

Executive Summary of Dreams Academy Social Impact Report

The Social Impact Report of Dreams Academy examines the performance of the project implementation in 2009-2010-2011, as well as the direct and indirect impacts created, and also reveals the effectiveness, efficiency and outcomes of the activities carried out during the project. Based on the valid data, as well as project performance, the report attempts to show the outcomes and impacts of the project on various stakeholders in a transparent manner.

The evaluations of AYDER Dreams Academy have been conducted by Mikado Sustainable Development Consulting. The latter conducted monitoring-evaluation activities since the beginning of the project and prepared interim period reports. The previous activities have constituted inputs for this report. With this report, special tools and activities were as well developed in terms of measuring social impact.

Monitoring and Evaluation Methodology

Monitoring is the collection of systematic information and analysis of information during the development process of a project. The purpose of monitoring is to increase effectiveness and efficiency of the project. *Evaluation* is the comparison of the main targets and strategies of the project with its current status. It examines what has been previously planned and realized, and how it was realized.

The materials required for monitoring-evaluation process and the project report are prepared based on certain indicators based on main targets of the project.

The monitoring process was performed through activity-based evaluation forms and questionnaires. The evaluation process was conducted by analyzing the monitoring data, and annual evaluation reports as well as the interim evaluation reports that were prepared at the end of each year.

The performance outcomes and social impact generated by the project were shown in the report by way of using the Logic Model and Outcome Mapping approaches.¹

Direct and indirect stakeholders were identified to reveal the social impact created by the project, and a stakeholder-based map of social impact was generated. Within the scope of the report, the outputs, outcomes and impacts of the project, which were shown under the logic model were added to the social impact map. After determination of the relevant indicators, the impact created by the project was expressed by collecting the indicator-based data.

Project Information

¹ www.sroi-uk.org/, www.outcomemapping.ca/

Background: Disability in Turkey

Based on the results of the Disability Survey Report prepared in 2002, the rate of the disabled population in Turkey in the overall population is 12.29%. Accordingly, nearly 8.5 million disabled people live in Turkey.² Based on the population projections of the Turkish Statistical Institute (Turkstat) in 2011,³ this rate corresponds to nearly 9,180,000 people.

As per the survey results, 12.9% of the overall population is illiterate; however this rate is three times higher amongst disabled people (36.3%).⁴ Nearly 41% of disabled people and 47.10% of people with chronic diseases are primary school graduates. The level of post-primary school education is quite low. While the rate of disabled people who continue their college education is 2.24%, this rate is 4.23% in people with chronic diseases.⁵

Today in Turkey, there are services and initiatives provided by public institutions and organizations such as local government offices. Private sector and non-governmental organizations provide support for disabled people as well in many fields such as health, education, recruitment and sports.

Still, there is an enormous gap between the current position of disabled people in Turkey and the position they should be in. To close this huge gap, serious and permanent solutions should be found and implemented; and we should pave the way for these people to use their very basic constitutional and human rights to live. THE DREAMS ACADEMY is a project created to serve this purpose.

Dreams Academy

The Dreams Academy Project was initiated in 2008 by the Alternative Life Association (AYDER) with the cooperation of UNDP (the United Nations Development Program), Ministry of Development (formerly known as DPT – State Planning Organization) and the Vodafone Turkey Foundation with an aim to enable young people with disabilities and social disadvantages to have a “barrier-free” life.

The Dreams Academy is an arts academy, which envisions a brand new career and experience for young people with disabilities and social disadvantages, and aims to integrate these people into social life. *Art is one of the most significant means to develop and benefit from creative and productive individuals within the community.*

Project Commitments

The Dreams Academy is a leading model project, which provides opportunities of equal participation with an “art for all” approach. An alternative leading perspective was created within the community by way of providing training opportunities in workshops from various art branches to disabled and socially disadvantaged people.

The general objective of the Dreams Academy Project are, by using arts, to:

² Disability Survey Report of Turkey 2002, <http://www.ozurluveyasli.gov.tr/tr/html/305/Turkiye+Ozurluler+Arastirmasi+2002>

³ As of December 31, 2011, Turkey's population is 74,724,269 people. , http://www.tuik.gov.tr/PreTablo.do?alt_id=39

⁴ Tufan ve Ö. Arun, Türkiye Engelliler Araştırması 2002 İkincil Analizi (Secondary Analysis of Disability Survey of Turkey), (TUBİTAK), 2006.

⁵ Basic Indicators of Disability Survey of Turkey,

<http://www.ozurluveyasli.gov.tr/tr/html/310/Turkiye+Ozurluler+Arastirmasi+Temel+Gostergeleri>

1. To break social deprivation and improve opportunities for disabled individuals to be active and productive citizens by using arts as a means.
2. To develop a policy advisory note on local action for national follow up of Article 30 of the UN Convention on the Rights of Disabled, and the inclusion of recommendations in national planning instruments.⁶
- 3.

1. Project Performance

The table below summarizes the resources invested in the project, the activities performed by using these resources, concrete outputs of these activities as well as the outcomes obtained.

Dreams Academy Project Logic Model Table (2009-2011)

⁶ United Nations Development Program, 'Making Dreams Come True: To Strengthen Disabled People in Turkey', <http://www.undp.org.tr/Gozlem3.aspx?WebSayfaNo=1708>

Input	Activities	Output	Outcomes
<p>Financial resources</p> <p>Financial support of Vodafone Turkey Foundation and other supporters</p> <p>In-kind resources</p> <p>Sponsors and supporters</p> <p>Human resources</p> <p>DA management team, volunteers and volunteer trainers</p>	<p>Development Workshops</p> <p>Trainings</p> <p>Communication campaigns</p> <p>Activities to develop Volunteering Awareness</p>	<p>Total of 103 workshops in 23 different branches</p> <p>Workshops opened between 2009-2011: Rhythm, Instrument, Dance, Painting, Photography, Movie Production, Sign Language, Syrto, Theatre, Drama, Personal Development, Pilates, Mountain Biking, DJ, Dreams Company, Design, Fashion Design, Vocal, Breakdance, Circus Arts, Puppets, Polymer Clay, Ballet</p> <p>Workshop trainings were provided to 1051 students.</p> <p>20 Trainings on the “Correct Approach to Disability Issue” were provided.</p> <p>1 Sign Language Training was provided.</p> <p>1 “Training on Being Disabled and Our Rights” was provided.</p> <p>Social Inclusion Band (SIB) was founded.</p> <p>35 SIB concerts were performed.</p> <p>A Rap Band was founded.</p> <p>The Rap Band gave 5 performances on stage in 2011.</p> <p>The Dreams Company was founded.</p> <p>The play titled “A Love Story” by the Dreams Company was staged 3 times in total, two of which were premieres.</p> <p>The paintings and photographs produced in the Dreams Academy were exhibited in 4 different exhibitions at 10 different locations.</p> <p>DA participated in the “Stars of Istanbul” exhibition.</p> <p>1 documentary film, which was prepared by the movie workshop students, was screened.</p> <p>A permanent structure was started in 2011. (Ataşehir Center)</p> <p>Production workshops were established.</p>	<p>Workshops have contributed to the personal development of the students. They have supported them to integrate into life as more independent and productive individuals.</p> <p>Families’ confidence in their children has been increased, and their concerns for their future have diminished.</p> <p>It has been proved how successful people with disabilities and social disadvantages could become if they received training in culture and art.</p> <p>Positive changes have been observed in the perspectives of participants who received training on disabled people and the concept of disability; contribution has been made to diminish the prejudices against disability.</p> <p>The training provided to the families of disabled people as well as participation in the workshop activities have enabled the families of disabled people to approach their children properly, to build effective communication, to come together with families of different disabled groups, and have ensured that a sense of solidarity is created and their knowledge about the issue</p>

of disability expanded.

