



GROWING HOPES FOR A BETTER FUTURE WITH OUR SCIENTIFICALLY-BASED PROGRAMS

acev.org

Büyükdere Cad. Stad Han No.85 Kat.2
34387 Mecidiyeköy İstanbul
T +90 (212) 213 42 20
F +90 (212) 213 36 60



Unfortunately, on March 3, 2017, we bade the final farewell to our Founding Member and Vice Chairperson of the AÇEV Board of Directors, Dr. Çiğdem Kağıtçıbaşı. Dr. Kağıtçıbaşı provided the scientific studies that became the cornerstone upon which AÇEV was founded. She provided continuous service for 24 years and her departure is a great loss for both our foundation and for Turkey's scientific community.

It is difficult to fit into these pages all of the academic contributions to the social sciences our valued scientist, Dr. Kağıtçıbaşı, has made in Turkey and internationally. However, since every stage of AÇEV's story evolved through the light cast by the scientific work of our valiant teacher, it is impossible to tell this story without touching upon her work.

The theoretical contributions in the field of social psychology by Dr. Çiğdem Kağıtçıbaşı, a pioneer of the Cross-Cultural Psychology movement, started with the belief that "psychology studies conducted exclusively in the West cannot represent all humanity." Later, as part of a cross-cultural study team, Dr. Kağıtçıbaşı investigated "the value of the child" in Turkey, and produced a new and enlightening theory: the "Family Change Model."

This theory sheds light on how child-rearing methods are affected by socio-economic changes, such as urbanization and modernization, and how people's self-concepts have changed accordingly. Dr. Kağıtçıbaşı developed a new theory of the self, called "the autonomous-related self". This theory posits that humans have a need to be both autonomous and related; contrary to the dominant theories in the West, emphasizing autonomy, which may lead to alienation.

Managing to fit countless studies into her academic life, perhaps the most important characteristic of Dr. Kağıtçıbaşı that distinguishes her from other academicians

was her desire to bring together science and society. She sincerely believed that science should serve to improve human life, and this belief has come to life in the Mother Child Education Foundation.

A professor at Boğaziçi University in the 1980s, Dr. Kağıtçıbaşı, along with Dr. Sevdâ Bekman and Dr. Diane Sunar, created "Turkey's Early Enrichment Project," one of her most important research studies. The story of AÇEV started with the dream of delivering the Mother Child Education Program to the wider masses, which was established in this particular work of scientific research and then successfully implemented. She led the establishment of AÇEV along with Ayşen Özyeğin and Dr. Sevdâ Bekman, who shared this dream.

The establishment and the work of the foundation have proven that social sciences are not abstract, but instead accessible, and can create change towards social well-being. The Mother Child Education Program not only reached hundreds of thousands of mothers and children under the roof of AÇEV, but it has also gone on to become an example to inform the policies and practices of the Ministry of National Education. The program has been implemented in many countries besides Turkey.

The scientific work that started with a dream inspired the creation of new dreams. To strengthen the preschool child and its immediate surroundings, AÇEV developed several programs in succession, addressing

mothers' and fathers' education, preschool education, women's literacy, and women's empowerment.

Dr. Kağıtçıbaşı's theoretical studies have always provided the light on AÇEV's path forward. Her belief in developing programs to suit and benefit the target audience in her own culture has always been of utmost importance for her. The indispensable themes of our educational programs have thus been supporting the child through its immediate environment, especially parents, and meeting the needs for both autonomy and relatedness.

As an academic advisor and vice chairperson of the AÇEV Board of Directors, Dr. Kağıtçıbaşı supported the foundation's work from a scientific perspective and developed ideas and roadmaps based on her driving question, "what can we do to reach more children and families?" Therefore, education through television was one of Dr. Kağıtçıbaşı's prioritized activities at AÇEV. This activity convinced us all that television programs could be based on scientific education and fun at the same time. Thanks to this approach, AÇEV developed various television programs that reached millions of viewers.

AÇEV's women empowerment programs and activities held a separate place for Dr. Kağıtçıbaşı. The struggle against inequality and the promotion of positive change of women's place in society was her mission until the very final days of her life. She pioneered academic centers for the empowerment of women, like KOÇKAM (Koç University Women's Research Center), and encouraged AÇEV to conduct more educational programs for women.

Since the establishment of AÇEV, we have had the privilege of walking alongside Dr. Kağıtçıbaşı on the road of science and service to society, reaching millions of people through education. She would never allow us to despair, always setting an example with her calm yet practical and tenacious spirit. She emphasized the importance of science being accessible to everyone, and reminded us of the importance of human values and sincerity, saying, "Science is a serious endeavor, but it does not have to be sullen."

*We will miss
Dr. Kağıtçıbaşı's guiding
wisdom, her unyielding
optimism, her humble
personality, and the
value she placed on
young people, as much
as her scientific work.
We acknowledge
the inadequacy of
words to describe her.
However, from this
point onwards, we will
continue to transfer
the light of science and
conscience entrusted to
us to future generations
and work with our
highest capacities for
humanity's well-being.
We will miss you very
much, our dear teacher
Çiğdem...*



Dear Friends of AÇEV,

Unfortunately, this year's annual report will record our very deep and painful loss. A Founding Member of our foundation and the Vice Chairperson of the Board of Directors, Prof. Dr. Çiğdem Kağıtçıbaşı, passed away on March 2, 2017. Dr. Kağıtçıbaşı, a valuable scientist and my close friend, was invaluable in the founding of AÇEV and paved the way for our educational training projects by shining a beacon of science on our pioneering efforts. In addition to her counseling on early childhood and family education programs, she extended our vision of girls' involvement in school, the education of their fathers, the empowerment of women, and the relevance of our work in its power to impact social policies and practices.

Dr. Kağıtçıbaşı held science, learning and teaching above all else, as she set an example for us with her humble personality and encouraged us with her relentless enthusiasm for work. Her passing is a great loss for our foundation and the Turkish scientific community. We know that it will not be possible for us to acclimate to this loss. We will always

remember our dear teacher with fondness, respect, and appreciation. Condolences to us all.

Early childhood development is the focus of our programs.

In 2017, we will continue to support the holistic development of children aged 0-6, which we regard as “the miracle years” in human life. It is our aim to create equal opportunities for the education of children in this age group, because research consistently demonstrates that human brain development occur fastest and learning skills are at their sharpest during these years.

When we look at what is happening around us today, we can surely say that for a more peaceful world we all need to invest more in the coming generations, who will determine our future. As AÇEV, we believe that the best investment that could possibly be made is that in our children, our most important asset. We believe that this investment can be made through educational support and continually improve our programs by closely following the innovations in science and technology.

Strengthening the knowledge and skill sets of families—the greatest supporters of early childhood—continues to be the starting point of our programs.

We support these efforts with awareness building campaigns that underline the importance of parents in child development. The “First 6 Years” mobile app, which we prepared to educate parents, has reached thousands of people and that number increases each day. We take pride in the fact that we receive requests for this app from across the world.

We are interested in supporting the development of disadvantaged children and prepare them better for school.

Towards this goal, in 2016 we launched a training program for Syrian refugee children who have limited

access to preschool education. To set a model, we adapted the Summer Preschools Program, which we have been implementing in the Southeast (where early childhood education rates have been low) since 2003 to the needs of refugee children living in Istanbul. We also lent our expertise to similar education programs in other regions that have dense Syrian refugee populations. In 2017, we will continue to conduct these activities in line with the society's needs and demands.

We believe that young women are one of the catalysts of social transformation to ensure gender equality.

To this end, we continue to support young women through education. In 2017, we will begin to implement our new training program "POWER," developed by AÇEV experts in 2016. With this program we aim to empower young women as individuals with an active role in decision making through a life skills training.

We believe it is critical to develop involved and responsible fatherhood, which is an important factor in creating gender equality.

For this reason, we continue to implement our Father Support Program, recognized as a best practice program by the UN in 2017, through our volunteer trainers. In 2017, we will also carry out a series of research and campaign activities, aiming to mobilize all stakeholders who may be influential in creating gender equality through the transformation of fathers. This transformation will serve to make fathers aware of their role in the care and development of children and to encourage them to take responsibility.

We believe that the issue of gender equality is transferred from generation to generation, and we are working to create awareness in different parts of society. Our project entitled **"I Support Gender Equality for My Country,"** implemented

in partnership with Koç Holding, is a successful example of our private sector collaborations.

In 2016 we also expanded our international activities to Lao PDR and Brazil for cooperation with organizations in these countries.

We have taken our place in international platforms like Men Engage and MenCare in our efforts towards fatherhood education. We aim to expand our efforts to other countries in the coming years based on international demand.

We support these efforts with awareness campaigns that underline the importance of parents' role in child development. In addition to our research, implementation, and awareness programs that we conduct as AÇEV, within the framework of our global collaborations, we continue to support the UN's broader objectives including the UN Sustainable Development Goals and Global Compact Principles. We will always continue to invest in a happier and more hopeful future and the well-being of all people.

We have a large group of contributors behind our programs and successes, including our trainers, volunteers, cooperating organizations, supporters, and consultants. To all of our stakeholders I offer endless gratitude and I hope our cooperation will continue for many years.

For a better, happier, and stronger society I believe that we must present today's children with education based on scientific foundations and universal values from their earliest ages and I see this as our most important opportunity. As the AÇEV team, we will continue to work wholeheartedly in the coming year.

