



GIRLS ARE ON THE SOCCER FIELD ACADEMY

SOCIAL INVESTMENT IMPACT ASSESSMENT
REPORTSROI ANALYSIS 2016

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ABOUT THE REPORT AND ANALYSIS

This Report covers the social impact assessment of the Girls are on the Soccer Field Academy, which is part of Girls are on the Soccer Field program, held between 19-26th of November 2016. SROI (Social Return on Investment) analysis is used as assessment tool. This report is prepared based on SROI 7 principles¹. All the information about the social impact measurement of the Girls are on the Soccer Field Academy in the direction of these principles has been stated with transparency.

Girls are on the Soccer Field Academy SROI analysis has been made to determine the impacts that the project has created, to identify the most productive and inefficient parts, and to use the resources in the most efficient way. This analysis has been designed as a tool to promote and to extend the project. In other words, this report has been prepared to address both internal and external stakeholders.

ABOUT GIRLS ARE ON THE SOCCER FIELD

Actifit, who is expert on the 'Corporate well-living' field, is founder of Girls are on the Soccer Field which is the first private women's soccer tournament to be realized with the highest participation in Turkey. Girls on the Soccer Field sets a good example of 'good soccer' with COURTESY and FAIR-PLAY, which the players will show each other during and after the match, TRANSPARENCY, JUSTICE and SENSITIVITY that organizers and referees will enact during and after the match.

Mission: Empowering women of all ages with team spirit.

Vision: To bring 100 thousand women of all ages to the field through soccer.

WHAT IS SROI?

Social Return on Investment (SROI) is a framework for measuring and accounting for the value created or destroyed by our activities – where the concept of value is much broader than that which can be captured by market prices. SROI seeks to reduce inequality and environmental degradation and improve wellbeing by taking account of this broader value. (The Seven Principles of SROI, The SROI Network)

Girls are on the Soccer Field is a program that includes social responsibility as well as sport and team training. Girls are on the Soccer Field Academy is one of the social responsibility project of this program.

¹ A Guide to Social Return on Investment, The SROI Network, 2012

ABOUT GIRLS ARE ON THE SOCCER FIELD ACADEMY

One of the biggest problems in Turkey is undoubtedly the inequality between women and men. With this inequality, prejudices and stereotypes are encountered especially in the soccer, which is seen as a male sport.

In order to rise girls' awareness that soccer is a sport that everyone can enjoy, introducing girls to soccer in all over Turkey and empowering them with team spirit, Girls are on the Soccer Field Academy is organized as one week camp in company with trainers.

Within the scope of these camps girls experience art and culture workshops. Parents of the girls involve mother-father programs in cooperation with Mother Child Education Foundation (AÇEV).

For further information you can visit Girls are on the Soccer Field Academy web site.
(<http://kizlarsahadaakademi.com>)

7 PRINCIPLES OF SROI

- 1- Involve stakeholders
- 2- Understand what changes
- 3- Value the things that matter
- 4- Only include what is material
- 5- Do not over-claim
- 6- Be transparent
- 7- Verify the result

Index

ABOUT THE REPORT AND ANALYSIS.....	1
ABOUT GIRLS ARE ON THE SOCCER FIELD.....	2
ABOUT GIRLS ARE ON THE SOCCER FIELD ACADEMY.....	3
EXECUTIVE SUMMARY.....	5
STAKEHOLDER INVOLVEMENT.....	7
Identifying Stakeholders.....	7
Stakeholder Groups in terms of Activities that They Participated.....	8
Open Communication with Stakeholders.....	16
Analysis Content that Stakeholders Involved.....	16
THE CHANGE.....	16
Scope of the Analysis.....	16
Defining Outcomes and Indicators.....	18
Materiality.....	18
Girls Participated in the Project.....	19
Parents of Girls Participated in the Project.....	26
Voluntary Trainers.....	30
Actifit and Its Employees.....	36
Active Supporters.....	42
Project Leader.....	45
TED Eskişehir College.....	48
Eskişehir Tepebaşı Municipality.....	49
Donators.....	50
Mother Child Education Foundation (AÇEV).....	51
VALUATION.....	52
Valuation of Inputs.....	52
Valuation of Outcomes.....	52
Calculating SROI.....	60
Included and excluded data.....	60
AVOIDING OVER CLAIM.....	61
Deadweight and Attribution.....	62
Displacement.....	69
Duration and Drop off.....	69
SENSITIVITY ANALYSIS.....	76
VERIFYING THE RESULTS.....	80
APPENDICES.....	81

EXECUTIVE SUMMARY

Turkey ranks 68th in 2012 in the United Nations Gender Inequality Index (GII), and 71st in 2015². “The way to prevent discrimination against women is to develop policies that are sensitive to gender. In order to ensure gender equality, policies should be structured at both the central and the local level in a gender sensitive manner, taking into account the impacts on women. Prioritizing policies and services for women is necessary to ensure gender equality. The interventions and policies implemented at the local level are of decisive importance in the shaping of everyday life³.”

Gender inequality in the sport field, as it is in every area, is most prevalent in the field of soccer. In order to emphasize gender equality and to show that women can be successful in the soccer field, which is male dominant in minds, Actifit has started Girls are on the

Soccer Field program. Another mission of this program is to eliminate negative sides of soccer such as violence in the field and cheers that contains bad words by promoting ‘good soccer’. Soccer tournaments within the scope of Girls are on the Soccer Field are for adults. Actifit has taken action for girls to make them realize gender equality through soccer by launching a project called Girls are on the Soccer Field Academy. ‘Academy’ part of this Project covers art & culture workshops which improve girls’ creativity and social skills.

SROI Analysis of Girls are on the Soccer Field Academy is done as multi-purpose tool. Understanding the efficiency of the Girls are on the Soccer Field Academy project is the primary purpose of the analysis for Actifit. Besides, improving the project and managing it in a better way by determining the most and the least efficient parts of the project. Expanding of the Girls are on the Soccer Field Academy project is one of the primary target of Actifit. It wants to reach more girls so more girls like soccer, like sports and recognize gender equality through soccer. Therefore, SORI Analysis is used to promote the project by sharing the SROI analysis report with external stakeholders.

Stakeholder analysis is the backbone of any project. Main beneficiaries and anyone/ any institution who is effected by the project is called as stakeholder. In SROI analysis stakeholder is defined as anyone/any institution who invests (investment in terms of money, time and/or service) to the project

Gender equality is more than a goal in itself. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance.

Kofi Annan

² <http://hdr.undp.org/en/indicators/68606#> Cinsiyet

³ 81 İl İçin Toplumsal Cinsiyet Eşitliği Karnesi, TEPAV, Ocak 2014

and experience change as a result of activities of the project. In this regard, key stakeholder groups of Girls are on the Soccer Field Academy are determined as follows;

- 1- Girls participated in the project
- 2- Parents of girls participated in the project
- 3- Voluntary trainers
- 4- Actifit and its employees
- 5- Active supporters
- 6- Project leader
- 7- TED Eskişehir College
- 8- Eskişehir Tepebaşı Municipality
- 9- Donators
- 10- Mother Child Education Foundation (AÇEV)

The change provided by the 'Girls are on the Soccer Field Academy' project for all these stakeholder groups varies as well as among the individuals within the stakeholder groups. Details of these changes / outcomes are included in the report. The most significant outcomes for the stakeholder groups are determined as;

- *Parents of girls participated in the project:* Awareness of gender equality and empathy with their children
- *Girls participated in the project:* Empowerment and equality, as well as the improvement of imagination and creativity
- *Voluntary trainers:* The development of teaching and communication skills as a result of their experience during the project and personal development

After the valuation of each outcome for each stakeholder group, the result of SROI ratio is calculated as 1:12,45. In other words, each 1 TL invested for the Girls are on the Soccer Field Academy project, there is change in value of 12,45 TL.

Distribution of this ratio according to stakeholder groups (both as percentage and TL) is as follows;

Girls participated in the project	%20	2,43 TL
Parents of girls participated in the project	%38	4,68 TL
Voluntary trainers	%15	1,88 TL
Actifit and its employees	%5	0,67 TL
Active supporters	%5	0,68 TL

Project leader	%13	1,61 TL
TED Eskişehir College	%1	0,11 TL
Eskişehir Tepebaşı Municipality	%1	0,14 TL
Donators	%2	0,25 TL
Mother Child Education Foundation (AÇEV)	%0	0 TL

STAKEHOLDER INVOLVEMENT

The determination and analysis process of the stakeholders, which is backbone of SROI analysis, was carried out with Actifit and the team of the Girls are on the Soccer Field Academy. All stakeholder groups, who experience change as a result of activities of the project and invest in the project, have been contacted to be included in the analysis. Even though every stakeholder cannot be reached, 104 stakeholders out of 110 have been interviewed. In accordance with this data, 94% stakeholder participation in the analysis has been achieved.

Identifying Stakeholders

Stakeholder groups were selected for the interviews with the Actifit team, the creators of the Girls are on the Soccer Field Academy project and actively involved in its organization process. In addition to the identified stakeholder groups, new ones were pointed out by stakeholder during the interviews. They were also included in the analysis.

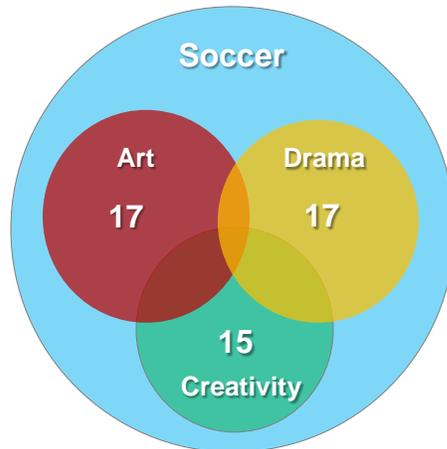
There are no subgroups among the stakeholder groups, because the changes/outcomes do not diversify according to age/sex/education background/occupation/position within in the project.

Stakeholder Groups in terms of Activities that They Participated

In order to understand which activity leads which outcome, analyzing the activities that stakeholder groups participated is important. The table below describes project details.

Project Details	
Aim	<ul style="list-style-type: none"> Rising awareness about gender equality through soccer and increase girls' participation in the sport Improve imagination through 'academy' part of the project which are art workshop, drama workshop and creativity workshop
Activities & time of activities	<p>(1) Soccer: All girls participated in soccer activities. It includes training sessions and tournament. Scope of soccer activities: warm-up exercises, dribbling, shooting, passing forward, taking pass, inside and outside cut turn Number of session: 5 days trainings (3 hours a day), 1 day tournament</p> <p>(2) Workshops: There were three different workshops; a-Art, b-Drama, c-Creativity. Girls were free to choose one of the workshops to participate. Scope of workshop activities: Art: Making animal figures with origami, making mug with carton, making musk with carton and paint it. Drama: Preparing a theater play (writing a story), perform the theater show that they wrote learning how to act. Creativity: Learning new songs, making maraca, making puppet, making household goods Number of session: 5 days workshop activities (3 hours a day), 1 day performance show</p> <p>The project started on 19th of November 2016 and ended on 26th of November 2016</p> <p>In each project day, girls participated soccer activities for half day (3 hours) and participated workshops that they chose for half day (3 hours). First day of the project all girls experienced all workshops. Then, they decided the workshop that they wanted to participate.</p>
Location	City: Eskişehir, Tepebaşı district Facility: TED Eskişehir College

Girls participated in the project: Girls participated in the project is the main beneficiary stakeholder group. Age range of girls are 10-12. They are student of Tepebaşı Primary School which is a public school. The project was organized outside school time. As shown in venn diagram below, all girls participated soccer activities, 17 of them participated art workshop, 17 of them participated drama workshop and 15 of them participated creativity workshop.



As mentioned before, soccer activities are participated by all girls. Actually, soccer is the most important part of the project because project aim is to experience gender equality through soccer. In Turkey, there is perception that soccer is a sport that only men can be successful. Therefore, soccer is a good way of emphasizing gender equality.

Girls participated in the project experienced both soccer activities and workshops for the first time in their lives. This situation was known from the beginning of the project. In Turkey, public schools have limited budgets, so public school students have no chance to experience social activities. Tepebaşı Primary School is one of these public school. So, students of Tepebaşı Primary School had no chance to participate art/drama/creativity workshops and/or soccer trainings.

Raw data analysis: The activities that they engaged were asked with written survey. The related question is “Can you tell me what you're doing here? What kind of activities have you participated in? What did you do in these activities?”. Answers of this question were gathered together with the table below;

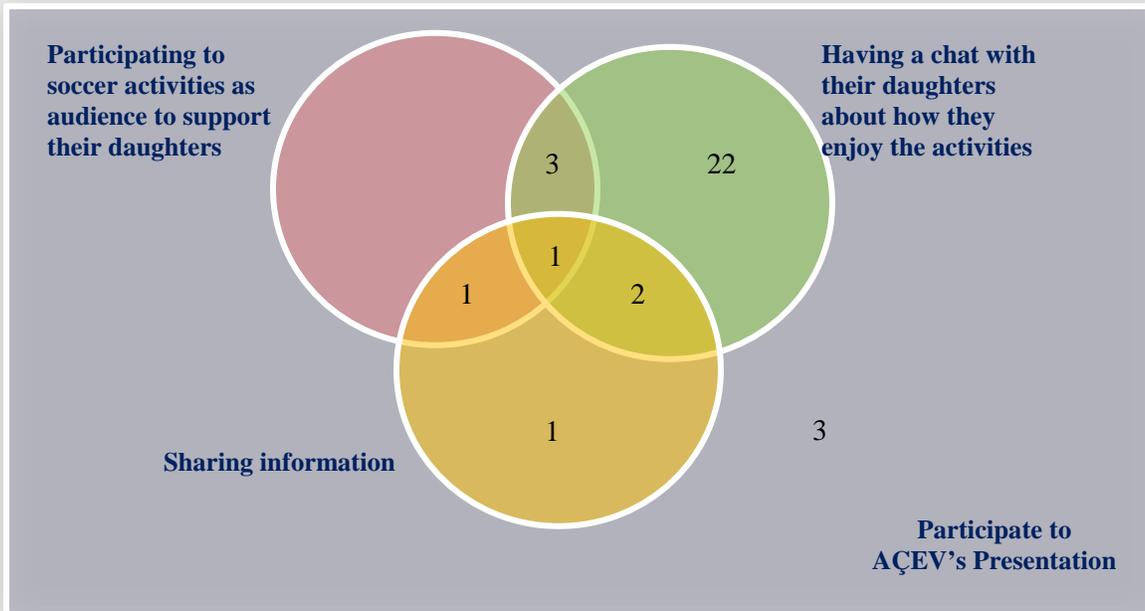
For each activity that is mentioned by participant girls, the “/” mark is put on the relevant row. Then number of “/” marks are summed up.

Activities	Total Number of Participants
Soccer	49
+	
Art workshop	17
Drama workshop	17
Creativity workshop	15

Parents of girls participated in the project: Participating AÇEV’s presentation for awareness rising about gender equality provided opportunity for sharing information. They had chance to discuss their daily behavior towards their daughters and sons. Sometimes parents treat their daughters and sons differently and may not

aware of that. Therefore, this presentation was great opportunity for rising awareness. Besides participating AÇEV's presentation, they went to the project field to watch soccer activities and support their daughters. They contributed to girls' motivation and encouragement. They had a chat with their daughters about how they enjoy the activities in the scope of the project.

Venn diagram below shows number parents that they engaged activities.



Raw data analysis: The activities that they engaged were asked with written survey. The related question is "What activities do you engage in this project? (To come to the match and support your daughter, to talk about what you do when you get home and to encourage her, to exchange information with her teachers about the development within the project)". Answers of this question were gathered together with the table below. Each parent is given number to identify which parent engaged more than one of the activities mentioned below.

Activities		Total Number of Parents
Participate to AÇEV's Presentation	1,2,3,4,5,6,7,8,9,10,11 12,13,14,15,16,17,18, 19,20,21,22,23,24,25, 26,27,28,29,30,31,32, 33	33
+		
Participating to soccer activities as audience to support their daughters	1,3,9,32,33	5
Sharing information	1,6,8,20,32	5

Having a chat with their daughters about how they enjoy the activities	2,3,4,5,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,26,27,28,29,30,32,33	28
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Voluntary trainers: They are all high school students at Robert College and Enka High School which are known well with their high quality of education in Turkey. All of them experienced teaching. None of the outcomes (details about outcomes can be found in ‘Defining Outcomes and Indicators’ part of the report) for voluntary trainers is related with what they taught. Therefore, how many voluntary trainers were responsible from which activities is not analyzed.

Raw data analysis: The activities that they engaged were asked with written survey. The related question is “Can you describe the activities that you have carried out within the project?”. Answers of this question were gathered together with the table below. Each voluntary trainer is named as T1, T2, ..., T12.

Activities		Total Number of Voluntary Trainers
Trainer of Soccer	T3,T4,T5,T7,T8,T9, T10,T11,T12	9
Trainer of creativity workshop	T1,T5,T10	3
Trainer of art workshop	T2,T6,T7,T8,T12	5
Trainer of drama workshop	T3,T9,T10,T11	4
To have a chat with children and share a social environment with them	T1,T2,T3,T4,T5,T6,T7, T8,T9,T10,T11,T12	12

As shown on the table above, only one voluntary trainer engaged just soccer training activities. Other soccer trainers engaged other workshop activities as trainers also.

