

**VISA**

**KIZLAR  
SAHADA**



**VISA KIZLAR SAHADA  
FOOTBALL SCHOOLS**

**SROI ANALYSIS 2023**

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# SOCIAL VALUE

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## INTERNATIONAL

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## VISA-Kizlar Sahada Football Schools SROI Analysis 2023

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## Foreword

We are very happy and proud to share with you our third SROI social impact analysis report, realizing a first in Türkiye and the world\* in the field of women's football!

Our goal at Kızlar Sahada (Girls on the Field) is to break societal gender stereotypes coded as "YOU CAN'T" and empower girls and women of all ages through football. Since 2013, we have used football as a tool to reach thousands of girls and create awareness in hundreds of thousands of people.

In 2016, we organized a week-long camp bringing together football and various developmental workshops to empower girls in the context of gender. At the end of the camp, we observed a development in girls beyond what we had expected. It was incredible!

A girl who had never played football before, after a week-long football and development camp, was not only talking about girls being able to play football and succeed but also claiming that girls could excel in professions traditionally seen as suitable for boys, such as being a pilot, firefighter, or engineer. With this hint, we decided to conduct our first SROI analysis in 2016 to measure the social impact we had on children. When the analysis results confirmed the impact our project had created, we decided to expand this model and spread it throughout Türkiye. Thus, we developed our Visa Kızlar Sahada Football Schools program.

With the football schools we launched in 2019, by 2024, more than 1500 girls received football training for over 100,000 hours, and we provided employment for at least one female coach in each club.

The aim of measuring the social impact of our program, especially with the SROI method, is to track the social change that sports bring about in development and society, evaluate our processes transparently, measure the impact of our work sustainably, optimize the value created by our investments, and ultimately lead the way for the widespread adoption of impact measurement approaches by inspiring other institutions.

I would like to extend heartfelt thanks to our vision partner Visa team, dear advisors Canan Koca, Ceyda Özgün, and Alkım Karantay, who have made significant contributions to the project from the very beginning, and Erdem Göktürk, who has supported us at every opportunity. For the value we have created for athletes, my biggest thanks go to my colleague Melis Abacıoğlu, and with love, I extend my gratitude to those who have been part of the Girls on the Field team.

Finally, I remember with mercy our esteemed Mustafa Abak, our coach at the Şanlıurfa branch of our project, who lost his life in the earthquake on February 6, 2023.

\*Verified and publicly published by Social Value International

## Kiraz Öcal

Co-founder of Kızlar Sahada



VISA

KIZLAR  
SAHADA



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## ABOUT KIZLAR SAHADA & FOOTBALL SCHOOLS

Kızlar Sahada<sup>1</sup> (a.k.a Girls on the Field) aims to break societal gender norms that tell people what they “can’t do” and to empower girls and women of all ages through football.

The impact strategy of Kızlar Sahada is to contribute Goal 5 by using football as a tool with grassroots perspective. Reducing inequalities through football is part of the Kızlar Sahada impact strategy as well.

“Traditionally, sport has been dominated by men, both in terms of participation and governance. Women were excluded from the first modern Olympic Games, held in Athens in 1896, and were only allowed to gradually start joining in four years later. Even though women's presence and involvement in the Olympic Movement have progressively evolved, girls and women across the world still get fewer opportunities and less investment, training and corporate attention when they play sport.”<sup>2</sup>

Sponsored by Visa, Football Schools offers free football and social development program for girls aged 9-14 who are socioeconomically disadvantaged, in the youth programs of women’s football teams in 8 cities with 10 branches across Turkey in 2023. By the end of the year (2023) number of cities will increase to 13 with 16 branches.

At Visa Kızlar Sahada Football Schools, it is believed that alongside child development, it is also important to improve the ecosystem surrounding the children. For this reason, club managers, coaches and families are involved in training programs on psychosocial development and capacity-building training prepared with the expertise and vision of Kızlar Sahada. Both women coaches and men coaches/club managers were delivered 2-day-training program in 2019 held in İstanbul. The content of the training program was;

- Gender Equality
- Sports Nutrition
- Sports Physiotherapy
- Sports Psychology
- Child protection and legal obligations
- Dating Violence Awareness
- Sexual development of adolescent girls
- Developmental psychology of adolescent girls
- Football3 training
- Football development plan
- The role of the psychological performance counsellor in the club

Coaches’ trainings were not limited with one organization. They can benefit from other training programs of Kızlar Sahada such as Kotex-Kızlar Sahada Athlete Development Program (2021) and SARE (Sports and Arts Training Camps – For Coaches). Besides training support financial support for the salaries of coaches is provided to those who engage in the Visa Kızlar Sahada Football Schools.

Because of Covid-19 pandemic, Football Schools could not operate in 2020 and 2021. By 2022 Football Schools activated again and served hundreds of girls aged 9-14 who has no access or limited access to sports which is basic right of them.

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<sup>1</sup> <https://www.kizlarsahada.com/en>

<sup>2</sup> KATSAROVA, I., 2019. *Gender equality in sport: Getting closer every day*, EPRS: European Parliamentary Research Service. Belgium. Retrieved from <https://policycommons.net/artifacts/1335190/gender-equality-in-sport/1941491/> on 05 Oct 2023. CID: 20.500.12592/d5g7rz.

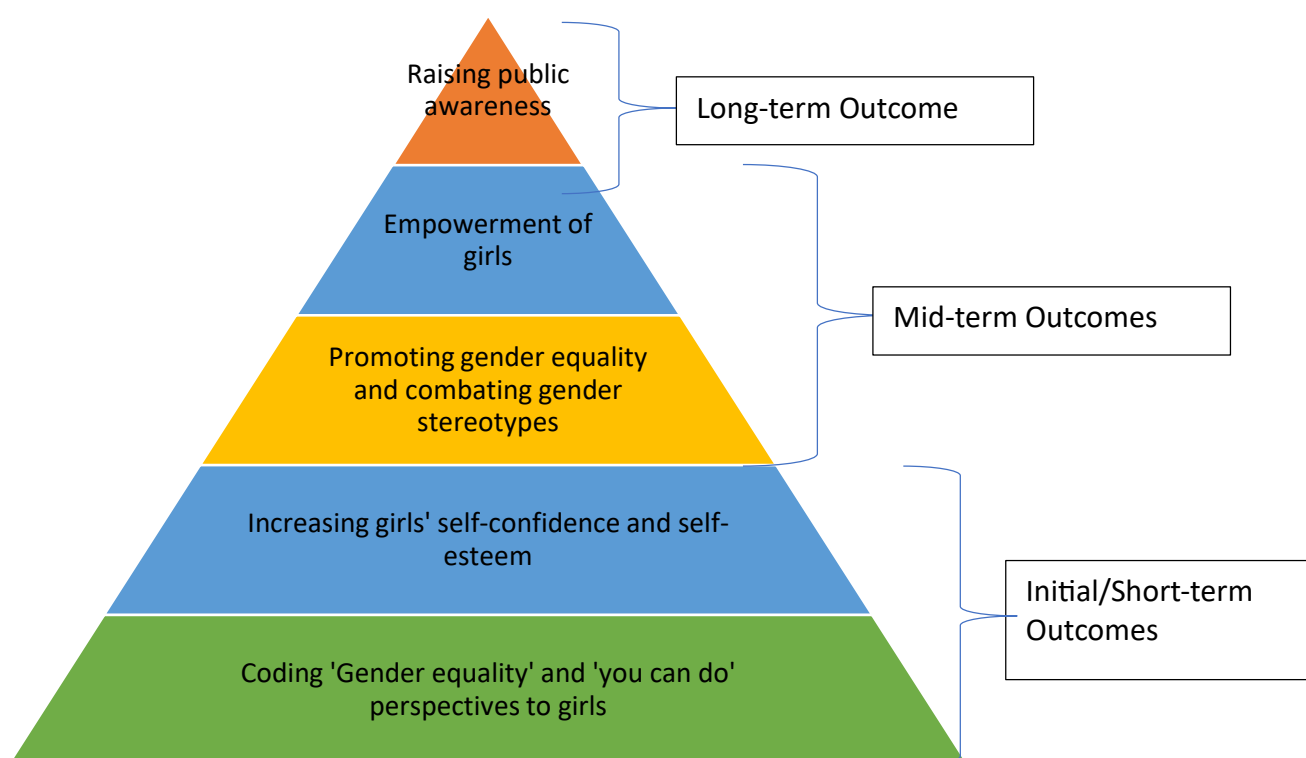


Before launching the Football Schools, Kızlar Sahada cooperated with Sports and Physical Activity Association for Women (KASFAD)<sup>3</sup> and worked on the Football Schools’;

