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Mother Child Education Foundation

ACEV serves communities in need with carefully designed early childhood and adult education programs.

The Mother Child Education Foundation (ACEV), founded in 1993, is a Turkish non-governmental organization which has vast research, program development, program implementation and advocacy experience in early childhood and adult education. Through strategic partnerships, to date ACEV has been able to reach hundreds of thousands of beneficiaries with its scientifically-based training programs.

We at ACEV believe that:

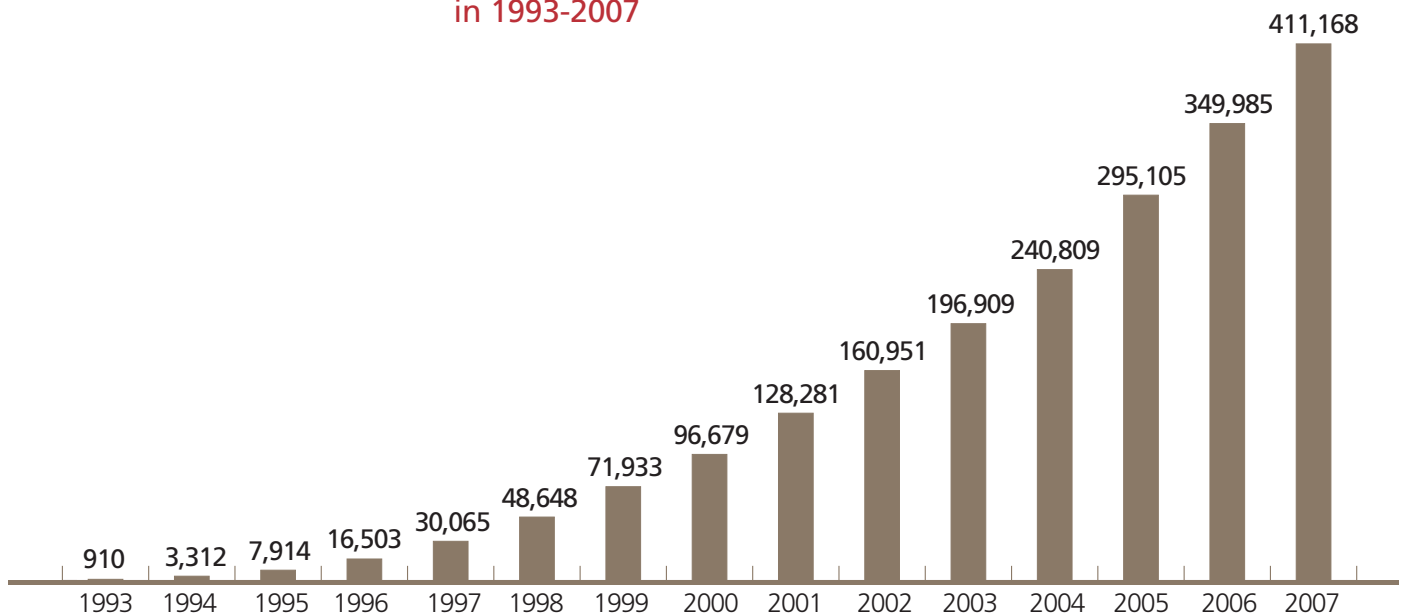
- equal opportunity in education must be created for all individuals,
- education must begin in the early years and continue throughout the entire lifecycle
- both children and their families need to be supported for lasting positive outcomes

In order to turn these beliefs into a reality, ACEV has dedicated itself to reaching those who have limited access to educational and economic resources both on a national and international level.

To date ACEV;

- has trained 5,000 trainers and through them served 411,000 people through long-term, face-to-face education programs aimed at children, families and illiterate women,
- has reached 6,000,000 viewers through TV programs aimed at children, families, and women,
- has reached an estimated 30,000,000 people through publications, research, and mass-media advocacy activities.

Numbers of people reached through face-to-face training in 1993-2007



President's Message



Dear Friends of ACEV:

As we celebrate the 15th year of our foundation, it is with both excitement and pleasure that I address you for the first time through our annual report.

When a small group of us embarked upon this journey seventeen years ago, we had no idea we would be able to come this far. Today we can take pride in having become a distinguished non-governmental institution with over 110 professional staff members, thousands of volunteers and hundreds of thousands of people who have benefited from our programs.

Back when ACEV was being established, philanthropy in Turkey-especially in education-was concentrated on infrastructure investments such as the construction of schools and buildings. By investing in "software", or in other words, by contributing to the development of scientifically-based educational programs, we decided to adopt a route which was not only different but one which required great patience and determination to produce results.

Together with my academician colleagues, we set to work initially with not much more than our beliefs and the support of my husband, who was a businessman also committed to social causes. Others, especially national and local governments and other public agencies, quickly joined us however, and together we were able to lay out the foundations for this collective undertaking. Although ACEV demonstrated potential and had some financial support at the outset, it has always drawn its strength from key public and private

President's Message

ACEV prioritizes scientifically-based methodologies and institutional capacity building.

partnerships. Over the years, although not necessarily reflected by our financial tables, many such strategic collaborations and immense in-kind contributions have helped us to grow exponentially and to produce results which surpass what any financial contributions could have produced alone.

My hope is that the model which we have developed at ACEV will continue to set a "good example" or even serve as an inspiration for other philanthropists and NGO's in Turkey.

ACEV emerged to address certain critical social deficits

ACEV was born out of a desire to compensate for or rectify an important deficiency in our educational system: the lack of Early Childhood Education (ECE) services. Inspired by compelling research, which had not yet affected our educational agenda and which was completely unknown to the Turkish public, we set out to with the mandate to provide free early education programs to children and their families with the belief that this would create equal opportunity and lasting positive individual and societal impacts. Since then, ACEV has been addressing this issue by designing effective ECE programs to support children and their families.

ACEV prioritizes scientifically-based methodologies and institutional capacity building

Since our founding we have valued and prioritized scientifically based approaches, or in other words, evidence-based programs and practices. Furthermore, we have also prioritized the institutionalization of good practices, investment in institutional capacity and sought professionalism in our approach.

ACEV strives to continuously develop new, effective and scalable educational programs. As such, research and evaluation remain a very important aspect of our work. We undertake all of these activities in collaboration with academicians who have supported us generously from the start.

ACEV also prides itself on having made noteworthy achievements in terms of professionalism and institution building. But we have also worked hard to preserve our "civil society spirit" and create a balanced management culture. We still continue to learn and grow but we are proud to be often credited with "leading the way" in this respect within Turkey.

President's Message

The Center on the Developing Child was founded on beliefs that are very much in line with ACEV's own: specifically that the vitality and economic prosperity of any society depends on the extent to which it provides equal opportunities for healthy development in the early years for all children.

Our ultimate goal is to support societal development and social cohesion on both a national and an international level

When we step back and take a look at the outcomes of the work we are doing in Turkey and the research results on the benefits of early childhood education, women's empowerment and parent training from around the world, we see encouraging opportunities. Many have realized the linkages between ECD and economic prosperity and many are starting to theorize about its contributions to social cohesion. We at ACEV do believe that we can contribute to change of this magnitude one child, one family, one community at a time.

This inspires us to work more fervently towards our mutual, universal plight for greater peace and prosperity with our international partners.

Another aspect of our mission involves sharing our experience and know-how with others in response to requests from organizations that serve disadvantaged communities in other countries. As a result of our international advocacy and networking efforts we have been able to enter into important collaborations with key decision makers and organizations around the world and the Turkish early childhood education model in general and our work specifically has generated great international interest.

A wonderful development which began in 2007 and was finalized in early 2008 has demonstrated our potential in this respect. Upon the request of Harvard University, ACEV became a founding international partner of the Center on the Developing Child (HCDC), an institute of the Harvard Graduate School of Education whose establishment was spearheaded by Professor Jack Shonkoff.

The recognition of our achievements and our potential is a great source of pride and the opportunity to increase our international contributions to this field is a great source of excitement for our entire team.

Towards new horizons...

While in 1993 we were a small foundation with but one program and an ambitious mission, we have found the strength and the opportunity to match our outcomes with our ambitions. We not only multiplied our educational programs and diversified our target group but also continued to strive to be even more responsive to the changes occurring both in our environment and in our own organization. I believe that adaptability and strong organizational capacity will be what differentiate us moving forward.

President's Message

The ACEV family is comprised of leading academicians, expert staff members, teachers and volunteers who strive with unceasing commitment and enthusiasm to raise healthier generations and a brighter future.

We are now moving steadily towards becoming an important point of reference in our field and seek to build further on our know-how in order to eventually become an early learning institute. Two additional areas which we have committed our resources to over the next couple of years are the development of new models to meet the needs of families living in rural settings and the development of new advocacy tools. In sum, we are continuing to invest more heavily in institutional capacity building as a whole as we deliberate on different strategic directions.

At this stage we are very excited about what we can contribute to and learn from international collaborations. As a result we are pleased to have launched collaborations with the Harvard University Women's Leadership Board, the Synergos Institute and the Clinton Global Initiative.

The ACEV family is comprised of leading academicians and experts and exceptionally committed staff members, teachers and volunteers. I want to take this opportunity to extend my warmest thanks and praise for their relentless efforts. At the same time, to individuals and organizations which have continued to support us even in the face of some serious adversities in our country, I extend my deepest gratitude.

To date we have overcome many obstacles in our own country without sacrificing our beliefs and principles. Moving forward we remain committed to the principles and more importantly to the people who have made us who we are.

As the president of a foundation which invests in knowledge and in people, my greatest wish moving forward is that we are able to have greater and wider impact, that our work continues to touch all those in need for many years to come...

Fondly and respectfully,

Ayşen Özyeğin

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Ayşesim Dirı (M.A. Psy.)
Nur Sucuka Çorapçı
Canan Meray
Çiğdem Aydın
Dilek Kaplan
Filiz Uzuner

For a higher level of education...

As a result of comprehensive and well-designed early childhood education programs, school enrollment figures will increase, the quality of education will improve and higher education levels rise. As the overall level of public education improves so too will employment, income and prosperity.