Actifit and its employees: Besides cash, Actifit provided human resources for the project. They worked closely with girls and other stakeholder groups. Therefore, Actifit employees may be affected by activities. The project may had impact on them. That’s why phone interviews were made with Actifit employees. 1 high level manager (on behalf of Actifit) and 2 employees who were responsible for organization from beginning to end were interviewed.

Raw data analysis: The activities that they engaged were asked by phone interview. The related question is “Can you describe the activities that you have carried out within the project?”. Answers of

this question were gathered together with the table below. Employees are shown as E1 and E2. High level manager of Actifit is named as A in the table.

Activities		Total Number of Actifit Employees
Providing budget for the project	A	1
Providing human resource for organization of the project	A	1
Activities in the scope of 'providing human resource'		
Coordination with other stakeholders	E1	1
Promotion activities of the project	E2	1
Development of content and scope of the project	E1,E2	2
Being in the project field from beginning to end in order to make sure continuation of the process	E1,E2	2

Employees were not paid extra for working on the project. Also, employees sacrificed their working hours to contribute to the project.

Active supporters: This stakeholder groups' activities are quite important for the project because they offered their own professional experiences for the process. They acted like consultants. They used their own contacts when necessary. There were 4 active supporters. However, only 2 of them were interviewed by phone. Both active supporters were affected by the project (details about outcomes can be found in 'Defining Outcomes and Indicators' part of the report).

Raw data analysis: The activities that they engaged were asked by phone interview. The related question is "Can you describe the activities that you have carried out within the project? In what manner you supported the project?". Answers of this question were gathered together with the table below. Active supporters are shown as A1 and A2.

Activities		Total Number of Active Supporters
Consulting for being an association	A1	1
Taking an active role in planning and instruction during the project process	A1	1

When necessary, using professional experience and knowledge as a lawyer	A2	1
Involving her own children to the project to emphasize trust towards the project	A2	1

As shown in the table there is no common activity for active supporters.

Project leader: Project leader is owner of the idea which brings together soccer and workshops. In the past she attended Girls are on the Soccer Field tournament and wanted to continue to play soccer. However, she could not find any women soccer team. She said “If we teach girls soccer and create demand, these girls will not expose discrimination that I experienced’. She worked for almost every step of the project process. Because the project process maintains too many details, the activities that she engaged are described in general manner.

Raw data analysis: The activities that the project leader engaged were asked by phone interview. The related question is “Can you describe the activities that you have carried out within the project? In what manner you supported the project as the project leader?” Answers of this question were gathered together with the table below.

Activities

Trying to find sponsor

To communicate with municipality for related arrangements

To promote the project via social media

To make related arrangements for voluntary trainers

Other stakeholder groups: TED Eskişehir College, Eskişehir Tepebaşı Municipality, Donators engaged only one activity and Mother Child Education Foundation (AÇEV) engaged specific activities which are mentioned in Table2. So, raw data analysis method is not necessary for their activities. Besides, these stakeholders are organizations so their activities are not needed to categorize like girls participating in the project or parents of girls participating in the project.

Lessons Learned:

- 1- All stakeholders should be asked if there is another group that might be affected by the project in order to identify other stakeholders (if any).

In the scope of this analysis only girls’ teacher and parents were asked whether their classmates and were affected during the phone interview. It was identified that the project has no impact for girls’ siblings and classmates. However, voluntary trainers’ classmates, Actifit employees’ colleagues, project leader’s friends or parents or siblings might be affected by the

project. Therefore, not only main beneficiary group's but also all stakeholder groups' social circle should be thought and analyzed.

In the future, the question "Who else might have been affected by the project?" will be included questionnaires/surveys.

- 2- In the future, there will be no written surveys. Because, written answers may not include important details and may not indicate other stakeholders who might be affected by the project.

Table 1 - Stakeholder Groups Analysis

Stakeholder Groups	Total Size of Group	Number Engaged	Reason for Inclusion	Method of Involvement
Girls participated in the project	49	49	Main beneficiary group of the Girls are on the Soccer Field Academy project	Written survey, interviews with their teachers and parents
Parents of girls participated in the project	35	33	It is the targeted group to achieve change and directly affected by the change of main beneficiary group within the Girls are on the Soccer Field Academy project	Written survey and phone interview
Voluntary trainers	12	12	The group directly contributing to change within the Girls are on the Soccer Field Academy project	Written survey
Actifit and its employees	3	3	The group that supports the design and enabler of the Girls are on the Soccer Field Academy project	Phone interview
Active supporters	4	2	The group that directly affect the every processes of the Girls are on the Soccer Field Academy project	Phone interview
Project leader	1	1	Designer and part of team of the Girls are on the Soccer Field Academy project	Phone interview
TED Eskişehir College	1	1	The group that directly contributes to the budget of the project by providing the field facilities for the Girls are on the Soccer Field Academy project	Written survey and interview by e-mail
Eskişehir Tepebaşı Municipality	1	1	The group that directly contributes to the budget of the project by providing transportation to the children participating in the project for the Girls are on the Soccer Field Academy project	Written survey and interview by e-mail
Donators	3	1	The group that directly contributes to the budget of the project by providing cash and equipment for the Girls are on the Soccer Field Academy project	Phone interview
Mother Child Education Foundation (AÇEV)	1	1	The group that work for the targeted change on parents of the girls participated in the project	Phone interview

Open Communication with Stakeholders

All stakeholders, who were interviewed to identify impact of the project, were ensured that their names and contact information are confidential. In addition, contact information was given to them so that they could reach the assessment team any time they want. All stakeholders were informed about the analysis and purpose of the analysis in detail.

Analysis Content that Stakeholders Involved

In order to do analysis in most accurate way, each stakeholder was asked the questions that are given in 'Annexes' part of this report. These questions are prepared to provide involvement of stakeholders' views in the highest level. The topics covered by the stakeholder involvement in the direction of the questions asked and responses are as follows;

- Expectations from the Project, before the Project started
- Investment type (time, service, money)
- Activities carried out within the scope of the project
- Positive and negative outcomes/changes/impacts
- The outcomes was caused by the contribution of other organizations or people
- The outcomes that would have happened even if the activity had not taken place
- Value of the outcomes for the stakeholder

In this impact analysis, the outcomes / impacts are based on the stakeholders' own expressions. None of the impact is not expressed by stakeholders have been assessed by assumptions. In addition, it is not assumed that outcomes/impacts expressed by one stakeholder are valid for whole stakeholder group. Potential outcomes/impacts for stakeholders who were not interviewed are not included in this SROI impact assessment (impact calculation).

THE CHANGE

Scope of the Analysis

Girls are on the Soccer Field Academy project SROI Analysis is an **evaluative** analysis. During the period of 19-26 November 2016, the activities carried out for 1 week and the activities carried out during project preparation were analyzed separately for each stakeholder group.

All activities (outputs) mentioned in the analysis are based on the stakeholders' own expressions. The investments (inputs) required to provide the outputs specified in the table below are indicated.

Table 2 – Input and Output Analysis in Regard to Stakeholder Groups

STAKEHOLDER GROUPS	INPUTS		OUTPUTS	
	Girls participated in the project	Time	<ul style="list-style-type: none"> PARTICIPATING SOCCER TOURNAMENT PARTICIPATING CREATIVITY, DRAMA, ART WORKSHOPS EXHIBITION OF THEIR PERFORMANCE 	
	Parents of girls participated in the project	Time	<ul style="list-style-type: none"> ENCOURAGE AND MOTIVATE THEIR CHILDREN SHARING INFORMATION HAVE A CHAT WITH THEIR CHILDREN AND LISTEN HOW THEY ENJOY 	
	Voluntary trainers	Time	<ul style="list-style-type: none"> BEING COACH DURING THE SOCCER TRAININGS AND MATCHES BEING TRAINER DURING THE WORKSHOPS TO HAVE A CHAT WITH CHILDREN AND SHARE A SOCIAL ENVIRONMENT WITH THEM 	
	Actifit and its employees	Time+Service+Money	<ul style="list-style-type: none"> PROVIDE BUDGET FOR THE GIRLS ARE ON THE SOCCER FIELD ACADEMY PROJECT PROVIDING CONTENT FOR PROMOTION AND PRESENTATION OF THE PROJECT PROVIDING HUMAN RESOURCE FOR RELATED COORDINATION DURING PREPARATION PROCESS AND DURING THE PROJECT 	
	Active supporters	Time	<ul style="list-style-type: none"> TAKING ACTIVE PART / CONSULTING IN PLANNING AND INSTRUCTION OF THE PROJECT CONSULTING FOR BEING AN ASSOCIATION USING PROFESSIONAL/OCCUPATIONAL INFORMATION TO SUPPORT THE PROJECT INVOLVING HER OWN CHILD TO PROJECT TO EMPHASIZE TRUST TOWARDS THE PROJECT 	
	Project leader	Time	<ul style="list-style-type: none"> AS OWNER OF THE BASIC IDEA COLLABORATING WITH ACTIFIT PARTICIPATING IN ORGANIZATION PROCESS OF THE PROJECT 	
	TED Eskişehir College	Service	<ul style="list-style-type: none"> ALLOCATING NECESSARY FIELDS OF THE SCHOOL FOR THE ACTIVITIES 	
	Eskişehir Tepebaşı Municipality	Service	<ul style="list-style-type: none"> PROVIDING TRANSPORTATION FOR THE GIRLS WHO PARTICIPATED TO THE PROJECT FROM BEGINNING TO END 	
	Donators	Money/Equipment	<ul style="list-style-type: none"> PROVIDING CASH PROVIDING 50 SOCCER BALLS 	
Mother Child Education Foundation (AÇEV)	Time	<ul style="list-style-type: none"> INFORMING SCHOOL MANAGEMENT AND TEACHERS TO CONTACT WITH PRINCIPLE FOR REQUIRED ORGANIZATION PROCESSES MAKING PRESENTATION TO 55 PARENTS ABOUT GENDER EQUALITY AWARENESS 		

Defining Outcomes and Indicators

The outcomes (changes) are defined for each stakeholder group. It is determined that there is more than one change for a stakeholder group. Any kind of inducement is avoided to understand the changes in most accurate way while asking questions to stakeholders. Stakeholders were asked whether there is negative change if they mentioned only positive changes during the interviews. Besides, in the survey it was asked to define both negative and positive changes.

Indicators, which are proof of outcomes, are given with the related outcomes in this section. Only ultimate changes are attributed financial value in case of chain events are occurred. In this way, double counting risk is avoided.

Materiality

“A material outcome is an issue that will influence the decisions, actions and performance of an organization or its stakeholders. In other words, it has passed a threshold that means it influences decisions and actions”⁴. SROI principle 4 requires that only material outcomes should be valued. “The stages in the SROI process provide information that help in making this judgement. Relevance is considered as part of Stage 2 – Understanding change. Significance is considered as part of Stage 3, Stage 4 and Stage 5”⁵.

1. *Relevance – identify issues:*

Testing for relevance is therefore looking at whether the outcome is relevant, because there are:

- policies that require it or perversely block it, and the intervention can deliver it;
- stakeholders who express need for it and the intervention can deliver it;
- peers who do it already and have demonstrated the value of it and the intervention can deliver it;
- social norms that demand it and the intervention can deliver it; and
- financial impacts that make it desirable and the intervention can deliver it⁶.

2. *Significance – priorities issues:*

The significance of the outcomes is assessed by reference to the magnitude of the impact and probability, and to whether they are internal and external⁷. If value of an outcome is low relatively to other outcomes, this may indicate that the change is not significant. Similarly, if the quantity of change is low, it indicates that the change is not significant. High deadweight and high attribution may indicate an insignificant change.

⁴ Supplementary Guidance on Materiality, The SROI Network, November 2011

⁵ Supplementary Guidance on Materiality, The SROI Network, November 2011

⁶ Supplementary Guidance on Materiality, The SROI Network, November 2011

⁷ Supplementary Guidance on Materiality, The SROI Network, November 2011

Outcomes, indicators, relevance and significance tests are listed according to the stakeholder groups as follows;

Girls Participated in the Project

It is determined that there are 3 ultimate changes as a result of activities which are (1) Empowerment and equality, (2) Improvement of imagination and creativity and (3) Better communication with family and friends. Each ultimate change occurs from events. In determining these results, the views of children's families and teachers are also included.

The table below shows how many girls achieve which outcomes. Names of girls who participated in the project are confidential. Therefore, "G1, G2,...,G49" are used instead of names.

Outcomes/Activities	Art Workshop	Drama Workshop	Creativity Workshop	Total
Empowerment and equality	G16,G17,G18,G19,G20,G21, G22,G24,G25,G26,G27,G28, G29,G31,G32	G33,G34,G35,G36,G37, G38,G40,G41,G42,G43, G44, G45,G46,G47	G1,G2,G3,G6,G7,G8, G9,G10,G13,G14,G15	40
Improvement of imagination and creativity	G18,G20,G24,G25,G26,G27, G28,G29, G30,G31,G32	G38,G39,G40,G41,G42, G44,G45,G46,G47	G1,G4,G5,G6,G7,G8, G10,G11,G13,G15	30
Better communication with family and friends	G17,G18,G19,G20,G23,G29, G30,G32	G40,G41,G42,G43,G45, G48,G49	G1,G8,G9,G10,G12, G13,G14	22

***All girls participated soccer activities. Therefore, only workshop activities are given above.**

These outcomes are based on stakeholders' own expressions. 82% of girls achieve empowerment and equality, 61% of girls achieve improvement of imagination and creativity and 45% of girls achieve better communication with their family and friends.

Lessons learned: Outcome 1 (Empowerment and equality) and outcome 2 (improvement of imagination and creativity) are expected impacts as a result of soccer and workshop activities. Therefore, 18% of girls who do not achieve empowerment and equality, and 39% of girls who do not achieve improvement of imagination and creativity could be asked why they did not mention about these two impacts.

In the future, stakeholders will be asked about (at least) expected impacts/changes if they do not mention about them.

Related question to find out outcomes of the project was "What benefits did you have here? What has been changed in your life after this project? Besides the benefits, are there any negative impacts of this project for you?". Their answers were analyzed by bringing all the answers together and trying to find out if any answer is related with another one. This was not an easy method because questions were open ended. Biggest limitation was we cannot know if they could express themselves well. This limitation was tried to be eliminated by asking their teacher's and parents' opinion.

Outcome 1: Empowerment and Equality

As mentioned before all girls (participated in the project) participated soccer activities. They experienced playing soccer for the first time with this project. They did not experience soccer training or soccer match before the project. 1 girl mentioned that she attended municipality's water ballet course (G43), 1 girl mentioned that she attended basketball course (G41), and 1 girl mentioned that she attended swimming courses (G1). The others did not mention about any sports activity that they participated.

Indicators

Outcome 1 was achieved by 40 girls. Both their teacher and parents confirmed increase of self-confidence and sense of gender equality.

The teacher said "I can see the impact on girls who participated in the project. They raise their hands more and eager to answer when I ask a question. They are not demoralized if their answer is wrong. You know sometimes children make fun with their friends when the answer is wrong. So, most of the children do not want to answer teachers' questions. Or children do not want to ask questions because of same reason. I try to impose 'there is no silly question' but peer impact power is stronger than my words. I am happy to see that how much they are confident and do not afraid of making mistakes." The teacher's words indicate empowerment. When we look at the girls' answers of the related question in written survey, we understand that soccer was a male sport for them before the project. Their own expressions are given below.

In addition to teacher's observation, according to UEFA report 'The Psychological and Emotional Benefits of Playing Football on Girls and Women in Europe'⁸ playing soccer increase self-confidence. Report says 'Across all our measures, we consistently found that young female footballers reported higher levels of confidence, self-esteem, well-being, and motivation than girls who play no sport at all. More powerfully, the results showed that young girls who play football also reported higher scores than those girls who play other sports.' According to the same report, 48% of young footballers feel more confident than other girls their age (vs 46% of girls who play other sports). In that manner, UEFA's findings support teacher's observation.

