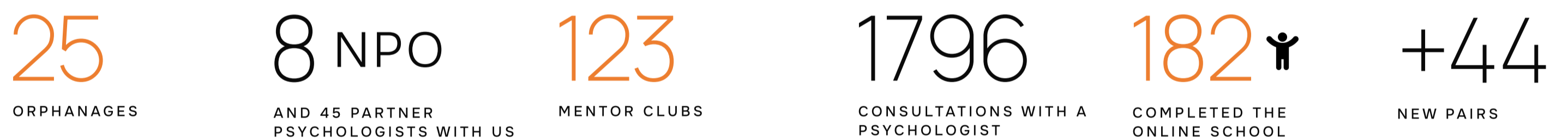
Individual mentorship.

«Every child deserves a reliable adult nearby — someone who believes in them and walks alongside them.»

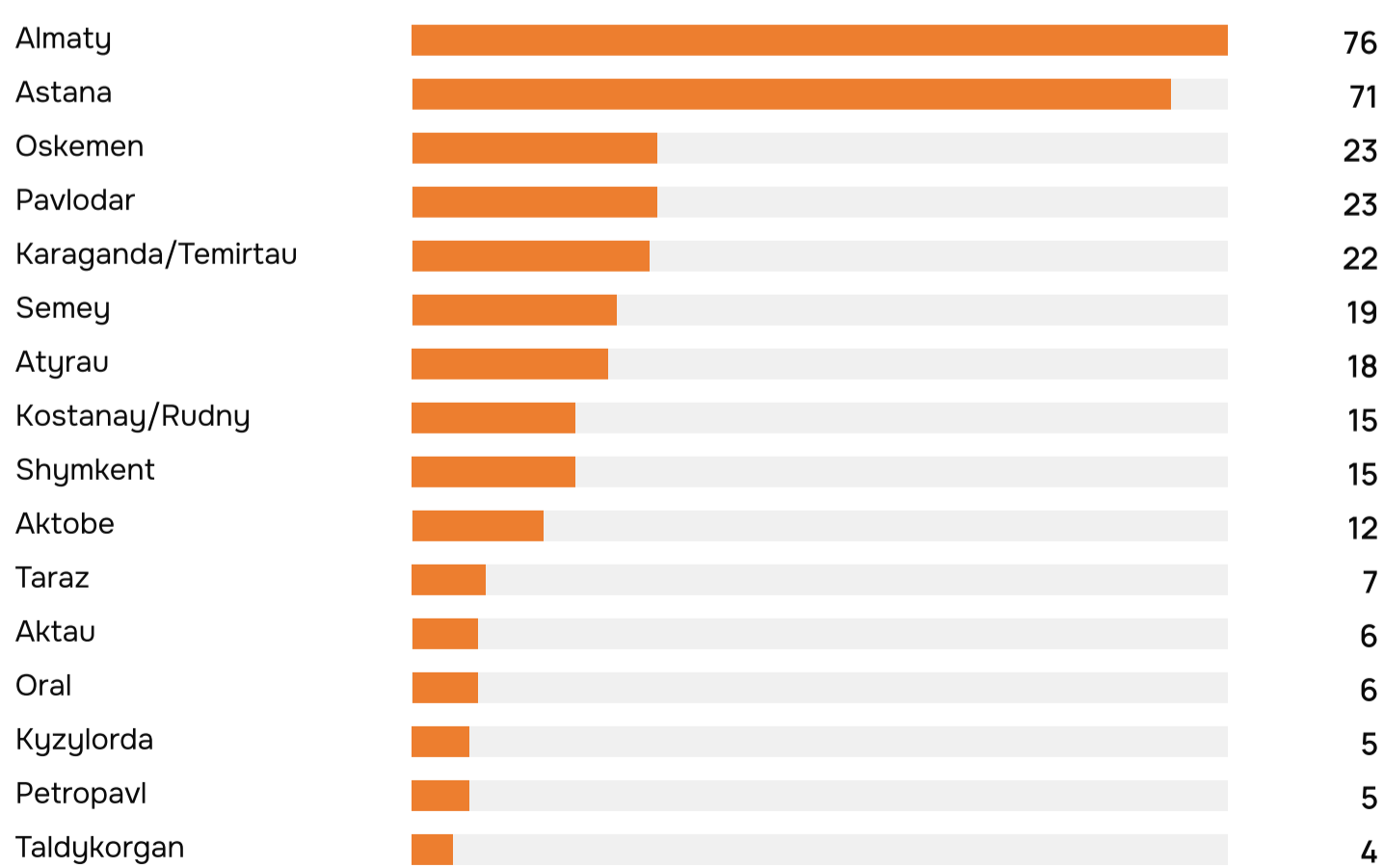
For ten years the program has been building long-term relationships for teenagers from orphanages, grounded in trust, regular meetings and the personal responsibility of the adults. A mentor is a meaningful older friend.