ACEV Programs and Activities

Early Childhood Education Programs

Mother Child Education Program
Preschool Parent Child Education Program
Preschool Education Program

Family Education Programs

Mother Support Program
Father Support Program
Family Letters Project
Parenting Seminars

Functional Adult Literacy and Women's Support Program

Functional Adult Literacy and Women's Support Program I & II
Reading Days Project
Raising Women: Reducing Gender Disparity in Education Project

Educational Programs via TV

"Will You Play With Me?"
"Our Class"
"It's Nice to be a Father"

International Activities

Advocacy and Networks
QualiFLY: Quality in Family Literacy Project
IMPACT: Improving Parenting Competencies: Building
Virtual Networks

Communication and Fundraising Activities

Advocacy and Awareness Raising Activities

"7 Is Too Late!"

ACEV's Approach

ACEV's early intervention programs support children who are at risk developmentally due to adverse socio-economic conditions.

The Mother Child Education Foundation (ACEV) is an NGO which has been developing and implementing programs since 1993 in its two main areas of expertise: early childhood and adult education. ACEV aims to empower and improve the quality of life of beneficiaries through education and training.

Unfortunately, early childhood education (ECE) services do not reach the vast majority of children in Turkey. ACEV works to create low-cost alternatives to center - based programs or to support existing center - based models through programs and campaigns which aim to promote access, family involvement and quality in ECE. ACEV also works to eliminate educational disparity and contribute to societal development through functional literacy training and empowerment programs for illiterate women and mothers in Turkey.

All of ACEV's programs are based on solid scientific research and are designed to meet different beneficiary needs. Through developing strategic partnerships, capacity building, know - how transfer, trainer training and ongoing supervision & evaluation, ACEV is able to expand implementation of its free early intervention and adult education programs throughout Turkey. While ACEV partners extensively with the Ministry of Education-primarily utilizing their existing spaces and staff-ACEV also trains and utilizes thousands of volunteers to expand its women's empowerment programs.

While continuing to focus on expansion of intensive face - to - face training and education programs, ACEV has also committed itself to changing policies and practices through increased research and advocacy activities. ACEV also complements and supplements its intensive programs with short seminars, education via television initiatives, publications and web based resources. Through employing these diverse methods ACEV is able to reach millions of families every year.

In summary, ACEV:

- develops low-cost alternatives to center-based preschool models as well as supporting existing center-based programs
- provides parent training in order to support them in their role as their child's first educators
- develops and provides women's empowerment and literacy programs for young girls and women
- prepares educational television programs to reach broader audiences
- engages in awareness-raising and advocacy activities to inform the public and change policies and practices
- continuously develops new models and approaches to positively impact its target communities.

ACEV's Approach



An Overview of 2007



The foundations of a person's whole life are laid during early childhood. For this reason, early childhood education and care are not just vital to a child's development but are also a fundamental human right.

Program delivery targets were met

In 2007 ACEV achieved its entire course and course attendee number targets in the conduct of its work in the field. Taking into account the children taking advantage of Early Childhood Education Department programs, the foundation reached 47,470 people last year while the numbers reached by the Father Support Department and by the Literacy Education Department were 4,208 and 9,505 respectively. All told, 61,183 people benefited from ACEV's programs in 2007.

Early Childhood Education Services:

- 28,568 mothers and children were reached with 707 Mother Child Education Program courses implemented in 74 provinces
- 5,556 parents and children were reached through 120 Preschool Parent Child Education Program courses
- 904 children were reached through 63 Preschool Education Program courses

Family Education Services:

- 8,923 mothers and children were reached through 254 Mother Support Program courses
- 4,208 fathers and children were reached through 179 Father Support Program courses
- 3,519 families were reached through Parenting Seminars

Literacy Education Services:

- 9,505 adults were reached through 544 Functional Adult Literacy and Women's Support Program courses

Under the Summer Preschool Project undertaken jointly with the Ministry of National Education (General Directorate for Preschool Education), we recorded the highest numbers achieved to date last year with 850 children taking part in 60 classes.

Our partnerships and collaborations expanded

ACEV signed a protocol with the General Directorate for Primary School Education and with the General Directorate of Apprenticeship and Non-Formal Education concerning its programs under which the foundation has begun conducting its programs in new provinces.

"ACEV Academy" was launched

Efforts to strengthen and support all technical and managerial staff were restructured and redesigned under the newly ACEV Academy framework. ACEV Academy will bring together core competency training, programmatic training, managerial training and expertise training under the responsibility and guidance of one team and thus ensure standardized and continuously improving training programs.

Program revision and expansion

Several core modules of ACEV's programs were revised in light of feedback from the field and in line with needs identified by expansion into new communities.

A new step forward in "7 Is Too Late"

A second phase of the "7 Is Too Late" Advocacy Campaign began in the first half of 2007. The "7 Is Too Late" website was launched and now serves as a platform for both families and practitioners educators. Pre-election lobbying activities were

An Overview of 2007

Research shows that every Lira invested in early childhood education returns as a sevenfold gain for the economy in the future.

conducted with the aim of drawing politicians' attentions to this subject. In cooperation with its partners- The Association for the Support of Contemporary Living, Education Reform Initiative, Foundation for the Support of Women's Work., Turkish Educational Volunteers Foundation, Turkish Education Foundation, Vehbi Koç Foundation- in this campaign, ACEV for the first time placed half page newspaper ads addressing policy makers and the general public demanding compulsory preschool. This campaign also had extensive outdoor ads and television spots. This political demand, which embodied an approach quite different from the academic studies, fieldwork practices, and communication efforts hitherto undertaken by the foundation, was made to secure a legal framework for preschool education in our country.

In response to these efforts, the government placed preschool education high on its program agenda after the general elections. Subsequently the education ministry announced that a pilot study would be carried out to look into the possibility of compulsory education beginning at age 6. This is a most important development from the standpoint of encouraging preschool education and it is hoped that it will lead to a draft law, which has already been prepared and which is now in the hands of the General Directorate for Preschool Education, being put on parliament's agenda. ACEV will be continuing its lobbying activities in this direction.

European Commission funded projects proceeding at full speed

Under the "Raising Women: Reducing Gender Disparity in Education" EU project, literacy and citizenship (civics) training courses were conducted while activities were also undertaken to influence policymaking and develop documentation on such issues. For the processes of policy development and monitoring related to the enrollment of young girls in school, the support of other non-governmental organizations was obtained and the text of a joint initiative declaration was composed and released to the media. In addition, a third national conference on this subject was also held during which examples of good practices capable of opening up new horizons were discussed.

International expansion activities

In addition to activities in a number of European and Arab countries, ACEV training programs were launched with the support of Turkish Consulates in Switzerland and Saudi Arabia. Under these programs, training was provided to Turkish immigrant families. In Germany training for fathers was introduced along with training for mothers.

More ACEV supporters

There was an increase in the support received by ACEV both in Turkey and abroad. This additional support made it possible for the foundation to reach more people in different areas.

Collaboration with Harvard University

In early 2008 a cooperation protocol was signed between ACEV and the Center on the Developing Child (HCDC), a part of the Harvard Graduate School of Education whose establishment was spearheaded by Professor Jack Shonkoff.

A number of outcomes are expected to result from this agreement such as ACEV's programs serving as models in other countries, opportunities for Harvard University and ACEV academicians and specialists to work together on a variety of projects, and ACEV's playing a more influential role on international platforms.

2007 Developments in ACEV Programs

Early Childhood Education Programs

In keeping with its principle of equal opportunity in education for everyone, the programs that ACEV puts together are concerned not just with an individual's development during the early childhood period but also with the attention and care that children receive from those around them. ACEV develops early childhood education models that strengthen the family and offer low-cost alternatives to center-based programs and it implements these programs through its cooperative partnerships. In addition, it also has programs that support existing center-based models and enhance both the quality of and family participation in preschool education.

Early Childhood Education activities in 2007

- ACEV continued its service delivery or program expansion efforts in the field while also engaging in efforts to increase and strengthen institutional partnerships. Projects were carried out in cooperation with the Ministry of National Education (General Directorate of Apprenticeship and Non-Formal Education, General Directorate for Special Education, Guidance, and Consultation Services, General Directorate for Primary School Education, General Directorate for Preschool Education) and with the General Directorate for Social Services and the Child Protection Agency to increase the numbers of courses and trainers.
- In addition to training activities for new trainers for intensive seminar periods, preparatory and support functions were provided by a head office team before seminars in order to maintain the quality of trainer training and to establish a common language. Support and evaluation meetings were held to strengthen trainers and to enhance their senses of identification and motivation.
- A total of 35,549 mothers and children benefited from the various early childhood education programs that were provided in the field throughout 2007.



Mother Child Education Program (since 1993)



During 2007, a total of 28,568 mother & child pairs benefited from MOCEP activities.

- Under the heading of in-service training provided for programs conducted together with the Ministry of National Education, trainer training seminars were organized. During 2007, 395 new and existing teachers provided training to 13,571 mothers in 679 courses held in public education centers in 74 provinces. Another 28 courses were also held in collaboration with the Social Services and Child Protection Agency in which a total of 713 mothers took part.

- Motivation and support meetings were organized for the members of the teams observing and advising all these training programs.
- A total of 28,568 mother & child pairs benefited from MOCEP activities.



Early Childhood Education Programs



In 2007, a total of 850 children attended the Summer Preschool Program.

Preschool Education Program (since 2003)

The Preschool Education Program (PEP) is a scientifically-based intensive preschool program which targets children from exceptionally under-resourced communities or geographic regions. This program aims to support the holistic development of the child so that he/she will be better prepared for and more successful in school. In as little as 9 weeks, the program imparts the children, parents and teachers of these communities with the skills and attitudes necessary to foster improved educational and social achievement. The modules targeting mothers directly, as well as the thorough linguistic support features of the preschool curriculum, make this program especially relevant and effective in the communities served. The Ministry of National Education's Preschool Education Directorate supports this program by supplying teachers and classroom spaces.