- The desire to work professionally in the field of soccer
 - G47: "May be I can be a soccer player in the future."
- The desire to play with boys and to win
 - G19: "We will play soccer with boys, we will win the match!"
 - G23: "I am confident now, I can play and win."
- The perception of to be insulted because they cannot play soccer by boys is demolished
 - G9: "From now on, boy cannot insult me, I feel confident"
- The idea that soccer is a good sport for both health and fun
 - G22: "I understand how sports is beneficial for my health. Soccer is so fun!"
 - G25: "I understand that soccer is a good way of doing sports"

⁸ <https://preview.thenewsmarket.com/Previews/UEFA/DocumentAssets/472937.pdf>

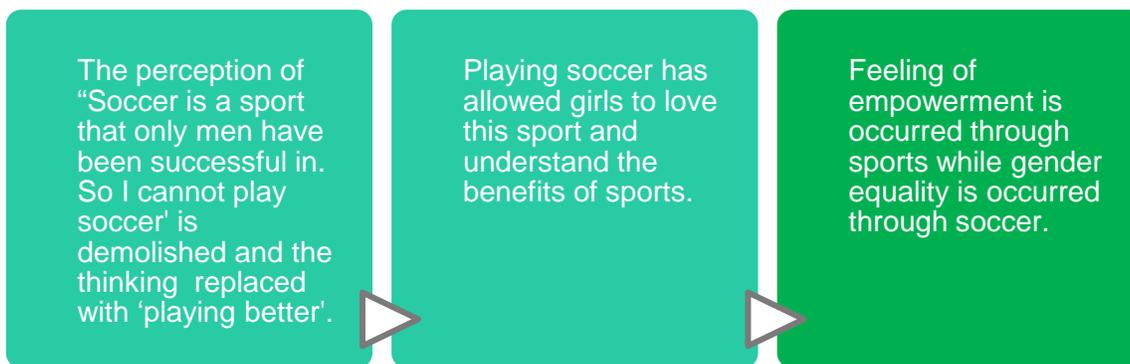
- G31,G15,G16,G39 expressed similar impacts
- Having knowledge of soccer
 - G10: "Now, I have knowledge about soccer"
 - G13: "I can play soccer better than boys, because I learned how to play here"
 - G1,G2,G6,G12,G7,G21,G24,G27, G33,G34,G35,G36,G37,G38,G42,G44 expressed similar impacts
- Liking play soccer after the project
 - G16: "I understand why boys like soccer. Because it is great!"
 - G26: "I like it. Soccer is fun."
 - G45,G46 expressed similar impacts
- To understand that girls can play soccer just like boys (even better than boys)
 - G14: "I conquered my fear. Now I can play soccer".
 - G3: "Here, I understand that girls can play soccer too"
 - G20: "I can do whatever boys can do"
 - G8,G17,G18, G29,G43,G48 expressed similar impacts

As shown above only one girl (G16) expressed two impacts of the project for her. Others mentioned only one impact. This is the basic reason of concern whether they could express themselves well.

Limitations about indicators: All indicators above are subjective. We need objective indicators as well. Subjective and objective indicators should support each other. The limitation occurred because of timing of written survey. The survey was done just after the end of the project.

Girls' teacher mentioned objective indicators which are related with empowerment impact. The reason that she could mention objective indicator is phone interview was done 1 month later. So she could have chance to observe the changes/impacts.

Indicators show us soccer is not "a sports only for males" in their mind. This is the "gender equality" achievement. According the teacher's interview, 'equality sense' contributed girls' self-confidence too (increase of participation, not afraid of making mistakes, and 'I can do' perspective). When we combine both teacher's observations and girls' own expressions, we get the chain below;



The second part of chain may seem unrelated. However, because soccer is an important tool (for two reasons 1-it is a male dominant sport, 2-children do not need to spend much money to play soccer) to emphasize gender equality, it is really important that the girls like this sport. Otherwise sustainability of impacts cannot be achieved.

Relevance criteria	Yes	No	Explanation
Policy based performance	•		Empowerment of girls and gender equality is policy of Girls are on the Soccer Field Academy
Stakeholder behavior and Concerns	•		Stakeholders confirms that this is the result of experience of playing soccer
Societal norms	•		Gender equality is an important societal norm.
Direct short term financial Impacts		•	None
Peer based norms		•	Since no such project has been done before, there is no information on the value of this conclusion.
Conclusion	•		

Significance criteria	Quantity	Value	Deadweight	Attribution
	40	TL 225	5%	30%
Conclusion	High	Normal	Low	Normal

Outcome 2: The Improvement of Imagination and Creativity

Outcome 2 is related with workshop activities. As mentioned before, 17 girls participated art workshop, 17 girls participated drama workshop, and 15 girls participated creativity workshop. Most of them experienced these activities for the first time. Like soccer, there are no creativity, drama or art courses at their school. Some of them attended related course out of school. 3 girls mentioned that they attended drama course (G11,G5, G30), 1 girl mentioned that she attended chess course (G39), 1 girl mentioned that she attended symphony orchestra for children (G43). Other ones did not mention any similar activity that they participated.

Outcome 2 is achieved by 30 girls who participated in the project. The teacher was asked about the improvement of their creativity. She said 'I gave assignment, and results were great. The assignment was founding club. They organized meetings, wrote down rules of their club, etc. I was aware of their talents, but with this project they has chance to show their talents. I observe that they realize what they learned during the project.

When we look at the girls' answers of the related question in written survey, we understand that workshops contributed girls' imagination and creativity significantly. Their own expressions are given below.

Indicators

- To learn how to use and what to do with construction paper and printing materials
 - G4: 'I learned how to use construction papers and other materials'
 - G5: 'My handcraft is improved, I can be more creative because I can do things related with handcraft better'
 - G27,G28,G29,G31,G32 expressed similar impacts
- To understand that they can perform theatre
 - G38: 'I learned drama, and I understand that I can perform'

- G41: 'Last day we performed to our families, I was very happy to be able to perform'
- G44,G45,G47 expressed similar impacts
- The desire to work in the field of theatre as a professional
 - G47:'In future, maybe I can be a theatre player'
- To experience that they can create anything with what they have
 - G10: 'My handcraft is improved because of creativity workshop'
 - G13: 'I understand that, I do not have to make animal figures that exist in real life. I can make any figure, it is up to me'
 - G15,G18,G25 ,G30,G40 expressed similar impacts
- To understand that every person can be creative
 - G6: 'We made a lot of things here, I could show my creativity'
 - G8: 'My imagination is improved'
 - G11: 'I understand that I can be creative, anyone can be creative'
 - G7,G20,G24,G26,G39 expressed similar impacts
- Improvement of courage as a result of drama performance
 - G42: 'Drama workshop improved my courage'
 - G46: 'Performing in front of our family increased my courage'

These indicators show us their experiences improved their imagination and creativity. Like outcome 1 indicators, outcome 2 indicators are subjective too. Even their teacher mentioned that their creativity is improved, we do not have enough objective indicator.

Lessons learned: In order to identify objective indicators, surveys should be done after a while from end of the project.

In future, surveys will be done after a while from the project. By this way, we can identify objective indicators in addition to subjective indicators. Also, we can identify level of improvement.

Workshops about Creativity/Drama/Art develop girls' hand skills, they start to love theatre and experience display their performance.

As a result of these new experiences girls' imagination and their creativity is improved.

Relevance criteria	Yes	No	Explanation
Policy based performance	•		This outcome is part of Girls are on the Soccer Field Academy project policy. Especially 'Academy' part of the project has targeted that outcome.
Stakeholder behavior and Concerns	•		Stakeholders confirmed that this was the first workshop that they have experienced. Therefore, improvement of their imagination and creativity is the result of this activity. Also, girls' teachers and families confirmed their improvement of creativity.

Societal norms	•		Creative individuals have high reputation in society. Also, they have competitive advantage in business life.
Direct short term financial Impacts		•	None
Peer based norms	•		Purpose of these kinds of activities is improving creativity. So any children who participates these kinds of workshops experience creativity improvement.
Conclusion	•		

Significance criteria	Quantity	Value	Deadweight	Attribution
	30	TL 60	10%	30%
Conclusion	High	Low	Low	Normal

Outcome 3: Better Communication with Family and Friends

Outcome 3 is unintended change/impact, but not unexpected. Most of the activities are based on group work and team work. Therefore, outcome 3 can be expected easily.

There is potential relationship between outcome 1 and outcome 3. Parents of girls confirmed that they have better communication and their teacher mentioned increase in participation in class. According to the teacher, increase in participation is related with increase of self-confidence. This indicates that there is potential link between self-confidence and better communication.

As a consequence of the project 'better communication with their family and friends' impact is identified for 22 girls. Indicators below reflect both parents' expressions and girls' own expressions.

Indicators

- To get more pleasure from spending time with friends
 - G10: 'I had great time here with my friends, I feel more comfortable among them'
 - G12: 'This time, I enjoy spend time with my friends'
 - G17, G19, G20, G29, G40, G41, G42, G43, G45 expressed similar impacts
- To explain with excitement what they did at school to their family when they get home
 - Parent of G1: 'As soon as she arrived home, she started to tell what she did. She is still talking!'
 - Parent of G9: 'Before she participated the project, she did not share her feelings or what she did at school. She was a silent girl. Now, she talks to us.'
 - Parent of G17, Parent of G23, Parent of G29, Parent of G30, Parent of G32, Parent of G41 expressed similar impacts
- To share what they learn at school with their siblings
 - Parent of G8: 'Her sister is too young to understand what she tells her, but she still try to teach what she learned during the project'
 - Parent of G13: 'I think she tries to be like voluntary trainers'
 - Parent of G1, Parent of G14, Parent of G17, Parent of G18, Parent of G19, Parent of G43, Parent of G48, Parent of G49 expressed similar impacts

Limitation about indicators: Because survey was in written form, we are lack of information about connection between self-confidence and better communication (outcome 1 and outcome 3). Indicators leads us better communication outcome, but do not provide clue about the connection. Teacher's and families' expressions can be evaluated as clue but it is not enough.

Lessons learned: In future, stakeholders will be asked about connection between outcomes that they mention. This kind of conversation will provide information about level of confidence.

New experiences and different perspectives have significantly increased the confidence of girls.

As a result, they have started to communicate better with their family and friends.

Indicators show us girls who participated in the project communicate with their families and friends. Parents of girls mentioned objective indicators of this outcome. Girls own expressions provide subjective indicators.

Relevance criteria	Yes	No	Explanation
Policy based performance		•	Providing new experiences for girls is part of Girls are on the Soccer Field Academy project policy. However, better communication with their families and friends is not a part of the project policy.
Stakeholder behavior and Concerns	•		Stakeholders confirmed their desire to participate in the project to learn new things, to have new experiences and to have fun with their both families and friends.
Societal norms	•		Raising children with good communication skills is a societal norm.
Direct short term financial Impacts		•	None
Peer based norms	•		It has been stated that children participating in social activities outside school have strong communication skills.
Conclusion	•		

Significance criteria	Quantity	Value	Deadweight	Attribution
	22	TL 225	0%	30%
Conclusion	Normal	Normal	Low	Normal

Parents of Girls Participated in the Project

As a result of activities in the scope of Girls are on the Soccer Field Academy two ultimate outcomes are determined which are (1) Gaining awareness about gender equality and (2) Empathy Establishment, Efficient Communication and Sense of Collaboration.

Related question was “What was the benefit of this project as a mother-father for YOU? What has been changed in your life after this project? Besides benefits, are there any negative impacts of this project for you?” Answers of this question were brought together to analyze how many of them similar/same. Questions were asked via written survey in the first place. Written answers were not enough to analyze and to come conclusion about the impacts. Therefore, parents were interviewed again by phone

The table below shows how many parents achieve which outcomes. Names of parents are confidential. Therefore, “P1, P2,...” are used instead of names.

Outcomes/Activities	Participating to soccer activities as audience to support their daughters	Sharing information	Having a chat with their daughters about how they enjoy the activities	Total
<i>Gaining awareness about gender equality</i>	P1,P3	P1,P6,P8	P5,P7,P8,P11,P20, P23,P26,P29,P30	12
<i>Empathy Establishment, Efficient Communication and Sense of Collaboration</i>	P1,P3,P9,P32,P33	P8,P32,P20	P2,P3,P4,P7,P10, P11,P12,P13,P14, P16,P19,P20,P23, P28,P29,P32,P33	20

***All parents participated AÇEV’s Presentation. Therefore, only participating to soccer activities as audience to support their daughters, Sharing information and having a chat with their daughters about how they enjoy activities are given above.**

The table above shows us 5 parents expressed that there is no impact/change/benefit of the project for them. 36% of parents gained awareness about gender equality and 60% of parents mentioned that they established empathy with their children, their communication is more efficient and the felt sense of collaboration.

Limitations: Adults may not admit that they make gender discrimination.

Lessons learned: For both outcomes, there is no information about change level. In future, stakeholders will be asked ‘what is the level of change?’ It might be hard to express change level. Giving number helps to answer this question. For instance, ‘before the project my level of awareness was 2 out of 5, after the project 4 out of 5’. This method also might be helpful to understand why not 5 out of 5, which will be important information to develop the project.

Outcome 1: Gaining Awareness about Gender Discrimination

Outcome 1 is the main target of AÇEV's presentation. It is achieved by 12 parents. According to their own expressions, they have not attended any presentation about gender equality before the project. The presentation was done 1 day/2 hours. Parents had chance to make discussion and ask questions.

Indicators

- To see that girls can play soccer as well as boys
 - P1: ‘I’m glad to see that my daughter can success anything that boys success’
 - P5: ‘I understand that achievement has nothing to do with gender while my daughter was telling how much she like playing soccer.’
 - P6: ‘As long as she wants, she can achieve anything. Playing soccer is just a symbol.’
 - P3, P7, P8, P11, P20, P23, P26, P29, P30 expressed similar answers.
- To understand that if children have opportunity they can achieve everything
 - P3: ‘It is obvious that our children just need opportunities, let them play!’
 - P11: ‘My daughter had opportunity to show her talents. As parents we are aware of her talents now. I will do my best to develop them regardless of gender.’
 - P20: ‘A child (a boy or a girl) should be supported if she/he has a talent for art or sport.’
 - P7, P8, P26, P29 expressed similar answers.
- To become aware of they make discrimination among their children, especially in terms of age difference
 - P23: ‘I have never made gender discrimination, but I realized that I treat differently to my elder daughter’

Limitations: In order to identify objective indicators, we need to know whether awareness is put into practice by parents. Therefore, another interview should be made with parents 6 months or one year later. Because of human resource limitation, another interview could not be made.

Raising awareness of equality and non-discrimination between girls and boys have been achieved.

Relevance criteria	Yes	No	Explanation
Policy based performance	•		Gender equality is Girls are on the Soccer Field Academy project policy.
Stakeholder behavior and concerns	•		The participation of both mothers and fathers in the activity has made the whole family aware of gender equality.
Societal norms	•		Boys have privilege because of gender discrimination in society which adults fight with on behalf of girls.
Direct short term financial impacts		•	None
Peer based norms		•	There is no other similar organizations to monitor this outcome
Conclusion	•		

Significance criteria	Quantity	Value	Deadweight	Attribution
	12	TL 0	0%	10%
Conclusion	Low	Low	Low	Low

Outcome 2: Empathy Establishment, Efficient Communication and Sense of Collaboration

Outcome 2 covers both intended and unintended impacts. It is achieved by 20 parents. Outcome 2 has close relationship with outcome 3 of girls participating in the project which is 'better communication with family and friend'. Communication is a mutual activity. So, there is mutual interaction between girls' enthusiasm of sharing their experiences and parents' positive response to this enthusiasm by having a chat with their daughters about how they enjoy the activities and participating to soccer activities as audience to support their daughters.

Increasing of sharing...

...results in achievement of parents' empathy establishment, efficient communication with their children and sense of collaboration.

Indicators

- Happiness of their children contributes efficient communication among family members
 - P2: 'When she arrived home, we did not have to ask how her day was. She immediately started to tell us about her day with big smile on her face.'
- To have fun with their children
 - P32: 'It was great to watch my daughter while she was playing soccer. At the end of the day we talked about soccer. She taught me rules of soccer. It was very enjoyable.'
- To listen their children more carefully
 - P4: 'I understand her better; her needs, her desires, her dreams.'
 - P16: 'I understand that if I listen my children carefully, I can guide her efficiently as a parent'
 - P3, P10, P7, P12, P23 expressed similar answers.
- To decide communicating with their children more than usual
 - P11: 'While we were talking about how she enjoyed the project, I realized that we have not communicated that much until now.'
 - P19: 'We always have a chat with our children. However, I think they need more time. They want to talk about future a lot.'
- To realize that spending time with their friends motivates children
 - P9: 'I witnessed my daughters' happiness among her friends. When she is happy, she talk to us much more'
 - P13: 'She has been studying her lessons better after the project. I think her motivation increases when she attends an activity with her friends.'
 - P29 expressed similar answer.
- To recognize capacity of their children
 - P3: 'When I watch her, I realized her capabilities.'
 - P33: 'I realized that she can attend social activities (sports or art) after school. Extra activities do not hinder her from studying lessons.'
 - P1,P8,P14,P20 expressed similar answers.
- To recognize that their children can make their own choices
 - P13: 'With in this project, she decided
 - P28: 'Attending this project was totally her decision. We just said 'If you decide to participate, we will support you.'"

These indicators show us increase in sharing and communication leads empathy and sense of collaboration. The indicators are subjective. They should be supported with objective ones. In order to find out objective indicators, another interview should be made with parents. We have to learn whether they put in action what they realize.

Relevance criteria	Yes	No	Explanation
Policy based performance	•		To show girls' potential talents to their families is a part of Girls are on the Soccer Field Academy project policy.
Stakeholder behavior and concerns	•		Stakeholders confirmed that this outcome is a result of the activities within the scope of the project.
Societal norms	•		Guiding children according to their talents by their parents and teachers is a societal norm.
Direct short term financial impacts		•	None
Peer based norms	•		Children who participate social activities express themselves better. As a result, their potential talents can be recognized easily.
Conclusion	•		

Significance criteria	Quantity	Value	Deadweight	Attribution
	20	TL 2000	20%	10%
Conclusion	Normal	High	Normal	Low

Voluntary Trainers

As a result of activities in the scope of Girls are on the Soccer Field Academy three ultimate outcomes are determined, which are (1) Improvement of communication skills, (2) Practice of transferring personal knowledge and experience, and (3) Personal development . It is observed that these ultimate outcomes are occurred as a consequence of chain events. Related question was “As a voluntary trainer, what were the benefits of this project for YOU? What has been changed in your life after this project? Besides benefits, are there any negative impacts of this project for you?” Answers of this question were brought together to analyze how many of them similar/same. Questions were asked via written survey. The table below shows how many voluntary trainers achieve which outcomes. Names of voluntary trainers are confidential. Therefore, “T1, T2,..,” are used instead of names.

