



SUNA'S DAUGHTERS

2025



SUNA'S DAUGHTERS

2025 Annual Report



The Legacy of Suna Kiraç

Suna Kiraç, with her strong vision, work ethic, discipline, unwavering commitment to her values, and ability to address the core of problems, left a profound legacy not only in the business world but also in education and civil society.

When she said, "I have ideals greater than my lifetime," she was aware that there were thousands of volunteers sharing her dreams, ready to bring her envisioned future to life. From her initiatives, we learned that the solution doesn't lie in one person or one institution; the real issue is building an ecosystem together. Through her life,

she paved the way for the foundation of some of our country's most significant educational and civil society institutions. She led the establishment of the Vehbi Koç Foundation, Koç School, Koç University, the Educational Volunteers Foundation of Türkiye, and the Suna and İnan Kiraç Foundation.

Suna's Daughters embarked on its journey to honor the legacy of Suna Kiraç and contribute to realizing the dreams she envisioned for children. It works towards a future where all children feel emotionally and physically safe, never miss out on school or play, have a say in the decisions affecting their lives, and are supported in achieving their dreams.

“

I would rather be among those who are criticized than among those who criticize. I chose to stand with those who take action, not those who merely speak.”

Suna Kiraç



Everyone deserves the right to envision their own dreams, to make choices in pursuit of those dreams, to take action in line with those choices—in other words, to have agency. My mother, Suna Kıracı, taught me that this ideal is not merely an individual wish, but requires a social attitude, constant persistence, and collective effort. She showed me the power of building dreams together with people who share common goals and concerns.

When establishing Suna's Daughters, I was deeply aware that the challenges shaping girls' lives could not be resolved through the efforts of a single individual, institution, or perspective alone. For this reason, Suna's Daughters continues its journey as a Collective Impact Journey bringing together diverse forms of expertise, experience, and knowledge. For us, 2025 became a powerful reminder that ambitious ideals can, in fact, be transformed into reality. We witnessed how organizations from different fields can build sustainable partnerships, how efforts developed in separate areas can reinforce one another, and how one initiative can create momentum for many others. Most importantly, we experienced how transformative this impact can become when girls are recognized not merely as beneficiaries, but as decision-makers, contributors, and agents of change.

To place girls' voices, experiences, and contributions much more centrally within our work, we began taking the first steps toward building girls' communities. We continued creating safe spaces that support girls' agency, strengthen their skills, and enable their meaningful participation in decision-making processes. Our goal is to cultivate a structure where they are the actors who shape the process, speak out, and set the direction.

For us, these developments are not a temporary strategy. We envision the future of Suna's Daughters as a structure where girls are more strongly included, build their own communities, and draw strength from one another.

While developing field-based programs, we also focus on generating knowledge from practice, developing replicable models, and making these models scalable. Our goal is not simply to create best practices, but to ensure that these practices generate the kind of impact capable of transforming systems over the long term.

We believe that lasting and equitable change can only emerge through such a holistic approach. For this reason, as Suna's Daughters, we strive to build a system that makes everything we do sustainable and scalable.

I would like to sincerely thank all circle members, partners, and supporters who think, create, work, and believe alongside us on this journey.

I believe in the possibility of a world where girls have agency over their own lives, and I know that such a future can only be built collectively.

With love and respect,

İpek Kıracı

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Suna's Daughters Team Structure

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Koç University Independent Impact Lab
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InCommon Fellows
INKA Consultancy
CORE Research Institute
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Suna's Daughters Community



Independent Experts

Barış Sarısoy
(School-Centered Solution Circle)
Sanem Bülbül Hüner
(School-Centered Solution Circle)

Acknowledgements

Our Public Partners



Our Supporters



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Skechers Türkiye
YapıKredi

We would like to thank all individual donors whose names could not be included here for their generous contributions.



Suna's Daughters in Summary

Suna's Daughters was founded in 2021 by İpek Kırac, under the umbrella of the Suna and İnan Kırac Foundation, with the aim of preserving and advancing Suna Kırac's efforts, values, goals, and vision in the field of education.

Focusing on the needs of girls aged 0–18 who grow up without access to services that support their development, Suna's Daughters works to ensure that all children—especially girls—can live in emotional and physical well-being, continue learning without interruption, enjoy time for play and rest, live free from pressure, and exercise agency over decisions affecting their lives. In pursuit of these goals, Suna's Daughters seeks to contribute to an ecosystem in which girls can access learning opportunities that respond to their developmental needs and benefit from these opportunities to their fullest potential. At the same time, it convenes Solution and Support Circles designed to foster long-term systemic change.

Bringing together 33 NGOs and university organizations to date, Suna's Daughters seeks to ensure that every model it pilots and scales responds directly to the distinct needs of girls, and that resulting models contribute to the development and well-being of all children, including boys.

Suna's Daughters implements the models and programs developed collectively with its circles through Children's Hubs, the Summer Institute, and the Neighborhoods Supporting Children. Through the programs implemented in these fields, Suna's Daughters has directly reached 18,735 children and 4,512 adults to date.

Our Strategic Approaches

Suna's Daughters works to build an ecosystem that expands children's capabilities and supports the conditions they need to thrive. This ecosystem is shaped through a collective impact journey that brings together diverse actors around a shared commitment. Across all of its strategic approaches, Suna's Daughters prioritizes girl-centered design and implements its models with careful attention to the distinct needs of girls.

The Capabilities Approach

Suna's Daughters adopts the "Capabilities Approach" across all areas of work. Under five dimensions—physical, social, intellectual, economic, and political—it develops programs and practices that strengthen the capabilities of all children, particularly girls.

Developed by Amartya Sen and Martha Nussbaum, the Capabilities Approach evaluates well-being not solely through the resources people possess, but through the freedoms, opportunities, and choices available to them. This framework offers a powerful lens for understanding children's well-being and shaping more equitable and responsive social policies for children.

An individual's well-being depends not only on the resources available to them, but also on their ability to access, use, and benefit from those resources in meaningful ways. In this approach, the key question is not simply "What do we have?" but rather "What are we genuinely able to do and become?". In other words, rather than aiming to provide identical resources or produce uniform outcomes for children living

under different conditions, the Capabilities Approach seeks to create fairer and more equitable opportunities. Children have a physically, mentally and emotionally developing capacity starting from early stages in their lives. Their capabilities may differ from those of adults, not because they are lacking, but because they are navigating a different developmental stage. The Capabilities Approach also encourages us to view children not merely as individuals in need of protection, but as active rights-holders. At the same time, children do not independently hold the same political or economic power as adults. As a result, their well-being is deeply influenced by the decisions adults make and the conditions society creates around them. Therefore, a child's capabilities can flourish only when they are supported in ways that respond meaningfully to their own circumstances. Ultimately, a fair approach to childhood is possible only through systems that enable children to recognize and realize their full potential.

Ecological Systems Theory

Suna's Daughters aims to foster an ecosystem in which children are supported by the institutions, relationships, and individuals they encounter throughout their developmental journey.

Developed by Urie Bronfenbrenner, the Ecological Systems Theory explains human development through the dynamic interactions individuals establish with their surrounding environments. The theory understands child development through five interconnected systems. The microsystem includes the child's immediate environment, such as family, friends, and school, where direct interactions take place. The mesosystem refers to the interactions between these microsystems (such as the parent-teacher relationship). The exosystem encompasses structures – including workplaces or social services – that indirectly shape a child's life. The macrosystem consists of large-scale factors such as cultural values, economic conditions, and social norms. Finally, the chronosystem emphasizes the temporal changes in these systems and the impact of events the child encounters throughout their life.

Collective Impact

Collective impact emphasizes the importance of collaboration in creating shared impact around common goals, while offering a structured framework for collective action among stakeholders.

The framework of the collective impact approach is defined by five conditions: common purpose, shared measurement, mutually reinforcing activities, continuous communication, and backbone support organization.



Centered around these five conditions, collective impact is a journey toward systemic transformation that emphasizes justice and equality, aiming to learn together, align efforts, and integrate actions.

As the backbone support organization, the Suna and İnan Kiraç Foundation seeks to work alongside the circles it convenes toward a shared purpose and to implement joint solutions by strengthening cross-sector collaboration.

“

In terms of creating something together with the circle within a culture of dialogue, it has contributed enormously to me on a personal level. It helped me become a good and attentive listener. Most importantly, it taught me how to manage that process—specifically, how to navigate processes collaboratively and harmoniously while working with different groups and individuals. This has been a significant experience for me”

Circle Participant

Suna's Daughters Collective Impact Process Assessment Report

“

At the organization where I work, we weren't specifically focused on girls. We were working on child poverty, but girls weren't directly part of our scope. Through Suna's Daughters, the issue became a bigger part of our agenda, became part of it. In other words, our scope of work expanded.”

Circle Participant

Suna's Daughters Collective Impact Process Assessment Report



Girl-Centered Design

Suna's Daughters adopts a “girl-centered design” approach in every area of its work and under all circumstances. The girl-centered design approach aims to ensure that girls, who may have limited access to activities, can benefit from programs and projects. Girl-centered design is a process of thinking, designing, and implementing how spaces, programs, and activities can be developed for and with girls, guided by child safeguarding principles and a rights-based approach. This design approach is implemented to ensure that all girls have access to programs, spaces, and activities, and that these activities reach the target group of girls.

Girls face multiple gender-based risks that hinder their capabilities not only during childhood but throughout their lives. For girls already living under the threat of child, early, and forced marriage, pregnancy, and physical and emotional abuse, periods of disaster and crisis often intensify these risks even further. It is crucial to design spaces, programs, and processes where all children—especially girls—can feel physically and emotionally safe, in order to minimize the negative impacts they face during this period.



Child Protection

Suna's Daughters adopts a holistic child safeguarding and protection approach grounded in children's safety, well-being, and best interests. This approach views children not merely as individuals in need of protection, but as rights-holders and agents who need to be empowered. Rather than limiting child protection to intervention after harm has occurred, it prioritizes early identification of risks and the development of preventive and protective measures that strengthen children's capabilities and resilience.

Guided by an ecological systems theory approach that understands children's development through the interconnected influence of family, school, community, and wider social structures, Suna's Daughters works to make visible the multiple risks girls face due to gender-based inequalities, while designing safeguarding systems that support and protect all children inclusively. Child protection is approached as a shared systemic responsibility, grounded in the principles of safe identification, do no harm, appropriate referral, and empowerment, and carried out collaboratively with public institutions, NGOs, and local actors through the collective impact approach.

Our Areas of Activity

As the backbone organization of the Collective Impact Approach, the Suna and İnan Kiraç Foundation leads the following areas of work:

Builds solution and support circles: It provides the resources, methodologies, spaces, and expertise required to establish physical and digital circles centered around the needs of girls.

Generates knowledge: It supports the development of innovative research methods and content to generate the knowledge needed in the field, while building the infrastructure for impact analysis, monitoring, and evaluation processes aimed at strengthening practice.

Makes incubator investments: It invests in the development of innovative ideas, the adaptation of successful models, and the implementation of pilot initiatives through collaborations developed within a collective impact framework.

Builds connections: It aims to mobilize investors, donors, and experts to ensure stakeholders within the circles are supported through the most effective resources available; it focuses not only on fostering impact-driven national and international connections among non-governmental organizations, but also on strengthening collaborations between civil society and the private sector.

Makes scaling investments: It works to scale up proven solutions to drive sustainable and systematic change; provides consulting and funding support to strengthen implementers' capacities.

Develops and implements programs: It develops ideas for programs, workshops, and seminars addressing unmet needs within the circles; establishes systems to ensure their high-quality implementation; and facilitates coordination within implementation sites.

Creates spaces for communication: Establishes platforms where girls, donors, volunteers, non-governmental organizations, and other relevant stakeholders can engage in impact-driven dialogue; organizes digital and in-person events; prioritizes the creation of communication channels where girls can express themselves.

