



**AKEV**

**ANADOLU EĞİTİM  
VE KÜLTÜR VAKFI**

2025

ANATOLIAN EDUCATION AND  
CULTURE FOUNDATION  
TECHNICAL REPORT

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**REVIEW AND APPROVAL INFORMATION**

|                       |                        |
|-----------------------|------------------------|
| <b>Approved by:</b>   | Prof.Dr. Mustafa Aydın |
| <b>Approval Date:</b> | 31.12.2025             |
| <b>Signature:</b>     |                        |

## 1. ABOUT THE ANATOLIAN EDUCATION AND CULTURE FOUNDATION (AKEV)

**The Anatolian Education and Culture Foundation (AKEV)** is a civil society organization aiming to strengthen equal opportunities in education, enhance social solidarity, and transfer cultural heritage to future generations. The Foundation adopts an inclusive and sustainable approach that supports individuals' development through lifelong learning, providing contributions to various segments of society ranging from children and youth to older adults and individuals with special needs.

AKEV implements university-based inclusive education programs to ensure children's and young people's access to safe, high-quality, and supportive learning environments, and to strengthen the social and academic participation of individuals with special needs. Within this framework, educational, mentoring, psychosocial support, and awareness-raising activities are carried out for children, youth, and families, while practices supporting the protective and empowering roles of parents and educators are developed.

To support older adults in remaining active, productive, and socially engaged, AKEV implements structured programs based on a lifelong learning approach. Through educational activities conducted in university settings, cultural events, and intergenerational interaction programs, the Foundation aims to increase social participation. In addition, regular visits and supportive activities for nursing homes contribute to the psychosocial well-being of older individuals.

AKEV organizes seminars, panels, and online events to raise social awareness in areas such as children's rights, combating violence against women, strengthening safe school environments, grief, and psychological resilience. Furthermore, through education and awareness activities focusing on environmental responsibility, sustainability, and the zero-waste approach, the Foundation aims to promote a culture of environmental awareness.

Placing importance on scientific knowledge production and the preservation of cultural heritage, AKEV supports academic congresses, science-based projects for children and youth, and initiatives documenting cultural heritage through digital methods. Through these activities, strong partnerships are developed with universities, public institutions, civil society organizations, and local stakeholders.

AKEV conducts all its activities in line with principles of transparency, participation, and accountability, regularly carrying out institutional planning and evaluation processes through Board of Trustees and Board of Directors meetings. With its approach prioritizing social contribution, the Foundation continues its activities with determination to create sustainable impact in education, social support, and awareness.