PEP activities in 2007

Winter sessions

A center of excellence in which children receive preschool programs whilst teachers and program supervisors for the widespread summer preschool implementation are trained throughout the winter months is run by ACEV in Alipaşa, Diyarbakır-an exceptionally under resourced community in the Southeast of Turkey. A total of 54 children were served through three classes run at the center during 2007. Concurrent with this, the mothers of these children also received Mother Support Program training in four classes that were conducted. Meetings were also held for the fathers of the children to gain their support for the program and to inform them about and assess the results.

Summer Preschools

Under a protocol signed with the Ministry of National Education (General Directorate for Preschool Education), "PEP Summer Programs" were conducted under the name "Summer Preschools" in the provinces of Diyarbakır and Mardin.

Under the same agreement, 60 teachers with master educator qualifications who had been assigned to the project by the ministry took part in a seminar conducted by ACEV trainers.

During the June to September 2007 period, these teachers organized 40 preschool classes at 10 schools in Diyarbakır and another 20 at 5 schools in Mardin-Kızıltepe. Mother Support Program classes were organized in conjunction with the Summer Preschools in Diyarbakır and the people conducting these classes were also given their training by ACEV.

The 2007 Summer Preschools programs in Diyarbakır and Mardin continued for nine weeks from 2 July to 7 September in education ministry school classrooms that had been refurbished by ACEV. A total of 850 children attended these programs, as a result of which it was noted that these children had registered significant progress in all areas of development and been well prepared to start school in the fall term. The families of these children were also given support on the subject of school registration. A total of 467 mothers in 40 classes attended ACEV's Mother Support Program during the same period and received certificates of completion.

Observations were also carried out during the programs. The ACEV head office team was on location in Diyarbakır and Mardin and the foundation's academic consultants supported the ongoing activities through frequent field visits. Classroom teachers were also provided with training on the subject of classroom management.

Early Childhood Education Programs

Comments from mothers whose children attended the Summer Preschools

// My kid's started talking like a polite person."

"He used to play and eat all by himself. Now he tells his brothers they should eat and play together. They were given responsibilities in school, you know. That's where the kids picked it up."

"Kids learn everything so quickly. We won't have to tell them how to do everything the way our mothers-in-law had to tell us."

"She used to be really shy with people but now she talks freely."

"Now when I lay out the bedding she says "Let me help you, mom"."

"He's talking all the time and even says "Good night, mom"."

"We sit and talk. We look each other in the eye. We've become closer. //

Comments from fathers whose wives attended the Mother Support Program and whose children attended the Summer Preschools

// Our kid learned how to write and does it quite beautifully. And good manners too. I mean whatever her teachers tell her there she comes home and tells it to us. We should continue this."

"There's been real progress. Not just in her manners and behavior but also in the way she speaks."

"He didn't used to brush his teeth or wash his hands and face when he got up in the morning. Now he does. He even tells us about how to hold the toothbrush. We can't keep him in toothpaste any more."

"He used to be introverted and withdrawn. Now he talks and engages people in conversation."

"It's been a really good thing that the teachers visited homes. They taught mothers things that they didn't used to know."

"What do I see but she's making things with her mother. Like that macaroni. Stuff like that. //

Family Education Programs

The early years are important to mental development and this is why a child needs to be supported during this period. Cognitive development is not just a matter of genes: it's a product of environmental factors as well. For this reason, the different experiences, stimuli, and education that children undergo at an early age are crucial determinants of their futures. The developmental requirements of children in their formative years should be provided and supported by their immediate environment. During these years, parents play a vital role as their children's first educators. This is why it is so important that families with very young children be supported on the subjects of child development and education. Taking these needs as its point of departure, ACEV has developed programs that support families in this area.

Family Education activities in 2007

In 2007 the issue of "parent education" finally began receiving some of the intense attention ACEV has been working to draw to it for the last decade. While NGO's have had this important area on their agendas for several years, public agencies and the private sector have just started to acknowledge its importance. This increase in interest presented ACEV with a unique opportunity to assist the government in formulating family education policies and strategies in addition to collaborating with the related agencies on a program implementation level. Also, through the latter, ACEV's family education programs reached a total of 13,490 parents and children in 2007.

Family Education Programs



Mother Support Program (since 2003)

The Mother Support Program (MSP) targets mothers of children aged 3-11. This modular program, which is implemented by teachers, guidance counselors and social workers, aims to impart mothers with the skills necessary to fully support the development of her children. The programs modules are grouped according to the age of the child and age-appropriate topics are discussed weekly with the groups of mothers. The program which lasts a minimum of 8 weeks features topics such as positive child rearing, sexual reproductive health for mothers, creating positive learning environments and the importance of play. This program is implemented in collaboration with a variety of trainer groups and is especially valued by guidance counselors and primary school teachers seeking to support parents effectively to improve the performance and wellbeing of the children they serve. The Ministry of National Education encourages the implementation and expansion of this program.

In 2007 the foundation reached 7,058 mother & child pairs through its MSP training programs.

MSP activities in 2007

- During 2007, educator training programs were conducted in Istanbul, Bursa, and Izmir for 79 teachers who would subsequently be conducting Mother Support Programs in their own provinces. As a result of this, the total number of guidance counselors reached 229 and the program was launched in four provinces.
- Observers were also assigned to these provinces to provide support in the form of observation and advice. During the year, 172 courses were conducted through which the foundation reached 7,058 mother & child pairs.
- The teachers conducting these courses were also given training by the Turkish Family Health and Planning Foundation on issues related to sexual and reproductive health. A number of evaluation meetings were also held concerning this training in order to support the teachers on such matters.



Family Education Programs



Father Support Program (since 1996)

The Father Support Program (FSP) is a scientifically based training program whose aim is to contribute towards the holistic development of children by addressing the parenting skills and attitudes of their fathers. FSP was developed in part at the request of mothers attending mother education programs but also in view of the very limited resources that are available to fathers on child development. The program targets fathers of children aged 2-10. Training is provided by guidance counselors and primary school teachers who participate in training seminars conducted jointly with the Ministry of National Education.

In 2007, the foundation reached 4,192 father & child pairs through its FSP implementations.

FSP activities in 2007

- During 2007 efforts were made to increase the number of provinces in which the FSP program is conducted as well as the number of trainers in order to expand the scope of the program and to reach more fathers more effectively. In line with this, a three-party protocol was signed between the foundation and the General Directorate for Apprenticeships and Non-Formal Education and the General Directorate for Primary School Education. ACEV also continued to provide support to existing trainers in line with the collaboration with the General Directorate for Social Services and the Child Protection Agency which began under the Social Risk Reduction Project.
- During 2007, 82 educators received training in trainings seminars. A total of 178 groups were opened in 15 provinces by existing and new trainers and training was provided to 4,192 father & child pairs. In line with the foundation's plan to rapidly expand the scope of this program, its observation and support system processes were reorganized.



Family Education Programs



Family Letters

“Family Letters” is an information kit that is part of a wider training program that consists of seminars geared towards families of 0-3 aged children. The kit aims to support couples in parenting and child rearing practices during the first three years of their infants' lives including the period of pregnancy. Prepared by ACEV's team of health professionals, child education experts and developmentalists, the letters cover topics such as pregnancy, birth, child development and education, nutrition and health and aim to support especially the mother through this phase of her life.

Family Letters activities in 2007

- During 2007 the “Family Letters” information kit was put together based on the information provided in the sections of ACEV's www.7cokgec.org website concerning pregnancy and the 0-3 age group.



Parenting Seminars

In addition to programs aimed at achieving long-term changes in behavior and attitudes, ACEV also develops and implements short-term, scientifically-based seminars that are designed to create social awareness and promote healthy child development. The foundation's “Parenting Seminars” target families of 0-14 aged children and includes special sections addressing the different needs of preschoolers and primary school students. The seminars focus on equipping parents with skills that foster the development of a young child and increasing parents' inter-communication skills while interacting with children.

Parenting Seminars were attended by 2,240 parents in 2007.

Parenting Seminar activities in 2007

- Seminar content and materials were revised as a result of intensive program development combining field experience and systematic research and they were finalized during 2007 by means of pilot studies.
- In line with requests, a total of 31 seminars were conducted during the year and these were attended by 1,337 people. Some of these seminars were held for the parents of preschool and primary school pupils while others were targeted at the employees of various companies.
- A project was undertaken in collaboration with DIGITURK, a satellite TV provider in Turkey, during the course of which support was provided in the form of films with messages for parents and Parenting Seminars were conducted in ten provinces (Trabzon, Samsun, Gaziantep, Adana, Mersin, Antalya, Aydın, İzmir, Balıkesir, and Bursa) during the month of June. These seminars were free of charge and were attended by 903 people.
- All told, 41 seminars were conducted during the year and these were attended by a total of 2,240 parents.

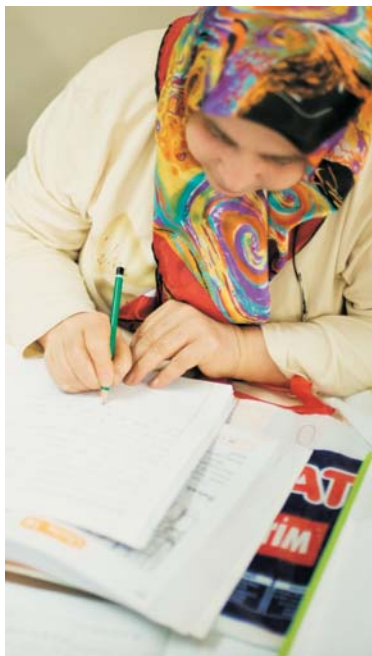
Functional Adult Literacy and Women's Support Programs

There are some five million adults in Turkey who are illiterate and a great many of them are women. In some parts of the country, one in every two women is illiterate. Experience has also shown that some women who would like to take part in ACEV-supplied mother education programs lack the literacy skills needed to do so. Such a situation severely restricts women's ability to exercise their legal rights and consequently their participation in society and their role in the family. Recognizing this need, ACEV developed a literacy program that it has been conducting since 1995. This program was subsequently expanded with the addition of a women's support component that informs women about their rights and provides them with information that will be useful in their daily lives.