Conducts campaigns and advocacy: It aims to carry out initiatives in communication campaigns that highlight child safety, child participation, and equality between girls and boys; conducts advocacy activities to promote the dissemination of best practices for systematic change.



Our Values

Rights-Based Approach

We ground our work in human rights, women's rights, and children's rights standards, and strive to uphold and protect these rights in practice. We strive to address the unique needs of marginalized groups so they can exercise their rights, and to create accessible, equitable policies and services for everyone through participatory processes.

Sustainability

We take responsibility and act proactively to develop innovative and lasting solutions that preserve the balance between ecological resilience, economic well-being, and social equity, while minimizing negative human impact.

Equality

We work to ensure fairness and justice by systematically assessing and addressing inequalities in access to opportunities, outcomes, and representation.

Equivalence

We believe that all individuals hold equal value regardless of gender, age, ethnicity, title, experience, or ability. We strive to create spaces where girls can express themselves freely, where their ideas are heard, and where they are meaningfully included in decision-making processes.

Transparency and Accountability

To ensure that resources are used effectively and in line with their intended purpose, we prioritize sharing our decisions, criteria, processes, plans, and activities — together with all relevant information and data — in a timely, accessible, and understandable manner that enables accountability.

Suna's Daughters in 2025

The activities carried out by Suna's Daughters Circles in collaboration with public stakeholders and funding partners across their shared implementation areas can be summarized as follows:

In 2025, alongside the launch of a new three-year strategic planning process, the Household-Centered Solution Circle was established, bringing the number of Suna's Daughters Solution and Support Circles to six. With the participation of the Solidarity for Equality Association and Zemberek Technology, Arts and Learning Association, the number of participating institutions and individuals increased to 33.

The circles established 19 different working groups and began developing new projects aimed at building supportive and safe ecosystems for children. Efforts accelerated around projects such as the Holistic Development Program for teachers, the Pop-up Children's Hub model designed to expand the reach of Children's Hubs, and AI-supported programs focused on making digital spaces safer for children.

While the Girls Advisory Team continued contributing to the work of Suna's Daughters, the first local girls' circle was established in Hatay to strengthen child participation. The Hatay Girls' Circle developed project proposals addressing the needs of girls within Hatay's reconstruction process and presented these projects to peers during the forum organized on 11 October International Day of the Girl Child, where they received feedback.

Within the framework of the Girl-Centered Design approach — the common foundation connecting all models and programs implemented by Suna's Daughters— the second International Girl-Centered Design Conference was organized with the support of EMpower. Within the same framework, circle participants

travelled to Mumbai, India, where they met with organizations working with girls and exchanged examples of good practice and field experience.

In collaboration with the Governorship of Şanlıurfa, the Neighborhoods Supporting Children initiative — first launched in five neighborhoods in Şanlıurfa in 2024 to foster safer and more development-oriented social environments — expanded into central neighborhoods in Harran and Hatay. Within the scope of neighborhood-based programs in Şanlıurfa, the first local community was established. Following workshops held throughout the year, participants from public institutions and civil society came together to develop the Neighborhood Ecosystem for Children's Empowerment Project. As part of school-based programs, a pilot implementation of the Teacher Community Program was carried out. A ten-day Holistic Development Training Program to be piloted with teachers in Şanlıurfa was also designed. In collaboration with the Governorship of Hatay, the "Neighborhoods Supporting Children Needs Assessment Workshop" and field mapping activities were conducted to identify neighborhoods where pilot neighborhood- and school-based programs would be implemented. Girl-Centered Design Workshops were translated into practice with the participation of public institutions and local government representatives. Discussions also began around the Hatay implementation of the Child-Centered City Map, designed to support institutions in data-informed decision-making.

The third edition of the Summer Institute Program—designed to help girls gain lifelong skills that will support their access to safe learning opportunities, enable them to become learning companions to one another, generate creative solutions to challenges through solidarity, and empower them, was held in June and July in collaboration with the Governorship of Şanlıurfa

and Koç School. The program brought together 43 girls from Sugeldi and Uzunyol villages in Harran and from Koç School. Graduates of the 2023 and 2024 Summer Institute cohorts voluntarily participated in both the planning and implementation stages of the program, sharing their experiences and skills with their younger peers. Unlike previous years, Summer Institute 2025 also included the Transition to Adulthood Program, within which graduates from the 2023 and 2024 cohorts took part as program assistants on-site. The employment of five young women, two from Harran and three from Koç School, as members of the Suna's Daughters team through the Transition to Adulthood Program enriched the Summer Institute in ways aligned with its long-term vision. Following the summer period, the mentorship program for Harran graduate girls continued regularly, and scholarships were provided to 12 girls continuing formal education.

In collaboration with the Ministry of Family and Social Services, Suna's Daughters began implementing, in an integrated manner, the models and programs co-developed with its circles within Children's Hubs designed to provide safe and supportive learning environments for children. In 2025, 671 girls and 505 boys completed the Well-Being Program, which serves as the prerequisite for using the Children's Hubs. Throughout the year, the hubs functioned as active spaces where children could support their psychosocial well-being, feel safe, and explore their potential. Within this scope, a total of 1,060 workshops and activities tailored to children's ages, interests, and needs were carried out across the centers.

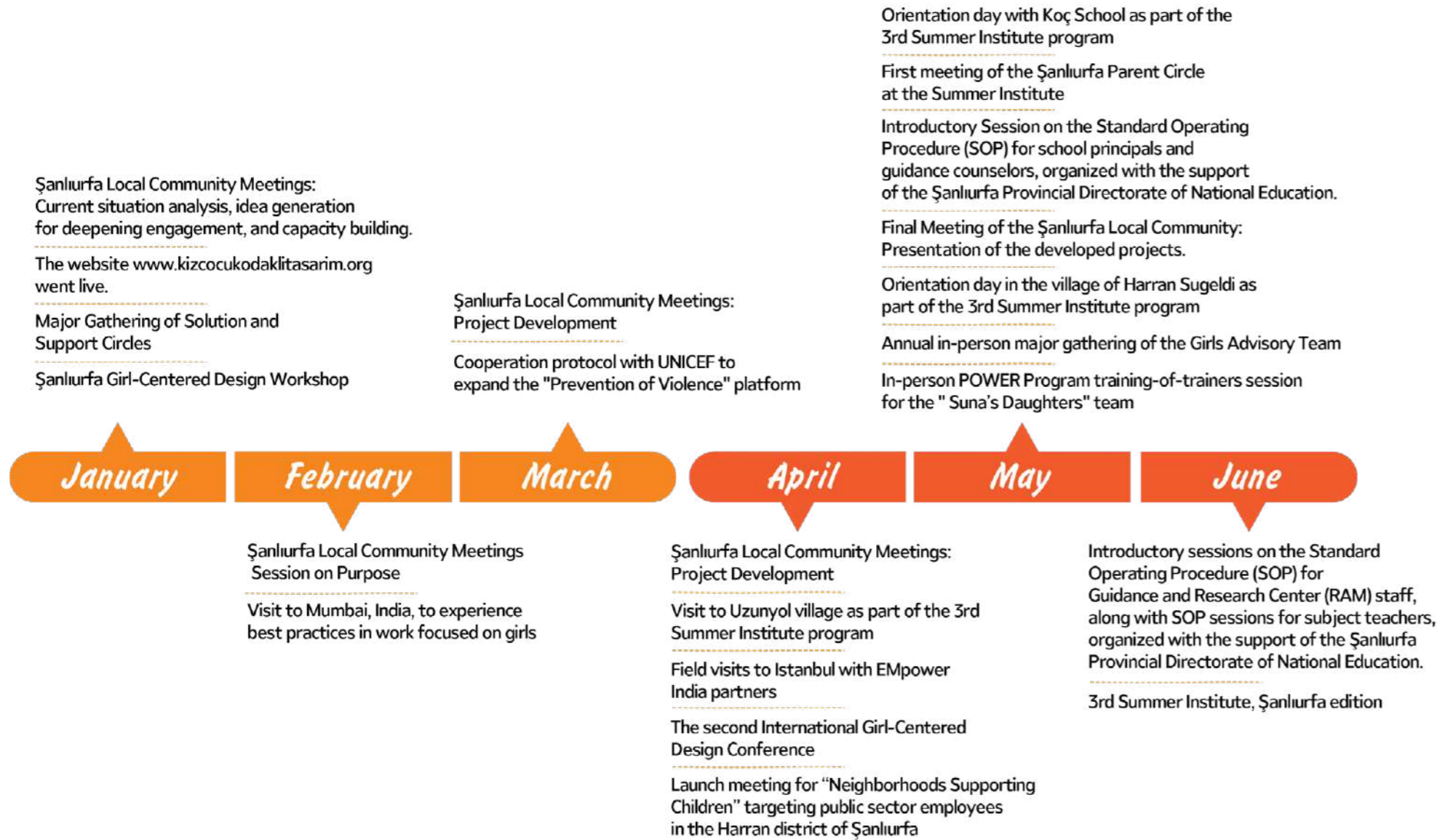
The impact of the centers extended beyond the hubs themselves, reaching broader communities through activities conducted in nearby container settlements and schools. Apart from the Children's Hubs, information seminars on emotional awareness,

needs awareness, and children's rights were organized in schools, public institutions, and other child-centered settings, reaching a total of 4,124 children across four provinces.

An unused open area located behind the Harran Children's Hub was redesigned together with girls through a Girl-Centered Design approach and transformed into a garden and social space. As the first space in Harran developed through a girl-centered design perspective, the garden also became a source of inspiration for a future cultural house project envisioned by the Harran District Governorate.

Research and tools were developed to generate the knowledge needed by practitioners and policymakers. Through the Child-Centered City – A Quest for Equality Exhibition and Symposium, academics, experts, policymakers, and civil society organizations came together. Attention was drawn to the impact of accessible services, including education within neighborhoods, on children's capabilities, particularly in relation to social mobilization. In collaboration with ERG, the Report on Girls by Access to Education Status was published.

The budget for Suna's Daughters reached TRY 163,484,182 in 2025. Excluding the founder donation, TRY 64,907,262 in cash support was received, and TRY 10,984,297 in donations was transferred to circles. All funds were used to implement the models and programs developed by the solution circles and to develop tools.



SOLUTION AND SUPPORT CIRCLES



Neighborhood-Centered Solution Circle

Girl-Centered Solution Circle

School-Centered Solution Circle

Research Support Circle

Girl-Centered Design Support Circle

Household-Centered Solution Circle

Suna's Daughters Solution and Support Circles are multi-stakeholder groups that come together around a shared agenda, act toward a common purpose, and enable the core strategy to evolve into concrete activities and projects through the convergence of diverse expertise and experiences. While the Girl-Centered Solution Circle, School-Centered Solution Circle, Neighborhood-Centered Solution Circle, and Household-Centered Solution Circle focus on developing models, the Girl-Centered Design Support Circle and Research Support Circle work to address common needs identified in the field.

In 2025, the 33 NGOs participating in the Suna's Daughters Circles came together twice in person and once online. The in-person gathering held in January brought together 67 participants from 40 organizations, including 27 circle participants and 13 institutional supporters and stakeholder organizations. During the gathering, the Suna's Daughters 2025-2027 Strategic Plan, developed throughout 2024 through stakeholder participation, was presented and approved by the circles. The online gathering held in May was attended by 46 participants from 22 NGOs. Discussions focused on

priorities for the new period, the KUSIF Social Impact Report, and collective learning needs of communities. The second in-person gathering, held in October, brought together 94 participants from 33 organizations, including 25 circle participants and eight institutional supporters and stakeholder organizations. Participants discussed the final circle models, the working groups, and the holistic contribution of these models and initiatives to the long-term vision of Suna's Daughters.

Work was completed with the Budget Working Group, which included one representative from each community, to determine the unit budget amounts that will serve as the basis for activities and consulting services to be carried out in 2026.

The communities also gathered for open-forum meetings on the themes of "Compulsory Education Period" and "Draft Law on Children's Rights in the Digital World."