## 2. BOARD OF TRUSTEES AND BOARD OF DIRECTORS

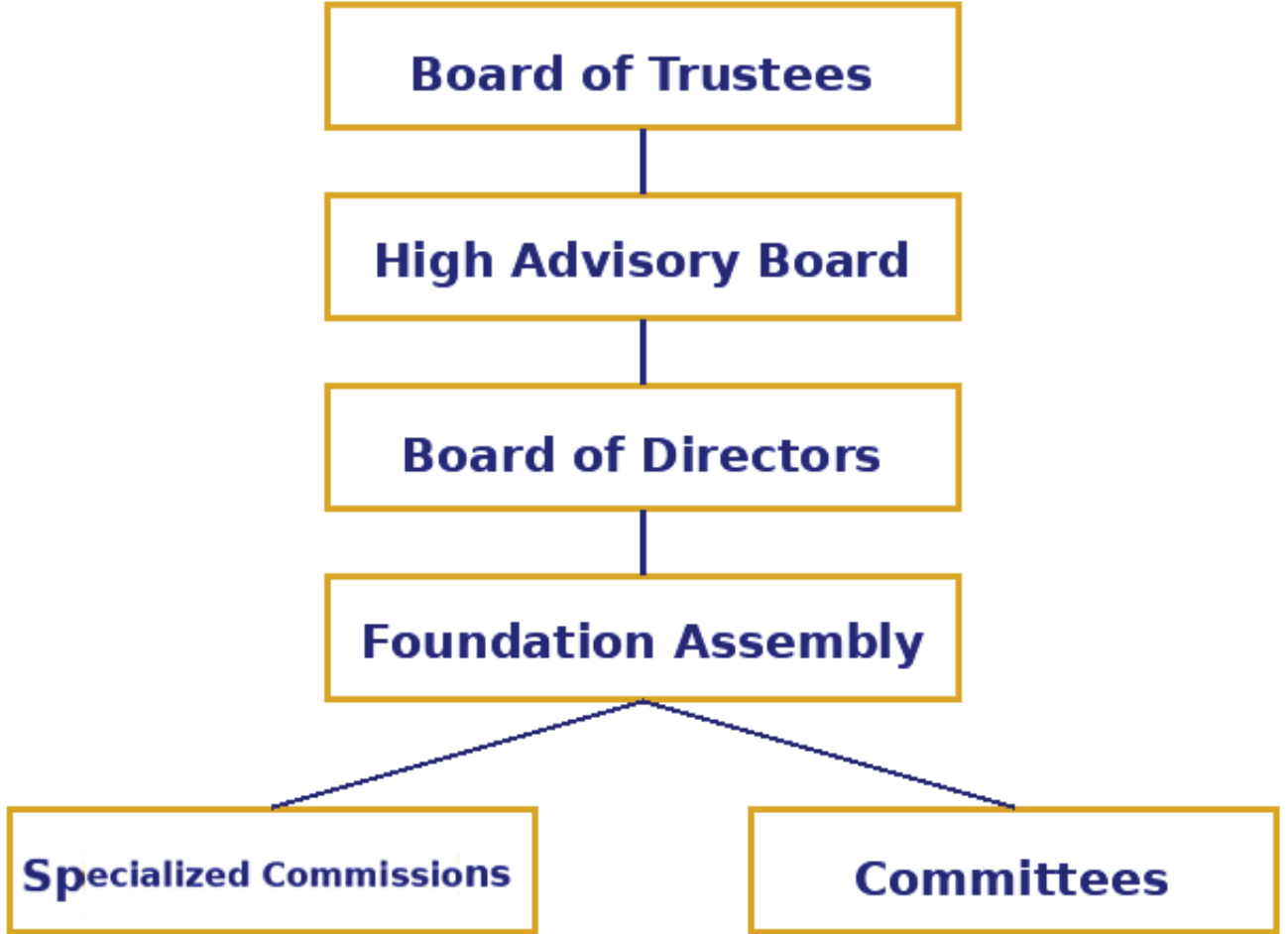
### 1.1. Board of Trustees

|    |                               |
|----|-------------------------------|
| 1  | Prof. Dr. Mustafa AYDIN       |
| 2  | Prof. Dr. İbrahim Hakkı AYDIN |
| 3  | Dr. Halit Fatih AYDIN         |
| 4  | Mümine Elif AYDIN             |
| 5  | Fatma Nur AYDIN               |
| 6  | Selim Emre AR                 |
| 7  | Eşref AYDIN                   |
| 8  | Oya AYDIN                     |
| 9  | Sabire Berra AYDIN            |
| 10 | Serkan YOLSAL                 |
| 11 | Rasim Serdar YOLSAL           |
| 12 | Kafiye AR                     |
| 13 | İsmail Hakkı AYDIN            |
| 14 | Halit Emre AYDIN              |
| 15 | Dr. Ömer AYDIN                |
| 16 | N. Mustafa AYDIN              |
| 17 | Mahmut Kerem AYDIN            |
| 18 | Ahmet Yiğit AYDIN             |
| 19 | Mustafa AYDIN                 |

**2.2. Board of Directors**

|                               |                                             |
|-------------------------------|---------------------------------------------|
| <b>Prof.Dr. Mustafa AYDIN</b> | <b>President of Board of Directors</b>      |
| <b>Dr. Halit Fatih AYDIN</b>  | <b>Vice President of Board of Directors</b> |
| <b>Mümine Elif AYDIN</b>      | <b>Vice President of Board of Directors</b> |
| <b>Fatma Nur AYDIN</b>        | <b>Member of the Board of Directors</b>     |
| <b>Selim Emre AR</b>          | <b>Member of the Board of Directors</b>     |

# Organizational Chart



## 2. EXECUTIVE SUMMARY

### 2.1. Summary of Activities

Throughout 2025, the Foundation supported access to basic services for individuals in need through scholarship programs, social assistance, and health support, with a focus on equal opportunity and inclusiveness in education.

In post-earthquake recovery efforts, the IAU Nurdağı Education and Life Campus model in Gaziantep/Nurdağı continued to provide integrated education, health, and psychosocial support services from a single center. Multidimensional practices such as personal care services, dental health services, psychosocial support, sports training, exam preparation programs, and digital literacy activities were implemented to support vulnerable groups. In addition, educational investments—including a science laboratory, music laboratory, library, computer workshop, preschool classroom, and educational material support—were realized to permanently strengthen access to education in the disaster area.

In 2025, activities for children and youth were diversified through health screenings and social participation events for children under state protection, book and in-kind support for village schools, and projects strengthening reading culture. Furthermore, campus-based inclusive programs for children with special needs and their families (Accessible University, One Day a Week at University, mentor student support, academic study sessions, psychological resilience group sessions for families, and graduation/certificate ceremonies) were implemented to support social integration and parental empowerment.

In the field of older adults, the Bilgelik (Wisdom) Program applied a regular course and activity schedule with the goals of lifelong learning and active ageing. Cultural trips, panels, and talks strengthened participants' social interaction and access to up-to-date information. Within the scope of the Vefa Gatherings for nursing homes, regular meetings, music performances, and movement practices supported intergenerational bonds and psychosocial well-being.

Scientific and awareness-raising activities in 2025 were planned and implemented to reach a wide range of stakeholders through trainings on child safety and boundary skills, digitalization of cultural heritage, TÜBİTAK-supported education programs, teacher webinars, seminars, congresses, panels, and sustainability-themed events. Club activities strengthened students' sense of social responsibility through environmental competitions, sister school supports, and nursing home visits. Social solidarity activities reinforced a culture of solidarity through Ramadan support initiatives and environmental tree-planting activities.

Within the scope of governance activities, 2 Board of Trustees meetings and 25 Board of Directors meetings were held throughout 2025, with a focus on strengthening transparency, traceability, and strategic alignment in decision-making processes.