Functional Adult Literacy and Women's Support Program activities in 2007

- Efforts in the field to broaden the reach of literacy programs in 2007 concentrated on their logistical aspects with additional attention being given to volunteer communication and management activities.
- Program content was updated and revised and the citizenship education brochure that was produced for the "Raising Women: Reducing Gender Disparity in Education Project" was integrated into the literacy program and is now being used in literacy courses.

Functional Adult Literacy and Women's Support Programs



Functional Adult Literacy and Women's Support Program I & II (Since 1995)

The Functional Adult Literacy and Women's Support Program (FALP) is a functional literacy development and women's support program that was developed in light of extensive research. Herein, ACEV aims to not only impart functional literacy skills to women of 15+ age, but to also support women so that they can participate more actively in social life and become aware of the political and social issues directly affecting their lives. Thus, the program focuses on areas such as citizenship, human rights, health as well as basic literacy and arithmetic. The first stage of the literacy sessions is structured differently for adult learners, consists of 120 hours of class time and is approved and certified by the Ministry of National Education. An 80 hour supplementary program is aimed at teaching participants how to use literacy as a way of accessing information and how to make reading and writing integral parts of their everyday lives. The approach combines the use of volunteer teachers who have been trained as adult educators by ACEV and additional guidance and support from ACEV in the form of observation and advice. ACEV is Turkey's only NGO which is licensed by the Ministry of National Education to offer literacy certification to adults.

A total of 4,826 adults were taught to read and write as a result of the foundation's FALP activities in 2007.

FALP activities in 2007

- Efforts continued during 2007 to expand both the breadth and depth of the Functional Adult Literacy and Women's Support Program in the provinces (Adana, Ankara, Diyarbakır, Gaziantep, İstanbul, İzmir, and Mardin) where it was being implemented. Additional courses were also launched in the provinces of Bursa and Kocaeli during the second half of the year.



Functional Adult Literacy and Women's Support Programs

- Under the FALP program, five trainer training courses were carried out in which 113 new volunteer trainers took part. ACEV continued to collaborate with the Sani Konukoğlu Foundation in Gaziantep and with the Association in Support of Contemporary Living (CYDD) in İstanbul on the subject of FALP activities.
- FALP courses were held in nine provinces last year. A total of 296 courses (FALP-1 and FALP-2) were conducted in which literacy education was provided to 4,826 adults. The volunteers teaching these courses received ACEV specialist support in the form of observation and advice.
- A monitoring system was created to more effectively oversee the activities of volunteer trainers. Efforts were also made to increase the use of specifically trained volunteers in the conduct of courses. Every trainer has been provided with a “personal development plan” that charted out trainer training and these plans are now in use.
- In İstanbul, 500 course participants were taken on free museum tours. At the end of the training year, special ceremonies were conducted in provinces in which volunteers were thanked for their efforts.



Reading Days Project

“Reading Days” is a support project that was developed to help the women that participated in ACEV's Functional Adult Literacy Program to reinforce what they have already learned and to improve their newly acquired reading and writing skills. This project is carried out largely by volunteers who are only able to volunteer on weekends. These volunteers are trained by ACEV and supported afterwards in order to become facilitators of reading and writing tutorials aimed to support these women.

Functional Adult Literacy and Women's Support Programs



“Raising Women: Reducing Gender Disparity in Education Project”

This three year project was funded by the European Union's “Integrating Gender in Development Programme” and implemented under the leadership of ACEV and in collaboration with Association for the Support and Training of Women Candidates (KA-DER) and the Education Reform Initiative (ERG). It began in 2005 and has been implemented in four provinces of Mardin, Şanlıurfa, Diyarbakır, and İstanbul. The project's objective is to develop and implement a multi-level model aimed at identifying and eliminating key factors which produce gender disparity in primary education and which restrict women's participation in public life and decision-making. The project focuses on three main areas:

- advocating for the promotion of gender equality in education
- reducing women's illiteracy and increasing women's participation in social life
- developing specific policies and practices intended at raising school enrollment and preventing dropouts among girls.

A total of 1,369 people took part in 27 social information meetings that were conducted under the project during the year.



“Raising Women: Reducing Gender Disparity in Education Project”

- Training was provided to a total of 72 volunteer-trainers in training seminars conducted in İstanbul and Diyarbakır under this project in 2007. A total of 248 courses were held during the year in which these and existing trainers took part through which and gender equality training was provided to 4,679 people.
- Citizenship Training Seminars, which were developed as an adjunct of Functional Adult Literacy and Women's Support Program seminars to further develop the knowledge and skills given under the Citizen Training Program, were conducted by members of project partner KA-DER.
- 32 Parenting Seminars were conducted for 1,279 parents who were deemed to be at risk of not sending their children to school or of pulling them out of school.
- A total of 1,369 people took part in 27 social information meetings that were conducted during the year. These meetings were targeted especially at public officials and at people attending publicly-open courses at Public Education Centers and Community Centers. They focused on issues such as the education of girls and women's rights.
- Under the heading of Monitoring and Policy Advocacy Activities, Local Civil Monitoring Groups set up in every project province continued to undertake advocacy activities related to the enrollment of children in school.

Functional Adult Literacy and Women's Support Programs



The program's website
(www.kizlaricinegitim.net)
was launched.

- A joint statement addressed to public and government officials and to political parties was composed by five academicians and fourteen non-governmental organizations acting in concert as the "National Civil Monitoring Group" (also known as the "Civil Initiative for the Education of Girls"). This statement was sent to media and political party representatives while meetings about it were held with parliamentarians and high-level education ministry bureaucrats.
- The third (and last) of the series of annual conferences held under the project took place in İstanbul on 15 November 2007. During the conference, two panel discussions were organized in which assessments were made of the current status of gender equality in the areas of education and social participation both in Turkey and in the rest of the world. Speakers from Turkey and from abroad took part in this panel discussions.
- The program's website (www.kizlaricinegitim.net) was launched.
- Under the heading of journalist capacity development and awareness enhancement, in December Professor Hülya Tanrıöver and communications specialist Necla Zarakol took part in a workshop organized for journalists who had been invited from Diyarbakır and three other project provinces in southeastern Anatolia.
- Professor Nükhet Sirman conducted research aimed at identifying the impact of civics training on those taking part in it.

Comments from course participants

// If you ask me, you're never too old to learn. What's important is to succeed at it. People ought to have clear goals no matter what their age may be. We may not have gone to school but we can do this."

"Before I went to school I couldn't read anything. I couldn't go to the hospital. If I saw a newspaper or some writing I couldn't read it even if I wanted to. But after attending school and learning how to read, everything about my life changed. I learned how to be experienced and aware, how to speak well around other people. If I got sick and went to the doctor I could say what all my complaints were."

"Most important of all I began to put what I learned to use in my life. In this way I managed to get to where I wanted without being beholden to anyone else."

"When I was a kid I didn't go to school because there wasn't one in our village and I didn't understand what it meant not being able to read and write. As I grew older I began to be embarrassed by being unable to read and write and even though I made a great effort to learn something, I wasn't able to get too far on my own. Later and thanks to the course held by ACEV, now I'm able read and to easily express my feelings and thoughts in writing. //

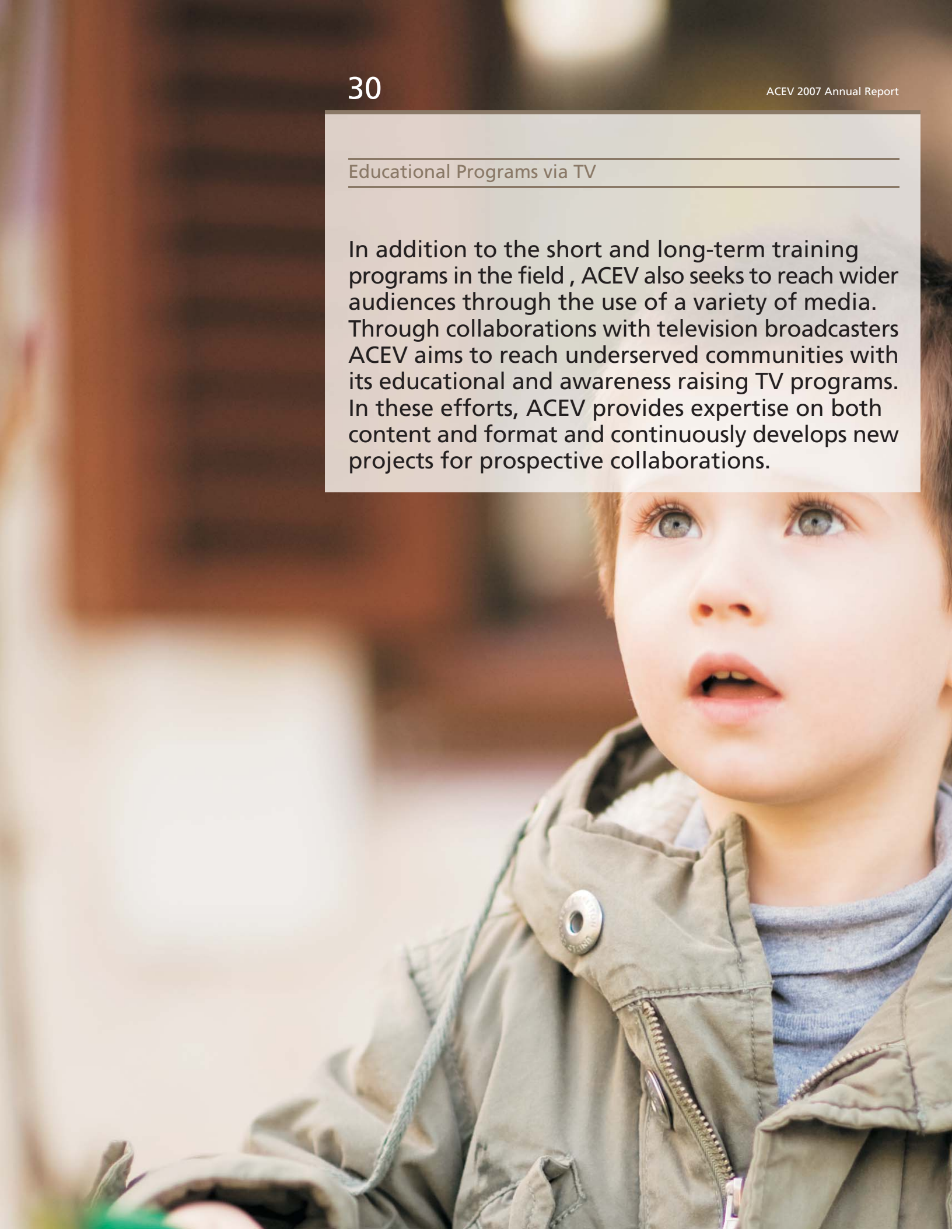
For healthier generations...