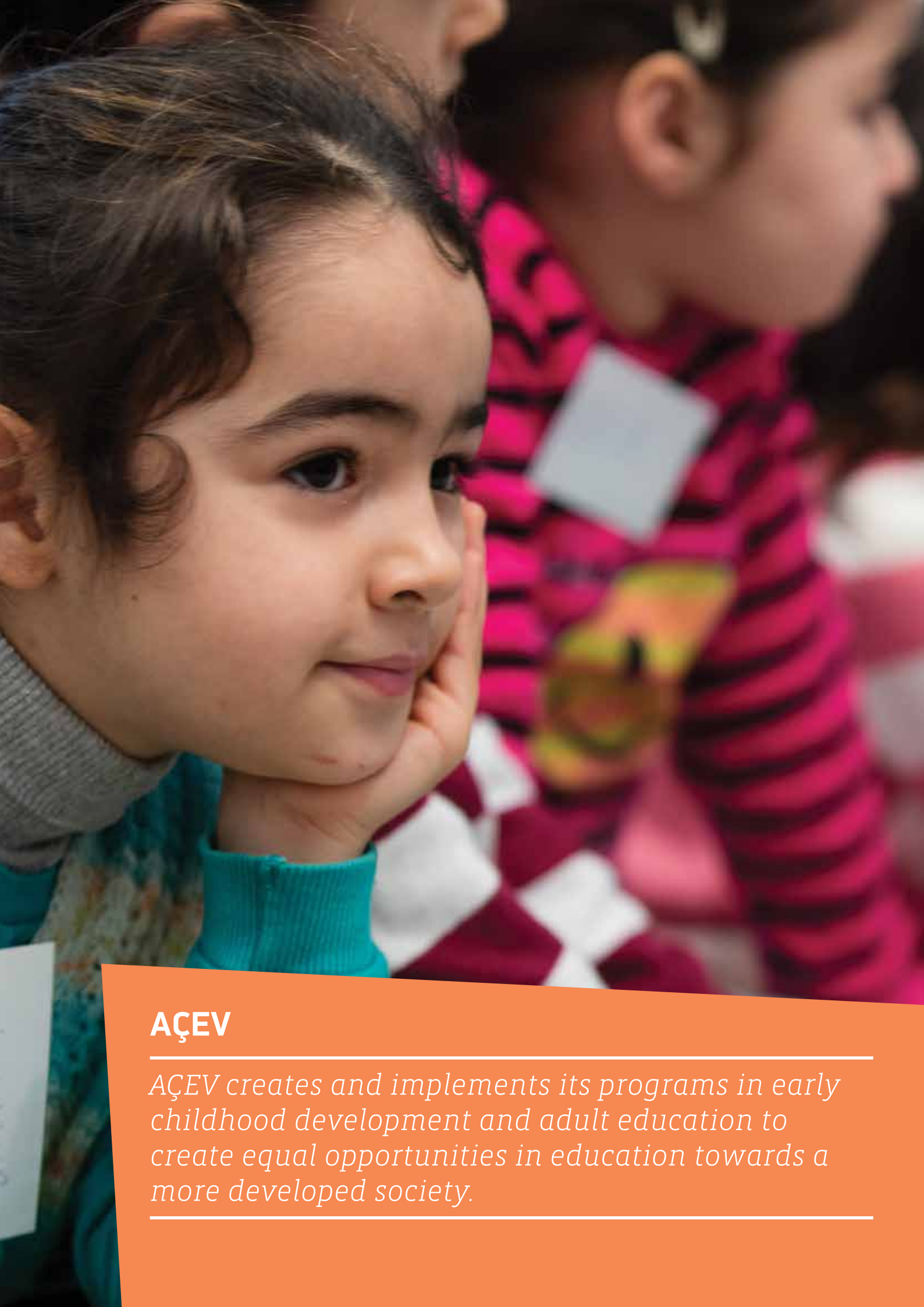
With love and respect,

Ayşen Özyeğin

Chairperson of the Board of Directors

CONTENTS

AÇEV	7
MAJOR MILESTONES	12
BOARD OF TRUSTEES, BOARD OF DIRECTORS, AND ADVISORS	16
Our Power Partners	17
Thanks to Supporters	18
2016 Figures 2016	19
AÇEV in Turkey	20
AÇEV Worldwide	21
LIFE'S MIRACLE YEARS:	
EARLY CHILDHOOD PERIOD	22
CHILDREN GROW WITH THE LOVE AND INVOLVEMENT OF THEIR MOTHERS AND FATHERS	30
YOUNG WOMEN PARTICIPATING IN LIFE, STRONGER THROUGH EDUCATION	34
GENDER EQUALITY: AWARENESS PRACTICES FOR SOCIAL TRANSFORMATION, COMMUNITY INFORMATION SEMINARS	38
AÇEV WORLDWIDE: INTERNATIONAL AÇEV PROGRAMS	41
AÇEV-SUPPORTED CENTERS	43
TOGETHER, WE ARE STRONGER: FUNDRAISING PROGRAMS	45
HUMAN RESOURCES	48



AÇEV

AÇEV creates and implements its programs in early childhood development and adult education to create equal opportunities in education towards a more developed society.



Early Childhood and Child Development

A child's first 6 years is considered to be a **vital stage in human development**. During this period, called “**early childhood**,” the child develops at a fast pace. Intelligence, perception, personality, social behavior, and mental abilities are shaped to a significant level. Most of the child's brain development is also completed during this period, forming the basis of what will be in effect throughout the child's life. Failure in the child's basic development during early childhood may have permanent negative effects on their cognitive, emotional, and social development. The level of development varies depending on how the child is raised and educated during the first 6 years.

In the first 6 years of life, a child's brain will develop faster than it ever does throughout the life span. Especially in the first years, approximately **700 new neural connections** are generated in the brain per second. These links are the cornerstones of a child's cognitive, language, social, and emotional development.

The connections in the brain, which are not stimulated or used, weaken and disappear over time.

The foundation of language skills, which is important for success in academic and social life, is also developed during this period.

Before children start talking, parts of the brain related to language development begin to take form. For young children, the process of breaking up language into meaningful pieces occurs when adults talk to them. For this reason, the prevalence of families and close encounters in early childhood is highly important.

In addition, quality educational support for children during this period is important and fosters their development. The benefits of a qualified Early Childhood Education include longer exposure to schooling which allows children to become more successful in academic terms, as well as healthy, active, and productive.



The Importance of Early Childhood Development (ECD) on the Sustainable Development Goals

The aim of the United Nations' Sustainable Development Goals for 2015 is to advance and improve the benefits of the Millennium Development Goals, thereby reducing poverty, encouraging participatory social and economic development, and ensuring that everyone benefits from equal and sustainable wealth.

The findings of different branches of science demonstrate clearly and convincingly that investment in young children forms the basis of sustainable human development.

ECD is a set of strategies based on scientific evidence. Factors within this strategy include parent support; early detection and intervention of developmental delays and obstacles; child care; support and learning; health care for the target groups; nutrition; social protective services; good quality preschool education; and transition to good quality primary schools.

ECD programs and interventions go beyond being the most cost-effective method of achieving outcomes in health, nutrition, and education, in that they are necessary for the empowerment of women, the reduction of violence, the promotion of environmental sensitivity, and breaking the inherited cycle of poverty and inequality.

The realization of these strategies requires that multiple partnerships be formed in cooperation with different sectors, and that different governmental agencies work together.

Our global responsibility to children is mandated by the Convention on the Rights of the Child (CRC). It is one of the key components of a rights-based approach to human development that promotes equitable and sustainable development.

Creating an environment where young children and their families can thrive will contribute to achieving most important goals in health, education, income, social justice, women's rights, and gender equality.

Early Childhood Education (ECE) Services in Turkey and the Importance of Families

It is not appropriate to address **children's development** as separate dimensions such as health, nutrition, early childhood education, child protection, family attitudes, and culture.

Child development needs to be addressed holistically. Therefore, all strategies and services for early childhood development must be part of inclusive policies that take into account the different needs of children **from birth to primary school years.**

In Turkey, however, health, education, and child protection are the categorized under administrative responsibilities of



When brain development in early childhood is so critical in determining the future of the child, the kind of relationships the child builds with his/her immediate environment, i.e., parents, becomes extremely important in supporting brain development. Development and learning occurs as a result of children interacting with their environment. As the most immediate element in this environment, parents have the most important role in every aspect of children's development, including brain development.

different public institutions. There are no public institutions, services, or policies that address the child's development holistically. Çocuğun gelişimi ile bütüncül olarak ilgilenen kamu kuruluşları, hizmetleri ve politikaları bulunmamaktadır.

Research worldwide and in Turkey underlines the fact that the return on investment in ECE is very large, since the developmental speed of children is high and the related investment costs are relatively low. The ECE cost/benefit analysis has shown that **for every 1 TL invested, there is a future return of 7 TL**. On the other hand, the amount of investment in early childhood in our country is very low, which means that children are deprived of the appropriate environments and stimuli for their development during this miraculous period of 0-6 years.

Children whose brain development is supported within their immediate environment in early childhood become happier, healthier, and more successful individuals in the future; build more positive relationships in the society; have better problem solving and coping skills. Individuals who grow up in this manner are more respectful of differences and more empathic to each other; they contribute more to their community's development and peace.

All of these key contributions make ECE a critical intervention area, not only for individual but also for economic, social, and sustainable development. In providing these services, the principle of equality, i.e., reaching those who are in most need, is of utmost importance. Therefore, early childhood services must be accessible to everyone.



AÇEV'S MILESTONES

1993

- The Mother Child Education Foundation (AÇEV) is officially founded, creates its logo, and opens its first office in İstanbul.
- AÇEV begins to implement the 25-week Mother Child Education Program (MOCEP) in collaboration with the Ministry of National Education.
- AÇEV secures World Bank funding to extend the reach of MOCEP in the context of its Nonformal Education Project in collaboration with the Ministry of National Education

1994

- Recognizing the need among mothers, AÇEV begins work on developing an adult literacy program and signs a protocol with the General Directorate for Apprenticeship and Non-formal Education attached to the Ministry of National Education.
- AÇEV organizes its first scientific seminar entitled "Human Development and Assessment" at Boğaziçi University, in collaboration with the Bernard Van Leer Foundation.

1995

- AÇEV opens offices in Ankara and İzmir.
- Implementation of the Functional Adult Literacy Program (FALP) begins.
- A symposium on "The Importance of Early Childhood Education" is held.

1996

- In response to the demand from mothers, development of the Father Support Program begins and first pilot implementations follow.
- MOCEP becomes more widespread through partnerships; implementations continue in 23 provinces.
- AÇEV's collaboration with the Averroes Foundation in the Netherlands continues, and courses begin with immigrant families.

1997

- AÇEV joins the "Consultative Group on Early Childhood Care and Development" and is designated its "Central Asia Representative for Early Childhood Education."
- 25 educational films on MOCEP are produced and broadcast on television.
- MOCEP's first overseas implementation is launched together with the Cognitive Development Program in Ghent, Belgium, with Turkish immigrant families.

1998

- In response to overseas demand, MOCEP is implemented in English in Bahrain.
- AÇEV is named the "UNESCO Early Childhood Cooperating Centre for Central Asia."
- The "Family Letters" information kit is prepared for pregnant women and parents with children between 0 and 3 years of age.
- The "Graduate Mothers Project" geared to children at orphanages of the Social Services and Child Protection Agency is launched with MOCEP graduate mothers.

1999

- Work on developing the Preschool Parent Child Education Program (PPCEP) begins.
- AÇEV partners with the Education Union in context of the Father Support Program (FSP); first implementation takes place at the Mercedes Benz factory.
- A Scientific Advisory Board is established at AÇEV, consisting of 17 academicians.