Contribution has been made to the professional development of the volunteers who are involved in training and workshop activities, the volunteer trainers and DA management team.

The realized performances and concerts have contributed to the participation of groups with disabilities and social disadvantages in society as productive individuals. They have supported the personal development and social adaptation of the participants.

It has been ensured that the DA participants have become professionals in their fields of training and have earned an income with the skills they acquired.

The activities for visibility of the Dreams Academy has positively affected the project sustainability.

It has enhanced the sensitivity of the project stakeholders towards the issue of disability and also how they have embraced the project.

It has ensured that awareness of the issue of

Awards Received

- In June 2009, the project received the **Golden Compass** award in the “Non-Governmental Organizations” category of the 8th Golden Compass Public Relations Competition which was organized by the Turkish Public Relations Association (TUHID).
- In November 2010, the project received **the best CSR Project** by the Corporate Social Responsibility Association; thus it earned the right to represent Turkey at “**The European Market Place on CSR**” which was realized throughout Europe in 2011.

• **In November 2010**, Dreams Academy participated in the Social Innovation Park event in Bilboa as one of the 10 projects which won at “**European Social Innovation**” where 150 projects from 23 countries were evaluated by the European Commission, and seized the opportunity to give a special presentation during the Brussels meetings.

• **In November 2010**, The project ranked 34th on the list of “100 Deeds that Bring Hope in Turkey” which was published by Newsweek.

disability has increased and prejudices have decreased throughout society.

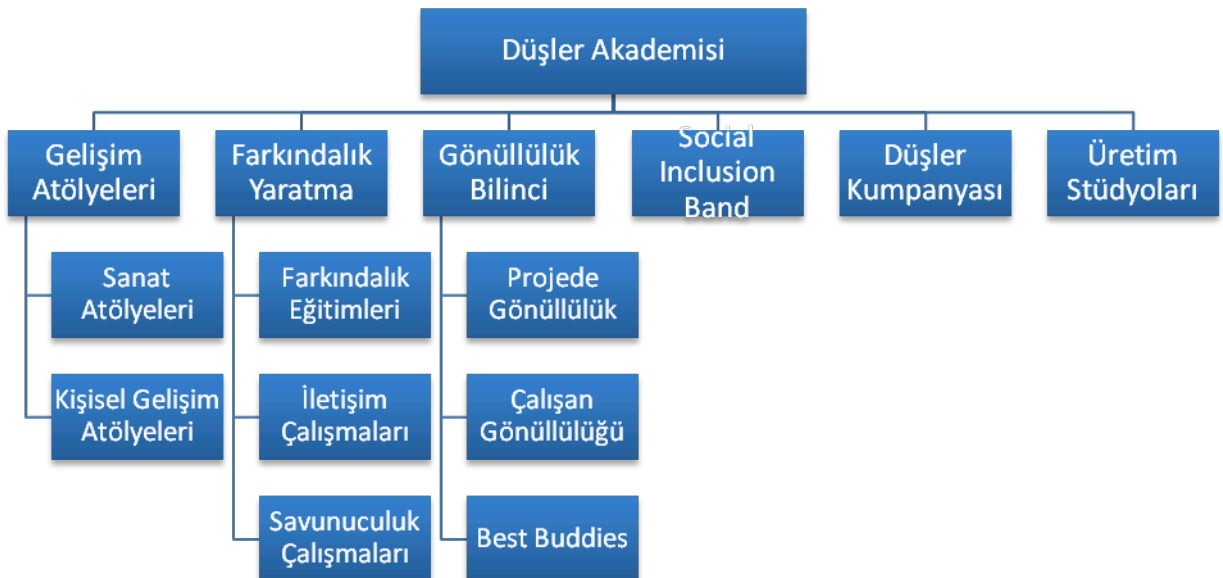
It has inspired disabled individuals and their families who are outside the project, and created a model.

A model practice, which could be reproduced for NGOs and institutions that work in disability has been introduced.

Within the scope of the project activities, the main commitments have been complied with and the majority of the planned activities have been realized. Many further activities were added to the main activities of the project over time, the project inputs created new sub-projects, and these became integral parts of the project.

The Dreams Academy started as a project and became an institution.

Project Activities and Performance



1. Development Workshops

a. Art Workshops

Culture and art trainings are provided to young people with disabilities and social disadvantages by specialized trainers in trimesters free of charge. The Dreams Academy comprises workshops of vocal, rhythm, dance, film, photography, DJ, instrument, painting, dream design, drama/theater, fashion design and life coaching.

DA students, who have the opportunity to receive occupational training in various areas under art workshops, can also carry out their work independently in the production studios formed under Dreams Academy in 2011

b. Personal Development Workshops

Apart from art workshops, activities which support the personal development of students such as communication skills, time management, preparation for business life are organized in the Personal Development Workshops every week by different trainers so that disabled and socially disadvantaged young people may develop their life skills and get prepared for professional life. Students are expected to develop a project and make a presentation as a group at the end of the training period. Workshops such as individual coaching, sign language, foreign language, computer training are also organized under the Personal Development Workshops.

In the first three years of the project, 103 workshops were performed in 23 different branches, and 1,051 people benefited from these workshops.

The rhythm and instrument students who are successful at the Development Workshops can access a new career opportunity by coming together with musicians and taking stage at concerts through Social Inclusion Band. The theatre, drama and dance students can be involved with artistic expression through Dreams Company and maybe even acquire dance and theatre as a profession. These two projects are generated from art workshop and have come integral to Dreams Academy.

Upon review of the other outputs of the Development Workshops, it is seen that these outputs include painting and photography exhibitions, representations of the Rap Band and the screenings by the film workshop.

Between 2009-2011, the Social Inclusion Band performed 34 times in various places and events, and the Dreams Company staged theater plays three times. Upon review of the activities realized as outputs of the Development Workshops; 5 painting exhibitions, 1 documentary film screening and 6 stage performances of the Rap Band took place

The figures obtained from the Media Monitoring Center show that the Dreams Academy was visible 412 times in e-media, 38 times in visual media and 492 times in print media.

