

EVERY CHILD DESERVES A FAIR  
START IN LIFE





## ACEV's Recent Highlights

Every child deserves a fair start in life.

ACEV works to make sure every child is safe, healthy, happy, and learning.

We create and implement evidence-based education programs for children, parents and young women in an effort to contribute to equal opportunities in education. Our dissemination efforts prioritize children and families in need. Within this scope, we provide educational programs for young children and parents.

Beyond educational programs and field activities, we do awareness building and advocacy work to raise awareness and build support for our work.

In fact, all of our activities center on quality education in early childhood, gender equality, the family's role in raising the next generation, and life-long learning; all of which are United Nations Sustainable Development Goals.

Almost one million beneficiaries have participated in our training programs and we continue to grow with our volunteer trainers, tens of thousands of individual donors, and ever expanding collaborative network. We know a child's early years lay the foundations for a strong future. Building that future starts from day one...

Since 1993, we...

- Expanded our international activities to 15 countries,
- Trained 13.000 volunteer instructors,
- Reached 1 million people through our face-to-face education programs,
- Reached 10 million people through television and e-education tools.

Almost one million beneficiaries have participated in our training programs and we continue to grow with our volunteer trainers, tens of thousands of individual donors, and ever expanding collaborative network. Expanding the scope of our international activities...

With the support of the international organizational partnerships we have built through our know-how and experience in early childhood and adult education, we are reaching and making a difference in 15 different countries in Europe, the Middle East, and Asia.

## LIFE'S MIRACLE YEARS: EARLY CHILDHOOD PERIOD

A child's first 6 years is considered to be a vital stage in human 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. Early childhood education interventions targeting the community's disadvantaged population play an important role in reducing inequalities and, in particular, intergenerational transfer of these inequalities.

## Our Mission

Since its establishment in 1993, AÇEV's mission has been to make a lasting contribution to society by supporting the development of children and their environments through education starting from early years. Spanning early childhood, parenting, and adult literacy, AÇEV's training programs have targeted all stages of human development and all members of the family from early childhood to parenthood. Our programs have common goals of reducing disparities and addressing inequalities in various domains: as our preschool programs target equal opportunity, bridging the socioeconomic gap in school readiness and academic success by accessing disadvantaged children; our literacy and parent support programs address gender equality.

## Our Vision

AÇEV's vision is for all children in Turkey to be safe, learning, healthy, and happy. To this end, AÇEV will provide evidence-based knowledge, programs, and policies to serve young children and their families.

## Recent Client Demographic Information

ACEV seeks to serve vulnerable young children, their parents, and women. We work across Turkey and internationally, reaching out to low socioeconomic status groups and refugees. Through early childhood programs we have thus far reached 496,577 children and 7,374 refugee children aged 0 to 6 to afford them a fair start with improved environments whether in their home or communities. Additionally, ACEV reached 323138 primary school graduate mothers, 4159 refugee mothers and, 63488 high school graduate fathers through its parenting programs, and 140862 young women, who are neither in employment nor in education, through its women's empowerment and literacy programs.





## ACEV's future direction

Going forward ACEV seeks to hone in on its fundamental mission of enhancing development in the early years with programs serving both breadth and depth.

- a) School Readiness and Parents First - Service delivery for vulnerable young children and parents will remain at the core of ACEV with enhanced quality and new modules in face to face programs, together with new partnerships.
- b) Digital ACEV will be a new outreach plan to reach a wider group of beneficiaries as well as share ACEV's accumulated experience with like-minded organisations
- c) Policy advocacy for systemic change will be three pronged
  - i. Ensuring quality in the preschool year, set to become universal in 2 years
  - ii. Advocating for reach to earlier age 3-4 and
  - iii. Engaging and educating parents
- d) Finally, replicating our models and learnings in the international sphere through partnerships will be a key aspiration in the future

## Primary organizational goals for the next 3 years

Approaching its third decade, ACEV remains firmly committed to ensuring all young children are healthy, safe, happy and learning. ACEV's strategic plan includes a range of objectives and tools that impact the ecological wellbeing of the child; summarized here into five goals:

**Parenting First:** ACEV will expand its parent training programs to other communities, targeting vulnerable and marginalized families in Turkey through local partnerships. To reach children and parents, ACEV aims to increase the number of its partners. ACEV will also strengthen programs by developing additional structured child modules for parents to actively support child development in the home. By actively involving children, parents and communities in promoting childcare and protection—ACEV will support higher impact and sustainable gains in children's wellbeing and family cohesion.