2000

- Following the 17 August 1999 Earthquake, AÇEV helps the founding of the İzmit Rehabilitation Center (IREM).
- AÇEV initiates a literacy campaign in collaboration with the newspaper Hürriyet, and FALP implementations begin in 10 provinces.
- Implementations of the Mother Child Education Program begin in Belgium and France, and the Mother Support Program in Germany.

2001

- AÇEV begins to support the National Education Support Campaign and establishes the “Literacy Information Hotline” to inform callers by telephone.
- Developed to provide information on child-rearing, “Communication with Children” seminars are held for mothers and fathers.
- AÇEV receives the “Millennium Award” from the Women’s Health Commission (KASAKOM), and the “Most Effective Foundation of the Year Award” from the Yeni Olgu Art and Activity Group.

2002

- MOCEP, in collaboration with the Ministry of National Education since 1993, is transferred over to the General Directorate for Apprenticeship and Nonformal Education attached to the Ministry.
- Developed in collaboration with Turkish Radio and Television (TRT), and geared to preschool-aged children and their families, the television program “Will You Play with Me?” begins airing on TRT channels, is elected “Best Children’s Program” by the Radio-Television Journalists’ Association, and receives “Children’s TV Program of the Year Award” from YA-PA Publications.
- AÇEV’s Diyarbakır office opens.

2003

- AÇEV becomes a collaborating partner of the Education Reform Initiative.
- AÇEV receives the “Vehbi Koç Award” from the Vehbi Koç Foundation for its work in and contributions to education.
- The 10-week Mother Support Program based on MOCEP’s content is developed and implemented.
- In Alipaşa, Diyarbakır, the AÇEV Education Center for Children and Families is founded; implementations of the Preschool Education Program and its complementary component, the Mother Support Program, are initiated in Diyarbakır, called Summer Preschools.

2004

- The FSP spreads to 16 provinces through various partnerships and its first overseas implementation begins in Germany.
- AÇEV hosts the annual meeting of the International Consultative Group on Early Childhood in İstanbul.

2005

- AÇEV opens offices in Adana, Şanlıurfa, Mardin, Van, Bursa, and Erzurum to coordinate its work in the context of the Reproductive Health Program and the Gender Program funded by the European Union.
- AÇEV launches the “7 is Too Late” Campaign in collaboration with six other NGOs to raise public awareness, generate support for, and develop policies on the importance of early childhood education.
- Literacy education is broadcast on television in collaboration with TV channel Kanal D in a 65-episode project titled “Our Classroom.”

2006

- Overseas program implementations begin in Switzerland and Saudi Arabia, in addition to those in Bahrain, Belgium, France, Germany, and Jordan.
- To publicize the Father Support Program and the importance of father education, the television program “It’s Great to be a Father” is prepared and aired in collaboration with the TV channel, NTV.
- AÇEV’s FALP receives UNESCO’s “King Sejong Literacy Award” given to selected literacy projects worldwide.

2007

- New newspaper/magazine ads and TV/radio spots are prepared and used to promote the ongoing “7 is Too Late” Campaign.
- In addition to AÇEV’s organizational website, www.7cokgec.org— an informative and supportive site geared to families and experts—is launched.
- FALP continues to become more widespread via partnerships, and implementations begin in Bursa and Kocaeli.

2008

- AÇEV’s Founding Board Member Prof. Sevdâ Bekman’s book on AÇEV’s history, entitled *The Mother Child Education Foundation through the Years: A Multi-Perspective Narrative* is published.
- The “Parenting...” Project, undertaken in collaboration with media platform Digitürk. The project receives the Golden Compass Award from the Turkish Public Relations Association (TUHID) and AÇEV President Ayşen Özyeğin is presented with the Happy Kids Service Award for Preschool Education.
- A protocol is signed between AÇEV and the Center on the Developing Child (HCDC) attached to Harvard University’s Graduate School of Education.

2009

- The “Multidimensional Women’s Empowerment Project” is launched, funded by the Sabancı Foundation Grant Programs.
- The “First Step Ahead Project” is launched, funded by the Vodafone Turkey Foundation.
- AÇEV conducts the third cycle of promotional and communications activities of the “7 is Too Late” Campaign.
- The www.7cokgec.org website is awarded first place at the “Golden Spider” web awards.

2010

- AÇEV is honored with the World Innovation Summit for Education (WISE) Award for the Mother Child Education Program (MOCEP).
- The Level 2 Functional Adult Literacy Program is revised and transformed into the “Advanced Literacy - Access to Information Program.”
- Rural Education and Women’s Support Program is launched, aiming to strengthen the life skills of women and girls in rural areas.

2011

- The “Life is Better Reading” television literacy project is launched in collaboration with ZTV, in line with AÇEV’s new outreach efforts.
- A computer-based literacy program, “Read and Write with AÇEV” is developed in line with AÇEV’s computer-aided instruction objectives.
- AÇEV becomes a member of the UNESCO/ NGO Collective Consultation on Equal Education for All.

2012

- To support families in the aftermath of an earthquake in the province of Van, the Post- Trauma Family Counseling Center is established at the Hüsrevpaşa Container City in collaboration with the Ministry of Family and Social Policies and the Psychological Trauma and Crisis Intervention, Research, and Training Association (PAYE).
- “You Are My Father” Campaign is launched in context of the Father Support Program.
- To meet societal needs, AÇEV completes the revision of all its education programs by incorporating central themes of peace, respecting differences, gender, and child protection.
- AÇEV enters an academic collaboration with the Yale Child Study Center and the MacMillan Center for International and Regional Studies.

2013

- AÇEV receives the “EMPower Champions of Youth Award” for its literacy work geared to young women.
- The Early Childhood Peace Consortium is organized in line with AÇEV’s collaboration with Yale University.
- Van Posttraumatic Family Counseling Center, which was inaugurated by the pioneering efforts of AÇEV, is transferred to the Psychological Guidance and Counseling Research Center of Van Yüzüncü Yıl University under a protocol.
- The first part of the public panel discussion series titled “Being a Father in Turkey - Responsibilities, Rights and Solutions in Gender Equality” is held in Istanbul within the scope of “Training Fathers for Violence-Free Families” project supported by UN Women.

2014

- AÇEV is honored with another award for its literacy work from the U.S. Library of Congress, one of the oldest and most esteemed institutions in the US.
- In line with its “First Step Ahead Project” in collaboration with the Vodafone Turkey Foundation to promote quality preschool education, AÇEV launches the “First 6 Years” mobile application and provides parents with information on child development through their mobile phones.
- AÇEV’s Summer Preschools Program, implemented in Southeastern Turkey for the past 12 years, is launched as a pilot project in Laos in Summer 2014 through a collaboration with Plan International, an international NGO active in Southeast Asia.

2015

- On June 11, 2015, AÇEV, Yale University, and UNICEF host the “Pathways to Peace: Early Childhood and Families Conference” in Istanbul.
- A model that includes community-based work in the context of the “A Fair Start to Life For Children Living in Rural Areas” project, funded by the UBS Optimus Foundation, is developed and implemented.
- AÇEV becomes one of the partners in the “I Support Gender Equality for My Country” project run by Koç Holding, and joint work begins on creating awareness on this issue at all levels of society.

2016

- In cooperation with the Istanbul Provincial Directorate of National Education, pilot applications of the “Summer Preschools for Syrian Children” Program are implemented with the support of Plan International and Siemens Turkey.
- Pilot implementations of a new women’s empowerment program called “POWER” begin, aiming multi-faceted development of young women, supported by UNWomen’s Fund for Gender Equality.
- In the framework of the “Fathers for Change” project, supported by the Bernard Van Leer Foundation, fieldwork is completed for “Fatherhood in Turkey” research study, where fatherhood and masculinity roles are investigated.

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 - Yale University
- Clinton Global Initiative
 - World Forum Alliance
- European Commission, European Union
 - World Bank
 - Plan International
 - Child Care Association
- Bernard Van Leer Foundation
- International Step By Step Association (ISSA)
 - MenCare, MenEngage
 - Arab Resource Collective
 - International NGOs

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- Ministry of Education
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- Ministry of Food, Agriculture and Livestock
- Media Organizations (TRT, NTV, Channel D, ZTV Information)
 - T. C. Ministry of Development
 - GAP Administration

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With many thanks to our Power Partners ...

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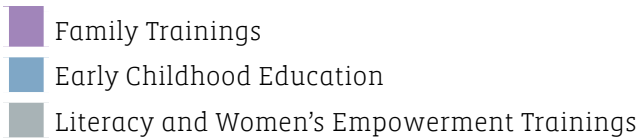
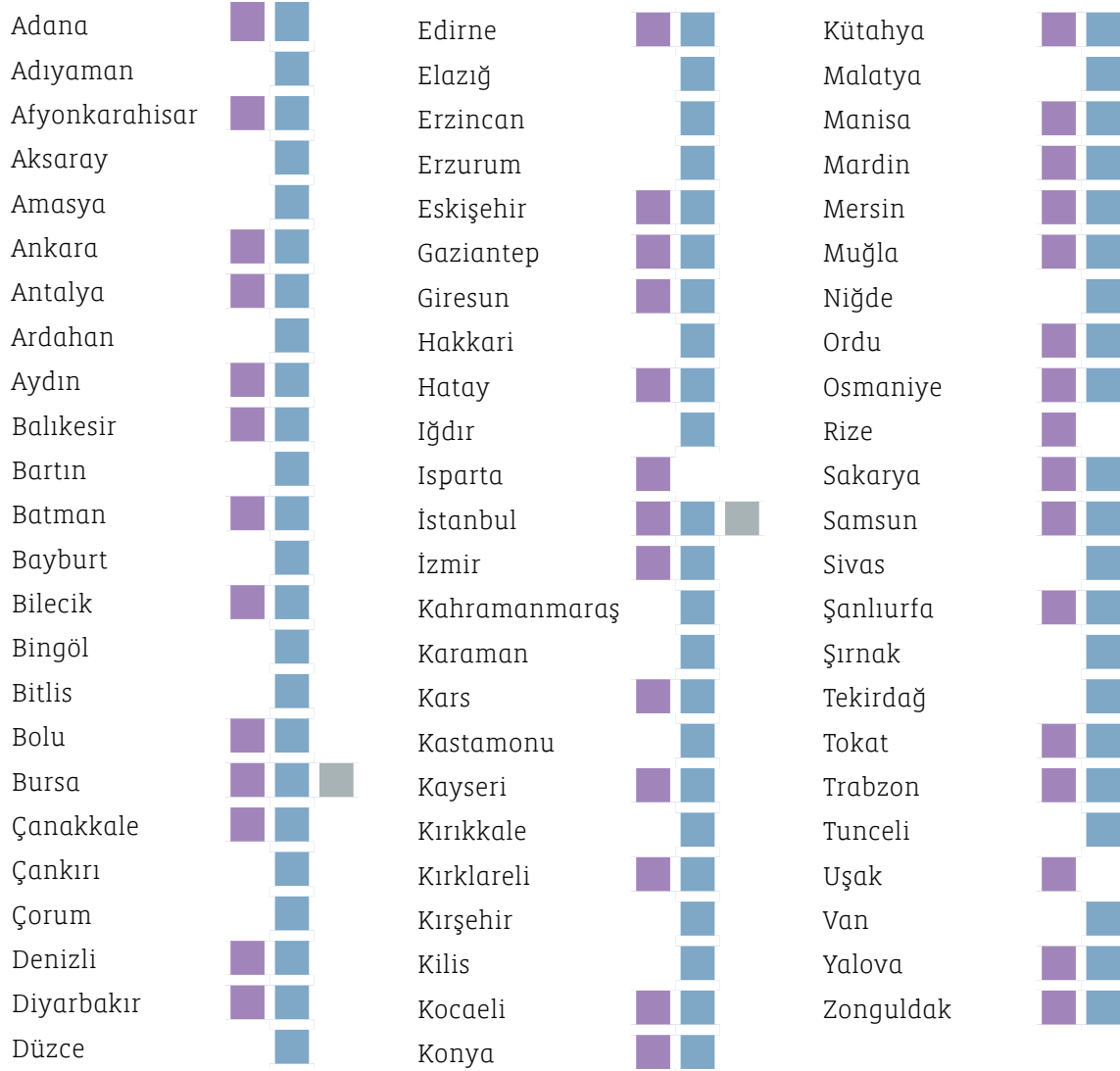


