

KOTEX-KIZLAR SAHADA ATHLETE DEVELOPMENT PROGRAM SROI ANALYSIS - 2021

Author: Sabiha Ceyda Özgün



Kotex



Womens play on the field
with Kotex, they win in life.



KOTEX



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Kotex-Kizlar Sahada Athlete Development Program SROI Analysis - 2021

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Sibel Demir, Kimberley-Clark Turkey, CIS & Caucasus General Manager

As Kimberly-Clark Turkey, we continue to support women in all areas, especially in combating social biases. Three years ago, Kotex took a meaningful step in this direction and launched the “Kızlar Sahada” Athlete Development Program. This project, in which Kotex supported women in a taboo area like football and pioneered the industry, provided participants with significant mental and emotional gains.

We are pleased to share with you the activities we carried out over the course of three years and the successful results we achieved within the program in our recently published Social Return on Investment (SROI) report. While we continue to inspire our industry with the determined steps we have taken and share the details in this report, we are also building strong futures for women.

The report, which demonstrates the social impact of our investment, once again shows that women have the potential to succeed in all areas of life. I would like to thank xxx, who contributed to the preparation of the SROI analysis report that is enlightening for the industry and helps us create insights in the fight against social biases, on behalf of the Kimberly-Clark family.

As Kimberly-Clark Turkey, we always draw inspiration from the power that women possess, and we continue to stand with them wherever they need support and development. We strive to make a difference in women's lives and create value for society.



Orjin İbar, Kimberley-Clark Marketing Director Turkey, Central Asia and Caucasus

As Kotex Turkey, we derive inspiration from the power of women in all our product innovations and communication efforts. Three years ago, with the slogan "Girls Play on the Field, Win in Life," we launched our women's football project to break the social taboo that says "women can't play football." Named "Kızlar Sahada," this program aims to support the athletic, professional, personal, and career development of university students or graduate women football players and, more importantly, combat societal biases.

We are pleased to share the outcomes of the program's three-year journey with you through our published SROI report. The current report provides details about the inception, project process, social returns, and milestones achieved by the “Kızlar Sahada” project, which stands against gender inequality. I am delighted to state that the results we have achieved demonstrate the effectiveness of projects that solidify women's place in society and support women's development.

We extend our gratitude to xxx, who contributed to the preparation of this report, which required extensive efforts. We will continue to support women in all aspects of life and maintain our bold approach of breaking stereotypes and biases in the upcoming period.



Kotex Kızlar Sahada Athlete Development Program Preface – Kiraz Öcal

As Kızlar Sahada (a.k.a Girls on the Field), our goal is to break societal gender norms that tell people what they “can’t do” and to empower girls and women of all ages through football.

We published Turkey's first SROI report in 2018 with the project we implemented for girls in the 10-12 age group in 2016.

This time, we are very happy to bring you our second SROI report with our project that supports the careers of female university student football players.

Kotex Kızlar Sahada Athlete Development Program was a program that we designed to take place face-to-face in 2020, but transformed it into an online format due to the pandemic, so that we could access female football players from all provinces of Turkey.

Our aim is to enable the participants to be stronger in education, sports and career life by developing the skills they will need in their current and future sports career, personal and business life. Finally, by offering double career opportunities, increasing employment opportunities and contributing to their economic empowerment in the long run will take us to our goal in the project.

The results of the analysis we received and the feedback from the participants once again proved the impact and power of the "sports + training" model we use.

Our purpose in measuring our impact, especially with the SROI method, is to monitor the social change created by sports on social development and society, to evaluate our processes transparently, to measure the impact of our work in a sustainable way, to embody the output of our financial investments, and ultimately to inspire other institutions to lead the spread of the impact measurement approach.

From the very beginning, we worked in harmony with our vision partner Kimberly Clark Kotex team and our consultant Etkiyap Social Impact Coordinator Ceyda Özgün. I would like to convey the most important thanks to Öykü Attila and Seren Toprak, who took part in the Kızlar Sahada team, for this benefit we created with the participation of hundreds of our volunteers as well as the athletes.

From the very beginning, we have worked in harmony with our vision partner Kimberly Clark Kotex team and our consultant Etkiyap Social Impact Coordinator Ceyda Özgün. I would like to thank to our hundreds of volunteers and our dear consultants; Pırıl Duru, Raysa Buyukbahar Uzunyol, Arda Coşkun, Beren Kayrak, Canan Koca, İrem Kavasoglu, Pınar Öztürk, Dilek Mete, Aysun Yüksel, Özlem Koparan, Emine Sever, Ceyda Özgün, Asena Akgül, Asena Demirkol, Ece Düldül, Gülşah Başandaç, Seda Yıldız, Murat Vardar, İpek Çıtak, Sara Erdoğan, Batuhan Ayar, Berçin Uslu Yalçın, Dilek Koçkar for their endless effort and belief and to Melek Avcı for her support.

I would like to express my deepest thanks for the value we create for the athletes to Öykü Attila and Seren Toprak, who took part in our core team.

Kiraz Öcal

Co-founder of Kızlar Sahada

Table of Contents

ABOUT THE ATHLETE DEVELOPMENT PROGRAM.....	3
ABOUT THE REPORT.....	5
THEORY OF CHANGE.....	6
EXECUTIVE SUMMARY.....	7
PRINCIPLE 1: STAKEHOLDER INVOLVEMENT.....	8
PRINCIPLE 2: UNDERSTAND WHAT CHANGES.....	10
<i>INPUTS & OUTPUTS.....</i>	<i>10</i>
<i>OUTCOMES.....</i>	<i>12</i>
PRINCIPLE 3: VALUE THE THINGS THAT MATTER.....	27
PRINCIPLE 4: ONLY INCLUDE WHAT IS MATERIAL.....	29
PRINCIPLE 5: DO NOT OVERCLAIM.....	36
SENSITIVITY ANALYSIS.....	38
PRINCIPLE 6: BE TRANSPARENT.....	41
PRINCIPLE 7: VERIFY THE RESULTS.....	41
PRINCIPLE 8: BE RESPONSIVE.....	41
ANNEX.....	44
A. <i>INTERVIEW QUESTION.....</i>	<i>44</i>
B. <i>POST-TEST QUESTIONS.....</i>	<i>1</i>
C. <i>FINACIAL PROXIES.....</i>	<i>8</i>
D. <i>SROI CALCULATION.....</i>	<i>11</i>

ABOUT THE ATHLETE DEVELOPMENT PROGRAM

Kotex and Kızlar Sahada launched the Athlete Development Program to contribute to the empowerment of university students or graduate women football players by supporting their athletics, professional, personal and career development.

When the Program was announced 423 women athletes applied from 61 cities in 3 countries. They were evaluated according the criteria of the Program which was being university student or graduate and being TFF-licensed (Turkish Football Federation).

243 female university students or university graduates who were TFF-licensed football players with TFF license playing in women's football clubs were welcomed to the program which took place online for 11 months.

In this program, athletes were offered;

- Training in 11 different disciplines,
- One-on-one coaching sessions,
- One-on-one consultancy from experts on various subjects,
- Via Wellbees Application athletes could reach blog posts and short videos regarding each training model every month.
- Rewards for participants in the App Market with the points they collected from the trainings and activities they participated in throughout the year

the main purpose of Wellbees (the app) was to enable them to establish a social network, to be gamified as a new generation learning tool, to be interactive, to be able to add their own content, to encourage active living, to keep their daily scores.

Training Topics in The Program

- Sports Nutrition
- Sports Physiotherapy
- Sports Psychology
- Gender Equality in Sports
- Human Resources and Career Management
- Communication Skills
- Personal Brand Management
- Conflict Management
- Time Management
- My Compass, My Inner Coach
- Sustainability in Sports

The Program was designed with 25 volunteer consultants in 11 different fields and delivered by 103 volunteer trainers to participants (women athletes).

The participants also benefitted from the Wellbees application that offered challenges among athletes, creating events, rewards, blog posts and short videos related with training topics. So, the Program was designed not only based on information, there were fun facts as well.

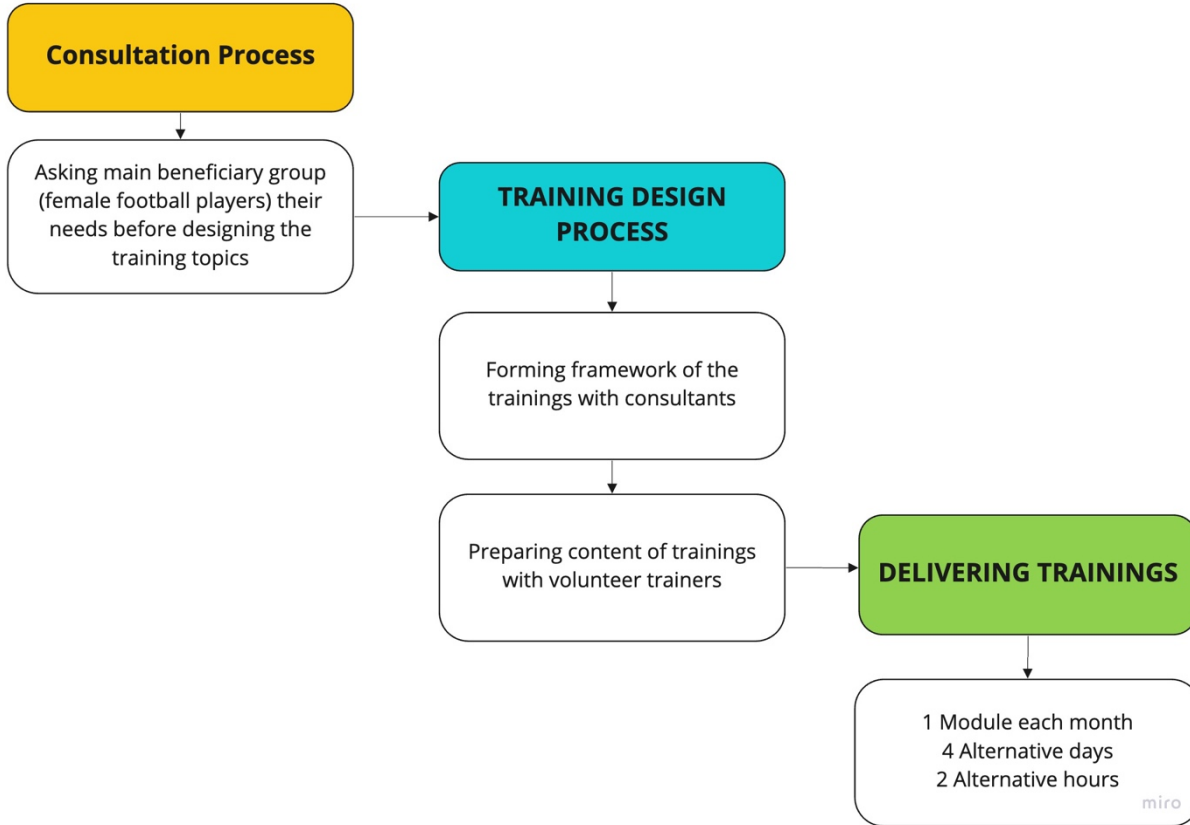
The trainings were designed based on participants demand. They were asked about their needs and topics were designed accordingly¹. However, the Program's design was not totally base on women athletes' demand. For

¹ Please see Annex D for "Needs Assessment Questions"

instance, even if they did not demand sustainability in sports module but consultants and Kızlar Sahada team thought that module should be included in the Program.

In order to maximize participation, the trainings were delivered with alternative days and hours. Each month was dedicated to one specific topic. There were 4 alternative days and two alternative hours (one a.m. session and one p.m. session), in total 8 alternative sessions were offered for participants.

Still, participants who missed the sessions of any module, make-up sessions were offered at the end of the program.



Training for Trainers

There was a training program for volunteer trainers as well. Specific to each training branch, the competencies sought in the volunteers were determined with the guidance of the branch consultants, and a call for volunteer trainers was made. Incoming applications were evaluated together with the branch consultants. Teams were formed with an average of 10 volunteer trainers in each branch. Volunteer trainers participated in the 'train the trainer' training program mentioned below before starting to work in their selected branches.

- **Communication Skills:** Delivered by Fatoş Karahasan-Bilgi University, Faculty Member, Journalist
- **Gender Equality in Sports:** Delivered by Prof. Dr. Canan Koca Arıtan-Hacettepe University, Head of Recreation Department, Board Member of KASFAD Board)
- **Athlete Protection:** Delivered by Ece İbanoğlu-Member of the TOHM Sports Psychology Assessment Commission, Sports Psychologist
- **Gamification:** Delivered by Ercan Altuğ Yılmaz-GamFed Turkey Representative and Dr. Zeynep Aydın (GamFed Turkey Volunteer)
- **Working with Young People in Digital:** Delivered by Fatoş Karahasan-Bilgi University, Faculty Member, Journalist

ABOUT THE REPORT

This report includes the social impact measurement of the Athlete Development Program covering 11 months period in 2021. The SROI (Social Return on Investment) analysis is used as a framework based on eight principles of the SROI that are reflected in the whole report. In accordance with these principles, all information about the Athlete Development Program's social impact measurement is stated with transparency.

Purpose and Target Audience

This analysis targets two main audience groups; internal stakeholder (management level) and external stakeholders (investors, sports sector-specifically football sector, volunteers and potential volunteers).

Purpose of the analysis is basically to understand the changes that stakeholders have experienced as a result of the Program's activities. Understanding changes with all aspects, positive, negative, intended and unintended, will inform decisions in much better way to optimize the value of the Athlete Development Program.

Purpose of the analysis regarding external stakeholders is to communicate outcomes of the Program and collaborate to decrease negative outcomes and increase positive ones where possible.

Scope & Boundaries

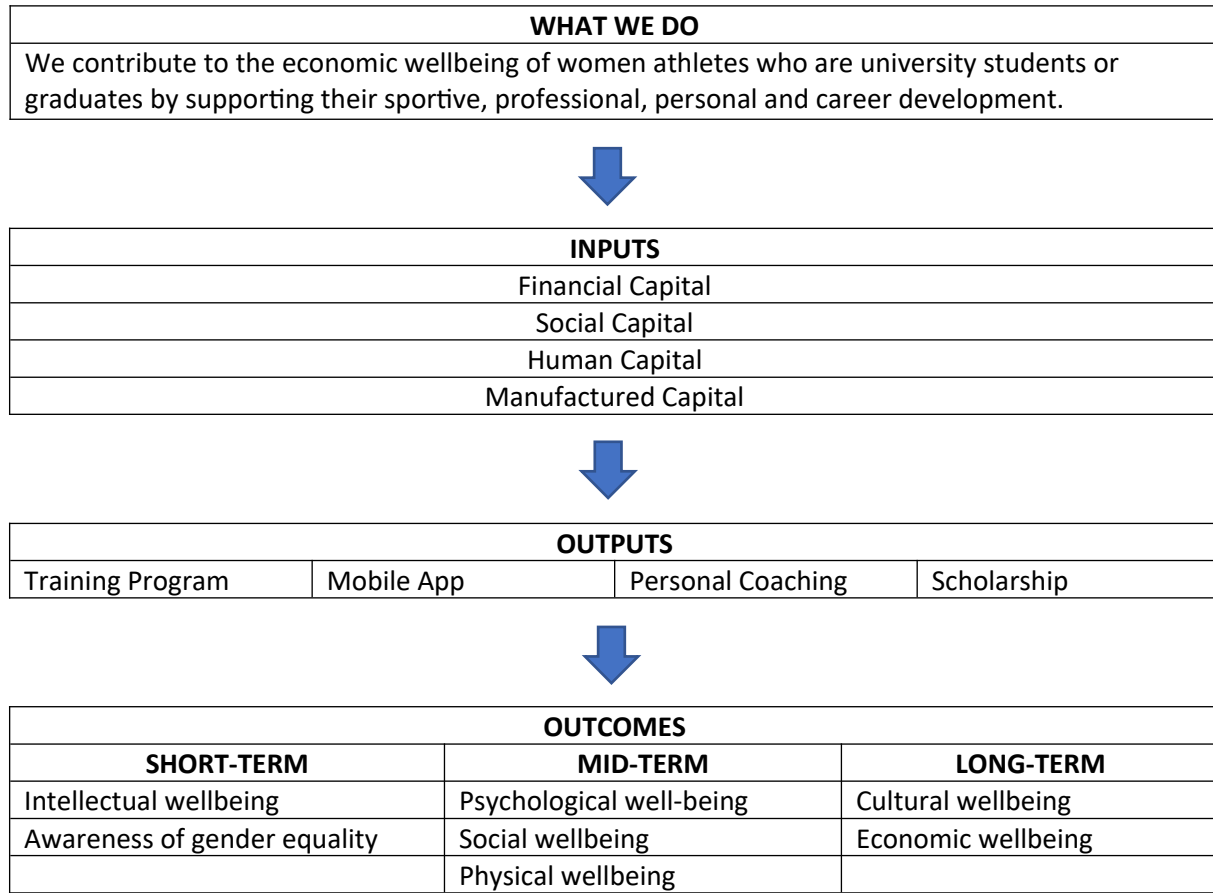
This SROI Analysis of the Program covers 11 months period of its activities, outcomes and impact. There are two main focuses of the analysis; (1) the main beneficiary stakeholder group (training participants) and volunteers (both trainers and consultants). In order to manage impact and optimize value the first step is to understand what changes have occurred for those stakeholders. Understanding whether the Program was able to create value for volunteers is an important component of this analysis. If so, this reflects Kızlar Sahada's operations directly since volunteers are the most important social capital of the Program. Value creation for volunteers means better future collaborations to optimize impact. Therefore, this analysis' scope is not limited with only the main beneficiary group.

There is a potential limitation of this analysis in terms of activities that stakeholders engaged in. The activities of the Program were designed in accordance with covid-19 pandemic conditions. Since all trainings sessions were online, results of this analysis reflect the impact of an online training program. In the next phase of the Program stakeholders will engage in both online trainings and activities in person. So, the changes that stakeholders will experience may be different. Besides, value of changes may be different too.

Type of SROI Analysis: Evaluative²

² There are two types of SROI: (1) Evaluative, which is conducted retrospectively and based on actual outcomes that have already taken place. (2) Forecast, which predicts how much social value will be created if the activities meet their intended outcomes. - A Guide to Social Return on Investment, The SROI Network, 2012

THEORY OF CHANGE

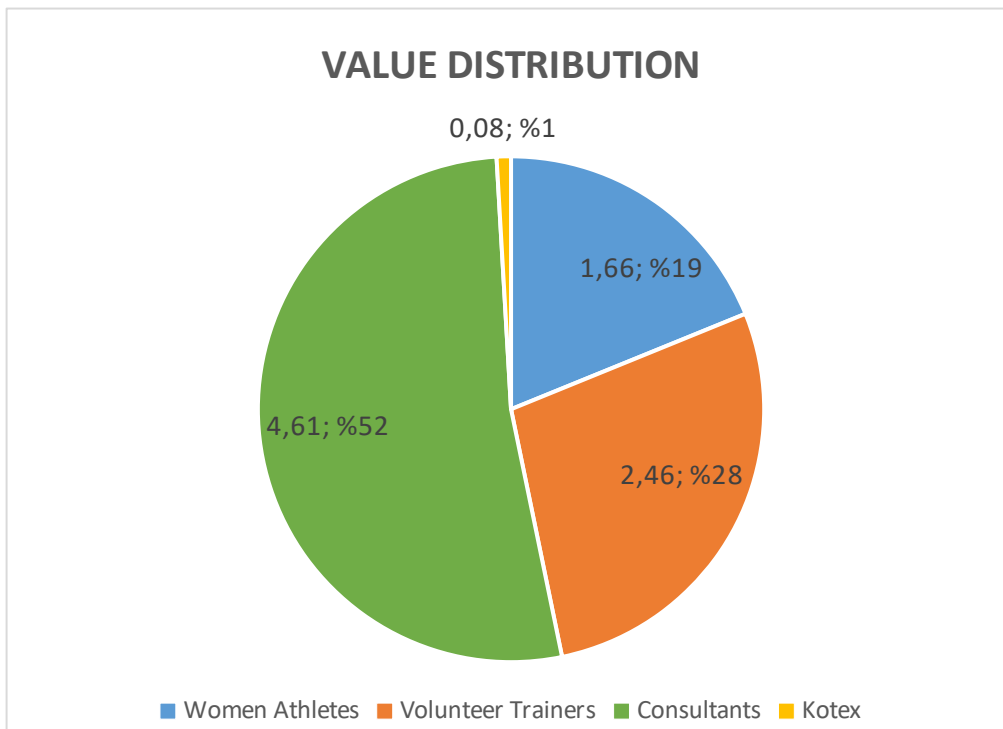


EXECUTIVE SUMMARY

This is the second SROI Analysis of Kızlar Sahada's activities. First one was on 2016 which was a pilot program for children. The assured report of the first analysis can be found [here](#).