The outcome of starting formal education earlier, increasing awareness among families, and providing adequate nutrition and health care will be healthier new generations of children. Society will be composed of healthier and more productive individuals, increasing the economic productivity, welfare and prosperity of society.



Educational Programs via TV

In addition to the short and long-term training programs in the field , ACEV also seeks to reach wider audiences through the use of a variety of media. Through collaborations with television broadcasters ACEV aims to reach underserved communities with its educational and awareness raising TV programs. In these efforts, ACEV provides expertise on both content and format and continuously develops new projects for prospective collaborations.



Educational Programs via TV



“Will You Play With Me?”

Will You Play With Me was an educational early childhood television program, targeting both children and their parents, that was designed to enhance basic cognitive skills and socio-emotional development of 5-year-old children. The program which was comprised of a variety of short sections (puppets, animations, live action, scenarios etc) targeted children with low socioeconomic status who had limited access to formal preschool education and aired for three seasons for three months at a time. Research findings indicated that the program functioned as an early educational intervention for those children who had moderate exposure to it. Furthermore, the researchers found “compensatory effects” for children who required more support, ie, those children who had low levels of skills prior to the viewing of the program benefited more than their skilled peers.

- In 2007 ACEV and TRT began looking into the possibility of renewing Will You Play With Me? Foundation experts are currently providing support in the objective-identification and scenario-writing stages for the new series, which will consist of 100 episodes.

bizim sınıf

“Our Class”

Our Class was a project undertaken jointly by ACEV and Kanal D to provide literacy training and literacy awareness via television to women. Formulated as a women's program (targeting females aged 15+) to be aired in the morning block, this program was broadcast in 2005. Our Class was designed to be an entertaining program which provided educational and technical information about literacy and which also encouraged viewers to acquire literacy skills/further education. In the “classroom” segments of the program, ACEV's actual volunteers and trainees were selected to re-enact scripted sections from ACEV's face-to-face literacy programs. Additionally animations and sketches featuring two female characters representing the plight of illiterate women in Turkey became household names for the duration of the program.

- During 2007 work began on projects that will make use of the educational segments of Our Class as part of ACEV's efforts to further expand the scope of literacy education in rural areas.

Educational Programs via TV



“It's Nice To Be A Father”

It's Nice To Be A Father was an eight-episode series prepared jointly by ACEV and NTV whose aims were to promote the foundation's Father Support Program (FSP) and to draw public attention to the importance of fatherhood and related issues. Formulated as a documentary, the program's segments included “man-on-the-street” interviews and examples of various groups at work. Interviews with fathers taking part in the program as well as with their wives and children focused on problems while in other segments experts expressed their opinions on various issues. It's Nice To Be A Father also focused on the notion of fatherhood and its perceptions in addition to dealing with the main themes dealt with in the Father Support Program.

- CDs containing the episodes of It's Nice To Be A Father were distributed to educators by FSP and they were also shown as support material for the program's national and international presentations. In response to requests prompted by one such presentation in Germany, a film based on the series' content was prepared with the permission of NTV and it is now being used for educational purposes by the Deutsches Jugendinstitut, an agency that does work related to Turkish immigrant families in that country.



“Parenting” Spots

“Parenting” spots were produced jointly by ACEV and DIGITURK. They were designed to draw public attention to the importance of a child's immediate surroundings and to convey messages about the things that families can do to support early learning. Three one-minute spots were made in which important messages on this issue were conveyed to parents. The spots were broadcast widely on DIGITURK channels.

- Prepared in 2007, the spots convey a variety of messages to families such as the fact that every moment of a person's life is a “learning moment” and for this reason it's important that parents support their children, devote time to them, and be a good example for them.

International Activities

ACEV cooperates with a variety of national and international organizations in order to make its know-how and experience available to those that serve disadvantaged communities in other countries. The foundation contributes towards influencing and developing good policy in early childhood and adult education by playing an active role in international networks. The demand for ACEV's programs at the international level is an important indicator of their recognition as being both valid and effective.

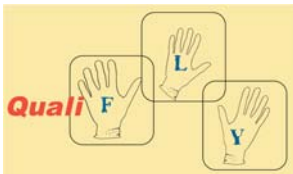
- ACEV is a founding international partner in the Center on the Developing Child (HCDC), a part of the Harvard Graduate School of Education. In this capacity it will be cooperating with other organizations on improving children's lives around the world and on developing a global strategy for early childhood education.
- ACEV is an active participant in and contributes towards the work of the Consultative Group on Early Childhood Care and Development, an international and inter-agency consortium concerned with early childhood care and development.
- ACEV shares its knowledge and experience with nearby countries in collaboration with UNESCO's Early Childhood Cooperating Center.
- In 2007 ACEV was a steering committee member and partner of the European Program for Integration and Migration (EPIM).
- ACEV cooperates closely with local organizations in Europe and the Middle East to further develop the foundation's existing educational programs. In Europe, the programs target families of Turkish immigrants and are implemented in Turkish. In Arab countries they are conducted in Turkish for Turkish families that live there and also translated into Arabic for use with the local people. ACEV's primary role in these activities consists of providing training and materials for the personnel of the local agencies in these countries and acting as an observer and consultant for the training activities. Such efforts make it possible for ACEV to disseminate its best practices in early childhood and parent education, to make its know-how and experience available to others, and to encourage the use of its programs in other countries and cultures.
- ACEV programs are being implemented internationally in Bahrain, Belgium, France, Germany, the Netherlands, Jordan, Saudi Arabia, Switzerland, and the Turkish Republic of Northern Cyprus.

International Activities

As a result of international activities in 2007, training was provided to 1,360 parents and children.

International activities in 2007

- ACEV continued to expand its international activities in 2007. The foundation conducted 24 Mother Child Education and Mother Support trainings in France, Belgium, Germany, and Saudi Arabia (Riyadh) for Turkish immigrant families. The foundation's activities in Bahrain, which began in 2002 and targeted the local Arabic-speaking communities, also continued last year under the auspices of the Red Crescent.
- At the initiative of the Turkish consulate-general in Geneva, Mother Child Education Program trainer training was given to 13 Turkish teachers on assignment in Switzerland. Later, these teachers conducted courses that were attended by 128 Turkish immigrant mothers.
- A Father Support Program group was formed in the German city of Bremen. Through this group's efforts, training was provided to 1,360 parents and children.
- An important outcome of ACEV's international activities is that they spur requests for programs from other countries as well. A project proposal put together for implementation in Azerbaijan last year is one example of this. While President Bashar al-Assad of Syria and his wife Asma al-Assad were in Turkey, they visited a number of ACEV training sessions and they suggested that similar models could be developed for implementation in their own country. Such expansions open the door to substantial training opportunities for ACEV in the region.



QualiFLY

QualiFLY (Quality in Family Literacy) is a project supported by the European Union in the framework of the Socrates/Grundtvig 2 program. As one of the partners in this program, ACEV worked with participating countries (Italy, Ireland, Malta, Germany, Great Britain, and Canada) for two years in promoting good quality in family literacy programs and creating a core group of expertise in each partner country through the active involvement of tutors in the project. ACEV hosted the closing meeting of the project when it was held in Istanbul on 22-25 May last year.



IMPACT

Another international project in which ACEV is taking part is IMPACT (Improving Parenting Competences) in the framework of the Socrates/Grundtvig 1 program. In this two-year project, eight organizations from five countries (Germany, Great Britain, Romania, Turkey, and Finland) worked together to develop ways of improving families' parenting competencies. The project focused on gathering and disseminating information through the creation of a "knowledge-base" website, and formed e-course and a forum platform. In 2007 ACEV supported the preparation of the project's website, conducted a requirements study, and hosted the project meeting when it was held in Istanbul in April.

Communication and Fundraising Activities

Communications and fundraising activities are both crucial to the sustainability of ACEV's programs and projects. In order to strengthen its support base and maintain a distinct organizational identity, ACEV invests in the development of a variety of communications activities, materials and channels. The foundation's fundraising and donor relations activities have also become an area of great concern and thus capacity building over the last two years.

Communication activities in 2007

- In addition to its institutional communication activities, in 2007, ACEV also channeled its efforts towards raising awareness about the importance of preschool education and involving in advocacy activities to broaden the scope of preschool education in Turkey.
- In addition to running advocacy campaigns such as "7 Is Too Late", ACEV also continued to communicate its programs and other activities; and involved itself in numerous fundraising efforts. Various corporate communication and program promotion materials were prepared. Web-based announcements and hard-copy information materials were also developed and distributed in order to keep stakeholders informed about the foundation's activities.
- On special days such as International Women's Day, Children's Day, Mothers' Day, Fathers' Day, and Literacy Day, various activities were organized for participants of the training programs such as holding ceremonies to thank the trainers. Different kinds of announcements concerning ACEV's corporate communications, program-related information, other activities and its social responsibility and regional activities were also released to the media regularly. Communication activities concerned with projects undertaken by various agencies and organizations to support ACEV were conducted jointly with those bodies.

Communication and Fundraising Activities



Fundraising activities in 2007

During 2007 the foundation undertook a number of fundraising projects to generate more resources for its programs and projects. The most important of these are summarized below.

T-shirt Project

In 2007, the traditional annual T-shirt Project, which ACEV undertakes together with Marks & Spencer, also had the support of artist Günseli Kato. T-shirts and other accompanying accessories and sporting designs prepared by Kato were manufactured and sold in stores to generate income for the foundation.