FIGURES 2016

FACE-TO-FACE EDUCATION PROGRAMS (TURKEY)	 Mother 1,633	 Father 5,439	 Child 10,579	 Woman 2,070	19,721
FACE-TO-FACE EDUCATION PROGRAMS (INTER- NATIONAL)	 Mother 2,145	 Child 1,580	3,725		
AWARENESS RAISING SEMINARS	 Parent 3,822	 Public Administrator / Teacher 3,078	6,900		
CHILD EDUCATION PROGRAM (CEP) AND CLASSROOM EQUIPMENT/ SUPPLIES	 Child Education Program (CEP) and Classroom Equipment/Supplies 9,765				9,765
TECHNOLOGY- SUPPORTED TRAINING ACTIVITIES	First 6 Years Mobile App www.acevdeokuyaz.org * www.acevokuloncesi.org ** www.gelecegeilkadim.org ** www.ilk6yil.com ** 148,529 7,463 344,565 10,462 86,371				597,390
SOCIAL MEDIA ACTIVITIES	 Facebook *** 197,994	 Twitter *** 17,808	 Instagram *** 2,929	217,587	
TRAINING SEMINARS	Trainer Training Seminars Capacity Building Seminars 554 257				811
GRAND TOTAL					855,899

* Number of Portal Members, ** Number of Views of (on) Sites, *** Total Number of Followers

AÇEV IN TURKEY



AÇEV WORLDWIDE

Countries in Which AÇEV has Program Implementations

- 1 Germany
- 2 Bahrain
- 3 Belgium
- 4 Bosnia and Herzegovina
- 5 Brazil
- 6 France
- 7 Netherlands
- 8 United Kingdom
- 9 Switzerland
- 10 Cyprus
- 11 Laos
- 12 Lebanon
- 13 Mexico
- 14 Saudi Arabia
- 15 Jordan

2016 International Educational Activities

Laos

Plan International Summer Preschool Program

Lebanon

Arab Resource Collective-Mother Child Education Program (Arabic)

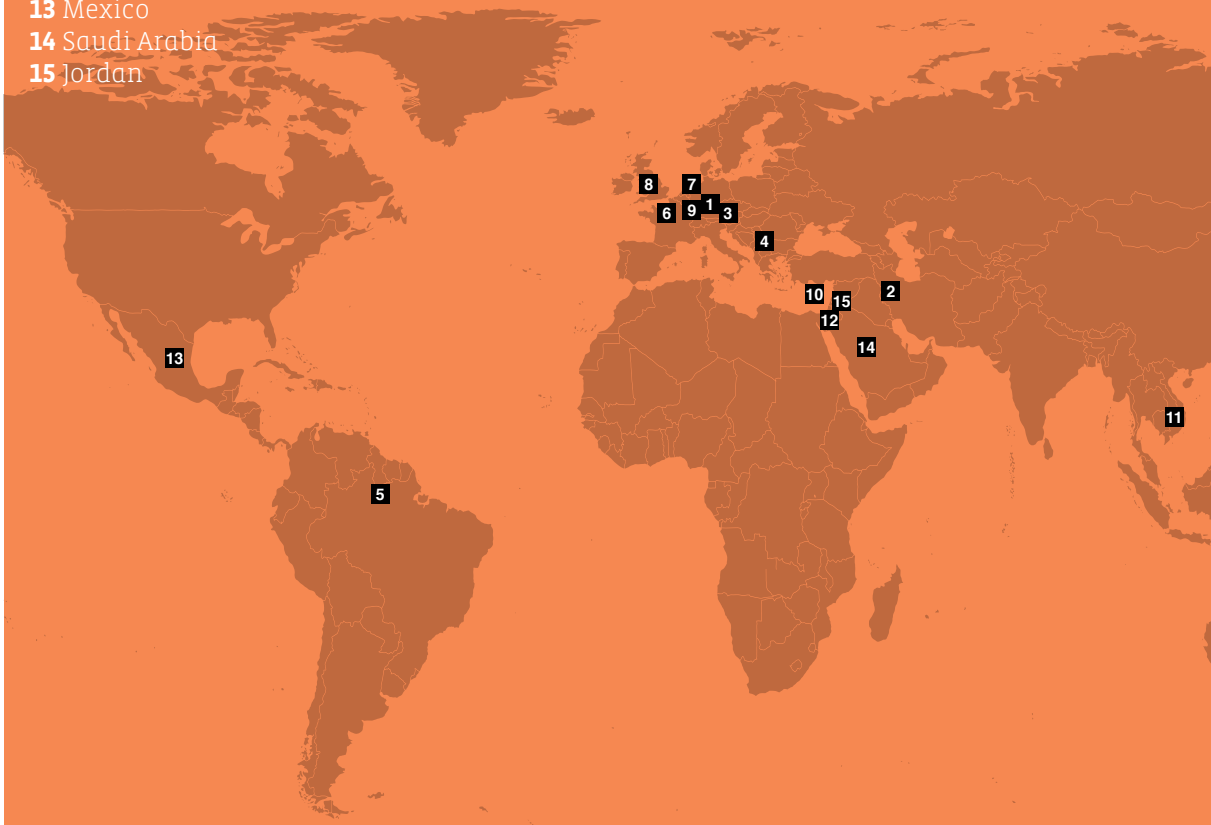
Saudi Arabia

Turkish Embassy in Riyadh, Saudi Arabia- Mother Support Program (Turkish)

Childcare Association-Mother Child Education Program (Arabic)

Brazil

Federal University of Sao Paulo - Mother Child Education Program (Portuguese)



International Partners





THE MIRACLE YEARS: EARLY CHILDHOOD

Early Childhood Education



2016 Early Childhood Education Activities

Mother Trainings

In 2016, assessment meetings were held with the Basic Mother Support Program (Basic MSP) trainers in Diyarbakır and İstanbul and program revisions were made in line with the feedback received from the trainers.

Early childhood is a time when children have extraordinary opportunities for positive development. Environments that provide resources for stimulation can increase the number of brain cells and facilitate the formation of neural connections between these cells, which present parents with numerous opportunities in this particular time frame to cognitively and socially support their children. The first years of life are determinative of the child's future. During these miracle years, support by parents and a qualified early childhood education give children new opportunities in every aspect of development. With good pre-school education, **children living in adverse conditions increase their opportunities for starting formal education at an equal level with their peers**, regardless of their socioeconomic status.

Early childhood education interventions targeting the community's disadvantaged population play an important role in reducing social inequalities and, in particular, **intergenerational transfer of inequalities**. Within this scope, AÇEV provides educational programs for young children and parents. In addition to face-to-face training programs, AÇEV reaches out to pre-school teachers and parents through internet and mobile applications.

TURKSTAT data shows that 89.6% of children in the 0-5 age group are in their mother's care. Of Turkey's female population, 43% are primary school graduates, 8% are not literate, and 74.9% of non-literate women have four or more children. Therefore, AÇEV provides these mothers with basic and advanced education catered to different socioeconomic groups to support their children's development.

Mother Support Program (MSP)

The Mother Support Program was created to support mothers in their parenting roles, to raise awareness on child development, to strengthen their communication with their children, to inform them about their rights and healthy living. These trainings increase mothers' self-confidence and strengthen their role in their children's education. It also helps to improve the cognitive, physical, social, and emotional development of the child by developing the mother's educational skills, thus helping to prepare a home environment that supports the child development.



At the same time, a pilot project of the newly developed Mother-Child Activities was conducted. Events were redesigned in consideration of feedback received. In 2016, the Diyarbakır team and volunteer trainers opened a total of **68 courses** (including Basic MSP, MSP 3-6 and MSP 7-11 groups), **reaching 1,179 mothers**.

Children's Reading Groups

In 2016, 24 children's libraries were established in various schools in Istanbul with the support of the Hasbro Company; 600 children were reached through Reading Groups, and 1,500 books were distributed. The program, entitled "Children's Reading Groups," was conducted

with academicians in order to establish a monitoring and evaluation system, thereby making the program more effective. The Children's Reading Groups program was transformed into a holistic, three-component model entitled "**A Reading Future,**" which combines the Reading Groups, AÇEV Libraries, and Family Seminars.

The book list, program materials, curriculum framework, and content have been revised for the new program. A total of 37 volunteer educators were trained in the Trainers' Trainings held in İzmir and Istanbul under the revised program and local collaborations were established in locations where the program was to be implemented.

At three months, the baby's brain can distinguish a few hundred words, even in different languages. The more words the parent of an **8-month-old infant** speaks to the child, the larger the child's vocabulary will be by the age of 3. Language differences start to appear in children **at 18 months**. Typically, **3-year-old children** of families with high socioeconomic status and education levels have vocabularies three times larger than children of low-socioeconomic and educational level families. The Hart-Risley Study (1995) shows that children of low-income families hear **30 million fewer words** than children of high-income families before reaching **4 years of age**. For this reason, reading books to children at an early age is extremely important, primarily from linguistic

and cognitive aspects. It has been found through research that reading books with their parents improves the verbal language skills of children and contributes positively to alphabet comprehension and phonological awareness, which supports both expressive and receptive vocabulary development. In line with these facts, AÇEV conducts its "**Reading Future**" program for children in regions where need has been identified. During the six-week project, volunteers read books to children in an animated manner. At the end of the program, the books are distributed to the children. In addition, libraries are set up for children in appropriate locations and informative seminars for family members are held on the importance of reading to children.