**School Readiness of the Most Vulnerable:** ACEV will continue to prioritize school readiness as a key strategy to close the learning gap and improve equity for young children. ACEV will target vulnerable Syrian refugee populations, as well as ethnic minorities in rural areas through its community-based summer preschool model. Increasing the engagement in the program will ensure that all children begin school "ready to learn". ACEV's goal is to reach new communities with multiple partners and stakeholders in three years.

**Advocating Quality Early Care and Education for All:** ACEV will strengthen advocacy efforts nationally and internationally to raise awareness and secure more public and private financing for early childhood development. ACEV will call on the global community to take action on evidence-based ECD solutions and policies. (In Lao PDR, for example, ACEV's school readiness program and advocacy led the government to adopt it as a best practice nationally.) ACEV will also increase campaign activities (two a year) to engage communities and families, to influence social norms in parenting or impact demand and policy change in early childhood. We will also generate knowledge on early childhood and peace building through our pioneering leadership with the Early Childhood Peace Consortium, in partnership with YALE and UNICEF.

**Digital ACEV:** While ACEV's core work will remain the implementation of face-to-face early childhood and parent training programs, it recognizes the opportunity of alternative delivery channels utilizing technology to reach a wider group of beneficiaries. ACEV plans to invest in a digital platform to empower parents to support their child's development with technologically enabled tools, especially for underserved 0 to 3 year old children. It will build on the success of First Six Years mobile app and broaden online offerings for parents. The second phase of this goal is envisaged as an open access online platform that will make available all knowhow— program content, training methodology, research instruments, and supervision protocols— to parties interested in replicating ACEV programs.

**International Replication:** ACEV is keen to share best practice and aims to build capacity with five new country partners replicating ACEV programs. ACEV's programs have been implemented in 14 countries at often-minimal cost yet funding constraints remain. The aforementioned digital platform will also enable ACEV to share its knowhow across multiple geographies.



## ACEV's recent successes

**1. The successful summer school intervention for young Syrian refugee children – now poised to go to scale by the government.** Not only has ACEV adapted a long running local program to emerging needs of a new vulnerable, population - the Turkish government recently decided it would use the basic model of summer preschools and scale it up to 26 provinces serving tens of thousands in 2019. It will be funded by the EU and include not only Syrian refugees but also vulnerable host community children. The government plans to both better prepare Syrian children for school but also increase integration and social cohesion with local Turkish populations.

**2. The traction of our Father Support Program has evolved from a program to a movement.** Already an innovation in its field, the Father Support program recognized that the wellbeing of children is not only dependent on the parenting of mother but fathers too and critical herein are the gender roles the child is exposed to. These are shaped not only within the family but the norms in society. Social change often requires change at multiple levels and the most successful ones are those that are borne at the grassroots. Fathers who graduated from the ACEV program wanted to sustain the group as well as spread their learnings to their community and began to self-organize into local support and advocacy groups over 11 cities. These father groups have tackled such issues as gender based violence and domestic work. This is amazing.

**3. ACEV's vision for early childhood education was incorporated into the National Education Vision and Plan for 2023.** Last year a new, progressive Minister of Education launched a bold education reform agenda and invited ACEV to contribute to the national plan. The seminal document published in November incorporated - almost verbatim - ACEV's policy recommendations. Although we have yet to see how much of the plan will actually be implemented, impacting the vision for national policy and the national conversation is the first step in systemic change.

## ACEV's International Awards (in the past decade)

- **Lipman Family Prize:** AÇEV is honored with the prestigious Lipman Family Prize awarded by the Wharton School at the University of Pennsylvania. (2019)
- **EMPower Champions of Youth Award:** AÇEV received the award for its literacy work geared to young women. (2013)
- **U.S. Library of Congress:** AÇEV was 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. (2013)
- **WISE—The World Innovation Summit for Education:** AÇEV is honored with the WISE award for its flagship Mother Child Education Program (MOCEP). (2010)
- **UNESCO's King Sejong Literacy Award:** AÇEV's Functional Adult Literacy Program (FALP) was selected as one of the best literacy projects worldwide. (2006)



## A Fair Start for Syrian Refugee Children

In the past few years, the world has been tackling with one of the biggest refugee crises in world history. Millions of people seek for asylum in other countries. After mobilizing all its resources for humanitarian aid in the early years of war in Syria, the world today seeks sustainable solutions to provide a decent life for refugees. The right to education is a requisite for the children of families who have fled from the conflict in Syria to take refuge in Turkey and struggle to survive in dire circumstances.