NUMBERS FOR THE YEAR



PAIRS BY CITY



Who our mentors are and what *their mentees feel*

«Mentors come with a desire to support one child, and they gain the knowledge and skills the role requires through the program»



A PAIR – MENTOR AND TEENAGER

SOCIOLOGICAL SURVEY · 2025

PROFILE OF A MENTOR

SURVEY OF 146 MENTORS

90%

are women

49%

aged 36-45

62%

have children of their own

30%

come from business

79%

in the project for up to 3 years

VOICES OF TEENAGERS

SURVEY OF 162 TEENAGERS

67%

feel joy after their meetings

43%

look to the future with more confidence

38%

found an adult to talk to

37%

find advises received useful

31%

say their mentor opened them new perspective

*Data was collected through online surveys of mentors and teenagers via Google Forms over three months. Participation was voluntary; the data was analyzed in aggregate.

Friend

Support

Companion

Trust

Faith

BRO

Help

Fun

Older friend

In these words lie long, trusting relationships that form over years of meetings and conversations about what matters most.

Want to learn more?

All proven practices are gathered on the «[Good Practices](#)» – visit and explore. You can also listen to [the story of Nazira and Galina](#).

[THOSE WHO ARE WITH US - WHOM WE HELP](#)

[THOSE WHO ARE WITH US - OUR PARTNERS](#)

FOCUS AREA

Educational courses.

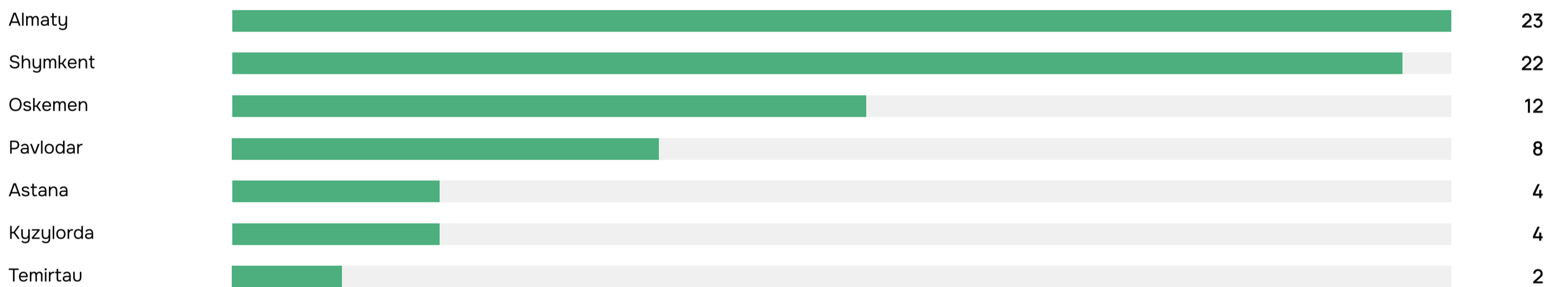
«If a mentor supports personal growth, the academic side helps turn those plans into reality»

Educational courses are aimed at providing **systematic help** in filling school learning gaps and preparing for further education. Classes are held in groups and one-on-one.

Tutors in key school subjects work with the teenagers, helping to level up their academic foundation and prepare for admission to colleges and universities.



CITIES · CHILDREN



Results — increased learning motivation, confidence and conscious educational choices.

75

CHILDREN

25

ENROLLED IN BIL, COLLEGES AND UNIVERSITIES

10

SCHOOL SUBJECTS

FOCUS AREA

Career guidance.

«The real world of professions opens up to a teenager through companies and people willing to be there for them»

Career guidance helps teenagers from orphanages get to know different professions and make a conscious choice about their future educational and career path. The project is carried out with the participation of **small and medium-sized businesses** and includes elements of corporate mentorship.