Neighborhood-Centered Solution Circle

FOCUS

Building a participatory, sustainable, and scalable community model that brings together relevant actors at the neighborhood level to holistically address the developmental needs of all children, especially girls.

CIRCLE PARTICIPANTS



TÜRKİYE EĞİTİM GÖNÜLLÜLERİ VAKFI

ICHILD



Working Groups

Four separate working groups are active to develop the model designed within the circle.

- Neighborhood-Based Public Stakeholder Empowerment Programs

This working group includes the Solidarity for Equality Association (EİD), Sulukule Volunteers Association, and the International Children's Rights Ambassadors Association (ICHILD).

In line with the goal of encouraging neighborhoods to better support children, the group aims to strengthen local adult communities — including public stakeholders — in areas such as perceptions of children, children's rights, child safety, Girl-Centered design, and child protection. Within this scope, the group develops workshop and training session content on these themes and carries out activities to implement and integrate them into existing programs.

- Pop-up Children's Hub

This working group includes City Detective: Association for City, Environment, and Art (City Detective), the Educational Volunteers Foundation of Türkiye (TEGV), and the International Children Rights Ambassadors Association (ICHILD).

It aims to develop portable, flexible, and safe spatial solutions for workshops carried out in the field. In order to reach children across different parts of the city and extend access to rural areas, the group focuses on creating safe and inclusive spaces that can be quickly set up in existing venues, such as schools and libraries, in addition to Suna's Daughters Children's Hubs. The initiative aims to develop a design guide and prototype proposals informed by field experience.

- Development and Implementation of a Rights-Based Service Inventory

This working group includes the Open Space Association, the Kirkayak Culture, Art, and Nature Association, and the Solidarity for Equality Association (EID).

It aims to develop a comprehensive methodology and implementation guide that enables local communities to systematically map existing services addressing the needs of all children in their regions, especially girls, and evaluate these services through a rights-based lens. The process begins with establishing the theoretical framework, definition, and core principles of the inventory, followed by the identification of service themes and the relevant departments and sub-units within public institutions, which are then detailed through an institutional directory that practically summarizes the services they provide. The process also covers critical components such as designing data collection methods, preparing semi-structured interview forms, developing an Excel-based inventory presentation format, and establishing principles for communication with children. Altogether, these efforts aim to produce a sustainable and flexible guide that will enable local stakeholders to develop holistic, rights-based, and data-driven service policies for children and their families.

- Child Safety Procedures

This working group includes the Solidarity for Equality Association (EID), the Sulukule Volunteers Association, and the International Children's Rights Ambassadors Association (ICHILD).

It aims to strengthen Children's Hubs in terms of child safety. The group works to enhance staff members' responsibilities and competencies related to child safety and to ensure the sustainable institutionalization of child protection policies. Within this scope, it organizes training sessions and supervision meetings with staff members. It also supports children's active participation in child protection processes and in the operation of the Children's Hubs. To this end, it conducts workshops and gatherings that enable children to engage in these processes through participatory mechanisms.



2025 Activity Summary

Circle participants gathered for 16 meetings throughout 2025. Experts dedicated a total of 312 hours to circle work.

- The Neighborhood-Centered Solutions Circle carried out activities under the following working groups: Neighborhood-Based Public Stakeholder Empowerment Programs, Pop-up Children's Hub, and Rights-Based Service Inventory, and Child Safety Procedures.
- Circle participants attended the Şanlıurfa Local Community Meeting in May to provide feedback on the Local Community project ideas.
- The Rights-Based Service Inventory was completed. A pilot implementation of the inventory is planned for Harran and Hatay in 2026.
- Circle participants visited implementation sites for Pop-up Children's Hub in provinces where Children's Hubs are currently operating.
- As part of child protection efforts, the circle participants organized two online child protection training sessions for Children's Hub staff members. Following visits to three different Children's Hubs, which included assessments of physical child safety measures, discussions with staff on child protection practices, and conversations with children about child safety, the participants updated the child protection policy document.

Budget Allocated in 2025:

TRY 2,368,805



Girl-Centered Solution Circle

FOCUS

Creating and scaling digital and physical spaces where girls are supported by relevant actors, can build a sense of community, and develop impact-driven relationships.

CIRCLE PARTICIPANTS



Working Groups

Four separate working groups are active to develop the model planned within the circle.

- Hey Hey Buradayız (Hey Hey We're Here) Social Media Account

This working group includes the Mother Child Education Foundation (AÇEV), Istanbul Bilgi University Child Studies Unit (Bilgi ÇOÇA), the Solidarity for Equality Association (EID), Positive Youth Development Intervention Program (PERGEL), and the Zemberek Technology, Arts and Learning Association (Zemberek).

The group works to create a safe space where girls can access accurate information in the digital world and express themselves freely. While supporting girls' empowerment processes through content production, social media engagement, and awareness activities, the group also aims to foster a culture of solidarity and collective creation among circle members. Through regular meetings, a shared content pool, and collaborative production sessions carried out together with girls, it is building a sustainable structure. Looking ahead, the group plans to develop a model in which girls take a more active role in content creation and social media account management.

- Safe and Supportive Digital Spaces for Girls

This working group includes the Bağ Interactive Learning Association (Bağ Association) and the Zemberek Technology, Arts and Learning Association (Zemberek).

The group works to ensure that girls can participate in the digital world safely, freely, and meaningfully. It aims to establish safe digital spaces and communities for girls within the Suna's Daughters ecosystem, while developing tools and models that increase the accessibility of these spaces. The group also works to draw attention to the deep impact of the digital divide, build collaboration networks with technology stakeholders, and expand social impact in this field. Within this scope, it is leading the development of Sisbot, an AI assistant designed to support girls' presence in the digital world through safe and inclusive content. In the first quarter of 2026, the group plans to organize an event focused on awareness-building and collective creation around digital inclusion and technology equity.

- Training-of-Trainers Sessions for Girls' Empowerment

This working group includes the Bağ Interactive Learning Association (Bağ Association), the Istanbul Bilgi University Child Studies Unit (Bilgi ÇOÇA), and the Association of Sports and Body Movement for Social Empowerment (BoMoVu).

Within the framework of the Suna's Daughters Theory of Change, the group aims to expand safe spaces that support girls' physical, emotional, and social empowerment, strengthen the capacities of professionals working within these spaces, and promote greater alignment in the language and methodologies used across programs. Grounded in an experiential learning approach, it supports facilitators in implementing practices that encourage child participation, are sensitive to gender equality norms, and help children develop skills such as self-awareness, boundary-setting, and dreaming about the future. In doing so, the group seeks to increase both the number and quality of empowering environments where girls can feel safe, exercise their rights, express themselves freely, and actively participate in decision-making processes.

- Girl-Centered Circles

This working group includes Solidarity for Equality Association (EİD).

Building on the experience of the Suna's Daughters Girls Advisory Team established in 2023 and the local girls circle piloted in Hatay in 2025, the group works to develop models that expand child participation in decision-making processes and support the formation of girls' communities. It aims to bring girls together — both within the same city or region and across different cities — to build community and actively participate in decision-making processes.



Girls Advisory Team

The Suna's Daughters Girls Advisory Team, established in 2023 with the support of the Istanbul Bilgi University Child Studies Unit to better understand girls' needs and experiences directly from them and to build a meaningful and sustainable child participation process within the work of Suna's Daughters, continued its activities in 2025 in collaboration with the Solidarity for Equality Association (EİD). Consisting of 30 girls from nine different cities, Adıyaman, Ankara, Giresun, Hatay, Istanbul, İzmir, Kahramanmaraş, Şanlıurfa, and Van, the team contributed to the strategy and work of Suna's Daughters through its insights, recommendations, and creative contributions. It developed recommendations aimed at strengthening child participation, provided feedback on digital content designed for children, and contributed to content creation processes. Content prepared for children was reviewed and finalized with the participation of volunteer girls from the advisory team, and the team's perspectives were incorporated into decisions regarding digital platforms designed to engage directly with children.

During the in-person gatherings of the Girls Advisory Team, workshops focused on strengthening connections within the group and collectively exploring the right to participation through themes such as solidarity, communication, self-

expression, and personal boundaries. The team generated ideas related to the activities of the working groups and produced podcast recordings and social media content through collaborative production workshops. BoMoVu and Zemberek, both participants in the Suna's Daughters circles, contributed to the empowerment workshops designed around children's needs. In the online gatherings, a collaborative structure was established in which volunteer girls prepared content and co-facilitated the sessions with the support of adults.

Based on the learnings and girls' contributions emerging from the Girls Advisory Team experience, a participation model was developed to guide girls' communities to be established across implementation areas; drawing on this model, a pilot local girls circle was launched in Hatay.

In the upcoming period, the Girls Advisory Team process is expected to be restructured to further strengthen local child participation mechanisms, adapt participation methods that can engage a greater number of girls to implementation areas, and continue efforts to expand girls' communities based on the experience of the Girls Circle pilot implemented in Hatay.



Local Girls Circles

Girls Circles were designed as local child participation mechanisms where girls come together in safe and supportive environments to think, create, and grow stronger together. Piloted in Hatay with the support of the Solidarity for Equality Association (EİD), the circles were established as two separate groups at the Güzelburç and Antakya Children's Hubs. The process began with activities focused on introduction and bonding as a group, followed by activities that created space for self-expression and collective reflection by making girls' everyday experiences visible. Through the Girl-Centered Design workshops implemented throughout the process, girls collaboratively identified the challenges and needs they observed in their surroundings, generated ideas for solutions, and transformed these ideas into tangible proposals. Activities aimed at strengthening communication with adults, negotiation, and shared decision-making skills were also integrated into the process. During the Girls Stronger Together Forum, organized together with

girls participating in the circles as part of the October 11 International Day of the Girl Child activities, the girls shared their work on themes such as access to play and recreation spaces, safe transportation, safe environments, and clean surroundings, while receiving feedback and recommendations from their peers. In the upcoming period, meetings are planned where the proposals developed by the children will be shared with public stakeholders, while further efforts will continue to strengthen child participation mechanisms at the local level based on the experience of the circles.



“

Producing content suitable for girls, making decisions that are right for them, ensuring our voices are heard, and guiding the decision-making process—I think these are very valuable.👏

Participant of the Girls Advisory Team

2025 Activity Summary

Circle participants gathered for 18 meetings throughout 2025. Experts dedicated a total of 378 hours to circle work.

- Under the guidance of the Girls Advisory Team, the Hey Hey Buradayız (Hey Hey We're Here) Instagram account created content throughout the year to build a safe and supportive digital space for girls.
- In May, the participants held the “POWER” Training-of-Trainers Session in Mardin. Representatives from our circle partners, the Solidarity for Equality Association and the International Children's Rights Ambassadors Association, participated in the program.
- The participants implemented a shared training-of-trainers model designed to enable the integrated delivery of 'Empowerment Through Movement', developed by BoMoVu, ToGether, developed by Bağ Association, and the children's rights program developed by ÇOÇA as complementary practices across shared implementation areas. Representatives from the Mother Child Education Foundation, Kirkayak Culture, Art and Nature Association, Rural Schools Transformation Network, and the Turkish Family Health and Planning Foundation, all participants in the circle, took part in the training.
- The participants worked together with the Girls Advisory Team to develop the community-building process for girls planned for implementation in 2026, including principles for collaboration, sustainability, and inclusivity strategies. They facilitated the annual in-person gathering of the Girls Advisory Team. They also coordinated and documented regular online gatherings, as well as meetings of the motivation, social media, and podcast working groups.
- The Safe and Supportive Spaces for Girls working group initiated efforts to develop an AI infrastructure that would support girls' access to safe information, inspired by the “Sisbot – my sister” concept developed during the Summer Institute 2025 Girl-Centered Design Workshops.

Budget Allocated in 2025:

TRY 4,442,126



School-Centered Solution Circle

FOCUS

Developing and scaling models that positively influence school climate and support teachers and relevant stakeholders in recognizing and nurturing the potential of all children, especially girls, while reducing the barriers they face.