Activities / Outcomes	Improvement of communication skills	Practice of transferring personal knowledge and experience	Personal development
Being trainer of Soccer	T3,T4,T5,T7,T9,T12,T11	T3,T4,T5,T8,T9,T10,T11,T12	T3,T4,T7,T8,T9, T10
Being trainer of creativity workshop	T1,T5	T1,T5,T10	T10
Being trainer of art workshop	T2,T6,T7,T12	T2,T6,T7,T12,T8	T7,T8
Being trainer of drama workshop	T3,T9,T11	T3, T9,T11	T3,T9
Total	10	12	6

***All voluntary trainers engaged ‘to have a chat with children and share a social environment with them’. Therefore, only ‘being soccer and workshop trainer’ activities are given above.**

The table above shows us the project has at least two impacts/changes/benefits on voluntary trainers. 83% of trainers improved their communication skills, 100% of them experienced of transferring personal knowledge (teaching experience), and 50% of them gained personal development through the project.

Limitations: This table can be interpreted as outcomes are not related with scope of training. Outcomes are related with spending time with children and teaching them. However, this is an interpretation of the author of the report.

Lessons learned: Confidence level of outcomes could not be identified. In future, stakeholders will be asked to rank their level before the project and after the project.

Outcome 1: Improvement of Communication Skills

Within one week, organizing training sessions, solving the problems they encountered, and the necessity of communicating with children...

...ensures the development of communication skills of voluntary trainers.

Outcome 1 is achieved by 10 voluntary trainers. Communication with children requires different attitude than adults. Reactions of children were new experience for voluntary trainers. Besides, as trainers they solved problems that were occurred during the project process.

Indicators

- Development of human resources management and problem solving skills by teaching for one week
 - T1: 'It's always good to see a different environment, different people. I understand better how I need to work each time.'
 - T4: 'I have been developed my human management and problem-solving skills for a week.'
 - T3, T9 and T12 expressed similar answers.
- Learning how children should be treated and how they can be happy
 - T2: 'I understand how to treat children and make them happy.'
 - T5: 'My ability to communicate with children and my problem-solving skills have improved.'
 - T6, T7, and T11 expressed similar answers.

Limitations: Indicators are subjective. Objective indicators are needed. Limitation here is they learned how to communicate with children and developed problem solving skills. We do not know if they engaged similar project, and put in practice what they learned during the project. One week is not enough to develop objective indicators. For example, T4 said 'I developed my human management and problem-solving skills.' Now, he has information about human management and how to solve a problem. We can learn whether he can stay calm or do not hesitate asking for help to solve a problem only if he will engage similar activities.

Relevance criteria	Yes	No	Explanation
Policy based performance	•		It is the policy of the Girls are on the Soccer Field Academy project that volunteer trainers communicate well with children.
Stakeholder behavior and concerns	•		Personal development is among the objectives of the stakeholder group who accepts to be volunteer trainer.
Societal norms	•		It is one of the social expectations that young people work voluntarily in social responsibility projects.
Direct short term financial impacts		•	None
Peer based norms	•		Volunteers, who directly communicate with beneficiaries, achieve personal development, especially communication skills.
Conclusion	•		

Significance criteria	Quantity	Value	Deadweight	Attribution
	10	TL 575	20%	60%
Conclusion	High	Normal	Normal	High

Outcome 2: Practice of Transferring Personal Knowledge and Experience

Outcome 2 is achieved by all voluntary trainers, which is expected. All trainers engaged in teaching activities no matter what they taught. Obviously, teaching to children has both advantages and disadvantages. They learn easily, but reactions might be unpredictable. According to voluntary trainers own expressions transferring their personal knowledge (teaching experience) was harder than they thought. Teaching is a skill that can be developed only by practicing.

Both soccer training and workshop activities require children to be taught by voluntary trainers...

...provide the practice chance of teaching new things and transferring their personal knowledge and experience.

Indicators

- Transferring knowledge about soccer
 - T7: 'I experienced teaching and transferring my own experiences to others for the first time'
 - T8: 'It makes me very happy to provide them a new soccer, sports perspective.'
 - T4, T9, T10, T12 expressed similar answers.
- To teach children new things that they know well
 - T5: 'The biggest benefit for me was to transfer my knowledge of football to someone else.'
 - T11: 'I saw how much I enjoyed teaching.'
 - T1, T2, T6 expressed similar answers.
- Learning how to entertain children while drama is taught
 - T3: 'I learned how to enjoy children better when drama is taught. I learned how to make maximum contribution to children.'

The expressions of voluntary trainers show us they learned how to teach. There is potential relationship with outcome 1. Teaching skill requires good communication skills. Therefore, learning how to communicate with children has connection with how to teach children.

Lessons learned: Potential relation between outcome 1 and outcome is author's interpretation. Stakeholders should be asked if there is any relation between these two outcomes. In future, after they

mention about change (if they mention more than one change), they will be asked whether do they think there is relation between the changes.

Limitations: Like mentioned for outcome 1 indicators, outcome 2 indicators are needed to be supported with objective indicators. Same limitation occurs for outcome 2 too; we do not know if they engaged similar project, and put in practice what they learned during the project. One week is not enough to develop objective indicators.

Relevance criteria	Yes	No	Explanation
Policy based performance	•		The teaching skill is the necessity of the 'Girls are on the Soccer Field Academy' project for this stakeholder group.
Stakeholder behavior and concerns	•		The practice chance of transferring knowledge and experience is the outcome of volunteer trainers' aim of participating in the project.
Societal norms	•		Teaching skills is an important element that raises reputation among both its peers and society.
Direct short term financial impacts		•	None
Peer based norms	•		The ability to teach is the key to getting to the forefront in professional life. Businesses are looking for employees who are able to make good presentations, have a high level of persuasion, and can transfer their knowledge.
Conclusion	•		

Significance criteria	Quantity	Value	Deadweight	Attribution
	12	TL 1150	20%	60%
Conclusion	High	High	Normal	High

Outcome 3: Personal Development

Outcome 3 is achieved by 6 voluntary trainers. Both outcome 1 and outcome 2 contributed outcome 3 undoubtedly. Voluntary trainers mentioned other factors that caused personal development. They witnessed that girls who are lack of financial resources can be happy with small things and appreciate what they have. They saw that how girls use every opportunity to improve themselves. Their awareness about social needs increased. As a result, they achieved personal development.

Lessons learned: Even outcome 3 is identified based on voluntary trainers' own expressions, we cannot be sure level of development. Level of development should be specifically asked them directly.

Throughout the project, the voluntary trainers have gained different perspectives.

Their positive learning experience contributed to their personal development.

Indicators

- Desire to work in other social responsibility projects
 - T7: 'I believe that social responsibility projects contribute beneficiary groups in short term and social welfare in the long term.'
 - T10: 'Being part of a social responsibility project increased my awareness. I will work in similar social projects in future.'
 - T3 and T8 expressed similar answers.
- Desire to spend more time with children and to be volunteer in CSR projects involving children
 - T4: 'I witnessed that girls can play soccer. Their happiness made me happy too. I want to do more to make children happy.'
 - T9: 'I understand that lacking of financial resources cannot stop improvement. Children should be supported more with CSR projects.'

Limitations: Like mentioned for outcome 1 indicators and outcome 2 indicators, outcome 3 indicators are needed to be supported with objective indicators. Same limitation occurs for outcome 3 too; we do not know if they engaged another CSR project.

Relevance criteria	Yes	No	Explanation
Policy based performance	•		It is a targeted result of the 'Girls are on the Soccer Field Academy' project that the voluntary trainers have a positive influence on their own development while teaching children.
Stakeholder behavior and concerns	•		The need to acquire different perspectives was expressed by stakeholders.
Societal norms	•		It is expected that young people will improve themselves as well as their school education.
Direct short term financial impacts		•	None
Peer based norms	•		Education is a topic of interest for young people in the field of social responsibility. Such activities contribute to both the development of young people and the development of children.
Conclusion	•		

Significance criteria	Quantity	Value	Deadweight	Attribution
	6	TL 430	20%	60%
Conclusion	Low	Normal	Normal	High

Actifit and Its Employees

As a result of activities in the scope of Girls are on the Soccer Field Academy five ultimate outcomes, which are (1)Money and manpower savings,(2)Providing sustainability of the project,(3) Creating ‘good soccer’ example,(4)Employee motivation and (5)Spending working hours for the project, are determined for Actifit and its employees. Two of them are identified as chain events and one as negative impact. Related question was “What were the benefits of this project for ACTIFIT / YOU? What kind of changes have you experienced after this project? Besides benefits, are there any negative impacts of this project for you?” Answers of this question were brought together to analyze how many of them similar/same. Questions were asked via phone interview.

The table below shows how many employees and Actifit achieve which outcomes. Names of employees are confidential. Therefore, “E1 and E2” are used instead of names. ‘A’ represents Actifit.

Activities / Outcomes	Money and manpower savings	Providing sustainability of the project	Creating ‘good soccer’ example	Employee motivation	Spending working hours for the project
Providing budget for the project		A			
Providing human resource for organization of the project	A			E1,E2 + High Level Manager	A
Providing content for promotion and presentation of the project		A	A	E1,E2 + High Level Manager	
Total	1	1	1	3	1

On behalf of Actifit, high level manager was interviewed. Because she worked actively for the project, she was interviewed also.

Activities of Actifit had impact on both its employees and Actifit itself. There is one negative impact is determined for Actifit.

Outcome 1: Money and Manpower Savings

Outcome 1 is related with providing human resource for organization of the project activity. Employees of Actifit worked to bring together different stakeholders such as NGO, donators, and volunteers. These stakeholder groups' supports provide cost saving and eliminated extra work for Actifit employees.

By bringing together different stakeholder groups, both money and manpower are saved during the Girls are on the Soccer Field Academy project time.

Indicator

- A number of different stakeholder groups, such as private sector, NGO, volunteers, came together to provide support for the Girls are on the Soccer Field Academy project.
 - A: 'Collaboration of AÇEV (NGO), voluntary trainers, donators who provided cash and equipment provided significant cost saving for us. If our employees could not bring them together successfully we had to pay for professional service to organize the project.'

Relevance criteria	Yes	No	Explanation
Policy based performance	•		Carrying out a social responsibility project with multiple stakeholder participation is policy of Actifit.
Stakeholder behavior and concerns	•		It was stated by Actifit and its employees that they needed the contribution of different stakeholders in implementing phase of the project.
Societal norms	•		The fact that the private sector is involved in social responsibility projects and the involvement of different stakeholders in these activities is a societal norm.
Direct short term financial impacts		•	None
Peer based norms	•		The success rates of the projects realized with the participation of different stakeholder groups are high. Many large-scale companies prefer multiple stakeholder participation in social responsibility projects, even though they have financial power.
Conclusion	•		

Significance criteria	Quantity	Value	Deadweight	Attribution
	1	TL 3500	30%	10%
Conclusion	Normal	High	Normal	Low

Outcome 2: Providing Sustainability of the Project

Outcome 2 is related with 'providing budget for the project' and 'providing content for promotion and presentation of the project' activities. Money earned from Girls are on the Soccer Field program used for Girls are on the Soccer Field Academy project. In this regard budget could be provided. In this regard, Girls are on the Soccer Field program participants support the project by paying for the Girls are on the Soccer Field program. Actifit made the project part of Girls are on the Soccer Field program. By this way promoting the project got easy and meaningful for participants of Girls are on the Soccer Field program.

Goal of organizing Girls are on the Soccer Field out of İstanbul and widen the age range is achieved with the Girls are on the Soccer Field Academy project.

In this regard, the Girls are on the Soccer Field Academy project has found more support for the continuity of the project.

Indicator

- Searching for what can be done to spread the activities of the Girls are on the Soccer Field activities in Turkey, but cannot be taken action until the Girls are on the Soccer Field Academy project
 - A: 'We wanted to organize Girls are on the Soccer Field program out of İstanbul. Widening age range was another target for us. Girls are on the Soccer Field Academy project become part of Girls are on the Soccer Field program. By this way we are able to reach more supporters for the project.'

Relevance criteria	Yes	No	Explanation
Policy based performance	•		Sustainability of the 'Girls are on the Soccer Field Academy' project is Actifit's policy.
Stakeholder behavior and concerns	•		Stakeholders confirmed that in order to reach more girls, the Girls are on the Soccer Field Academy project should be organized in other cities of Turkey.
Societal norms	•		The implementation of social responsibility projects raises the reputation of companies in society.
Direct short term financial impacts	•		People contribute to the Girls are on the Soccer Field Academy project financially by participating in the Girls are on the Soccer Field tournaments.
Peer based norms	•		Social enterprises that expand the scope of the project are more successful than narrow-scale projects in terms of finding supporters.
Conclusion	•		

Significance criteria	Quantity	Value	Deadweight	Attribution
	1	TL 6250	20%	10%
Conclusion	Normal	High	Normal	Low

Outcome 3: Creating 'Good Soccer' Example

Outcome 3 is related with 'providing content for promotion and presentation of the project' activity. Actifit wants to promote 'Good Soccer' which emphasis that playing soccer should not contain violence. While creating the content of the project, Actifit thought that this project could be initial point for 'Good Soccer'. Generally adult are role model for children. This time children would be role model for adults.

Beginning point of creating 'Good Soccer' example is girls with the Girls are on the Soccer Field Academy project.

In this respect, an important step has been taken to ensure that children are an example to adults.

Indicator

- Preparation of Good Soccer manifesto
 - A: 'We are still working on Good Soccer manifesto. We will publish it as soon as possible.'

Relevance criteria	Yes	No	Explanation
Policy based performance	•		Good Soccer is policy of Actifit.
Stakeholder behavior and concerns	•		The desire and need of the destruction of the perception that soccer is remembered together with profanity and violence was expressed by the stakeholders.
Societal norms	•		Teaching girls not to be violent and abusive in soccer sports at a young age will have positive consequences for future generations.
Direct short term financial impacts		•	None
Peer based norms	•		Social responsibility projects for girls are projects preferred by the private sector.
Conclusion	•		

Significance criteria	Quantity	Value	Deadweight	Attribution
	1	TL 1150	0%	0%
Conclusion	Normal	Normal	Low	Low

Outcome 4: Employee Motivation

Outcome 4 is related with two activities, 'providing human resource for organization of the project' and 'providing content for promotion and presentation of the project', because Actifit employees worked actively in scope of those two activities.

Moral purpose of the Girls are on the Soccer Field Academy project increased employees' motivation.

Indicators

- During the Project, girls made paintings for Actifit employees and shared their work with them.
 - E2: 'Every single minute that we worked for the project worth to see children's improvement and happiness. They gave me their paintings as a gift which was a sensitive moment for me. I wish I could work for a social enterprise.'
- Both girls who participated in the project and their families demanded same activities for next year.
 - E1: 'I felt that 'we did something good and useful' when participants demanded same activities for next year. I hope we will realize this project next year!'

Indicators show us being part of a CSR project increased employees' motivation.

Limitations: Indicators of outcome 4 are subjective. We have no information about objective indicator for increased motivation like working more efficiently. In order to identify objective indicator, interview should be done after a while later end of the project.

Relevance criteria	Yes	No	Explanation
Policy based performance		•	It is a positive outcome that is not in the scope of Actifit's policy.
Stakeholder behavior and concerns	•		Stakeholders confirmed that they want to see girls' happiness because of the activities.
Societal norms	•		It is a societal norm that companies involve their employees in the CSR projects.
Direct short term financial impacts		•	None
Peer based norms	•		The involvement of other private companies' employees in their social responsibility projects increase motivation.
Conclusion	•		

Significance criteria	Quantity	Value	Deadweight	Attribution
		3	TL 2066	10%
Conclusion	High	High	Low	Low

Outcome 5: Spending Working Hours for the Girls are on the Soccer Field Academy project

Outcome 5 is a negative of the project for Actifit. It is related with 'providing human resource for organization of the project' and 'providing content for promotion and presentation of the project' because employees spent their working hours for these two activities. Therefore, these two activities cost to Actifit.

Employees need to actively work on the Girls are on the Soccer Field Academy project during the design and implementation processes, and they must sacrifice the working time.

Indicator

- 3 employees of Actifit, allocated 28 working days to the Girls are on the Soccer Field Academy project.

Relevance criteria	Yes	No	Explanation
Policy based performance	•		It is Actifit's policy that its employees work actively in the social responsibility project.
Stakeholder behavior and concerns	•		Actifit employees expressed the need to engage in beneficial activities outside of work.
Societal norms	•		It is societal norm that companies support or implement CSR Project to contribute public welfare without profit concern.
Direct short term financial impacts	•		This outcome has negative financial impact.
Peer based norms	•		It is common practice for employees to spend time on the company's social responsibility project during working hours.
Conclusion	•		

Significance criteria	Quantity	Value	Deadweight	Attribution
		1	TL -6147	0%
Conclusion	Normal	Low	Low	Low

Active Supporters

As a result of activities in the scope of the Girls are on the Soccer Field Academy two ultimate outcomes are determined for active supporters, which are (1) Morale and motivation increase and (2) To gain knowledge and experience to contribute to professional life. It is observed that these ultimate outcomes are occurred as a consequence of chain events.