Kotex and Kızlar Sahada have been collaborated to support young women athletes with the aim of contributing SDG #5: Gender Equality since 2020. The Program was designed as supporting 5 football club in different 5 cities. However, because of Covid-19 pandemic in 2021 the Program was redesigned as online training program to contribute to the economic wellbeing of women athletes who are university students or graduates by supporting their sportive, professional, personal and career development.

This analysis is important to understand the value created both for Program's main beneficiary group, young athletes, and volunteers because the most important capital of Kızlar Sahada is its social capital. In order to increase the number of volunteers and keep them in the 'volunteer pool' for future organizations, significant value should be created for them.



Value distribution shows that the Program created the highest value for consultants. However, there are two important points that should be considered;

- The knowledge gained from the trainings will have a long-term impact. Therefore, the value created for stakeholders can increase in the long term.
- Since consultants are professionals, it is expected that the value added to their professional lives will have a high financial value.

64 stakeholders were interviewed one-on-one and 19 stakeholders participated in written survey. According to stakeholder voice 10 well-defined outcomes are identified in total. 8 of them are positive, 2 of them are negative outcomes. The highest relative importance is 9 and the lowest one is 7. Negative outcomes' relative importance is not higher than positive ones but one of them is equally important to stakeholders.

There are no unintended and unexpected positive outcomes. The negative outcomes were unintended. One of the negative outcomes was experienced by women athletes (training participants) which was basically because of

focusing problem on an online training. This negativity is easy to eliminate since Covid-19 pandemic is almost over. The other negative outcome was experienced by volunteer trainers. Responsibility sharing couldn't be done among the group members. However, this negativity could be minimized next time. So, optimizing value of the Program by elimination of negative outcomes is possible.

“I wish every women athlete would join the Program. At least I want them to know there is an organization that works hard to support us.” – Women Athlete

When the value of the changes in all stakeholder groups was calculated in the analysis, the SROI ratio was calculated as 1:8,80. In other words, each TL 1 investment made in the Athlete Development Program delivers TL 8,80 of social value.

PRINCIPLE 1: STAKEHOLDER INVOLVEMENT

Stakeholder Identification

Stakeholder identification is done based on four questions;

- Who has invested in the program? (Time, service, money)
- Who has been directly affected by activities of the program?
- Who has been indirectly affected by activities of the program?
- Who has affected activities of the program?

Answers of these four questions are helpful to identify all related stakeholder groups. The table below shows the identified stakeholder groups. Even though, this analysis is not focused on each stakeholder group, identifying them are important to be aware of who are affected by the Program's activities and who affects the Program in order to expand the scope of the analysis in the future.

Stakeholder Group	Reason for Inclusion	Reason for Exclusion	Communication Method	Included Number	Total Number
Program participants	Main beneficiary group of the Program		Phone interview + written survey	35 (27 phone interview +8 written survey)	243
Volunteer Trainers	Social capital of the program		Phone interview + written survey	40 (29 phone interview +11 written survey)	103
Consultants	Social capital of the Program		Phone/online interview	7	25
Kotex	Investor of the Program		Phone interview	1	1
Students of training participants & volunteer trainers		Not focused group of this analysis		N/A	N/A
Colleagues of training participants & volunteer trainers		Not focused group of this analysis		N/A	N/A
Team mates or football club members of training participants		Not focused group of this analysis		N/A	N/A

Stakeholders Involvement in Identifying Other Stakeholders

Each stakeholder group was also included in stakeholder identification process by asking them two questions; (1) who might be affected by the changes that stakeholders have experienced and (2) who else might be affected by the training program. These two questions were asked during one-on-one interviews. The answers were same with the “Who has been indirectly affected by activities of the Program?” which is question 3 that we asked ourselves to identify stakeholders.

So, it is identified that stakeholders’ students and team members/football club members/colleagues are other stakeholder groups of the Program. According to the Program participants and volunteer trainers they shared information that they have learned in the Program with their colleagues. This information is important for Kizlar Sahada because this is kind of a word-of-mouth marketing. Since Kizlar Sahada aims to reach as many female athletes as possible this ‘word-of-mouth marketing’ has significant role for gaining soft power in this field.

People around volunteers and participants are obviously stakeholders of Kizlar Sahada as they are affected by the Program indirectly. However, they are not easy to reach to understand whether they experienced any change because of information they learnt from their peers/ colleagues. Still, being aware of existence of this stakeholder group is important. This indicates that training participants and volunteers played an important role in advocacy.

A. Topics Including Stakeholder Voice

The questions that were asked to stakeholders were prepared with the aim of maximizing stakeholder participation in the analysis. The topics, in which stakeholder participation is ensured in accordance with the questions asked and the answers received, were as follows:

- The expected changes while attending the Program/being volunteer of the Program
- The type of investment made (time, service, money)
- Which activities they involved
- Positive and negative outcomes/changes
- Whether there are any persons/institutions that contributed to the outcome(s)
- Whether the outcomes would have happened anyway
- The importance level of the outcomes from the perspective of the stakeholder (weighting)
- Whether outcomes are sustainable or not (duration)
- The amount of changes that they have experienced (depth)
- Value of outcomes

One-on-one interviews were done with 83 stakeholders in total. The saturation point was achieved at between 13th-17th stakeholder in each group. However, in order to minimize the risk of missing an important outcome more interviews were arranged where possible. 30 stakeholders for each stakeholder group (except consultants since the total number is less than 30) was the target number for one-on-one interviews. However, even stakeholders accepted to conduct interview, not all of them participated.

A written survey was prepared based on the well-defined outcomes³. It was expected to reach out at least 50% of stakeholders (Program participants (athletes) and volunteer trainers). However, only 8 athletes and 11 volunteer trainers conducted in and completed the survey. So, in total this analysis has been done with 83 stakeholders in total.

There may be two main reasons why stakeholders did not participated survey. First reason may be the survey is quite long. Another reason may they have not experienced any material change. In the next analysis participation may increase in two different ways;

- 1- The survey may be divided into two different phases;
 - a. Demographic questions and only 1 or 2 (max) outcome related questions

³ For the questions that are used for one-on-one interviews and written survey please see Annex A.

- 1-
 - b. Same demographic questions and other 1 or 2 (max) outcome related questions
- 2- Increase number of one-on-one interviews and 2 or 3 (depending on number of stakeholders) focus groups with 10 to 15 stakeholders instead of written survey

Segmentation

First part of the questionnaire is related with demographic information about stakeholders. Those questions were identified during the one-on-one interviews. Answers of the demographic questions are expected to help segmentation of the stakeholder group. As each stakeholder has experience different changes, that demographic information helps us to understand the reason behind experiencing different changes even though engaging same activity.

In order to understand the reasons behind the different levels of relative importance of different outcomes, different amount (depth) of different outcomes and different people have experienced different outcomes, it is important to be aware of the segments of stakeholders. Each stakeholder group were asked different baseline questions (please see Annex A) because they all engage in different activities and experience different changes that depends on various reasons. So that the segmentation could be done in a better way. Still, there are common questions related with stakeholders’;

- Age
- Gender (for volunteer trainers)
- Profession
- Basic reason to join the Program
- Location
- Related training modules
- What would make the Program more valuable to them

Information related with these facts helps to understand the connection between a specific change and stakeholders who have experienced it and stakeholders who have not experienced it.

PRINCIPLE 2: UNDERSTAND WHAT CHANGES

INPUTS & OUTPUTS

The table below shows the inputs and outputs of stakeholder groups that are included in the analysis.

Stakeholder Group	Inputs	Monetary Value of Inputs	Outputs
Women athletes	Time	TL 0	*Attending, 11 training sessions in total (One module each month) *Using Wellbees application to (1) enjoy challenges and events and (2) reading blog posts and watching videos related with training modules
Volunteer trainers	Time	TL 9.000 (per trainer) Number of volunteer trainers included in the analysis: 40 TL 9.000 x 40 = TL 360.000	*Preparing training content with consultants *Delivering trainings (At least 2 times, at most 3 times) *Preparing blog posts and short videos related with the module subject during each month *Delivering make-up sessions for athletes who could not

			attended the module *Attending ToT (Training of Trainers) sessions
Consultants	Time	TL 151.600	*Designing framework of training content *Meeting with volunteer trainers to support their content preparation process *Even if not mandatory, attending trainings to support volunteer trainers *Editing blog posts *Leading the team for meeting organizations, answering questions, offering ideas
Kotex	Money (TL)	TL 116.410 (TL 3.326 per athlete x 40)	*Being strategic partner of Kızlar Sahada *Providing fund for operation costs *Actively engaging in program design and value optimization processes

Women athletes: The investment type for women athletes was time. Since they are the main beneficiary group of the Program financial value of their input was taken as TL 0. Besides, there was no opportunity cost for stakeholders because one module was delivered 6 times in a month, on different days and at different hours. So, athletes were free to choose the most convenient time for themselves.

Volunteer trainers: Their investment type is time and the financial value of their time was determined based on their income. The amount of time that they spent was discussed with volunteer trainers during one-on-one interviews and it was decided that they worked for the program approximately 2 months full time. Each volunteer trainer's income was asked for one month and then average of the total amount of income was taken, and then multiplied with 2.

40 volunteer trainers were included in the analysis, so the total amount of input was calculated as $TL\ 9.000 \times 40 = TL\ 360.000$.

Consultants: Their investment type is time and the financial value of their time was determined based on their income. The amount of time that they spent was discussed with volunteer trainers during one-on-one interviews. Additionally, it was asked what would be the financial cost of their consultancy for exactly the same amount of time. Consultants' opportunity cost was taken as sum of their consultancy cost for same service (TL 151.600).

Some of the consultants were paid partially but all consultants were volunteer who included in the analysis. Other paid consultants' cost was included in Kotex's input since it is the main funder of the Program.

Kotex: Kotex is the main funder of the Program. Total amount of the fund is 808.224 including;

- Operation costs
- Scholarship for 13 women athletes
- The costs of gifts for women athletes (for active users of Wellbees application)
- Certificates and cargo costs
- Closing meeting costs: Catering costs, t-shirts for women athletes, photo and video shooting

Since this total amount was for 243 women athletes, investment amount of for 1 stakeholder is calculated as TL 3.326 (Total budget of 2021: TL 808.224, Total number of women athletes: 243 → $808.224 / 243 = TL 3.326$). The number of stakeholders included in this analysis is 35. So, the total investment of Kotex is TL 116.410 (TL 3.326 x 35).

OUTCOMES

Risk of Double Counting

We can understand whether the well-defined outcomes are dependent or independent by considering if one well-defined outcome would occur anyway even the other outcome(s) would not occur.

The change chain of each stakeholder group is shown separately. As seen on these schemas, well-defined outcomes are occurred as a consequence of different changes that are experienced by stakeholders.

'Athletes' group has experienced two positive outcomes that might be questioned whether they are independent. 'Increase in intellectual wellbeing' may be thought as it contributes to 'increase in self-confidence' of stakeholders. This was discussed with stakeholders during one-on-one interviews. Only 5 stakeholders out of 15 (who experienced increase in self-confidence). For other 10 stakeholders it was quite clear that they were independent outcomes because 'Increase in intellectual wellbeing' did not result in self-confidence for stakeholders. They stated that intellectual wellbeing contributed self-confidence for sure but there was no significant change in their self-confidence. There was no chance to discuss whether these two outcomes were independent with stakeholders who participated in written survey. However, majority of stakeholders were interviewed by one-on-one phone calls. Therefore, these two outcomes were taken as independent. However, it should not be ignored that these results may have contributed to each other.

Even if these outcomes are independent from each other, it should not be forgotten that double counting risk is always there. All those discussions are based on human beings' experiences, so double counting risk can be minimized but cannot be always eliminated 100%. Being objective and transparent are the most important points here.

Women Athletes

243 athletes were accepted to the Program and 146 of them attended at least 1 training module. Athletes, who are included in the analysis, participated at least 7 training modules. This information helps to understand why number of written survey participants so low. According to the answers of 8 survey participants, they attended all modules. Stakeholders who attended less than half of the training modules may not have any idea about the Program. So, they did not want to take the survey.

Number of athletes who attended more than half of the training modules is 72. The number of stakeholders included in the analysis (35) consists of both athletes who attended more than half of the training modules (26) and athletes who attended less than half of the training modules (9).

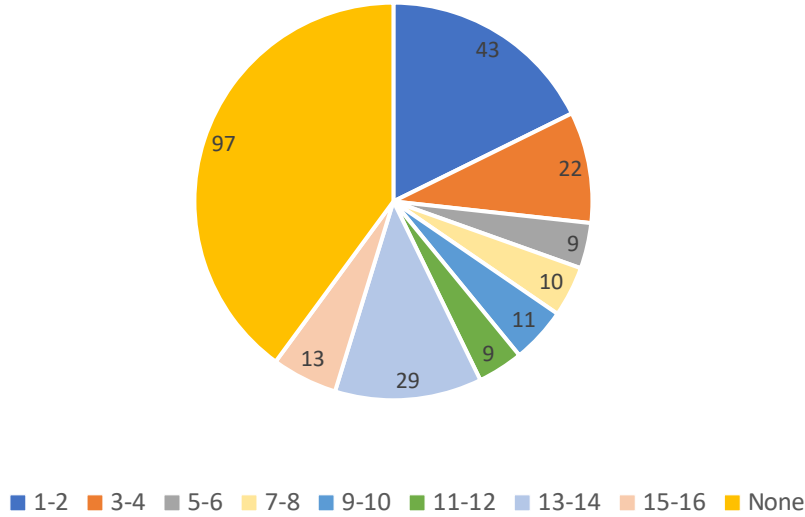
In order to understand the reasons not attending the training modules 9 stakeholders were interviewed (one-on-one). The reasons of not attending stated by stakeholders were identified as;

- Online training was hard to focus for them (3 stakeholders)
- As they were during the day, they could not attend a.m. sessions and too tired to attend p.m. sessions (5 stakeholders)
- Lack of internet (1 stakeholder)

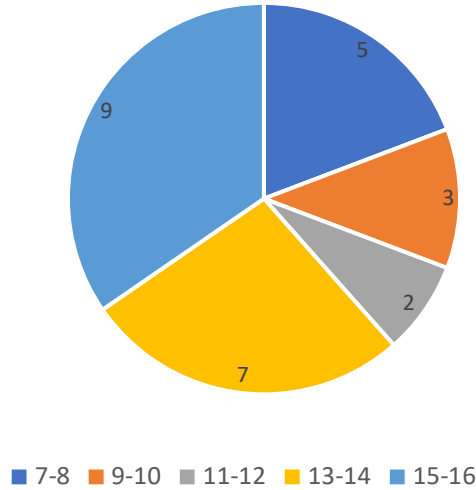
Each month the Program was focused on 1 specific training module which had both advantages and disadvantages. The most significant disadvantage was for students and/or athletes who has a job could not be able to follow the all Program. According to stakeholders once they missed one module it was hard for them to get back to the Program.

The duration of the Program was the most significant advantage for other stakeholders. They were able to catch up if they missed one session since there were 4 sessions in a month.

Number of Attendees According to Number of Training Modules that They Participated-Whole Attendees

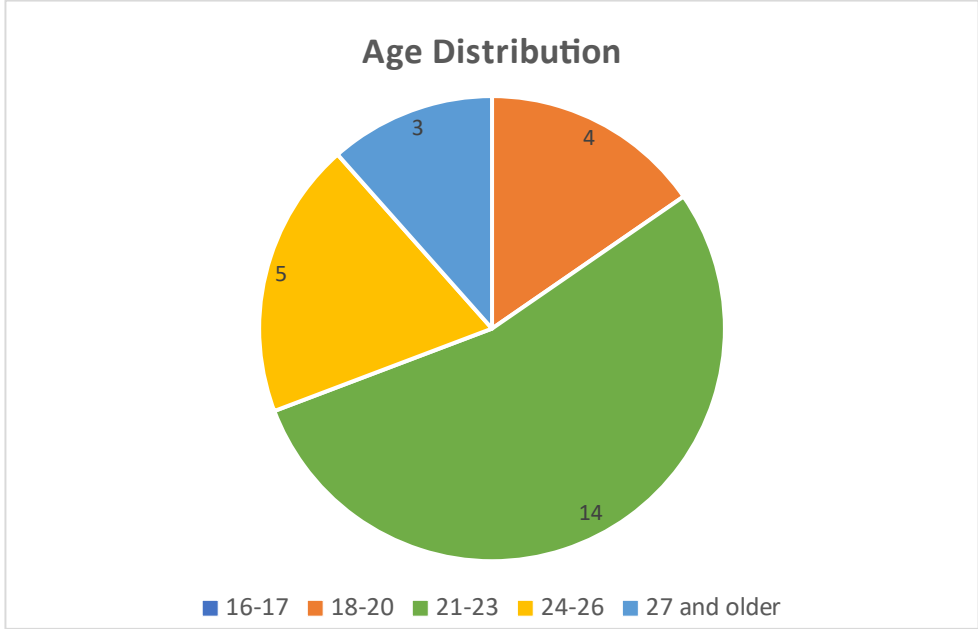


Number of Attendees According to Number of Training Modules that They Participated-Included in the Analysis



When the age distribution of the participants is analyzed, it is seen that they are predominantly university student-age and working-age athletes. This indicates that stakeholders who participated majority of the modules benefited from program effectively. According to stakeholders, contents of the training modules were full of updated information in the related field. Some of the modules such as sport psychology, physiotherapy, sports nutrition, were parallel with their courses (for university students and/or graduated athletes) but with better content. This means that at least 8 modules were unique for the Program participants.

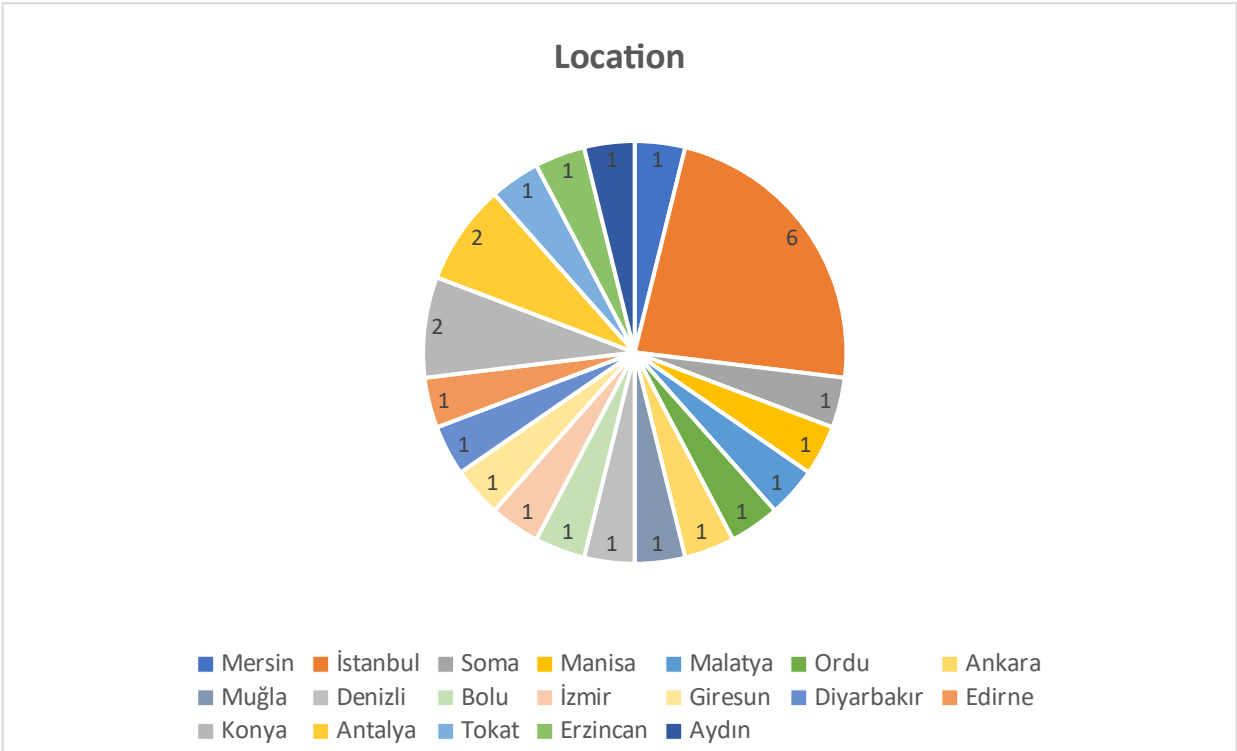
Age Distribution



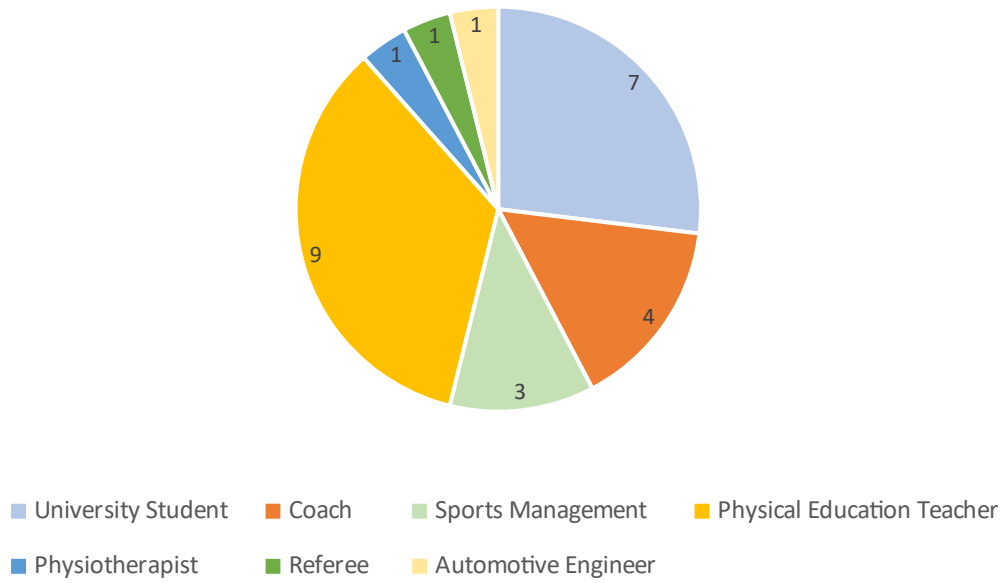
*There is no stakeholder age between 16-17

As shown on the chart below location variety was so high. This information indicates that the well-defined outcomes, positive or negative, have nothing to do with location. This location variety also indicates very important information which is Athlete Development Program could reach out 19 different cities around the Turkey including disadvantaged ones in terms of athlete support programs especially for women athletes.