CIRCLE PARTICIPANTS



Independent Experts

Dr. Barış Sarısoy

Dr. Sanem Bülbül Hüner



Working Groups

● Holistic Child Development Program (BÜTGEP)

This working group includes the Rural Schools Transformation Network (KODA), the Teachers Academy Foundation (ÖRAV), the Turkish Family Health and Planning Foundation (TAPV), Dr. Barış Sarısoy, and Dr. Sanem Bülbül Hüner.

The group aims to develop a comprehensive teacher training model to support children's holistic development. It designs an educational program that holistically addresses areas such as child perception, children's rights, child participation, child-centered communication, physical and cognitive development, and social-emotional learning. In this context, it works on needs analysis, establishing the program framework, preparing workshop plans, developing a training manual, and conducting pilot implementation processes. Additionally, by evaluating the outcomes, they make revisions to enhance the program's effectiveness and plan to strengthen local educational capacity through dissemination strategies. Ultimately, the goal is to ensure that a rights-based, inclusive learning environment that supports social-emotional skills is sustainably established in schools by increasing teachers' holistic awareness and knowledge of children's developmental processes.

● Teacher Communities

This working group includes the Rural Schools Transformation Network (KODA) and the Teachers Network.

The group works to develop a teacher community strategy aimed at identifying teachers' professional and social skills needs and their well-being within the school environment; conducting activities to address these needs; adapting the school ecosystem to better meet children's developmental needs; and creating a space where teachers can voice the challenges they face regarding school-based child protection procedures and share their experiences.

- School-Based Child Protection Practices

This working group includes the Humanist Bureau Association and the Nirengi Association.

Through the School-Based Child Protection Support System – Child Abuse and Training Program on Standard Operating Procedure Against Abuse, the group aims to build awareness among school administrators and teachers around recognizing different forms of child abuse and neglect, identifying signs of abuse, implementing preventive and protective practices, and strengthening monitoring and evaluation processes. In cases involving a child who has experienced abuse or violence, the program seeks to establish a shared approach, common attitude, and unified language regarding the steps to be taken within the framework of the Child Protection Law, as well as the initial psychosocial support to be provided to the child. Alongside focusing directly on children, the program aims to build a holistic network that includes the school climate and all actors surrounding the child, embed a preventive and protective child protection culture within schools, and support every school in developing its own child protection policy document.



2025 Activity Summary

The circle met 15 times throughout 2025. Experts dedicated a total of 289 hours to community activities.

- Nirengi Association, with the support of the Şanlıurfa Provincial Directorate of National Education, conducted Standard Operating Procedure (SOP) introductory sessions for school principals, counseling and guidance teachers, RAM representatives, and subject teachers.
- The Social and Emotional Learning (SEL) Teacher Training was implemented with the support of the Şanlıurfa Provincial Directorate of National Education.
- In collaboration with Akçakale RAM, the SEL Training-of-Trainers session was completed. Under KODA's facilitation, the Şanlıurfa Teacher Community pilot program was implemented, featuring sessions on Play-Based Education and Creative Drama, Nonviolent Communication, Parent Participation in the School Process, a Mardin Field Trip, and Evaluation-Closing meetings.
- A Teacher Community Needs Assessment Workshop was held by KODA and the Teachers Network.

Budget Allocated in 2025:

TRY 1,779,266.20



Research Support Circle

FOCUS

Gathering information on the needs of all children, especially girls, and the barriers they face, produces knowledge around possible solutions, and develops platforms to expand access to and dissemination of this knowledge. Carrying out advocacy efforts and developing research methodologies that support children's empowerment, in the light of this information.

CIRCLE PARTICIPANTS



Working Groups

Two separate working groups are active to develop the model designed within the circle.

- Child-Centered City: Data Analysis and Visualization

This working group includes the Needs Map, the Turkish Economic and Social Studies Foundation (TESEV), and the Education Reform Initiative (ERG).

The Child-Centered City was established as a geographic, up-to-date, sustainable, multi-layered digital platform to address the need for data-driven decisions in effectively designing services and interventions that support the holistic development of girls. This initiative aims to strengthen the girl-centered data ecosystem across Istanbul, with a particular focus on the districts of Fatih and Sultanbeyli, to ensure that responses and services in the city effectively address the needs of target groups. In the second phase of the project, which began in 2025, Child-Centered City activities are carried out in Hatay. The Turkish Economic and Social Studies Foundation (TESEV) leads the data collection and analysis phases of the project; Needs Map is responsible for developing the technological infrastructure and website of the map; and TESEV together with the Education Reform Initiative (ERG) contribute to the advocacy and dissemination of the findings.

- Child-Centered City: Child Participation for the Map

This working group includes the Education Reform Initiative (ERG) and the Solidarity for Equality Association (EID).

Launched with the aim of reflecting children's access to, experiences with, and forms of participation in basic services (education, health, etc.) in their living environments onto the maps featured on the Child-Centered City digital platform, the working group conducted literature reviews on research methods involving children and met with experts in 2025, in addition to focusing on the areas of child participation, the right to the city, and child-friendly cities.

Focusing primarily on schools among the basic services children utilize, the group is developing a survey aimed at understanding children's access to opportunities within and around schools, their perspectives, emotional and physical safety, participation practices, and sense of belonging. Upon completing the survey, the group plans to conduct pilot studies in Istanbul and Hatay and incorporate the findings into the maps.

Research Support Circle 2025 Activity Summary

The circle met 16 times throughout 2025. Experts dedicated a total of 298 hours to the circle work.

- Building on the Child-Centered City digital platform, the exhibition "Child-Centered City: A Quest for Equality," held at the Istanbul Research Institute, welcomed visitors through the end of March.
- A survey was developed to generate up-to-date and comparable data on children's educational and age-related status at the neighborhood level in Hatay, with the aim of informing the maps.
- The "Child-Centered City" digital platform focused on Hatay. Maps were created that compared the years before and after the earthquake and highlighted children's educational and age-related conditions at the neighborhood level.
- Pera Museum hosted a symposium titled "Child-Centered City: A Quest for Equality" in its auditorium.



Scan the QR code for the
Child-Centered City digital platform.



Budget Allocated in 2025:
TRY 1,082,760



Girl-Centered Design Support Circle

FOCUS

Generating ideas on how spaces, institutional policies, programs, and content can be developed for and with girls, taking into account their unique needs and experiences based on children's rights, and to promote a girl-centered design approach among decision-makers and practitioners.

CIRCLE PARTICIPANTS



Working Groups

Five separate working groups are active to develop the model planned within the circle.

- Girl-Centered Design - Communication

This working group includes the Flying Broom Women's Communication and Research Association.

The group develops a comprehensive communication action plan to support the widespread adoption of the girl-centered design approach by highlighting its meaning, importance, and feasibility.

- Girl-Centered Design - Conceptual Framework

This working group includes the Solidarity for Equality Association, City Detective: City, Environment, and Art Association (City Detective), and the Flying Broom Women's Communication and Research Association.

The group aims to develop a conceptual framework by drawing on international literature and practical examples of girl-centered design. In the medium term, it seeks to contribute to the development and dissemination of girl-centered design literature in Türkiye and internationally.

- Girl-Centered Design - Sub-Grant

This working group includes the Solidarity for Equality Association (EID), the Association of Civil Society Development Center (STGM), and the Flying Broom Women's Communication and Research Association.

It aims to support the dissemination of the girl-centered design approach and its methods. In this regard, it seeks to first establish a set of indicators covering funders and resource development processes, and then create a micro-grant model that will encourage the greater adoption of the girl-centered design approach by children and adult communities and its integration into projects.

Additionally, ensuring that resource development processes are directed toward projects and initiatives targeting the most disadvantaged girls is among its priorities. The Working Group has adopted as a core objective the search for answers to the question of how to design models that create lasting impact and are transformative for girls.

- Girl-Centered Design - Girl-Centered Design Tools with Children

This working group includes the Solidarity for Equality Association (EID), the Turkish Foundation for Children in Need of Protection (KORUNCUK), and City Detective: City, Environment, and Art Association (City Detective).

The group aims to integrate child-centered tools shaped through a girl-centered perspective, including the Our Living Environment workshops, Photovoice, and Asset Cards, into the formation process of the Suna's Daughters Girls Communities, while transforming the outputs generated through these tools into meaningful advocacy and communication materials.

- Girl-Centered Design – Spatial Design

This working group includes City Detective: City, Environment, and Art Association (City Detective) and Flying Broom Women's Communication and Research Association.

The group aims to develop participatory and evidence-based spatial design guidelines that prioritize girls' recreational needs, such as safety, accessibility, a sense of belonging, and play/rest, and are applicable at various scales in the places where girls live. It works to ensure these guidelines are adopted by NGOs, local administrations, designers, and other implementing actors. In the medium and long term, the group works to ensure that a girl-centered spatial design approach becomes established at both the institutional and professional levels in Türkiye.

2025 Activity Summary

The circle met 17 times throughout 2025, and experts dedicated a total of 186 hours to circle work.

- With support from EMpower, the circle conducted a study visit to Mumbai, India, from February 16–21 and met with organizations working on behalf of girls.
- With the support of EMpower and the participation of The Brookings Institution, it organized the second International Girl-Centered Design Conference under the theme "Empowering with Girls."
- It published the "Guide to Fundamental Principles and Approaches in Girl-Centered Design" for organizations working directly with girls.
- It organized a workshop on Girl-Centered Design and Rights-Based Approaches for representatives of public institutions, local communities, and civil society working in the field of mental health in Şanlıurfa.
- As part of the "Neighborhoods Supporting Children" initiative, it brought together representatives from civil society, the public sector, and local administrations in Hatay to organize Girl-Centered Design Workshops aimed at rebuilding an inclusive and equitable city.
- "Capabilities Cards," an adaptation of the publication Judith Bruce, Sarah Engebretsen, and Kimberly Glazer "Building Assets Toolkit: Developing Positive Benchmarks for Adolescent Girls", was published.
- Training-of-trainers sessions were launched for the Our Living Environment Workshops carried out under the community structure, specifically tailored for Children's Hubs.



Budget Allocated in 2025:

TRY 1,687,084

Household-Centered Solution Circle

FOCUS

Supporting caregivers, family members, and household-related social actors who influence children's holistic development and well-being in developing practices and attitudes that support children primarily within the household environment.

The Household-Centered Solutions Circle defines child-supportive practices and attitudes as developing a rights-based approach (being able to claim rights together with and on behalf of the child) and ensuring children's access to educational, learning, and developmental opportunities.

CIRCLE PARTICIPANTS



2025 Activity Summary

The Circle was established in September 2025. During its four months of operation:

- It established circle agreements regarding the forms of collaboration and production.
- It determined the focus around which the circle's work would be carried out.
- Each participant conducted an inventory of projects and programs carried out within their own organizations around this focus.

IMPLEMENTATION INVESTMENTS

Neighborhoods Supporting Children

Children's Hubs

Summer Institute

Hey Hey Buradayız (Hey Hey We're Here)

Child Protection Initiatives



Neighborhoods Supporting Children

In 2022, Suna's Daughters identified Şanlıurfa as a pilot region with the aim of building an ecosystem that enables girls to access educational opportunities that support their developmental needs and benefit from these opportunities to the fullest extent possible.

In collaboration with the Governorship of Şanlıurfa, Suna's Daughters launched the Neighborhoods Supporting Children initiative in 2024 across the Onikiler, Selçuklu, Türk Meydanı, and Yenice neighborhoods in the Eyyübiye district, as well as Süleymaniye neighborhood in the Haliliye district of Şanlıurfa. Following the Harran introductory meeting held in April 2025, the initiative expanded to include the neighborhoods in the center of Harran district together with the villages of Giyimli, Sugeldi, and Uzunyol. As a result, following Eyyübiye and Haliliye, current conditions in Harran were also assessed, and school- and neighborhood-based programs aimed at developing community-based responses to identified challenges began to be implemented.