Related question was “What were the benefits of this project for YOU as an active supporter? What kind of changes have you experienced after this project? Besides benefits, are there any negative impacts of this project for you?” Answers of this question were brought together to analyze how many of them similar/same. Questions were asked via phone interview.

The table below shows how many active supporters achieve which outcomes. Names of active supporters are confidential. Therefore, “A1 and A2” are used instead of names.

Activities / Outcomes	Morale and motivation increase	To gain knowledge and experience to contribute to professional life
Consulting for being an association		A1
Taking an active role in planning and instruction during the project process		A1
When necessary, using professional experience and knowledge as a lawyer	A2	
Involving her own children to the project to emphasize trust towards the project	A2	

This table shows us there is no common activity, so there is no common outcome occurred for active supporters.

Outcome 1: Morale and Motivation Increase

Outcome 1 is related with activities which are belonging to A2. She contributed to the project by using her professional experiences a lawyer. However, she mentioned that she just gave advice when necessary. In Turkey lawyers do not charge their clients for giving advice. Therefore, she said that giving advice activity did not keep her busy. She participates Girls are on the Soccer Field program regularly. Being part of the project and being a team member are the main causes of the outcome. Because she trusted the project, she involved her child in the project.

Being part of a team under the Girls are on the Soccer Field Academy project and being together with the young people ensured quality social life.

This has increased morale and motivation.

Indicator

- Participation in trainings regularly and having team spirit
 - A2: 'Girls are on the Soccer Field program provide me quality social life. Being part of a team increase my motivation. So I decided to support Girls are on the Soccer Field Academy project. I felt myself useful, so my morale increased.'

Limitations: We have only subjective indicators. We have no information about morale increase objective indicators.

Lessons learned: In future, stakeholders will be directly asked for objective indicators. In addition, information about comparison of 'before the project' and 'after the project' will be directly asked. It is hard to compare before and after only with subjective indicators. To identify level of change, we must identify objective indicators.

Relevance criteria	Yes	No	Explanation
Policy based performance	•		It is Actifit's policy that supporters should have a team spirit.
Stakeholder behavior and concerns	•		The need for increased morale and motivation expressed by stakeholders.
Societal norms		•	The high morale and motivation of individuals is not a societal norm.
Direct short term financial impacts		•	None
Peer based norms	•		It has been stated that the morale and motivation of the people who work together with the youth and experience team work is high.
Conclusion	•		

Significance criteria	Quantity	Value	Deadweight	Attribution
	1	TL 2500	0%	5%
Conclusion	Normal	High	Low	Low

Outcome 2: To Gain Knowledge and Experience to Contribute to Professional Life

Outcome 2 is related with activities which are belonging to A1. Sustainability in sports is her field of interest. Also, she has network to provide consultation. So her support was very useful for the project. Project process was useful for her too in terms of learning technical side of a soccer organization.

To take part in the development phase of the project , to learn the technical side and to take part in a project within the context of sustainable sports...

...has provided the knowledge and experience to contribute to the professional life.

Indicators

- Provide active support for the Girls on the Soccer Field Academy project
 - A1: 'This project was related with my personal field of interest closely. Working for this project would bring me new perspective about sustainability in the soccer field.'
- To show the experience gained in professional life as a reference
 - A1: 'I can use the experience that I gained during the project as reference for my future plans.'

Limitations: We have only subjective indicators. We need more time to identify objective indicators of outcome 2 because they are future focused.

Lessons learned: In future, stakeholders will be directly asked for objective indicators. In addition, information about comparison of 'before the project' and 'after the project' will be directly asked. It is hard to compare before and after only with subjective indicators. To identify level of change, we must identify objective indicators.

Relevance criteria	Yes	No	Explanation
Policy based performance		•	Experiences that contribute to the professional life of active supporters are not covered by the Actifit policy.
Stakeholder behavior and concerns	•		Stakeholder confirmed that she wants to be involved in the field of sports sustainability.
Societal norms	•		It is the societal norm that professionals use their knowledge and experience for social benefit.
Direct short term financial impacts		•	None
Peer based norms	•		It is obvious that working in a CSR Project is beneficial for career development.
Conclusion	•		

Significance criteria	Quantity	Value	Deadweight	Attribution
	1	TL 500	0%	0%
Conclusion	Normal	Normal	Low	Low

Project Leader

As a result of activities in the scope of the Girls are on the Soccer Field Academy two ultimate outcomes are determined for Project Leader which are (1) Developing the problem solving ability and (2) Personal maturity and increase in interest of social enterprise.

Related question was “What were the benefits of this project for YOU as the project leader? What kind of changes have you experienced after this project? Besides benefits, are there any negative impacts of this project for you?” Answers of this question were brought together to analyze how many of them similar/same. Questions were asked via phone interview.

The table below shows which outcomes were achieved by engaging which activities.

Activities / Outcomes		
Trying to find sponsor	Developing the problem solving ability	Personal maturity and increase in interest of social enterprise
To communicate with municipality for related arrangements		
To promote the project via social media		
To make related arrangements for voluntary trainers		

It is obvious that both outcomes are related with all activities that she engaged.

Outcome 1: Developing the Problem Solving Ability

Project leader mentioned that she attended CSR projects as volunteer before. This project is a first for her because she worked as the leader of the project. She took responsibility of all steps of the project process. During this process she got in difficulties and had to cope with them. As a result her problem solving skills developed.

Thanks to different perspectives learned from different stakeholder groups, it is possible to develop solutions to the problems that have occurred during the project.

Indicators

- To reorganize parties in case of cancellation / postponement
 - PL: 'I had to reorganize related parties (stakeholders) for several times because of cancellations and postponements.'
- To be able to produce solutions without demoralization
 - PL: 'I learned how to cope with problems. Now, I do not demoralize when get in difficulty.'
- Be able to solve problems more quickly and effectively with new learned perspectives
 - PL: 'During the each meeting with other stakeholders, I learned new perspectives that helped me to solve problems easily and quickly.'

First indicator and third indicator are objective, while second one is subjective. It would be better to know how many times she reorganized meetings and when she stopped demoralizing. These data may help to understand level of change.

Lessons learned: Even outcome 1 has objective indicators, still we have no information about 'how much change'. In future, information about comparison of 'before the project' and 'after the project' will be directly asked.

Relevance criteria	Yes	No	Explanation
Policy based performance	•		The development of the organizational skills of the project leader is within the policy of the Actifit for the continuity of the project.
Stakeholder behavior and concerns	•		The need to acquire different perspectives on life that cannot be learned in school was expressed by stakeholders.
Societal norms	•		It is the social norm that young people are educated as aware of the fact of life and as aware of the needs of society.
Direct short term financial impacts		•	None
Peer based norms	•		The perspective gained by working for social responsibility projects provides an advantage to both education and professional life.
Conclusion	•		

Significance criteria	Quantity	Value	Deadweight	Attribution
	1	TL 6250	30%	0%
Conclusion	Normal	High	Normal	Low

Outcome 2: Personal Maturity and Increase in Interest of Social Enterprise

There is potential relation between outcome 1 and outcome 2. She experienced most of the activities that she engaged for the first time. This may contribute her personal maturity. She was motivated with positive feedbacks from children. So she was a successful leader. Seeing that she can cope with leading a CSR project might contribute the increase in interest of social enterprise outcome.

Lessons learned: This potential relation between two outcomes was not asked directly to the project leader. In future, stakeholders will be asked about potential relations between outcomes (if they will mention more than one outcome).

The experience gained during the project provide maturing and increase in interest of social responsibility projects.

Indicators

- Happiness occurred from the girls' demand of continuation of the project
 - PL: 'On the last day they told me 'don't go, come again'. This was a greatest feedback.'
- To acquire new experiences with the opportunity to use them in real life immediately
 - PL: 'When I learned a new perspective or found out a solution, I was able to put in action immediately. This project provided me a field of application.'
- Knowing that there are prejudices but to be an individual witness and see with this project
 - PL: 'I was aware of gender discrimination, but seeing for myself was a different experience.'

Lessons learned: Like outcome 1 indicators, outcome 2 indicators do not give any clue for 'how much change'. In future, information about comparison of 'before the project' and 'after the project' will be directly asked.

Relevance criteria	Yes	No	Explanation
Policy based performance	•		It is within Actifit's policy to encourage social enterprise.
Stakeholder behavior and concerns	•		Stakeholder confirmed the need of this kind of experience.
Societal norms	•		It is social norm that social enterprises create solutions for social problems and advocate social welfare.
Direct short term financial		•	None

impacts			
Peer based norms	•		Private companies provide financial support in case they think that the outcomes of social enterprises will be successful.
Conclusion	•		

Significance criteria	Quantity	Value	Deadweight	Attribution
	1	TL 650	10%	0%
Conclusion	Normal	Normal	Low	Low

TED Eskişehir College

As a result of activities in the scope of the Girls are on the Soccer Field Academy one outcome is determined for TED Eskişehir College. This outcome is consequence of allocating necessary fields of the school for the activities of the project. Related question was 'What are the changes that Girls are on the Soccer Field Academy project provided for TED Eskişehir College? What are the positive / negative impacts of the project on TED Eskişehir College?'

Outcome 1: TED Eskişehir students who witnessed the project increased their interest of social responsibility projects

According to Principle of TED Eskişehir College they had no expectation for their own students. This outcome is a surprise for the principle. She said 'We organize CSR projects inside of our school and allocate our facilities time to time for social projects. This time, our students were impressed by voluntary trainers. They witnessed how voluntary trainers created change. They want to be like them now. They work through developing a CSR project. I believe that they will realize a CSR project in the future.'

TED Eskişehir College students attending summer school witnessed the project activities and attracted. TED Eskişehir College students have affected positively by voluntary trainers who behave responsibly towards children.

Indicators

- TED Eskişehir College students who witnessed the project started to interested in social responsibility projects
- Desire to develop a CSR Project and put into practice

Limitations: The school principle had no time to provide more information about children who were impressed by voluntary trainers. If we could learn how many students impressed, what is the level of change, any other change besides working through developing CSR projects, confidence level of this outcome would be higher.

Relevance criteria	Yes	No	Explanation
Policy based performance	•		Explaining the importance of social responsibility projects to children is within the policy of the Actifit.
Stakeholder behavior and concerns	•		It was stated by stakeholder that the best way of describing the benefits of social responsibility projects to students is to observe the processes and results.
Societal norms	•		It is the social norm that children are educated as conscious, helpful and aware of the needs of society.
Direct short term financial impacts		•	None
Peer based norms	•		The perspective of CSR projects adds value to children's education and social life.
Conclusion	•		

Significance criteria	Quantity	Value	Deadweight	Attribution
	1	TL 3000	60%	0%
Conclusion	Normal	High	High	Low

Eskişehir Tepebaşı Municipality

As a result of activities in the scope of the Girls are on the Soccer Field Academy one outcome is determined for Eskişehir Tepebaşı Municipality. This outcome is consequence of providing transportation for the girls who participated in the project.

Related question was "What are the changes that Girls are on the Soccer Field Academy project provided for Eskişehir Tepebaşı Municipality? What are the positive / negative impacts of the project on Eskişehir Tepebaşı Municipality?"

Outcome 1: Contributing to Encourage Young People for Sport

Tepebaşı Municipality official give information about their sports programs for young people in the region. According to municipality sports is the best way to keep young people away from harmful addictions. He said 'We are working on to establish a soccer team for young girls currently. However, it

does not for children. In this manner Girls are on the Soccer Field Academy project was supplement activity of our sports program.' So the project supports municipality's purpose.

Sport is an effective way to protect children from bad habits and affect positivley their health. Therefore, Tepebaşı Municipality organizes sport activities for young people in Eskişehir. Girls are on the Soccer Field Academy project's activities contributeTepebaşı Municipality's purposes.

Indicator

- Tepebaşı Municipality, which organizes sports activities in many different branches, establishes a young girls' soccer team especially for girls and wants to encourage girls to take part in this sport.

Relevance criteria	Yes	No	Explanation
Policy based performance	•		Encourage to sport is within the policy of the Actifit.
Stakeholder behavior and concerns	•		Stakeholder confirmed that in order to encourage children and young people institutions (both private and public) should provide opportunities and facilities.
Societal norms	•		It is societal norm that governmental institutions support projects towards children and young people.
Direct short term financial impacts		•	None
Peer based norms	•		The support of municipalities for the CSR projects contributes to the increase of the number of these kinds of projects. Besides, families trust projects that are supported by governmental institutions.
Conclusion	•		

Significance criteria	Quantity	Value	Deadweight	Attribution
	1	TL 2500	40%	10%
Conclusion	Normal	High	High	Low

Donators

Related interview was made with 1 stakeholder out of 3. It is determined that there is no significant change / impact / outcome for the stakeholder.

Mother Child Education Foundation (AÇEV)

Activities in the scope of the Girls are on the Soccer Field Academy project result in one ultimate outcome for AÇEV. This outcome is consequence of making presentation to 55 parents about gender equality. Contacting with principle for required arrangements and informing school management are other activities that AÇEV engaged.

Related question was “What are the changes that Girls are on the Soccer Field Academy project provided for AÇEV? What are the positive / negative impacts of the project on AÇEV?”

Outcome 1: Reaching Both Mothers and Fathers about Gender Equality

AÇEV has raising awareness programs for both mothers and fathers. AÇEV official said “As AÇEV, we have active operations in Tepebaşı region. So we have comprehensive knowledge of socio-economic situation of the region. We design our programs accordingly. With Girls are on the Soccer Field Academy project we had a chance to reach both mothers and fathers at the same time.”

With this project, it was possible to reach both mothers and fathers in terms of gender equality.

Indicator

- Reaching mothers, besides fathers, about gender equality in the scope of Father Support Program

Limitations: There is no information how many parents attended to the presentation as couple.

Lessons learned: In future, if there will be any supplementary activity within the project, exact number of participants will be determined during the activity, not after the activity.

Relevance criteria	Yes	No	Explanation
Policy based performance	•		Raising awareness of parents about gender equality is part of Actifit policy.
Stakeholder behavior and concerns	•		The necessity of reaching both mothers and fathers was expressed by stakeholders.
Societal norms	•		It is the societal norm that NGOs work on social problems.
Direct short term financial impacts		•	None
Peer based norms	•		Similar awareness-raising efforts have already been achieved.
Conclusion	•		

Significance criteria	Quantity	Value	Deadweight	Attribution
	1	TL 0	50%	0%
Conclusion	Normal	Low	High	Low

VALUATION

Valuation of Inputs

The results of the interviews with all stakeholders are evaluated based on their own statements. Actifit and two of Donators provided cash for Girls are on the Soccer Field Academy project. As shown on the Impact Map the amount of cash provided by the related stakeholders are TL 2000 (by Actifit), TL 3000 (BY Donator 1), and TL 1050 (by Donator2). Actifit invested to the project not only with cash but also with its service and time. Other stakeholder groups' investment type is time. Active Supporters, Mother Child Education Foundation, Active Supporters, and Voluntary Trainers supported the project voluntarily. Parents of Girls Participated in the Projects also supported the project by staying there during the project to support their children. While it is possible to attribute financial value to time, the valuation of each stakeholder investing time is set at TL 0, since it may lead to unfair consequences to determine the time value of each stakeholder financially.

It is also indicated on the Impact Map that all stakeholder groups invest in time, service or money and what they expect from the project.

Valuation of Outcomes

Two factors have been taken into account for valuation of the outcomes of the activities carried out and the stakeholder groups' investments;

- 1- Expenses eliminated as a result of the related outcome (change)
- 2- Financial value of other way of having related outcome (change)

The reasons and methods of valuation for the stakeholder groups' outcomes (changes) are given separately for each outcome valuation. All financial proxies are indicated on the Impact Map. Details about given financial proxies are explained in this report.

Revealed preference technique is used for valuation. Stakeholders were not asked how much outcomes worth for them because of limitations.

Limitations of stakeholder engagement in valuation process: Main beneficiary group members, who are girls participated in the project, are too young to value their outcomes. Their parents might be asked 'How much do these outcomes worth for you?' However, because they have financial limitations, free activities cause too much appreciation. There is risk of exaggerated valuation.

Lessons learned: In future, despite of exaggeration risk, stakeholders will be engaged in valuation process. Worth of outcomes should be valued by stakeholders themselves. Their valuation can be compare with market prices.

Outcome valuation approach: The outcomes are valued by identifying the proxies that possibly create same outcome. It may seem like the activity being valued rather than the outcome. However, the basic approach here is to achieve same outcome. In other words, if the intervention was not happened, how much stakeholders had to pay to achieve same outcome. The main reason for this approach is limitations about indicators which is explained at pages between 17-44.

Lessons learned: In future, indicators will be identified with numbers. For example, outcome is empowerment & sense of equality, and let's assume indicator is how often they play soccer with boys after the project and/or amount of time spent playing soccer with friends instead of current indicator, which is 'The desire to play with boys and to win'. Then, proxies could be cost of soccer field renting, cost of transportation to soccer field for the outcome.

How to be unsure that proxies create same outcomes?

While making the financial proxy research, each outcome was explained to related institution. For instance outcome 3 of girls participated in project explained to child psychiatrist and asked 'how this outcome could be achieved if this intervention was not realized?' Limitation of this method was there was no chance to contact with stakeholders again to ask their opinion.