## 4. ACTIVITIES

|                                        | Code   | Activity                               | Strategic Objective                                                                                               | Implementation Period | Implementation Location                           | Target Group                                                | Outputs                                                                                                                                         | Impact                                                                                         |
|----------------------------------------|--------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 1. FINANCIAL ASSISTANCE                | 1.1    | Scholarship Support Program            | Strengthen equal opportunity in education and sustain the education journey of successful students                | 2025                  | Türkiye                                           | Academically successful students with financial constraints | Scholarship support was provided to financially disadvantaged successful students to help them continue their education without interruption.   | Educational continuity was strengthened; motivation increased; risk of dropping out decreased. |
|                                        | 1.2    | Social and Health Assistance           | Increase quality of life by supporting access to basic needs and health services                                  | 2025                  | Türkiye                                           | Individuals and families in need                            | Social and health assistance was provided to individuals and families in need, supporting access to essential services.                         | Quality of life improved; solidarity and support mechanisms were strengthened.                 |
|                                        | 2.1    | Nurdagi Education and Life Campus      | Support post-disaster social recovery and provide holistic services to vulnerable groups                          | April 2023 – Ongoing  | Gaziantep / Nurdagi                               | Earthquake-affected individuals                             | A permanent campus model was established to provide education, health, and psychosocial support services in a single center after the disaster. | Daily 100+ beneficiaries were reached; holistic recovery processes were supported.             |
|                                        | 2.1.1. | Hair Care and Beauty Center            | Support psychosocial well-being and normalization after the disaster                                              | Ongoing               | Gaziantep – IAU Nurdagi Education and Life Campus | Local community                                             | Personal care services were provided through volunteer university students.                                                                     | Psychosocial well-being was supported; normalization process was strengthened.                 |
|                                        | 2.1.2. | Dental Clinic and Oral Health Services | Increase access to preventive health services for children                                                        | Ongoing               | Gaziantep – IAU Nurdagi Education and Life Campus | Children                                                    | Oral and dental screenings and preventive health education were delivered.                                                                      | Early diagnosis improved; health awareness increased.                                          |
|                                        | 2.1.3. | Sewing & Embroidery Course             | Support women's participation in production by improving vocational skills                                        | Ongoing               | Gaziantep – IAU Nurdagi Education and Life Campus | Women                                                       | Vocational skill-building courses for women were implemented.                                                                                   | Skills acquisition increased; participation in production was supported.                       |
|                                        | 2.1.4. | Library (24/7)                         | Support access to education and academic continuity                                                               | Ongoing               | Gaziantep – IAU Nurdagi Education and Life Campus | Children, youth                                             | Free books, learning resources, and study space were provided.                                                                                  | Access to learning resources improved; educational continuity strengthened.                    |
|                                        | 2.1.5. | Preschool Classes                      | Support development and school adaptation in early childhood                                                      | Ongoing               | Gaziantep – IAU Nurdagi Education and Life Campus | Preschool children                                          | Educational services for preschool children were provided.                                                                                      | Child development supported; school adaptation increased.                                      |
|                                        | 2.1.6. | Fine Arts Workshop                     | Support psychosocial well-being and creativity through art                                                        | Ongoing               | Gaziantep – IAU Nurdagi Education and Life Campus | Children, adults                                            | Participants' creativity was supported through art-based practices.                                                                             | Artistic production increased; psychosocial support strengthened.                              |
|                                        | 2.1.7. | Psychosocial Support Area              | Strengthen psychological resilience and social recovery                                                           | Ongoing               | Gaziantep – IAU Nurdagi Education and Life Campus | Local community                                             | Counseling and psychological support services were provided.                                                                                    | Psychological resilience increased.                                                            |
| 2. FOR EARTHQUAKE-AFFECTED COMMUNITIES | 2.1.8. | Sports Training Programs               | Support physical well-being and social adaptation                                                                 | Ongoing               | Gaziantep – IAU Nurdagi Education and Life Campus | Various age groups                                          | Sports-based training and activities were implemented.                                                                                          | Physical well-being improved; social adaptation strengthened.                                  |
|                                        | 2.1.9. | TYT-AYT-LGS Exam Preparation Programs  | Strengthen equal opportunity in education in the disaster area                                                    | Ongoing               | Gaziantep – IAU Nurdagi Education and Life Campus | Students                                                    | Free academic support was provided to students preparing for national exams.                                                                    | Academic support increased; equal opportunity strengthened.                                    |
|                                        | 2.1.10 | Computer Laboratory                    | Increase digital literacy and employability                                                                       | Ongoing               | Gaziantep – IAU Nurdagi Education and Life Campus | Youth, adults                                               | Digital literacy training was delivered and certification was provided.                                                                         | Digital skills improved; certification supported employability.                                |
|                                        | 2.1.11 | Multi-Purpose Hall                     | Strengthen community-based learning and social interaction                                                        | Ongoing               | Gaziantep – IAU Nurdagi Education and Life Campus | Local community                                             | A shared-use space was created for trainings, meetings, and social events.                                                                      | Community interaction increased.                                                               |
|                                        | 2.2    | Public Education Center Courses        | Support personal development, life skills, and social participation post-disaster                                 | 2023 – Ongoing        | Nurdagi                                           | Local community                                             | Regular courses were implemented in cooperation with the Nurdagi Public Education Center.                                                       | Life skills improved; social participation increased; normalization supported.                 |
|                                        | 2.3    | Permanent Education Investments        | Strengthen access to education in the disaster area permanently and ensure sustainable educational infrastructure | Ongoing               | Gaziantep / Nurdagi                               | Students                                                    | Permanent investments were carried out to strengthen educational infrastructure in the disaster area.                                           | Laboratories and workshops improved; educational continuity strengthened.                      |
|                                        | 2.3.1. | Science Laboratory Workshop            | Develop scientific thinking skills through hands-on learning                                                      | 2025                  | Nurdagi / Şehit Ömer Halisdemir Secondary School  | Secondary school students                                   | A modern science laboratory was established to support experiential learning.                                                                   | Hands-on learning increased; scientific thinking strengthened.                                 |
|                                        | 2.3.2. | Sewing & Embroidery Workshop           | Increase women's participation in production by improving vocational skills                                       | 2025                  | Nurdagi Education and Life Campus                 | Women                                                       | A fully equipped workshop was established to improve women's vocational skills.                                                                 | Vocational skills increased; productivity and women's empowerment strengthened.                |
|                                        | 2.3.3. | Preschool Classroom                    | Support access to early childhood education and development                                                       | 2025                  | Nurdagi Education and Life Campus                 | Preschool children                                          | Access to early childhood education for children in the earthquake area was provided.                                                           | Early education access improved; developmental support strengthened.                           |