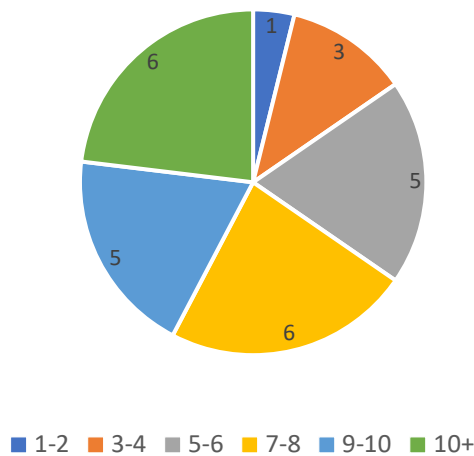
Location



Profession

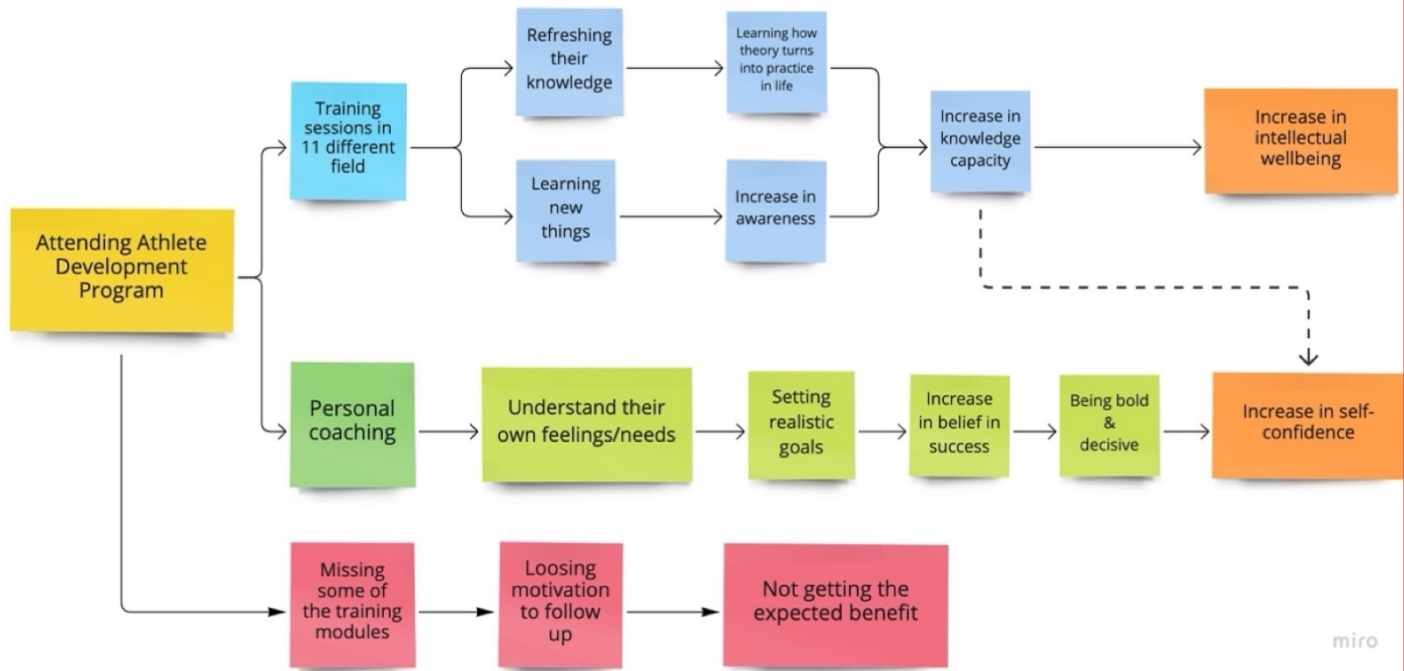


Years of Licensed Athlete



Two positive and one negative well-defined outcomes were identified as shown on the chain of change scheme below. Both positive outcomes were intended and expected outcomes. The negative outcome was not intended but expected since

CHAIN OF CHANGE - ATHLETES



There is no clear segmentation within stakeholders experiencing different changes. Changes are not clustered by age, location, occupation or years of licensed. However, what they experienced were mostly based on how many modules and which modules they have participated. This information indicates that the content of training program covered the most needed subjects for women athletes. No matter their age, location or profession the training modules' content were appealed to all participants.

Increase in Intellectual Wellbeing

25 stakeholders out of 35 experienced this outcome. Since there are 26 athletes included in the analysis attended more than half of the training modules, this information can be evaluated as almost all stakeholders experienced 'increase in intellectual wellbeing'.

According to stakeholders they practiced at least 1 training topic in their daily life. 11 of them stated that even the topic was familiar they learned new perspective related to subject of the training module. Additionally, 9 stakeholders stated that they realized that there was so much common misconception.

14 of stakeholders stated that even if they knew the subject in theory, they had chance to discuss and learn about practicing them during the training sessions. Additionally, they realized that all those subjects were related with each other like gender equality and conflict management.

In order to follow up athletes' intellectual development, kind of a pre-tests and post-tests⁴ were designed by the consultants of the training modules. The most striking results were related with knowledge level of topics that are directly related with a female athlete's life such as physiotherapy, sport psychology, sports nutrition, gender equality in sports, conflict management, time management. Key terms related with these topics were asked to stakeholders right after the trainings. According the results, between 31% and 48% of stakeholders (out of 142 participants) did not know the key terms related with these topics before the training. Except gender equality, sustainability in sports, personal brand management and my compass, my inner coach training modules, other modules' contents are also subject of their university programs. So, this information might be evaluated as athletes need to be supported in academic field as well.

⁴ Please see Annex B

Indicators

Subjective	Objective
Feeling stronger	Being able to evaluate situations with different perspectives
Believing in future	Being more conscious
	Being able to taking action rather than talking

- “Since I know my rights, I stand for them which makes me feel stronger.”
- “Now I do not hesitate to take action. Before the program, I just talked about the problems.”
- “Increase in my knowledge made me believe in future.”
- “I realized that we cannot learn everything in university”

Depth of Change: According to stakeholders’ subjective evaluation the depth of outcome is 40% in average. Before the Program, only one stakeholder expressed herself/himself at the level of 8, 8 stakeholders were at the level 5 and 6 stakeholders at the level of 4 and below. After the Program, all stakeholders expressed themselves as at between level of 7 and 10. This result is expected since the Program provided extra information with extra modules for athletes.

Completeness: Only 10 stakeholders out of 35 did not experience increased in self-confidence outcome as a result of engaging the Program. 9 of them are the ones who attended less than half of it. This information indicates that if those 9 stakeholders would continue to participate to the trainings, they may experience the same outcome.

Increase in Self-Confidence

This outcome is highly related with personal coaching. 18 athletes experienced this outcome and 10 of them experienced the outcome as a result of personal coaching. 5 stakeholders stated that this outcome was a consequence of trainings. As their knowledge capacity increased their self-confidence increased as well.

Approximately half of stakeholders (7) were between age 21-23. So, they were university students or just graduated. This information helped to explain why they needed personal coaching. During one-on-one interviews stakeholders stated that they just tried to do the best thing for themselves which was imposed by their families.

Having more realistic targets, learning the importance of having ‘Plan B’ in life, not hesitating questioning and asking questions, managing their anxiety, learning how to increase awareness of people around them, learning not to give up just because other people say ‘you cannot do it’ increased stakeholders’ self-confidence as a consequence of personal coaching.

All stakeholders who experienced this outcome (and got personal coaching) stated that during personal coaching sessions they started to understand their own needs and desires much better. As they understand what they really want they were able to set realistic goals which leded being much decisive. As a result, they experienced increase in self-confidence.

Indicators

Subjective	Objective
Having idea of ‘there is no impossible’	Confronting their problems
Being patient about having success	Starting to live a planned life
	Being able to make their own decisions

- “I have courage for confronting my problems which is the most important step of success.”
- “Before the Program if my parents would say ‘no’ I would say ok. Now, I do not step back.”
- “I thought some of training modules were useless. However, I know where to use that information now.”

Depth of Change: According to stakeholders' subjective evaluation the depth of outcome is 40% in average. Before the Program, 4 stakeholders expressed herself/himself at the level of 3-2, 6 stakeholders at the level 5-6 and 3 stakeholders at the level of 7-10. After joining the Program number of stakeholders who expressed themselves as at the level of 8 increased to 5 and level of 9-10 is increased to 8.

Completeness: 17 of stakeholders out of 35 did not experience increased in self-confidence outcome. 9 of them attended less than half of the trainings and did not get personal coaching. 8 of stakeholders out of 11 (the rest of the group who did not experience the outcome) did not get the personal coaching as well. There is significant relation between personal coaching and increase in self-confidence. So, this information may indicate that stakeholders who has not experienced increase in self-confidence may experience it, if they would attend personal coaching sessions.

Both increase in intellectual wellbeing and increase in self-confidence outcomes were intended and important for women athletes who experienced them. Women athletes who did not attended the training modules were interviewed as well. It was determined that they did nor experienced those outcomes. There was no stakeholder who participated in training modules and not experienced any change. This information indicates that content of training modules worked well for women athletes.

Not Getting the Expected Benefit

8 athletes experienced 'not getting the expected benefit' negative outcome. Even if the number of stakeholders is low, in order to be transparent this negative outcome included in the analysis. It is an unintended but an expected outcome because online trainings are difficult to focus on the training content for many people. Besides, 11 months is a long duration. It was expected that some participants would not be able to attend all of the modules because of their work schedule or school schedule (or both for some participants).

These reasons are hard to avoid or eliminate. In order to minimize absenteeism, Kızlar Sahada offered 4 different sessions for each module which required strong social capital. This is the basic reason of high number of volunteer trainers.

Indicators

Subjective	Objective
Having difficulty to focus on online training	Missing some modules because of their busy schedule

- "I was very eager to listen but I couldn't focus since it was online"
- "I couldn't foresee my schedule before 11 months. So, I missed some modules."

Depth of Change: The negative outcome occurred as a result of participating in the training program. There was no expectation of getting benefit before joining the training. So that the depth of the change is taken as 100%.

Completeness: Majority of stakeholders (26) did not experience this negative outcome. At the first sight these 26 stakeholders may be thought as stakeholders who attended more than half of the trainings. In other words, all 9 stakeholders are the ones who did not attend the trainings regularly. However, 5 of them did not attend the trainings regularly. The other 4 stakeholders who did not attend the trainings regularly stated that they were aware of they could get benefit from the Program if they would be able to attend the sessions regularly. That is the basic reason they did not experience this negative outcome.

Volunteer Trainers

103 volunteer trainers took place in the program and 40 of them included in the analysis. 10 of 11 modules were delivered by volunteer trainers. Each module is represented by at least 2 volunteers.

After the volunteers applied, there were 3 rounds of selection. The first round was a preliminary selection, then the module consultants examined and made their choices, then Kızlar Sahada team made a more detailed examination and determined the final list in agreement with the consultants. So, all volunteers' backgrounds were suitable for the module they were delivering training.

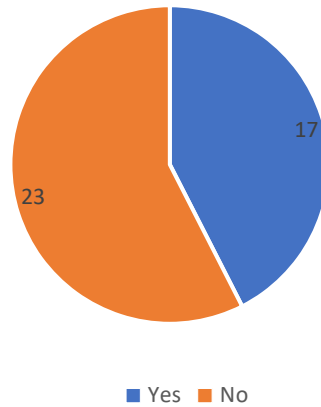
Training Module	Total Number of Volunteer Trainers	Number of Volunteer Trainers Included in the Analysis
Sports Nutrition	10 trainers	5
Sports Physiotherapy	15 trainers	4
Sports Psychology	11 trainers	5
Gender Equality in Sports	12 trainers	6
Human Resources and Career Management	13 trainers	4
Communication Skills	10 trainers	5
Personal Brand Management	7 trainers	4
Conflict Management	8 trainers	3
Time Management	8 trainers	2
Sustainability in Sports	9 trainers	2
My Compass, My Inner Coach	Delivered by IFC coaches, not by volunteer trainers.	

The contents of the modules were prepared by using gamification tools like Kahoot. So, the interactivity was maximized. Gamification training was delivered by GamFed Turkey. For each module GameFed professionals had meeting with trainers and supported content design process.

Gamification was not the only training for trainers. All volunteer trainers had to participated Gender Equality training as well. So, each trainer's level of awareness regarding gender equality increased to same level.

The other trainings for trainers are given under the heading of 'Increase in Awareness' heading in which the role of those ToTs role is discussed.

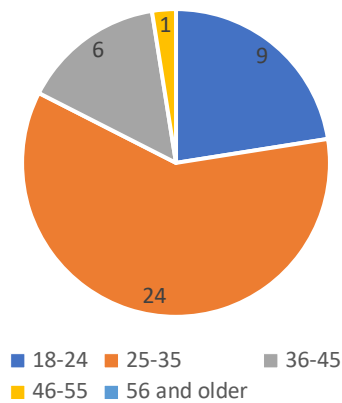
Is the Program your first volunteering experience?



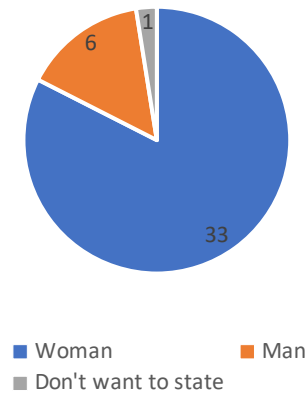
23 stakeholders out of 40 was engaged in volunteering activities before the Program. 17 stakeholders engaged in volunteering activities for the first time. 15 of them stated their core motivation as “I wanted to support women athletes because I know the disadvantages that they face due to sexist attitudes”.

Majority of stakeholders were young which was an important advantage for the Program. Since the participants are young athletes the relation between trainers and athletes affected positively. Athletes could ask questions and participated discussion actively. According to athletes’ own statements, they felt comfortable.

Age Distribution

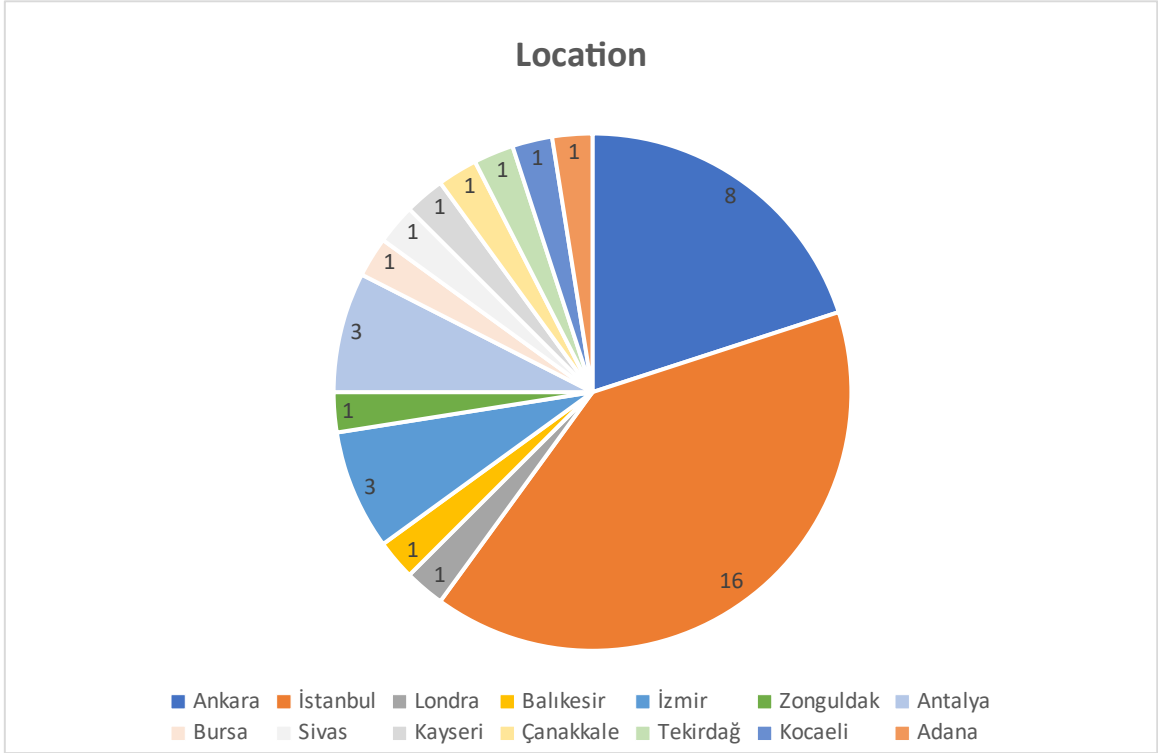


Gender Distribution



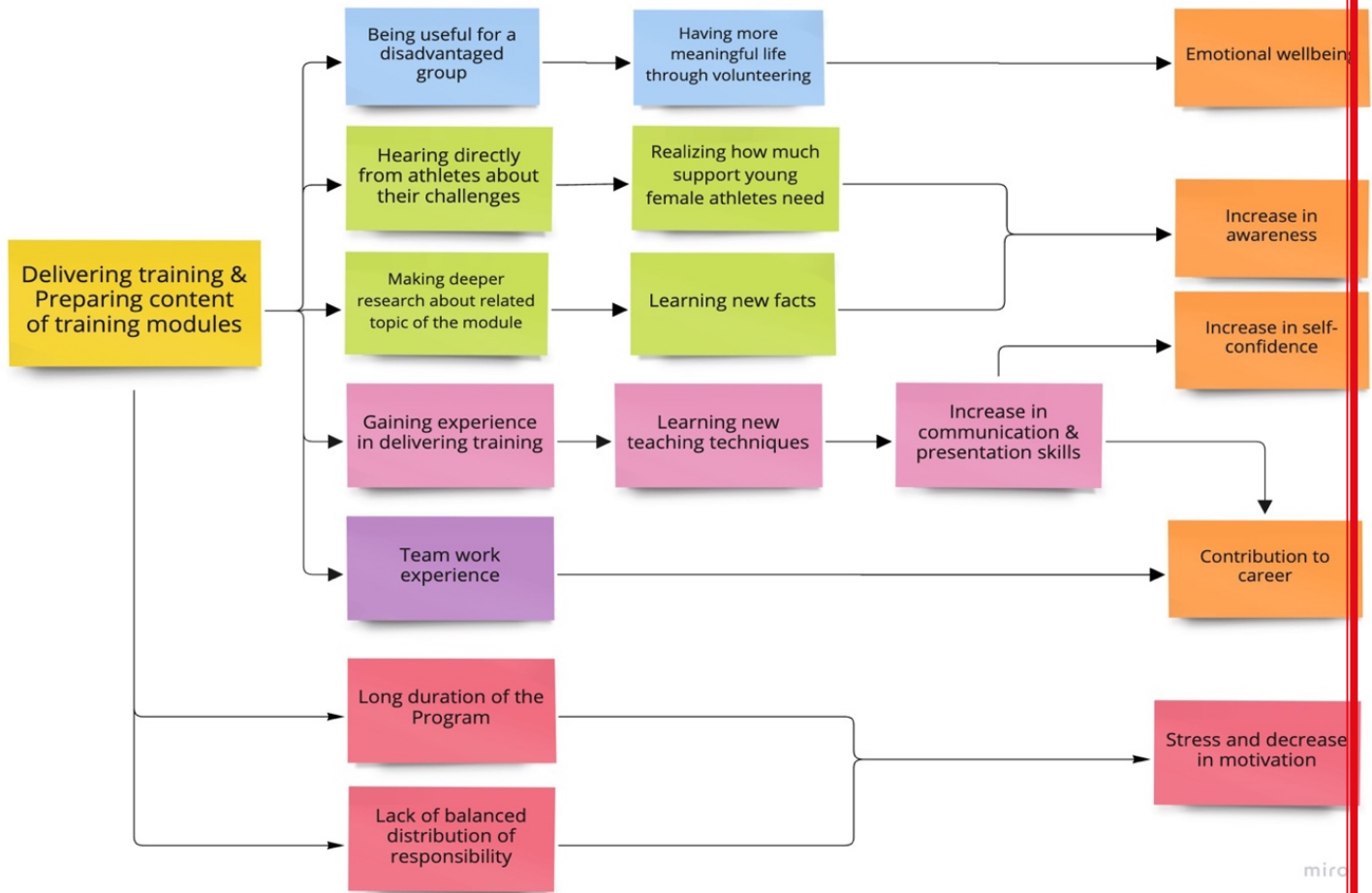


As shown on the graph above, trainers' professions were suitable for the training modules' topics. This was not a coincidence. Kızlar Sahada team conducted an evaluation process and accepted applicants if their background is suitable to deliver the training.