Within the scope of the school-based programs, Social and Emotional Learning Program Teacher Trainings developed by KODA, ÖRAV, and TEGV were implemented. In collaboration with Nirengi Association, the School-Based Child Protection Support System Against Abuse – Standard Operating Procedure

was developed, and teacher trainings were completed. In partnership with KODA, the pilot phase of the Teacher Community was completed, and a focus group discussion was conducted by KODA and Teacher Network with the participation of 28 teachers to revise the program in line with teachers' needs. KODA, ÖRAV, and TAPV also developed the Holistic Development Program (BÜTGEP) to support children's holistic development through teachers. Planning processes were initiated to establish a School-Based Child Protection Policy at Haliliye Koç Primary and Secondary School.

Within the scope of the neighborhood-based programs, the Şanlıurfa Local Community was established through the voluntary participation of public institutions, NGOs, and local administration representatives with strong knowledge of the region's dynamics. Coming together with the support and facilitation of InCommon, the community developed the idea for the "Neighborhood Ecosystem Project for Children's Empowerment" through a series of regular meetings. In Hatay, the "Neighborhoods Supporting Children Needs Assessment Workshop" was organized in July with the participation of public institutions in order to identify pilot neighborhoods for neighborhood- and school-based programs, followed by a neighborhood mapping and assessment study.

Children's Hubs

Children's Hubs were established through the collaboration of the Ministry of Family and Social Services and the NGOs participating in the Suna's Daughters Community to create safe and supportive spaces for children's development in earthquake-affected regions and to ensure that the needs of all children, especially the specific needs of girls, are addressed throughout the recovery and rebuilding process.

Through the five Children's Hubs established in Adiyaman, Hatay, Kahramanmaraş, and Şanlıurfa, NGOs were able to work both collaboratively and in coordination with the services provided by the Ministry of Family and Social Services.

In 2025, 671 girls and 505 boys completed the Well-Being Program at the Children's Hubs. Throughout the year, a total of 1,060 workshops and activities were organized for children across the centers.

Apart from the Children's Hubs, informational seminars focusing on children's emotional and needs awareness, as well as children's rights, were held in schools, public institutions, and other child-centered spaces, reaching a total of 4,124 children across four provinces.

In the provinces where the Children's Hubs operate, training sessions and project development activities were carried out to strengthen the capacities of public institutions and NGO representatives. Within this scope, the Wisdom of Emotions Workshop was organized in Kahramanmaraş with the participation of staff from the Provincial Directorate of Family and Social Services. Designed through a holistic structure covering grief counseling, emotional regulation, the relationship between emotions, thoughts, and behaviors in crisis management, and process/case analysis, the workshop aimed to increase participants' awareness of both their own emotional processes and the cases they work with.

In Adiyaman, the Support Program for Mental Health Professionals Working with Risk Situations Encountered During Adolescence was implemented. The program addressed risky behaviors emerging during adolescence, psychosocial needs, and early identification mechanisms, while supporting professionals in strengthening their skills in building safe relationships with adolescents and assessing risks. It also focused on intervention methods, case follow-up, family engagement, and referral processes. In addition, the practical training component introduced the safe space approach and implementation system based on the Error-Free Zone Game. Participants gained hands-on experience in applying the game while working with children.

In Hatay, the Case Formulation: Psychological Counselor Support Workshop was organized with the participation of Guidance and Research Center (RAM) staff to strengthen psychological counselors' case formulation skills through practical work on case analysis, ethical boundaries, and intervention planning processes.

Within the framework of the ten-session Suna's Daughters Well-Being Program implemented at the Children's Hubs, children reflect together on the question, "How do we want to live and learn together?" and collectively create a community agreement. The principles of this agreement are shaped through an inclusive decision-making process in which every child's voice is heard. After completing the Well-Being Program and registering at the centers, children participate throughout the year in programs carried out by the Suna's Daughters Community, as well as workshops led by facilitators or facilitated by their peers according to their interests. They spend time with friends in safe spaces such as the cafeteria, quiet room, and workshop rooms, and can meet with the center psychologist whenever needed.

Children's Hubs Through Children's Eyes

“

The Children's Hub is fun, happiness... When you come here feeling sad, you can feel happy 🍀

Gizem, 12 years old

“

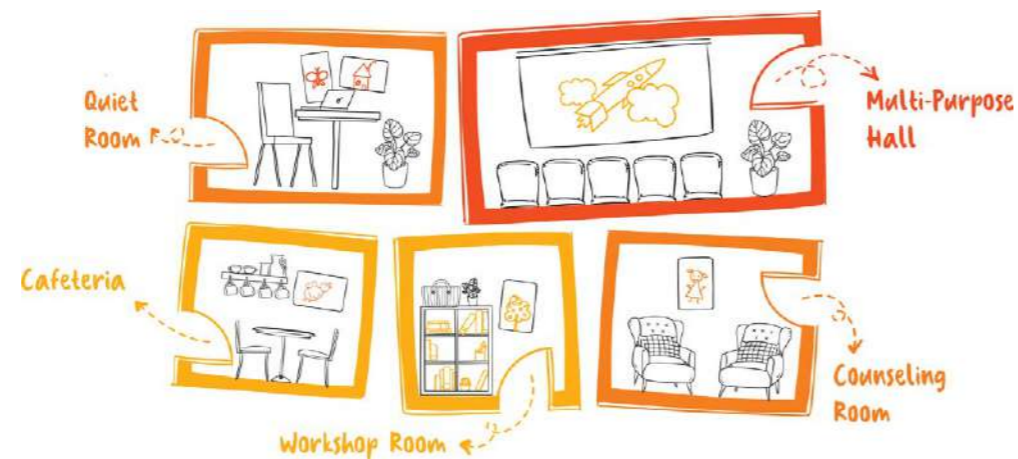
Suna's Daughters means unity, togetherness, learning together, and wonderful workshops and activities. We also have a wonderful well-being program where we learn together. In short, for me, Suna's Daughters means fun, happiness, and joy. It's wonderful that Suna's Daughters is here in this container 🍀

Faika Tuna Sevenler, 11 years old

“

This is Suna's Daughters, and there are many wonderful things here. Safety is one of them. You might be wondering what's here. I can explain right away. First of all, we have excellent teachers here who ensure our safety. There are five rooms here: a cafeteria, a quiet room, a staff room, a workshop room, and a multipurpose room. In the cafeteria, we can sit with our friends and have tea. In the quiet room, you can take tests and read books. In the workshop room, you can play board games with your friends. Workshops take place in the multipurpose room. Teachers sit in the staff room. I'm sure you won't want to leave once you come here 🍀

Cemre, 12 years old



Summer Institute

The Summer Institute, implemented in collaboration with Koç School and the Governorship of Şanlıurfa, aims to help girls access safe learning opportunities, become learning companions to one another, collaboratively address the challenges they face, and develop lifelong skills that support their empowerment. The program brings together girls between the ages of 14 and 18 from villages in Şanlıurfa who are outside formal education, alongside girls studying at Koç High School in Istanbul. A total of 43 children graduated from the Summer Institute, which was held for the third time in 2025.

While graduates from the first year volunteered in the 2024 program, the third program held in 2025 included not only volunteers but also five young women graduates who had completed the Summer Institute Transition to Adulthood Program, two from Harran and three from Koç School, who took on field roles as members of the Suna's Daughters team.

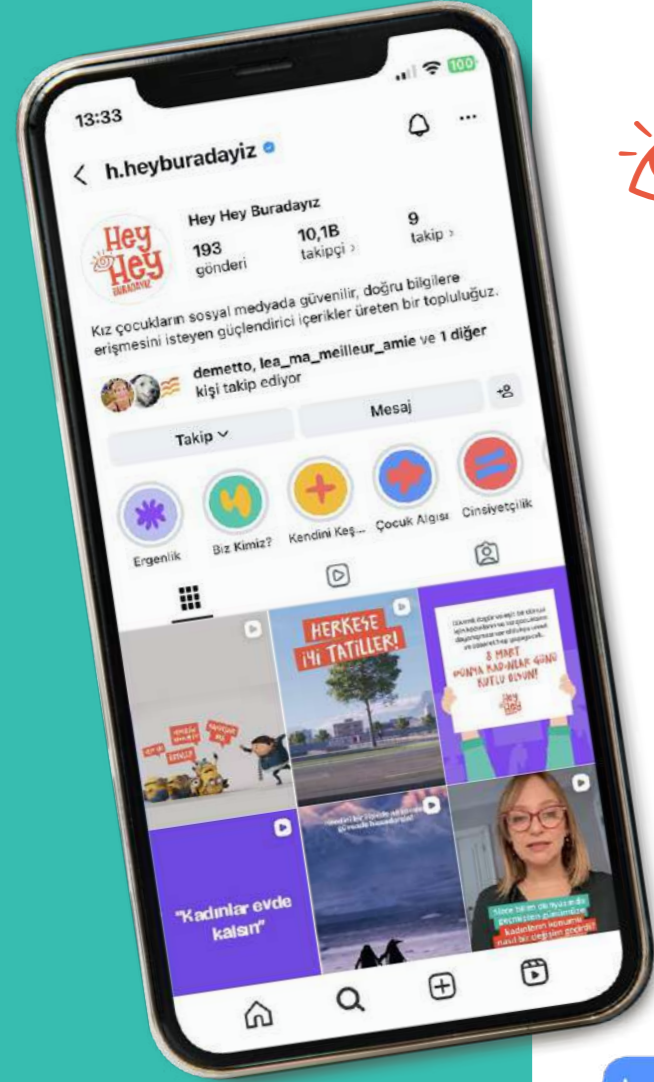
Participants in the Transition to Adulthood Program and graduate volunteers accompanied participating girls throughout the three-week program carried out in Şanlıurfa and Istanbul, which included empowerment-focused educational programs supporting children's holistic development, cultural visits, workshops, and Inspiring Encounters with women role models.

Two graduates from Harran participating in the Transition to Adulthood Program became facilitators of the POWER Program carried out with girls in rural areas. Inspired by the outputs of the Girl-Centered Design program developed with contributions from graduate volunteers, particularly graduates of Koç School participating in the Transition to Adulthood Program, the resulting productions informed the design of the Harran Children's Hub garden and the Harran Cultural House,

becoming the first examples of girl-centered design in practice. The 2025 Summer Institute was structured around the Well-Being Program, the Empowerment Through Movement Program, and the Girl-Centered Design Program, and was implemented with contributions from BoMoVu, AÇEV, TEGV, Pera Museum, Zemberek, and City Detectives: Association for City, Environment and Art — all participants in the Suna's Daughters Community.

The Suna's Daughters Summer Institute Program is not limited to the summer months. Throughout the year, girls participating in the program continue attending the POWER Program Training, receive ongoing support through regular mentorship meetings, and contribute to the design of the following Summer Institute Program by participating in the graduates' gathering held in Şanlıurfa each December.





**Hey
Hey
BURADAYIZ**

Hey Hey We're Here

In 2024, the Suna's Daughters Girl-Centered Solution Circle expanded its implementation investments and launched the Hey Hey Buradayız Instagram account to provide girls between the ages of 13 and 18 with access to reliable, empowering, and engaging information and content, while contributing resources to the digital space.

Beginning in 2024, the Hey Hey Buradayız content, collectively developed by experts from AÇEV, Bağ Association, Bilgi ÇOÇA, BoMoVu, and PERGEL (Positive Youth Development), was further enriched in 2025 through contributions from the Solidarity for Equality Association and Zemberek Technology, Arts and Learning Association. The Suna's Daughters Girls Advisory Team, which selected the name 'Hey Hey Buradayız' for the account, regularly provides feedback on the account's structure, content, and visual design, while also contributing to content development.

In addition to empowering content that girls can benefit from in both digital and physical spaces, Hey Hey Buradayız also shares posts aimed at supporting access to reliable and accurate information on social media. By the end of 2025, the account had reached 9,100 followers.