### An intensive, ten-week summer pre-school program

In response to the convincing evidence on the benefits of investing in young children ACEV is increasingly supporting ECD in Turkey and around the world through its' cost-effective school readiness program model. Using a range of entry points to influence vulnerable young children's development, ACEV involves multiple partners and stakeholders to run the program.

The program targets children between the ages of five and six during the summer before they start first grade. It uses a structured curriculum specifically devised for children unfamiliar with the language of instruction in the school system they will enter, and employs bilingual teachers. To address the gender gap in ECE, the program also aims to recruit more girls into each classroom by encouraging parents to send their daughters to the program. Children attend the program for 5 hours per day for 10 weeks, which



exposes them to a total of 250 hours of ECE. Structured sets of activities, each lasting for 20 to 30 minutes, are distributed over the different parts of the daily routine.

The program incorporates an additional mother support component, which complements the ECE program by targeting mothers of participating children throughout the ten weeks. It is carried out in the form of weekly 2.5-hour group discussions covering topics such as nutrition, preventative health care, mother and child health, enhancing children's school readiness, and positive disciplinary methods.

## Benefits of A Quality Accelerated School Readiness Program:



**Target group reached:** 2,620 children completed the 10-week ECE Summer Schools programme. The number of Syrian children who completed the program was 1,988 while for local children it was 632. According to these figures, of the children who completed the entire program, 76 per cent were Syrian and 24 per cent were local.

**Language of implementation:** The content and implementation language of the PEP is Turkish and the ECE Summer Schools were also conducted in this language. To make sure that both the Syrian and local children went through a smooth transition in learning Turkish, could properly adapt to the ECE Summer Schools and take part in program activities, bilingual teachers provided interpretations in the children's mother tongues and certain time units were conducted in the Arabic language.

**Implementation ground, number of classrooms and staff:** Implemented between the months of July and September, the ECE Summer Schools program is delivered in the following provinces; Hatay, Adıyaman, Batman, Diyarbakır, Gaziantep, Kilis, Mardin, Siirt, Şanlıurfa, and Şırnak. A total of 140 ECE Summer School classrooms were opened, including 106 classrooms for Syrian children and 34 classrooms for local children in both central and other districts of each province.

**A multi-stakeholder implementation structure:** The multi-stakeholder implementation structure of ECE Summer Schools is highly effective in obtaining positive results. This structure facilitates the use of ready-made learning content, reaching out to families, building and maintaining trust with them, and cooperating with local institutions. Moreover, managing logistics and supporting relationships with relevant stakeholders plays an important role in effectively managing the program.

**Working with bilingual teachers:** Bilingual teachers, who ensure the implementation of ECE Summer Schools and communication with children and families, is one of several factors that played an effective role in obtaining results.

**Teacher training and in-service support systems:** The models have a quality assurance framework encompassing Training of Trainers to field supervision to beneficiary impact, rendering this a best practice model in early childhood training field. Incorporating a seamless system of rigorous monitoring and evaluations, both internally and externally, this system provides an assessment of beneficiary needs in the field to inform program content and program impact. Therefore, ACEV benefits from a continuous improvement in delivery methods and curriculum development.

**A bilingual and multicultural program:** Another component contributing to the impact is implementing the program in a bilingual setting and the multicultural nature of the content. To ensure a smooth transition for children to the Turkish educational system and to facilitate children's adaptation to the ECE Summer Schools, teachers translate the content into children's mother tongue. To help children adapt to the program, attention was paid in ensuring that the program activities contained elements from their own culture (songs, plays, etc.).

**Investment in learning environment:** Investment of partners in enhancing the standards of an inclusive, quality learning environment is crucial for achieving success in this program, as well as reaching out to children of different abilities, nationalities and social backgrounds. This includes the use of small class sizes (with around 20 students each), the provision of specialized ECE materials and furniture, recruitment and training of enough teachers, and monitoring the quality of instruction by trained provincial supervisors. In the past few years, the world has been tackling with one of the biggest refugee crises in world history. Millions of people seek for asylum in other countries. After mobilizing all its resources for humanitarian aid in the early years of war in Syria, the world today seeks sustainable solutions to provide a decent life for refugees. The right to education is a requisite for the children of families who have fled from the conflict in Syria to take refuge in Turkey and struggle to survive in dire circumstances.