4 positive well-defined outcomes and 1 negative well-defined outcome were identified during the one-on-one interviews.

CHAIN OF CHANGE - VOLUNTEER TRAINERS



Emotional Wellbeing

19 stakeholders out of 40 experienced emotional wellbeing well-defined outcome. This outcome is based on supporting disadvantaged group for equality. According to stakeholders only knowing or understanding women athletes’ problems did not help for solution. So, they felt that they have to do something about it. The Program provided an important opportunity to contribute young women athletes’ development.

All stakeholders stated that they felt stronger since they could do something for a disadvantaged group. 9 stakeholders stated that sharing their experience and transferring their knowledge made them feel good. Those feelings make volunteer trainers’ life more meaningful since they have a goal which is contributing other people’s wellbeing.

All stakeholders who stated that they wanted to be volunteer to support women in sports because they knew the disadvantages they face due to sexist attitudes experienced emotional wellbeing. 18% of stakeholder who experienced emotional wellbeing also experienced their first volunteering activity.

Indicators

Subjective	Objective
Feeling good as a result of sharing/transferring their knowledge and experience	Setting goals to support more disadvantaged groups
Increase in motivation to be volunteer again	
Decrease in stress level	

- “It felt good to pass on 30 years of experience to young women.”
- “Sports volunteering had never caught my attention before. I realized it was missing.”

Depth of Change: According to stakeholders’ subjective evaluation the depth of outcome is 20% in average. Before the Program, 9 stakeholders expressed herself/himself at the level of 6-8, 2 stakeholders at the level 5 and 1 stakeholder at the level of 3.

2 stakeholders expressed herself/himself at the level of 10. The common feature of these 2 stakeholders is both of them engage in volunteering activities regularly.

After joining the Program there is no stakeholder who expressed herself/himself below level 7. Number of stakeholders who expressed themselves as at the level of 8-10 increased to 13.

Completeness: 21 of stakeholders out of 40 did not experience emotional wellbeing outcome. 23 of them were active volunteers in different NGOs. So, they may have already experienced emotional wellbeing. Additionally, 13 of them worked with similar age group in their previous volunteering activities.

Increase in Awareness

26 volunteer trainers out of 40 experienced ‘increase in awareness’ well-defined outcome. This outcome is based on making research during the preparation of training content. Besides, volunteer trainers were trained in the fields below in order to increase their knowledge capacity which played important role in awareness increase;

- **Communication Skills:** Delivered by Fatoş Karahasan-Bilgi University, Faculty Member, Journalist
- **Gender Equality in Sports:** Delivered by Prof. Dr. Canan Koca Arıtan-Hacettepe University, Head of Recreation Department, Board Member of KASFAD Board)
- **Athlete Protection:** Delivered by Ece İbanoğlu-Member of the TOHM Sports Psychology Assessment Commission, Sports Psychologist
- **Gamification:** Delivered by Ercan Altuğ Yılmaz-GamFed Turkey Representative and Dr. Zeynep Aydın (GamFed Turkey Volunteer)
- **Working with Young People in Digital:** Delivered by Fatoş Karahasan-Bilgi University, Faculty Member, Journalist

Right after these ToTs, all volunteer trainers started to prepare their module’s content. During this preparation process volunteer trainers made research and discussion with the consultants. 13 stakeholders stated that they experienced deep dive so that they learned details of the related module’s subject. According to stakeholders, the more they learnt the more awareness increase.

27% of stakeholders stated that they became volunteer training because they wanted to support a work that creates social benefit. Their focus point was not gender equality or sports. So, this information indicates that the training program played important role for awareness regarding gender equality for people who were not women athletes as well.

Indicators

Subjective	Objective
Feeling that they are not alone as women	Gaining a holistic approach towards gender equality problems
Having hope for future to see young women athletes fighting against inequalities	Learning the importance of sexist language
	Realizing the how big is the gender inequality when see it in numbers

- “I had chance to meet with women football players. I realized that did not know their challenges.”
- “There are so many stereotype that should be changed.”
- “I realized that what I knew was not true. Now I know the truth.”
- “Examples of the difference between a national woman athlete and a man athlete were remarkable.”

Depth of Change: According to stakeholders’ subjective evaluation the depth of outcome is 30% in average. Before the Program, majority of stakeholders (8 of them) expressed themselves at the level of 6. 1 stakeholder at the level 0 and 5 stakeholders at the level of 4-5. After joining the Program number of stakeholders who expressed themselves as at the level of 8 increased from 1 to 8 and level of 9-10 is increased from 3 to 16.

Completeness: 14 of stakeholders out of 40 did not experience increased in awareness outcome. Age variety quite high in this group so there is no relation with age and experiencing increasing in awareness outcome. The most significant common point of these stakeholders is 11 of them engaged in volunteering activities in different NGOs. So, it would be expected that their awareness was high enough. There is no significant evidence but it may be thought as these stakeholders joined the Program because of their high level of awareness.

Increase in Self-Confidence

23 stakeholders experienced increase in self-confidence well-defined outcome. This outcome was mainly based on delivering training. 12 volunteer trainers stated that they gained knowledge transfer experience. 15 stakeholders mentioned about improvement of their communication and presenting skills, and 5 of them stated that they were not shy anymore while presenting a subject.

17 stakeholders thought that there was significant difference between first training session and the last training session. They felt confident about themselves and felt ready to answers questions and discuss with training participants. So, increase in ability to teach increased stakeholders’ self-confidence.

Indicators

Subjective	Objective
To feel confident about knowledge transfer	Learning to use different methods to teach something
To feel that doing something valuable	To learn using modern tools to make teaching process enjoyable
	Better communication skills

- “I talked too fast while presenting before. I learnt to speak slower which decreased my stress level.”
- “I was able to transfer my knowledge. It was valuable to me.”
- “Now my presentations are much better, audiences pay attention to

Depth of Change: According to stakeholders’ subjective evaluation the depth of outcome is 20% in average. Before the Program, 10 stakeholders expressed herself/himself at the level of 6-7. Only 1 stakeholder expressed herself/himself at the level of 2 and only 1 stakeholder expressed herself/himself at the level of 10. 4 stakeholders were at the level 9 and 2 stakeholders were at level of 8.

After joining the Program there is no stakeholder who expressed herself/himself below level 7. Number of stakeholders who expressed themselves as at the level of 8 increased to 6, and umber of stakeholders who expressed themselves as at the level of 9-10 increased to 12.

Completeness: 17 of stakeholders out of 40 did not experience increased in self-confidence outcome. 12 of them were ages between 27-42. This information indicates that stakeholders who did not experience

this outcome may already good at transferring knowledge. Since the majority of them were coach, teacher, and academician they were highly experienced in teaching field.

Contribution to Career

22 stakeholders out of 40 experienced 'contribution to career' well-defined outcome. The outcome is based on two different facts; (1) Increase in communication skills (for 14 stakeholders) and (2) Team work experience (for 8 stakeholders).

Stakeholders, especially teachers, coaches and academicians, benefited from ToT a lot. According to them they practiced what they learned from the trainings. What they learnt showed them a path to focus on. They realized that until the program their knowledge was limited with the tip of the iceberg. They saw how deep gender inequality during ToT, how to communicate with new generation, how to make them focus on online training and the ways to make knowledge-intensive trainings fun.

Indicators

Subjective	Objective
To feel successful	Having better communication and presentation skills
Inspiring for their career path	Learning the importance of collaboration with team members
	Learning the areas that they can study

- "I understood the mistakes I made in communication."
- "I used gamifications in my presentations. It attracts attendees much better. I feel successful."
- "Both myself and my students enjoy lessons thanks to gamification"
- "I realized that the areas that needed intervention were wider than I thought."

Depth of Change: According to stakeholders' subjective evaluation the depth of outcome is 30% in average. Before the Program, 9 stakeholders expressed herself/himself at the level of 5-6, 5 stakeholders at the level 7 and 2 stakeholders at the level of 8. After joining the Program number of stakeholders who expressed themselves as at the level of 9-10 increased from 1 to 13.

Completeness: 18 of stakeholders out of 40 did not experience this outcome. 9 of them were age between 27-52 and all of them were employed so it would be expected that they would experience the outcome. Their modules are so different from each other so there is no relation between their module topic and the outcome.

During one-on-one interview 4 stakeholders mentioned about vocational and/or personal development trainings they got before. May be these stakeholders got similar vocational trainings before but there is no evidence regarding that. Another reason may they could not find a chance to use what they learnt in the Program. So, they did not mention about the outcome.

Stress & Decrease in Motivation

11 stakeholders out of 40 experienced this negative outcome. As mentioned before volunteer trainers were responsible from preparing blog posts and short videos in addition to delivering trainings. Training schedules were clear. Still, there were some volunteer trainers could not be able to deliver it because of their personal programs which caused stress for other group members.

At the beginning of the Program all volunteers took responsibility but those who did not comply with this caused last minute changes. This situation caused pressure on group members so that their motivation decreased.

The same problem occurred for preparation of blog posts and short videos. In each module there were at least 7 and at most 15 volunteer trainers which means each group member will prepare one blog post and one short video. Still, some volunteer trainers did not comply with their responsibility, others had to do it.

All stakeholders who experienced this negative outcome was belong to different module. So, it can be interpreted as it happened in each module group.

Indicators

Subjective	Objective
Feeling stress because of unplanned works	Decrease in number of volunteer trainers in time
	Having to devote extra time and energy

- “I arranged my time according to my part but I had to focus on work which was responsibility of another group member. That required extra time and energy which I did not have.”
- “We started the Program with 11 volunteers. At the end we were 5.”
- “There has been injustice in sharing responsibility”

Depth of Change: According to stakeholders’ subjective evaluation the depth of outcome is 20% in average. Before the Program, 6 stakeholders expressed herself/himself at the level of 10 for their volunteering motivation, 6 stakeholders at the level 7-8. When they experienced the negative situation number of stakeholders who expressed themselves as at the level of 7-8 decreased to 4 and level of 10 decreased to 3.

Completeness: 29 of stakeholders out of 40 did not experience the negative outcome. All stakeholders were asked if they had experienced negative outcome during the Program. 19 stakeholders mentioned about this negative situation but for them it was not a negative outcome. They stated that their motivation was not affected neither their stress level. They thought that this kind of situation happens at work as well. So, this was not a material outcome for them.

Volunteer trainers experienced 5 different positive outcomes. Each outcome did not experience by less than half of the stakeholders. There was no evidence regarding whether they experienced any other change instead. In order to understand focus group meeting could be organized for volunteer trainers for the next phase. Thus, more concrete information could be obtained about the reasons for not experiencing this change.

Consultants

10 modules out of 11 were delivered by volunteer trainers. They were led by consultants. So, each module had at least 1 consultant and at most 5 consultants. In this analysis 6 modules were represented by 7 consultants.

Training Module	Total Number of Consultants	Consultants Included in the Analysis
Sports Nutrition	2 Consultants	√
Sports Physiotherapy	5 Consultants	
Sports Psychology	2 Consultants	√
Gender Equality in Sports	3 Consultants	
Human Resources and Career Management	1 Consultant	√

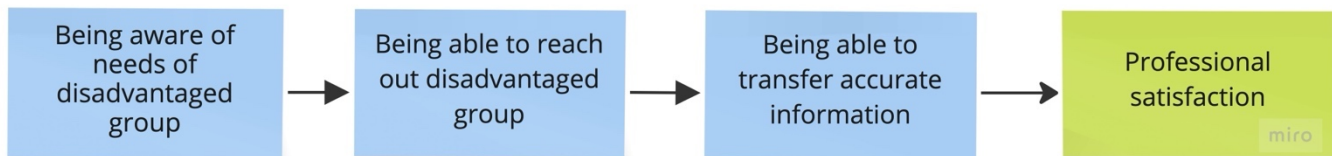
Communication Skills	1 Consultant	√
Personal Brand Management	1 Consultant	√
Conflict Management	1 Consultant	
Time Management	1 Consultant	√
Sustainability in Sports	1 Consultant	√
My Compass, My Inner Coach	2 Consultants	

All consultants were highly educated and their professional experience was minimum 9 years and maximum 25 years in the related field.

All consultants included in the analysis were supported the Program voluntarily. All consultants engaged pro-bono services before the Program.

Leading a team, providing high quality training content for participants who are underserved in terms of accessing quality education were valuable to all consultants. During one-on-one interviews they also stated that it was a mutually beneficial process. So, the well-defined outcome is ‘Professional satisfaction’ for the consultants that was based on reaching out the right beneficiary group and providing accurate information.

CHAIN OF CHANGE - CONSULTANTS



Indicators

Subjective	Objective
Feeling of engaging in meaningful program	Being sure that the Program had high quality content
	Reaching out the right beneficiary group

- “The most important point of the Program was transferring our knowledge to participants who were really need it.”
- “It was valuable to be part of this Program that supported young women. I learned from them as well.”
- “I used my professional knowledge and know-how for the right beneficiary group which was valuable to me.”
- “I realized that how much they needed the right information for their future career.”

Depth of Change: According to stakeholders’ subjective evaluation the depth of outcome is 20% in average. Since, pro-bono was not new to them they all experienced the outcome before the Program.

Completeness: N/A

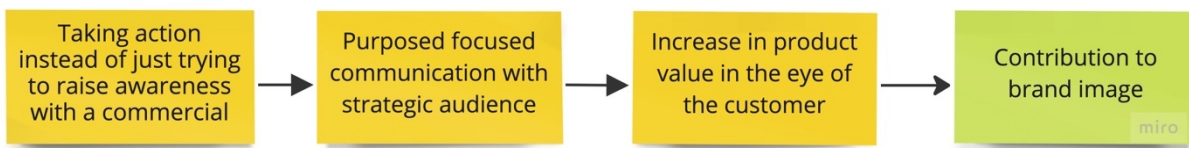
Kotex

Kotex set its value creation strategy on the motto of “Period or not she can!”. Kotex is aware of its target audience, generation Z, expectation from the brand which is taking action to contribute SDGs. So, taking action that creates value for young women is crucial for Kotex.

Collaboration with Kızlar Sahada provided Kotex to take action in most effective way. Football is a strong instrument to impose gender equality. Since Kızlar Sahada has been used football as a tool for awareness of gender equality for years, it is the most experienced social enterprise in this field.

Results of this collaboration reflected to Kotex’s brand image positively. The Program’s communication strategy directly affected communication with strategic audience of Kotex. After collaboration with Kızlar Sahada, Kotex became the most meaningful brand for consumers. Besides its brand power score increased from 26% to 28,1%⁵.

CHAIN OF CHANGE - KOTEX



Indicators

Subjective	Objective
	Being able show that it takes action to contribute SDGs
	Increase in brand power score
	Being first in the meaningful brand ranking

- “Generation Z wants to see action. We show that we take action to contribute SDGs with this Program even in pandemic period.”

Depth of Change: According to the Kantar’s research brand power score of Kotex increased from 26% to 28,1%^{2,1}. So the depth of change for “contribution to brand image” is taken as 20%.

Completeness: N/A

PRINCIPLE 3: VALUE THE THINGS THAT MATTER

“Valuing the things that matter requires an explicit recognition of the relative value or worth of different changes or ‘outcomes’ that people experience (or are likely to experience) as a result of activities. Value is subjective in its very nature. Therefore, it is critical that Principle #3 is applied in conjunction with Principle #1 ‘Involve stakeholders’ so that we value outcomes from their perspective. Principle 3 also relates to valuing the inputs required to deliver the activities that are being accounted for.”⁶

Relative Importance

Relative importance shows the non-monetary value of outcomes. In order to maximize social value, understanding relative importance of outcomes is crucial. “Value is inherently subjective, and therefore we must estimate this value as best we can through involving those who experience the value in the process of quantifying the relative importance.”⁷

⁵ <https://www.kantar.com/expertise/brand-growth>

⁶ Standard on applying Principle 3: Value the things that matter, Social Value International

⁷ Standard on applying Principle 3: Value the things that matter, Social Value International

Stakeholders were asked to weight the outcomes by using scale of 1 to 9. The answers of the stakeholders were calculated by taking the weighted average.

The table below shows the relative importance of outcomes for each stakeholder group. All outcomes' relative importance is between 7-9.

Negative outcomes relative importance is quite high. Still, their relative importance is not higher than positive ones. For the Volunteer Trainers group negative outcome's relative importance is equal to 3 positive outcomes' relative importance. Even if the quantity of negative outcome is significantly lower than others, Kizlar Sahada needs to work on minimizing this negative outcome in order to optimize the value of the Program.

Stakeholder Group	Outcome	Relative Importance
Women Athletes	Increase in Intellectual Wellbeing	9
	Increase in Self-Confidence	9
	Not Getting the Expected Benefit	7
Volunteer Trainers	Emotional Wellbeing	8
	Increase in Awareness	9
	Increase in Self-Confidence	8
	Contribution to Career	8
	Stress & Decrease in Motivation	8
Consultants	Professional Satisfaction	9
Kotex	Contribution to brand image	8

Value of Outcomes - Monetization

Monetizing value of outcomes helps us to compare different changes and make better decision. There are different approaches that can be used to translate the relative importance into money language⁸;

- **Cost-based:** These approaches consider the market trade-offs (or costs avoided) associated with maintaining a change in an outcome.
- **Revealed Preference:** These approaches examine the way in which people reveal their preferences for goods or services through market production and consumption, and the prices that are therefore given to these goods (explicitly or implicitly).
- **Stated Preference:** These approaches ask people to “state their preference” for a good, service, often using questionnaires.
- **Wellbeing Valuation:** This approach uses statistical analysis of large and existing questionnaire datasets to value the effect on wellbeing from changes in life circumstances and life satisfaction.

Details regarding these approaches can be found in [Standard on applying Principle 3: Value the things that matter](#).