- Values
- Training Program Structure
- Empowerment
- Physical literacy
- Life skills
- Developmental model of sport participation
- Goals
- Achievements
- Coaches
- Ethic Code

Football trainings are held at the facilities of the football clubs with which Kızlar Sahada collaborates. Training hours are arranged according to the club’s schedule. The children who enrol in the football school are expected to attend the trainings regularly throughout the duration of the program.

## THEORY OF CHANGE



Kızlar Sahada intentionally set the age range for Football Schools. 9-14 age range is the most critical ages for intervention to block societal gender norms that tell people what they “can’t do”. Coding gender equality and ‘you can do’ perspective to girls is the base of ToC of Football Schools. Then, achieving increase in self-confidence and self-esteem of girls is possible. In the mid-term they will be able to break gender stereotypes which is prerequisite of empowerment of them (Please see Annex A: Empowerment Goals). As girls become empowered, the awareness of those around them will also increase. In the long term, this awareness will spread and reach wider part of community.

<sup>3</sup> [www.kasfad.org](http://www.kasfad.org)



Training of coaches' aim is directly related with achieving ToC. Well-equipped women coaches are role models for girls. They are treated properly by their coaches meaning their mental well-being is also taken into account. Participants of Football Schools are not put pressure for score, they are taught to be successful by believing in themselves, understanding that being successful is a long journey and not limited with one match.

## ABOUT THE REPORT & SROI ANALYSIS

This report includes the social impact measurement of the Football Schools covering 10 months period from March 2023 to December 2023. The football Schools have been operating since 2019. However, this analysis covers the last 1 season (10 months) of the Football Schools. The SROI (Social Return on Investment) analysis is used as a framework based on eight principles of the SROI that are reflected in the whole report. In accordance with these principles, all information about the Football Schools social impact measurement is stated with transparency.

### **Purpose and Target Audience**

This analysis targets two main audience groups; internal stakeholder (management level) and external stakeholders (investors, sports sector-specifically football sector, experts of gender equality, universities, social entrepreneurs).

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

Purpose of the analysis regarding external stakeholders is important for Kızlar Sahada in terms of to communicate outcomes of the Football Schools and collaborate to decrease negative outcomes and increase positive ones where possible.

### **Scope & Boundaries**

This SROI Analysis of the Football Schools covers 10 months period of its activities, outcomes and impact in 2023. There are 3 main focuses of the analysis; (1) the main beneficiary stakeholder group (girls who participate the Football Schools), (2) women coaches and (3) football clubs' managers. In order to manage impact and optimize value the first step is to understand what changes have occurred for those stakeholders. Understanding whether the Football Schools were able to create value for women coaches and club managers is an important component of this analysis. If so, this reflects Kızlar Sahada's operations directly since they are the most important social capital of the Football Schools. Value creation for women coaches and club managers means better future collaborations to optimize impact. Therefore, this analysis' scope is not limited with only the main beneficiary group.

### **Limitation of Analysis**

Football Schools has a dynamic structure. There are new commers and quitted girls all the time. Since there is no contact with whom quitted from Football Schools there is no information regarding reason(s) of quitting from the Football Schools. Additionally, indirectly affected stakeholder groups are not subjected to stakeholder involvement phase of the analysis. So, there is no information regarding indirect effects of Football Schools.

**Type of SROI Analysis:** Evaluative<sup>4</sup>

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<sup>4</sup> There are two types of SROI: (1) Evaluative, which is conducted retrospectively and based on actual outcomes that have already taken place. (2) Forecast, which predicts how much social value will be created if the activities meet their intended outcomes. - A Guide to Social Return on Investment, The SROI Network, 2012

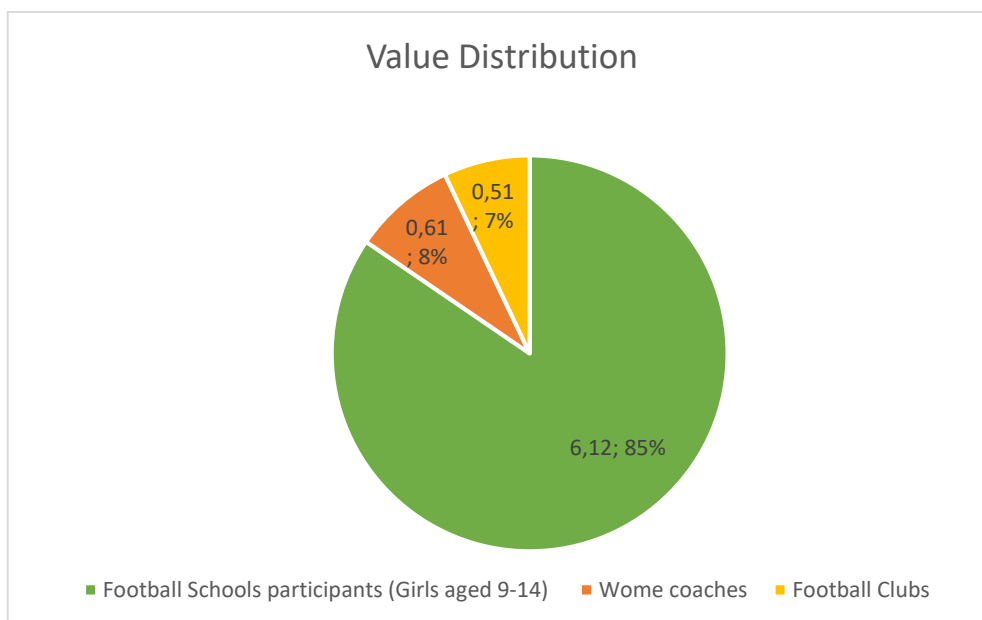


## EXECUTIVE SUMMARY

It was identified that **each TL 1 investment made in the Football Schools delivers TL 7,24 of social value**. In other words, SROI ratio is 1:7,24. **What does this ratio mean?**

- A ratio of 1:1 means for each 1 unit of value inputted, 1 unit of impact value is created (breakeven)
- A ratio above 1:1 means more social value is created than inputted
- A ratio above 0:1 but less than 1:1 means positive impact value is being created, but it is less than the value of the inputs
- A ratio lower than 0:1 means negative impact value is being created

In total Visa-Kızlar Sahada Football Schools created value for its stakeholders. As shown below, value distributions indicates that the Football Schools has value for them. Still, there are options to optimize the value for the participants of Football Schools which are discussed in the report (See Optimizing Value).



For football clubs and women coaches, the Football Schools created value, but optimizing value for both stakeholder groups would be important to keep them in the system.

The source of high value of the Football Schools comes from stakeholders. Stated preference approach was practiced in order to understand the value of outcomes from stakeholders' perspective.