## 4. ACTIVITIES

| Code   | Activity                                                  | Strategic Objective                                                                                              | Implementation Period      | Implementation Location                                          | Target Group                           | Outputs                                                                                                               | Impact                                                                                               |
|--------|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------|------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| 2.3.4. | Stationary Support for Preschool Students                 | Support equal starting conditions in education                                                                   | 2025                       | Nurdağı                                                          | Preschool children                     | Stationary support was provided to ensure access to educational materials.                                            | Equal start conditions supported; learning materials access improved.                                |
| 2.3.5. | Powered Wheelchair Support                                | Support independent living and social participation of persons with disabilities                                 | 2025                       | Nurdağı                                                          | Persons with disabilities              | Powered wheelchairs were provided to individuals with orthopedic conditions.                                          | Mobility improved; independent living supported.                                                     |
| 2.3.6. | Music Laboratory                                          | Support students' multidimensional development through arts education                                            | 2025                       | Nurdağı / Nuretin Öztürk Secondary School                        | Students                               | A music laboratory was established to enable active participation in music education.                                 | Instrument access improved; artistic development strengthened.                                       |
| 2.3.7. | Library                                                   | Strengthen reading culture and access to information                                                             | 2025                       | Nurdağı / Hisar Village School                                   | Primary-secondary students             | A school library was established to increase access to books.                                                         | Reading habits improved; resource access increased.                                                  |
| 2.3.8. | Computer Workshop                                         | Increase digital literacy and access to technology                                                               | 2025                       | Nurdağı / Hisar Village Secondary School                         | Students                               | A computer workshop was established to develop digital skills.                                                        | Digital skills increased; technology access in education improved.                                   |
| 2.3.9. | LEGO Education Sets                                       | Support problem-solving skills through play-based learning                                                       | 2025                       | Gaziantep – İAU Nurdağı Education and Life Campus                | Children                               | LEGO education sets were supplied to support play-based learning.                                                     | Creative thinking and problem-solving skills strengthened.                                           |
| 2.3.10 | Other Equipment and Operational Supports                  | Ensure continuity of educational activities                                                                      | 2025                       | Nurdağı                                                          | Students                               | Required equipment and operational costs for educational activities were covered.                                     | Educational continuity ensured; institutional capacity supported.                                    |
| 2.4    | Mathematics and Education Festival                        | Increase children's analytical thinking and learning motivation through play-based learning                      | 2025                       | Gaziantep – İAU Nurdağı Education and Life Campus                | Children                               | An education festival was organized using a play-based learning approach.                                             | Learning motivation increased; analytical thinking supported.                                        |
| 3.1    | "Smiling Faces at Home" Project (Yuvada Gülen Yüzler)     | Strengthen access to preventive health services and increase quality of life for children under state protection | 2025                       | İstanbul                                                         | Children under state protection        | Multidisciplinary health screenings were carried out to identify children's health needs at an early stage.           | Early diagnosis and preventive health strengthened; quality of life improved.                        |
| 3.1.1. | Oral and Dental Health Services                           | Support children's oral and dental health through preventive services                                            | 2025                       | İstanbul                                                         | Children under state protection        | Dental screenings were conducted and necessary treatment processes were initiated.                                    | Health awareness increased; preventive care strengthened.                                            |
| 3.1.2. | Ear (Hearing) Screenings                                  | Support early diagnosis and intervention in hearing health                                                       | 2025                       | İstanbul                                                         | Children under state protection        | Hearing screenings were conducted to assess hearing health.                                                           | Early diagnosis supported; hearing health improved.                                                  |
| 3.1.3. | Eye Screenings                                            | Support protection and early diagnosis of vision health                                                          | 2025                       | İstanbul                                                         | Children under state protection        | Eye screenings were conducted to assess vision health.                                                                | Vision health supported; early intervention enabled.                                                 |
| 3.2    | April 23 National Sovereignty and Children's Day Festival | Strengthen social participation, self-confidence, and sense of belonging in children                             | April 2025                 | İstanbul                                                         | Children under state protection        | A holiday festival was organized with educational and artistic activities supporting children's active participation. | Social participation increased; self-confidence strengthened; children's rights awareness supported. |
| 3.3    | "Play and Apply" Project for Children                     | Support children's psychosocial and emotional development through play-based methods                             | 2025                       | İstanbul / Fırtına Orphanage                                     | Children aged 6-12                     | Creative and social development was supported through play- and practice-based activities.                            | Social skills and creativity improved; psychosocial development supported.                           |
| 4.1    | Schools Receiving Book Support                            | Increase access to educational resources at local level                                                          | 2025                       | Gaziantep, Edirne, Şanlıurfa, Şırnak, Iğdır, Diyarbakır, Erzurum | Primary-secondary-high school students | Book support was delivered to village schools identified based on field requests.                                     | School libraries enriched; local access to resources strengthened.                                   |
| 4.2    | In-Kind Support for Village Schools                       | Support educational continuity by meeting students' basic needs                                                  | 2025                       | Sırt, Diyarbakır, Ağrı, Konya                                    | Primary and secondary school students  | Clothing, stationery, and toy support was provided to meet students' basic needs.                                     | Basic needs supported; educational continuity strengthened.                                          |
| 4.3    | "Let's Read from the Heart" Project (Gönülden Okuyalım)   | Improve reading habits and expression skills                                                                     | 2025                       | Iğdır / Karakoyunlu                                              | Secondary school students              | Reading and sharing activities bringing university and secondary school students together were implemented.           | Reading comprehension improved; expression skills strengthened.                                      |
| 4.4    | "The Importance of High School in Career Path" Project    | Support students to make informed educational choices                                                            | 2025 (throughout the year) | Online (nationwide in Türkiye)                                   | 7th and 8th grade students             | Online career talks were delivered to increase awareness about high school preference processes.                      | Informed choice strengthened; 10,000+ students were reached.                                         |