For this analysis stated preference approach was used to translate the relative importance into money language. As Peter Scholten says “value is in the eye of the stakeholders”⁹. For this analysis stakeholders are involved while translating the relative value in to money language. All stakeholder groups outcomes' financial proxies were determined by stakeholders with this approach. Since, they engaged in the project activities, they experienced both positive and negative outcomes, it would be much fair for stakeholders to value the outcomes.

⁸ <https://socialvalueuk.org/wp-content/uploads/2022/12/Standard-for-applying-Principle-3.pdf>

⁹ Scholten, Peter, Value Game, A method for involving customers in valuing outcomes, Social Value UK, February 2019, <http://www.socialvalueuk.org/wp-content/uploads/2019/03/ValueGame-Documents-FINAL.pdf>

During one-on-one interviews Value Game was applied and each stakeholder group make a list of things that are important and meaningful to have them¹⁰. Then they placed the well-defined outcomes in the sequence of products.

That list gave us an insight of what kind of products are meaningful for stakeholders. So, the list of products on the survey is based on stakeholders' voice. The weighted average of monetary value was used as financial proxy of the outcomes. The list of financial proxies of outcomes are given in Annex C for each stakeholder group. As seen on the list there are cash for master degree, cash to start a business and car options. While determining the financial proxy for the car option an assumption was made which is a car cannot be bought in one year by stakeholders (bearing in mind that household income of stakeholders). Since this analysis covers 1 specific year (2021), the financial proxy for car option was taken as the amount of credit payments per year. The average of three different bank's loan offer (with the lowest interest rate: 1,59%-2,14%) for 48 months (which was the highest duration) and 1 year cost of credit payment was used as financial proxy.

Similar approach was applied to cash options for both master degree program and to start a business. Since master degree programs are for 2 years financial proxy was taken as half of the cash option (for one year). The other cash amount option to start a business was divide into 5 (which is consistent with value map) and taken 1 part of it as financial proxy. Additionally, same approach was applied to consultants financial proxies (Divided into 5 part and taken 1 part).

Anchoring is used with the monetization approaches in the analysis. As the relative importance of outcomes are identified, in order to determine anchoring point, each outcome's weighted average value was determined. The outcomes with the highest relative importance were used as anchoring point. If relative importance of different outcomes were equal then the lowest monetary value of outcomes was used as anchoring point in order to avoid over valuation.

Since the time period of analysis is 2021, all financial proxies are determined accordingly. Because of high inflation, 2022 prices of products and services have been doubled.

PRINCIPLE 4: ONLY INCLUDE WHAT IS MATERIAL

Two screening was done to well-defined outcomes in order to understand whether the outcomes were material or not; (1) Relevance test and (2) Significance test. The results of tests were compared with the threshold of Kizlar Sahada and decided as material or not.

Relevance test was passed if at least one of the criteria was 'Yes'. Significance test was passed if at least relative importance was high and medium for stakeholders. Other criteria which are quantity, deadweight and attribution were important for sure. However, if an outcome had low importance for stakeholders, then there was no need to include it in the analysis. Outcomes should be meaningful and important for stakeholders. Otherwise, there is no meaning for tracking the indicators for future analysis. Other ways to optimize value for stakeholders should be discussed in such a case.

There was a scale for significance criteria which can be changed in the future according to circumstances. For the beginning of the project thresholds were determined as follow. These thresholds were subjective judgments and as mentioned it can be revised in accordance with future circumstances.

	High	Mean	Low
Relative Importance	10-8	7-5	4-0
Deadweight & Attribution	100%-50%	49%-30%	29%-0%

If outcomes would have happened anyway and third parties' contribution with at least 50% level, it was taken as high because it would indicate that the program should provide better training offer to attract more women athletes for future. This threshold was kind of an alarm for a better designed project before increasing the number of stakeholders.

¹⁰ The list of products and their monetary value can be found in Annex C.

Women Athletes

Outcome1: Increase in Intellectual Wellbeing

Relevance Criteria	Yes	No	
Policy based performance	√		Increase in intellectual wellbeing is directly related with Kızlar Sahada'a policy. Increase women athletes' knowledge capacity is core strategy of Kızlar Sahada in order to empower women athletes.
Stakeholder behavior and concerns	√		Stakeholders stated that they experienced this outcome as a consequence of attending the Program. Before the Program
Societal norms	√		Athletes, both women and men, are expected to be intellectually improved.
Direct short term financial Impacts		√	There was no short-term direct financial impact of this outcome.
Peer based norms	√		The Program was unique in terms of its content. So, it is not possible compare with any other training program towards women athletes. Although not in the same depth, nowadays there are online trainings open to everyone. So, any athlete who interested in the same topics can increase their intellectual well-being by accessing opensource trainings.
Conclusion	√		

Significance criteria	Quantity	Value	Deadweight	Attribution	Relative Importance
	24	TL 35.494,70	29%	25%	9
Conclusion	High	Mean	Low	Low	High

Outcome2: Increase in self-confidence

Relevance Criteria	Yes	No	
Policy based performance	√		Increase in self-confidence is directly related with Kızlar Sahada'a policy. Increase women athletes' self-confidence is core strategy of Kızlar Sahada in order to empower women athletes.
Stakeholder behavior and concerns	√		Stakeholders stated that they experienced this outcome as a consequence of attending the

			Program.
Societal norms	√		Athletes, both women and men, are expected to have high self-confidence.
Direct short term financial Impacts		√	There was no short-term direct financial impact of this outcome.
Peer based norms	√		Majority of stakeholders experienced this outcome as a consequence of personal coaching. In the previous programs of Kizlar Sahada personal coaches worked with athletes and they experienced similar outcome.
Conclusion	√		

Significance criteria	Quantity	Value	Deadweight	Attribution	Relative Importance
	15	TL 35.494,70	33%	32%	9
Conclusion	Mean	Mean	Mean	Mean	High

Outcome3: Not Getting the Expected Benefit

Relevance Criteria	Yes	No	
Policy based performance		√	This outcome was not related to Kizlar Sahada’s policy. It is an unintended negative outcome.
Stakeholder behavior and concerns	√		Stakeholders stated that they experienced this negative outcome as a consequence of attending the Program.
Societal norms		√	Not getting the expected benefit is not a societal norm.
Direct short term financial Impacts		√	There was no short-term direct financial impact of this outcome.
Peer based norms	√		Any athlete who does not attend training would not get the expected benefit. Also, during the pandemic all students had to attend online lessons and it was hard for young people to concentrate on.
Conclusion	√		

Significance criteria	Quantity	Value	Deadweight	Attribution	Relative Importance
	9	TL -27.622	0%	0%	7
Conclusion	Low	Mean	Low	Low	Mean

Volunteer Trainers

Outcome1: Emotional Wellbeing

Relevance Criteria	Yes	No	
Policy based performance	√		Increase in emotional wellbeing is directly related with Kızlar Sahada’a policy. Since, volunteers are the social capital of Kızlar Sahada and emotional wellbeing is the most important motivation factor of being volunteer, volunteer trainers’ emotional wellbeing is strategic outcome for Kızlar Sahada.
Stakeholder behavior and concerns	√		Stakeholders stated that they experienced this outcome as a consequence of being volunteer trainer in the Program.
Societal norms	√		Volunteering is relevant to societal norms and emotional wellbeing is the core motivation that provides continuity of it. So, this outcome is relevant to societal norms indirectly.
Direct short term financial Impacts		√	There was no short-term direct financial impact of this outcome.
Peer based norms	√		There are many impact assessments ¹¹ that shows volunteering activities contributes to people’s emotional wellbeing.
Conclusion	√		

Significance criteria	Quantity	Value	Deadweight	Attribution	Relative Importance
	14	TL 38.301	59%	54%	8
Conclusion	Low	Mean	High	High	High

Outcome2: Increase in Awareness

Relevance Criteria	Yes	No	
Policy based performance	√		Increase in awareness is directly relevant to Kızlar Sahada’a policy. Volunteer trainers’ awareness level directly affect quality of training content and discussion during the training sessions.

¹¹Various examples can be found here <https://socialvalueuk.org/report-database/>

Stakeholder behavior and concerns	√		Stakeholders stated that they experienced this outcome as a consequence of being volunteer trainer in the Program.
Societal norms	√		High level of awareness towards social problems is expected by society.
Direct short term financial Impacts		√	There was no short-term direct financial impact of this outcome.
Peer based norms	√		There are many impact assessments ¹² that shows volunteering activities contributes to people’s awareness level.
Conclusion	√		

Significance criteria	Quantity	Value	Deadweight	Attribution	Relative Importance
	24	TL 43.089	35%	32%	9
Conclusion	Mean	Mean	Mean	Mean	High

Outcome3: Increase in Self-Confidence

Relevance Criteria	Yes	No	
Policy based performance		√	The outcome is not relevant to Kızlar Sahada’s policy. Still, it was an expected outcome.
Stakeholder behavior and concerns	√		Stakeholders stated that they experienced this outcome as a consequence of being volunteer trainer in the Program.
Societal norms		√	The outcome is not relevant to societal norms.
Direct short term financial Impacts		√	There was no short-term direct financial impact of this outcome.
Peer based norms	√		There are many impact assessments ¹³ that shows volunteering activities contributes to people’s self-confidence.
Conclusion	√		

Significance criteria	Quantity	Value	Deadweight	Attribution	Relative Importance
	21	TL 38.301	55%	32%	8

12Various examples can be found here <https://socialvalueuk.org/report-database/>

13Various examples can be found here <https://socialvalueuk.org/report-database/>

Conclusion	Mean	Mean	High	Mean	High

Outcome4: Contribution to Career

Relevance Criteria	Yes	No	
Policy based performance		√	The outcome is not relevant to Kızlar Sahada’s policy. Still, it was an expected outcome.
Stakeholder behavior and concerns	√		Stakeholders stated that they experienced this outcome as a consequence of being volunteer trainer in the Program.
Societal norms		√	The outcome is not relevant to societal norms.
Direct short term financial Impacts		√	There was no short-term direct financial impact of this outcome.
Peer based norms	√		There are many impact assessments ¹⁴ that shows volunteering activities contribute to people’s career.
Conclusion	√		

Significance criteria	Quantity	Value	Deadweight	Attribution	Relative Importance
	22	TL 38.301	50%	38%	8
Conclusion	Mean	Mean	High	Mean	High

Outcome4: Stress & Decrease in Motivation

Relevance Criteria	Yes	No	
Policy based performance		√	This negative outcome is not relevant to Kızlar Sahada’s policy. It is unintended negative outcome.
Stakeholder behavior and concerns	√		This negative was occurred during the process of the Program as a consequence of unbalanced responsibility sharing. So, it is relevant to stakeholders’ concerns.
Societal norms	√		Since volunteering is relevant to societal norms and this outcome has potential to decreases the core motivation that provides continuity of it, this outcome is relevant to societal norms indirectly.

¹⁴Various examples can be found here <https://socialvalueuk.org/report-database/>

Direct short term financial Impacts		√	There was no short-term direct financial impact of this outcome.
Peer based norms	√		Unbalanced responsibility sharing causes similar consequences for any organization.
Conclusion	√		

Significance criteria	Quantity	Value	Deadweight	Attribution	Relative Importance
	13	TL -38.301	50%	0%	8
Conclusion	Low	Mean	High	Low	High

Consultants

Outcome1: Professional Satisfaction

Relevance Criteria	Yes	No	
Policy based performance	√		Since, just like volunteer trainers, consultants are the social capital of Kızlar Sahada and professional satisfaction is the most important motivation factor of being volunteer. Therefore, consultants’ professional satisfaction is strategic outcome for Kızlar Sahada.
Stakeholder behavior and concerns	√		Stakeholders stated that they experienced this outcome as a consequence of being consultant in the Program.
Societal norms		√	The outcome is not relevant to societal norms.
Direct short term financial Impacts		√	There was no short-term direct financial impact of this outcome.
Peer based norms	√		There are many impact assessments ¹⁵ that shows volunteering (pro-bono) activities contributes to people’s professional satisfaction.
Conclusion	√		

Significance criteria	Quantity	Value	Deadweight	Attribution	Relative Importance
	6	TL 667.496	35%	10%	9
Conclusion	High	High	Mean	Low	High

¹⁵Various examples can be found here <https://socialvalueuk.org/report-database/>

Kotex

Outcome1:

Relevance Criteria	Yes	No	
Policy based performance	√		Creating value for its collaborators is part of Kızlar Sahada's policy.
Stakeholder behavior and concerns	√		Stakeholders stated that they experienced this outcome as a consequence of collaboration with Kızlar Sahada for the Program.
Societal norms		√	The outcome is not relevant to societal norms.
Direct short term financial Impacts		√	There was no short-term direct financial impact of this outcome.
Peer based norms	√		Other brands collaborated with Kızlar Sahada to contribute gender equality got award in Sustainable Business Awards.
Conclusion	√		

Significance criteria	Quantity	Value	Deadweight	Attribution	Relative Importance
	1	TL 150.000	%50	%50	8
Conclusion	N/A	Mean	High	High	High

PRINCIPLE 5: DO NOT OVERCLAIM

“The principle of Do Not Over-Claim means understanding and capturing your impact, meaning the outcomes that were caused by your intervention”¹⁶. In order to avoid over-claiming information regarding counterfactual (deadweight), attribution, and displacement has been collected from stakeholders.

For each outcome stakeholders were asked;

- “How likely is it that this outcome would have happened anyway?” – (related to deadweight)
- “Who else contributes to this outcome?” - (related to attribution)

In order to understand whether "displacement" has occurred for any stakeholder group, an attempt was made to determine whether they have been adversely affected in another area or in another way.

Rigorous

For this analysis low level of rigorous is good enough to inform decision. Stakeholder approach¹⁷ is used to understand what would have happened in the absence of the Program. The Program's activities' irreversibility is low and there is no trade-off, which is discussed in the Displacement part.

¹⁶ Principle 5: Do Not Over Claim, SVI Standard & Short Guidance (V.01), A Draft for consultation, Social Value International, 2021

¹⁷ The counterfactual is hypothesized by stakeholders based on their opinions

Women Athletes

Outcome	Deadweight (%)	Attribution (%)
Increase in Intellectual Wellbeing	29%	25%
Increase in Self-Confidence	33%	32%
Not Getting the Expected Benefit	0%	0%

Deadweight discussion

Positive outcomes' deadweight ratios are so close to each other and they are not high. As the Program is unique in terms of holistic approach and personal coaching service. Therefore, there are other ways to achieve the similar outcome but with low ratio.

According to stakeholders, business life, university education and their own effort would help to achieve these outcomes to a certain extent. During one-on-one interviews all stakeholders stated that there was no way to achieve these outcomes 100% as they experienced in the Program. However, they may partially achieve them but that would take longer time.

Attribution discussion

Even if attribution levels are not so high, still there are other factors that contributed to the outcomes. According to the stakeholders the football club where they were played, their team members, social media, family members are the main actors who contributed to the outcomes that athletes experienced. Although, number of actors are high, their contribution ratio is low. This information indicates that those actors have limited awareness regarding gender equality and accurate ways of supporting athletes.

Volunteer Trainers

Outcome	Deadweight (%)	Attribution (%)
Emotional Wellbeing	59%	54%
Increase in Awareness	35%	32%
Increase in Self-Confidence	55%	32%
Contribution to Career	50%	38%
Stress & Decrease in Motivation	50%	0%

Deadweight discussion

Deadweight ratios are high for volunteer trainers which is expected. The basic reason for this is those outcomes are based on being volunteer at the Program. Similarly, NGOs or other national and international platforms that work for women empowerment offer volunteering opportunities. However, according to stakeholders, The Program's structure was so professionally designed, they were supported with highly qualified consultants and had direct connection with beneficiary group which they could not experience in other volunteering activities.

Attribution discussion

There are two main actors who contributed to the outcomes that they have experienced. First one is stakeholders' social network. Secondly, the other volunteering activities that they engaged in. This information indicates that Kızlar Sahada may have potential collaborators. This does not mean that Kızlar Sahada can collaborate with these actors for gender equality. However, it can collaborate to increase wellbeing and awareness of their most important capital type which is social capital.

Consultants

Outcome	Deadweight (%)	Attribution (%)
Professional Satisfaction	35%	10%

Deadweight discussion

Deadweight ratio of the well-defined outcome is not high for consultants. This ratio is expected as outcomes could have happened by engaging volunteering (and/or pro-bono activities) activities. The Program provided them to exactly the right beneficiary group. According to stakeholders they were eager to reach out this beneficiary group but it was not easy for them. Kızlar Sahada's Athlete Development Program brought the volunteers who wanted to support young women athletes and young women athletes who needed support together.

Attribution discussion

There is no significant contribution from other actors to the well-defined outcome which is expected. Only one stakeholder mentioned about third-party contribution. Actually, 'third party' may not be the right term because it represents the stakeholder's colleague. Attribution rate for this stakeholder was higher but when the weighted average was calculated for the stakeholder group it was just 10%.

Kotex

Outcome	Deadweight (%)	Attribution (%)
Contribution to brand image	50%	50%

Deadweight discussion

Deadweight ratio of the well-defined outcome is high for Kotex. This ratio is expected as the outcome could have happened by collaborating with other institutions that work for gender equality. However, football is so powerful instrument and only Kızlar Sahada has high experience to use this instrument to achieve gender equality.

Attribution discussion

Attribution ratio of the well-defined outcome is high for Kotex as well. The outcome was contributed by innovative products and other programs that were supported by Kotex.

Duration & Drop-off

Most of the outcome's duration is understandably normal (1-3 years). Still, in order to be transparent and avoid over-claim, outcomes' duration was tested in Sensitivity Analysis part of the report by decreasing it (1 year).

Drop-off ratios were determined with the perception of each year outcomes' value were depreciated equally. So, drop-off rates are directly related with duration.

Displacement

In the course of the analysis, stakeholders were asked "Has your activity replaced other activities that would have resulted in some of this outcome?". The displacement rate for all of the stakeholders was 0%. There were no outcomes displacing activities of stakeholders.

SENSITIVITY ANALYSIS

Estimations and/or subjectivity are inevitable for any social impact analysis. It is important to discuss these estimations and/or assumptions and test the implications on the SROI calculation of different scenarios and by changing significant factors.

Sensitivity analysis aim is to test which assumptions have the greatest effect on the Program. For an SROI Analysis the standard requirement is to check changes to:

- estimates of deadweight, attribution and drop-off;
- financial proxies;
- the quantity of the outcome; and
- the value of inputs, where you have valued non-financial inputs.
- the duration of outcomes

For the monetization of the relative importance of outcomes, stated preference approach was used for all stakeholder groups. Since the value of outcomes that were determined used a stated preference approach and contained assumptions, they also should be tested. Therefore, monetary value was discounted by 50% for all stakeholder groups in the sensitivity analysis.

Stakeholder groups' inputs were not changed for the test because there was no assumption on monetary value of their inputs.

Causality and duration were tested at the highest possibility level of causality and the lowest level of duration for positive outcomes, and lowest level of causality for negative outcome.

Stakeholder Groups	Outcome (The Change)	Description	Deadweight Rate	Attribution Rate	Drop Off Rate	Duration
Women Athletes	Increase in Intellectual Wellbeing	Financial proxy is taken as TL 17.747,35 (half of TL 35.494,70)	60%	50%	0%	1
	Increase in Self-Confidence	For all positive outcomes, deadweight and attribution ratios were doubled.	66%	64%	0%	1
	Not Getting the Expected Benefit	Duration was decreased to minimum for all outcomes (1 year). The SROI ratio is higher than 1:1 after these changes.	-	-	-	-
When the changes of the rates were applied simultaneously for all outcomes, the SROI ratio is 7,13						
Volunteer Trainers	Emotional Wellbeing	Financial proxy is taken as TL 21.544,5 (half of TL 43.089)	100%	100%	0%	1
	Increase in Awareness	For all positive outcomes, deadweight and attribution ratios were	70%	64%	0%	1

Increase in Self-Confidence	doubled. Duration was decreased to minimum for all outcomes (1 year).	100%	64%	0%	1
Contribution to Career	The SROI ratio is higher than 1:1 after these changes.	100%	72%	0%	1
Stress & Decrease in Motivation		0%	-	-	-

When the changes of the rates are applied simultaneously for all outcomes, the SROI ratio is 6,09

Consultants	Professional Satisfaction	Financial proxy is taken as TL 333.748 (half of TL 667.496) For the outcome, deadweight and attribution ratios were doubled. The SROI ratio is higher than 1:1 after these changes.	70%	20%	0%	1
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When the changes of the rates are applied simultaneously for all outcomes, the SROI ratio is 4,85

Kotex	Contribution to brand image	Financial proxy is taken as TL 75.000 (half of TL 150.000) For the outcome, deadweight and attribution ratios were doubled. The SROI ratio is higher than 1:1 after these changes.	100%	100%	0%	1
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When the changes of the rates are applied simultaneously for all outcomes, the SROI ratio is 8,73

The sensitivity analysis was also carried out for each aspect of outcomes separately in order to understand what would be the situation in different scenarios. Some assumptions were used to carry out the sensitivity analysis;

Scenarios A

Assumption 1: There was no material change for Kotex and Consultants

Assumption 2: All deadweight ratios were high meaning 50% or 90%

Assumption 3: All attribution ratios were high meaning 50% or 90%

Assumption 4: Outcomes could not last

Women Athletes	Deadweight	Attribution	Duration	Duration	SROI
Increase in Intellectual Wellbeing	50%	50%	1	100%	2,63
Increase in Self-Confidence	50%	50%	1	100%	
Not Getting the Expected Benefit	0%	0%	1	100%	
	Deadweight	Attribution	Duration	Duration	SROI
Increase in Intellectual Wellbeing	90%	90%	1	100%	2,12
Increase in Self-Confidence	90%	90%	1	100%	
Not Getting the Expected Benefit	0%	0%	1	100%	

Since volunteer trainers had high deadweight ratio (around 50%) this group was tested with 90% ratio for both deadweight and attribution.