According to stakeholder voice 11 well-defined outcomes were identified in total. 8 of them are positive, 3 of them are negative outcomes. The highest relative importance was 9 (on a 1-10 scale) and the lowest one is 6. For football clubs, negative outcomes' relative importance was higher than positive one, but still the ratio for the stakeholders was above 1:1. It does not mean that we can ignore the negative outcome. On the contrary, this information indicates that if the quantity of the negative outcome would increase in the future, then value destruction risk would occur.

Other than base case (TL 7,24), different scenarios shows that the SROI ratio changes between TL 7,24 to TL 0,16 if deadweight ratios are higher and financial proxies are lower than stakeholders' and author's assumptions (see Sensitivity Analysis).





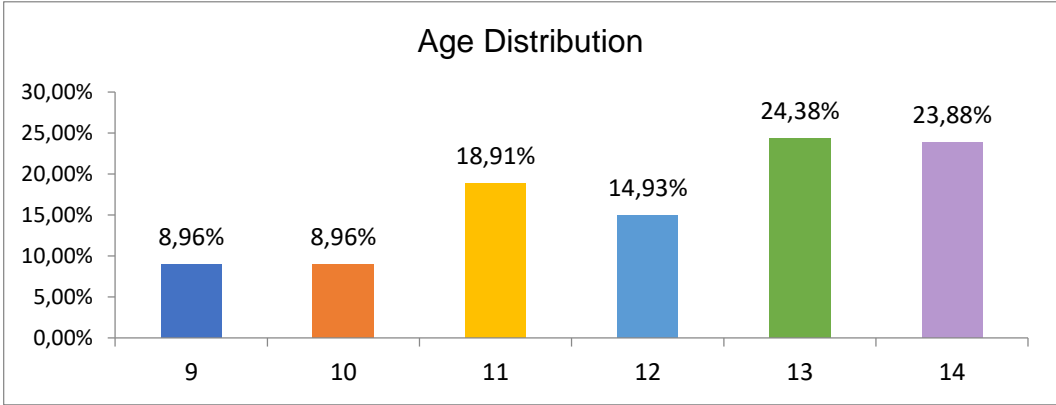
# THE JOURNEY OF CHANGE – OUTCOMES

## Empowerment Journey of Girls

Football Schools served 350 girls in March 2022-December 2023 season. To understand what changed for participants of Football Schools, 14 stakeholders were conducted one-on-one interview. 201 girls participated survey that was prepared based on the interview results.

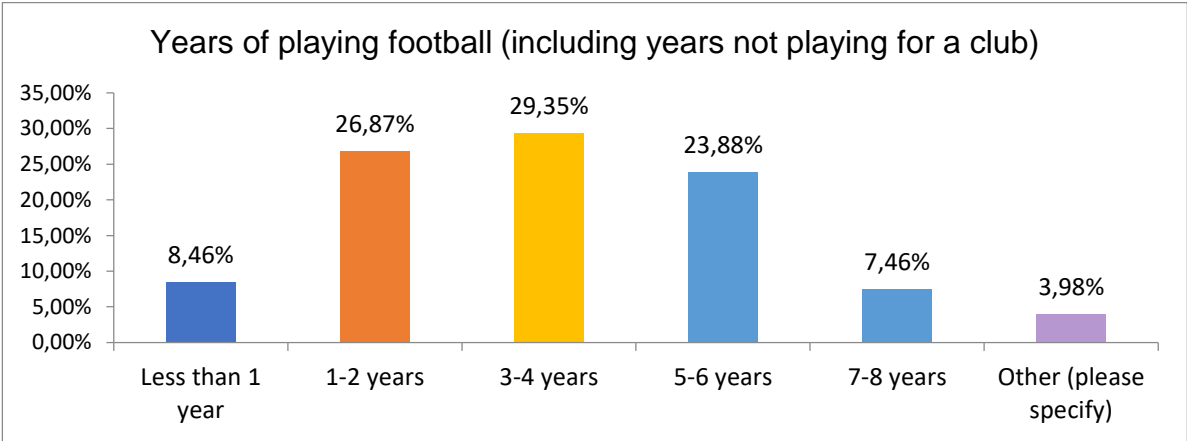
Survey participants’ information regarding their general profile helped to understand the reasons what they experienced and did not experience.

**General Profile of Stakeholders – Girls Aged 9-14**



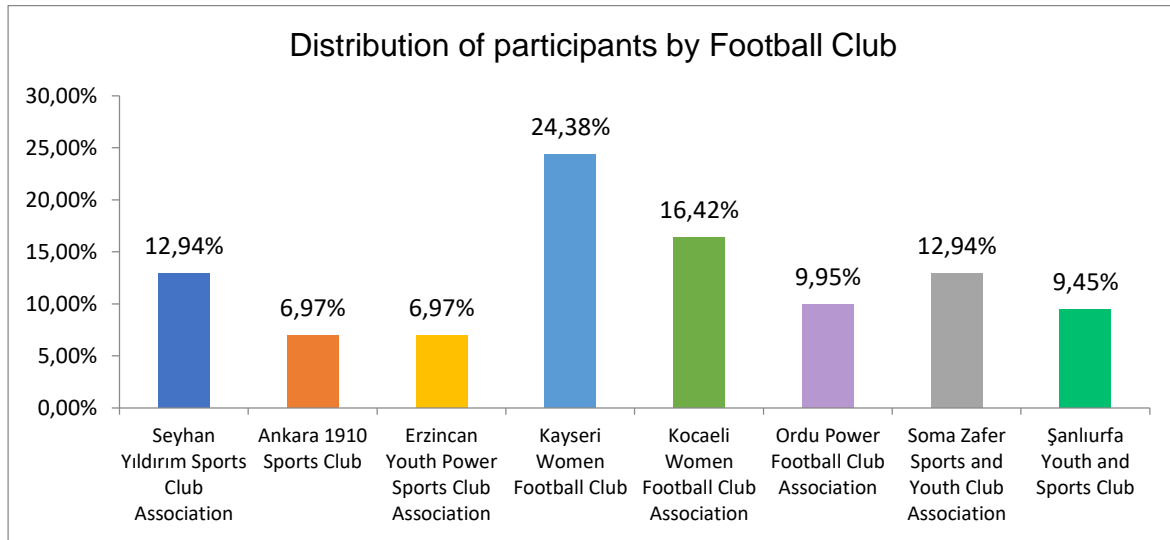
Almost all ages were represented equally. Participants aged 9-10 represented less than others which might cause risk of missing outcomes (negative and positive) for this age group.

Actually, ages 9-10 groups were important to gather information from stakeholders who were new commers (mostly) of Football Schools. So, they could represent initial changes better than other age groups. Less participation was expected since the survey was too long to concentrate for these age groups. It can be planned to ask less questions to understand changes, relative importance and causality by preparing separate survey with less questions.