## 4. ACTIVITIES

|                                    | Code   | Activity                                               | Strategic Objective                                                                                                         | Implementation Period | Implementation Location | Target Group                             | Outputs                                                                                                                                    | Impact                                                                   |
|------------------------------------|--------|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 5. FOR CHILDREN WITH SPECIAL NEEDS | 5.1    | Accessible University Program (Engelsiz Üniversite)    | Strengthen inclusive education experience and support social/academic participation in university setting                   | 2025                  | —                       | Children with special needs              | Participation of children with special needs in university classes and campus life was enabled.                                            | University experience and social adaptation were supported.              |
|                                    | 5.1.1. | Free Dental Treatment for Parents                      | Support family well-being by increasing access to health services                                                           | 2025                  | —                       | Parents of children with special needs   | Free dental treatment was provided to support parents' access to oral and dental health services.                                          | Access to health services increased; family well-being supported.        |
|                                    | 5.1.2. | "One Day a Week at University" Program                 | Ensure continuity-based inclusive campus participation                                                                      | 2025                  | —                       | Youth with special needs                 | Youth participated in campus education and activities one day per week.                                                                    | Continuity strengthened; social development supported.                   |
|                                    | 5.1.3. | Mentor Student Support                                 | Strengthen safe learning environment and guidance                                                                           | 2025                  | —                       | Children with special needs              | University students accompanied children one-to-one as mentors.                                                                            | Guidance strengthened; social confidence supported.                      |
|                                    | 5.1.4. | Academic Study Program with Special Education Students | Support academic awareness and self-confidence                                                                              | 2025                  | —                       | Children with special needs              | One-to-one small-group academic sessions aligned with children's interests and skills were delivered.                                      | Academic awareness increased; self-confidence supported.                 |
|                                    | 5.1.5. | Psychological Resilience Group Sessions for Families   | Increase parental empowerment and psychosocial resilience                                                                   | 2025                  | —                       | Families of children with special needs  | Group-based psychoeducation sessions were organized.                                                                                       | Psychological support strengthened; parental empowerment increased.      |
| 6. FOR OLDER ADULTS                | 5.1.6. | Graduation and Certificate Ceremonies                  | Reinforce sense of achievement and motivation; build belonging                                                              | 2025                  | —                       | Children with special needs and families | Symbolic graduation and certificate ceremonies were organized for participating children.                                                  | Sense of achievement increased; motivation strengthened.                 |
|                                    | 6.1    | Bilgelik Program (Wisdom Program)                      | Support lifelong learning, social participation, and productive ageing through a university-based model for 60+ individuals | 2025-2026             | —                       | Individuals aged 60+                     | A structured education program enabling older adults to actively engage in learning processes in a university environment was implemented. | Lifelong learning supported; active ageing strengthened.                 |
|                                    | 6.1.1. | Cultural and Social Trips                              | Strengthen learning through social interaction and cultural experience                                                      | 2025-2026             | —                       | Bilgelik Program participants            | Cultural and social trips were organized to support the educational component of the program.                                              | Social interaction increased; cultural awareness strengthened.           |
|                                    | 6.1.2. | Panels and Talk Series                                 | Increase access to current topics and strengthen multidisciplinary and intellectual engagement                              | 2025-2026             | —                       | Bilgelik Program participants            | Panels and talks on current topics were organized with contributions from expert academics.                                                | Mental vitality strengthened; access to up-to-date information improved. |
|                                    | 6.1.3. | Graduation and Certificate Ceremony                    | Reinforce motivation to complete the program and sense of belonging                                                         | 2025-2026             | —                       | Bilgelik Program participants            | Certificates were presented to participants who completed the program, and a graduation ceremony was organized.                            | Sense of belonging strengthened; sense of achievement increased.         |
|                                    | 6.1.4. | Bilgelik Program Alumni Gatherings                     | Maintain alumni connection with the university and ensure continuity of the lifelong learning ecosystem                     | 2025-Ongoing          | —                       | Bilgelik Program alumni                  | Regular gatherings were had to bring alumni together in the university environment.                                                        | Social bonds strengthened; continuity supported.                         |
|                                    | 6.1.5. | Intergenerational Interaction Activities               | Strengthen intergenerational learning, mutual experience sharing, and social solidarity                                     | 2025-2026             | —                       | Youth and older adults                   | Interactive activities bringing university students and older participants together were implemented.                                      | Intergenerational learning strengthened; social solidarity increased.    |
|                                    | 6.2    | Vefa Gatherings Project (Vefa Buluşmaları)             | Increase older adults' participation in social life and strengthen intergenerational interaction                            | 2025-2026             | —                       | Nursing home residents                   | Regular and planned gatherings were carried out with nursing home residents with participation of university students and academics.       | Social interaction increased; intergenerational bonds strengthened.      |
|                                    | 6.2.1. | Music Performances                                     | Support emotional and psychosocial well-being of older adults                                                               | 2025-2026             | —                       | Older adults                             | Live music performances were organized, creating a social sharing environment.                                                             | Psychosocial well-being strengthened; happiness levels increased.        |
|                                    | 6.2.2. | Physiotherapy and Movement Practices                   | Increase physical mobility and support quality of life                                                                      | 2025-2026             | —                       | Older adults                             | Exercise sessions were planned and implemented with physiotherapy students.                                                                | Physical mobility increased; quality of life supported.                  |
|                                    | 6.2.3. | Hair Care and Beauty Services                          | Strengthen self-care awareness and personal self-confidence                                                                 | 2025-2026             | —                       | Older adults                             | Personal care and beauty services were provided through planned care practices.                                                            | Self-care awareness increased; self-confidence improved.                 |