2. Awareness Raising Activities

2.1 Trainings on Awareness

In addition to the services and trainings, “Volunteering Trainings”, Trainings on the Correct Approach to Disability Issue”, “Simulations” and “Teams Surpassing Disabilities” are also among other trainings provided free of charge within the Academy for the purpose of ensuring correct communication and interaction with disabled and socially disadvantaged people in society.

Since the beginning of the project, 20 Trainings on the Correct Approach to Disability Issue, 8 Volunteering Trainings, 1 Sign Language Training, and 1 Training on Being Disabled and Our Rights were provided, free of charge, to the volunteers and the families of the students.

2.2 Communication Activities

Continuous communication activities are conducted to introduce information related to the project activities. In addition to news and announcements in the visual and print media, all communication channels are used with the contributions of supporters for the promotion of new projects.

The **Dreams Academy** was in the visual and print media with 2 advertising campaigns in May (Persons with Disabilities Week) and December 2011 (International Day of Persons with Disabilities).

Upon review of today’s status of the Dreams Academy in social media; the number of people who joined the Dreams Academy Group in the social networking site Facebook rose from 2,259 in March 2010 to 3,550 at the beginning of 2012. There are 1,183 followers of the Dreams Academy on Twitter.

2.3 Advocacy Activities

The most important advocacy activity was to reduce the United Nations Convention on the Rights of Disabled to 10 basic articles, as one of the project commitments, and to share them primarily via social networking.

The developments on the international platform were followed up continuously by the Dreams Academy team. Within this scope, the meetings attended abroad are as follows:

1. The 64th Annual UN DPI (Department of Public Information) NGO (Non Governmental Organizations) Conference on "Sustainable Societies Responsive Citizens"(September 3-5, 2011, Germany, Bonn)
2. Council of Europe & EUD (European Union of the Deaf) & European Youth Centre – “Seminar & Workshop on the Art of Lobbying – effective strategies to maximize implementation of the UN Convention on the Rights of People with Disabilities” (May 26-27, 2011)
3. Social Innovation Europe Round Table Meeting (November 19-21, Poland, Gdynia)

Initiatives were made with local government offices through “Barrier-Free City Design for All”. On April 18, 2010, the “Design for All” symposium was held in Istanbul.

Throughout 2010-2011, initiatives were made to create a complete barrier-free company strategy for private sector companies with whom discussions were held. (For example, Dumankaya has started to consider international barrier-free life solutions in all its architectural drawings. Vodafone has developed activities related to the availability of its dealers and brought some new solutions into its product scales, which are appropriate for disabled people.)

3. Raising Volunteering Awareness

a. Volunteering in the Project

Another objective of the Dreams Academy is to introduce civil society awareness and the concept of volunteering to society; to form a natural training area where young people improve themselves within the harmony of sharing, recognizing and accepting dissimilarities, adapting to differences, solving problems, productivity and creativity values. The Dreams Academy Project is based on volunteering and encourages active participation. Volunteers share the reality of life of young people with disabilities and social disadvantages with their social circle, and become actors for social integration.

Individuals who wish to support the workshops and other activities of the Dreams Academy receive “Correct Approach to Disability Issue and Volunteering Training” to approach disabled people correctly and more carefully. Thus, it is ensured that these individuals go through a preparation process for more effective volunteer work in the Dreams Academy.

A wide national and international volunteer network of the Dreams Academy has been formed. Experiences are shared through regular volunteer meetings.

b. Employee Volunteering

In addition to the volunteers who provide support for the project, the companies also implement volunteer programs during their own human resources management processes and direct their employees to the Dreams Academy project.

c. Best Buddies Turkey

AYDER and Dreams Academy were included in the Best Buddies program, an international non-governmental initiative, at the end of 2010 and they established Best Buddies Turkey, which forms the basis for Turkey’s part in the program. This program aims to extend the understanding of volunteering by establishing friendships between mentally and developmentally impaired people and volunteers⁷ Thanks to this program that aims to ensure that disabled are able to participate in social activities and

⁷ http://www.duslerakademisi.org/?s=haber&i_d=51&b_a_s_l_i_k=AYDER%92in%20yeni%20projelerinden%20Best%20Buddies%20de%20festivale%20renk%20katan%20gruplar%20aras%FDnday%FD.

communicate by means of phone, short text messages and social media with volunteer friends whom they are matched with by the program. By the end of 2011, under the University, High School and Citizenship Programs, the matching process of **73 disabled people**, with the same number of volunteers was performed.

4. Social Inclusion Band

The Social Inclusion Band, which is an output of the Development Workshops pertaining to the main activity of the project, was added to the main activities as an integral part of the project in 2009.

Social Inclusion Band undertook the mission to create awareness. Accordingly, it invites artists who have a social sensitivity to be part of change. This music band aims to support social change through art and prove what artists from different disabled groups can do when given the opportunity. The project is aimed to integrate (include) a group, who has remained distant from art due to their disabilities in life, by way of music.

5. The Dreams Company

The Dreams Company

It is a project developed by students of the drama workshop in order to stage a theater play with dance.

Performances of The Dreams Company

- On March 27, 2010, the premiere of A Love Story was staged at Semaver Kumpanya as part of the Crazy Art Festival.
- On April 30, 2010, the premiere of A Love Story was staged for Vodafone employees.
- On May 27, 2010, A Love Story was staged at Mustafa Kemal Center.
- A new musical was developed in 2011, and its rehearsals were performed throughout the year. On December 31, 2011, the first premiere was staged at Roxy.

6. Production Studios

Dreams Academy studios were designed as an income-generating model, and aimed for the disabled and socially disadvantaged young people to acquire professional skills, to make independent artistic productions and earn an income in the entertainment sectors.

Throughout 2011, the equipment requirements and installation of photography, post-production and voice recording and film studios and the Dreams Kitchen were completed.

Stakeholder Feedback on Project Performance

91.5% of the families of the students indicate that the project provides support to overcome prejudices against individuals with disabilities and disadvantages. The rate of volunteers who agree with this opinion is **93%**, and the rate of trainers is **95.5%**.