AÇEV - Hüsni M. Özyeğin Foundation (HMOV) Collaboration in Rural Education - Kilis Implementation

Within the framework of women-centered work carried out in 2016, in 6 villages in Kilis HMÖV's Adult Reading Groups and Rights Module were conducted, reaching a total of 81 women. Within the scope of child-centered work, Children's Reading Groups were held in four villages, reaching a total of 51 children. In addition, two summer kindergarten programs were conducted for 33 children in two villages. At the same time, the summer kindergarten class in one of these villages was transformed into a playroom for children between 3 and 6 years to host the Play Time and Having Fun Learning programs.

Acevokuloncesi.org

With the addition of **1,432 new members** to the **acevokuloncesi.org** website in 2016, the total number of members reached **7,463**. New activity suggestions were submitted to the site every month, monthly expert articles were added, and a series of articles was posted on how to deal with difficult situations in the classroom. In addition, to drive traffic to lesser frequented sections of the website, periodic announcements directed readers to these sections.



acevokuloncesi.org is a website designed to support preschool teachers, one of the key components of a quality preschool education. The site contains detailed content from family participation to the Ministry of National Education Preschool Education Program, as well as an activity pool, serving as an extensive resource for teachers regarding goals and outcomes involved in educational activities. The site is enriched with examples, visual materials, and videos from various educational resources.



"The First 6 Years" Mobile Application

The number of users enrolled on our mobile app increased from **93,877** in January 2016, to **158,988** in December 2016. The number of registered families has risen from 106,550 to 182,173 within this period. During this time, we collaborated with our contracting agency in making the necessary improvements and updates. In line with these updates, new screens have been added for a more user-friendly interface and height-weight graphics have been developed.

The "First Six Years" Mobile Application Project was developed as a collaboration between the Vodafone Foundation of Turkey and AÇEV with the aim of providing equal opportunity in access to information through mobile technology. In Turkey, where internet access is becoming more common, and smart phones and tablets are increasingly used, it is intended that families will be able to learn about child development and parenting skills using these technological tools. The "First Six Years" mobile application provides useful, practical, and immediate support to all families, and serves as a comprehensive "child raising guide," which includes up-to-date information on child development. The app, compatible with Android and iOS operating systems, and available via Google Play and the iTunes Store, offers practical information and suggestions that can be implemented immediately, all based on AÇEV's original content. This information is presented under different headings according to the developmental characteristics of the child, and is supported with photographs, educational videos, and animated films.



With more than half of the primary users being mothers of 0-2-year-olds, the application will soon feature the “New Mother’s Assistant,” which includes advice on breast feeding, supplemental nutrition, and sleeping times. Additional updates include the “Dads are also Here” content, so that fathers can be more involved in child care and development during early childhood. Another update is a section called “health card in my pocket,” where users can register their child’s health status, vaccinations, and allergies. In addition to these updates, a survey system is being developed to collect more data from the app users and to enable monitoring and evaluation of the app.

Summer Preschool Programs

Summer Preschool (Diyarbakir and Mardin)

Supported by FibaBanka and various institutions within its ecosystem, AÇEV’s Summer Preschools curriculum, the Preschool Education Program (PEP), was implemented during the new school year with its renewed content, in which activities and visual materials were improved.

Visits were paid to schools in Diyarbakir and Mardin, where Summer Preschools were to be implemented, to build rapport with the school principals and make the necessary preparations. Teachers to take part in the program were selected from among those who have completed the Trainers’ Training and conducted the program in previous years.

AÇEV implements an accelerated Preschool Education Program (PEP) for 4+ year-old children in regions with identified need to provide equal opportunity in education, a better future for children, and to raise the awareness in their families. The program supports children with no previous preschool education and aims to inform mothers on supporting their children to gain basic academic skills. Our goal is to minimize the disadvantage in which children find themselves and to increase

their school readiness, while at the same time strengthen the impact of the preschool education through educating their mothers. The program is conducted over 10 weeks in Diyarbakir and Mardin, where preschool classrooms provided by the Ministry of National Education are equipped with the necessary material by AÇEV. In addition to the daily preschool sessions with children on weekdays, weekly 2.5-hour Mother Support Program meetings are held with the children’s mothers.



An additional training and planning meeting was held in June before the start of the Summer Preschools for the readaptation of teachers into the program. The Summer Preschool Program was conducted between July 11 and September 9 with 16 classes in Diyarbakır and 4 classes in Mardin - Kızıltepe reaching a total of 340 children and their mothers.

Summer Preschools for Syrian Children (Istanbul)

The Preschool Education Program was adapted for Syrian children with revisions in reading readiness and book reading sessions and 5 books in Arabic added to the program for the use of Syrian teachers.



Every child needs to be supported through education, starting from the early years, to reach their highest potential. To this end, AÇEV develops intervention programs that are tailored to the needs of children with limited access to preschool education. Since 2003 AÇEV has been implementing its Preschool Education Program (PEP) in areas where access to early childhood education is quite limited. In 2016, the PEP was adapted to suit the needs of Syrian children in a pilot program conducted in collaboration with the Istanbul Provincial Directorate of National Education.

The main goal was to implement a short-term intervention program that would increase the level of Syrian children's school readiness, based on reported adjustment problems that they experienced while transitioning to formal education.



The revision of the “cultural bulletin board” was prepared by a Syrian adviser to include culturally relevant pictures, information, and children’s songs in Arabic.

As part of the signed collaboration protocol, Istanbul Provincial Directorate of National Education and AÇEV identified two schools in need in the Esenler neighborhood for Syrian children to benefit from the summer preschools. The Summer Preschool Program was conducted with 8 classes across 2 schools with 4 classes in each school, and 128 children benefitted from the program. **Siemens Turkey** and **Plan International** were the sponsors of this project, including activities in both schools.

A Turkish and a Syrian teacher were present in each class. Trainers’ training for all teachers was conducted from June 20th to July 1st. In addition, as field supervisors for both schools, two experienced field officers from the Diyarbakır and Mardin summer preschools participated in this project in Istanbul.

This program was monitored and evaluated by AÇEV experts and early childhood research specialists. The monitoring and evaluation report was completed on November 2016 and shared with consultants who contributed to the project. According to the report, children participating in the trainings demonstrated

positive effects on their social-emotional, cognitive, and Turkish language development. The program also improved teachers’ professional skills and their approach to children from different cultures.

GAP (Southeastern Anatolia Project) Administration Summer Preschools Program for Syrian Children under the UNICEF Program Cooperation Agreement

Within the scope of the agreement signed between the GAP Administration and UNICEF for the Empowerment of Syrian Children and Youth Work Plan Cooperation, the **GAP Administration** requested AÇEV to provide technical support for the implementation of summer preschools. To this end, a consultative protocol was signed between AÇEV, the GAP Administration, and the Development Foundation of Turkey. Under this protocol, AÇEV’s Summer Preschools Program was implemented for Syrian refugee children in the Multi-Purpose Community Centers (ÇATOM) established in seven provinces of South Eastern Anatolia (Adiyaman, Batman, Gaziantep, Kilis, Mardin, Siirt, and Urfa).

In accordance with this protocol, AÇEV’s Preschool Education Program (PEP) trainer training was held through June 6-17 with 20 teachers and 6 field advisors serving at ÇATOM during the summer preschool implementation.



The majority of these 20 teachers were bilingual (Arabic and Turkish) and the adapted version of the Summer Preschool Program was implemented for Syrian children. Following the trainers' training, an additional field consultant training was conducted on June 17-19. Between July 11 and September 9, for 9 weeks at ÇATOM, the Summer Preschool Program reached 340 children in 20 classrooms.

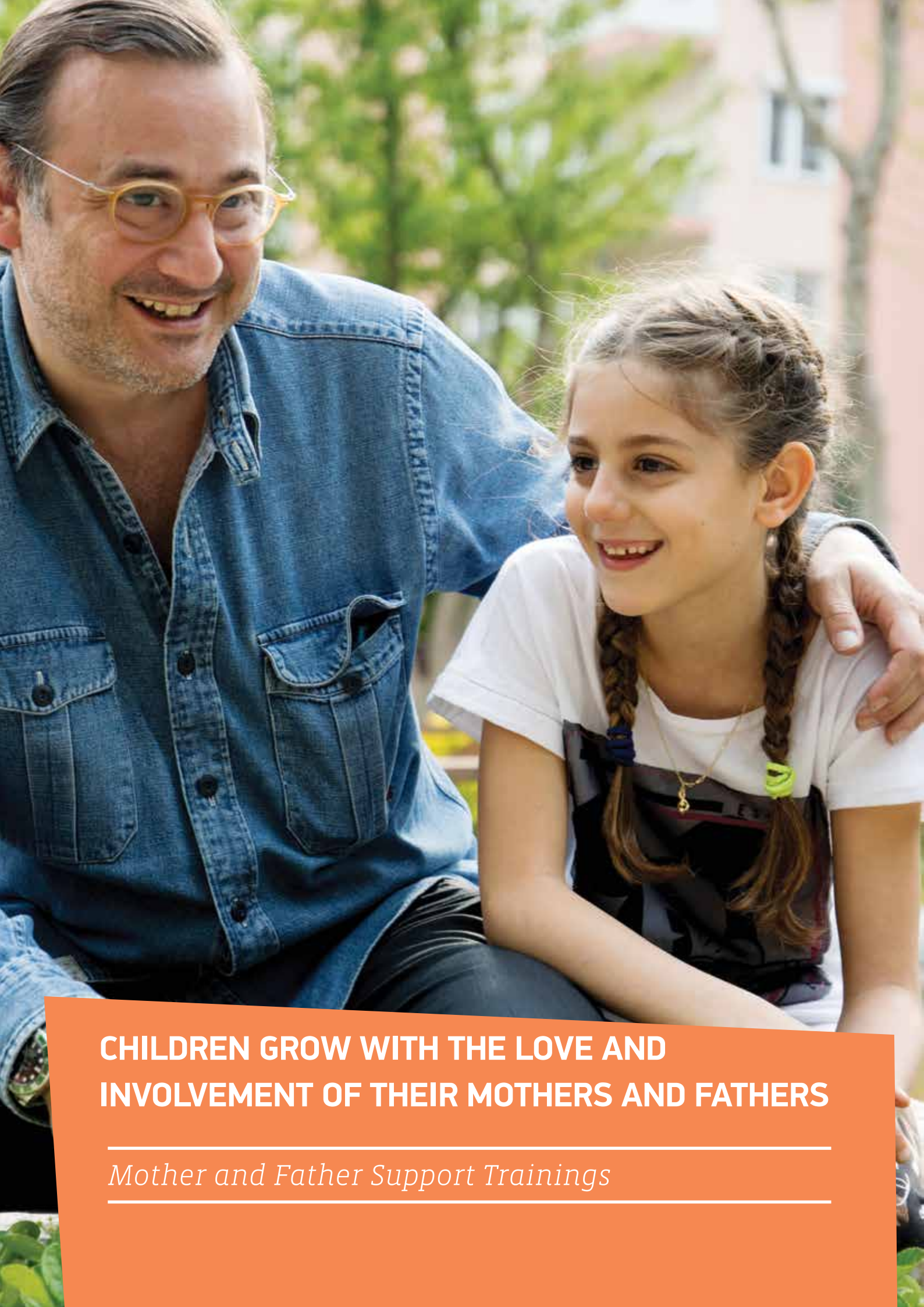
Capacity-building training on various topics in early childhood education was provided to 40 pre-school teachers working in ÇATOM within the scope of the GAP Administration between October 24-28 in Şanlıurfa. In this training, assistant professors from Boğaziçi University, Dr. Ersoy Erdemir and Dr. Mine Göl Güven, as well as AÇEV experts, conducted workshops on topics such as Social and Emotional Environment in Early Childhood Education, Family Involvement Methods, and Early Literacy Skills.