01 HOW THE PROJECT WORKS

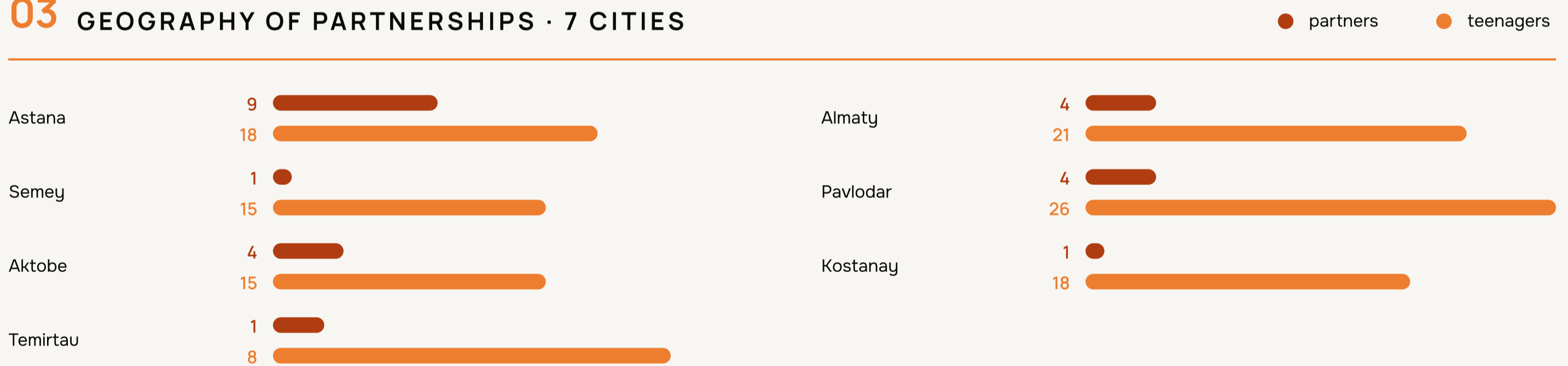
Teenagers get the chance to interact with specialists from various industries, visit workspaces, and take part in hands-on sessions and master classes.

Some initiatives are carried out on a **volunteer basis** with partner support, others in the format of **paid educational programs**. Career guidance becomes an important complement to individual mentorship and educational courses, linking personal development, academic preparation and a practical understanding of the professional environment.

02 PROJECT IMPACT

- Broadening teenagers' understanding of professions and possible career paths
- Building a realistic understanding of what different professional fields require
- Developing skills of *professional communication* and interaction with adult specialists
- Increasing readiness to make career decisions independently