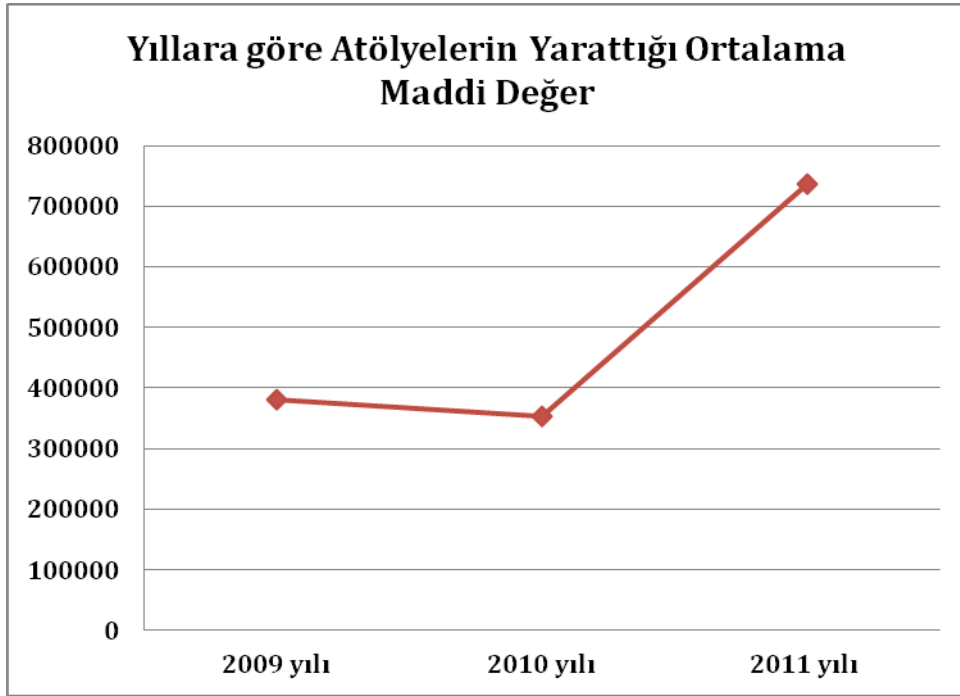
While 75.5% of the families consider that **coordination of the project team is successful**, 80% indicate that **their sharing with the project team is realized regularly**. The majority of the volunteers (82.5%) and trainers (73.5%) also think that the **coordination of the project team is successful**. Likewise, both groups (77.5% of volunteers and 73.5% of trainers) indicate that **their sharing with the project team is realized regularly**.

Financial Data

Financial Value Created by the Project

The financial value created by the project was calculated within the framework of the Development Workshops, which were implemented for the first 3 years. Considering the average market value of participation in each workshop, the value provided by the Dreams Academy workshops to its beneficiaries was expressed in monetary terms.

Years	Average Financial Value Created by the Workshops
2009	380,142 TL
2010	353,120 TL
2011	736,531 TL
TOTAL	1,469,793 TL



2. Social Impact Analysis

There are 9 stakeholder groups, directly and/or indirectly affected by the Dreams Academy project. These include;

1. Students
2. Students' families
3. Ayder and the Management Team
4. Trainers
5. Volunteers
6. Private Sector and Project Partners
7. Local Government Offices
8. Cooperating NGOs
9. Overall Society

Social Impact Map of Dreams Academy

The below map is a summary table which indicates the impact and changes created for each stakeholder. The measured and observed change, as well as the indicators of this change, are presented as per the stakeholders in table below.

SOCIAL IMPACT MAP OF DREAMS ACADEMY			
Stakeholders	Outcomes (Change)		
1. Students	1.1 Contribution has	1.1.1	They have received trainingS in various branches of art.

	been made to the personal and social development of the students. Their self-confidence has increased.	1.1.2	They have found opportunity to socialize. Their social aspects have become stronger.
		1.1.3	Their family relations have improved.
		1.1.4	They have become more hopeful about the future. They have started to set bigger goals for the future.
		1.1.5	They have found the opportunity to participate in social life in an equal and free manner. They have started to see themselves as a member of the community
2. Students' Families	2.1 Contribution has been made to the personal and social development of the students' families.	2.1.1	They found opportunity to socialize. Their social aspects became stronger. They ensured more active participation in social life.
		2.1.2	They have become more hopeful about the future
		2.1.3	They feel privileged.
	2.2 They have changed their view towards their children	2.2.1	They started recognized their children as a member of the community.
2.3 Their communication and relationships with their children have strengthened.	2.3.1	They have started to respect their children more. They have started to get to know their children.	
3. AYDER and the Management Team	3.1 It has carried its mission forward.	3.1.1	It has reached the position of "opinion leader" in the area of dealing with disability in the eyes of the community, civil society and the private sector. DA has become a data collection center to develop advocacy and public policies.
	3.2 It has reached a larger community. Their recognition level has increased.	3.2.1	It has ensured that more people are informed about the project by means of exhibitions, concerts, participation in festivals and other entertainment events organized.
	3.3 It has contributed to the development of other AYDER projects.	3.3.1	An Alternative Camp-Dreams Academy relationship has been created. A bond has been established with Best Buddies.
	3.4 It has contributed to the sustainability of AYDER.	3.4.1 3.4.2	It has developed the field-based corporate capacity and know-how of AYDER. Potential leaders have been trained.
	3.5 Contribution has been made to the personal and professional development of the team.	3.5.1 3.5.2	Personnel who participated in the Volunteering Trainings have learned how to communicate with different disabled groups through "Training on the Correct Approach to Disability Issue". Team employees who participated in the workshops have started to approach individuals with disabilities and social disadvantages in a more sensitive and conscious manner in their daily lives as well. It developed the leadership characteristics and the professional competence of the team

4. Trainers	4.1 Contribution has been made to the personal and social development of the trainers.	4.1.1	They have found the opportunity to socialize with different groups. Their communication skills with different groups have improved.
		4.1.2	They have gained awareness in responsible citizenship and volunteering.
		4.1.3	Their perspectives towards disabled people have changed.
	4.2 Contribution has been made to the professional development of the trainers.	4.2.1	They have improved their professional competence as trainers.
		4.2.2	They have gained competency/experience in working with groups with disabilities and social disadvantages.
	5. Volunteers	5.1 Contribution has been made to the personal and social development of the volunteers.	5.1.1
5.1.2			They have gained awareness in responsible citizenship and volunteering.
5.1.3			Their perspectives towards disabled people have changed.
5.1.4			They have benefited from the workshop trainings.
5.2 Contribution has been made to the professional development of the volunteers.		5.2.1	They have gained competency/experience in working with groups with disabilities and social disadvantages.
6. Project Partners and Private Sector	6.1 Their approach to the issue of disability has changed. Their sensitivity and support of the issue of disability have increased.	6.1.1	They have organized their work environment to be suitable for disabled people.
		6.1.2	They have started to develop products and services, that are sensitive to disabled people.
	6.2 They have strengthened their “responsible company” image.	6.2.1	They have supported the DA cooperation, thus the activities related to disability.
	6.3 They have expanded their customer groups.	6.3.1	They became more accessible for the disabled individuals.
7. Local Government Offices	7.1 Their approach to the issue of disability has improved. The service quality they provided has increased.	7.1.1	They have adopted the urban design approach under ‘Design for All’. Variety has increased in their activities for disabled people within their organization.
	7.2 They have strengthened their “responsible management” image.	7.2.1	With DA cooperation, they have showed their sensitive approach to the disability issue.
8. Educational	8.1 Cooperation and	8.1.1	The variety of service of these institutions has

institutions and NGOs that cooperate with the Project	communication between educational institutions and NGOs for disabled people have strengthened.	8.1.1	increased. Their target group has expanded and its multiplier effect increased.
		8.1.2	A synergy was created among NGOs. Their project partnerships have increased.
9. Overall Society	9.1 Contribution has been made to the perception of the public towards disability.	9.1.1	The presence of DA, trainings provided to various groups on disability, as well as the communication activities have raised the awareness of participants and developed a spirit of responsible citizenship.
	9.2 Contribution has been made to mobilize the inactive group of the society.	9.2.1	A recruitment model for disabled people has been created by means of art. Several Workshops, exhibitions, performances and activities have been realized.
	9.3 It has become a source of inspiration and encouragement in other disabled groups.	9.3.1	The number of people who are interested in the project have increased.