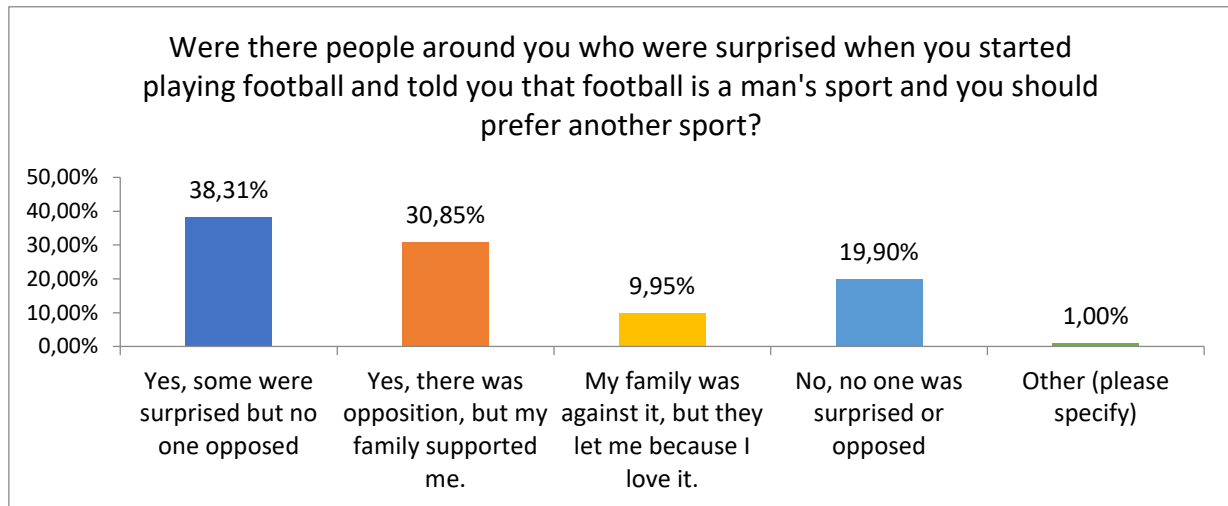


14 of stakeholders who started to play football were aged between 9-11, meaning they started to play football with Football Schools. There were 4 stakeholders aged 12 and 14 who started to play football with the Football Schools.





Kayseri Women Football Club and Kocaeli Women Football Club Association are the two football clubs that engage in the Football Schools with 2 branches. That's the reason of higher participation to survey.



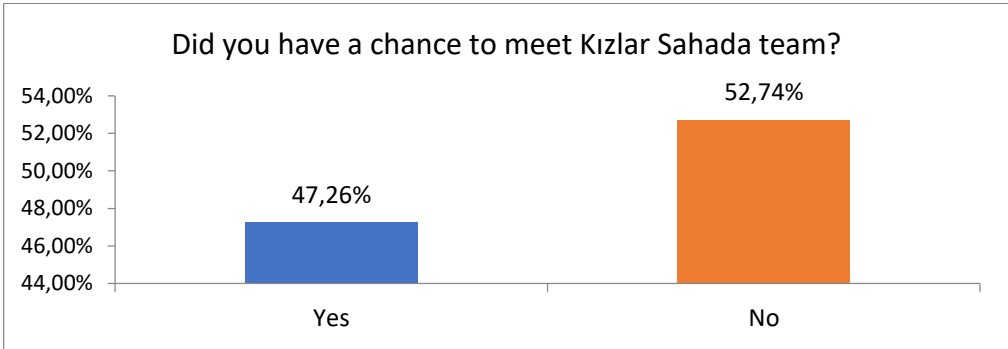
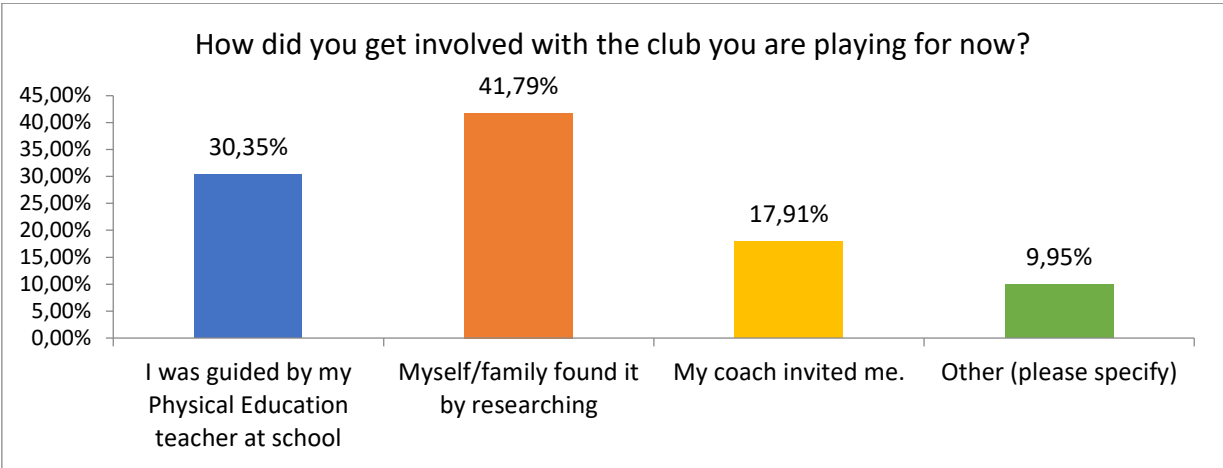
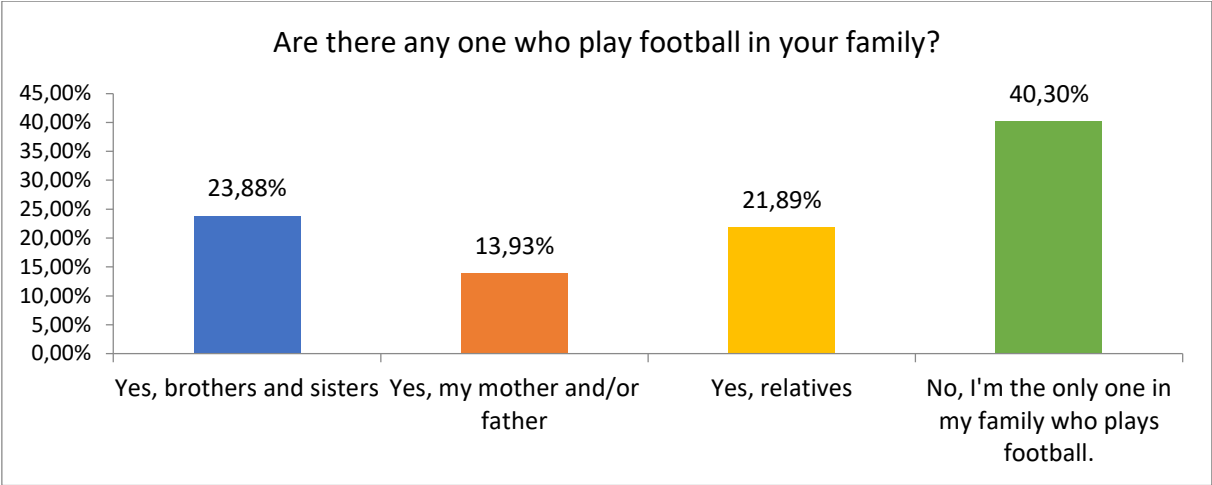
The result of the question “Were there people around you who were surprised when you started playing football and told you that football is a man's sport and you should prefer another sport?” is consistent with one-on-one interviews with girls and parents. Only 1 parent (mother) stated that football was for boys/men and she did not approve but her daughter love playing football so she let her.

During one-on-one interviews both girls and their parents stated that there were people around them who opposed and told them that football was not an appropriate sport branch for girls. Though, families' opinion was not the same and according to them there was no relation between any sport branch and gender. They stated that if their children, both daughter and son, love to play football their responsibility was to support them as parents.

All children aged 14/15 prepare for high-school entrance exam in Türkiye. They have to concentrate their academic success and work hard. This is the only factor that cause concern regarding their daughters' sports life. Balancing their school life and sports life is girls own responsibility and during one-on-one interviews they said that they were aware of their responsibility. Additionally, their coaches supported them to balance their school life and sports life.