For **revealed preference** technique related market prices are used to identify proxies. Some financial proxies are determined as average of different prices given by different organizations. In private sector each company offers different prices. In order to avoid over valuation and under valuation, average of given prices are used. Private companies demanded keeping their name of companies confidential. In this case, 'Company A, Company B,..' are used instead of company name.

TED Eskişehir College, Eskişehir Tepebaşı Municipality and AÇEV are the stakeholders like donators. They donated their services, which caused occurrence of minor outcomes for them. Because they are kind of donators, financial proxies are determined in the same way of donators; value of what they donated. Again, related market prices are used to determine value of their services. Value of their services indicates the costs that Girls are on the Soccer Field Academy project had to cover.

Ranking outcomes

In future stakeholders will be asked to rank outcomes. If ranking and value of the outcome will not correspond, stakeholders will be asked why. Reason for that situation will be discussed with stakeholders. So, next time ranking of the outcomes will be included based on relative importance to the stakeholders.

Table 3 – Outcome Valuation According to Stakeholder Groups

Girls Participated in the Project			
Outcome 1	Financial Proxy	Valuation Method	
<p>The perception of “Soccer is a sport that only men have been successful in. So I cannot play soccer’ is demolished and the thinking replaced with ‘playing better’. Playing soccer has allowed girls to love this sport and understand the benefits of sports. Feeling of empowerment is occurred through sports while gender equality is occurred through soccer.</p>	<p>Soccer Winter School with 1 month participation fee (2 days a week, including weekends, 8 lessons per month)</p>	TL 225	<p>There are courses for children participated in the project to learn how to play soccer. As the project carried out in Eskişehir, the course fee of Eskişehirspor Kanlıkavak Sports School was attributed as financial equivalent with the most reasonable price. Since the project covers one week, the course fee is also calculated as 1 week.</p>
Outcome 2	Financial Proxy	Valuation Method	
<p>Workshops about Creativity/Drama/Art develop girls' hand skills, they start to love theatre and experience display their performance. As a result of these new experiences girls' imagination and their creativity is improved.</p>	<p>Creativity / Drama / Art 1 week course fee</p>	TL 60	<p>It is possible for children participated in the project to gain the same education by participating in creativity / drama / art courses. As the project carried out in Eskişehir, the average of the course fee stated by two different institutions in Eskişehir is taken as the financial proxy. Since the project covers one week, the course fee is also calculated as 1 week.</p> <p>Company A: TL 70 Company B: TL 50 Municipality course: TL0</p>
Outcome 3	Financial Proxy	Valuation Method	
<p>New experiences and different perspectives have significantly increased the confidence of girls. As a result, they have started to communicate better with their family and friends.</p>	<p>The cost of therapy, which allows children to develop self-esteem and communicate</p>	TL 225	<p>It is possible to achieve outcome 3 getting support of psychologists in the field of strong communication and self-confidence. In this respect, the average of 3 different private psychologist session fees is attributed as financial proxy.</p> <p>Price of Psychologist A: TL 200 Price of Psychologist B: TL 250 Price of Psychologist C: TL 225</p>

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Parents of Girls Participated in the Project			
Outcome 1	Financial Proxy		Valuation Method
Raising awareness of equality and non-discrimination between girls and boys have been achieved.	AÇEV's awareness conferences / presentations / family programs	TL 0	Based on the information received from the AÇEV, awareness-raising activities on gender equality are provided free of charge by AÇEV. For this reason, the financial proxy for outcome 1 is attributed as TL 0.
Outcome 2	Financial Proxy		Valuation Method
Increasing of sharing results in achievement of parents' empathy establishment, efficient communication with their children and sense of collaboration.	Family Therapy (minimum 10 sessions)	TL 2000	Based on experts' opinion, it is possible with therapy to strengthen the empathy skills that enable families (especially fathers) to communicate more effectively with their children and to understand their children better. Again, it has been stated by the experts that at least 10 sessions are required for the parents to gain these qualifications. The expert psychologist's session fee (TL 200) x number of sessions (10) is attributed as financial proxy.

Voluntary Trainers			
Outcome 1	Financial Proxy		Valuation Method
Within one week, organizing training sessions, solving the problems they encountered, and the necessity of communicating with children ensures the development of communication skills of volunteer instructors.	Effective communication training / Project management training fee	TL 575	Project management skills and communication skills that volunteer trainers have gained can be acquired through effective communication and project management trainings. Average of three different training course fees from different institutions is attributed as financial proxy. By this way over valuation risk is eliminated. Company A: TL 650 Company B: TL 550 Company C: TL 525
Outcome 2	Financial Proxy		Valuation Method
Both soccer training and workshop activities require children to be taught by volunteer	Training of Trainer's Program fee	TL 1150	It is possible for volunteer trainers to obtain similar benefits by paying for the programs that will develop their teaching skills. Average of three different training

trainers provide the practice chance of teaching new things and transferring their personal knowledge and experience.			course fees from different institutions is attributed as financial proxy. By this way over valuation risk is eliminated. Company A: TL 1250 Company B: TL 1200 Company C: TL 1000
Outcome 3	Financial Proxy		Valuation Method
Throughout the project, the volunteer trainers have gained different perspectives. Their positive learning experience contributed to their personal development.	Personal development training fee	TL 430	The benefits provided by gaining different point of views are similar to the benefits provided by personal development training. Average of three different training course fees from different institutions is attributed as financial proxy. By this way overvaluation risk is eliminated. Company A: TL 470 Company B: TL 450 Company C: TL 370

Actifit and Its Employees			
Outcome 1	Financial Proxy		Valuation Method
By bringing together different stakeholder groups, both money and manpower are saved during the Girls are on the Soccer Field Academy project time.	Corporate Social Responsibility (CSR) Consultancy Services / Social Enterprise Consultancy fee	TL 3500	Actifit's work for the realization of the project has eliminated the professional support costs from the CSR Consultancy company. Average of two different consultancy fees from different two CSR Consultancy companies is attributed as financial proxy. Company A: TL 3,800 Company B: TL 3,200
Outcome 2	Financial Proxy		Valuation Method
Goal of organizing Girls are on the Soccer Field out of İstanbul and widen the age range is achieved with the Girls are on the Soccer Field Academy project. In this regard, the Girls are on the Soccer Field Academy project has found more support for the continuity of the project.	PR Consulting fee	TL 6250	The work carried out by Actifit eliminated the need for a professional Public Relations Consultancy, thereby eliminating the cost for consulting services. Average of two different consultancy fees from different two PR Consultancy companies is attributed as financial proxy. Company A: TL 7,800 Company B: TL 4,700

Outcome 3	Financial Proxy		Valuation Method
Beginning point of creating 'Good Soccer' example is girls with the 'Girls are on the Soccer Field Academy' project. In this respect, an important step has been taken to ensure that children are an example to adults.	Training of Trainer's Program fee	TL 1150	Trainers must be trained to teach sports ethics while teaching soccer to girls is possible with the Training of Trainers Programs. Participation of such a program provides similar benefits. The average of 3 different Education Consulting service fee is attributed as financial proxy. Company A: TL 1,250 Company B: TL 1,200 Company C: TL 1,000
Outcome 4	Financial Proxy		Valuation Method
Moral purpose of the 'Girls are on the Soccer Field Academy' project increase employees' motivation.	Motivational Events fee	TL 2066	It is also possible to do different activities to increase the motivation of employees. Such events are organized by many professional firms in Turkey. The average of the 3 different fees received from 3 different companies that organizes motivational events, which provide similar outcome, is attributed financial proxy. Company A: TL 2,100 Company B: TL 2,032 NGO (Dreams Academy): TL 0
Outcome 5	Financial Proxy		Valuation Method
Employees actively worked on the Girls are on the Soccer Field Academy project during the design and implementation processes, and they must sacrifice the working time.	3 Actifit employees' 28-day service fee	- TL 6147	Outcome 5 is negative impact for Actifit. There was a financial loss due to the fact that employees could not produce jobs during the time they allocated to the project. For this reason, financial proxy is attributed as calculation of the salaries of employees.

Active Supporters

Outcome 1	Financial Proxy		Valuation Method
Being part of a team under the 'Girls are on the Soccer Field Academy' project and being together with the	Sports club membership fee	TL 2500	This outcome is based on being a part of a team and benefits of sports. Another way of gaining the same benefit, the stakeholder can pay for membership of a qualified sports club

young people ensured quality social life. This has increased morale and motivation.			where the stakeholder can involve team sports. Because the annual fees of sports clubs vary, financial proxy is attributed as average annual membership fee for 3 different sports clubs membership fees. Company A: TL 3,000 Company B: TL 2,500 Company C: TL 2,000
Outcome 2	Financial Proxy		Valuation Method
To take part in the development phase of the project, to learn the technical side and to take part in a project within the context of sustainable sports has provided the knowledge and experience to contribute to the professional life.	Founding an association consultancy fee	TL 500	Because it is the personal interest field of the stakeholder, in order to realize the activities as a foundation the stakeholder started the related procedures. By this way cost of consulting fee is eliminated. The financial proxy is attributed according the information taken from a consulting company.

Project Leader			
Outcome 1	Financial Proxy		Valuation Method
Thanks to different perspectives learned from different stakeholder groups, it is possible to develop solutions to the problems that have occurred during the project.	PR Consultancy fee	TL 6250	There is a chain event for Outcome 1. Both part of the chain eliminate the cost of PR Consultancy fee. In order to avoid over valuation financial proxy is attributed according to received price average from two different PR Agencies that operate in Ankara. (In Ankara cost of consultancy is cheaper). Company A: TL 7,800 Company B: TL 4,700
Outcome 2	Financial Proxy		Valuation Method
The experiences gained during the project provide maturing and increase in interest of social responsibility projects.	Personal development training / Project management training fee	TL 650	There is a chain event for Outcome 2. While valuation, the experience gained in project management, the first part of the chain, and the personal development, the second part of chain are considered. The average of the 3 different Education Consulting service fee is attributed as financial proxy. By this way, both over valuation and under

			valuation are avoided. Company A: TL 800 Company B: TL 700 Company C: TL 450
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TED Eskişehir College			
Outcome 1	Financial Proxy		Valuation Method
TED Eskişehir College students attending summer school witnessed the project activities and attracted. TED Eskişehir College students have affected positively by voluntary trainers who behave responsibly towards children.	5 days, 4 hours a day soccer field rental fee	TL 3000	The average of the prices given for the 5-day rental rate, including 4 hours per day, to include student discounts for the soccer field in Eskişehir, is attributed as financial proxy. Company A: TL 3,300 Company B: TL 2,700

Eskişehir Tepebaşı Municipality			
Outcome 1	Financial Proxy		Valuation Method
Sport is an effective way to protect children from bad habits and affect positively their health. Therefore, Tepebaşı Municipality organizes sport activities for young people in Eskişehir. Girls are on the Soccer Field Academy project's activities contribute Tepebaşı Municipality's purposes.	Transportation cost	TL 2500	Discounted service charge from companies providing transportation in Eskişehir is used as financial proxy. Company A: TL 2,900 Company B: TL 2,100

Donators			
Outcome 1	Financial Proxy		Valuation Method
There is no significant change/ impact / outcome for donators.	Cash + 50 soccer ball price	TL 4050 + TL 1500	Total amount of cash inputs given by two donators is TL 4050. The financial proxy of 50 soccer balls, which is the third donor that provided equipment support, is calculated based on the cheapest soccer ball price.

Mother Child Education Foundation (AÇEV)			
Outcome 1	Financial Proxy		Valuation Method
With this project, it was possible to reach both mothers and fathers in terms of gender equality.	Cost of awareness and advocacy conferences for parents	TL 0	AÇEV provides awareness and advocacy activities for parent without demand any

			charging. Therefore financial proxy is attributed as TL 0.
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Calculating SROI

Calculating 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

At this stage, Net Present Value (NPV) is calculated first. Calculation of NPV and SROI is done according to the following formulas;

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 (Official data from the Central Bank of the Republic of Turkey website is used)⁹

SROI Ratio = Present Value / Value of Inputs

Net SROI Ratio = Net Present Value / Value of Inputs

All formulas are taken from The SROI Network guide book ¹⁰.

When the relevant values are put in the formula, the SROI ratio is calculated as 1: 12.45.

INCLUDED AND EXCLUDED DATA

Stakeholders: All stakeholder groups that make investment to Girls are On Soccer Field Academy project and experience change as a result of it are included in the analysis. However, each stakeholder couldn't be interviewed. Possible outcomes for stakeholders that are not interviewed with, are excluded

⁹<http://www.tcmb.gov.tr/wps/wcm/connect/TCMB+TR/TCMB+TR/Main+Menu/Para+Politikasi/Reeskont+ve+Avans+Faiz+Oranlari>

¹⁰ A guide to Social Return on Investment, January 2012, The SROI Network

from the analysis. Analysis is conducted in the direction of the data expressed by the interviewed stakeholders only.

Different ways have been used in communication so that key effects can be clearly defined in the stakeholder interviews. These are survey studies, individual interviews and expert opinions. When necessary, interviews were held with stakeholders for the second time.

Outcomes: Determining material impacts is based only stakeholders' own expressions. None of the outcomes are based on assumption. All impacts/changes expressed by the stakeholders are included in the analysis.

AVOIDING OVER CLAIM

Many impacts / changes can be expressed by stakeholders during interviews. However, the point that should not be overlooked is that all these changes may not have occurred as a consequence of the project. In other words, people / institutions other than the project may have a role in the impacts / changes that expressed. In order to accurately assess the impact of the project, we need to consider how other factors affect the outcome, how the impact changes over time, and whether the outcomes obtained from the project have displaced to other events. In this part of the SROI process, the goal is not just to understand the change, but to understand the true role of the activities in creating social value. In this context, the first three factors considered are;

- Deadweight – Would the change have happened anyway?
- Attribution – Is any of the change down to others?
- Displacement – Has this activity just moved something rather than changing it?

In order to avoid over claiming, besides girls own expressions their teacher's and parents opinions were asked. Especially while assessing deadweight and attribution, teacher's and parents opinions were very helpful. Parents mentioned that they were not aware of their daughters' talents and desires before the project. By establishing empathy and effective communication they became aware of their daughters' talents and desires. Considering that in one of parent words 'we could not lead her similar sports or social activities to achieve similar outcomes of the project.' Teacher of girls also confirmed that. She said 'if parents were able to lead their daughters, outcomes of the project would have been achieved already.'

In addition, to confirmed 'would the change have happened anyway', municipality's social or sports activity facilities considered. Local authorities confirmed that there was no soccer activity opportunity for that age range, but there are opportunities for other kind of social activities. Those social activity opportunities that may help to achieve similar outcomes were considered in the assessment process of deadweight.

Limitations: Asking only stakeholders cause limitation for eliminating risk of over claiming. Supporting stakeholders' expressions with independent researches would be better.

Deadweight and Attribution

Deadweight and attribution are determined according to stakeholders' own statements. Stakeholders were asked whether is there any actor out of the project that has role in occurrence of the change / outcome for them. If the answer is 'yes', then they were asked to scale their role from 1 to 10 (1 lowest, 10 highest). When determining the deadweight in the same way, stakeholders were asked "Is there any other ways to get the same benefits without this project?", And if they answered yes, they were asked to scale from 1 to 10 (1 lowest, 10 highest). These questions can be found in Appendix part of the report.

For the girls participated in the project, which is the main beneficiary group, these two elements came to the conclusion by taking their opinions from their own statements as well as their families.

The lowest deadweight value specified by the stakeholders is 0% and the highest value is 50%. The lowest value specified for attribution is 0% and the highest value is 60%. It is possible to interpret these results as follows; there is no other way for Girls are on the Soccer Field Academy project to provide exactly the same benefits / changes / impacts for any stakeholder. Considering the outcomes / changes for the voluntary trainers, the highest attribution rate among the stakeholder groups (60%), the contribution of the actors outside the scope of the project is high, and it can be said that external actors' contribution to the voluntary trainers positively affects success of the activities.