03 GEOGRAPHY OF PARTNERSHIPS · 7 CITIES



SCALE · 2025

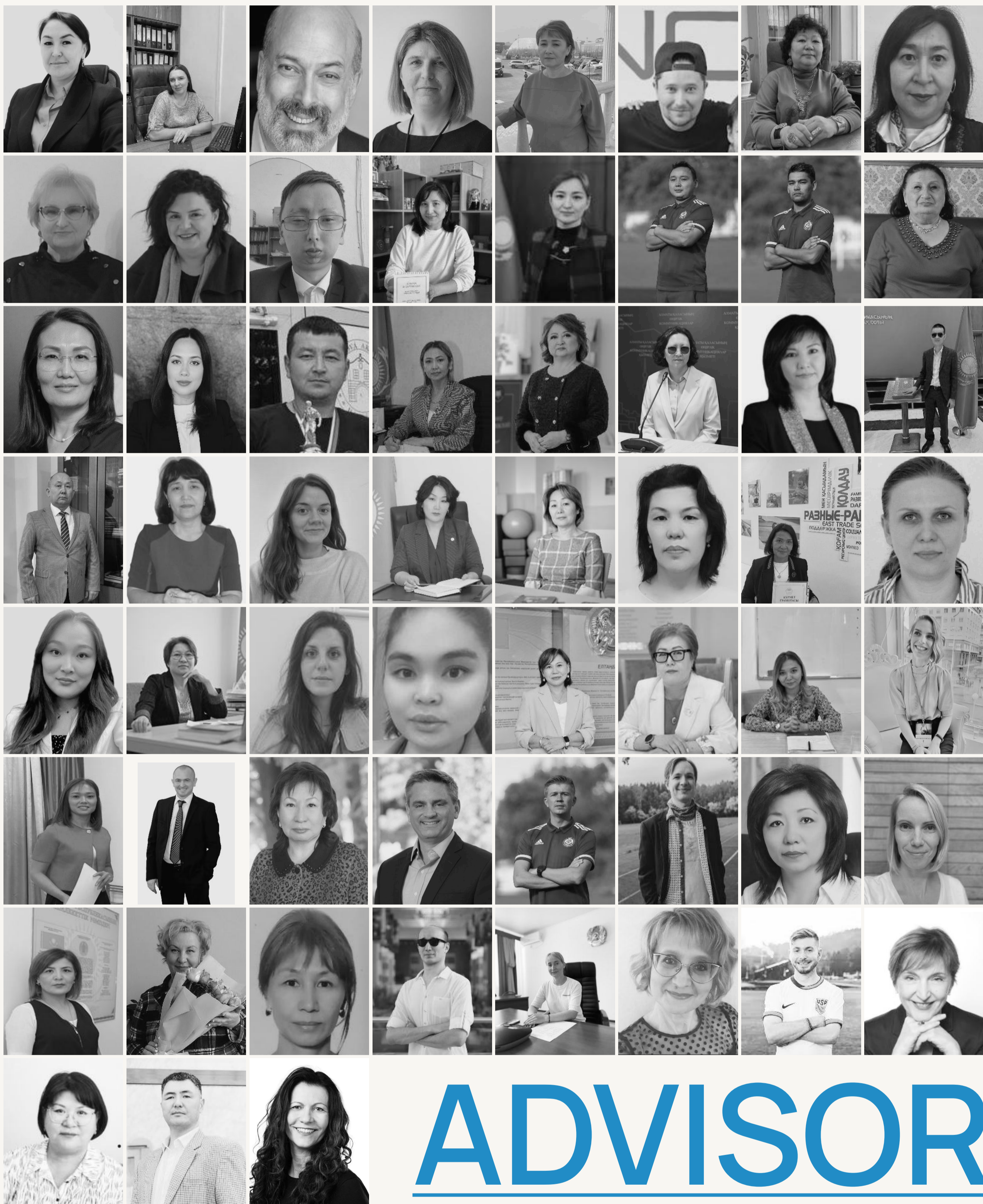
121
TEENAGERS

7
CITIES

24
PARTNERS

30+
COMPLETED CAREER COURSES

THOSE WHO ARE WITH US – OUR PARTNERS



EXPERTS — OUR

ADVISORS





PROGRAM

Inclu-

EQUAL OPPORTUNITIES

sion



«Inclusion» program.

Inclusion begins when the family, specialists, the state and society act together — it is exactly this kind of cooperation that creates lasting change.

— MARAL SHUBEMBEKOVA, PROGRAM DIRECTOR



PROGRAM GOAL

Building a **sustainable ecosystem** of support for children with SEN and their families from birth to age 18 – one that ensures early identification and support, access to quality educational services close to home, the development of specialists' professional competencies, and the adoption of international standards of inclusive and special education.

The approach is built on the **principle of continuous support** – from the early identification of risks to schooling and socialization. Our work combines systemic collaboration with individual support for each child. Children receive help through a network of ESS, PPC offices and RCIEs, schools and kindergartens, while specialists receive additional training, materials and equipment for their work.

FOUR FOCUS AREAS

01

EARLY SUPPORT

Introducing a system of early support for at-risk families with children aged 0 to 3, based on international standards. Scaling the ESS network and shifting to a model of partnership with the family.

02

INCLUSIVE EDUCATION

Expanding and re-equipping the network of PPC offices and RCIEs, and upskilling specialists. Supporting children with SEN at the pre-school stage and in school.

03

FRIENDLY SCHOOL

Introducing international practices in partnership with *Perkins School*. Developing teachers' skills and creating the right conditions in boarding-type schools. The inclusive resource classroom model.

04

DISCOVER THE WORLD

Special attention to supporting blind and low-vision children: working not only in cities but also in small rural schools.

Together, these areas create sustainable conditions for the education and socialization of children with SEN and help advance an inclusive environment.

FOCUS AREA

Early support.

«When a family gets help in time, the child gets a chance for a full life»

01 ABOUT THIS AREA

Early-support approaches are developing within the healthcare, education and social-protection systems for families with young children across the country. Continuing our 2024 initiative, we expanded the project into the social-protection and healthcare sectors, reaching 33 ESS nationwide. An ESS helps identify developmental risks at the earliest stage – increasing a child's chances of full integration and reducing long-term disability.

At the core of the training is a family-centered approach: specialists work not only with the child but also teach parents effective techniques to support development at home.

An educational program has been developed for professional-development courses for social workers on delivering services to families with young children with disabilities.