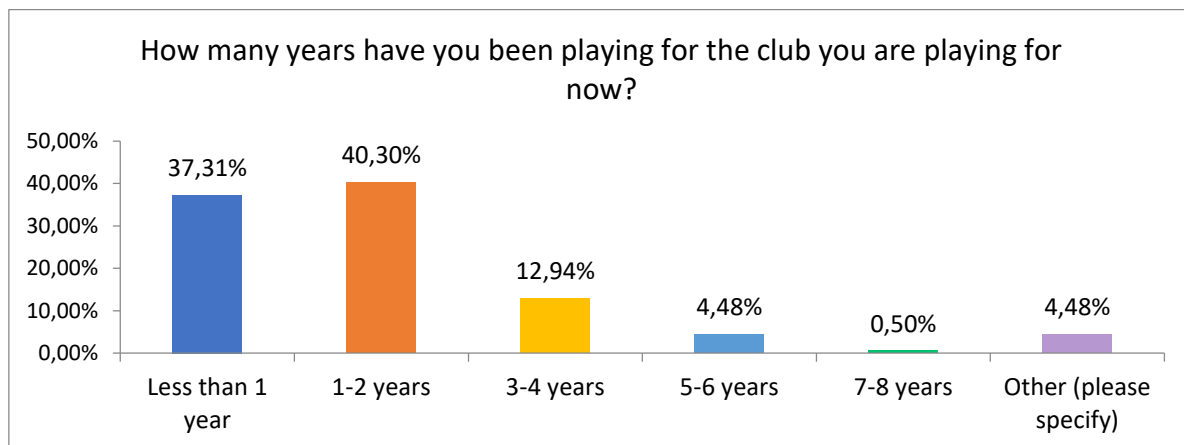


The graph below explains the reason why girls' families are supportive. The more parents engage in sports the more girls and boys are supported by their families.



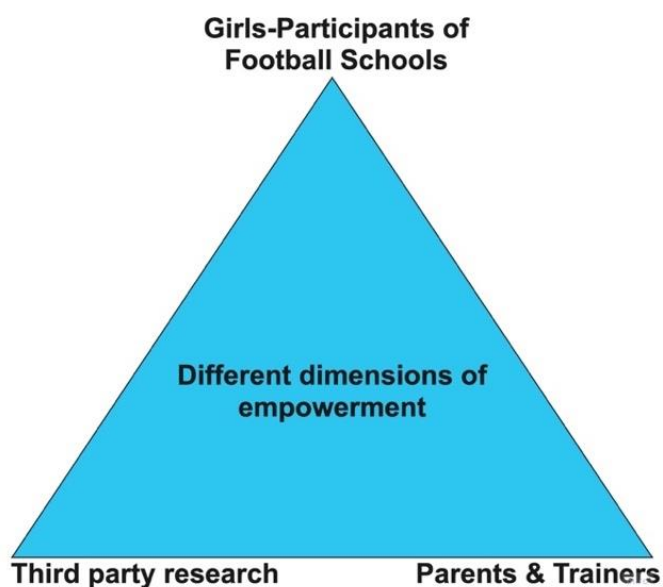
More than half of girls have not met with Kızlar Sahada team yet. Since the majority of the girls are new commers (as shown on the graph below), this result is expected. By the end of the year (2023) Kızlar Sahada team has plan for site visits. So, girls will meet with the Kızlar Sahada team soon.





Their parents (mostly mothers) were interviewed as well in order to understand details of changes that mentioned by their daughters and/or to understand if there were any other changes (positive and/or negative) that parents observed.

The outcomes were discussed with girls' coaches so that parents' observations and coaches' observation could be compared with girls' statements. As complementary third-party research was used in triangulating what stakeholders told about changes that they experienced.



Unfortunately, there was no third-party research similar to Football Schools' activities. Though, there were research regarding outcomes of engaging in sports in early ages, empowerment of girls against gender inequality and coach development. Stakeholders of those projects that were subjected to the research involved in different activities and their living conditions were not similar to Kızlar Sahada Football Schools' participants. Still, that researches were able to inform insights.

SROI Analysis of The Economic & Social Impact of Street Soccer Academy<sup>5</sup> captured 7 positive outcomes. The similar outcomes that were identified in this analysis as well. This information indicates that even if the ToC of programs are different, stakeholders are different, external

<sup>5</sup> <https://socialvalueuk.org/reports/economic-social-impact-street-soccer-academy/>



circumstances are different providing space to children and young people for playing football results in similar positive outcomes.

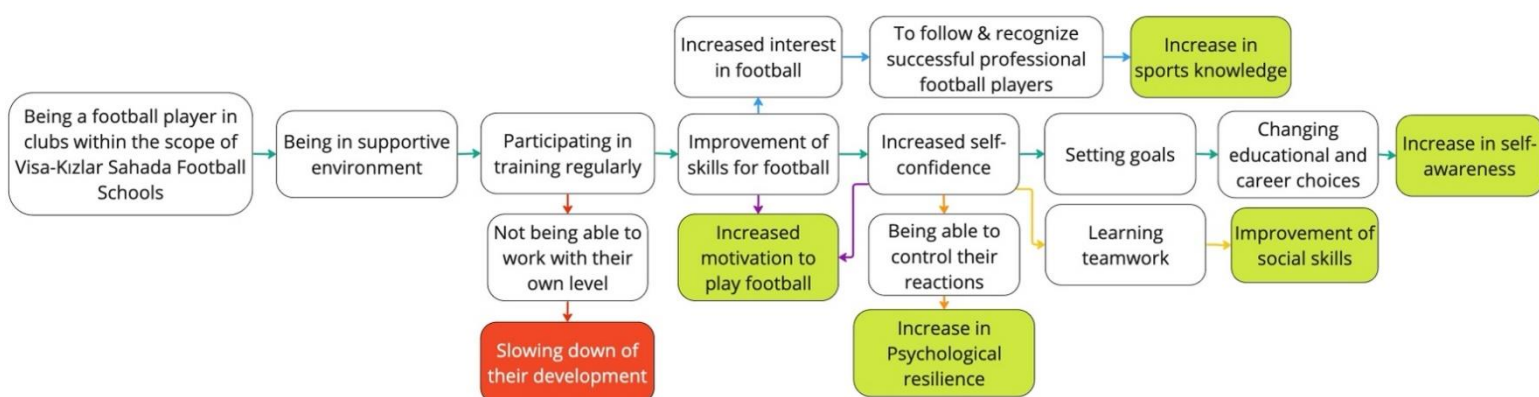
In the first year of the Football Schools - when the 2020 pandemic period started and training was suspended for this reason - stakeholder participation was ensured to manage the activities of the Football Schools by conducting one-on-one interviews with women coaches, club managers, and girls as well. It was not a complete SROI analysis, but kind of a mid-term evaluation. So, stakeholders statements provide information to compare the performance of Football Schools in addition to external researches.

Visa-Kizlar Sahada Football Schools strategy (impact goal) consists of 5 empowerment goals<sup>6</sup>;

- Physical Empowerment
- Psychological Empowerment
- Social Empowerment
- Economic Empowerment
- Cultural Empowerment

Chain of change scheme below shows that Football Schools participants experienced 5 positive well-defined outcomes that will contribute the empowerment goals above. In addition to the positive changes, 1 negative change was also identified.

**CHAIN OF CHANGE - GIRLS (PARTICIPANTS OF FOOTBALL SCHOOLS)**



Stakeholders were asked how many years they had been player of their current football club. This information was compared with number of stakeholders who **have not experienced** the well-defined outcomes;

**Number of stakeholders who have not experienced the outcomes**

Outcomes/Year of being player of the Football Club	Less than 1 year	1-2 Years	3-4 Years	5-6 Years
Increased motivation to play football	2	3	0	0
Increase in psychological resilience	2	5	0	1
Improvement of social skills	1	2	0	0
Increase in self-awareness	5	3	0	0
Increase in sports knowledge	2	4	0	0
Slowing down of their development	32	33	11	7

<sup>6</sup> See Annex A



There is inverse correlation between not having experienced the outcomes (including negative one) and how long they have been the Football Schools participant. The longer girls participate in the Football Schools, the less they have not experienced the outcomes.