CowParade Project

CowParade is an international public art exhibit and social responsibility project that has become an event in countries all over the world. Istanbul's first CowParade exhibition was held in 2007. Organized by SINPA A.Ş., ACEV was one of three NGOs that benefited from the revenues generated by the exhibition. Fiberglass sculptures of "cows" produced for the show were decorated by artists and displayed in shopping centers and other parts of the city until the end of October. At an auction held by Antik A.Ş. on November 24th, the decorated sculptures were sold to the highest bidders and the proceeds from these sales were shared equally among three NGOs: ACEV, TEMA, and the Street Kids Rehabilitation Association.



"Let's Play With Colors"

"Let's Play With Colors" is a project aimed at mothers and children taking part in ACEV's Mother Child Education and Preschool Parent Child Education Programs. Sponsored by Joker Maxi Toys and led by artist Günseli Kato, the first "Let's Play With Colors" workshop was held at the foundation's head office in May. With Kato's guidance, the children and their mothers spent five hours making pictures on which the artist based canvases of her own. Images selected from these paintings, which were also exhibited at Metro City during June, became the artwork for ACEV's New Year's cards which are produced and sold every year.

Communication and Fundraising Activities



ACEV projects on the Global Giving website

Global Giving (www.globalgiving.org) is a "marketplace for goodness", a website from which one can make donations via the internet for charity projects all over the world. The website contains the names and details of more than 450 individual projects being undertaken by NGOs worldwide. What's more, donations made in specified amounts to projects on the website are matched by GAP Inc two to one. ACEV's women's literacy and summer preschools are the first two charity projects from Turkey to be admitted to the Global Giving website. Donations continue to be made for both projects on the website.



MARKA Conference Support for Southeast Anatolia Summer Preschools

ACEV and Yürekli Consultancy collaborated on a project to secure support for the foundation's 2007 summer preschools. Donations were solicited from participants in the MARKA Conference, an event that Yürekli organizes every year. Yapı Kredi Worldcard, the conference's main sponsor, also lent its support to this project. The ACEV Summer Preschool Project is conducted jointly with the Ministry of National Education (General Directorate for Preschool Education). Under this project, children in the preschool age group in under-resourced areas of Diyarbakır and Mardin are given a chance to attend summer school. The donations given to the project are geared towards temporarily refitting the classrooms of local primary schools to serve as preschools.



"My Healthy Baby"

"My Healthy Baby" is a project undertaken jointly by Excel Communications Consultancy, Health Focus, Hill & Knowlton, and ACEV. Funded by a grant made available as part of the EU's Reproductive Health in Turkey Program, the project is a "mass communication campaign aimed at increasing public awareness of mother and newborn infant health issues". Led by Excel, various communication activities were carried out and information meetings were held in sixteen provinces in Turkey on the subject of mother and infant health.

In 2007:

Reports of ACEV's activities appeared 942 times in printed media and 31 times in visual media.

For a more cohesive society...

Individuals who are self-confident, eager to learn, and successful will be more at peace with themselves and with those around them. These children will learn to be tolerant of others and to resolve problems through reconciliation. This in turn will reduce social tensions and strengthen social solidarity. Social cohesion and solidarity will contribute to wellbeing and prosperity in the country.



Advocacy and Awareness Raising Activities

In addition to ACEV's fieldwork programs in early childhood and adult education, it engages in a variety of advocacy and awareness raising activities. The foundation also takes part in networking, research and policy formulation activities to support these advocacy efforts.



Advocacy and Awareness Raising Activities



"7 Is Too Late" Campaign

ACEV's "7 Is Too Late" campaign focuses on the vital importance of the first 6 years of life in a child's cognitive development. The foundation has been conducting this campaign since 2005 to increase public awareness and knowledge about the importance of preschool education and to broaden the scope of its application in Turkey. By cooperating with its six NGO partners (Association in Support of Contemporary Living, Education Reform Initiative, Foundation for the Support of Woman's Work, Turkish Educational Volunteers Foundation, Turkish Education Foundation, Vehbi Koç Foundation), ACEV has been able to substantially expand the reach of this campaign and its activities. Through the campaign, ACEV has had a significant impact on public opinion and has drawn the attention of the public authorities to the subject of preschool education.

Intensive lobbying activities were carried out in collaboration with six other NGO partners to make preschool education compulsory.

Policymaking, advocacy and awareness raising activities in 2007

In 2007, ACEV conducted another effective media campaign for "7 Is Too Late". In the weeks prior to the year's general elections ACEV engaged in lobbying and also advocacy activities on the subject of early childhood education in partnership with the Education Reform Initiative.

"7 Is Too Late" campaign and communication activities in 2007

The second round of campaign communication activities was launched in March 2007 and various efforts were made to inform the public and draw authorities' attention again. TV and radio spots and also printed media announcements were produced to explain why early childhood education was important and to call for greater access to preschool education. These spots and announcements attracted considerable public attention thanks to the strong support of the media.

"7 Is Too Late" posters, billboards and adverts on municipal buses/metros were utilized in a number of provinces. Publicity events were organized in schools, preschool festivals, and other preschool activities. Audio CDs explaining the importance of preschool education were sent out to the governorships and national education directorates of all 81 of Turkey's provinces to be shown during parent-teacher meetings.

www.7cokgec.org

The official campaign website of ACEV's "7 Is Too Late" is www.7cokgec.org. It was created in line with the requests received from the parents and educators by the foundation during the campaign, with the purpose of providing answers to questions. The website went into service in March 2007.

Free Preschool Breakfast Program

As part of the "7 Is Too Late" campaign, ACEV also launched a Free Preschool Breakfast Program that was carried out in ten provinces during the 2005-2006 academic year. During the 2006-2007 academic year, upon the request of the Ministry of Education,



Advocacy and Awareness Raising Activities

Under ACEV's free preschool breakfast campaign, donations obtained with the support of project sponsors resulted in support for 45,000 children at 1,645 schools.

the scope of this project was broadened to include a total of 21 provinces (Adıyaman, Ağrı, Batman, Bingöl, Bitlis, Çorum, Diyarbakır, Erzurum, Giresun, Hakkari, Kahramanmaraş, Kars, Malatya, Mardin, Muş, Ordu, Samsun, Sivas, Şanlıurfa, Şırnak, Tokat, and Van). As part of this project, breakfast food (milk, hazelnuts, packaged cakes) was provided to 45,000 children at 1,645 schools. Sponsors who donated money to the project were Fiba Holding, Sabancı Foundation, and Mudo while Danone, Tetra Pak, and Hazelnut Promotion Group supplied goods.

Lobbying activities

A report on research conducted by the Education Reform Initiative on preschool education and, also, a policy report (Early Childhood Education: Its Importance and Benefits for Economic and Social Development and Recommendations for its Expansion) prepared on the basis of international literature concerning the same subject were distributed to the concerned parties. Based on scientific research, these reports explained the importance and benefits of preschool education and recommended ways to broaden its scope in Turkey.

In the run-up to the year's general elections, policy recommendations calling for compulsory preschool education were published in newspapers in collaboration with six other NGOs. These ads, which contained the names and logos of the underwriters, were addressed to political party officials, independent candidates, and the public at large. The information contained in the ads were also rewritten into a press release that was sent out together with the policy report, jointly by ACEV and its partners to media representatives, political party officials, and independent candidates.

In the government program that was announced following the elections, the importance of preschool education and the efforts that were to be planned to be made concerning the subject matter were high on the agenda. A draft law making education compulsory from age 6 (one year of preschool before primary school) was prepared and the Ministry of Education announced that a pilot study was to be carried out in a number of provinces.

Before the ACEV campaign, only 16% of the children in the 4-6 age group were attending preschool. Since the campaign, the rate of preschool enrollment in the same age group has increased by 68% to a total of 27% in the 2007 academic year. This development is the result of not only the campaign activities but also the increased importance being placed on preschool by the Ministry of National Education.

Campaign impact study

A post-test study concerning the campaign was completed in June 2007. The results showed that the campaign had increased public awareness on the matter of preschool education and that families understood and agreed with messages saying that 7 was too late an age to start school. A majority of respondents also said that they regarded preschool education as something that the state should be providing and that they would enroll their children in such education if it were possible to do so.

Advocacy and Awareness Raising Activities

Campaign Printed Media Announcements

SONUÇ

1'e 7!

Erken çocukluk eğitime yapılan 1 liralık yatırım, ileride, ekonomiye 7 liralık kazanç olarak geri döner.* Daha güçlü bir Türkiye için, gelin okul öncesi eğitimi birlikte yaygınlaştıralım.

7 çok geç!

*Türkiye ve ABD Ekonomik Ortaklık Geliştirme Komisyonu (2006)

ACEV
ANNE ÇOCUK EĞİTİM VAKFI
www.acev.org

"1 to 7!"

SONUÇ

2 yıl önde!

Erken çocukluk eğitimi almaya imkân bulan çocuklar ve bu imkândan yoksun çocuklar arasında, iki okul yılına denk başarı farkı vardır.* Daha başarılı bir okul hayatı için, gelin okul öncesi eğitimi birlikte yaygınlaştıralım.

7 çok geç!

*Okulların Öğrenci Başarıları Programı (PIAS) (2002)

ACEV
ANNE ÇOCUK EĞİTİM VAKFI
www.acev.org

"2 years ahead!"

SONUÇ

Daha başarılı!

Erken çocukluk eğitimi alan çocukların okul başarıları ve eğitime devam oranları daha yüksektir.* Daha başarılı bir gelecek için, gelin okul öncesi eğitimi birlikte yaygınlaştıralım.

7 çok geç!

*Koculuğu, Z. Zeynep, B. Bulut, S. Özdemir, S. (2006)
Okul başarısı ile erken çocukluk eğitimi arasındaki ilişki
Okul Başarı Programı ve Okul Öncesi Eğitimi
Araştırma, İstanbul: Anne Çocuk Eğitim Vakfı

ACEV
ANNE ÇOCUK EĞİTİM VAKFI
www.acev.org

"More successful!"

SONUÇ

Herkese eşit fırsat!

