December 10, 2025

To Whom It May Concern,

My name is Ada Karakocaoğlu, and I am an 8th-grade student at Mitat-Enç Middle School for the Visually Impaired in Ankara, Türkiye. I am writing this letter to share the impact that the Amgen Biotech Experience (ABE) program has had on me and to explain why I believe it is critically important for students with visual impairments to have access to this opportunity.

During my time at the Ankara Yenimahalle Science, Art, and Education Center, I had the chance to work with a micropipette for the first time under the guidance of my biology teacher. Using a micropipette may seem like an ordinary laboratory activity for many students; however, for a student like me—who rarely has the chance to interact with scientific tools not designed with accessibility in mind—it was an unforgettable experience.

In the activity, I used the micropipette to draw colored liquid from small tubes and transfer it into empty ones. At first, I made mistakes, but with repetition—and with my teacher's patience and encouragement—I learned how to use the micropipette and gained confidence. Soon, the process felt completely natural. I was so moved by the experience that I even dreamed about pipetting that night—repeating the steps again and again while feeling proud, excited, and hopeful. It is a moment I will never forget.

If I was able to learn how to use a micropipette independently, I truly believe that other visually impaired students can do it as well. What I experienced through ABE goes far beyond the level of accessibility typically available to students like me. The ABE program opened a door to a world where my disability did not limit me—a world where science belongs to me just as much as it belongs to anyone else. This program showed what visually impaired students can achieve when we are provided with the right tools, guidance, and opportunities.

I have a friend in my class who, like me, cannot fully participate in traditional laboratory environments due to her visual impairment. If the full ABE curriculum—including DNA isolation, micropipetting, and gel electrophoresis—were accessible to students like us, I have no doubt that we would both choose scientific fields in the future. ABE has given us so much, yet I also believe that we, too, can contribute significantly—academically and intellectually—to the broader scientific world.

The ABE program's commitment to accessibility and equity is not only admirable—it is transformative. Making scientific instruments, laboratories, and instruction accessible to all learners, including those with visual impairments, is essential for building a future in which every student, regardless of disability, can see themselves in science.

I sincerely hope that the ABE program continues and expands in a way that makes biotechnology education accessible for students like me. One day, I would love to participate in more laboratory activities alongside peers who share similar needs and experiences. And I hope that no visually impaired student ever feels distant from science—because science is not distant from us. ABE has shown me that.

Thank you for opening the door to a world I had previously only imagined. I am grateful for everything I have learned, and I look to the future with hope—not only for myself but for all visually impaired students who dream of pursuing science.

Sincerely,

Şerife Karakocaoğlu
Mother of Ada Karakocaoğlu