02 IMPACT

- Establishing a unified ESS standard across all three systems, within walking distance of the family's home
- ESS operate on the basis of global experience and the International Classification of Functioning
- A draft version of law on developing early support, based on the Dara Foundation's proposals, is under discussion in the Parliament of Kazakhstan
- Three relevant ministries adopted a joint action plan, «Sätti bastau», running through 2027
- An original program «Individual Development Program for young children with SEN» is under development
- A collection of specialist (defectologist) consultations for parents of young children has been developed

33

ESS NATIONWIDE

697

FAMILIES RECEIVED HELP

15

NEW ESS IN 11 REGIONS

14

SPECIALISTS TRAINED IN THE STANDARDS

1429

UNITS OF EQUIPMENT AND MATERIALS PROVIDED TO ESS

349,7

SQ. M TOTAL AREA OF RENOVATION WORK



RECOGNITION

Our colleague **Aigul Tabergenova** received the «Eren eñbegi üshin» medal for her labor achievements in the social sphere.

THOSE WHO ARE WITH US – ESS WE OPENED

FOCUS AREA

Inclusive education.

«*Inclusive education is not a privilege but the right of every child.*»

ABOUT THIS AREA

As inclusive education develops, the country still faces a shortage of accessible, systemic support for children with special educational needs. In many regions, families face limited access to qualified specialist help and to support for the child within the educational environment.



Our foundation supports the expansion of the network of state institutions – psychological-pedagogical correction (PPC) offices – and the development of inclusive support services in mainstream schools. The PPC offices and RCIEs opened with the foundation's support provide families with free professional help within walking distance and build a sustainable system of support for children with SEN, fostering their further integration into education and public life. Over the years of the project, 51 PPC offices in 16 regions and 71 RCIEs have been opened and upgraded, 21 of which operate in rural schools.

IMPACT

- Expanding the range of services for the **habilitation and rehabilitation** of children with SEN
- **Strengthening** the PPC-office network nationwide by **nsupporting existing PPC offices** in the regions, particularly in rural areas
- **Creating** comfortable **conditions** for specialists working with children with SEN by **providing** the necessary **teaching aids and equipment**, along with a visually pleasing, barrier-free organization of the space
- **Upskilling** specialists in remedial-pedagogy methods

21

PPC OFFICES AND RCIES EQUIPPED

559

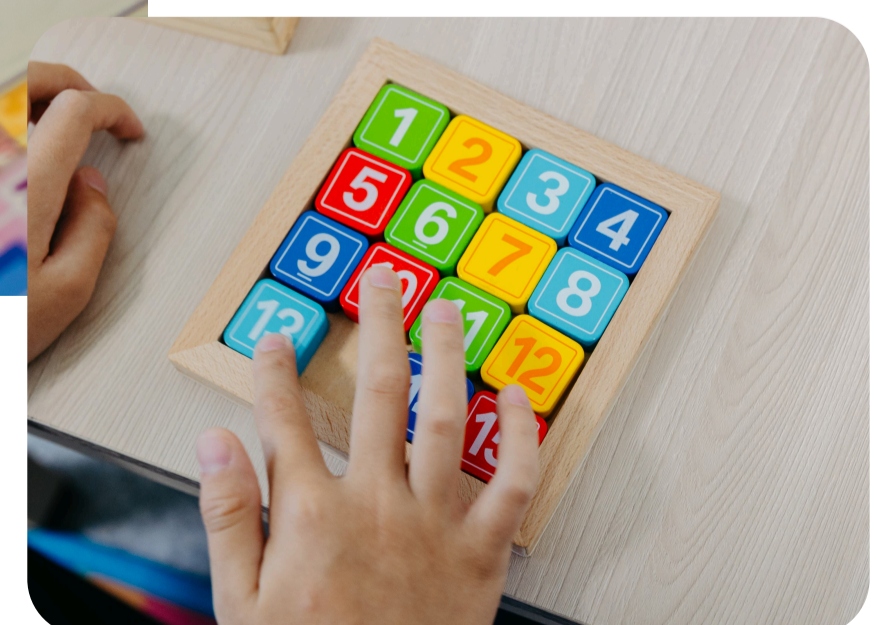
UNITS OF EQUIPMENT PROVIDED TO RCIES AND PPC OFFICES

1292

CHILDREN WITH SEN RECEIVED SUPPORT AT PPC OFFICES

1

NEW RCIE IN AKTOBE



THOSE WHO ARE WITH US – WHOM WE HELPED

FOCUS AREA

Friendly School.