Table 4 – Deadweight Analysis

STAKEHOLDER GROUPS	OUTCOMES	DEADWEIGHT (%)	EXPLANATION	SOURCE
GIRLS PARTICIPATED IN THE PROJECT	Empowerment and Equality	5%	It has been determined that the likelihood of participation to similar activities is low because of beneficiary groups' financial limitations and social prejudices.	Survey
	The Improvement of Imagination and Creativity	10%	It has been determined that the likelihood of participation to similar activities is low because of beneficiary groups' financial limitations.	Survey
	Better Communication with Family and Friends	0%	It has been determined that children would not be involved in similar activity that would enhance their communication with their family members and friends without the project.	Survey
PARENTS OF GIRLS PARTICIPATED IN THE PROJECT	Gaining Awareness about Gender Discrimination	0%	It has been determined that without the project, participation in such awareness-raising activity would not be possible.	Survey
	Empathy Establishment, Efficient Communication and Sense of Collaboration	20%	It has been determined that even though it takes time, spending more time with their children provides better communication with them.	Survey
VOLUNTARY TRAINERS	Improvement of Communication Skills	20%	The starting point for the benefits of voluntary trainers is to work 'voluntarily' on social responsibility projects.	Survey
	Practice of Transferring	20%	It is expressed by the stakeholders that the	Survey

ACTIFIT AND ITS EMPLOYEES	Personal Knowledge and Experience		outcome is highly dependent to the project because Girls are on the Soccer Field Academy is a unique project.	
	Personal Development	20%		Survey
	Money and Manpower Savings	30%	It would be one of the objectives of the Actifit to create a social responsibility project that would bring together women and soccer. This is a factor that raises the deadweight.	Interview with the Actifit official
	Providing Sustainability of the Project	20%	It is expressed by the stakeholder that the target of the extension of the 'Girls are on the Soccer Field' project out of İstanbul would take time without 'Girls are on the Soccer Field Academy' project.	Interview with the Actifit official
	Creating 'Good Soccer' Example	0%	Occurrence of this outcome is not possible without 'Girls are on the Soccer Field Academy' project.	Interview with the Actifit official
	Employee Motivation	10%	It is unlikely to gain this outcome without this project because of the spiritual satisfaction is the main impact that has increased the motivation of employees.	Interview with the Actifit employees
	Spending Working Hours for the Girls are on the Soccer Field Academy project	0%	Occurrence of this outcome is not possible without 'Girls are on the Soccer Field Academy' project.	Interview with the Actifit official
ACTIVE SUPPORTERS	Morale and Motivation Increase	0%	It was stated by the stakeholders that occurrence of this outcome is not possible without 'Girls are on the Soccer Field Academy' project.	Interview with stakeholders

PROJECT LEADER	To Gain Knowledge and Experience to Contribute to Professional Life	0%	It was stated by the stakeholders that occurrence of this outcome is not possible without 'Girls are on the Soccer Field Academy' project.	Interview with stakeholders
	Developing the Problem Solving Ability	30%	The desire to be actively involved in projects such as the 'Girls are on the Soccer Field Academy' project is a difficult opportunity to capture on similar projects.	Interview with stakeholders
	Personal Maturity and Increase in Interest of Social Enterprise	10%	Basic reason of this outcome is to witness how successful children can be when opportunities are given, despite the limitations, and therefore the understanding of the importance of CSR projects. Occurrence possibility of this outcome is low without 'Girls are on the Soccer Field Academy' project.	Interview with stakeholders
TED ESKIŞEHİR COLLEGE	TED Eskişehir students who witnessed the project increased their interest of social responsibility projects	60%	It is highly possible that TED Eskişehir College may have the similar outcome by allocating its facilities for other CSR projects.	Survey and interview by e-mail
ESKIŞEHİR TEPEBAŞI MUNICIPALITY	Contributing to Encourage Young People for Sport	40%	CSR projects towards girls are priority for Tepebaşı Municipality. Therefore, if the Municipality is asked for support for another CSR Project for girls, it is highly possible to have similar outcome for it.	Survey, phone interview and interview by e-mail
DONATORS	There is no significant change / impact / outcome for the stakeholder.	50%	If donators are asked for donation for a similar CSR project, probability of accept to support is high.	Phone interview with 1 donator

MOTHER CHILD EDUCATION FOUNDATION (AÇEV)	Reaching Both Mothers and Fathers about Gender Equality	50%	AÇEV is active in the region where the 'Girls are on the soccer Field Academy' project was carried out. Cooperating with schools in the framework of these studies, the possibility of achieving the same result is high.	Interview with ACEV official
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Table 5 – Attribution Analysis

STAKEHOLDER GROUPS	OUTCOMES	ATTRIBUTION (%)	EXPLANATION	SOURCE
GIRLS PARTICIPATED IN THE PROJECT	Empowerment and Equality	30%	It was stated by stakeholders that girls' families, friends and teachers have role in three outcomes. Role of other actors were confirmed by interviews with families and teachers.	Survey
	The Improvement of Imagination and Creativity	30%		Survey
	Better Communication with Family and Friends	30%		Survey
PARENTS OF GIRLS PARTICIPATED IN THE PROJECT	Gaining Awareness about Gender Discrimination	10%	It is determined that other actors have role for the outcome such as schools and municipalities.	Survey
	Empathy Establishment, Efficient Communication and Sense of Collaboration	10%		Survey
VOLUNTARY TRAINERS	Improvement of Communication Skills	60%	It was stated by stakeholders that the CIP programs in the school have important role.	Interview with stakeholders
	Practice of Transferring	60%		Interview with stakeholders

ACTIFIT AND ITS EMPLOYEES	Personal Knowledge and Experience		It has been determined that family and friends who encourage them have positive role.	
	Personal Development	60%		Interview with stakeholders
	Money and Manpower Savings	10%	Supporters of Girls are on the Soccer Field have positive role for these outcomes.	Interview with the Actifit official
	Providing Sustainability of the Project	10%		Interview with the Actifit official
	Creating 'Good Soccer' Example	0%	There are no other actors with roles outside the scope of the project.	Interview with the Actifit official
	Employee Motivation	0%		Interview with the Actifit employees
	Spending Working Hours for the Girls are on the Soccer Field Academy project	0%		Interview with the Actifit official
ACTIVE SUPPORTERS	Morale and Motivation Increase	5%	It has been determined that stakeholder's child has positive role.	Interview with stakeholders
	To Gain Knowledge and Experience to Contribute to Professional Life	0%		Interview with stakeholders
PROJECT LEADER	Developing the Problem Solving Ability	0%	There are no other actors with roles outside the scope of the project.	Interview with stakeholders
	Personal Maturity and Increase in Interest of Social Enterprise	0%		Interview with stakeholders

TED ESKIŞEHİR COLLEGE	TED Eskişehir students who witnessed the project increased their interest of social responsibility projects	0%	There are no other actors with roles outside the scope of the project.	Survey and interview by e-mail
ESKIŞEHİR TEPEBAŞI MUNICIPALITY	Contributing to Encourage Young People for Sport	0%	There are no other actors with roles outside the scope of the project.	Survey, phone interview and interview by e-mail
DONATORS	There is no significant change / impact / outcome for the stakeholder.	0%	There are no other actors with roles outside the scope of the project.	Phone interview with 1 donator
MOTHER CHILD EDUCATION FOUNDATION (AÇEV)	Reaching Both Mothers and Fathers about Gender Equality	0%	There are no other actors with roles outside the scope of the project.	Interview with ACEV official

Displacement

Displacement is the movement of change from one place to another. It may occur when the benefits of a project for stakeholders are at the expense of others outside the project. It concerns the outcomes that the activity displaces.

Displacement is not relevant to the outcomes identified in the scope of 'Girls are on the Soccer Field Academy' project. Girls participated in the project and parents of the girls could not attend extra curriculum because of financial limitations. Their school is lack of facilities and cannot offer extra sports activities.

Duration and Drop off

Duration of the impact was asked directly to stakeholders. Related question was "How long will the impact of the benefits last you gained after the project end?" Only girls were not asked because they may not understand the question or could not express duration of the impact properly. Their teacher and parents help us to identify duration and drop off.

The time period of the impact of the changes provided by the 'Girls are on the Soccer Field Academy' is expressed as 'duration'. When determining the duration, expressions of stakeholders are taken as basis. If a result contains 'learning', the duration of that impact will be lifetime. If that impact also contains an effect that will disappear after a while with the end of the project, for example, the friendship acquired during the project period, the average of the two different duration is taken. 5 years for learning-related impact, 3 years for friendship as exemplified, then 4 years is determined as duration. Even if the impacts will last for a lifetime, the external impacts during the post-project period stakeholders will be exposed to will reduce the impact of the project over the years. For this reason, the duration of impact is taken as 5 years, even if it is stated by stakeholders that the effects will last for life.

Drop off is the rate of decline of the impact in the years following the end of the project. If duration is ≤ 1 , drop off is 100% because the impact will not last after the project. The following table explains outcomes with duration ≥ 1 in detail. Drop off is determined as 10% for the outcomes with duration more than 1 year. The reason for this is stakeholders state that they want to engage similar activities after the project in order to benefit the impacts for longer time. This shows that 'Girls are on the Soccer Field Academy' project has a significant contribution to the love of soccer by women and little girls. Although the outcomes may be different, awareness rising for each outcome is achieved.

Stakeholder	Outcome	Stakeholder Expressions about duration
Girls participated in the project	1-Empowerment and Equality	<p>As mentioned before, outcome duration of girls were discussed with their teacher. According to their teacher outcome 1 and outcome 2 are lifelong for girls. However, she could not comment on outcome 3. Parents of girls think that outcome 3 will last forever. However, this comment might base on parents own outcome related with establishing empathy and effective communication.</p> <p>20parents(P2,P3,P4,P5,P7,P10,P11,P12,P13,P14,P16,P19 P20,P23,P26,P28,P29,P30,P32,P33) thinks that communication skills will not disappear in time.</p> <p>Even all 3 outcomes are lifelong impacts according to girls' teacher and their parents, the author did not conclude duration for these outcomes as 5. According to author of the report confidence level of outcomes are not high enough to decide that they are lifelong impacts.</p>
	2-The Improvement of Imagination and Creativity	
	3-Better Communication with Family and Friends	
Parents of girls participated in the project	Gaining Awareness about Gender Discrimination	<p>All parents who achieved this outcome (12 parents) mentioned that they gained awareness which will last lifelong time. Therefore, duration is identified as 5 years.</p>
	Empathy Establishment, Efficient Communication and Sense of Collaboration	<p>P1, P9 and P32 claimed that they observed their daughters and understand them better. They think that they know what makes their daughter happy. Similarly other 17 parents believe that they established empathy with their daughter and communicate with them efficiently. According to them these impacts are lifelong.</p>
Voluntary trainers	Improvement of Communication Skills	<p>T1, T2, T9, and T12 mentioned that problem solving with communication skills is a lifelong impact. According to them confronting problems is a lifelong issue, so solving them with improved communication skills is lifelong impact. Other 6 voluntary trainers wrote just lifelong. We do not know why. This is the limitation of written survey.</p>
	Practice of Transferring Personal Knowledge and Experience	<p>Because of the written survey limitations, we have 6 'lifelong' answers to related question. T2, T9, and T12 thinks that new experiences impact is life long, T1 wrote an interesting comment; 'I think impact duration will be come out when I will teach something to someone'. This comment affected the author's decision. Because what T1 wrote was true for other voluntary trainers. If they will not engage teaching activity, they cannot know whether impact is still with them. So, duration of this outcome is decided as 3 years.</p>
	Personal Development	<p>T9: 'What I learned during the project is part of my personality now.' Others mentioned similar answers.</p>

Actifit and its employees	Money and Manpower Savings	Impacts of the project for both Actifit itself and its employees are occurred in the scope project and last with end of the project. Manager of Actifit confirmed that if Girls are on the Soccer Field Academy project will not continue in future, none of these impacts will occur again.
	Providing Sustainability of the Project	
	Creating 'Good Soccer' Example	
	Employee Motivation	
	Spending Working Hours for the Girls are on the Soccer Field Academy project	
Active supporters	Morale and Motivation Increase	The stakeholder mentioned that this outcome is based on being part of a team and feeling of being useful. She said 'project's impact on me last for 2 or 3 years. After the end of the project I have motivation to be useful for other projects, being part of a team had driving power. In time this power will fade'.
	To Gain Knowledge and Experience to Contribute to Professional Life	According to the stakeholder, gaining experience is a lifelong impact. She said 'I learned new things here; technical background of a soccer organization was a new issue for me. I learn it and it will last for lifetime.'
Project leader	Developing the Problem Solving Ability	Both impacts are lifelong for the stakeholder. She said 'There is difference between having knowledge about something and experiencing it. Here I experienced new things which will stay with me for life time.'
	Personal Maturity and Increase in Interest of Social Enterprise	

It is experienced that when duration is asked to stakeholders, two different answers were given; lifelong impact or not impact does not after the project.

Lessons learned: While asking impact duration to stakeholders, it should be emphasize that each impact's duration should be evaluated separately. Duration related question directed stakeholders for a general answer.

Drop off rate was not asked directly to stakeholders. Drop off rates were identified as a result of author's judgment.

So, in future (1) stakeholders will be asked what impact duration for each outcome is and (2) if the amount of outcome will be less in time, how much decrease (in percent) will be occur. Drop off rate should be decided by evaluating external environment impact. Besides, if judgment can be supported with academic sources, it will be more reliable.

Table 6 – Duration and Drop off Analysis

STAKEHOLDER GROUPS	OUTCOMES	DURATION	DROP OFF (%)	EXPLANATION	SOURCE
GIRLS PARTICIPATED IN THE PROJECT	Empowerment and Equality	3	10%	It is highly possible that stakeholders engage activities to strengthen the outcomes after the project. Especially, they will continue to play soccer with their friends. Therefore, drop off rate of the outcome is low.	Survey
	The Improvement of Imagination and Creativity	3	10%	The desire to participate in activities that improve creativity after the end of the project and using their imagination in lessons at school reduces the drop off for this outcome.	Survey
	Better Communication with Family and Friends	3	10%	It is likely that children will be able to communicate better with their friends and families after the project. Besides, new skills will be added to this outcome in school life after the project. Therefore, drop off rate of the outcome is low.	Survey
PARENTS OF GIRLS PARTICIPATED IN THE PROJECT	Gaining Awareness about Gender Discrimination	5	10%	Awareness is a lifelong outcome. However, if this awareness is not put in practice then the impact will decrease.	Survey
	Empathy Establishment, Efficient Communication and Sense of Collaboration	5	10%	The ability of empathy is an outcome that will last forever once it has been gained. The rate of drop off in the following years is also lower due to the fact that the impact is strong.	Survey

VOLUNTARY TRAINERS	Improvement of Communication Skills	5	10%	The development of problem solving and communication skills is the ability of stakeholders to make use of for life. Decline rate is also low over the years.	Interview with stakeholders
	Practice of Transferring Personal Knowledge and Experience	3	10%	Impact continuity can be sustained in life with similar activities. Even if stakeholders do not engage teaching based activity after the project, the duration of action is long and the drop off rate is low.	Interview with stakeholders
	Personal Development	5	10%	The drop off rate of outcome is low in the following years is due to the fact that the impact is strong.	Interview with stakeholders
ACTIFIT AND ITS EMPLOYEES	Money and Manpower Savings	1	100%	This outcome can only occur in the project process.	Interview with the Actifit official
	Providing Sustainability of the Project	1	100%	This outcome can only occur in the project process.	Interview with the Actifit official
	Creating 'Good Soccer' Example	1	100%	This outcome can only occur in the project process.	Interview with the Actifit official
	Employee Motivation	1	100%	This outcome can only occur in the project process.	Interview with the Actifit employees
	Spending Working Hours for the Girls are on the Soccer Field Academy project	1	100%	This outcome can only occur in the project process.	Interview with the Actifit official

ACTIVE SUPPORTERS	Morale and Motivation Increase	3	15%	Having new friends is an impact that will continue after the project. It is inevitable that if there is no similar team work in the years following the end of the project, the impact will decrease in time.	Interview with stakeholders
	To Gain Knowledge and Experience to Contribute to Professional Life	5	%10	Because it is a learning-based impact, it is a lifelong outcome. The stakeholder is willing to work voluntarily for CSR projects which decrease the drop off rate.	Interview with stakeholders
PROJECT LEADER	Developing the Problem Solving Ability	5	%10	The development of organizational skills is a lifelong benefit for stakeholder. Drop off is low for this outcome.	Interview with stakeholders
	Personal Maturity and Increase in Interest of Social Enterprise	5	%10	Increase in interest of CSR projects indicates that the stakeholder will engage similar projects. Therefore, drop off is low for this outcome.	Interview with stakeholders
TED ESKIŞEHİR COLLEGE	TED Eskişehir students who witnessed the project increased their interest of social responsibility projects	1	%100	This outcome can only occur in the project process.	Survey and interview by e-mail
ESKIŞEHİR TEPEBAŞI MUNICIPALITY	Contributing to Encourage Young People for Sport	1	%100	This outcome can only occur in the project process.	Survey, phone interview and interview by e-mail
DONATORS	There is no significant change / impact / outcome for the stakeholder.	1	%100	This outcome can only occur in the project process.	Phone interview with 1 donator

MOTHER CHILD EDUCATION FOUNDATION (AÇEV)	Reaching Both Mothers and Fathers about Gender Equality	1	%100	This outcome can only occur in the project process.	Interview with ACEV official
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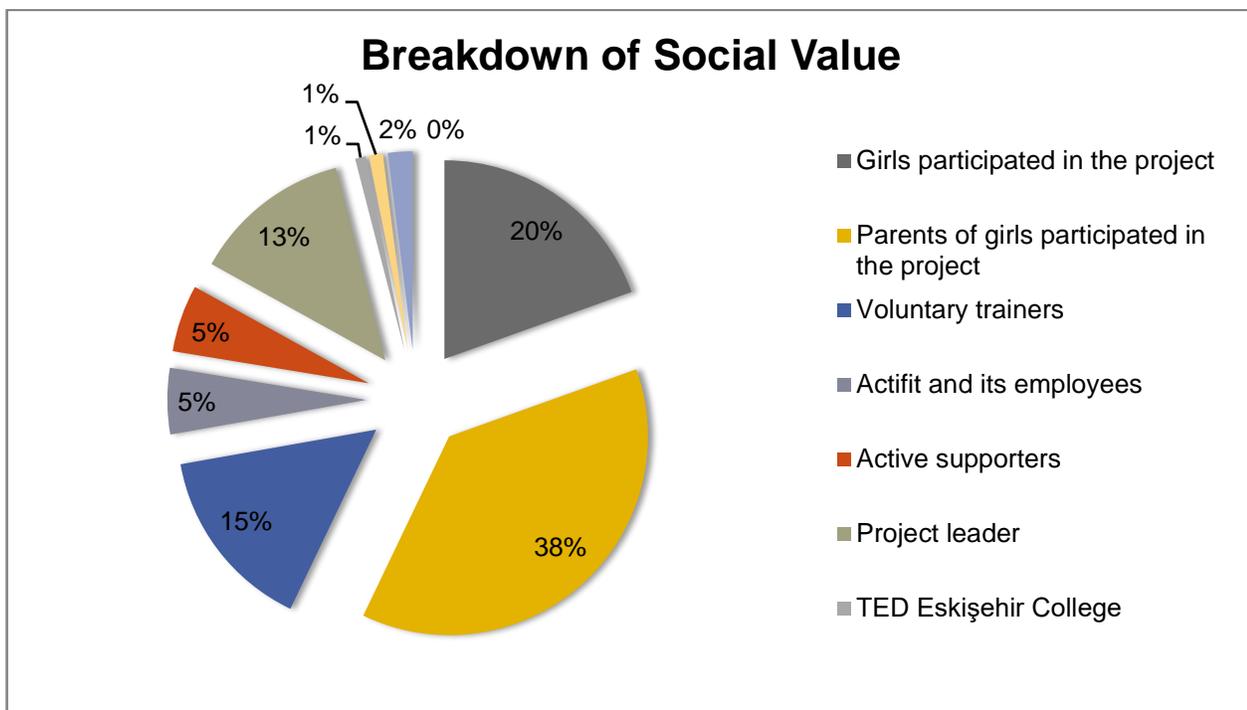
SENSITIVITY ANALYSIS

Since the analysis includes estimated data, it is useful to review these values to determine the extent to which these estimates are based on the SROI result and to check the accuracy.