Stakeholder-Based Outcomes and Indicators of Dreams Academy

1. Students

- **Contribution has been made to the personal and social development of the students. Their self-confidence has increased.**

The development of the students can be seen by the responses given to the question, **“I believe that participation in the project contributes to the personal development of the student (my child)”** in the social impact questionnaire for the families, trainers and volunteers who support the workshops. 88.75% of the families, 95.5% of the trainers and 93.25% of the volunteers agree with this statement.

89% of trainers agree with the question, **“I observe that they have started to participate more actively in class”** in the social impact evaluation questionnaire for trainers. 87.5% of the trainers give a positive opinion on the question **“I observe that they have shown a more positive approach”** in the same questionnaire.

When asked directly to the students (according to the data of the evaluation questionnaire for students implemented at the end of the period), 88.5% said **“I feel that my self-confidence has increased”**. 94.25% of the students give positive feedback to the question **“I believe that participation in the workshops has contributed to my personal development.”**

The positive reply is given at a rate of 90% for the question **“With the Dreams Academy project, many positive changes have occurred in my life”** included in the evaluation questionnaire again for the students.

The rate of the families who agree with the statement “**thanks to the Dreams Academy, the students had more opportunity to socialize**” is 86%; 98.5% of the trainers and 91.75% of the volunteers agree with this statement as well.

Upon review of the results of the student evaluation questionnaire implemented at the end of the period; positive feedback is given at a rate of 79.75% for the question “**I became more confident about the future**” and at a rate of 85.5% to the question “**I have started to set bigger goals for the future**”.

89% of the trainers agree with the question, “**I observe that they have started to participate more actively in class**” in the social impact evaluation questionnaire. 87.5% of the trainers give a positive opinion on the question “**I observe that they have showed a more positive approach**” asked to the trainers in the same questionnaire.

Ezgi Polat, 14 years of age – student since 2008/takes part in both vocals and rhythm in the Social Inclusion Band. (Visually-impaired)

My life has changed greatly with the Dreams Academy and Social Inclusion Band. There is a big difference in my life before and after I started.

I am happy here, not anxious anymore and want to sing. To play and sing on stage is a very different and magnificent feeling for me. Like I said, I am not anxious anymore and I am very happy...

Orhan Kivilcim, 21 years of age - student since 2009/participates in SIB. (Visually-impaired)

I have made a very wide social circle thanks to Dreams Academy. I have become known on the Internet. The basic reason for me to become a member of the Social Inclusion Band is not financial; I would like to show that there is no difference between disabled musicians and other musicians. I also think that I set an example for disabled young people like me. As a student, I provided rhythm training at the special training center I attended in 2011. I had 15-16 students and they graduated. The communication built with other instructors, the fact that I had my own room as a trainer and that the instruments I wanted would be bought were very special.

From families focus group meetings ⁸;

The families indicate that their children feel freer and realize that they have purpose in their life and finally they are happier. They state that their children have opportunity to socialize, build dialogue with various people and to meet people from all segments of society.

⁸ Names of the [families](#) and students were not reflected in some of the opinions received during the Focus Group Meetings held with the [families](#).

Art-related training is important for children to improve themselves and become individuals. Their relationships with the volunteers especially provide a significant contribution to the development of the students. They learn different cultures from foreign volunteers. They think that the Dreams Academy is very special and different in this sense.

The most prominent characteristic of the Dreams Academy according to the families is the fact that their voices can be heard. There are volunteers taking care of the disabled children, do not have any financial interest and help their children without expecting anything in return.

Önay Alemdar/Instructor of Ballet Workshop (instructor since the beginning of 2011)

They contribute primarily to physical coordination. Apart from that, their social circle develops. Finally since the individuals with disabilities and with social disadvantages are together in classes, they learn how to live and communicate with each other.

Betül Bozkurt/Instructor of Personal Development (instructor since the beginning of 2009)

While disabled people unfortunately face many barriers in social life, they feel that they are valued as individuals in the workshops and activities of the Dreams Academy. They see that they are cared for and this becomes a good starting point for them to care for themselves. While they faced the barrier “you cannot do it” many times before the Academy, they now often hear the message “you can do it, let’s try” in the Academy.

2. Students’ Families

- **Contribution has been made to the personal and social development of the students’ families.**
- **They have changed their view on their children.**
- **Their communication and relationships with their children have strengthened.**

84% of the families indicate that they agree with the statement **“I believe that participation in the workshops have contributed to my personal development”** in the social impact evaluation questionnaire for the families.

89.25% of the families indicate that they agree with the statement **“as a parent of a disabled person, I do not feel alone”** in the social impact evaluation questionnaire for the families.

90.75% of the families agree with the statement **“I believe that when disabled people are encouraged, they can be as successful as those who are not disabled”** again in the same questionnaire. 87.5% of the families agree with the statement **“I believe that disabled people can also make decisions about their lives like anyone else”**.

Zana Galip/Trainer of the Dance Workshop (since the beginning of 2010)

We also observe the effect of the children’s success on their families. In the Social Inclusion Band (SIB), it is possible to observe this both in the theatre performances and other activities. The families' perspectives of their children have greatly changed. Now they can really accept their children as normal individuals. They are surprised and tell us “He or she dances, my daughter is a dancer, my son is a rhythm master!”. They are not like they were in the beginning. They have a story to tell their social circle and are proud of their children now.

Opinions from Focus Group Meeting held with the families:

They point out that it is therapy for themselves. They cannot talk about some of the issues even with those in their inner circle, but they can share everything with each other at Dreams Academy, and the families can mingle quickly as they share the same fate.

They have opportunity to exchange their ideas. They explain that they are so glad to be in Dreams Academy. It is difficult to be informed about these issues at home, however it is possible to learn anything they need or want to from anyone at the Dreams Academy. When they are in the Dreams Academy, their days go by full of activities...

Bilgehan Doğan/Vodafone Employee/Active Volunteer (since the beginning of 2011)

We once gave a little Syrtoş performance with our special outfits at Babylon. Then a mother came to me and said “never in a thousand years would I have imagined that one day my son would get on the stage and dance like that.” It is a real success story that these children get on stage to dance Syrtoş in this way.

3. AYDER and the Management Team

- **It has carried its mission forward.**
- **It has reached a larger community. Their recognition level has increased.**
- **It has contributed to the development of other AYDER projects.**
- **It has contributed to the sustainability of AYDER.**
- **Contribution has been made to the personal and professional development of the team.**

Having developed “alternative” projects for the integration of disabled people into social life for 10 years, AYDER reaches more disabled people and develops data in addition to its specialization. Also due to its advocacy activities, it has become an effective institution both in the field and in policy development.