«A shift from focusing on a medical diagnosis to understanding a child's real abilities when choosing their educational path»



ABOUT THIS AREA

Special schools have traditionally played an important role in supporting children with SEN. Within the project, we show how such schools can become resource centers for developing inclusive education across the country. At the heart of this approach is a shift from focusing on a medical diagnosis to understanding a child's real abilities when choosing their educational path.

Building on last year's experience of transforming two special schools in Almaty, we focused our efforts on expanding learning opportunities for children in home-based education. Thus, thanks to the «Inclusive Resource Classroom Model» initiative, children with multiple diagnoses gained the chance to study in a school environment. This approach has the potential to scale and can be applied in transforming special schools across the country. In addition, we help special schools nationwide with equipment and with the all-round development of children with SEN's skills through promoting sport and culture.

RESULTS OF THE YEAR

- International support for **2 boarding schools** in Almaty together with Perkins
- **4 in-person** and **8 online trainings** for specialists
- A **second classroom** opened under the «Inclusive Resource Classroom Model»
- **69 units** purchased: assistive devices for the visually impaired, materials
- Published **200 copies** of «Magic Glasses» and **200 copies** of «Engaging Dialogues»
- Adopting **Perkins** international approaches
- A «**Resource Classroom Model**» guide for transitioning children out of home-based education
- **41 sq. m** renovated · self-funded

RECOGNITION

The Dara Foundation is featured in the annual report of the international Perkins school – the [Perkins International Impact Report 2025](#). The methodological guide «[Engaging Dialogues](#)» – is a manual for developing dialogic speech in children with SEN.

Dance and football classes moved from the foundation's financial support to a sustainable, self-funded model.



43

SPECIALISTS COMPLETED TRAINING

20

CHILDREN IN RESOURCE CLASSROOMS

1

CHILD MOVED FROM HOME-BASED EDUCATION INTO A SCHOOL CLASSROOM

THOSE WHO ARE WITH US – WHOM WE HELPED

FOCUS AREA

Opening the world.

«With trained specialists and an adapted environment, blind children receive a quality education»

ABOUT THIS AREA

For many years we have remained one of the few organizations in the country working systematically to create conditions for the education and development of blind children, including in small towns and rural areas. For many educational organizations, the need for practical knowledge, methodological support and modern tools to support such children remains pressing.

The foundation builds sustainable models of inclusion in which schools and kindergartens – regardless of their location – gain access to expert help and effective solutions for welcoming a blind child. Practice shows the importance of a comprehensive approach: with trained specialists and an adapted environment, blind children receive a quality education and the chance to take full part in the social, cultural and sporting life of society.

IMPACT

- Creating conditions to educate blind children without sending them to distant boarding schools
- Piloting a model for including blind children in rural schools
- Kazakhstan's first open video course on working with blind children
- Developing blind football and showdown