Home Visits under the Home-Based Program

Within the scope of the protocol made with the GAP Administration, the Child Education Program (CEP) and Having Fun Learning Program were implemented under AÇEV's consultancy in the homes of Syrian families in 4 provinces. Through 20-26 September 2016, the Home-Based Education Program (My Home School) Theoretical Trainer Training was held in Şanlıurfa with a total of 35 people including 24 home visitors, 5 supervisors, and 6 ÇATOM representatives. In addition, 5 supervisor candidates participated in the Home-Based Program Theoretical Supervisor Training. After the Trainers' Training, between October and December (the first period of the project), 13 mothers and 16 children in Gaziantep; 41 mothers and 56 children in Kilis; 111 mothers and 135 children in Şanlıurfa; and 182 mothers and 195 children in Mardin were reached through the Home-Based Program, reaching a grand total of 347 mothers and 402 children overall.

Feedback from home visitors, ÇATOM officials, and households confirms that Syrian families live in conditions which are considerably lacking and that there were almost no stimuli for children. The educational booklets provided and the weekly informational chats with mothers created a very positive feeling, such that the children and their mothers looked forward to each home visit.





**CHILDREN GROW WITH THE LOVE AND
INVOLVEMENT OF THEIR MOTHERS AND FATHERS**

Mother and Father Support Trainings



Involved Fatherhood

The traditional male dominant family structure in Turkey regards the mother as primarily responsible for children's education. In addition, fathers' work arrangements, on average, keep them away from home for long hours, affecting their relationships with their children negatively. On the other hand, even when the father is at home, he typically does not feel responsible for children's education, and even if he does, he often does not know how to act on this issue. The stress of not having the necessary skills to effectively support their child's development, coupled with that of exhaustion caused by work, leads to negative, anti-democratic relationships built with children, failing to effectively support children's development. However, in the development of the child, the father is at least as important as the mother, and for the father-child relationship to be effective, the father has to be involved in child development.

What is an involved father? In a very general sense, it is a father who takes responsibility for the care and development of the child; listens to, spends time with, establishes and maintains a democratic

and close relationship with the child. For this reason, it is important to put into place programs ensuring fathers' participation in child care and giving them the skills necessary to support child development.

AÇEV conducts various activities on involved fatherhood. We organize trainings, research, seminars, and campaigns to raise awareness and inform both the fathers themselves and institutions that work with fathers.

AÇEV's Father Support Program (FSP), constantly updated in line with scientific developments and social needs, aims to support fathers in assuming an active role and responsibility in child development. The program is applied in two different modules for fathers with children aged 3-6 and 7-11 years. The FSP is an adult training program with 10 to 13 weekly, 2-hour evening sessions. Ten of the 13 weeks are for fathers, and in the last few weeks, mothers attend the sessions along with fathers. Typical group size is 15 to 20 fathers with each session consisting of group discussions, small group activities, games, stories, and case studies.



2016 Father Support Program (FSP) Implementations

In 2016, 435 FSP courses were held in 41 provinces across Turkey through different collaborations, reaching 5439 fathers with children aged 3-6 and 7-11 years. Of these courses, 112 were for the 3-6 age group and 323 for the 7-11 age group.

Bernard Van Leer Foundation's Fathers for Change Project

This project is designed to reinforce the positive influence and role of the father in providing a better environment for their children. The project aims to strengthen the democratic relationship within the home through supporting fathers, thereby reducing the negative attitudes towards and effects on the child, while ultimately providing a supportive environment for children.

During the course of this year, 52 of the FSP courses were held in Istanbul and Bursa reaching 671 fathers within the scope of this project. The "Fatherhood in Turkey" research study, conducted with BVLF's support, completed fieldwork in the second half of 2016. A report will be published in the first half of 2017, documenting research results



that will demonstrate the associations between fatherhood and the perceived role of masculinity in Turkey.



UNWOMEN's Fathers Are Here for Gender Equality Project

This project, spanning 2016-2018, includes two campaigns to promote men's involvement and advocacy in (1) parenting and child development and (2) gender equality. The ultimate goal of the project is for men to assume greater responsibility for the prevention of male violence against women.

Since the launch of UNWOMEN's **Fathers Are Here for Gender Equality Project** in September, 98 groups were opened, reaching 1215 fathers within the scope of the project.

Through campaign activities, fathers and volunteer trainers were supported in local advocacy work. In addition, social media campaigns were organized on special days such as Mothers' and Fathers' Day, as part of advocacy for involved fatherhood.

Yapı Kredi Bank's Fathers' Training for Democratic Families

Yapı Kredi Bank supported AÇEV's project, Fathers' Training for Democratic Families, under its "Fund for My Country," reaching 640 fathers through FSP trainings. The project was implemented in the Aegean provinces of Afyon, Aydın, Denizli, İzmir, Kütahya, and Muğla between 1 March - 31 December 2016.





YOUNG WOMEN EMPOWERED THROUGH EDUCATION

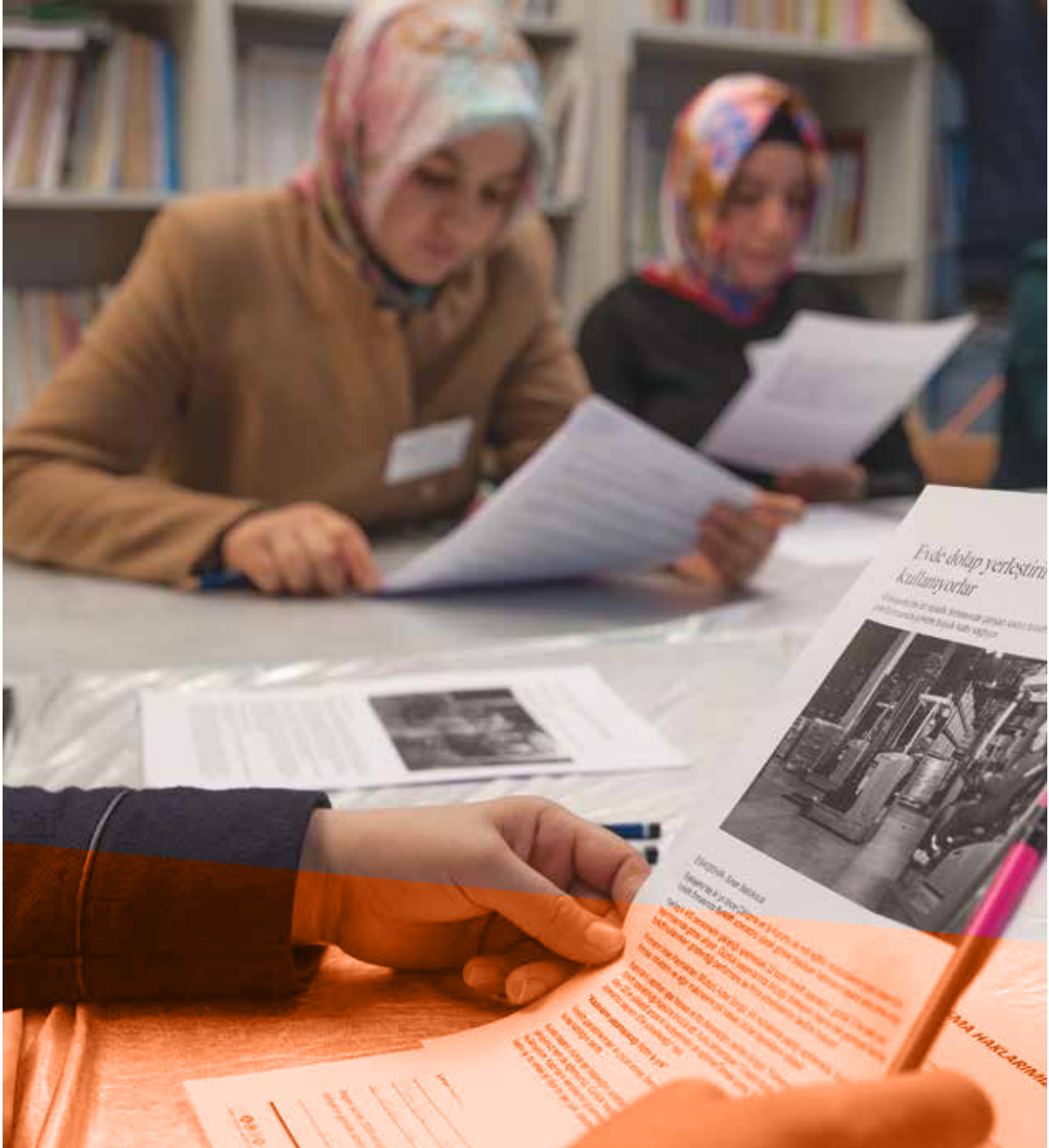
POWER Training Program



The Definition of Literacy is Changing in the 21st Century

Literacy plays an important role in accessing information and in changing the lives of individuals. Through literacy, individuals are empowered to make the right decisions in economic and social matters and to be effective citizens who can benefit from rights and services, which overall contributes to sustainable development. Today, adult literacy is considered as more than just basic skills such as reading, writing, and calculating, and it now encompasses globalization, advances in communication technology, and other vital abilities to

respond to economic, political, and social transformations. Literacy now includes skills in critical thinking, information technology use, workplace literacy, environmental awareness, as well as health and media literacy. AÇEV, with its long-standing experience in conducting educational activities in the country for women who are not literate, has now restructured these programs to increase women's literacy levels in line with this new definition and to strengthen young women to become more active in life.