Collaborations with digital content creators were initiated to help the account reach broader audiences. Through these communication efforts, Suna's Daughters aims to further expand the reach of Hey Hey Buradayız, with plans to continue and strengthen these collaborations in the coming period.



Scan the QR code for the Hey Hey Buradayız Instagram account.



Child Protection Efforts

As of 2025, Suna's Daughters transformed its child protection work into a holistic structure that extends beyond case-based interventions and focuses on strengthening institutional capacity. Child protection was approached not only as an intervention mechanism activated after harm occurs, but as a preventive and protective framework grounded in early identification, safe referral, and the strengthening of children's well-being. Within this scope, a shared institutional implementation framework was established across the organization.

An institutional case management system was developed to ensure the safe and consistent monitoring of cases identified through the Children's Hubs and the Summer Institute. Case processes were supported through regular monitoring, supervision, and standardized tools. Collaboration with public institutions and NGOs working in the field of children's rights was strengthened, while work began on developing a rights-based service inventory to establish the foundation for effective referral mechanisms. To strengthen the child protection knowledge and skills of field teams, trainings, guidance materials, and case management tools were developed, contributing to the expansion of child protection capacity across the organization.

As a result of this strengthened capacity, child protection risks encountered across different centers throughout 2025 were identified at earlier stages. A total of 87 cases identified during the year were handled through more qualified and structured interventions. Responses were planned in line with the best interests of the child, grounded in the principle of do no harm, and tailored to the child's age, needs, and context. Within this

framework, the approach prioritized safe identification and documentation, appropriate referrals to relevant institutions, the empowerment of children and caregivers, and long-term case follow-up where needed.

Suna's Daughters continues working to transform child protection from a practice focused solely on individual interventions into a systematic institutional capacity area that makes risks visible, addresses them at an early stage, and is grounded in multi-stakeholder collaboration. Child protection is approached as a core area of responsibility aimed at strengthening safe, inclusive, and supportive environments for all children.



PROGRAMS



Child Empowerment Programs

Well-Being Program

ToGether Program - Bağ Association

Children's Rights Program - Istanbul Bilgi University Child Studies Unit - Bilgi ÇOÇA

Empowerment Through Movement Program - BoMoVu

POWER Program - AÇEV

Child Empowerment Workshops - Zemberek, EID, City Detective

School-Based Programs

School-Based Child Protection Support System Against Abuse – Standard Operating Procedure (SOP) – Nirengi Association

Social and Emotional Learning Program - KODA, ÖRAV, TEGV

Teacher Community Program - KODA, Teachers Network

Holistic Development Program - KODA, ÖRAV, TAPV, Dr. Barış Sarısoy, Dr. Sanem Bülbül Hüner

School-Based Child Protection Procedure Development Project - Humanist Bureau Association

Neighborhood, Parent, and Community-Based Programs

Positive Youth Development Intervention Program for Parents - PERGEL-E

Girl-Centered Design Workshop - Flying Broom, EID

Local Community Program

Which program, within what scope?

Neighborhood-Public	Community center model	Local communities		
School	School-Based Standard Operating Procedure	Social and Emotional Learning Program for Teachers	Physical Development During Adolescence	Teacher Community
Household	Positive Youth Development Intervention Program for Parents	Awareness Seminar on the Prevention of Child, Early, and Forced Marriages	Parent Gatherings	
Child	Positive Youth Development Intervention Program (PERGEL)	Post-Traumatic Positive Youth Development Intervention Program (PERGEL-T)	Well-Being Program	ToGether Program
	Children's Rights Program and Media Workshops	Empowerment Through Movement Program	POWER Program	Digital Citizenship
	Peer-to-Peer Learning Program	Our Living Environment	Girl-Centered Design Program	Children Advisory Teams Children's Communities

Child Empowerment Programs

Ensuring that all children — especially girls — develop self-efficacy and self-awareness, know their rights, can easily access mechanisms that protect those rights when needed, participate in decisions affecting their lives, and experience emotional and physical well-being stands among the core change goals of Suna's Daughters. Together with its circles, Suna's Daughters invests in programs that support children in growing stronger both individually and collectively.

Well-Being Program

The Well-Being Program was developed as an introductory program to the community-based initiatives implemented within the field practices of Suna's Daughters. Consisting of ten sessions, the Suna's Daughters Well-Being Program was designed to support the well-being of all children, especially girls between the ages of 12 and 18, and to help children build stronger connections with life. Thanks to its needs-based and interaction-oriented structure, the program can be easily adapted to different groups and contexts, and is inspired by the principles of nonviolent communication. Throughout the ten sessions, participating children learn to express their emotions and needs comfortably, develop conflict resolution skills, and recognize conflict as an opportunity for learning. They also experience building a living and learning community grounded in respect for their own boundaries as well as the boundaries of others they interact with.

The Well-Being Program is implemented across a wide range of public spaces, including Children's Hubs, the Summer Institute, and mobile implementation settings such as schools, courses, and container settlements. In 2025, a total of 1,218 children graduated from the program, including 69 girls and 103 boys from the Children's Hubs, 43 girls from the Summer Institute, and 412 girls and 402 boys reached through public space initiatives.



What is well-being? - Bediz Gürel
YouTube video



CHILD EMPOWERMENT PROGRAMS

Children's Rights Program

Bilgi ÇOÇA

The Media Literacy Workshops, implemented with 105 children at the Children's Hubs in 2024, were expanded in scope throughout the year and redesigned as the Children's Rights Program. Developed to encourage children to recognize and defend their rights and to actively participate in social life, the Children's Rights Program consists of six sessions lasting between 90 and 120 minutes each. Structured around themes such as children's rights, discrimination, the digital world, and media workshops, the program aims to strengthen children's critical thinking and collaboration skills through a range of interactive activities.

POWER Program

AÇEV

Originally developed by the Mother Child Education Foundation (AÇEV) in 2016 for adult women, the POWER Program was adapted in 2023 with the support of Suna's Daughters for girls between the ages of 14 and 18. Delivered in person, the program was designed to support girls' physical, psychological, and social safety, help them learn about their rights, and build a strong foundation for continuing their education. The program consists of interactive workshops covering themes such as self-discovery, goal setting, mathematics, technology and digital safety, effective communication, basic health, and protection from violence. Throughout the process, participants develop self-efficacy, solidarity, and advanced literacy skills, and graduate from the program with a certificate of participation.

Girls from villages in Harran who participated in the 3rd Summer Institute began the 14-session program in October, with sessions continuing into 2026.

Together Program

BAĞ Association

Developed by the Bağ Interactive Learning Association (Bağ Association), the program was designed as an educational model that aims to create inclusive and equitable learning environments, foster a sense of belonging in schools for all children regardless of their differences, and challenge peer bullying and stereotyping within school settings. The ToTogether Game, included within the P-Gendu workshop content, aims to help children get to know themselves and one another while encouraging them to act together in solidarity. In 2025, the training-of-trainers session for the ToTogether Game was completed by Bağ Association with program facilitators working at the Children's Hubs, and the game was implemented throughout the year across the centers.

Empowerment Through Movement Program

BoMoVu

Developed within the scope of the Girl-Centered Solution Circle, the Empowerment Through Movement Program aims to support facilitators working with girls in NGOs in using movement- and play-based exercises through an empowerment perspective. The Empowerment Through Movement Program was developed by the Association of Sports and Body Movement for Social Empowerment (BoMoVu) for girls between the ages of 15 and 18. Covering themes such as health, boundaries, violence, and discrimination, the program consists of three six-session modules based on movement and play. The program was implemented by BoMoVu trainers across the Children's Hubs and Summer Institute implementation areas, while the training-of-trainers sessions for Children's Hub program facilitators were carried out in 2024.

CHILD EMPOWERMENT PROGRAMS

Our Living Environment Program

City Detective

The program explores children's relationships with the environments they live in by bringing together their sensory experiences, the challenges they observe, their potential to create spaces, and their desire to feel safe and well. Implemented at the Children's Hubs, the workshop aims to enable children to analyze the characteristics of their neighborhoods and living environments from their own perspectives. Through mapping exercises and neighborhood walks, areas where children can move safely and the services they can access are identified. The workshop program also examines the emotional dimensions of children's relationships with spaces, exploring environmental components such as play value and safety. The findings are then used to identify priority intervention areas within settlements and to ensure that design outputs contribute meaningfully to addressing the identified challenges.

Photovoice

EİD

Talking Photo, a participatory dialogue method that combines photography and storytelling to enable children and young people between the ages of 10 and 18 to express themselves creatively, consists of two workshops lasting at least three hours each. Through visuals and narratives, the program fosters self-awareness while encouraging collective thinking and alternative forms of expression. Introduced to Suna's Daughters with the support of Fellows InCommon, and implemented by facilitators who have completed practitioner training, the workshops can be adapted to different settings and provide children with opportunities to make their voices heard through powerful artistic expression.

Digital Citizenship Program

Zemberek

This workshop aims to help children explore the concept of digital citizenship and build awareness around internet safety. Through discussions on topics such as how the internet works, digital footprints, sharing personal information, cyberbullying, and phishing, children are encouraged to develop their own safety strategies. The workshop also introduces ways to make tablet use more productive by supporting children in creating creative videos using stop-motion techniques and learning the basics of coding. Overall, the workshop contributes to helping children navigate the digital world in safer and more informed ways.

School-Based Programs

Pilot implementations of the school-based programs developed by the Suna's Daughters School-Centered Solution Circle were carried out in 2025 within the scope of the Neighborhoods Supporting Children – Şanlıurfa initiative. The school-based programs developed by the School-Centered Solution Circle aim to strengthen teachers' knowledge and capacities regarding preventive and protective services for children, enhance social and emotional learning skills, and support them in identifying risks and taking action through improved access to supportive services.

School-Based Child Protection Support System Against Abuse – Standard Operating Procedure (SOP) Program

Nirengi

In collaboration with Nirengi Association and the Governorship of Şanlıurfa, the School-Based Child Protection Support System Against Abuse – Standard Operating Procedure (SOP) was developed with contributions from the Şanlıurfa Provincial and District Directorates of National Education, the Directorate of Family and Social Services, the Gendarmerie Directorate, the Directorate of Health, and the Child Monitoring Unit of the Training and Research Hospital. The SOP aims to support teachers in correctly implementing the required procedures under the Child Protection Law when identifying a child who may be experiencing abuse or violence within the school environment.

Following the pilot implementation carried out in 2024 with the participation of 67 teachers, the program continued in May and June 2025 through introductory sessions for 34 school principals, 91 guidance counselors, and 20 Guidance and Research Center (RAM) staff members. In addition, pilot sessions were implemented with 24 subject teachers. Efforts are ongoing to expand the teacher trainings and the SOP across schools throughout Harran province, alongside Eyyübiye and Haliliye.

Social and Emotional Learning Program (SEL)

KODA, ÖRAV, TEGV

The Social and Emotional Learning (SEL) Program aims to help teachers build a conceptual understanding of SEL, develop awareness of its impact on children's learning processes, and gain hands-on experience with classroom practices. The SEL Program consists of two phases: a train-the-trainer component and a teacher training component.

In 2025, SEL teacher training was implemented for 22 teachers working at Şanlıurfa Koç Primary and Secondary School. In addition, to support the wider dissemination of the training across schools, an SEL training-of-trainers session was delivered to 25 guidance counselors in collaboration with the Akçakale Guidance and Research Center (RAM). Teachers who completed the training-of-trainers program are expected to further expand the program by implementing SEL sessions for subject teachers at their schools during seminar periods.

SCHOOL-BASED PROGRAMS

Teacher Community Program

KODA, Teachers Network

Developed in collaboration with the Rural Schools Transformation Network (KODA) within the scope of Şanlıurfa – Neighborhoods Supporting Children, the Teacher Community Program was piloted with the participation of 16 teachers and aims to support schools in becoming more supportive environments for children through the leadership of participating teachers. The program seeks to create a shared learning space where teachers can learn from one another through experience-sharing while strengthening both their professional and social development. Following the completion of the pilot implementation in May 2025, a revision process for the program was initiated based on evaluations and participant feedback. To identify the revisions needed in line with teachers' needs, KODA and Teachers Network conducted focus group discussions with 28 teachers working in Eyyübiye, Haliliye, and Harran. In the upcoming period, the updated version of the program is planned to be piloted in Harran.