5000+

BLIND CHILDREN · 25+ ORGANIZATIONS

900

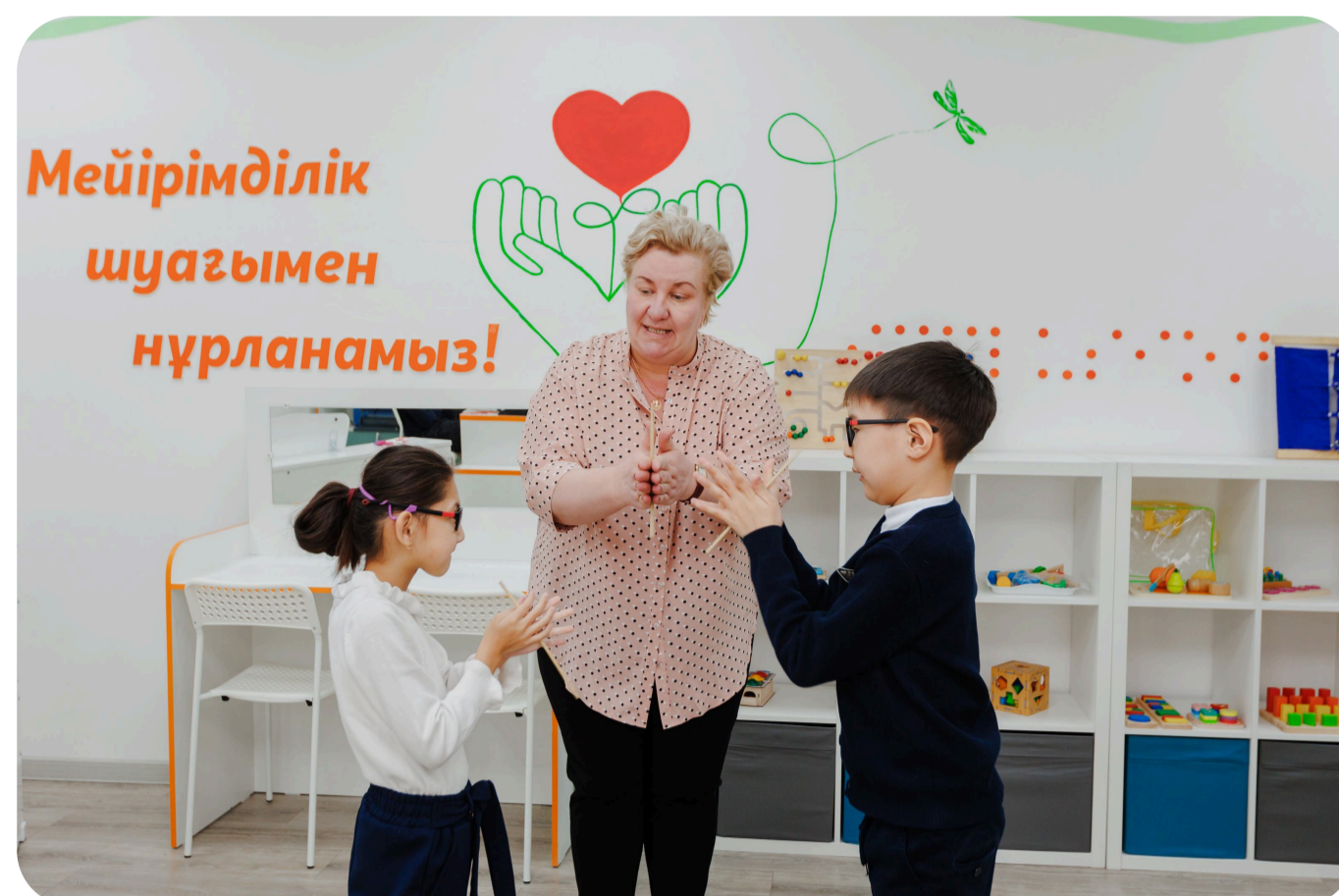
TEACHERS RECEIVED MATERIALS FOR WORKING WITH CHILDREN

14

CITIES REACHED

A [collection of poems](#) by children with visual impairments and a [video course](#) for teachers and parents of blind children were published.

THOSE WHO ARE WITH US – WHOM WE HELPED



RESULTS OF THE YEAR

- **241** Braille books in Kazakh were donated to 14 school libraries. **4 300** students, including **380** blind children, gained access to Braille literature. **11** blind-football seminars reached more than **500** children. **40** boards, **11** tactile-graphics devices, and over **300** items of equipment. **10** media representatives completed audio-description training. A collection of poems by children with visual impairments was published.



Gallery of gratitude

OUR PARTNERS

10 mln+

TENGE AND ABOVE

THANK YOU for every contribution – regardless of its size or source – it is a sign of trust in the Foundation and a readiness to share responsibility for children's development!

Islamic Development Bank (IsDB)

An international financial organization supporting sustainable-development projects in OIC member countries. Under the Tadamon First Call for Proposals grant program – implemented by UNDP and funded by the Islamic Solidarity Fund for Development (ISFD) under the leadership of IsDB – the foundation received a grant to develop its individual mentorship project. Thanks to this support, the sustainability of the mentorship program is ensured for a year and a half across 10 regions of Kazakhstan, making it possible to continue supporting teenagers from orphanages.

Chevron MunaiGas Inc.

A major international energy company operating in Kazakhstan in the exploration, production and transportation of oil and gas. For two years it has supported the transformational project «Time of Opportunities» to introduce a system of early support for families with children aged 0 to 3 based on international standards. With the company's involvement, a network of ESS is being created and scaled across the healthcare, education and social-protection systems to a single standard.

Playrix Kazakhstan Limited

A Kazakhstani private company, part of the international Playrix group, operating in the development and support of mobile and online games. By supporting the «Opening the World» and «Inclusive Education» projects, it has contributed to building a more inclusive educational environment and opening new opportunities for children with SEN in Kazakhstan.