## Mother Support Program

The Mother Support Program was derived from AÇEV's flagship Mother Child Education Program in which the Mother Support Program was implemented as a component for training mothers on topics such as child development, parenting attitudes, and sexual health. 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, and to inform mothers about their rights and healthy living. They also serve to provide children with a supportive home environment where the mother has higher self-confidence, an increased sensitivity for child development, hence an increased role of an educator in their children's lives.



### Goal

The Mother Support Program aims to equip mothers with necessary skills to fully support the development of their children, to improve mothers in creating positive and consistent mother-child relations and to support the development of mothers' feelings of self-confidence and competence.

### Program

The program targets mothers who have children between 3 and 11 years of age. Bearing in mind differences in child development, the program is comprised of two modules, one for mothers whose children are between 3 and 6 years of age, and the other for mothers whose children are between 7 and 11 years of age.

In order to support children's development as a whole, the Mother Support Program targets the mother, who plays an important and influential role in her child's development. The Mother Support Program consists of 12 sessions over 12 weeks, but can be expanded to 14 sessions over 14 weeks based on the needs, circumstances, time constraints, and desires of its participants.



MSP sessions are attended by 15 to 20 mothers and conducted in a conversational style. Each week's topic is covered in a group discussion led by an AÇEV-trained group leader, who facilitates involvement through adult education methods such as role-playing, case-studies, and question-and-answer. As the sessions are highly interactive, mothers benefit through frequent participation.

### **What Mothers and Children Experience in Our Program?**

Mother Support Program, derived from AÇEV's flagship Mother Child Education Program is a system changer. It supports delivery channels and methods of early childhood development provision, proving that early stimulation and intervention has to be supported through active family involvement.



The Mother Support Program leverages the mother in her natural supporter and educator role. For children who attend a preschool, the program implements child development activities at home. It also promotes inclusion, as in societies where public provision of early childhood development is weak, or quality is low, Mother Support Program serves as a practical and effective home-based non-formal early childhood family involvement model. Yet, even in contexts where public provision of early childhood is strong, the Mother Support Program has proven vital and effective for addressing parents' equally important role and responsibility as "first educators" and "partners in their children's development."

### **Program Implementation in Numbers**

Volunteer trainers implemented the program in AÇEV's centers, reaching a total of 144 mothers in 8 groups in İstanbul, Bursa and İzmir during the first half of 2017. We built new partnerships with local administrations and various institutions to meet the field's needs through this program. Also, through implementations at the Melek Erman Köni Education and Culture Center, and the centers in Kınık and Poyracık, we reached 546 mothers in 28 groups during the second half of 2017. Therefore, we reached 690 mothers through 36 Mother Support Program groups throughout 2017. Similarly, we opened up 84 Mother Support groups, reaching 1260 mothers.

Moreover, at the Alipaşa Family and Child Education Center located in Diyarbakır, we reached 118 mothers and 52 children in the first half of 2017 through our Mother Support Program and Preschool Education Program. We supported the development of children in this region in partnership with local organizations through reading groups with 4-7-year-olds. In the second half of 2017, we reached 2564 children through 145 reading groups. Due to urban transformation work in the region, we started preparations to move to a new building in 2018. Likewise, we continued our program implementations in Diyarbakır reaching 180 mothers through 12 Mother Support Program groups.

Finally, in 2017 we implemented the program at the Kınık Municipality's Family and Children's Center, we reached 62 children in 4 Summer Preschool classrooms. Furthermore, 27 mothers participated in the Mother Support Program. Seventy-two children and 15 mothers made use of the child-parent library we established inside the center

## Engaging Fathers For Gender Equality

There was a pressing social need in Turkey to challenge prescribed gender norms, especially those practiced in the home, and increase awareness of men in their responsibilities both in fatherhood and in the achievement of gender equality. ACEV's strategy was to focus on the role of fathers as the most accessible intervention point for engaging men in women's empowerment through a gender equitable parenting program specifically designed for men.

The flagship Father Support Program (FSP) is a community group-based, 10-week parenting program for fathers from disadvantaged backgrounds with children aged 3 to 11. Engaging men as fathers in children's most formative years aims to support men in fostering democratic parenting and gender sensitive practices in their families. Today, ACEV stands out as one of the pioneering institutions in engaging men in the promotion of early childhood development and integrating women's empowerment and prevention of gender-based violence.