While each change is discussed in detail in this report, this information clearly demonstrates the potential for Football Schools to create more powerful changes in the medium and long term.

14 girls were interviewed one-on-one. Each interview took 30 minutes to 45 minutes. They were not asked whether they experienced the empowerment goals of the Football Schools. Interviews were done with open questions;

- What changes have you experienced? What do you do differently as a result?
  - So, what happened next? / Tell me more / Why is that important to you?
- Were all the changes positive? If not, what were the negative changes?

Various of other questions were asked to them in order to understand the depth, duration, relative importance, value of changes (Value Game), causality, displacement, and if there was anyone who affected by the changes that they experienced (see Annex E).

Then, stakeholders' answers were compared with the Football Schools' 5 empowerment goals (see Annex A). It was determined that not all indicators of the goals were mentioned by stakeholders. Though, at least 1 indicator of each empowerment goal was mentioned. This information indicates that Football Schools works for its intended purpose.

Stakeholders' answers were taken as base of the survey. 201 stakeholders participated in the survey. In order to eliminate overvaluation risk one-on-one interview results deducted from the calculation of SROI ratio and only survey results were taken into account since there was no evidence regarding one-on-one interviewees did not participate in survey.

It should be considered that there might be stakeholders who have experienced other outcomes (both positive and negative). There is always risk of missing material outcomes even if saturation point is reached with one-on-one interviews.

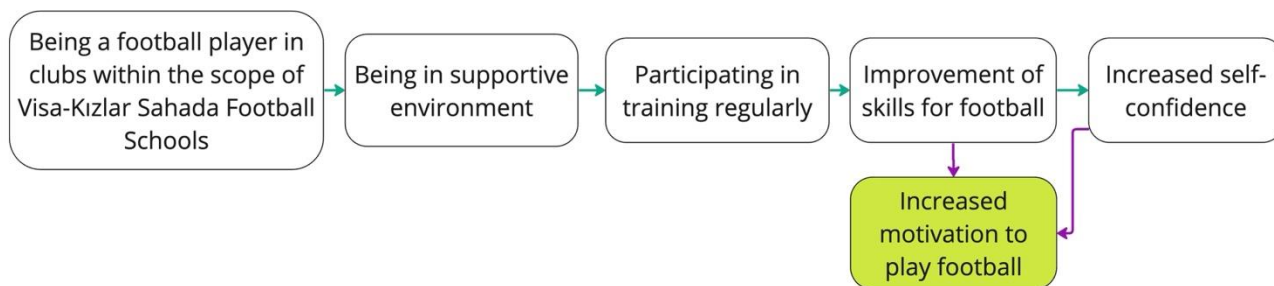
### **Increased in Motivation to Play Football**

*Number of stakeholders who experienced the outcome: 196 out of 201*  
*Relative Importance: 9*  
*Depth of Change: 2 points*

The beginning point of this outcome was being in a supportive environment which is related with Kızlar Sahada's grassroot perspective. It's an important information for Kızlar Sahada to be sure that the one of the most important parts of its policy is working. So that girls continue to play football and experience *increased motivation to play football*. All the coaches specifically stated that it was a very critical element for children to participate in regular training in order to strengthen their muscles, to strengthen their condition and to ensure that their learning process is not interrupted.



### Chain of Increased in Motivation to Play Football

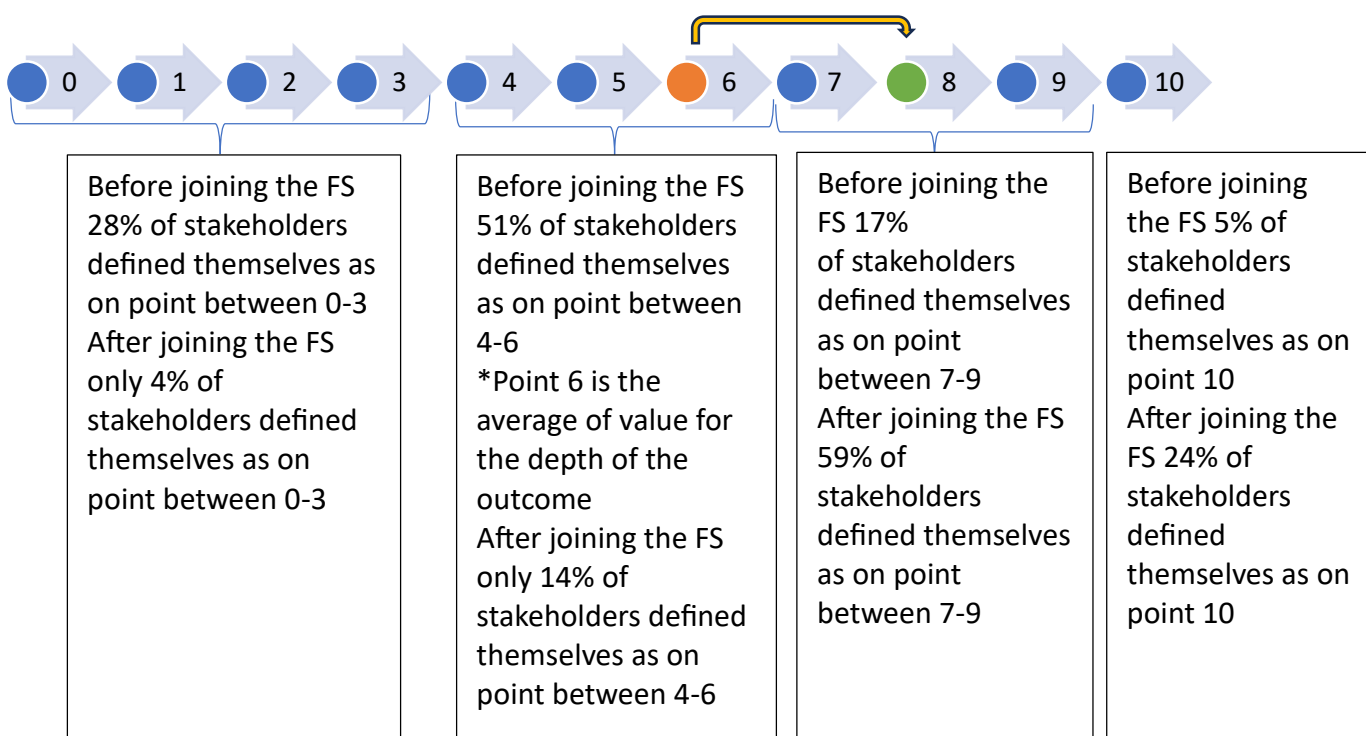


As the girls learnt to play football better, their self-confidence increased. This increased their motivation to play football.

Increased motivation to play football outcomes is important component of Physical Empowerment goal of Kizlar Sahada which is not only about muscles and/or condition. It's about self-confidence and motivation, enjoying participation in physical activity, developing confidence that they can play football, having knowledge of football field, being able to explain the basic nutrients that provide energy during physical activity and so on (see Annex A for further content of physical empowerment context).

A vast majority of stakeholders (73%) - regardless of age – believed that this outcome was related with having training regularly. 67% of stakeholders stated that their ball control improved and 68% of girls stated that their skills such as passing, tackling and shooting improved. 54% of stakeholders stated that their muscles strengthened and 58% of stakeholders stated that they define themselves as an athlete. 19% of stakeholders stated that they did not eat junk food anymore.