Due to the success of the project, AYDER’s international recognition and the number of conferences, seminars etc. to which it is invited increase. It continuously shares information with and gives practical support to the civil community, private sector and public institutions in disability employment, accessibility and company volunteering. The number of NGOs that ask for project partnerships has increased.

Local non-governmental organizations contact the Dreams Academy, and request taking a similar initiative in their own regions as well. The committees from abroad in particular, which visit the Dreams Academy in Istanbul, request implementation of the Dreams Academy in their own countries (Germany, Netherlands).

Among the teams and volunteers working at the Dreams Academy, those with leadership qualities stand out. It is important to train leaders in terms of the continuity and sustainability of the project.

According to the opinions from the team, the team members feel very lucky due to taking part in such a project, which has developed for the solution of disability issues existing in Turkey, in addition to their personal development. They stated that they are glad to work in such a job that adds meaning to these people’ lives.

Several opportunities are provided to all team members to develop themselves. During the focus group meetings held with the project team, it was indicated that the team members have received the training on the Correct Approach to Disability Issue , and participated in various national and international seminars.

Buket Demirel/Management team (started at DA as a student, then became a volunteer and has been on the management team since June 2011)

I feel that it added value to my personal development as well. What I have gained from the trainings and the experiences I received from the Academy were those that I could not acquire from school. Participating actively in the volunteer activities also increases my quality of life and this is an indescribable happiness and benefit to me. Above all, I am thankful for the Dreams Academy; it has contributed to an increase in my self-confidence, my ability to dream and to increase my belief that this dream would come true.

Mina Domaniçli/Management team - United Nations Volunteer (since March 2011)

I think that this project has provided me the opportunity to take initiative. I have seen my own talent for the first time. You are expected to be creative. If you are

involved in a job and your skill and creativity are taken attention, your responsibility increases immediately.

Zeynep Canan Sülün/Management team (on the management team since June 2011)

I believe that you definitely become a model.

4. Trainers

- **Contribution has been made to the personal and social development of the trainers.**
- **Contribution was made to the professional development of the trainers.**

Some of the results from the reports:

89.5% of the trainers indicate that they agree with the statement **“I believe that being a trainer in the workshops has contributed to my personal development”** in the social impact questionnaire for the trainers. Upon review of the questions related to volunteering which are included in the social impact evaluation questionnaire; 91% of the trainers indicate that **“their volunteering awareness has increased”**, 89.5% of which state that **“they would consider being a trainer in similar projects for disabled people again in the next periods of their lives after the DA project ends”**, 89% of which indicate that **“they would like to continue being a volunteer in the projects to be conducted by AYDER.”**

Furthermore, 91% of the trainers indicate in the social impact evaluation questionnaire that **“they have overcome their prejudices against**

disabled people and their perspectives have changed.”

Zana Galip/Trainer of the Dance Workshop and Manager of the bar “Eski Cambaz” that supports DA (since the beginning of 2010)

There has been an incredible love and commitment between my students and me. After a point, I have started to visit the Dreams Academy not only for them but also for myself.

It has contributed a great deal also to Eski Cambaz. There is definitely a big difference in Eski Cambaz before and after working with Dreams Academy. Above all, people’s perspective changed a lot. One difference that distinguishes Eski Cambaz from other enterprises is Dreams Academy...

Onur Hacet/Trainer of the Instrument Workshop and Social Inclusion Band member (since 2009)

After entering this world, you gain a different perspective; you start to think with a different dimension.

Ceren A. Okur/Trainer of the Dance and Drama Workshop (since the beginning of 2011)

The thing that has amazed me about our hearing-impaired students is their need to be touched and their purer love. It is a

situation, which shows us that people in our lives who are not disabled are actually the ones who are disabled. This is what amazed me and, affected me the most... For instance, I can now touch people more easily.

5. Volunteers

- **Contribution has been made to the personal and social development of the volunteers.**
- **Contribution has been made to the professional development of the volunteers.**

91% of the volunteers indicate that they believe that **“being a volunteer in the workshops has contributed to my personal development”** in the social impact evaluation questionnaire for the volunteers.

Based on the results of the social impact evaluation questionnaire for the employee volunteers, 77% of them believe that being a volunteer in the project has contributed to their personal development.

According to the results of the social impact questionnaire for the volunteers, 90.25% of them state that **“they have begun to communicate with new people.”** This rate is 72.5% in the results of the social impact evaluation for employee volunteers.

Upon review of the questions related to volunteering in the questionnaire; 92.5% of the volunteers indicate that **“their volunteering awareness has increased”**, 90.25% of which state that **“they would consider being a volunteer in similar projects for disabled people again in the next periods of their lives after the DA project ends.”**

Upon review of the questions related to employee volunteering in the questionnaire; 81.75% of them indicate that **“their volunteering awareness has increased”**, and 79.5% of them stated that **“they would consider being a volunteer in similar projects for disabled people again in the next periods of their lives after the DA project ends.”**

Yelda Özer/Volunteer (since September 2011)

The Dreams Academy has affected me very positively; I have learned to look at life more positively and see its better aspects. I have also learnt to be more patient in my professional life.

Bilgehan Doğan/Vodafone Employee/Active Volunteer (since the beginning of 2011)

We should reflect and show this beautiful environment more in order to attract more volunteers. For instance, everyone would definitely like to play an instrument. At Dreams Academy, you can both learn how to play a musical instrument and help those children. Dreams Academy also provides an opportunity to improve ourselves.

Nurten Gögsu, Çiğdem Şahin/Volunteers (since November 2011)

We study teaching and believe that this would contribute to our profession. We may have disabled students in the future. Education for disabled children is not provided to us at school. At Dreams Academy, we learn how to approach disabled people and have an experience in this regard.

Bilgehan Doğan/Vodafone Employee/Active Volunteer (since the beginning of 2011)

It definitely contributes to our personal development and communication skills. All aside, when we see disabled people, we do not pity them, and we treat them as individuals just like everyone else.

Its impact on my life that it gives me inner peace. Now I am a very happy man. Some of my financial concerns have ended.

6. Project Partners and Private Sector

- **Their approach to the issue of disability has changed. Their sensitivity and support to the issue of disability has increased.**
- **They have strengthened their “responsible company” image.**
- **They expanded their customer groups.**

“Continuous” and “permanent” cooperation was developed with many institutions such as Babylon, Akbank Sanat, IKSU (Istanbul Foundation for Culture and Arts), Eski Cambaz, Chamber of Interior Architects, and Genç Tur who supported the running of the project effectively in addition to AYDER, Vodafone Foundation Turkey and UNDP which are the project partners.

Cooperation with culture-art institutions and entertainment venues has been developed, and locations have been organized to realize workshop performances and volunteer meetings. Cooperation has been developed with communication companies with an aim to increase the visibility and awareness of the project. Cooperation has been developed with other companies to ensure that they make in-kind and financial contributions.