POWER Training Program

We started the pilot training sessions for a new program called POWER (named after the acronym for the UN-funded project, Politics for Women—Empowerment through Representation) to enable multi-faceted empowerment of young women. The 8-week program aims to increase the literacy level of women and includes 3 hours of activities per day for two days a week. The targeted demographic is young women between 18 and 35 years of age. With the information they receive from this program, it will be possible for these

women to make positive changes in their own lives as well as to raise their children more consciously. The program includes core topics such as personal development, individual health care, women's labor, and participation in decision making. Young women are able to gain awareness and skills in many current issues such as complementing their meagre education, personal goal setting, communication, introduction to business life, art-technology-media, child protection, and equal role distribution in the family.

The UNWOMEN-funded, three-year-long project, **POWER - Politics for Women: Empowerment through Representation**, was initiated on 6 April 2016.

In January 2016, Basic Literacy and Advanced Literacy programs were conducted in Istanbul, Bursa, Diyarbakir, and Gaziantep. In 2016, a total of 134 literacy courses, 11 development programs for young women, 167 children's reading groups, 12 playrooms, and 7 Basic Computer courses were opened, reaching 2,070 women and 3,298 children.

In the first half of the year, literacy programs funded by Yapı Kredi Bank, Louis Vuitton, and C & A were successfully completed. Our financial literacy project funded by Bank of America was completed in the second half of 2016. For the second time, the Consulate of Canada funded Children's Playrooms for the pre-school aged children of young women participating in AÇEV courses.

With the support of Bank of America in 2016, 51 literacy courses were opened in Istanbul to develop literacy skills for 808 women, while 260 women benefitted from the literacy program funded by the C & A Foundation. Yapı Kredi Bank-funded 58 literacy courses were opened in Gaziantep which provided literacy and financial literacy trainings to 1,247 participants.

With the support of Louis Vuitton, 105 literacy courses were opened in Istanbul and Bursa within the scope of the Journey to Literacy project, reaching 1,722 women. This five-year project, completed in 2016, included the provision of 702 courses in which 10,069 women were trained. With the contributions of the Canadian Consulate, 10 children's play groups were opened in Istanbul and Bursa to engage 78 children of women who were benefitting from these literacy programs.

UN Women's POWER Project

As of April 2016, a women's empowerment project was launched under the UN Women Fund for Gender Equality with the goal of increasing participation of young women in multi-level decision making processes. In this 3-year project, young women aged 15-35 (primary school graduates) from low socioeconomic backgrounds with limited access to resources will be given advanced literacy skills training, as well as awareness building/training in skills related to participation in decision-making at the home, neighborhood, and district level. A new development program for young women, namely POWER, was prepared to reach an initial total of 3,900 young women in Bursa and Istanbul, the project provinces.

In 2016, content for **Raising Awareness for Men** and **Community Information Seminars** was developed within the scope of this project. On the other hand, content for Children's Playrooms were revised with the ECE Unit. The content of the project's introductory seminar "I Improve Myself, I Support My Child" was updated.

Within the scope of the project, a total of 169 young women aged 15 to 35 were reached through 11 groups of POWER training sessions. Of all program participants, 82.3% were literate or 5-year primary school graduates and 74% had children aged 3-11.

Literacy education via Internet: AÇEVDEOKUYAZ (Read & Write at AÇEV) Website

AÇEV's www.acevdeokuyaz.org is an adult literacy portal developed to provide literacy activities to a wider audience. There are over 16,000 registered users across the country using the free online platform, which aims to increase literacy skills for all adults, including those with no literacy.



GENDER EQUALITY

*Awareness Raising Activities for Social
Transformation & Community Information Seminars*



AÇEV and Gender

AÇEV aims to **contribute to equal opportunity in education** through all of its activities. **Addressing gender equality has consistently remained one of the main objectives of all AÇEV programs since 2010.**

Gender equality is important for healthy development, human rights, and human development. Considering AÇEV's mission, which is supporting the developing child and its immediate environment through education starting from the early years; it is a right and developmental basis for girls and boys to have equal access to opportunities. Supporting the physical, cognitive, social, and emotional development of boys and girls, and parents taking equal responsibility for the care and upbringing of children will lead to increased health and well-being of the society, most importantly the children themselves. Egalitarian parenting attitudes provide an opportunity for not only the child to grow up in an environment free of discrimination or violence, where their development is supported, but also the parents to develop healthier and happier relationships. Equality in the family will therefore contribute to the development of healthy relationships in the child's life and

lead to a more peaceful society in the long run.

In our educational activities, AÇEV draws attention to the socialization of gender roles in the early stages of life. In other words, we strive to demonstrate how stereotypes about being a girl or a boy lead to discrimination in the opportunities offered to children. AÇEV also focuses on breaking this cycle with the emphasis that these roles become reinforced in adulthood. We therefore aim to raise awareness of the adults who are responsible for the care and development of the child. We strive to achieve this by having parents recognize the consequences of inequality and develop more egalitarian attitudes and behaviors to prevent these consequences, thereby also increasing societal awareness. AÇEV tries to raise awareness on gender equality not only in parents, teachers, and school administrators, who have an important role in the development and education of children, but also in private sector employees. We conduct a number of seminars to raise awareness and change behaviors.

KOÇ Holding "I Support Gender Equality" Project

In 2016, a short, one-hour version of the Windmill of Knowledge Seminar, the second phase of the project, was developed to be implemented locally. The pilot of this seminar was held in Ankara and the content was

finalized. In addition, for companies who hosted the Windmill of Knowledge Seminar, an "Understanding Workshop" was developed for those employees who decided to work more intensively on gender equality and wanted to lead equality initiatives within their organizations. The workshop discusses gender issues more in depth and focuses on its reflections in daily and business life, as well as



As of 2015, AÇEV started implementing the “I Support Gender Equality for My Country” Project to raise awareness on gender equality among the employees of Koç Holding companies. Within the scope of the project, AÇEV developed the Windmill of Knowledge Seminars. The first implementations of these seminars were conducted in 2015. As part of this process, experienced AÇEV trainers specializing in adult education and gender were provided with additional training. These trainers, then, organized seminars at Koç Holding companies upon request.

possible ways to create change. Pilot studies and trainer trainings were conducted for the workshop, aiming to raise awareness on issues such as discrimination, gender roles, and the influences of these roles.

Awareness Raising and Educational Activities

In collaboration with the **United Nations Population Fund (UNFPA)**, two trainings were held within the scope of gender awareness and training of trainers. The first training was held in Ankara through 15-17 March with 25 Turkish Armed Forces personnel. This training provided information on the issues of gender, masculinity, and violence against women, and methodology for delivering these trainings to military personnel. The second training, on April 27-28, was conducted with volunteers working in companies affiliated with TÜSİAD (Turkish Industry and Business Association) in Istanbul.

The training delivered basic information on gender sensitivity and its impact on the workplace.

As part of the Purple Certificate Program of Sabancı University, a gender-focused workshop was held with teachers. The training was held at Sabancı University’s Karaköy building with 15 participating teachers on April 26.

During the semester, a total of 13 **Being a Parent Seminars** were carried out, reaching 587 parents. The seminars were conducted in collaboration with the district governorship, as well as the provincial and district national



education directorates. Seminars were held in Bozüyük, Tokat, Soma, and İzmir through collaborations with local administrations. In addition to local collaborations, special implementations were also conducted. In this context, five Being a Parent Seminars were held in Darüşşafaka Schools, ALEV Schools, Aromsa, and Günsan Factories.

Six **Community Information Seminars** were held throughout the year in Çanakkale, Bursa, and Manisa, reaching 520 people. These seminars focused on creating awareness in the field of gender and child protection. The participants were public employees, teachers, and parents. An additional 23 seminars on gender were held through various private sector collaborations.

AÇEV WORLDWIDE: INTERNATIONAL AÇEV PROGRAMS





In 2016, AÇEV provided consultancy to institutions in Brazil, Saudi Arabia, Lebanon and Laos to ensure high quality and wide-scale implementations of AÇEV programs, as well as working on formulating new trainings.

- AÇEV's Summer Preschool Program has been implemented in **Laos**, Southeast Asia, for the past three summers since 2014. In the summer of 2016, preschool and first grade teachers of the Laos Ministry of Education serving in the most disadvantaged villages in Bokeo and Luang Prabang provinces were given trainers' training to implement AÇEV's Preschool Education Program. For field observations of the program, field advisor support was provided to the employees of PLAN International, AÇEV's partner in these implementations.
- Implementation of a joint research project began with the Federal University of Sao Paulo, Brazil within the framework of the Mother Child Education Program. Following the training of trainers in Brazil in January 2016, field observations and consultation

visits were carried out in November 2016 to strengthen the skills of these trainers. At the same time, meetings were held with several local NGOs in Brazil to discuss future possibilities of dissemination and sustainability of the program.

- Communication with AÇEV's networks abroad continued through periodical reports, online bulletin exchanges, and AÇEV representatives in these networks. In October 2016, AÇEV's Summer Preschools Project for Syrian refugee children and the Father Support Program were showcased at the ISSA conference titled Early Childhood Development in Rapidly Changing Times.

AÇEV-SUPPORTED CENTERS

BOEING Turkey has collaborated with AÇEV since 2009, providing support for the foundation's activities. In 2016, BOEING contributed to all educational activities in our Family Support and Education Centers in the Alipaşa district of Diyarbakır and Esenler district of Istanbul.

Melek Erman Köni Education and Culture Center (MEK)



Supported by **Boeing Turkey**, this center is located in Esenler, one of Istanbul's neighborhoods receiving the highest influx of immigrants. In this neighborhood with limited opportunities, low socioeconomic conditions, and a need for educational support, the center serves the community with a variety of free educational programs. All of AÇEV's educational programs are implemented at this center with trainings provided to children, parents, and women.

In 2016, AÇEV's training programs for adults (MSP, FSP, FALP, Advanced Literacy and Basic Computer) were implemented at the center, reaching 209 people. The preschool hosted 55 children—one group in the summer of 2016 and two groups in October-December 2016. Preschool education at the center was monitored through observations and meetings by AÇEV's ECE unit. Throughout the year, 32 teacher volunteers provided support for the trainings.