In order to understand *the depth* of the outcome stakeholders were asked to rate their 'increased motivation to play football' before and after joining the Football Schools on 0-10 scale. The average result shows that stakeholders' motivation to play football was not low before the Football Schools. Majority of stakeholders (approx. 61%) have been playing football more than 3 years. So, this result that is demonstrated below might be expected.



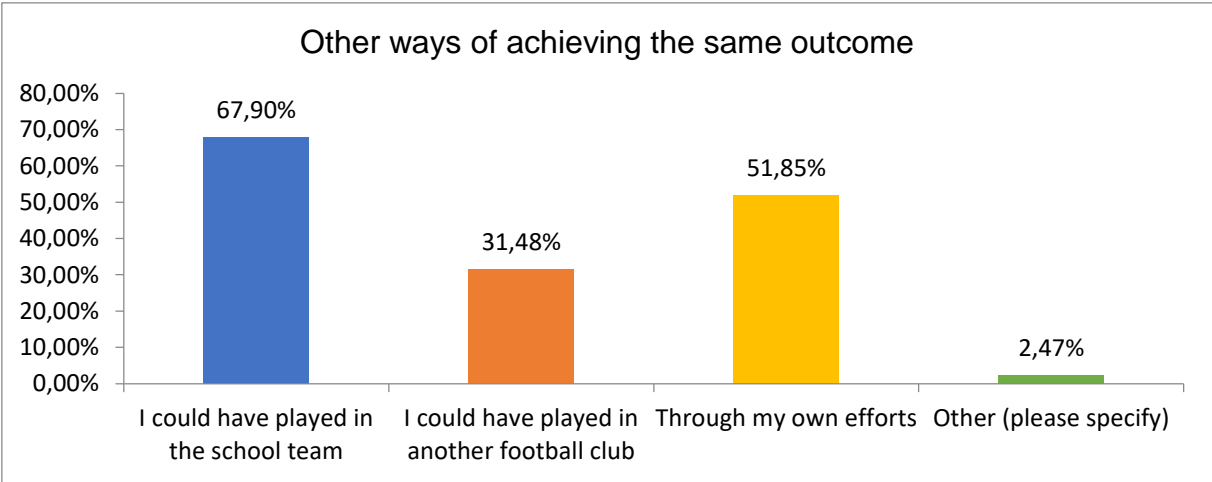
This two-step change was found to be of very high importance for stakeholders. On a scale of 1-10, the average value of relative importance was determined by the stakeholders as 9. Only 2 stakeholders thought that it was not important at all (1 point). 53% of girls thought it was very important (10 points). Vast majority of those stakeholders were aged between 11-14. It is expected that motivation to play football would have high value for young football players.

All of the 5 stakeholders who did not experience the change are the stakeholders who have recently joined the Football Schools. So that, they might experience the same outcome in near future.

Subjective Indicators	Objective Indicators
<input type="checkbox"/> To define themselves as an athlete	<input type="checkbox"/> To participate in training regularly
<input type="checkbox"/> Enjoying doing sports and being an athlete	<input type="checkbox"/> Strengthening of muscles
	<input type="checkbox"/> Strengthening condition
	<input type="checkbox"/> Development of playing technique
	<input type="checkbox"/> To develop healthy eating habits

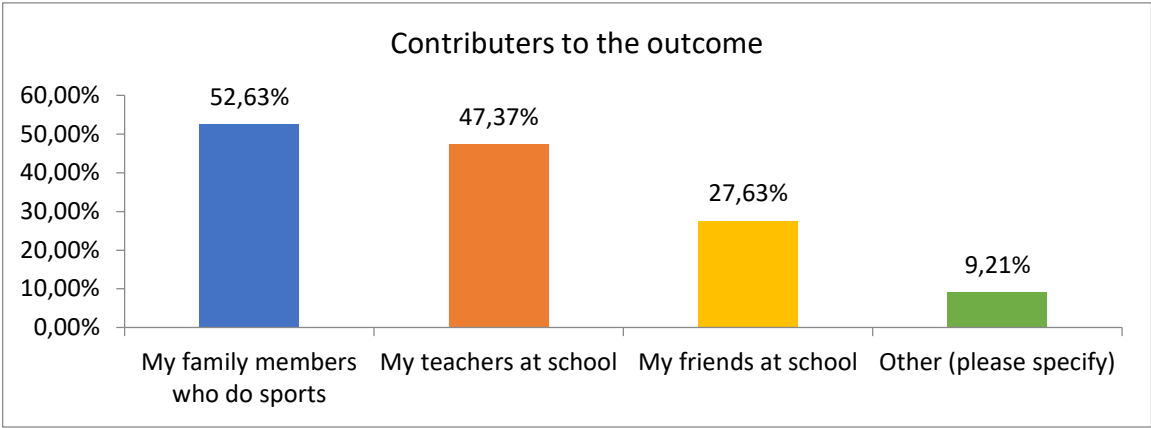
"I used to get tired while running, now I can run for longer"  
 "I avoid unhealthy foods like junk food"  
 "In addition to training, I also work on myself at home"  
 "I play football every free moment"

There were other ways to achieve the same outcome for stakeholders. Though, according to them 47% of the outcome could be achieved in average. This information was discussed with parents as well during the one-on-one interviews. They approved their daughters' statements and claimed that only half of the outcome could be achieved by participating other football clubs and/or engaging other sport branches. Sports teams of their schools was the closest option for girls which was quite expected.





27% of the outcome was contributed by other actors, mostly by their family members and teachers. This contribution was in terms of encouragement and supporting stakeholders to play football. Although the attribution rate is low due to the nature of the contribution, the share of these contributions is very important for girls to play football and to feel comfortable in this field.



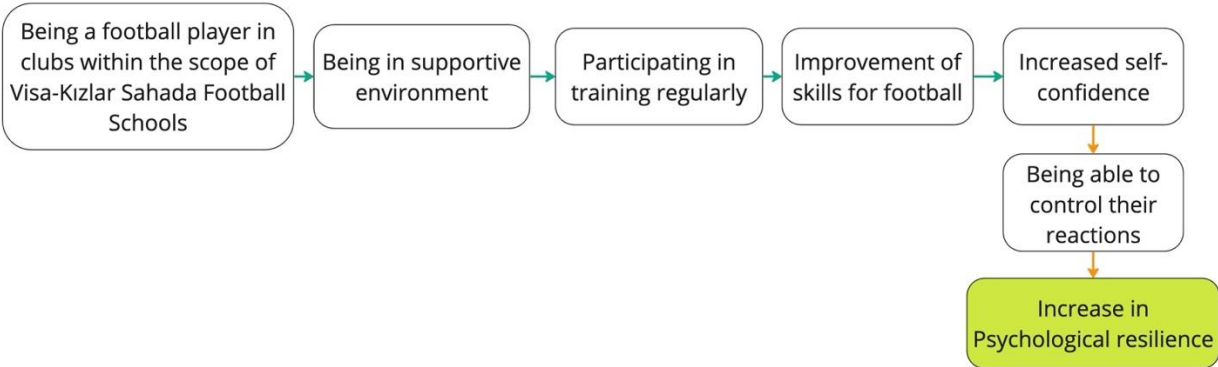
Duration of the outcome was determined as 1 year, meaning if stakeholders would leave the Football Schools, the outcome would not last more than 1 year. It was discussed with coaches and they stated that even 2 months was enough to lose the gains of 1-year trainings regarding physical and motivational gains. So, the outcome would disappear in 1 year for sure. Playing in another football club could be an option to keep the outcome however the most important point here was 'attending trainings regularly' which was controversial for other football clubs. According to girls, coaches and club managers other football clubs did not offer regular trainings for this age group.