Extract from the interview conducted with Vodafone Foundation Turkey/Sevgi Seçmez and Tuğba Ünal

After starting to work with the Dreams Academy, we have realized that disability actually does not exist, and that disability in fact results from the problems we create in our minds. The great energy has created by the children in the Academy, and the

fact that this energy is reflected on us as we share things, and that we describe these facts increased our awareness in disability.

On the other hand, we organized trainings such as the Training on the Correct Approach to Disability Issue and Sign Language in cooperation with the Dreams Academy with an aim to raise awareness of our employees on disability.

We have a motto: “when you change your perspective, their lives also change”. With Dreams Academy, we approach everything with a fun, productive and positive perspective, without feeling pity at all.

The Dreams Academy and specifically Ercan Tural have a great impact on the fact that we have come to this point. I am sure we would not have come to this point if we worked with another NGO instead of AYDER. Through their excitement and joy, Ercan’s vision, efforts and knowledge on disability for years, we have adopted, approved and moved those ideas forward. This also adds value to Vodafone, and constitutes a win-win situation in terms of reputation management.

Due to our global power, in our international meeting we introduce the Dreams Academy in order to contribute to its international recognition.

Mirora Çeviri ve Danışmanlık Ltd./Extract from the interview with Cihat Salman (via e-mail)

As a company that has supported AYDER (Alternative Life Association) for a long time, not only the activities of the Dreams Academy but also all the activities performed by AYDER broadened our horizon in terms of both disability and social responsibility.

The most important asset of a country is its people. We believe that the Dreams Academy enables us to understand that our millions of people who are excluded from productive society processes due to their disability are in fact a potential that can make a serious contribution.

The Dreams Academy is a practicable and sustainable project that can be modeled and extended. The idea that DA can be available in every city and even in every district with a population that exceeds a certain number actually makes us excited.

Pozitif Live - Live Event Management (Babylon)/Extract from the interview with Deniz Kuzuoğlu

Actually we can say that this cooperation supports our social responsibility image, because AYDER is the only one we work with. However, we regard them as a partner rather than a social responsibility project.

Certainly, they give priority to these young people in these activities with an aim to enable them both to see that they can do these activities and to ensure that people see that they can perform these activities.

The Dreams Academy is a very different project from a simple donation campaign or a fundraising night. That is why we work with AYDER. There is a more sincere and individual-based initiative in the Dreams Academy.

UNDP Turkey Program Manager/Extract from the interview with Hansın Doğan

The project outputs constitute a model for us. It b an experience in terms of working on disability issues, and realizing several opportunities, costs and threats. The Dreams Academy has created a field practice to affect the activities on disability by the United Nations.

7. Local Government Offices

- **Their approach to the issue of disability has improved. The service quality they provided has increased.**
- **They have strengthened their “responsible management” image.**

As project partners and supporters, Ataşehir and Beşiktaş Municipalities have become significant stakeholders of the Dreams Academy as local government offices.

During the interview with Ataşehir Municipality, it was stated that Ataşehir Municipality brings multi-system services to disadvantaged regions. During the field research performed by the Municipality, disabled people and people in need are directed to the Dreams Academy

Ataşehir Municipality/Extract from the interview with Duygu Övgür

The Dreams Academy also fills a big gap with respect to reaching young people in that sense and providing social support to disabled people and helps Ataşehir Municipality.

With the cooperation of the Dreams Academy, the burden of the municipality is relieved in this regard. Its service for disabled and disadvantaged people is further strengthened. The Dreams Academy is an important stakeholder by Ataşehir Municipality...

People in Dreams Academy add such a huge amount of love and self-devotion to their activities. Besides, with DA’s activities and studies, the Municipality’s belief in disabled young people and children has further increased.

They support many activities of the Dreams Academy. They support their weekday activities in terms of food and vehicles. If requested, they also support the weekend trainings.

The Dreams Academy is like the eye and perspective of Ataşehir Municipality towards disabled people.

Beşiktaş Municipality/Extract from the interview with Şerife Ayvere Özmüş

Beşiktaş Municipality was also giving support to disabled people and organizing social activities for them before the cooperation with the Dreams Academy. The activities performed with the Dreams Academy has provided more benefit in terms of serving its purpose. For instance, with the Dreams Academy, it has been ensured that the Week of People with Disabilities has been celebrated more effectively and cheerfully.

The Dreams Academy has also contributed to the approach towards disabled people with its specialized trainers, and Beşiktaş Municipality gained many things from the Dreams Academy in that sense.

8. Educational institutions and NGOs that cooperate with the Project

- **Cooperation and communication between the educational institutions and NGOs for disabled people has strengthened.**

Altınokta Sports Club/Ali Kadir Ergül

Under the roof of DA, we enable not only disabled people but also people with social advantages to do sports. We also ensure the participations through this cooperation not only in sports activities but also in artistic, cultural and musical activities.

Thanks to Dreams Academy, we have reached the big companies that we could not reach. We had the opportunity to talk about visually-impaired people. Our service variety has definitely increased. Our target group has also changed. We used to provide services only to visually-impaired people, but now we provide services to all disabled groups and young people with social disadvantages and try to get them to do sports.

Altınokta Körler Derneği (Six Point Society for the Blind)/Seçil Arıkan

To ensure cooperation between the NGOs from the same field in Turkey and to take part in common projects is very necessary but is difficult to realize. We would like to indicate that with the Dreams Academy we realize this cooperation very easily.

One of the our foundation's basic objectives is to provide professional training and recruitment to visually-impaired individuals. The Dreams Academy has contributed to disabled people to gain self-confidence with its personal development workshops, preparing CVs and getting prepared for the prerequisites of recruitment such as getting

ready for pre-interviews. They have been supported in being more prepared for recruitment.

I believe that the participants benefit from the personal development workshops provided by the Dreams Academy. And this definitely affects their environment as well...

Yagmur Cocuklar Psychological Counseling & Special Education Center/Adnan Çakır

We have taken part in all DA culture-art activities. Our purpose is to ensure that our disabled children become more social and benefit from the external activities. And we believe that we are successful in this respect. With these activities, some of the families have brought their children to the Dreams Academy workshops on their own independently of Yağmur Çocuklar, Special Needs Education Center.

With the Dreams Academy, we made efforts to develop the abilities and skills of our children in the social area. In addition to the special training we provided, we received support from the Dreams Academy with art workshops such as photography and painting in order to ensure that our children develop in social areas. The Dreams Academy contributes to our training, and helps our children to get comfortable and become social. Thus, children make faster progress during our trainings. We will be in cooperation as long as the Dreams Academy continues.

The Dreams Academy broadened our horizon. Thanks to the Dreams Academy, we became an organization that performs social activities. The Dreams Academy has become a starting point for us. Most importantly, we started to apply small models of the Dreams Academy within our structure. With the success of our activities/cooperation, the variety of our services has increased.

In all our activities, the Dreams Academy has set an example for us.

Youth Re-Autonomy Foundation of Turkey/Nevin Özgün

We have a strong cooperation of 4-5 years with the Dreams Academy.

They support our Youth Center program that we carry out for children with disadvantages. They strengthen our very important activities such as the DJ workshop, bike workshop and summer camp.