Although the SROI is calculated based on the statements of stakeholders of the 'Girls are on the Soccer Field Academy' project, the data based on assumptions such as deadweight, attribution, displacement, drop off and duration are included in the calculation.

Sensitivity analysis is an important analysis to determine how impact values, and therefore the SROI ratio, will be affected if these estimated / assumed factors change.

To analyze how the result of the SROI ratio analysis, 1: 12,45, is affected, the financial proxies are decreased by 50%. Reducing the financial proxies of all positive and negative outcomes by 50% lower the SROI ratio to 1: 6,22.



The assumed data has been systematically changed to test the sensitivity areas of the outcomes that make up a significant portion of the ultimate ratio. As seen in the breakdown of social value chart, Girls Participated in the Project (20%), Parents of Girls Participated in the Project (38%) and Voluntary Trainers (15%) have the highest impact. The SROI ratio is higher than 1:1 when deadweight, attribution, duration and drop off are changed of these stakeholder groups' outcomes. This analysis is evaluative so quantity of outcomes is not changed.

Details of how SROI ratio is affected when each outcome's assumed value is changed in the table below.

Table 7 – Sensitivity Analysis

Stakeholder Groups	Outcomes	Explanation	Deadweight	Attribution	Duration	Drop Off	Result
Girls Participated in the Project	Empowerment and Equality	The reason why there are no changes in the percentages of attribution is the highest percentage used in the analysis. The deadweight has been increased to 30%, taking into account that the sense of empowerment can be achieved in other ways, but the equality awareness can be achieved only with a male dominated sports branch.	30%	-	1	-	12,09
	The Improvement of Imagination and Creativity	The reason why there are no changes in the percentages of attribution is the highest percentage used in the analysis. When the deadweight is increased by 30%, the SROI ratio is higher than 1: 1.	40%	-	1	-	12,36
	Better Communication with Family and Friends	The reason why there are no changes in the percentages of attribution is the highest percentage used in the analysis. When the deadweight is increased by 40%, the SROI ratio is higher than 1: 1.	40%	-	1	-	12,13

Parents of Girls Participated in the Project	Gaining Awareness about Gender Discrimination	Even if the stakeholders stated that this outcome is possible for them only in the scope of the project, it is assumed that they can reach AÇEV by themselves to achieve same outcome. So deadweight is increased to 40%. Duration is not changed because awareness is a lifelong impact. Attribution is also increased by assuming that families may be supported by their relatives or neighbors.	40%	30%	-	30%	12,45
	Empathy Establishment, Efficient Communication and Sense of Collaboration	According to the stakeholder statements they have limited time to participate social activities with their children. Assuming that they make an effort to spend time with their children, so start to understand them better and communicate with them better in time, the deadweight is increased to 50%. Attribution is also increased by assuming that families may be supported by their relatives or neighbors.	50%	30%	-	50%	8,94
Voluntary Trainers	Improvement of Communication Skills	The reason why there are no changes in the duration and percentages of attribution is the highest percentage for attribution and lowest duration are used in the analysis. There are so many CSR projects in the field of education. Stakeholders can achieve similar outcome by being volunteer in these projects.	50%	-	-	30%	12,11

	Practice of Transferring Personal Knowledge and Experience	The reason why there are no changes in the duration and percentages of attribution is the highest percentage of attribution and lowest duration are used in the analysis. Teaching experience can be practiced by being volunteer in NGOs operating in the field of education. So, deadweight is increased.	50%	-	-	20%	12,01
	Personal Development	The reason why there are no changes in the duration and percentages of attribution is the highest percentage of attribution and lowest duration are used in the analysis. While stakeholders have the opportunity to participate in different activities that contribute to their personal development, the fact that the 'Girls are on the Soccer Field Academy' project provides this benefit in the fastest way causes the deadweight to be taken at most 50%.	50%	-	-	20%	12,32

VERIFYING THE RESULTS

The results obtained from the stakeholder interviews are shared with the project owner, Actifit. In this context, the data contained in the SROI analysis report have been checked and approved by the Actifit. The fact that the SROI analysis relies directly on stakeholder representation poses a risk for the accuracy of the data. Particularly, Girls Participated in the Project and Parents of Girls Participated in the Project stakeholder groups benefited from the 'Girls are on the Soccer Field Academy' project and demanded its continuity. For this reason, it should not be overlooked that they have used exaggerated expressions especially for deadweight in their expressions. This risk is eliminated by the sensitivity analysis.

Verifying results process was done only with owner of the project. There are limitations to verify results with children. Parents could help however, lack of computer skills result could not share with them.

In future, because subjectivity is inevitable in SROI analysis, independent assurance would be more appropriate.

Plans to involve stakeholders in reviewing the final result

Considering time, budget and human resource limitations the most realistic plan to involve stakeholders in reviewing the final result would be involving stakeholders who experienced the highest impact/change. For 'Girls are on the Soccer Field Academy' project, three stakeholder groups that experienced the highest impact/change are shown below.

Girls participated in the project	%20	2,43 TL
Parents of girls participated in the project	%38	4,68 TL
Voluntary trainers	%15	1,88 TL

In order to verify the results, voluntary trainers and parents will be interviewed in person. Teacher of girls and their parents are the key actors to verify the results of girls participated in the project. Therefore, teacher will be interviewed in person too. Parents will be interviewed for their girls during their own interview. Because the teacher and parents will talk on behalf of girls, their verification should be supported by girls by themselves. A written survey will be prepared for girls with yes or no questions. For example, 'Do you think that as a result of the project, your self-confidence improved? Y/N'

APPENDICES

Question sets used in stakeholder interviews are given in this section. Both for the survey and interview the same set of questions are used.

APPENDIX 1 - GIRLS PARTICIPATED IN THE PROJECT

- 1- Can you tell me what you're doing here? What kind of activities have you participated in? What did you do in these activities?
- 2- What were the reasons for wanting to participate in these activities? (Such as making new friends, doing sports, having fun)
- 3- What benefits did you have here? What has been changed in your life after this project? Besides the benefits, are there any negative impacts of this project for you?
- 4- If this project was not organized, are there any other organizations that offer same activities combining sports and workshops? If the answer is "yes", how many points will you give the same benefit in any other way, 1 lowest 10 highest?
- 5- Let's consider the benefits that this organization has provided you. Do you think anyone else who has a role in these benefits? For example, that person might be the teacher who encourages you to attend here, or the family that supports you ... If the answer is "yes", how many points do you give to that person's role as 1 lowest 10 highest?

APPENDIX 2 - PARENTS OF GIRLS PARTICIPATED IN THE PROJECT

- 1- What activities do you engage in this project? (To come to the match and support your daughter, to talk about what you do when you get home and to encourage her, to exchange information with her teachers about the development within the project)
- 2- What were YOUR expectations when you were involved in this project? What results did you hope to achieve by participating in this project?
- 3- What was the benefit of this project as a mother-father for YOU? What has been changed in your life after this project? Besides benefits, are there any negative impacts of this project for you?
- 4- If this project was not organized, were there other ways you could get the same benefits? If the answer is "yes", how many points will you give the same benefit in any other way, 1 lowest 10 highest? (For example, 10 means that I can provide all of the benefits I get from here in other ways). If so, in what ways?
- 6- Let's go back to the benefits you mentioned. Are there any other persons / institutions other than the project that has role in benefits you gained? For example, it may be someone who

leads you to this project, or someone who supports you to participate. If the answer is "yes", how many points do you give to that person's role as 1 lowest 10 highest? (For example, 10 means all of the benefits I provide are possible with this person's / institution's role).

- 5- How long will the impact of the benefits last you gained after the project end?

APPENDIX 3 - VOLUNTARY TRAINERS

- 1- Can you describe the activities that you have carried out within the project?
- 2- What was the anticipation / purpose of being volunteer in the project?
- 3- As a voluntary trainer, what were the benefits of this project for YOU? What has been changed in your life after this project? Besides benefits, are there any negative impacts of this project for you?
- 4- If this project was not organized, were there other ways you could get the same benefits? If the answer is "yes", how many points will you give having the same benefit in any other way, 1 lowest 10 highest? (For example, 10 means that I can provide all of the benefits I get from here in other ways). If so, in what ways?
- 5- Let's go back to the benefits you mentioned. Are there any other persons / institutions other than the project that has role in benefits you gained? If the answer is "yes", how many points will you give the same benefit in any other way, 1 lowest 10 highest? (For example, 10 means all of the benefits I provide are possible with this person's / institution's role).
- 6- How long will the impact of the benefits last you gained after the project end?

APPENDIX 4 - ACTIFIT AND ITS EMPLOYEES

- 1- Can you describe the activities that you have carried out within the project?
- 2- As Actifit / Actifit employee what were your expectations / goals from the project?
- 3- What were the benefits of this project for ACTIFIT / YOU? What kind of changes have you experienced after this project? Besides benefits, are there any negative impacts of this project for you?
- 4- If this project was not organized, were there other ways you could get the same benefits?? If the answer is "yes", how many points will you give the same benefit in any other way, 1 lowest 10 highest? (For example, 10 means that I can provide all of the benefits I get from here in other ways). If so, in what ways?
- 5- Let's go back to the benefits you mentioned. Are there any other persons / institutions other than the project that has role in benefits you gained? If the answer is "yes", how many points

will you give the same benefit in any other way, 1 lowest 10 highest? (For example, 10 means all of the benefits I provide are possible with this person's / institution's role).

- 6- How long will the impact of the benefits last you gained after the project end?

APPENDIX 5 - ACTIVE SUPPORTERS

- 1- Can you describe the activities that you have carried out within the project? In what manner you supported the project?
- 2- As an active supporter what were your expectations / goals from the project?
- 3- What were the benefits of this project for YOU as an active supporter? What kind of changes have you experienced after this project? Besides benefits, are there any negative impacts of this project for you?
- 4- If this project was not organized, were there other ways you could get the same benefits? If the answer is "yes", how many points will you give the same benefit in any other way, 1 lowest 10 highest? (For example, 10 means that I can provide all of the benefits I get from here in other ways). If so, in what ways?
- 5- Let's go back to the benefits you mentioned. Are there any other persons / institutions other than the project that has role in benefits you gained? If the answer is "yes", how many points will you give the same benefit in any other way, 1 lowest 10 highest? (For example, 10 means all of the benefits I provide are possible with this person's / institution's role).
- 6- How long will the impact of the benefits last you gained after the project end?

APPENDIX 6 - PROJECT LEADER

- 1- Can you describe the activities that you have carried out within the project? In what manner you supported the project as the project leader?
- 2- As the project leader what were your expectations / goals from the project?
- 3- What were the benefits of this project for YOU as the project leader? What kind of changes have you experienced after this project? Besides benefits, are there any negative impacts of this project for you?
- 4- If this project was not organized, were there other ways you could get the same benefits? If the answer is "yes", how many points will you give the same benefit in any other way, 1 lowest 10 highest? (For example, 10 means that I can provide all of the benefits I get from here in other ways). If so, in what ways?

- 5- Let's go back to the benefits you mentioned. Are there any other persons / institutions other than the project that has role in benefits you gained? If the answer is "yes", how many points will you give the same benefit in any other way, 1 lowest 10 highest? (For example, 10 means all of the benefits I provide are possible with this person's / institution's role).
- 6- How long will the impact of the benefits last you gained after the project end?

APPENDIX 7- TED ESKIŞEHİR COLLEGE

- 1- Can you describe the activities that you have carried out within the project? In what manner you supported the project as TED Eskişehir College?
- 2- What were your expectations from the project while supporting the Girls are on the Soccer Field Academy project?
- 3- What are the changes that Girls are on the Soccer Field Academy project provided for TED Eskişehir College? What are the positive / negative impacts of the project on TED Eskişehir College?
- 4- If this project was not organized, were there other ways you could get the same benefits? If the answer is "yes", how many points will you give the same benefit in any other way, 1 lowest 10 highest? (For example, 10 means that I can provide all of the benefits I get from here in other ways). If so, in what ways?
- 5- Let's go back to the benefits you mentioned. Are there any other persons / institutions other than the project that has role in benefits you gained? If the answer is "yes", how many points will you give the same benefit in any other way, 1 lowest 10 highest? (For example, 10 means all of the benefits I provide are possible with this person's / institution's role).
- 6- How long will the impact of the benefits last TED Eskişehir College gained after the project end?

APPENDIX 8 – ESKIŞEHİR TEPEBAŞI MUNICIPALITY

- 1- Can you describe the activities that you have carried out within the project? In what manner you supported the project as Eskişehir Tepebaşı Municipality?
- 2- What were your expectations from the project while supporting the Girls are on the Soccer Field Academy project?
- 3- What are the changes that Girls are on the Soccer Field Academy project provided for Eskişehir Tepebaşı Municipality? What are the positive / negative impacts of the project on Eskişehir Tepebaşı Municipality?
- 4- If this project was not organized, were there other ways you could get the same benefits? If the answer is "yes", how many points will you give the same benefit in any other way, 1 lowest 10

highest? (For example, 10 means that I can provide all of the benefits I get from here in other ways). If so, in what ways?

- 5- Let's go back to the benefits you mentioned. Are there any other persons / institutions other than the project that has role in benefits you gained? If the answer is "yes", how many points will you give the same benefit in any other way, 1 lowest 10 highest? (For example, 10 means all of the benefits I provide are possible with this person's / institution's role).
- 6- How long will the impact of the benefits last Eskişehir Tepebaşı Municipality gained after the project end?

APPENDIX 9 – DONATORS

- 1- Can you describe the activities that you have carried out within the project? In what manner you supported the project as a donator?
- 2- What were your expectations from the project while supporting the Girls are on the Soccer Field Academy project?
- 3- What are the changes that Girls are on the Soccer Field Academy project provided for you? What are the positive / negative impacts of the project on you?
- 4- If this project was not organized, were there other ways you could get the same benefits? If the answer is "yes", how many points will you give the same benefit in any other way, 1 lowest 10 highest? (For example, 10 means that I can provide all of the benefits I get from here in other ways). If so, in what ways?
- 5- Let's go back to the benefits you mentioned. Are there any other persons / institutions other than the project that has role in benefits you gained? If the answer is "yes", how many points will you give the same benefit in any other way, 1 lowest 10 highest? (For example, 10 means all of the benefits I provide are possible with this person's / institution's role).
- 6- How long will the impact of the benefits last you gained after the project end?

APPENDIX 10 - MOTHER CHILD EDUCATION FOUNDATION (AÇEV)

- 1- Can you describe the activities that you have carried out within the project? In what manner you supported the project as AÇEV?
- 2- What were AÇEV's expectations from the project while supporting the Girls are on the Soccer Field Academy project?

- 3- What are the changes that Girls are on the Soccer Field Academy project provided for AÇEV? What are the positive / negative impacts of the project on AÇEV?
- 4- If this project was not organized, were there other ways you could get the same benefits? If the answer is "yes", how many points will you give the same benefit in any other way, 1 lowest 10 highest? (For example, 10 means that I can provide all of the benefits I get from here in other ways). If so, in what ways?
- 5- Let's go back to the benefits you mentioned. Are there any other persons / institutions other than the project that has role in benefits you gained? If the answer is "yes", how many points will you give the same benefit in any other way, 1 lowest 10 highest? (For example, 10 means all of the benefits I provide are possible with this person's / institution's role).
- 6- How long will the impact of the benefits last AÇEV gained after the project end?