Volunteer Trainers	Deadweight	Attribution	Duration	Duration	SROI
Emotional Wellbeing	90%	90%	1	100%	1,04
Increase in Awareness	90%	90%	1	100%	
Increase in Self-Confidence	90%	90%	1	100%	
Contribution to Career	90%	90%	1	100%	
Stress & Decrease in Motivation	0%	0%	1	100%	

Scenarios B

Assumption 1: All deadweight ratios were low meaning 10%

Assumption 2: All attribution ratios were low meaning 10%

Assumption 3: Outcomes could last more than 1 year

Assumption 4: There was no material change for Kotex and Consultants

Women Athletes	Deadweight	Attribution	Duration	Duration	SROI
Increase in Intellectual Wellbeing	10%	10%	3	33%	5,67
Increase in Self-Confidence	10%	10%	3	33%	
Not Getting the Expected Benefit	90%	0%	1	100%	

Volunteer Trainers	Deadweight	Attribution	Duration	Duration	SROI
Emotional Wellbeing	10%	10%	2	50%	8,34
Increase in Awareness	10%	10%	3	33%	
Increase in Self-Confidence	10%	10%	2	50%	
Contribution to Career	10%	10%	3	33%	
Stress & Decrease in Motivation	90%	0%	1	100%	

Comparing scenario A and scenario B shows that social capital of Kızlar Sahada (volunteer trainers) is the group that should be careful about creating value risks. If volunteer trainers would experience the outcomes anyway then the value of the program decreases significantly.

Since the analysis was done with average values, we might be happy with the results. However, outliers' results should be considered in order to avoid any future risk of value decrease for stakeholders. As discussed above volunteer trainers are the social capital of the program and have an important role to reach out more women athletes. During one-on-one interviews it was determined that 7 of stakeholders stated that they could experience the emotional wellbeing anyway, 8 of stakeholder stated that they could experience the increase in self-confidence anyway, 5 of stakeholder stated that they could experience the increase in awareness anyway,

and 9 of stakeholder stated that they could experience the contribution to career anyway. So, even if the quantity of outliers was low this should be taken into consideration for future program designs.

PRINCIPLE 6: BE TRANSPARENT

Every social impact assessment includes subjective decisions, which is inevitable. This analysis included judgments and assumptions as well. Even though those judgments were tested in sensitivity analysis, it would be immature to discuss about 'absolute value'.

This analysis focused on the main beneficiary group (women athletes) and the stakeholders that contributed to the implementation processes (volunteer trainers and consultants). There is the risk of missing material outcomes that have been experienced by other related stakeholder groups such as students of training participants & volunteer trainers, colleagues of training participants & volunteer trainers and team mates or football club members of training participants. The risk associated might include missing unintended negative outcomes for these stakeholders. However, the risk is limited since the activity of the Program was online trainings.

Readers of this report should be aware that this analysis did not include value (both positive and negative) created for families and social networks of stakeholders. In order to manage the impact well, Kizlar Sahada needs to understand what has changed for indirect stakeholders one step at a time.

The higher risk may occur because of low number of women athletes included in the analysis. Since the survey participant number was only 8 there is high risk of identifying stakeholders who experienced negative outcome which would affect SROI ratio. Similarly, positive outcomes may be experienced by more stakeholders and that would affect valuation part of the analysis which is directly related with SROI ratio as well.

This problem should be solved by preparing a survey system that would encourage stakeholders to participate as discussed in the Stakeholder Involvement part of the report.

PRINCIPLE 7: VERIFY THE RESULTS

Verification step is important in order to minimize impact washing risk. Before submitting the analysis report for assurance to Social Value International (SVI), the results were discussed with stakeholders.

Involving stakeholders in the verification process is an important part of the analysis. It avoids over valuation or undervaluation. For this analysis, stakeholders' inclusion was attempted in the verification process where possible. Unfortunately, after the completion of the Program it was hard to persuade them to attend another session for verification. Even, stakeholders did not participate in survey. However, this does not mean that Kizlar Sahada will not verify the results.

Creating value is a dynamic process and requires discussion about the results with stakeholders. Kizlar Sahada team has been conducted SROI analysis since 2016. So, they have capability to discuss the results with stakeholders. By this way, it is expected that Kizlar Sahada makes better decisions to optimise the Program's value in the future.

For Kizlar Sahada verification process is a continuous process and a kind of tool to create further positive impact.

PRINCIPLE 8: BE RESPONSIVE

In order to optimize value Kizlar Sahada tracks changes for stakeholders all the time, and it is a dynamic process for them. Both organizations try to be as flexible as possible to increase the positive outcomes and decrease to negative outcomes to achieve decrease inequalities and increase human welfare.

The results of the analysis were discussed and according to stakeholder voice it is determined that some tactical and operational decision can be improved.

Principle 8 requires organizations to implement an impact management approach based on three types of decisions¹⁸:

- **Strategic** - setting impact goals in alignment with stakeholder needs and societal goals;
- **Tactical** - choosing activities that best achieve impact goals; and
- **Operational** - making improvements to existing activities.

Strategy of the Project: Contribution to Global Goal 5; Increase wellbeing of women athletes by supporting their sportive, professional, personal and career development.

Tactics: In order to choose the activity that best achieve impact goal, stakeholder voice is included the identification process of tactic. There are two main groups for value optimization process;

- 1- Women athletes
- 2- Volunteers (Both trainers and consultants)

Tactics for Women Athletes

- In-person trainings in different cities
- Increasing the number of meetings with professional athletes
- Including male athletes in Gender Equality issues, exchanging views for equality 'not superiority' and understanding the situation from their perspective
- Having homework and/or individual works to do
- Having the recordings of the trainings or having written notes related to each module topic
- More detailed and in-depth topics

Tactics for Volunteers

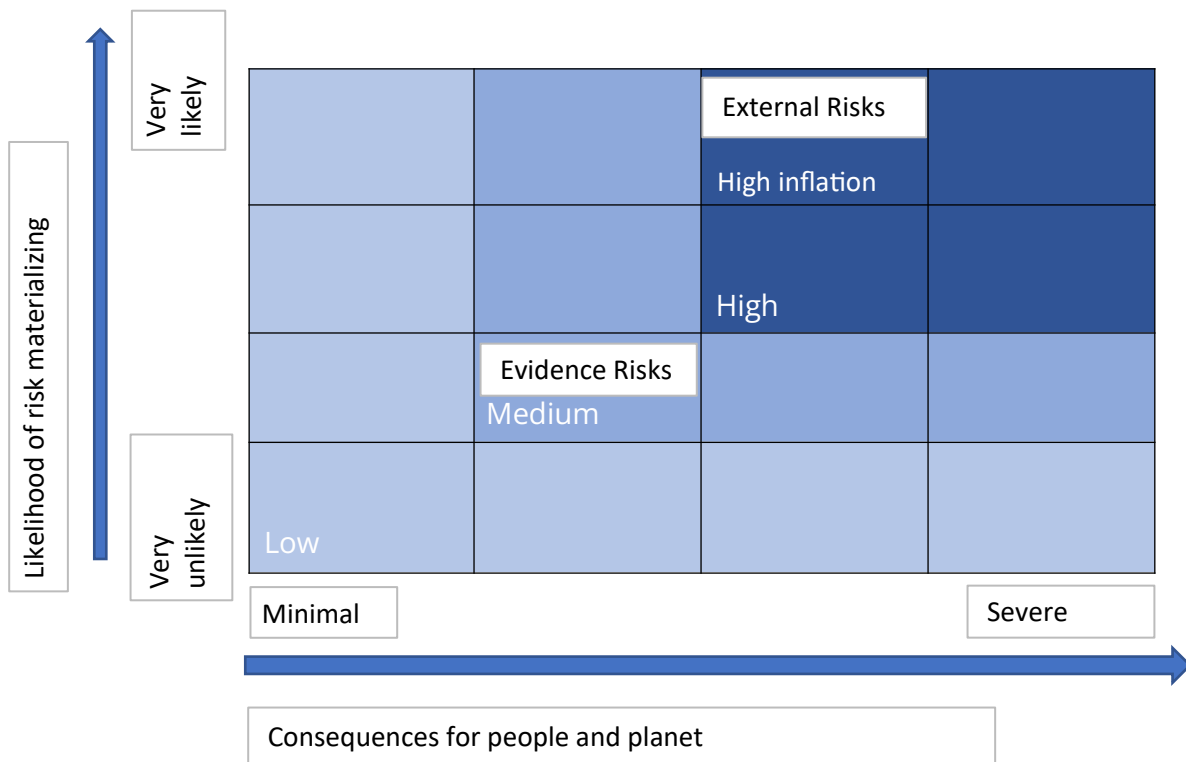
- Having contact with participants more often, for example hands-on trainings
- Besides ToT current content, trainings for improvement of 'training skills'
- Better balanced responsibility sharing
- The time they need to allocate could be clearer from the beginning
- Starting training preparations closer to the module date
- Including men athletes to the program to advocate gender equality

Operations: In post-covid period in-person trainings will be an option for Kızlar Sahada. Besides, activities in the field will be increased. So, there will be balance between in-field activities and out of the field activities.

Both volunteers and women athletes mentioned about men athletes' inclusion to the Program. That would be meaningful to advocate gender equality together with both female and male athletes.

¹⁸ <https://www.socialvalueint.org/principle-8-be-responsive>

RISK ANALYSIS



Of the 9 impact risks identified by Impact Management Project¹⁹, the "External Risks" is the most likely to materialize for the Program. High inflation could have a direct impact on reducing the positive impact of the Program. During one-on-one interviews, women athletes who could not attend the training sessions were asked the reasons of not attending. Majority of them had to work in heavy labor like cleaning house or fire station. Because of economic crisis number of athletes who have to trade-off between attending similar development programs and working.

"Evidence Risk" is another risk that needs to be considered, although it is unlikely to occur due to Kızlar Sahada's data collection system, still, reaching out to athletes may not easy to interview with them. As happened during this analysis process, they are not eager to participate long survey. So, there is probability that insufficient high-quality data exists to know what impact is occurring.

¹⁹ <https://impactfrontiers.org/norms/five-dimensions-of-impact/impact-risk/#assess>

ANNEX

A. INTERVIEW QUESTION

i. One-on-One Interview Questions

- How have you been involved in the Program's activities / collaborate with the Program's activity? What was the problem and the solution that you expected?
- What did you contribute to involve in the Program's activity / collaborate with the Program's activity (and how much)?
- What activity/activities did you experience?
- What changes have you experienced? What do you do differently as a result?
 - So, what happened next? / Tell me more / Why is that important to you?
 - What was the situation before you join the course / collaborate with the Program's activity (0-10 scale)
 - What is the situation now? (1-10 scale)
- Were all the changes positive? If not, what were the negative changes?
- Were all the changes expected or was there anything that you didn't expect that changed?
- Do you think anyone else has experienced any changes as a result?
- What would have happened to you if you hadn't been involved in the Program's activity/ collaborate with the Program's activity? Would you have experienced the same change? If yes, how much of it?
- Did anyone else contribute to the change? How much?
- Did you have to give up anything to take part in the activity?
- Were you getting similar support from somewhere else?
- How long did the change last for? Imagine you leave the Program's activity and we are 2 years or 5 years from now, do you think you'll still be experiencing the change?
- How important was this change to you? (1-10 scale)
- Value Game:
 - a. Imagine that you get (3 to 5) presents for your birthday/new year. Those presents should be for yourself and should be the things that are meaningful and important for you.
 - b. Please match the list of the things that are important to you and the changes you have experienced.
- What would make this program more valuable to you?

ii. Written Survey Questions

GENERAL INFORMATION

- 1- Your age
 - 18-24
 - 25-35
 - 36-45
 - 46-55
 - 55 and above
- 2- Gender
 - Woman
 - Male
 - I do not want to specify
- 3- Profession
 - Marketing/Brand Management
 - Psychologist
 - Physiotherapist
 - HR Department
 - Dietitian
 - Coach

- Teacher
 - Academician
 - Student (Undergraduate/Graduate)
 - Other - please specify
- 4- Module you contributed to as a trainer
- Sustainability in Sport
 - Gender Equality in Sport
 - HR and Career Management
 - Sport Psychology
 - Communication Skills
 - Sports Nutrition
 - Personal Brand Management
 - Sports Physiotherapy
 - Time Management
 - Conflict Management
- 5- Location
- 6- Is Kizlar Sahada - Kotex Athlete Development Program your first volunteering experience?
- a. Yes
 - b. No.
- 7- What was the main reason you wanted to volunteer in the Athlete Development Program?
- I wanted to support women in sports because I know the disadvantages, they face due to sexist attitudes.
 - I wanted to benefit young female athletes independent of the gender equality issue
 - I wanted to support a work that creates social benefit independent of gender equality and sports
 - Other - Please specify
- 8- How would the program be more valuable to you? You can select more than one option.
- Training preparations start closer to the module date
 - The time we need to allocate is clearer from the beginning
 - Ensuring a more balanced distribution of responsibilities
 - Other (please specify)

CHANGES

The purpose of this section is to identify the changes you have experienced as a result of becoming a volunteer trainer. In this section, you can select "**None**" if the change in question **has not occurred** as a result of being a Kizlar Sahada volunteer.

EMOTIONAL WELL-BEING INCREASE

- 9- Which of the following situations have you experienced that indicate an increase in emotional well-being as a result of volunteering? You can select more than one option.
- Sharing/transferring my knowledge and experience makes me feel good
 - Doing something for others makes me feel stronger
 - Volunteering makes my life more meaningful
 - Volunteering gives me a sense of purpose
 - Volunteering reduces the stress and anxiety I feel in general
 - Other - Please specify
 - None of them

- 10- At what point was your emotional well-being **before** participating in the Athlete Development Program? (Lowest=0, Highest=10)
- 11- At what point did your emotional well-being improve **after** participating in the Athlete Development Program? (Lowest=1, Highest=10)
- 12- On how many points would you rate the importance for you of the increase in emotional well-being you experienced? (Lowest=0, Highest=10)
- 13- How much of the increase in emotional well-being would you have experienced if you had not been a volunteer trainer in the Athlete Development Program?
- I would live it all
 - I would have lived more than half of it
 - I'd live half of it
 - I'd live less than half of it
 - I could never live
- 14- What were the different ways of achieving the same change for you? You can select more than one option.
- Volunteering in a project/program for women empowerment/gender equality
 - Volunteering at an NGO
 - With my individual efforts
 - Other - Please specify
- 15- Are there other people/institutions, **other than** Kızlar Sahada, who have contributed to you experiencing the change that led to increased emotional wellbeing?
- Yes
 - No.
- 16- Who contributed to this change? You can select more than one option.
- Other volunteering activities
 - My instructors at school
 - My colleagues
 - My social circle
 - Other - Please specify
- 17- What is the contribution of other individuals/institutions?
- All of the change has been realized thanks to this person/institution
 - This person/institution contributed to a significant part of the change
 - This person/organization contributed to half of the change
 - This person/organization contributed to less than half of the change
- 18- What was the most important factor that led to an increase in emotional well-being?
- Listening to athletes and hearing directly from them about the disadvantages they experience
 - Research for training preparations, blog posts, video shoots
 - What I learned during the trainings
 - Other - Please specify
- 19- After the Athlete Development Program ended, how long did the emotional well-being change you experienced last?
- The impact of the change disappeared immediately

- The impact of the change did not disappear immediately, but started to diminish over time
- The impact of change has been lasting to date

20- When you decided to become a Kızlar Sahada volunteer, did you expect to experience an increase in emotional well-being?

- Yes
- No.

VALUATION OF CHANGE

When it comes to creating benefit through volunteering, which has a meaningful place in your life, we know that the changes you experience are incomparably more valuable than anything else and we completely agree with you. The purpose of this part of the study is to understand how important the change (considering the amount of change) is to you as a result of being a Kızlar Sahada volunteer.

21- Which item/experience from the list in the table below would you associate with the **value/importance of** the change in emotional wellbeing as a **result of** being a volunteer trainer? Please select only **1 option**.

- Soccer ball
- Tickets for two to Harbiye open air concerts
- Season tickets for football matches in Turkey
- Smart watch
- Bicycle
- iPhone 13
- MacBook Air / Asus Zenbook
- 1 week vacation in the Aegean
- 10.000 TL in cash
- Southern/Northern Europe tour
- Far East tour
- English language course
- 200,000 TL cash for Master's Degree/Vocational Training
- B segment (small class) car

RAISING AWARENESS

As a result of the activities, you are involved in as a volunteer trainer;

22- Which of the following situations have you experienced that indicate an increase in awareness? You can choose more than one option.

- I have seen the disadvantages of women athletes up close
- I learned the dimensions of gender inequality in sports
- I saw that there was a lot of judgment to be broken
- The new things I learned about the subject of the module I taught increased my awareness on that subject
- I realized that there were mistakes I knew to be true
- I realized my behaviors that I need to improve, especially in the area of gender equality
- I realized how much athletes need information
- What I learned in trainings for volunteer trainers increased my awareness
- Other - Please specify
- None of them

- 23- At what point was your awareness **before** participating in the Athlete Development Program? (Lowest=0, Highest=10)
- 24- At what point did your awareness improve **after** participating in the Athlete Development Program? (Lowest=1, Highest=10)
- 25- How many points would you rate the importance of the awareness raising change for you? (Lowest=0, Highest=10)
- 26- How much of the same "increased awareness" change would you have experienced if you had not been a volunteer trainer in the Athlete Development Program?
- I would live it all
 - I would have lived more than half of it
 - I'd live half of it
 - I'd live less than half of it
 - I could never live
- 27- What were the different ways of achieving the same change for you? You can select more than one option.
- Volunteering in a project on women empowerment/Gender Equality
 - Volunteering at an NGO
 - Through my personal research and observations
 - Other - Please specify
- 28- Are there people/institutions, **other than** Kizlar Sahada, who have contributed to you experiencing the change of raising awareness?
- Yes
 - No.
- 29- Who contributed to this change? You can select more than one option.
- My other volunteering activities
 - My instructors at school
 - My colleagues
 - My social circle
 - Other - Please specify
- 30- What is the contribution of other individuals/institutions?
- All of the change has been realized thanks to this person/institution
 - This person/institution contributed to a significant part of the change
 - This person/organization contributed to half of the change
 - This person/organization contributed to less than half of the change
- 31- What was the most important factor that raised awareness?
- Listening to athletes and hearing directly from them about the disadvantages they experience
 - Research for training preparations, blog posts, video shoots
 - What I learned during the trainings
 - Other - Please specify
- 32- When you decided to become a Kizlar Sahada volunteer, did you expect to experience the change of increased awareness?
- Yes
 - No

VALUATION OF CHANGE

When it comes to creating benefit through volunteering, which has a meaningful place in your life, we know that the changes you experience are incomparably more valuable than anything else and we completely agree with you. The purpose of this part of the study is to understand how important the change (considering the amount of change) is to you as a result of being a Kızlar Sahada volunteer.

33- Which item/experience from the list in the table below would you match **the value/importance** of the "increased awareness" change you experienced **as a volunteer trainer**? Please select only **1 option**.