«HARMONY» Public Foundation

An organization specializing in the creative development and social integration of young artists with disabilities. The foundation is a partner in the three-year Friendly School project, carried out jointly with Perkins School for the Blind, aimed at bringing international experience into the system of special boarding schools.

The Tranco group of companies

A Kazakhstani group of companies operating in transport logistics and related infrastructure services. It supported the Mentors program, aimed at developing individual mentorship and organizing educational courses for teenagers from orphanages. It ensures systematic mentor training, support for mentoring pairs and the delivery of educational courses.

«Plaza Deluxe» LLP

«Plaza Deluxe» LLP is the official representative and retailer of the Italian brand Bvlgari in Kazakhstan, operating in the trade of fine jewelry and watchmaking. For several years the company has supported the Mentors social project, backing individual mentorship in a number of the country's regions.

Thank you!

«Every online donation is a person's conscious decision to become part of systemic change»

THOSE WHO ARE WITH US – OUR DONORS

Private patrons and international grant programs made a substantial contribution. Their support made it possible to sustain projects and carry out long-term initiatives.

01 Corporate support

Corporate partners are an important part of the Foundation's sustainable development. A business contribution is not one-off charity but a strategy of social investment.

«Pavlodar River Port» JSC · «RTS LTD» LLP · «Mars Kazakhstan» LLP · «Fizmat Academy» Private Institution · «Kazakhstan Football Federation» Association · «Vigor Holding» LLP · «Mary Kay (Kazakhstan)» LLP · «NKTex» LLP · «Quanysh Eshenqul» Private Foundation · «LVMH P&C Kazakhstan» LLP · «Line Brew» LLP · «CIT DAMU» LLP · «ZHOSPANOVA» LLP · «KIT STROY GROUP» LLP · Embassy of France in Kazakhstan · «Fintechfinance» Microfinance Organization LLP

02 Volunteer fundraising

Student events, corporate projects, school fairs, book events, personal occasions and the initiatives of company employees are an important part of supporting the Foundation.

Kazakh Societies Guild · Charity Reading Bookclub · Mary Kay Kazakhstan · ALTEL and Tele2 · OQYASTANA · MaxMara · Seven Rivers Capital · DOS.Community · G&G · New Generation School NGS · Ainura Akhmetova

03 Online donors – 2 596 bank transfers

The support of private donors is the foundation of our programs' sustainability. Ordinary people who made online donations through international and local platforms – *Benevity Cause*, *GlobalGiving Foundation*, the *TOOBA u TAYYAB* mobile apps, the *KASPI* and *HALYK BANK* banking services, and the websites www.dara.kz and www.fundraising.kz – became part of professional help for children.

04 Pro bono volunteering

Designer **Taukhan Bakhytzhonov** @tau.bk and **Igor Rudich** @ig_rid – postcards for email newsletters. Photographer **Adilkhan Aubakirov** @adeka.jpg – the foundation's photo shoot. Translators **Aizhan Kazemgeltova** @aizhankee and **Albert Orynbasarov** @aorynnbasarova – preparing the annual report in two languages. We thank you for your involvement – not only for the quality results but for the sincere support of people who share our values.

List of abbreviations

BIL	Bilim-Innovation Lyceum
HEI	Higher education institution (university)
MoH	Ministry of Health of the Republic of Kazakhstan
MoE	Ministry of Education of the Republic of Kazakhstan
PPC office	Psychological-Pedagogical Correction office
MLSPP	Ministry of Labor and Social Protection of the Population of the RK
NPO	Non-profit organization
NSPC	National Scientific and Practical Center for the Development of Special and Inclusive Education
SEN	Special educational needs
RK	Republic of Kazakhstan
RCIE	Resource Center for Inclusive Education
ESS	Early Support Service

FINALE

Thank you, *for being with us.*





This year was full of important projects and good deeds – and all of it became possible **thanks to you.**

«Every shape is beautiful»

CONTACTS

-  18 Dostyk St., office 20.18
-  +7 705 114 32 50
-  info@dara.kz
-  daracharity
-  www.dara.kz
-  www.fundraising.kz

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-  @dara.charity
-  @dara.nastavniki
-  @dara.inclusion

Follow, share, spread the word — every action brings change closer.

SUPPORT US



OPTION NO. 01

Kasp QR

Scan with your camera or point it at the code



OPTION NO. 02

Halyk QR

Scan with your camera or point it at the code