Holistic Development Program (BÜTGEP)

ÖRAV, KODA, TAPV, Dr. Barış Sarısoy, Dr. Sanem Bülbül Hüner

Designed with contributions from the Teachers Academy Foundation (ÖRAV), the Rural Schools Transformation Network (KODA), the Turkish Family Health and Planning Foundation (TAPV), and independent experts Dr. Barış Sarısoy and Dr. Sanem Bülbül Hüner, the Holistic Development Program (BÜTGEP) aims to present an educational model that addresses children's physical, cognitive, and social-emotional development as an integrated whole, grounded in a rights-based approach, informed by scientific evidence, and centered on the transformative role of schools. Through teachers, the model aims to strengthen children's long-term well-being while supporting educators in adopting a pedagogical approach that considers children through multiple dimensions of development. In line with this goal, the training content focuses on five core areas: perceptions

of children and children's rights; child participation and child-centered communication; cognitive development and learning; physical change and development during adolescence; and strengthening a culture of holistic development within schools. All preparations for the ten-day pilot training, planned to be implemented in two phases with the participation of teachers from Şanlıurfa in January and June 2026, were completed in 2025. The first phase, planned to take place in Antalya in January 2026, will focus under the themes "The Perceived Child" and "The Learning Child" on reflecting perceptions of childhood, children's rights, and child participation within classroom culture, as well as on safe and inclusive communication approaches and brain-based, active, and differentiated learning methods. The program also aims to share practical examples and applications that support teachers in transferring these approaches into classroom practice. The second phase, planned for June 2026, will focus under the themes "The Growing, Changing, and Developing Child" and "Building a Culture of Holistic Child Development in Schools" on physical development and transformation processes, social and emotional learning, and sustainable school practices centered on children's well-being.

School-Based Child Protection Procedure Development

Humanist Bureau Association

The School-Based Child Protection Procedure is a preventive and protective framework developed through the collaboration of school stakeholders to protect children from risks of neglect and abuse they may encounter regardless of setting, while fostering a safe and supportive school environment. The procedure encompasses not only responses to cases, but also preventive measures and monitoring mechanisms aimed at reducing risks before harm occurs. Within this framework, the child protection policy will be implemented in four phases: identifying the school's needs, preparing the policy document, and delivering implementation-focused trainings.

Preparations were completed in 2025 for the development of the procedure at Haliliye Koç Primary and Secondary School by Humanist Bureau Association, with the support of the Şanlıurfa Provincial Directorate of National Education, with implementation planned for 2026.

“

Social and Emotional Learning is the right kind of education for me. Even though we already knew a lot about the subject, we approached it from a different perspective through interaction.”

Teacher Gamze
Social and Emotional Learning Training

“

We felt safe and valued”

Teacher Emine and Teacher Zeynep
Social and Emotional Learning Training



Neighborhood-Based Programs

According to research, while household income and parents' education levels are key factors in child poverty, the presence of an ecosystem capable of mitigating these risks within the surrounding environment also plays a critical role in children's lifelong opportunities for success. Alongside a household's socio-economic conditions, the level of support provided by the surrounding environment significantly shapes what children are able to do and become in life. By adopting a community-based approach at the local level and working together with key neighborhood stakeholders, Suna's Daughters aims to ensure that children's needs are recognized and supported within the neighborhood environment.

Positive Youth Development Intervention Program for Parents

PERGEL-E

PERGEL-E aims to support parents and early adolescents in acquiring the skills necessary to generate solutions to the challenges they face. The program consists of a total of nine modules, each comprising three sessions, organized under the main headings of Academic Success, Relationships in the Digital World, and Mutual Expectations. PERGEL-E was implemented in 2025 with 34 children and their parents.

Girl-Centered Design Workshop

EID, Flying Broom, and City Detective

The Girl-Centered Design Workshop offers a holistic approach grounded in a children's rights perspective, placing girls' specific needs, experiences, and potential at the center. The workshop is designed not only as a capacity-building activity, but also as a shared learning and co-creation space that aims to foster transformation in decision-making and implementation processes.

In this context, the workshop seeks to open up pathways for public institutions, NGOs, and field practitioners to think, design, and implement together with girls.

Throughout the program, participants collectively explore how spaces, institutional policies, programs, and content can become more inclusive, safe, and empowering for girls, while developing concrete solution proposals. The Girl-Centered Design Workshops provide not only a theoretical framework, but also practical tools and methodologies that support implementation. One of the key components of the workshop, the Capabilities Cards, is designed to make visible the skills girls already possess and can further develop, encourage collective reflection around these skills, and support participants in developing practical approaches adaptable to their own fields of work. This tool contributes to shifting perspectives away from deficit-based approaches toward a focus on empowerment and capacity development.

Aiming to make the meaning, importance, and applicability of the Girl-Centered Design approach more visible, the workshop also invites participants to reflect on how this perspective can be integrated into their own areas of work. As participants develop methods for implementing the approach within their institutions and professional practices, they also contribute to building a shared language and common understanding. Adaptable from a half-day to a full-day format depending on the needs and expectations of the target group, the workshop's flexible structure allows it to be easily integrated into different contexts. In this way, the Girl-Centered Design Workshop goes beyond being a program focused solely on knowledge transfer and opens the door to lasting and sustainable transformation within the systems that directly shape girls' lives.

NEIGHBORHOOD-BASED PROGRAMS

Local Community Program

Within the scope of Neighborhoods Supporting Children, Suna's Daughters carried out activities aimed at establishing local communities and developing models and programs that support children in multidimensional ways. The Şanlıurfa Local Community, established in collaboration with InCommon and with the support of the Governorship of Şanlıurfa, conducted its work through a process that began in November 2024 and concluded in May 2025.

Comprised of representatives from public institutions, local governments, and NGOs, the Şanlıurfa Local Community focused on the priority challenges faced by children in neighborhoods through gatherings centered on collaboration, current situation analysis, in-depth exploration, problem and root cause analysis, indicator development, and project management. At the end of the process, the community developed project designs that included educational support programs aimed at addressing learning loss among children of seasonal agricultural workers in Şanlıurfa; a child office model designed to strengthen children's access to public services; educational programs focused on women's psychosocial empowerment; family trainings and counseling services; and workshops for mothers and girls.

The local community included representatives from the Governorship of Şanlıurfa; the Şanlıurfa Provincial Directorate of Family and Social Services; the Şanlıurfa Provincial Directorate of National Education – Guidance and Research Centers; the Şanlıurfa Provincial Directorate of Youth and Sports; the Şanlıurfa Provincial Mufti's Office; the Şanlıurfa Provincial Directorate of Health; the Youth and Sports Services Department and the Disability Coordination Center of Şanlıurfa Metropolitan Municipality; the Psychosocial Unit of Haliliye Municipality; Harran University; and various NGOs.



KNOWLEDGE GENERATION

Report on Girls by Access to Education Status

Guide to Fundamental Principles and Approaches in Girl-Centered Design

Suna's Daughters Reputation Research

Capabilities Cards

Hatay Child-Centered City Map



Report on Girls by Access to Education Status

In collaboration with ERG, the Report on Girls in Türkiye by Access to Education Status was published. Using microdata from the 2022 Türkiye Children Survey (TÇA), the report analyzes the profiles of girls between the ages of 13 and 17 according to their access to education through the lens of The Capabilities Approach, presenting findings on the relationship between being in education, outside formal education, or outside education altogether and physical, social, intellectual, economic, and political capabilities.

Scan the QR code to explore "Report on Girls by Access to Education Status".



Guide to Fundamental Principles and Approaches in Girl-Centered Design

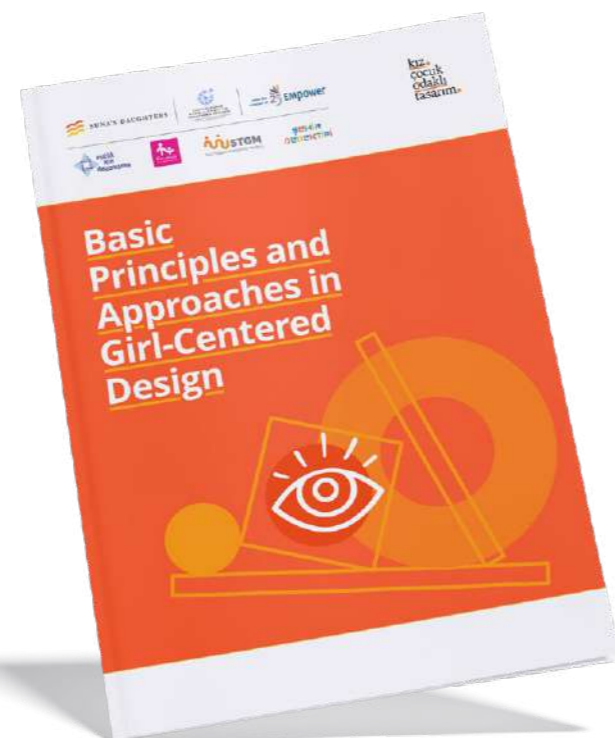
The Guide to Fundamental Principles and Approaches in Girl-Centered Design was published to support institutions working directly with children in strengthening their monitoring and evaluation processes. The guide, which includes sample indicators and checklists organized under seven main categories that institutions can select and apply according to their goals and areas of work, was made available on kizcocukodaklitasarim.org.

Scan the QR code to review the Guide to Fundamental Principles and Approaches in Girl-Centered Design.



Suna's Daughters Reputation Research

Suna's Daughters in the Eyes of Local Stakeholders - The Reputation Research was conducted by CORE Research to examine how Suna's Daughters is positioned among different stakeholder groups at the local level, as well as the dynamics shaping its perceived impact and reputation. Based on in-depth interviews carried out in Kahramanmaraş, Şanlıurfa, Adıyaman, and Hatay with public institutions, NGOs, local actors, families, and beneficiaries, the research generated insights across the axes of visibility, trust, and advocacy.



Asset Cards

The Asset Cards were published to promote the dissemination of The Capabilities Approach, which evaluates people's well-being not only through material income, but also by considering the extent to which individuals are able to exercise their rights and freedoms, make meaningful choices about their lives, and navigate the environmental and social conditions surrounding them. Adapted and translated into Turkish with contributions from the Girl-Centered Solution Circle and Selen Yüksel from Judith Bruce, Sarah Engebretsen, and Kimberly Glazer's publication Building Assets Toolkit: Developing Positive Benchmarks for Adolescent Girls (Population Council, 2015), the Capabilities Cards began to be used as a tool for identifying which knowledge, skills, or resources a girl in a particular region should have access to at different stages of her life.

Scan the QR code to view the Capabilities Cards.



Hatay Child-Centered City Map

In the second phase of the Child-Centered City initiative, the focus shifted to Hatay as of 2025. Needs Map led the development of the map's technological infrastructure and website, TESEV contributed to the data collection and analysis processes, and TESEV together with ERG took part in interpreting the findings. Maps comparing the periods before and after the earthquake were developed to identify children's educational and living conditions at the neighborhood level. To support these maps, a survey was designed to generate up-to-date and comparable data in Hatay.