- Soccer ball
- Tickets for two to Harbiye open air concerts
- Season tickets for football matches in Turkey
- Smart watch
- Bicycle
- iPhone 13
- MacBook Air / Asus Zenbook
- 1 week vacation in the Aegean
- 10.000 TL in cash
- Southern/Northern Europe tour
- Far East tour
- English language course
- 200,000 TL cash for Master's Degree/Vocational Training
- B segment (small class) car

INCREASED SELF-CONFIDENCE

34- Which of the following situations have you experienced that indicate an increase in self-confidence? You can choose more than one option.

- Increased my knowledge in different fields
- My shyness, my introverted nature was broken
- I gained experience in transferring knowledge
- I have experienced that I can take responsibility and successfully fulfill my responsibility
- My presentation and research skills have improved
- My communication skills have improved
- Other - Please specify
- None of them

35- At what point was your self-confidence **before** participating in the Athlete Development Program? (Lowest=0, Highest=10)

36- At what point did your self-confidence improve **after** participating in the Athlete Development Program? (Lowest=1, Highest=10)

37- How many points would you rate the importance of the change in self-confidence increase for you? (Lowest=0, Highest=10)

38- How much of the same "increased self-confidence" change would you have experienced if you had not been a volunteer trainer in the Athlete Development Program?

- I would live it all
- I would have lived more than half of it
- I'd live half of it
- I'd live less than half of it
- I could never live

39- What were the different ways of achieving the same change for you? You can select more than one option.

- Volunteering in a project on women empowerment / Gender Equality
- Volunteering at an NGO
- With my individual efforts
- Other - Please specify

40- Are there people/institutions, **other than** Kizlar Sahada, who have contributed to the change of increased self-confidence?

- Yes
- No.

41- Who contributed to this change? You can select more than one option.

- My other volunteering activities
- My instructors at school
- My colleagues
- My social circle
- Other - Please specify

42- What is the contribution of other individuals/institutions?

- All of the change has been realized thanks to this person/institution
- This person/institution contributed to a significant part of the change
- This person/organization contributed to half of the change
- This person/organization contributed to less than half of the change

43- What was the most important factor that led to an increase in self-confidence?

- Listening to athletes and hearing directly from them about the disadvantages they experience
- Research for training preparations, blog posts, video shoots
- What I learned during the trainings
- Other - Please specify

44- When you decided to become a Kizlar Sahada volunteer, did you expect to experience a change in self-confidence?

- Yes
- No

VALUATION OF CHANGE

When it comes to creating benefit through volunteering, which has a meaningful place in your life, we know that the changes you experience are incomparably more valuable than anything else and we completely agree with you. The purpose of this part of the study is to understand how important the change (considering the amount of change) is to you as a result of being a Kızlar Sahada volunteer.

45- Which item/experience from the list in the table below would you match **the value/importance** of the "increased self-confidence" change you experienced **as a** volunteer trainer with? Please select only **1 option**.

- Soccer ball
- Tickets for two to Harbiye open air concerts
- Season tickets for football matches in Turkey
- Smart watch
- Bicycle
- iPhone 13
- MacBook Air / Asus Zenbook
- 1 week vacation in the Aegean
- 10.000 TL in cash
- Southern/Northern Europe tour
- Far East tour
- English language course
- 200,000 TL cash for Master's Degree/Vocational Training
- B segment (small class) car

CONTRIBUTING TO CAREER

46- Which of the following situations have you experienced that indicate that your experience as a volunteer trainer contributed to your career? You can select more than one option.

- Contributed to the clarification of the field in which I want to continue my career
- I work more effectively with Gamification/Communication/TCE trainings
- It broadened my perspective and vision
- It enabled me to move from traditional methods to innovative methods
- Other - Please specify
- None of them

47- At what point was the change you experienced **before** participating in the Athlete Development Program? (Lowest=0, Highest=10)

48- What is the change you experienced **after** participating in the Athlete Development Program? (Lowest=1, Highest=10)

49- How many points would you rate the importance of the contribution of the change you experienced to your career? (Lowest=0, Highest=10)

50- How much of the change that would have contributed to your career would you have experienced even if you had not taken part in the Athlete Development Program as a volunteer trainer?

- I would live it all
- I would have lived more than half of it
- I'd live half of it
- I'd live less than half of it
- I could never live

51- What were the different ways of achieving the same change for you? You can select more than one option.

- Volunteering in a project on women empowerment/Gender Equality
- Volunteering at an NGO
- With my individual efforts
- Other - Please specify

52- Are there other people/institutions, **other than Kızlar Sahada**, who contributed to the change that contributed to your career?

- Yes
- No

53- Who contributed to this change? You can select more than one option.

- My other volunteering activities
- My instructors at school
- My colleagues
- My social circle
- Other - Please specify

54- What is the contribution of other individuals/institutions?

- All of the change has been realized thanks to this person/institution
- This person/institution contributed to a significant part of the change
- This person/organization contributed to half of the change
- This person/organization contributed to less than half of the change

55- What was the most important factor that contributed to your career?

- Listening to athletes and hearing directly from them about the disadvantages they experience
- Research for training preparations, blog posts, video shoots
- What I learned during the trainings
- Other - Please specify

56- When you decided to become a **Kızlar Sahada** volunteer, did you expect to experience change(s) that would contribute to your career?

- Yes
- No.

VALUATION OF CHANGE

When it comes to creating benefit through volunteering, which has a meaningful place in your life, we know that the changes you experience are incomparably more valuable than anything else and we completely agree with you. The purpose of this part of the study is to understand how important the change (considering the amount of change) is to you as a result of being a Kızlar Sahada volunteer.

57- Which item/experience from the list in the table below would you match with the **value/importance** of the change that contributed to your career **as a volunteer trainer**? Please select only **1 option**.

- Soccer ball
- Tickets for two to Harbiye open air concerts
- Season tickets for football matches in Turkey
- Smart watch
- Bicycle

- iPhone 13
- MacBook Air / Asus Zenbook
- 1 week vacation in the Aegean
- 10.000 TL in cash
- Southern/Northern Europe tour
- Far East tour
- English language course
- 200,000 TL cash for Master's Degree/Vocational Training
- B segment (small class) car

STRESS and MOTIVATION DECLINE

58- Which of the following situations caused you to experience stress during the program? You can choose more than one option.

- Lack of balanced distribution of responsibility within the team
- We have experienced last minute changes
- I had to do the work of my teammates who did not fulfill their responsibilities, which disrupted my own program
- Not being able to fulfill my responsibilities due to unforeseen situations in the flow of life due to the long-term nature of the program
- Low participation in trainings had a negative impact on my motivation
- The fact that the participants kept their cameras off, did not answer my questions and remained silent had a negative impact on my motivation
- Other - Please specify
- None of them

59- At what point was the negative change you experienced **before** participating in the Athlete Development Program? (Lowest=0, Highest=10)

60- At what point did you experience a negative change **after** participating in the Athlete Development Program? (Lowest=1, Highest=10)

61- How many points would you rate the importance of the stress and low motivation you experience for you? (Lowest=0, Highest=10)

62- How much of the stress and low motivation would you have experienced if you had not been a volunteer trainer in the Athlete Development Program?

- I would live it all
- I would have lived more than half of it
- I'd live half of it
- I'd live less than half of it
- I could never live

63- For which different reasons would you experience the same negative change? You can choose more than one option.

- I would experience similar situations in any job that requires teamwork
- I would experience similar situations in any volunteering activity
- I used to experience similar situations in my professional life
- Other - Please specify

64- What was the most important factor in your stress?

- Informing my teammates that the work they are responsible for cannot be done at the last minute
- The fact that I had to do the work that my teammate should have done at the last minute had a negative impact on my normal program flow
- Other - Please specify

65- When you decided to become a Kızlar Sahada volunteer, did you expect to face situations that would cause stress and low motivation?

- Yes
- No.

VALUATION OF CHANGE

When it comes to creating benefit through volunteering, which has a meaningful place in your life, we know that the changes you experience are incomparably more valuable than anything else and we completely agree with you. The purpose of this part of the study is to understand how important the change (considering the amount of change) is to you as a result of being a Kızlar Sahada volunteer.

66- Which item/experience from the list in the table below would you match **the value/importance of avoiding** situations that cause you to experience stress and low motivation **due to** being a volunteer trainer? Please select only **1 option**.

- Soccer ball
- Tickets for two to Harbiye open air concerts
- Season tickets for football matches in Turkey
- Smart watch
- Bicycle
- iPhone 13
- MacBook Air / Asus Zenbook
- 1 week vacation in the Aegean
- 10.000 TL in cash
- Southern/Northern Europe tour
- Far East tour
- English language course
- 200,000 TL cash for Master's Degree/Vocational Training
- B segment (small class) car

WOMEN ATHLETES

GENERAL INFORMATION

1- Your age

- 16-17
- 18-20
- 21-23
- 24-26
- 27 and above

- 2- Location
- 3- How many years have you been a licensed athlete?
- 1-2
 - 3-4
 - 5-6
 - 7-8
 - 9-10
 - 10+
- 4- Your profession (If more than one applies to you, please mark the profession you mainly practice)
- Student
 - Physical Education Teacher
 - Coach
 - Sport Management
 - Referee
 - Other - please specify
- 5- Which training modules have you attended? You can select more than one option.
- Sustainability in Sport
 - Gender Equality in Sport
 - HR and Career Management
 - Sport Psychology
 - Communication Skills
 - Sports Nutrition
 - Personal Brand Management
 - Sports Physiotherapy
 - Time Management
 - Conflict Management
 - My Compass My Inner Coach
 - I don't remember
- 6- Which modules have contributed the most to your daily life and professional development? You can select more than one option.
- Sustainability in Sport
 - Gender Equality in Sport
 - HR and Career Management
 - Sport Psychology
 - Communication Skills
 - Sports Nutrition
 - Personal Brand Management
 - Sports Physiotherapy
 - Time Management
 - Conflict Management
 - My Compass My Inner Coach

- 7- Which training modules were the same as the subjects you studied at school? You can select more than one option.
- Sustainability in Sport
 - Gender Equality in Sport
 - HR and Career Management
 - Sport Psychology
 - Communication Skills
 - Sports Nutrition
 - Personal Brand Management
 - Sports Physiotherapy
 - Time Management
 - Conflict Management
 - My Compass My Inner Coach
 - None of them

8- Have you received Individual Coaching?

- Yes
- No.

9- Do you think being a professional athlete is an option for women in Turkey? Or do women athletes need to have a regular job to make a living?

- Yes
- No.
- No for now but I think it will be an option in the near future
- No opinion
- If we had the trainings in written or recorded form, I could look back later and keep the information fresh
- Organizing face-to-face events in different cities
- Increasing the entertainment aspect
- Increasing professional athlete meetings
- In order for the information to be more permanent, we are given homework/individual studies so that we can take part in them more.
- To understand the situation from their perspective by including male athletes in Gender Equality issues and exchanging views for equality 'not superiority'
- A more intensive program with 2 modules in 1 month instead of 1 module lasting 1 month.
- More detailed and in-depth topics
- Other - Please specify

CHANGES

The purpose of this section is to identify the changes you have experienced as a result of being an Athlete Development Program participant. In this section, you can select "**None**" if the change in question **has not occurred** as a result of being a participant in the training program.

INCREASE IN INFORMATION EQUIPMENT

10- Which of the following situations have you experienced that indicate an increase in your knowledge as a result of attending trainings and/or receiving individual coaching? You can select more than one option.

- I gained knowledge that I put into practice related to at least 1 of the modules

- I gained knowledge about how to practice the information we learn in theory at school with examples from daily life.
- I learned information that contributed to general culture
- I learned different approaches
- I learned a lot of new data about the inequalities faced by female athletes
- I learned topics that were not taught at school (CV preparation, Sustainability in Sports)
- I learned that many topics are interconnected, for example GE and Conflict Management
- I realized how much there is to learn
- I did research on the concepts I see in education
- Other - Please specify
- None of them

- 11- What was your level of knowledge **before** participating in the Athlete Development Program? (Lowest=0, Highest=10)
- 12- After participating in the Athlete Development Program, at what point has your knowledge improved? (Lowest=1, Highest=10)
- 13- How many points would you rate the importance of the increase in knowledge you experienced for you? (Lowest=0, Highest=10)
- 14- How much of the increase in knowledge would you have experienced if you had not participated in the Athlete Development Program?
- I would live it all
 - I would have lived more than half of it
 - I'd live half of it
 - I'd live less than half of it
 - I could never live
- 15- What were the different ways of achieving the same change for you? You can select more than one option.
- Taking similar elective courses at university
 - I could learn by living in business life
 - With my individual efforts
 - Other - Please specify
- 16- Are there any other people/institutions, **other than** Kızlar Sahada, who contributed to the change that led to the increase in knowledge?
- Yes
 - No.
- 17- Who contributed to this change? You can select more than one option.
- The sports club I play for
 - My instructors at school
 - My teammates
 - My social circle
 - Other - Please specify
- 18- What is the contribution of other individuals/institutions?
- All of the change has been realized thanks to this person/institution
 - This person/institution contributed to a significant part of the change
 - This person/organization contributed to half of the change
 - This person/organization contributed to less than half of the change

- 19- Did you expect to experience an increase in knowledge when you decided to participate in the program?
- Yes
 - Yes, but not that much.
 - No

VALUATION OF CHANGE

We know that when it comes to your personal development, the changes you experience are incomparable to anything else and we completely agree with you. The purpose of this part of the study is to understand how important it is for you to experience change (considering the amount of change) ONLY as a result of your participation in the Athlete Development Program.

- 20- Which item/experience from the list in the table below would you associate with the **value/importance** for you of the exchange of increased knowledge **based on** your participation in the training modules? Please select only **1 option**.

- Crampon
- 1 year internet
- Season tickets for football matches in Turkey
- Smart watch
- iPhone 13
- MacBook Air / Asus Zenbook
- 1 week vacation in the Aegean
- Black Sea tour
- GAP tour
- 10,000 TL cash for KYK debt
- Southern/Northern Europe tour
- 20,000 TL cash for Vocational Training
- B segment (small class) car
- 500,000 TL cash to start a business

INCREASED SELF-CONFIDENCE

- 21- Which of the following situations have you experienced that indicate an increase in self-confidence as a result of attending trainings and/or receiving individual coaching? You can select more than one option.

- As my awareness increased, I started to protect my rights more effectively
- As my awareness increased, advocacy for equality went from talk to action
- I found the courage to take action where I had not dared to take action
- I realized that I can do everything I thought I couldn't do
- My perspective is enriched
- I am no longer afraid to ask questions and question
- I learned to make a plan B, so now I have more realistic goals
- I know I will reach my goal
- I learned to manage my anxiety
- I can make my own decisions, I don't give up when someone else says I can't/can't
- I learned what I should do to enlighten those around me in my professional life
- Other - Please specify
- None of them

- 22- At what point was your self-confidence **before** participating in the Athlete Development Program? (Lowest=0, Highest=10)

- 23- At what point did your self-confidence improve **after** participating in the Athlete Development Program? (Lowest=1, Highest=10)
- 24- How many points would you rate the importance of the increase in self-confidence for you? (Lowest=0, Highest=10)
- 25- How much of an increase in self-confidence would you have experienced if you had not participated in the Athlete Development Program?
- I would live it all
 - I would have lived more than half of it
 - I'd live half of it
 - I'd live less than half of it
 - I could never live
- 26- What were the different ways of achieving the same change for you? You can select more than one option.
- By following athletes who can be role models more closely
 - My experiences in business life
 - With my individual efforts
 - Other - Please specify
- 27- Are there other people/institutions, **other than** Kızlar Sahada, who contributed to the change that led to increased self-confidence?
- Yes
 - No.
- 28- Who contributed to this change? You can select more than one option.
- The sports club I play for
 - My instructors at school
 - My teammates
 - My social circle
 - Other - Please specify
- 96- What is the contribution of other individuals/institutions?
- All of the change has been realized thanks to this person/institution
 - This person/institution contributed to a significant part of the change
 - This person/organization contributed to half of the change
 - This person/organization contributed to less than half of the change
- 29- Did you expect to experience an increase in self-confidence when you decided to participate in the program?
- Yes
 - Yes, but not that much.
 - No.

VALUATION OF CHANGE

We know that when it comes to your personal development, the changes you experience are incomparable to anything else and we completely agree with you. The purpose of this part of the study is to understand how important it is for you to experience change (considering the amount of change) ONLY as a result of your participation in the Athlete Development Program.

- 30- Which item/experience from the list in the table below would you match **the value/importance of** the change in self-confidence **based on** your participation in the training modules? Please select only **1 option**.
- Crampon

- 1 year internet
- Season tickets for football matches in Turkey
- Smart watch
- iPhone 13
- MacBook Air / Asus Zenbook
- 1 week vacation in the Aegean
- Black Sea tour
- GAP tour
- 10,000 TL cash for KYK debt
- Southern/Northern Europe tour
- 20,000 TL cash for Vocational Training
- B segment (small class) car
- 500,000 TL cash to start a business

FAILING TO DELIVER EXPECTED BENEFITS

31- Which of the following situations have you experienced that indicate that attending trainings and/or receiving individual coaching did not bring the benefits you expected? You can select more than one option.

- Trainers explained the topics too complex
- Some trainings were postponed due to low participation, which caused me to disconnect from the program
- I could not focus because it was online
- I wanted to attend all the trainings, but since 11 months is a long time, there were modules that I could not attend due to my unforeseen intensity during the year.
- I missed two or three modules and lost the program.
- Other - Please specify
- None of them

32- What was your expected benefit **before** participating in the Athlete Development Program?
(Lowest=0, Highest=10)

33- After participating in the Athlete Development Program, **at** what point did the benefit you received decrease? (Lowest=1, Highest=10)

34- On how many points would you rate the importance of not getting the expected benefit?
(Lowest=0, Highest=10)

35- Did you expect to experience an increase in self-confidence when you decided to participate in the program?

- Yes
- Yes, but not that much.
- No.

VALUATION OF CHANGE

We know that when it comes to your personal development, the changes you experience are incomparable to anything else and we completely agree with you. The purpose of this part of the study is to understand how important it is for you to experience change (considering the amount of change) ONLY as a result of your participation in the Athlete Development Program.

36- Which item/experience from the list in the table below would you match **the value/importance** for you of **avoiding** the negativity of not getting the expected benefit **due to** your participation in the training modules? Please select only **1 option**.

- Crampon
- 1 year internet
- Season tickets for football matches in Turkey
- Smart watch
- iPhone 13
- MacBook Air / Asus Zenbook
- 1 week vacation in the Aegean
- Black Sea tour
- GAP tour
- 10,000 TL cash for KYK debt
- Southern/Northern Europe tour
- 20,000 TL cash for Vocational Training
- B segment (small class) car
- 500,000 TL cash to start a business

B. POST-TEST QUESTIONS

GENDER EQUALITY IN SPORTS

1. The concept of gender equality in sport...
 - a. I heard it before and I knew what it meant.
 - b. I had heard of it before, but I didn't know what it meant.
 - c. I've never heard of it
2. The concept of gender stereotypes in sport
 - a. I heard it before and knew how it was produced & how to eliminate it.
 - b. I had heard of it before, but I didn't know how it was produced & how to eliminate it.
 - c. I've never heard of it
3. About the causes of gender inequality in sports...
 - a. I had thought about it before and I knew about it
 - b. I had thought about it before, but I was not aware of the reasons for this inequality
 - c. I never thought about it
4. That participation in sports (and soccer) is a fundamental right for all girls and women...
 - a. I had heard about it before and I was aware of it
 - b. I had heard about it before but my awareness was not at a sufficient level
 - c. I've never heard of it
5. The main source of the problems experienced by women in football is gender-based is discrimination.
 - a. I had heard about it before and knew about this discrimination
 - b. I had heard about it before, but I did not know the content of this discrimination

- c. I've never heard of it.
6. Using only "football" for men and "women football" for women that there is no gender sensitive language...
 - a. I had thought about it before and I changed my rhetoric
 - b. I had heard about it before, but I did not pay much attention to it.
 - c. I've never heard of it.
7. After the training in order to ensure gender equality in sports, "As an individual I can do something (1-10 scale)
8. The topic of gender equality in sport caught my attention. For more information I will do research after the training.