## 4. ACTIVITIES

| Code   | Activity                                                                            | Strategic Objective                                                                                                | Implementation Period  | Implementation Location   | Target Group                                                 | Outputs                                                                                                                                              | Impact                                                                                                |
|--------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 7.1    | Boundaries Education Project (Sınırlar Eğitimi)                                     | Increase children's personal safety awareness and strengthen protective approach capacity of parents and educators | 2025                   | Istanbul / Türkiye        | Children, parents, school counselors                         | A comprehensive education program was implemented to strengthen personal safety awareness and boundary skills.                                       | Education practices were delivered; two guidebooks (for parents and school counselors) were produced. |
| 7.1.1. | Boundaries Education – Psychodrama Workshop                                         | Strengthen institutional staff's communication and awareness capacity                                              | 2025                   | Istanbul (Beşoğlu SHM)    | Istanbul Governorate Beşoğlu SHM staff                       | A psychodrama-based capacity building workshop was conducted on "emotions, parenting roles, and communication."                                      | Psychodrama workshop and applied sessions were delivered.                                             |
| 7.2    | Parents' Roles and Protecting Children's Boundaries – Psychodrama Workshop          | Strengthen parents' healthy communication and boundary-protection skills                                           | 2025                   | Istanbul Aydın University | Parents                                                      | A psychodrama-based awareness and skills workshop for parents was conducted.                                                                         | Psychodrama session delivered; parents participated actively.                                         |
| 7.3    | Digitalization of Cultural Heritage Project (Kültürel Mirasın Sayısalasılması)      | Increase protection and accessibility of cultural heritage                                                         | 2025                   | Istanbul Aydın University | University students                                          | A project based on 3D modeling and digital archiving was implemented to document cultural heritage with digital tools.                               | 3D models and a digital inventory were produced.                                                      |
| 7.4    | Journey of Children Through Science and Words in Nature                             | Support scientific and creative thinking skills of disadvantaged children                                          | 30 Sep – 3 Oct 2025    | ODTÜ Campus (Ankara)      | 30 disadvantaged children aged 9–11                          | With TÜBİTAK 4004 support, an education program combining nature science and creative writing was implemented.                                       | 30 students participated; training activities delivered; compilation outputs produced.                |
| 7.5    | Safe School Environment and Preventing Peer Bullying Webinar                        | Increase teachers' capacity to intervene in peer bullying                                                          | 2025                   | Online (Keşan)            | Keşan District Directorate of National Education teachers    | A teacher training on recognizing and preventing peer bullying was delivered.                                                                        | Webinar delivered; information content shared.                                                        |
| 7.6    | Grief and Loss Seminar                                                              | Enable educators to develop supportive approaches for grieving children                                            | 24 December 2025       | IAU T Block Türkaz Hall   | Kiğılköy District Directorate of National Education teachers | A seminar on supporting children in grief processes was organized.                                                                                   | Psychoeducation seminar delivered.                                                                    |
| 7.7    | November 25 – International Day for the Elimination of Violence Against Women Event | Increase legal awareness regarding violence against women                                                          | 25 November 2025       | Online (YouTube Live)     | Students, academics, NGOs                                    | An online awareness event focusing on legal protection mechanisms was conducted.                                                                     | Live broadcast delivered; information sharing provided.                                               |
| 7.8    | 3rd International Learning Difficulties Congress (with International Participation) | Increase scientific knowledge sharing in the field of learning difficulties                                        | 2025                   | Istanbul Aydın University | Academics, educators, NGOs                                   | Current approaches were shared through an international congress.                                                                                    | Congress sessions and proceedings were produced.                                                      |
| 7.9    | Circular Economy in Recycling Panel                                                 | Increase awareness of sustainability and resource efficiency                                                       | 16 May 2025            | IAU T Block Purple Hall   | Students, stakeholders                                       | A panel on circular economy and waste management was held.                                                                                           | Panel delivered; stakeholder participation ensured.                                                   |
| 7.10   | Sustainability Seminar Series II: Ecological Footprint                              | Develop environmental responsibility awareness                                                                     | 2025                   | Online                    | Students, employees, society                                 | A seminar focusing on ecological footprint and green behaviors was conducted.                                                                        | Seminar content delivered.                                                                            |
| 7.11   | Zero Waste Trainings                                                                | Promote sustainable consumption habits                                                                             | 2025 (Orientation)     | Istanbul Aydın University | Newly enrolled university students                           | Trainings on waste separation and recycling were delivered.                                                                                          | Training sessions delivered.                                                                          |
| 7.12   | The Language of Children's Drawings: A Psychological Perspective                    | Improve professional assessment skills                                                                             | 2025                   | Online                    | Ministry of Family and Social Services staff                 | An expert seminar was conducted on psychological interpretation of children's drawings.                                                              | Expert seminar delivered.                                                                             |
| 7.13   | Children's Rights Seminar                                                           | Increase public awareness on children's rights                                                                     | 2025 (around April 23) | Online (YouTube Live)     | Students, society                                            | A seminar on children's rights and rights-based approaches was organized.                                                                            | Live broadcast delivered.                                                                             |
| 7.14   | Women and Volunteering Summit                                                       | Strengthen women's role in volunteering                                                                            | 6 March 2025           | Istanbul Aydın University | Students, academics, NGOs                                    | A multi-session summit on women and volunteering was conducted.                                                                                      | Summit sessions held; networking facilitated.                                                         |
| 8.1.   | Recycling Material Design Competition                                               | Strengthen environmental sustainability awareness and innovative problem-solving skills among students             | 2025                   | BİL Schools / Türkiye     | Secondary school students                                    | A competition evaluating student projects made with recyclable materials based on creativity, functionality, and environmental impact was organized. | Sustainability awareness increased; creativity strengthened; solution-oriented approach improved.     |