A total of 10 awareness seminars were held during the year on the topics including child neglect and abuse, women's rights, etc., reaching 282 adults and 48 children. Dentist Elif Gündüz continued her support for the dental treatment of children.

Alipaşa Family and Child Education Center



Supported by **Boeing Turkey** since 2010, this center was originally opened in 2002 in the Alipaşa district, one of Diyarbakır's most disadvantaged neighborhoods. The center offers trainings for children with no prior preschool education and their families. Through these trainings, children are prepared for primary school education, and mothers acquire skills to support their children's development.

In 2016, operations at the Alipaşa Center were paused due to security issues in the region, and instead, trainers conducted AÇEV trainings at different venues in Diyarbakır. The teachers conducted reading groups with preschool, 1st, and 2nd year primary school students opening a total of 93 groups in the most disadvantaged neighborhoods of Diyarbakır, where each reading group consisted of 20 children, ultimately reaching 1,990 children. Two mother support program (MSP) groups were opened in two different institutions in Diyarbakır with the participation of 36 mothers in total. In addition, during the summer period, children who wanted to participate in AÇEV programs were provided with transportation services facilitating their participation in the Summer Preschool Program.

Kınık and Poyracık Family and Children's Centers “Support Today for the Future” Project

Following the mining accident in Soma in 2014, meetings were held with the National Education Directorates, district governors and mayors, as well as Ministry of Family and Social Policy representatives of the İzmir and Manisa provinces. Following these negotiations, protocols were signed with the Soma District Governor and Kınık Municipality, resulting in the establishment of the Kınık Family Life Center in April 2015.

The Kınık Municipality Family and Children's Center, which started to provide services with a preschool, has established a new preschool this year, based on the growing demand. In the first half of 2016, a total of 60 children aged 3 and 4 were educated in this preschool. The Center continued to provide education during the summer to a total of 57 children aged 3, 4, and 5 years. During the 2016-2017 academic year, 60 children 3, 4 and 5 years of age benefited from preschool education and 37 mothers participated in the Mother Support Program.

Upon the success of the Kınık Municipality Family and Children's Center, the Poyracık District decided to open their own Family and Children's Center, requesting educational support from AÇEV.

The Poyracık Family Center opened on November 9, 2016 with 3 preschool classrooms, a parent-child library, and a family seminar room. Currently at the center, 55 children 3, 4, and 5 years of age benefit from preschool education, while 30 mothers participate in the Mother Support Program.

İz Child Development Center



İz Child Development Center is located in the Özyeğin University campus and receives consultancy from AÇEV. During the 2015-2016 academic year, AÇEV visited the center twice a month. During these visits, we discussed needs and related issues, followed ongoing projects and progress towards goals with teachers, and made observations. In January 2016, we held the “Communication with Children” seminar with parents.





- AÇEV has continued to create resources through the **Step by Step Platform** of philanthropic running since 2013. In the Runatolia 2016 Marathon on March 6, 2016, a campaign was launched under the name “Tell Me Another Fairy Tale, Daddy”, and with the support of 42 individual and institutional runners we collected donations from 2,583 people. These donations supported 481 fathers to receive training in the Father Support Program. In the 38th Istanbul Marathon held on November 13, 2016, 8 institutions and 185 runners joined the “A Reading Future Will Come with Your Steps” campaign and the donations they collected from 1,714 donors provided 923 children with the chance to join AÇEV programs.

*This name is inspired by the name of a popular Turkish song, original title score for the 1990's TV series, The Super Dad.



- The Girls on the Football Field tournament this year, sponsored by the United Nations' solidarity Movement **He for She** to advocate gender equality, took place at the ITU stadium in May and part of the tournament's income this year was transferred to AÇEV. For the first time in this event, AÇEV participated in the



tournament with its own team. As the Girls on the Football Field tournament places a high value on team spirit; the AÇEV team was proud to be awarded the “Fair Play” prize in this year’s tournament.

- In collaboration with ARPR Communication, **Deniz Kızı (Mermaid) National Women’s Sailing Cup**, which aims to support and develop the interest of women in sailing, committed a portion of their income to AÇEV’s mother-child education in July.
- Established in 2015 with a similar need after the Kınık Municipality Family Life Center, the Poyracık Family and Children Education Center was supported by the Mattel Foundation in 2016.
- The Fiba Volunteers, who support AÇEV’s Reading Future Project, performed the play **Tom, Dick, and Harry** and transferred their ticket proceeds to AÇEV.
- Under the leadership of Kerim Kurttepelı, the proceeds from the sales made in the mixed exhibition **Art for Education, Education for Art** organized by a group of students from Koç High School was transferred to AÇEV, and in turn the Kınık Poyracık Family and Child Life Center was supported.



Collaboration with Dalin

Dalin supported the “Having Fun Learning” activities of the Mother Support Program in İstanbul with donations made to AÇEV through the products sold during the campaign conducted at the nation-wide franchised grocery stores, Migros, between 01-31 May. These proceeds contributed to the education of 360 children.





Finansbank - Enpara Support for AÇEV's Preschool Education Program

- Enpara has been supporting our foundation's Preschool Education Program by making a donation to AÇEV on behalf of every person who provides a customer referral to **enpara.com**. This campaign has contributed to accessing more children through this program, which helps children's academic performance and cognitive development during preschool, as well as their school readiness. Through this Finansbank-Enpara collaboration, 10,000 children across the country were provided with educational materials within the scope of the program.
- Fiba Emeklilik (Retirement Services) continued to provide financial support to AÇEV's mother education activities with the insurance package developed for the Pink Ribbon Project that was launched last year to raise awareness on women's cancers..



supporters. In addition, the income from campaigns organized on special occasions, such as Mothers' and Fathers' Day, provides AÇEV with the ability to access more mothers and children.

Fiba Retail Cooperation

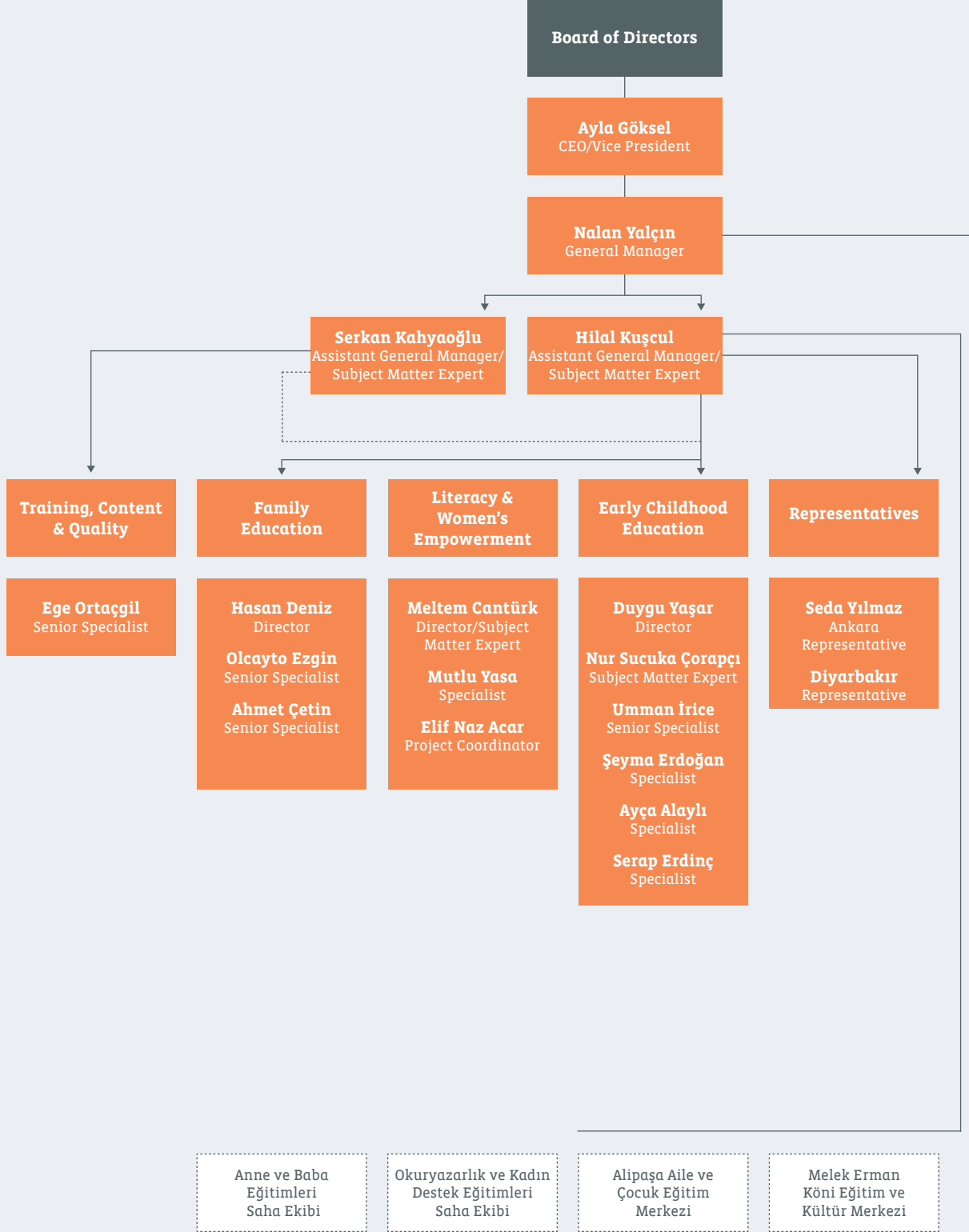
- All sales of AÇEV products made in Marks & Spencer and GAP stores are routinely transferred to our foundation. Thanks to these sales, AÇEV's educational programs are resourced and AÇEV products reach AÇEV



- The **Yuvarla (Round Up) Campaign** continued to create funding for the activities of NGOs by allowing the online shopping cart totals to be rounded up with the excess transferred to the selected NGO.

HUMAN RESOURCES ORGANIZATION CHART

48



Eğitim ve Operasyon

Eğitim ve Kalite



NOTES

This image shows a full page of blank handwriting practice paper. It features 20 evenly spaced, horizontal orange lines that run across the entire width of the page. The background is a solid light gray color. There are no margins, text, or other markings on the page.

NOTES

This image shows a full page of blank handwriting practice paper. It features a series of evenly spaced, horizontal orange lines that run across the entire width of the page. The background is a solid light gray color. There are no margins, text, or other markings on the page.

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