Erken Çocukluk Eğitimi, Herlemiş toplumların temel değerlerinden biri olan eşitliği destekler.* Daha ileri bir Türkiye için, gelin okul öncesi eğitimi birlikte yaygınlaştıralım.

7 çok geç!

*Human, E. Adhikari, C.F. (2006)
Okul Başarıları, Okul Öncesi Eğitimi ve Okul Öncesi Eğitimi
Okul Öncesi Eğitimi ve Okul Öncesi Eğitimi (2006)

ACEV
ANNE ÇOCUK EĞİTİM VAKFI
www.acev.org

"Fair Chance for All!"

Campaign TV spots

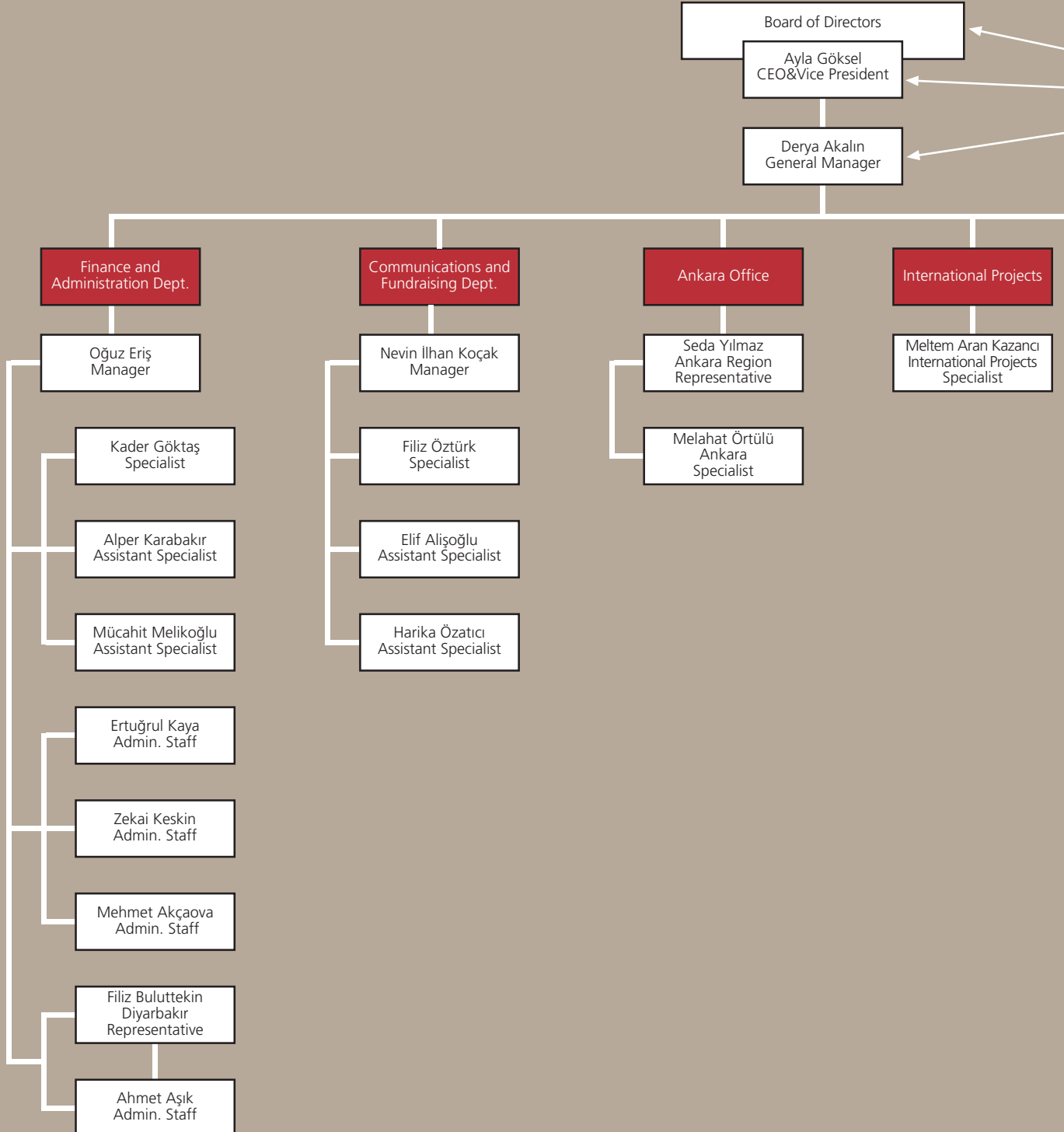


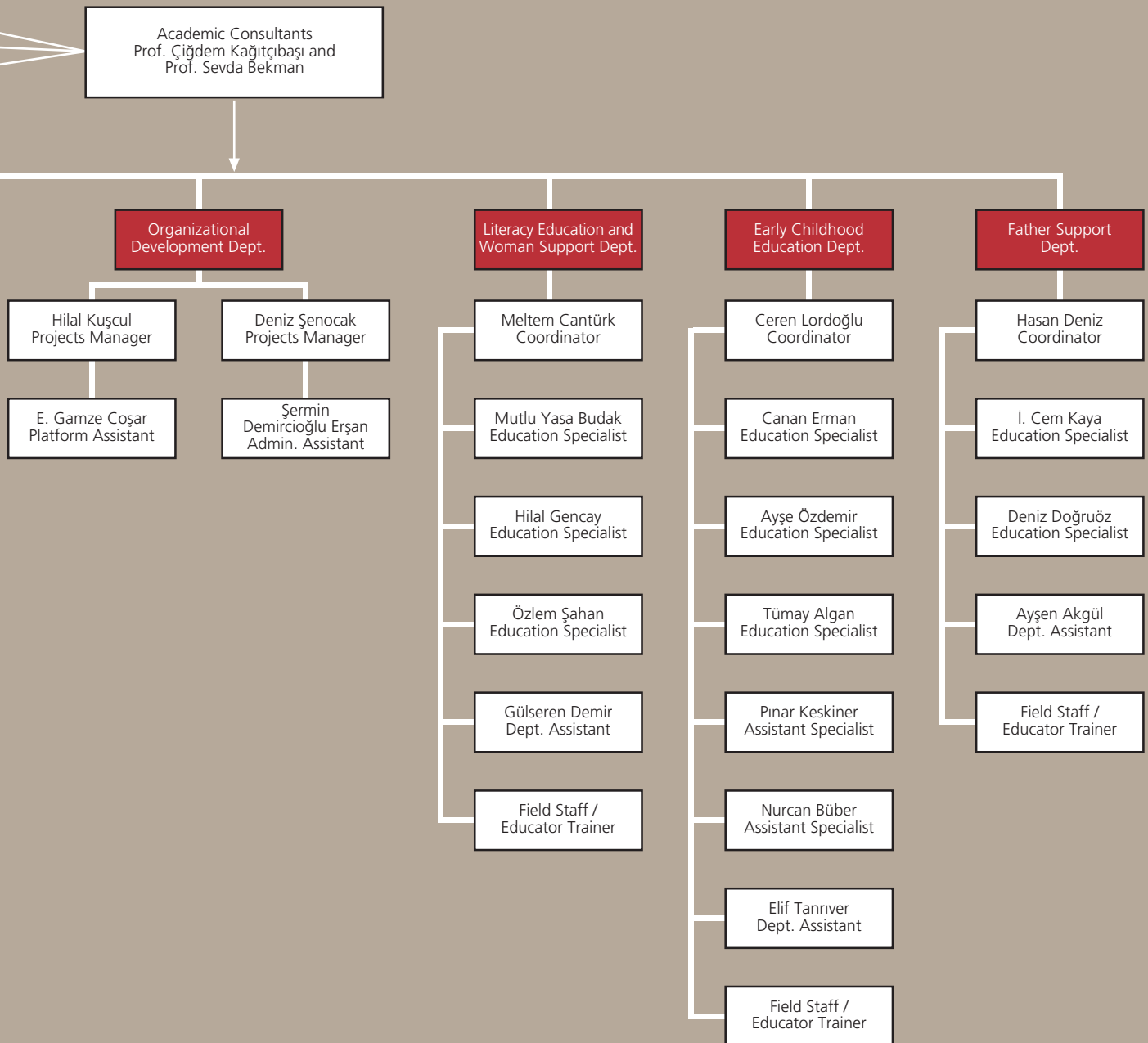
Campaign Media Coverage

For the "7 Is Too Late" campaign, 2,091 advertising spots were broadcast on various national channels. For the "Parenting" project, 7,054 spots were broadcast by DIGITURK, a satellite TV provider.

For the "7 Is Too Late" campaign, 130 advertisements concerning the importance of early childhood education were published in printed media.

Organization Chart





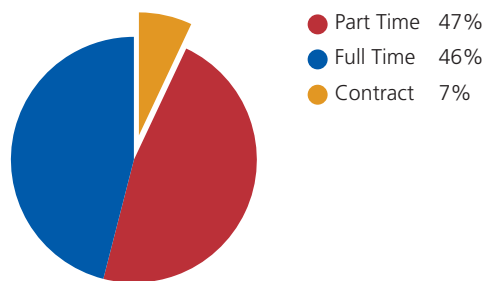
Human Resources

ACEV enjoys a distinguished place in terms of its institutional capacity and professionalism among non-governmental organizations due the fact that ACEV has prioritized such values and invested continuously in the development of its HR strategies.

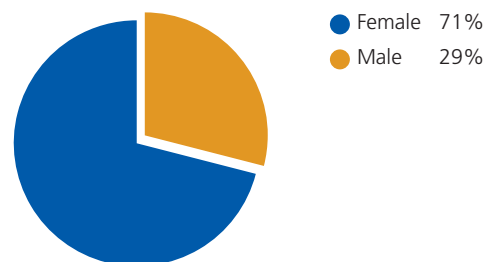
ACEV carries out its activities with a team of 112 professionals, each of whom is a specialist in their respective fields. An average staff age of 40 results in a core team which effectively blends youthful dynamism with experience. 72% of ACEV's employees hold at least a university degree and 71% are female. 54% of them work part-time or hold contract positions and 46% are full-time permanent employees.