SUSTAINABILITY IN SPORTS

1. The concept of sustainability...
 - a. I heard it before and I knew what it meant.
 - b. I had heard of it before, but I didn't know what it meant.
 - c. I've never heard of it
2. Sustainable Development Goals...
 - a. I heard it before and I knew what it meant.
 - b. I had heard of it before, but I had no idea.
 - c. I've never heard of it
3. After the training would you rate your belief in the idea of, "as an individual, I can do something for sustainable development"? (1-10 scale)
4. Before the training would you rate your belief in the idea of, "as an individual, I can do something for sustainable development"? (1-10 scale)
5. I'm interested in the topic of Sustainability in sports. I will research it after the training.
 - a. Yes
 - b. No
6. In general, the SDGs caught my attention. For more information I will do research after the training.

SPORTS NUTRITION

1. We need to ensure that our intake of vitamins, minerals and fluid should be taken based on individual needs, rather than general needs
 - a. I heard it before and I knew what it meant.
 - b. I had heard of it before, but I didn't know what it meant.
 - c. I've never heard of it
2. Use of nutritional supplements (protein powder, creatine, ...)
 - a. I had heard it before and I knew what it meant.
 - b. I had heard of it before, but I didn't know how and why it was used
 - c. I've never heard of it
3. How would you rate your belief that carbohydrates consumption is important for your sports performance? (1-10 scale)
4. How would you rate your belief that we can also add plant protein sources to our diet, and the benefits that we can provide the best possible solution to the problem? (1-10 scale)

5. I was interested in the recipes recommended for athletes. After the training to get more benefits, I will use these recipes at home.
 - a. Yes
 - b. No

CONFLICT MANAGEMENT

1. The concept of conflict management...
 - a. I heard it before and I knew what it meant.
 - b. I had heard of it before, but I didn't know what it meant.
 - c. I've never heard of it
2. False beliefs about conflict ...
 - a. I heard it before and I knew about it.
 - b. I had heard of it before, but I didn't know what was it about
 - c. I've never heard of it
3. Can you rate your level of knowledge and skill of "all the conditions necessary for healthy communication and understanding with others" before the training? (1-10 scale)
4. Can you rate your level of knowledge and skill of "all the conditions necessary for healthy communication and understanding with others" after the training? (1-10 scale)
5. Prior to the training, for cooperation in conflict management how would you rate your belief that "It is not about holding power but about focusing on sharing responsibility and satisfying the interest of both parties"? (1-10 scale)
6. After the training, for cooperation in conflict management how would you rate your belief that "It is not about holding power but about focusing on sharing responsibility and satisfying the interest of both parties"? (1-10 scale)
7. I was interested in the topic "The beliefs I will hold about the conflict from now on", so after the training I will develop the necessary skills to incorporate these beliefs into my life. (1-10 scale)
8. I was interested in the topics of "emotions during conflict, emotion management and anger management". After the training to become self-aware and have better conflict management, improve my problem solving and communication skills, practice relaxation techniques and I will reconsider my thoughts. (1-10 scale)

HUMAN RESOURCES AND CAREER MANAGEMENT- PART 1

1. Four dimensions of competence that will help me to know myself and choose the right profession...
 - a. I heard it before and I knew what it meant.
 - b. I had heard of it before, but I didn't know what it meant.
 - c. I've never heard of it
2. The concept of personality in the context of Human Resources and career management ...
 - a. I heard it before and I knew about it.
 - b. I had heard of it before, but I didn't know about it.
 - c. I've never heard of it
3. To define the concept of talent in the context of human resources and career management...
 - a. I heard it before and I knew what it meant.
 - b. I had heard of it before, but I didn't know what it meant.
 - c. I've never heard of it

4. The concept of interest/motivation in the context of human resources and career management ...
 - a. I heard it before and I knew about it.
 - b. I had heard of it before, but I didn't know about it.
 - c. I've never heard of it
5. The concept of knowledge/skills and experience in the context of human resources and career management ...
 - a. I heard it before and I knew about it.
 - b. I had heard of it before, but I didn't know about it.
 - c. I've never heard of it

HUMAN RESOURCES AND CAREER MANAGEMENT- PART 2

1. Before the training, would you please rate your belief in the idea that "it depends on me to have a job that I can be happy and enjoy" according to my professional interests? (1-10 scale)
2. After the training, would you please rate your belief in the idea that "it depends on me to have a job that I can be happy and enjoy" according to my professional interests? (1-10 scale)
3. I was interested in "competency-based interview questions". I will look into it after the training. (1-10 scale)
4. In general, "goal-based CV preparation and interview success techniques" attracted my attention. I will do research after the training to find out more.
 - a. Yes
 - b. No
5. I started to feel more empowered after the Human Resources and Career Management training
 - a. Yes
 - b. No

COMMUNICATION SKILLS-PART 1

1. Before the training, the concepts of communication skills...
 - a. I heard it before and I knew what it meant.
 - b. I had heard of it before, but I didn't know what it meant.
 - c. I've never heard of it
2. How would you rate your nonverbal communication skills before the training? (1-10 scale)
3. Do you think your nonverbal communication skills will increase after the training?
 - a. Definitely yes.
 - b. Probably.
 - c. Definitely no.
 - d. I don't know.
4. How would you rate your oral communication skills before the training? (1-10 scale)
5. Do you think your verbal communication skills will improve after the training?
 - a. Definitely yes.
 - b. Probably.
 - c. Definitely no.

- d. I don't know.
6. How would you rate your written communication skills before the training? (1-10 scale)
7. Do you think your written communication skills will improve after the training?
 - a. Definitely yes.
 - b. Probably.
 - c. Definitely no.
 - d. I don't know.
8. Situations (noises) that prevent effective communication skills training from healthy communication helped me to differentiate.
 - a. Yes
 - b. No

COMMUNICATION SKILLS-PART 2

1. Can you evaluate your communication skills before the training? (1-10 scale)
2. Can you evaluate your communication skills after the training? (1-10 scale)
3. Learning systems approach and group dynamics helps to understand team spirit. (1-10 scale)
4. In general, effective communication skills training will help me to be more successful in my sport life. (1-10 scale)
5. In general, I believe that effective communication skills training will help me to be more successful in my private life. (1-10 scale)
6. In general, the training helped me learn about topics I did not know about communication. (1-10 scale)
7. I think every athlete should be trained in effective communication skills. (1-10 scale)
8. I was interested in communication skills and I would like to improve myself in this field after the training. I'm going to do some research.
 - a. Yes
 - b. No

PERSONAL BRAND MANAGEMENT

- The concept of "brand" before training ...
 - I knew the depth of it and I knew it was a manageable concept
 - My knowledge was limited and I did not know it was manageable.
 - I didn't know at all.
- 2. Could you score the idea of "After the training, I can look at the brand concept from a broader perspective" (1-10 scale)
- 3. That a connection can be made between brand and sport/athlete...
 - I knew it, and I made this connection.
 - I knew, but I didn't know how to connect
 - I didn't know at all.
- 4. Could you score the idea of "This training helped me to establish a connection between the brand and sports/athletes."? (1-10 scale)
- 5. "I think brand management training will help me to be more successful in my sport life." Could you rate this opinion? (1-10 scale)
- 6. This training was a great opportunity for me to learn about brand management...

- I think it is important and applicable in my sport life.
 - I think it is important but I don't know how to apply it.
 - I do not think that brand management is applicable in sport life.
7. "I think every athlete should be trained in brand management."
- Yes
 - No
8. The topic of Brand Management caught my attention. After the training to learn more, I will do research.
- Yes
 - No

MY COMPASS, MY INNER COACH-PART 1

1. That a leader acts innovatively instead of being held to account with questions of "when?" and "how?", that you teach how to get things done.
 - a. I knew it, but I had never practiced it.
 - b. I knew and applied it where necessary. I have experience.
 - c. I didn't know at all.
2. When faced with a difficult situation, instead of personalizing the situation, you can focus on the best you can do without assumptions...
 - a. I knew it, but I had never practiced it.
 - b. I knew and applied it where necessary. I have experience.
 - c. I didn't know at all.
3. "Contrary to the judgmental approach, effective questioning and active listening are considered to be effective communication skills."
 - a. I knew it, but I had never practiced it.
 - b. I knew and applied it where necessary. I have experience.
 - c. I didn't know at all.
4. Would you rate your knowledge of effective listening skills before the training? (1-10 scale)
5. Would you rate your knowledge of effective listening skills after the training? (1-10 scale)
6. In the process of the training so far, what has impressed you the most? Why?

MY COMPASS, MY INNER COACH-PART 2

1. When you want to shape your life, instead of looking at the strengths of your competitors, you should look at the strengths of yourself in this moment.
 - a. I knew it, but I had never practiced it.
 - b. I knew and applied it where necessary. I have experience.
 - c. I didn't know at all.
2. The common characteristics of individuals with a growth mindset are that they do not see others as a threat. Instead of perceiving effort as a path to success and is open to feedback.
 - a. I knew it, but I had never practiced it.
 - b. I knew and applied it where necessary. I have experience.
 - c. I didn't know at all.
3. Could you rate your level of knowledge about "personal vision" before the training? (1-10 scale)

4. Could you rate your level of knowledge about “personal vision” after the training? (1-10 scale)
5. In addition to being measurable and realistic when setting target, it is also important to realize the target that it is specific and setting sufficient time...
 - a. I knew it, but I had never practiced it.
 - b. I knew and applied it where necessary. I have experience.
 - c. I didn’t know at all.
6. In the process of the training so far, what has impressed you the most? Why?

SPORTS PHYSIOTHERAPY-PART 1

1. First aid and intervention in sports injuries...
 - a. I knew it, but I had never practiced it.
 - b. I knew and applied it where necessary. I have experience.
 - c. I didn’t know at all.
2. About the mechanism of injury (pattern)....
 - a. I heard it before and I knew what it meant.
 - b. I had heard of it before, but I didn’t know what it meant.
 - c. I’ve never heard of it
3. Could you rate your level of knowledge of “Intrinsic and extrinsic factors that cause injuries” before the training? (1-10 scale)
4. Could you rate your level of knowledge on “Intrinsic and extrinsic factors that cause injuries” after the training? (1-10 scale)
5. Could you rate your level of knowledge on “Mechanism of injury occurrence (pattern)” before the training? (1-10 scale)
6. Could you rate your level of knowledge on “Mechanism of injury occurrence (pattern)” after the training? (1-10 scale)
7. I was interested in the topic of “First aid and intervention in sports injuries”, after the training. I will develop the necessary skills.
 - a. Yes
 - b. No

SPORTS PHYSIOTHERAPY-PART 2

1. Information about the differences between the healing processes of injuries...
 - a. I’ve heard it before, I knew it well.
 - b. I’ve heard it before, but I didn’t know what it is.
 - c. I had never heard of it.
2. Could you rate your level of knowledge on “The most common soccer injuries in women” before the training? (1-10 scale)
3. Could you rate your level of knowledge on “The most common soccer injuries in women” after the training? (1-10 scale)
4. Could you rate your level of knowledge on “Injury prevention” before the training? (1-10 scale)
5. Could you rate your level of knowledge on “Injury prevention” after the training?
6. I was interested in the topic of “injury prevention” and after the training, I developed the necessary skills in this area.

- a. Yes
- b. No

SPORTS PSYCHOLOGY-PART 1

1. Types of targets ...
 - a. I had heard it before and I knew what it meant.
 - b. I had heard it before but I did not know what it meant.
 - c. I had never heard of it.
2. The “SMARTS” method ...
 - a. I had heard it before and I knew what it meant.
 - b. I had heard it before but I did not know what it meant.
 - c. I had never heard of it.
3. Could you rate your belief in the idea of “I can use the “SMARTS” method to set the right goals in different areas of my life.”? (1-10 scale)
4. “What to do to find and mobilize my sources of motivation I know”, would you rate your belief in this statement? (1-10 scale)
5. Could you rate your belief in the idea that “I know the difference and effects of internal and external motivation types”? (1-10 scale)

SPORTS PSYCHOLOGY-PART 2

1. The inner voice can be controlled ...
 - a. I had heard it before and I knew what it meant.
 - b. I had heard it before but I did not know what it meant.
 - c. I had never heard of it.
2. “I believe that by managing my inner voice and thinking more positively, I can transfer this knowledge to my life”, would you rate your belief in this statement? (1-10 scale)
3. Different types of focus...
 - a. I had heard it before and I knew what it meant.
 - b. I had heard it before but I did not know what it meant.
 - c. I had never heard of it.
4. “I know what I can do to strengthen my ability to concentrate in all areas of my life.”, would you rate your belief in this statement? (1-10 scale)
5. The topic of sport psychology caught my attention. After the training to learn more I will do research.
 - a. Yes
 - b. No

TIME MANAGEMENT

1. About managing my time effectively...
 - a. I knew it, but I had never practiced it.
 - b. I knew and applied it where necessary. I have experience.
 - c. I didn't know at all.
2. About how much time is allocated to which activity on average per week...

- a. I had heard it before and I knew what it meant.
 - b. I had heard it before but I did not know what it meant.
 - c. I had never heard of it.
3. Could you rate your level of knowledge on “Goal Setting” before the training? (1-10 scale)
 4. Could you rate your level of knowledge on “Goal Setting” after the training? (1-10 scale)
 5. Could you rate your level of knowledge on “Time Management Techniques” before the training? (1-10 scale)
 6. Could you rate your level of knowledge on “Time Management Techniques” after the training? (1-10 scale)
 7. What the time traps are...
 - a. I had heard it before and I knew what it meant.
 - b. I had heard it before but I did not know what it meant.
 - c. I had never heard of it.
 8. Could you rate your level of knowledge on “Urgent and Important tasks” before the training? (1-10 scale)
 9. Could you rate your level of knowledge on “Urgent and Important tasks” after the training? (1-10 scale)
 10. “I was interested in the topic of “What-How-Why”, after the training, I would like to do more detailed research on this topic and watch the video mentioned in the training.”
 - a. Yes
 - b. No
 11. I was interested in the topic of “Creating a To-Do List”, after the training, I will improve my skills.
 - a. Yes
 - b. No

C. FINACIAL PROXIES

WOMEN ATHLETES

Things that are important to have to stakeholders	Monetary Value (TL)	Source
Crampon	TL 1.670	www.trendyol.com
1 year internet	TL 2.160	https://bireysel.turktelekom.com.tr/ https://www.superonline.net/
Season tickets for football matches in Turkey	TL 4.750	https://bjk.com.tr/ https://www.fenerbahce.org/ https://www.galatasaray.org/
Smart watch	TL 1.858	https://www.trendyol.com/
iPhone 13	TL 12.000	www.apple.com.tr
MacBook Air / Asus Zenbook	TL 11.721	www.amazon.com
1 week vacation in the Aegean	TL 25.456	www.etstur.com www.jollytur.com
Black Sea tour	TL 3.520	www.etstur.com www.jollytur.com
GAP tour	TL 4.433	www.tatilsepeti.com www.mngturizm.com
10,000 TL cash for KYK debt	TL 10,000	Stakeholders
Southern/Northern Europe tour	TL 5.013	www.etstur.com www.jollytur.com

20,000 TL cash for Vocational Training	TL 20,000	Stakeholders
B segment (small class) car	TL 354.768	https://binekarac.vw.com.tr/
500,000 TL cash to start a business	TL 500,000	Stakeholders

The average amount of one year credit for a car	Source of three different banks offer for mortgage
TL 88. 692	https://www.vakifbank.com.tr/tasit-kredisi-kampanyalari.aspx?pageID=2419 https://www.halkbank.com.tr/tr/bireysel/krediler/tasit-kredileri/tasit-kredisi.html https://www.halkbank.com.tr/tr/bireysel/krediler/tasit-kredileri/tasit-kredisi.html

VOLUNTEER TRAINERS

Things that are important to have to stakeholders	Monetary Value (TL)	Source
Soccer ball	TL 530	www.adidas.com.tr www.nike.com/
Tickets for two to Harbiye open air concerts	TL 350	https://www.biletix.com/
Season tickets for football matches in Turkey	TL 4.750	https://bjk.com.tr/ https://www.fenerbahce.org/ https://www.galatasaray.org/
Smart watch	TL 1.858	https://www.trendyol.com/
Bicycle	TL 13.083	www.decathlon.com.tr
iPhone 13	TL 12.000	www.apple.com.tr
MacBook Air / Asus Zenbook	TL 11.721	www.amazon.com
1 week vacation in the Aegean	TL 25.456	www.etstur.com www.jollytur.com
10.000 TL in cash	TL 10.000	Stakeholders
Southern/Northern Europe tour	TL 5.013	www.etstur.com www.setur.com.tr
Far East tour	TL 8.900	www.etstur.com www.jollytur.com
English language course	TL 1.750	https://dilmerkezi.istanbul.edu.tr/
200,000 TL cash for Master's Degree/Vocational Training	TL 200,000	Stakeholders
B segment (small class) car	TL 354.768	https://binekarac.vw.com.tr/

The average amount of one year credit for a car	Source of three different banks offer for credit
TL 88. 692	https://www.vakifbank.com.tr/tasit-kredisi-kampanyalari.aspx?pageID=2419 https://www.halkbank.com.tr/tr/bireysel/krediler/tasit-kredileri/tasit-kredisi.html https://www.halkbank.com.tr/tr/bireysel/krediler/tasit-kredileri/tasit-kredisi.html

CONSULTANTS

Things that are important to have to stakeholders	Monetary Value (TL)	Source
1 year social media management	TL 94.800	https://madedkraft.com/sosyal-medya-yonetim-paketleri/
Trip to New Zealand (flight + accommodation)	TL 146.000	https://www.skyscanner.com.tr/ https://www.agoda.com/
Cash for business	TL 3.800.000	Stakeholder
Cash for own purpose	TL 221.000	Stakeholder
Cash for investment	TL 10.000.000	Stakeholder
1 year income	TL 500.000	Stakeholder

KOTEX

Things that are important to have to stakeholders	Monetary Value (TL)	Source
Salary increase (30%) for the team – 30 employees	TL 150.000	Stakeholder

D. NEEDS ASSESSMENT QUESTIONS

1. The league in which the football team you are playing is in for the 2019-20 season?
2. Province of the football club you play for?
3. Name of the football club you play for?
4. Team(s) for which your license is active in the 2019-2020 season?
5. The year you first got your soccer license?
6. Are you a national soccer player?
7. Can you tell us about the path you want to take in football, what is your goal?
8. What are your opportunities to reach your goal in football?
9. What are the obstacles you face in achieving your goal in soccer?
10. What are the things you personally need to achieve your goal in soccer?
11. How do you want to ensure a regular and sufficient financial income in your life? What is your career goal outside football?
12. What are the opportunities you have to achieve your career goal outside football?
13. What are the obstacles you face in achieving your career goal outside football?
14. What are the things you personally need to achieve your career goal outside football?
15. What qualities do you think an ideal soccer player should have?
16. Can you give two examples of ideal, exemplary footballers from Turkey or abroad?
17. Which of the following characteristics do you think you have as an ideal footballer?
18. What do you think are the qualities an ideal coach should have?
19. When was the last time you edited your curriculum vitae (CV)?
20. Which trainings do you think will contribute to your career and personal development?
21. List 8 of the above trainings that you consider the most important (Just take the letter code at the beginning).
22. Would you be interested in participating in a distance (online) training program consisting of training
23. How well do you know Kızlar Sahada?
24. Anything you would like to add?

E. SROI CALCULATION

Calculation of the Impact

The formula is given below to calculate impact by including deadweight, attribution, drop off, and displacement.

Impact = (outcome quantity x financial proxy) * (1 – deadweight) * (1 – attribution)

Impact in year 1: This is the same as the impact calculated at the end of the project.

Impact in year 2: impact = year 1 – drop off %

Impact in year 3: impact = year 2 – drop off %

Impact in year 4: impact = year 3 – drop off %

Impact in year 5: impact = year 4 – drop off %

Calculating Social Return on Investment

In this stage, the Net Present Value (NPV) is calculated first. The NPV and SROI rate is calculated in accordance with the formulas below.

NPV = present value of benefits (PV)* – value of investment

*PV = value of impact in year 1 / (1+r) + value of impact in year 2 / (1+r)² + value of impact in year 3 / (1+r)³ + value of impact in year 4 / (1+r)⁴ + value of impact in year 5 / (1+r)⁵

r = discount rate (The official data from the Central Bank of Turkey is used)²⁰

SROI RATIO = Present Value / Value of Inputs

Net SROI RATIO= Net Present Value / Value of Inputs

The source of the formulas' is The SROI Network guide book²¹. **When the related values are inserted in the formula, the SROI ratio is calculated as 1:8,80**

²⁰<http://www.tcmb.gov.tr/wps/wcm/connect/TCMB+TR/TCMB+TR/Reeskont+ve+Avans+Faiz+Oranlari>

²¹ A guide to Social Return on Investment, January 2012, The SROI Network