With the variety and richness of its opportunities, the Dreams Academy enhances the alternative activities provided to children, and ensures an increase in motivation. Thanks to the Dreams Academy workshops such as the bike workshop, our children join competitions and they even managed to rank in top positions.

They gave a performance on stage with the DJ workshop, and this paved the way for the children to express themselves.

9. Overall Society

- **Contribution has been made to the perception of the public towards disability.**

- **Contribution has been made to mobilize the inactive group of the society.**
- **It has become a source of inspiration and encouragement in other disabled groups.**

Upon review of the opinions related to the increase in the level of awareness of different stakeholders of the project;

According to the results of the social impact evaluation questionnaire for families;

- 90.75% of the families state that they believe **“when disabled people are encouraged, they can be as successful as those who are not disabled”**.
- 90.25% of the families indicate that they believe **“the project has contributed to public awareness”**.
- 91.5% of the families consider that **the project has helped to overcome the prejudices against people with disabilities and disadvantages**.

According to the results of the social impact evaluation questionnaire for trainers;

- 90% of the trainers indicate that they believe **“the project has contributed to public awareness”**.
- 95.5% of the trainers think that **“the project has helped to overcome the prejudice against people with disabilities and disadvantages”**.

According to the results of the social impact evaluation questionnaire for volunteers;

- 91.5% of the volunteers indicate that they believe **“the project has contributed to public awareness”**.
- 93.25% of the volunteers think that the **“project has helped to overcome the prejudices against individuals with disabilities and disadvantages”**.

OVERALL EVALUATION OF THE PROJECT

Between 2008-2011, the Dreams Academy, as a unique model project that provides equal participation opportunities with an “art for all” approach, fulfilled its main targets and commitments; new projects that became independent emerged from the project, and the Dreams Academy has evolved from a project to an institution.

Upon analysis of the project performance through the aspects such as “effectiveness”, “efficiency”, “social impact”, “relevance”, and “sustainability” based on the monitoring-evaluation process, we have revealed the following results. Detailed information on these concepts can be accessed in the methodology section of the report.

- **Effectiveness**

It is seen that the project activities have been conducted as planned. While the main activities were realized during implementation of the project, many sub-projects have been realized over time, and the scope and impact of the project have progressed continuously. Since some of the problems faced during the process were solved and

especially the Dreams Academy acquired a permanent center in 2011, the development of the workshops, which are the main activities of the project, have conducted more orderly and systematically, and the number of workshops and students increased.

The separated and independent sub-projects, which result from the outputs of the main activities of the project, became integral parts of the project, and the number of concrete outputs has increased. Income-generating activities and the recruitment process of the students in terms of production workshops are expected to develop further in the upcoming years.

- **Efficiency**

With respect to the mission “social integration through art”, all activities of the project aim to include individuals with disabilities and social disadvantages into society and to make them become active and productive. Both through development workshops and other activities, the students find the opportunity for social rehabilitation in addition to acquiring equal conditions in their environment and developing their self-confidence. An alternative leading perspective has been created within the community by providing training opportunities in workshops from various art branches to disabled and socially disadvantaged people. The outputs resulting from the workshops are supporting this fact

In addition to the activities and trainings, trainings such as “Volunteering Trainings”, Trainings on the Correct Approach to Disability Issue, “Simulations” and “Teams that Overcome Disabilities” are also provided under awareness and volunteering awareness activities free of charge to many people and groups. Thus, participants have opportunity to be aware of the concepts such as volunteering and civil society, sharing, recognizing-accepting what is different, adapting to differences, problem solving, being productive and creative, and also a natural training area which contributes to their personal development are created. However, we believe that the number of Training of Being Disabled and Our Rights should be increased in the upcoming years.

As the second expected main outcome of the project, advocacy activities have been initiated and many activities have been realized in order to generate a policy consultation memorandum related to local initiative by following article 30 of the United Nations Disability Convention. Primarily, the United Nations Convention on the Rights of People with Disabilities has been reduced to 10 articles and shared via social networking of the project. International seminars and meetings, which were realized by the United Nations and European Union, were attended; network development and lobbying were performed; and developments on the international platform were continuously followed up. Furthermore, many initiatives have been made with local government offices and the private sector for the development of disabled people and to make their lives easier. This objective is also planned to be developed in the subsequent periods of the project and studies continue in this respect.

Monitoring-evaluation process of the Dreams Academy project has been conducted regularly since the day the project was started, and the activities in question have contributed to the development and sustainability of the project, improving its performance, and becoming widespread. The impact and awareness which have been created by the project on the relevant stakeholders of the project, have been measured with

the questionnaires implemented under the scope of the monitoring-evaluation process. These results have also been shared with the public in a transparent manner.

We believe that the fact that institutionalization of the project in the upcoming period will facilitate the created results and social effect to be shown. We think that the activation of building a system and follow-up mechanisms will contribute positively to the project efficiency.

- **Social Impact**

Upon review of the social impact analysis, it has been observed that the Dreams Academy project has resulted many changes in the students participating in the project and other relevant stakeholders via the determined targets and the activities applied. Primarily, the students of Dreams Academy are directly affected, and the families, trainers, volunteers, and other stakeholders of the project and society are also affected via various activities. The success stories created through the project are the most effective among outcomes. The previously unplanned, indirect effects have also been in question.

In addition to the Development Workshops provided to the students free of charge, activities for awareness and volunteering awareness planned for all stakeholders of the project increase the multiplier effect of the project.

- **Relevance**

Considering the fact that there are 8.5 million disabled people and millions of people with social disadvantages living in Turkey and that the services and opportunities provided to such individuals are inadequate; all types of projects for integration of these individuals into social life are required.

The Dreams Academy created a model that offers a solution for this serious need. This model is for the development and equal participation of these individuals in social and economic life. The applications received for participation in the Dreams Academy and the requests for establishing the same in other cities show the extent of this need and the aspect of this project that responds to it.

The model created by the Dreams Academy is taken as an example on a national and international scale. This situation is important in terms of the results created by the project on the results within large groups. This is the evidence that the project meets actual need.

- **Sustainability**

After leaving 3 years behind, it is shown that the Dreams Academy Project has a comprehensive and sustainable model due to the fact that the project has provided the opportunity for more than 1,000 disabled individuals to benefit from the art workshops and that it designs independent and income-generating projects.

As important aspects of the project, awareness and advocacy activities support to know and recognize the problem. We think the fact that awareness of the problem has increased will contribute to the increase of the human and financial resources required

for the project. Especially by way of following the article 30 of the United Nations Disability Convention, it will be ensured that the effect, which has been created with the development of the activities under the objective of affecting public policies, will be raised to a national scale.

We believe that institutionalization is also important in sustainability of the project. The requirement that the project structure and team have a corporate identity emerged in line with the need to conduct the gradually growing and developing activities more systematically. After the project obtained a center in 2011, the activities on institutionalization accelerated. We believe that it will be useful to focus on the activities for institutionalization in the upcoming period with expansion of the Dreams Academy on the agenda.