Also, to date, a total of 2,600 volunteers (since 1996) have received extensive training (for the literacy program) and in 2007, 544 volunteers were active. Additionally, 2,654 state employees (teachers, social workers) etc have been trained to date. ACEV also views both of these groups as an important part of its collective human capital.

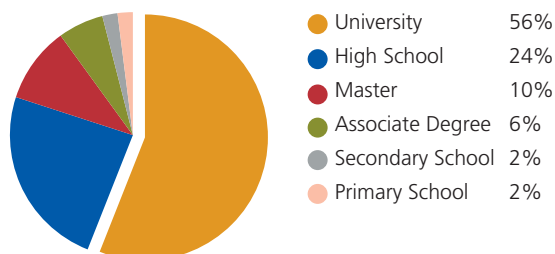
Breakdown by Working Hours



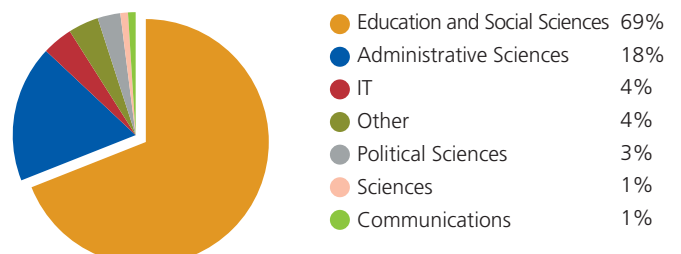
Breakdown by Gender



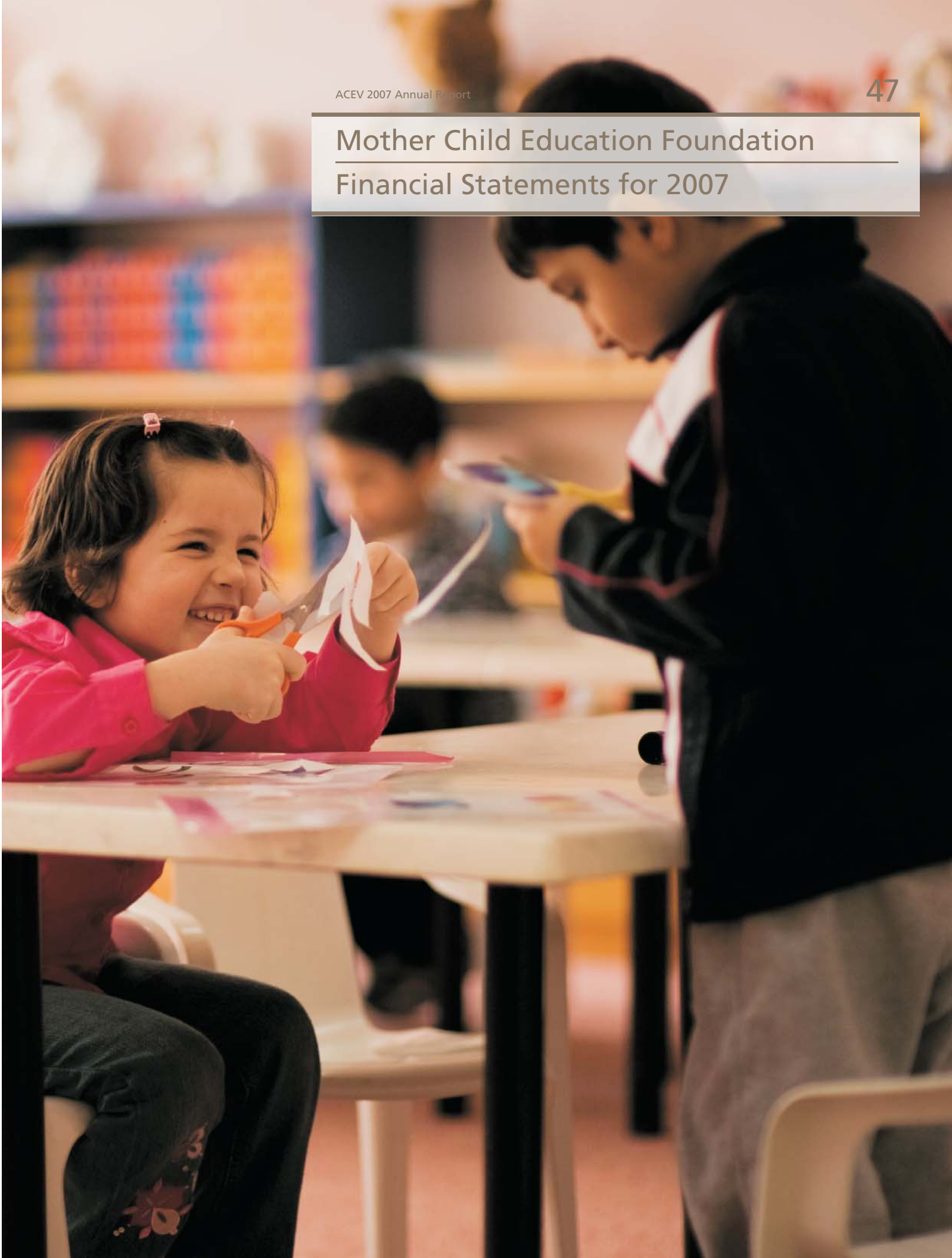
Breakdown by Education



Breakdown by Educational Branch



Mother Child Education Foundation Financial Statements for 2007



Mother Child Education Foundation

Income Statement for 2007 (TRY)

INCOME	2007
CONTINGENT DONATIONS	4,428,819
NON-CONTINGENT DONATIONS	653,146
INTEREST INCOME	965
MARKETABLE SECURITY TRADING PROFITS	442,139
EXTRAORDINARY INCOME	23,521
TOTAL INCOME	5,548,590
EXPENDITURES	
OPERATIONAL EXPENDITURES	1,063,672
SPECIFIC EXPENDITURES	4,487,210
CURRENCY TRANSLATION LOSSES	40,077
TOTAL EXPENDITURES	5,590,959
NET PROFIT/LOSS FOR THE PERIOD	-42,369

Mother Child Education Foundation

Balance Sheet as of 31 December 2007 (TRY)

ASSETS	2007
1. TOTAL CURRENT ASSETS	3,368,782
LIQUID ASSETS	370,131
CASH	307
BANKS	369,824
MARKETABLE SECURITIES	2,781,178
PUBLIC-SECTOR BONDS AND NOTES	2,781,178
OTHER RECEIVABLES	217,412
OTHER MISCELLANEOUS RECEIVABLES	567
RECEIVABLES FROM AFFILIATES & SUBSIDIARIES	216,845
EXPENSE AND INCOME ACCRUALS RELATED TO FUTURE MONTHS	61
INCOME ACCRUALS	61
2. TOTAL NON-CURRENT ASSETS	232,299
RECEIVABLES	9,675
DEPOSITS AND GUARANTEES GIVEN	9,675
FINANCIAL NON-CURRENT ASSETS	25,000
SUBSIDIARIES AND AFFILIATES	25,000
TANGIBLE NON-CURRENT ASSETS	79,531
VEHICLES AND EQUIPMENT	18,503
FURNISHINGS AND FIXTURES	176,557
ACCUMULATED DEPRECIATION	-115,529
INTANGIBLE NON-CURRENT ASSETS	117,400
RIGHTS	31,202
SPECIAL COST	156,383
ACCUMULATED DEPRECIATION	-70,185
EXPENSE AND INCOME ACCRUALS RELATED TO FUTURE YEARS	693
FUTURE YEAR EXPENSES	693
TOTAL ASSETS	3,601,081
LIABILITIES	
1. SHORT-TERM BORROWINGS	213,218
TRADE PAYABLES	75,414
SUPPLIERS	75,414
OTHER PAYABLES	3,294
OWED TO PERSONNEL	2,902
OTHER MISCELLANEOUS PAYABLES	392
PAYABLE TAXES AND OTHER LEGAL OBLIGATIONS	134,510
PAYABLE TAXES AND EXCISES	86,804
PAYABLE SOCIAL SECURITY TAXES	47,706
2. LONG-TERM BORROWINGS	0
3. TOTAL EQUITY	3,387,863
CAPITAL	423,809
CAPITAL	423,809
CAPITAL RESERVES	398,729
CAPITAL RESERVES	398,729
RESERVES AND FUNDS	2,607,694
SPECIAL-PURPOSE FUNDS	2,607,694
NET PROFIT/LOSS FOR THE PERIOD	-42,369
NET PROFIT/LOSS FOR THE PERIOD	-42,369
TOTAL LIABILITIES	3,601,081

For equal opportunities...

A successful early childhood education program can provide children with limited economic and social means an equal chance with their peers in starting life. This will allow more people to effectively join the workforce and also result in greater social equality. Economic development is more robust in societies where the distribution of wealth is balanced.



Institutions Who Supported ACEV in 2007

We thank individuals and organizations who have given us a lending hand and who have helped ACEV shape the future.

ACEV's Institutional Supporters



Funding Organizations



"Attaining Gender Equality in Education and Social Participation Project"
Grundtvig 2 Learning Partnerships "Quality in Family Literacy Project"
Grundtvig 1 "IMPACT (Improving Parenting Competences) Project"
These projects were made possible by European Union funding.

The Preschool Education Program "Summer Preschools" and the
"Functional Adult Literacy and Women's Support" programs receive
funding through the Global Giving website.

Sponsors



"Free Preschool Breakfast Program" supporters.

Citigroup provides support for the "Mother Support Program".

DIGITURK is a sponsor of the "Parenting Project".

Joker Maxi Toys is a sponsor of the "Let's Play With Colors Project".

The Sani Konukoğlu Foundation provides support for the
"Functional Adult Literacy and Women's Support Program".

Swissôtel has donated the income from the Vienna Opera Ball to ACEV.

Yapı Kredi Worldcard provides support for the Preschool Education Program
"Summer Preschools".

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Supporters of the “Cow Parade İstanbul 2007 Project”

We thank **Sinpa, Şişli Municipality and Antik A.Ş.** for their assistance in the organization of “Cow Parade İstanbul 2007”.

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Doğa Gayrimenkul

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Colgate	Lipton	Provide Promotion	

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