COMMUNICATION AND ADVOCACY

Child-Centered City - A Quest for Equality Symposium
The second International Girl-Centered Design Conference
There Are Many Ways to Support Girls Campaign
Child Participation
YouTube Channel
Website Awards
Press Coverage



CHILD-CENTERED CITY

A Quest for Equality Symposium

Efforts continued to conduct research and develop tools aimed at generating the knowledge needed by practitioners and policymakers in the field. Within this scope, Suna's Daughters, together with Needs Map and the Turkish Economic and Social Studies Foundation (TESEV), both participants in the Research Support Circle, launched the Child-Centered City website based on the need for data-driven decision-making to effectively design services and interventions that support the holistic development of children, especially girls. To further expand this approach, the exhibition Child-Centered City – A Quest for Equality was opened. In 2025, a symposium under the same title brought together academics, experts, policymakers, and NGOs. The discussions highlighted the impact of services accessible within neighborhoods, particularly in the field of education, on children's capabilities, with special emphasis on the role of social mobilization in shaping these outcomes.



The Second International Girl-Centered Design Conference

To support the mainstreaming of the Girl-Centered Design approach, the second International Girl-Centered Design Conference was held in collaboration with EMpower. Centered around the theme "Empowering with Girls," the conference focused on girls' agency over their own lives and on being supported by their environments in implementing their own decisions. Approaches, research methods, and implementation tools developed around themes such as education, philanthropy, and design were discussed throughout the event. The conference brought together a community of 90 participants, including national and international experts, academics, civil initiatives, and girl representatives.

The event created space to engage with international experts such as Jennifer L. O'Donoghue, Senior Fellow and Deputy Director at the Center for Universal Education at the Brookings Institution, and Jayanthi Pushkaran from the India-based civil initiative Vacha Trust, while also fostering dialogue and idea exchange on girl-centered philanthropy through contributions from Türkiye's leading foundations and funding organizations.

Scan the QR code to watch the conference introductory video.



There are Many Ways to Support Girls Campaign

An outdoor awareness campaign was carried out to increase the visibility of Suna's Daughters and raise public awareness around priority issues related to supporting children. Implemented with the in-kind support of Naz Medya and İzmir Ekran across Istanbul, Ankara, İzmir, Muğla, Çanakkale, and Kemer, the campaign was displayed along routes used by an average of 14 million people each day.



Child Participation

On special days celebrated in relation to children and children's rights, Suna's Daughters aimed to raise public awareness around child participation and children's right to have a voice in matters affecting them through content shared on its social media accounts. The content prepared for April 23 National Sovereignty and Children's Day was shaped around children's original ideas regarding urban needs and solution proposals, while the campaigns for October 11 International Day of the Girl Child and November 20 World Children's Rights Day were developed with the support of the Suna's Daughters Girls Advisory Team and inspired by the spatial projects created by the girls themselves.



YouTube Channel

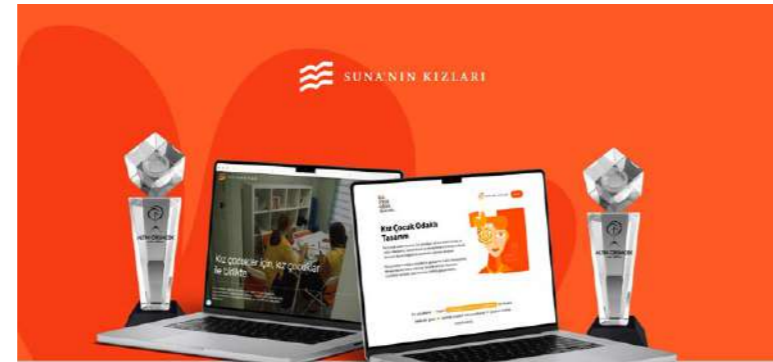
The redesign process for the Suna's Daughters YouTube channel was completed to expand the production of resources related to children's capabilities and create greater space for civil society voices. The renewed channel was relaunched in October. The channel features expert interviews presenting statistics and field findings, conversations around concepts critical to girls' and women's access to rights, videos highlighting the work of NGOs, and content produced by girls from the Suna's Daughters Girls Advisory Team as well as children from the Children's Hubs.



Scan the QR code to explore the "Suna's Daughters" YouTube channel.

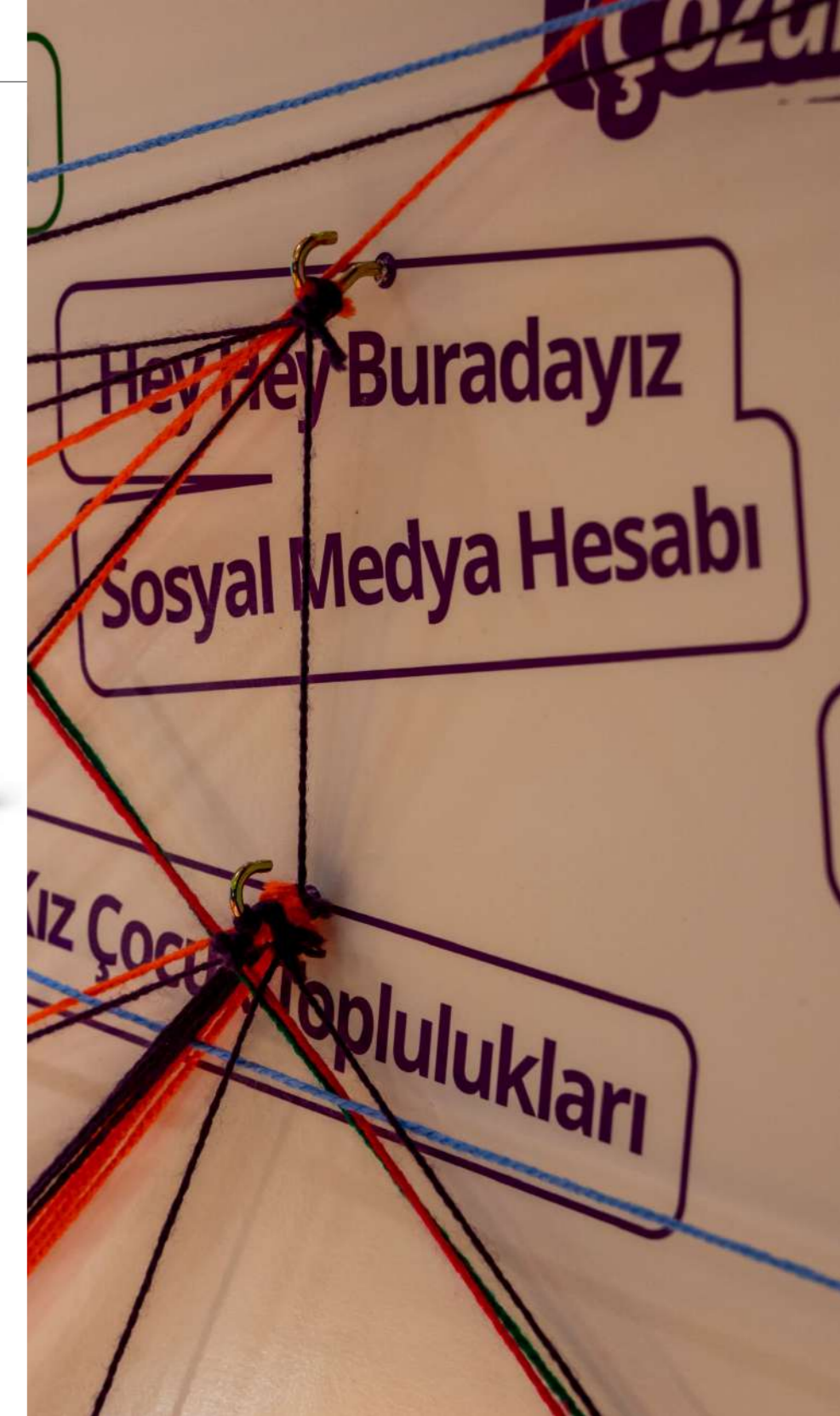
Website Awards

Redesigned in 2025 and launched simultaneously with its English version, the Suna's Daughters website received the second-place award in the Social Responsibility category at the Altın Örümcek Awards, while the first-place award in the same category was presented to the Girl-Centered Design website, developed with the support of the Suna's Daughters Girl-Centered Design Support Circle.



Media Coverage

In 2025, Suna's Daughters appeared 75 times in print media (newspapers and magazines), six times on TV channels, and 863 times in digital media. These stories reached a total of 14,398,597 people. A total of 81 special reports were prepared about Suna's Daughters, including three in print media and 78 in digital platforms.



FUNDRAISING AND INSTITUTIONAL RELATIONS

Fundraising and Institutional Relations

By expanding its field practices from the scale of the Children's Hubs to the broader scale of Neighborhoods Supporting Children, Suna's Daughters continues to develop holistic intervention plans that provide continuity in support for children. To sustain this continuity, the organization focuses on diversifying its financial resources; while prioritizing the long-term sustainability of relationships with international funders, it also continues to strengthen institutional collaborations supported through in-kind and in-cash contributions and to expand its network of individual donors.

Excluding the founding contribution, total donations received by Suna's Daughters in 2025 amounted to 71,644,864 Turkish Lira, including 6,737,602 Turkish Lira in in-kind contributions.

Relations with International Funders

- Turkish Philanthropy Funds (TPF) allocated USD 510,245 for interventions in the Hatay region and the Harran Children's Hub.
- UBS Optimus Foundation provided a contribution of USD 370,000 to support the core activities and overall goals of Suna's Daughters. This support marks the first year of a collaboration designed with the potential for renewal over a three-year period.
- Van Leeuwen Education Foundation became one of the international grant providers supporting Suna's Daughters through a USD 150,000 contribution as part of a two-year collaboration covering the operational expenses of the Harran Children's Hub, including outreach activities, training-of-trainers sessions, educational materials, and workshop costs.
- Bank of America provided a grant of USD 25,000 for Summer Institute 2025 and committed an additional USD 75,000 for the 2026 program.

- The USD 100,000 contribution from the Emerging Markets Foundation (EMpower) enabled initiatives that strengthened collaboration and shared learning among the Solution and Support Circles, supported the development of indicators related to the girl-centered approach, thematic working meetings, the launch of the 2025–2028 strategic phase, and preparations for the second International Girl-Centered Design Conference. This contribution also supported the strengthening of the role of the Girls Advisory Team within Suna's Daughters and deepened child participation processes.

Corporate Cooperations

- Hepsiburada provided sponsorship support between April and December to meet the book and educational material needs of the Children's Hubs.
- Spectrum by Samet made a contribution to support activities carried out within the scope of the Girl-Centered Design program.
- Yapı Kredi Bank supported the general activities of Suna's Daughters through an unrestricted donation as part of its communication campaign for March 8 International Women's Day.

In-Kind Donations

- Lenovo donated 20 tablets for the Children's Hubs.
- Meliha Ercan Foundation supported our girl-centered design efforts by hosting the in-person gathering of the Girls Advisory Team, bringing together 30 girls from across Türkiye, at Von Resort Manavgat.
- Orkid – P&G provided support through the donation of 1,600 multi-pack sanitary pad kits.
- Edding provided art materials for creative workshops. The bag workshop materials used during the Summer Institute, featuring Edding markers, as well as the production of all accessories and workshop facilitation, were made possible through the voluntary contributions of Ceylan Zigoşlu.
- Fujifilm Türkiye contributed to the workshops of children participating in the Summer Institute by providing Polaroid cameras.
- Skechers supported girls' physical well-being and mobility through product donations.
- Efa Tur provided transportation support during the Istanbul phase of the Summer Institute.
- Citroën AMI contributed to the Summer Institute program for the third time by supporting girls' freedom of mobility through safe traffic education.
- Naz Medya provided in-kind support through outdoor and rail system advertising spaces to support visibility activities across different cities.
- Otokoç continued to provide vehicle rental and fuel support through an in-kind contribution valued at TRY 422,463.

Organization-Donor Matching

- Suna's Daughters played a matchmaking role in establishing a sponsorship agreement worth TRY 2 million between the Harran District Governorship and Ark İnşaat (Construction) for the transformation of an unused building into a girl-centered book café and cinema space. Following the completion of the construction, the space began hosting Suna's Daughters activities and was opened to provide free services for women and girls from villages in Harran.



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Suna'nın Kızları



SUNA AND İNAN
KIRAÇ FOUNDATION