### The Father Support Program Reaches Men while Impacting Lives of Women and Children

471 Father Support Program groups reached 6045 fathers in five provinces of Turkey. While the Father Support Program works directly with men, target beneficiaries are ultimately women and girls. Using fatherhood as an entry point for gradual transformation in gender roles in the home, we engage communities of men in gender equality, and influencing key stakeholders and the society at large. Most recent program evaluations found 43% of the fathers reporting increases in awareness of responsibility in child development and household duties, children's needs, empathy and non-violent communication methods, 35% in gender equality and gender-based violence. These studies also found that fathers tend to abandon harsh discipline and aggressive behaviors upon learning more democratic and empathic

ways of communicating with family members or disciplining their child. With an increased awareness of their role in their children's development, fathers have often reported improved relationships with their spouses, as well as an increased sense of well being, as a result of assuming more responsibility in the home. Similarly, spouses of Father Support Program participants have reported 35% men being more involved in childcare, 29% sharing responsibility and decision making in the home, and 42% displaying less aggression, and intention to change aggressive behavior. Women agree that these contribute to a more gender equal, democratic environment at home. Our evidence demonstrates that as fathers become more aware of gender inequality, less prone to discriminate between boys and girls and more supportive of education opportunities for daughters, as reported by both men and women. These key changes in the home environment alter the balance of power in the home, creating a more equal relationship between men and women.

There are multiple testimonials from people impacted by the program. One illustrative example, Fatma Y., a 32-year-old housewife, mother of two, pregnant with her third child, raised her hand during an FSP graduation ceremony in 2017 to thank the trainer: "Our marriage was falling apart, when my husband attended your training and started listening to me—saying I, too, have rights and a say in our discussions. After attending sessions, he became a completely different man, sharing chores in the home, patient with me and his children, controlling his anger and striving to show more affection. I am now hopeful about my relationship with him and for our third child."

### **Impacting Partner Institutions**

Throughout the project, AÇEV has been strategic in mobilizing local partnerships with municipalities and civil society organizations to ensure sustainability of impact. In time, we began to witness the change towards a more gender equitable approach in these institutions, as well. Istanbul's Şişli Municipality, a prominent advertising company 'Publicis', and an automotive company 'Intermobil'—all are negotiating an increase in paternity leave for its employees. The exemplary policy change came from the Sisli Municipality increasing paternal leave for its employees from 2 days to one month. These incremental shifts serve to begin a conversation to transform role of men and women in society and challenge prescribed gender norms with tangible actions.

### **Local Fatherhood Initiatives Born**

The outcomes are not confined to the home environment. One of the unique outcomes of the Father Support Program/or project has been the alumnus turning into active change agents and social advocates. After graduating from the program, many fathers become active change agents forming or joining local father networks (more than 150 fathers have formed 9 local networks); others provide support to local advocacy events, continuing to catalyze community-wide gender equality awareness and creating new opportunities for peer learning. Some printed campaign messages on coasters in coffee houses frequented by men, while others handed pamphlets in the busy downtown areas. In addition to the face-to-face program implementations, we reached more than 2 million people in 2018 with three advocacy campaigns: "The Fatherhood Comes First", "No Place in My Love for Violence" and the "I am a Father" campaign. Local fatherhood initiatives were key in disseminating the campaign messages, holding awareness raising activities in their local communities, and now their influence is expanding beyond their localities. In short, they have been calling other men to action. AÇEV's fatherhood campaigns enjoyed local and national media attention featuring program participant fathers and local spokespersons.





We know focusing more effort and resources in facilitating and strengthening these local fatherhood movements, supplying them consistently with new content and campaigns would sustain the networks and encourage more men to participate. With this goal in mind, ACEV held a 3-day capacity building workshop with 33 representatives from all 7 initiatives. We strive to maintain a fine balance between providing adequate support for these groups' capacity building and allowing them to find their own voice. Already, these local groups have begun to inspire new groups in other provinces of Turkey to become local advocates of men's engagement, creating a replicable local advocacy model.

Today, the nation-wide network of FSP trainers, together with the emerging grassroots movements by local communities of men graduating from FSP, constitute an important new asset for sustainability with community ownership of the cause. With their commitment and enthusiasm, these local networks will continue to mobilize local support and demand from local partners to sustain itself without outside financial sources.

The UN Women and the Trust Fund support have been instrumental in program expansion, holding numerous training of trainers and carrying out extensive advocacy and awareness raising campaigns. However, beyond financial resources, the partnership has been transformative in improving standards and increasing capacity of trainers and change agents continuing to create their own networks as citizens for social change.