| 4.ACTIVITIES                    |         |                                                   |                                                                                                                                |                       |                                           |                                                       |                                                                                                                                                                 |                                                                                                                                                                                                                                                                                     |
|---------------------------------|---------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------------------|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | Code    | Activity                                          | Strategic Objective                                                                                                            | Implementation Period | Implementation Location                   | Target Group                                          | Outputs                                                                                                                                                         | Impact                                                                                                                                                                                                                                                                              |
| 8. CLUB ACTIVITIES              | 8.1.1.. | Competition Awards                                | Encourage sustainability of student-led social responsibility projects and increase institutional motivation                   | 2025                  | BIL Schools / Türkiye                     | School social responsibility clubs                    | Cash prizes were awarded to support club activities of winning schools (15,000/10,000/5,000 TL).                                                                | Project continuity supported; institutional incentives strengthened.                                                                                                                                                                                                                |
|                                 | 8.1.2.. | Sister School Project                             | Support equal opportunity in education and strengthen solidarity culture among students                                        | 2025                  | Village schools / Türkiye                 | Village school students                               | Matching with schools in disadvantaged regions was established and book/stationery supports were provided.                                                      | Equal opportunity supported; solidarity strengthened.                                                                                                                                                                                                                               |
|                                 | 8.1.3.. | Nursing Home Visits                               | Increase intergenerational interaction and develop empathy-based social responsibility awareness among students                | 2025                  | Nursing homes                             | Older adults                                          | Visits bringing students together with nursing home residents were conducted.                                                                                   | Intergenerational bonds strengthened; empathy and social participation increased.                                                                                                                                                                                                   |
| 9. SOCIAL SOLIDARITY ACTIVITIES | 9.1     | Ramadan Support                                   | Support access to basic needs for vulnerable groups and strengthen social solidarity                                           | 2025 (Ramadan)        | Istanbul / Türkiye                        | Families in need                                      | Food assistance was provided to hundreds of families during Ramadan to support access to basic needs.                                                           | Food security strengthened; solidarity and social support increased.                                                                                                                                                                                                                |
|                                 | 9.2     | From Roots to the Future: Aydın Saplings          | Support environmental sustainability, strengthen institutional memory, and increase environment-focused volunteering awareness | 2025                  | IAU Silivri Application & Research Center | University students and society                       | 300 saplings were planted in memory of deceased academics and students, increasing environmental awareness and creating a volunteering experience for students. | Environmental awareness increased; memories honored; volunteering culture strengthened.                                                                                                                                                                                             |
| 10. MEETINGS                    | 10      | Board of Trustees and Board of Directors Meetings | Strengthen corporate governance and increase effectiveness of decision-making processes                                        | 2025                  | —                                         | Board of Trustees members; Board of Directors members | Covers meetings of the Board of Trustees and the Board of Directors held as part of the foundation's governance activities.                                     | In 2025, 2 Board of Trustees meetings and 25 Board of Directors meetings were held; agenda items were discussed, decisions were taken, and decisions were recorded.<br>Continuity in governance processes; transparent and traceable decision-making; stronger strategic alignment. |

## 5. GENERAL PERFORMANCE INDICATORS

| No. | Indicator                                                   | Planned | Achieved (2025) |
|-----|-------------------------------------------------------------|---------|-----------------|
| 1   | Total number of activities                                  | 35      | 76              |
| 2   | Number of education and capacity-building activities        | 18      | 18              |
| 3   | Number of social projects and inclusive programs            | 5       | 14              |
| 4   | Social assistance and support activities                    | 12      | 17              |
| 5   | Number of public institutions engaged                       | 10      | 12              |
| 6   | Number of university–NGO–private sector partnerships        | 10      | 11              |
| 7   | Number of meetings (Board of Trustees + Board of Directors) | 20      | 25              |
| 8   | Target group reach achievement (%)                          | 75      | 90              |
| 9   | Participant satisfaction rate (%)                           | 80      | 80              |
| 10  | On-time completion rate of activities (%)                   | 70      | 65              |
| 11  | Media and digital visibility achievement (%)                | 60      | 75              |
| 12  | Multi-stakeholder project rate (%)                          | 50      | 65              |

## 6. ASSESSMENT OF ACHIEVEMENT OF INSTITUTIONAL OBJECTIVES

Throughout 2025, the Foundation implemented a wide range of activities covering the core areas defined in its charter, including education, social responsibility, inclusivity, awareness raising, and cultural contribution. The projects carried out were designed and implemented with a solution-oriented approach that identifies social needs on site, reaches diverse target groups, and prioritizes practical and impactful outcomes.

In 2025, the Foundation's capacity to generate social benefit was strengthened through programs specifically designed for children, youth, individuals with special needs, families, and older adults. Educational activities were diversified to address different age groups and needs through preventive and empowering content, campus-based inclusive practices, and science- and sustainability-oriented training programs. Social responsibility initiatives were conducted with a focus on solidarity, accessible services, psychosocial support, and social awareness, aiming to reach those in need and create lasting impact.

During the planning and implementation of activities, partnerships developed with public institutions, universities, civil society organizations, local stakeholders, and volunteers expanded the Foundation's impact area and supported the dissemination and sustainability of its work. Through these collaborations, both the effectiveness of ongoing activities was enhanced and a strong institutional foundation was established for future projects.

The evaluation of 2025 demonstrates that the Foundation progressed in line with its institutional objectives, reinforced its commitment to fulfilling its responsibilities toward society and stakeholders, and strengthened its multi-stakeholder working culture. The Foundation aims to continue developing projects that expand social contribution, strengthen inclusivity, and generate sustainable benefits in the coming period.

## 7. ASSESSMENT OF PARTNERSHIP DEVELOPMENT CAPACITY

Throughout 2025, the Foundation not only increased the effectiveness of its collaboration with existing stakeholders and solution partners but also continued to expand its partnership network through new institutional collaborations. This approach strengthened the Foundation's focus on social contribution and enabled the implementation of projects that reach broader target groups and are more sustainable and scalable.

In 2025, partnerships developed with public institutions and joint initiatives played a strategic role in achieving the Foundation's objectives. Collaborations established in the fields of education, social services, children, families, and social awareness facilitated access to the field, accelerated implementation processes, and increased the visibility of services.

At the same time, joint events and project-based collaborations with universities and civil society organizations strengthened the Foundation's partnership capacity. These collaborations increased knowledge and experience sharing, supported interdisciplinary contributions, and created a strong basis for the development of new partnerships. As a result, the Foundation's activities reached a wider impact area and diversified social benefit-oriented practices.

Partnerships developed with the private sector throughout 2025 also contributed to diversifying the Foundation's resources, strengthening support mechanisms, and enhancing the sustainability of project outputs. Through corporate collaborations, access to different target groups was facilitated, and the impact capacity of social responsibility, education, and awareness-based activities was strengthened.

In conclusion, 2025 was a period in which the Foundation consolidated its multi-stakeholder working culture and made significant progress toward producing more effective, accessible, and sustainable projects through collaborations with public institutions, academia, civil society, and the private sector. The Foundation is determined to continue strengthening its partnership development capacity in the coming period to enhance activities that benefit different segments of society.

## 8. ADDED VALUE PROVIDED TO TARGET GROUPS

In 2025, the Anatolian Education and Culture Foundation structured its activities in line with the concrete needs of its target groups, prioritizing measurable benefits, accessible services, and long-term impact for each group.

### 8.1. Children and Youth

Activities carried out in 2025 aimed not only to support children's and young people's acquisition of knowledge but also to foster safe development, social integration, and active citizenship skills.

Within this scope:

- Awareness of social, cultural, and universal issues was strengthened,
- Learning processes were supported on a continuity-based approach,
- Social communication and self-expression skills were developed,
- Self-confidence, responsibility-taking, and participation awareness were reinforced.

### 8.2. Public Institutions

Collaborations with public institutions in 2025 evolved into a structure that enhanced implementation capacity and expanded the impact of public services.

Through these collaborations:

- The translation of institutional policies and practices into the field was strengthened,
- Access to target groups was facilitated,
- Feedback and needs analysis processes were supported,
- Public visibility of institutions was increased.

### 8.3. Civil Society Organizations

Partnerships developed with civil society organizations in 2025 were approached through a network-based collaboration model, focusing on increasing institutional capacity and impact.

Within this framework:

- Project development processes targeting shared objectives were supported,
- Visibility and dissemination opportunities were expanded,
- The foundations for new solution partnerships were established.

### 8.4. Private Sector

Collaborations with the private sector created a platform that brought together social benefit and corporate social responsibility objectives.

Through these partnerships:

- The social impact capacity of institutions was strengthened,
- Direct engagement with target groups was enabled,
- Corporate reputation and brand perception were supported.

## 9. SUSTAINABILITY APPROACH

In 2025, AKEV approached sustainability not merely as the continuity of activities but as a multidimensional concept encompassing institutional capacity, resource diversification, and multi-stakeholder partnerships.

While activities were carried out consistently in line with the Foundation's own resources and institutional structure, the impact area was expanded through collaborations with public institutions, academia, civil society, and the private sector. This approach both strengthened existing projects and paved the way for long-term, scalable new initiatives.

## 10. COMMUNICATION AND VISIBILITY

In 2025, the Foundation's communication efforts were carried out in line with the principles of transparency, accessibility, and institutional consistency.

The visibility of activities was ensured systematically through digital platforms, institutional publications, and stakeholder communication. As a result, AKEV's work was not only disseminated but also conveyed to the public through a communication approach that builds trust, raises social awareness, and strengthens institutional reputation.

## 11. CORPORATE GOVERNANCE AND DECISION-MAKING PROCESSES

In 2025, the Foundation maintained its corporate governance approach in line with the principles of participation, transparency, and accountability. Strategic planning, monitoring, and evaluation processes were conducted regularly through meetings of the Board of Trustees and the Board of Directors, and decisions taken were documented to strengthen institutional memory.

## 12. MONITORING, EVALUATION, AND IMPACT MEASUREMENT

Activities carried out in 2025 were addressed not only from an implementation-oriented perspective but also through an output- and impact-based approach. The impact of activities on target groups was evaluated based on participation levels, feedback, and field observations, and the findings obtained provided input for planning future activities.

This approach increased efficiency in the use of the Foundation's resources and strengthened the traceability of social contribution.

### **13. INSTITUTIONAL CAPACITY AND HUMAN RESOURCES**

The Foundation's 2025 activities were implemented through a multidisciplinary human resource structure consisting of volunteers, academics, experts, and representatives of partner institutions. This structure enhanced the quality of activities and ensured that knowledge, experience, and expertise were effectively reflected in practice.

To strengthen institutional capacity, internal collaboration, role sharing, and task definitions were clarified.

### **14. RISK MANAGEMENT AND INSTITUTIONAL RESILIENCE**

During the planning and implementation of activities in 2025, operational, financial, and environmental risks were taken into consideration, and a flexible and adaptive management approach was adopted. This approach ensured the continuity of activities and strengthened institutional resilience against potential disruptions.

### **15. ETHICAL PRINCIPLES, TRANSPARENCY, AND ACCOUNTABILITY**

The Foundation conducted all its activities in line with ethical principles, transparent governance, and accountability. Open communication was prioritized in relations with stakeholders, and a trust-based approach was adopted in decision-making and implementation processes.

### **16. INNOVATION AND DIGITAL TRANSFORMATION**

In 2025, digital tools and innovative methods were used effectively in activities, and digitalization was supported in education, communication, and coordination processes. This approach increased the accessibility of activities and strengthened the Foundation's adaptation to the requirements of the contemporary era.

### **17. FUTURE PRIORITIES (2026 PERSPECTIVE)**

Based on the experience and outputs gained in 2025, the Foundation aims to deepen its work in the areas of inclusive education, social impact, multi-stakeholder partnerships, and sustainability. In the coming period, priority will be given to planning activities in a manner that is more measurable, scalable, and capable of generating long-term impact.



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