## Acev's Recent Women's Literacy & Empowerment Work

AÇEV has been working for women's empowerment for over 20 years and managed numerous grants from the EU, UN agencies, and other international partners. It has worked with both the public sector (Turkish Ministry of Education and Ministry of Family and Social Policies) and the private sector. AÇEV has in particular been a strong advocate for gender equality, actively engaging on multiple levels with three main objectives:

1. Develop and implement scientifically sound and needs-based intervention and support programs to serve women in functional literacy; basic rights (i.e. human rights, legal rights, women's rights); safe motherhood and sexual reproductive rights; gender awareness; communication and conflict resolution;
2. Raise awareness and thus advocate for change on policies and practices limiting access to education, employment, social, and political participation of girls and women;
3. Produce evidence through academic research, needs assessments, stakeholder mapping, policy documents for knowledge mobilization

ACEV's Literacy and Empowerment Programs target the 2.6 million illiterate women in Turkey. This figure was close to 9 million two decades ago. Today the challenges of literacy are multifold with the pressures of urban migration and the advance of technology and e-government services widening the digital divide. Illiterate women participate in ACEV's programs to not only gain reading and writing skills, but also to gain functional life skills such as—obtaining a driver's license, attend non-formal skills training courses for gainful employment, pursue more formal education, and have a more engaged role in their children's education.

As a testament to our work, the expertise in women's literacy that the foundation has developed in Turkey has been recognized at both national and international level. AÇEV was honored several times for its adult literacy works, received the UNESCO King Sejong Literacy Award in 2006, the Empower Foundation's Champions of Youth Award in 2013, and the US Library of Congress Literacy Award in 2014.





## Power: A UN WOMEN Project On Young Women's Empowerment (2016-2018)

Barriers to women's social participation in Turkey, strongly associated with gender roles and the socio-cultural structure, also hinder their political involvement. As a result, there is a clear gap between men and women's political participation in the country. ACEV knows that women can influence local decision making towards more gender-sensitivity, and this influence will have a multiplier effect, expanding across the country in the long term.

Research from around the world has shown a strong correlation between education and political participation, with education the most influential factor. As of 2012, UNESCO offers a multi-faceted definition of literacy, which involves life skills enabling the individual to respond to political, social, and economic transformation, globalization, and advances in communication technologies. Our program is based on this definition of literacy, in that it addresses advanced literacy skills focused on women's political participation.





## The POWER Program CONTENT and its Outcomes

Based on a central premise—that young women’s political participation at all levels is critical to changing traditional gender roles, increasing visibility for women’s issues, and, most importantly ensuring women have control over their own lives —the program prioritizes the political participation of young women aged 15-35 (rather than education, employment, or training (NEET)). The term “political participation,” refers to voting, serving on local boards, volunteering, establishing networks, working informally with community members on community problems, contacting local government officials and holding them accountable, and becoming elected representatives.

The program consists of 16 sessions, each lasting 3 hours, over an 8-week period. The weekly topics include; (1) Make Time for Yourself, (2) Effective Communication, (3) Technology in Daily Life, (4) Continuing Education, (5) Protecting All Children, (6) Talking About Rights, (7) Together We Are One, (8) Dealing with Division of Labor at Home, (9) Protect Your Health, (10) Income Generation Skills, (11) Your Employment Rights at Work, (12) Engage in Life, (13) Your Rights: Violence, (14) Protect Your Environment, (15) Your Neighborhood and Your City, (16) Access Services & Vote Consciously.

As a result of this modular training program, women gain a better understanding of how they can become involved in the political process, and support and influence social change by voting, supporting female candidates, or participating in local elections and politics:

- Increased capacity of young women in order to participate in decision making through educational support
- Improved gender responsive environment at local and regional level for the participation of women in decision making
- Improved support at household level for women’s participation in multi-level decision-making.

The success of the program comes from the system of “supervision” by which volunteers are closely supervised to increase the quality and effectiveness of POWER courses. A monitoring and evaluation study carried out on the program implementation showed that the most salient outcome was an atmosphere where discussions on various topics could be held and women could freely express themselves. This atmosphere boosted women’s self-esteem and developed their ability to voice their ideas and thoughts, helped women to receive support in the household and community, increased their knowledge in targeted topics up to a great extent, lead to a perspective change, showing increase in participation in decision making processes in local political institutions.



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