**Increase in Psychological Resilience**

*Number of stakeholders who experienced the outcome: 193 out of 201*  
*Relative Importance: 9*  
*Depth of Change: 2 points*

The chain of change of *increase in psychological resilience* outcome is same with *increased motivation to play* football until 'increased in self-confidence' change. Increase in self-confidence led to reaction management. During one-on-one interviews almost all stakeholders mentioned about getting angry easily, demoralizing easily, experiencing conflict with teammates and so on.

*Chain of Increase in Psychological Resilience*



Coaches were trained on the basis of grassroots perspective so that they played important role to achieve the outcome.

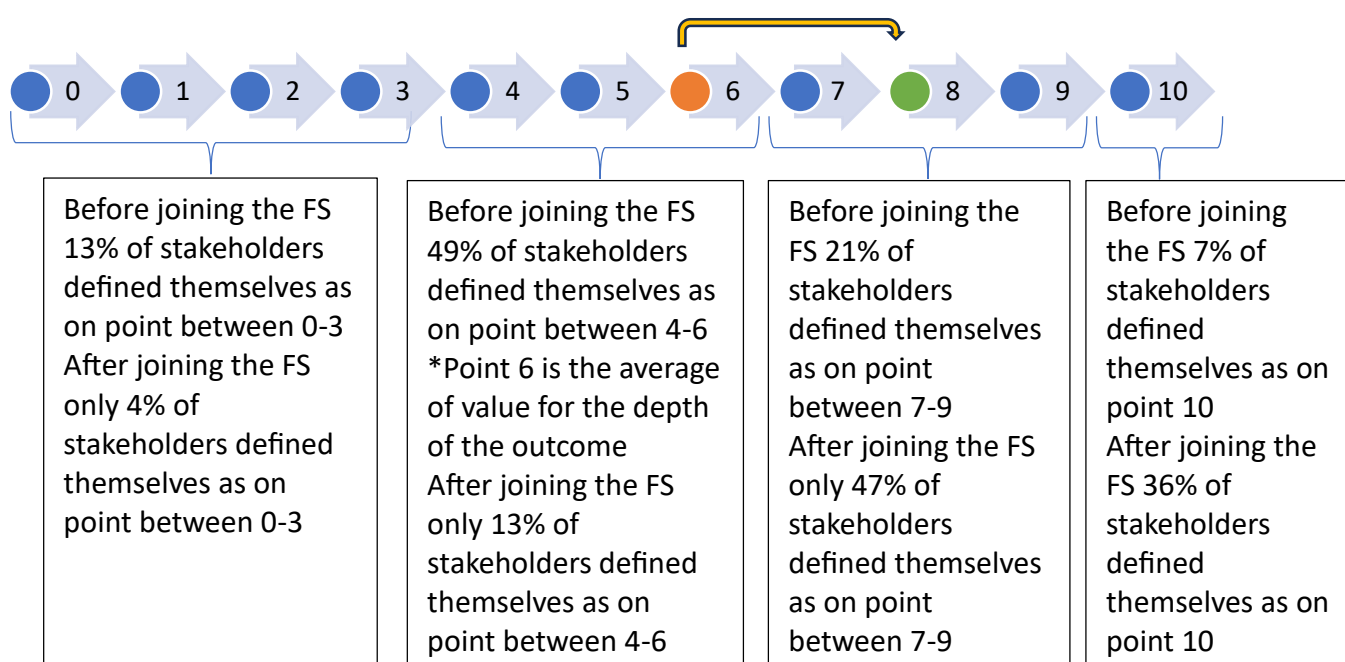
40% of stakeholders stated that they developed the ability to cope with stress and learned to control their stress. According to stakeholders, sometimes they hear unpleasant words from audiences or opposing team players. In such cases they could control their emotions and was able to keep calm. 72% of those stakeholders were new commers of Football Schools.

59% of stakeholders stated that they did not get upset when they lose a match. Instead, they took it as an opportunity to improve themselves. This information indicates that they gained awareness to see failure, mistakes and small successes as opportunities. 79% of those stakeholders again were new commers of Football Schools.

58% of stakeholders improved their ability regarding expressing their thoughts and feelings. They stated that when their teammates get angry and/or depressed they tried to support them by sharing their opinion about the situation objectively and honestly which was important to establish an emotionally safe environment for all girls. 81% of those stakeholders again were new commers of Football Schools.

In order to understand *the depth* of the outcome stakeholders were asked to rate their *psychological resilience* before and after joining the Football Schools on 0-10 scale. Stakeholders experienced 2-step change on average. This result shows that stakeholders' motivation to play football was not low before the Football Schools. It is seen that the majority of 49% of the stakeholders who evaluated themselves between 4-6 before the Football Schools have been in the Football Schools for 1-2 years.

At the same time, if there are individuals in the family who do sports or have done sports in the past, they may have played a role in psychological resilience by transferring their experiences to the girls on how to cope with stressful situations. 80 stakeholders stated that *"Sometimes there are harsh words in training and in matches out of excitement. I take it calmly; I don't get angry"*. 46 of them had family member who used to play football. Similarly, 118 stakeholders stated that *"I think that instead of getting upset when we lose a match, we should prepare better for the next match"*. 69 of them had family member who used to play football.



The amount change might be thought as small since it's just 2 steps on a 0-10 scale. According to stakeholders, even the increase in *psychological resilience* amount was small it was important to them. The relative importance of the outcome determined as 9 by stakeholders. This was discussed during one-on-one interviews. Stakeholders were asked why it was important even if the amount was small. They mentioned that what they experienced helped them a lot even if the amount was small. Some of stakeholders said that amount of the change was just a number on a determined scale. Function of that amount was more important.

Only 8 stakeholders did not experience the outcome. 7 of them have been engaged in Football Schools less than 1 year and 1-2 years. The longer being part of a sport team and the more they are exposed to situations where they have to deal with stressful issues, the more they will have the experience to become psychologically stronger. So, it can be expected that next year or 2 years later those stakeholders will experience the outcome.

**Subjective Indicators**

**Objective Indicators**



To feel emotionally safe

Improvement of managing emotions

Believing that they will be successful

Improvement of peer support

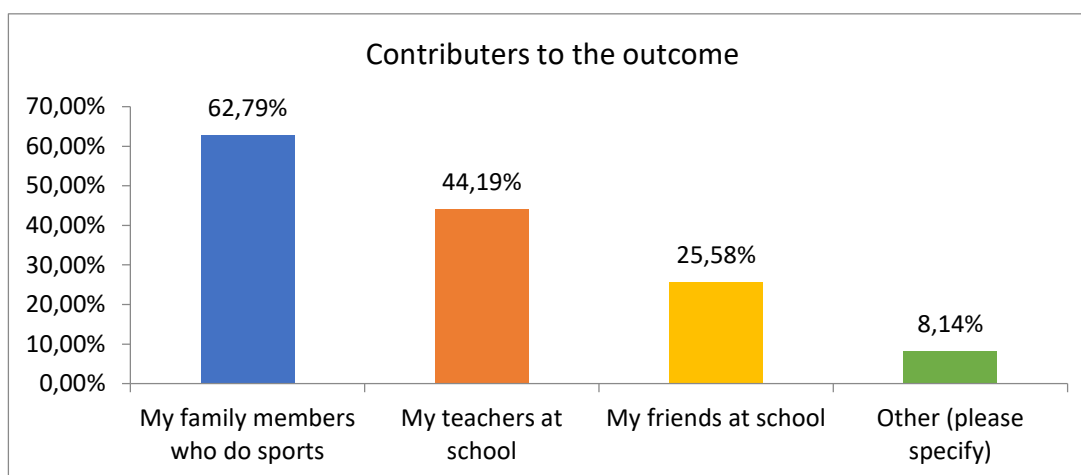
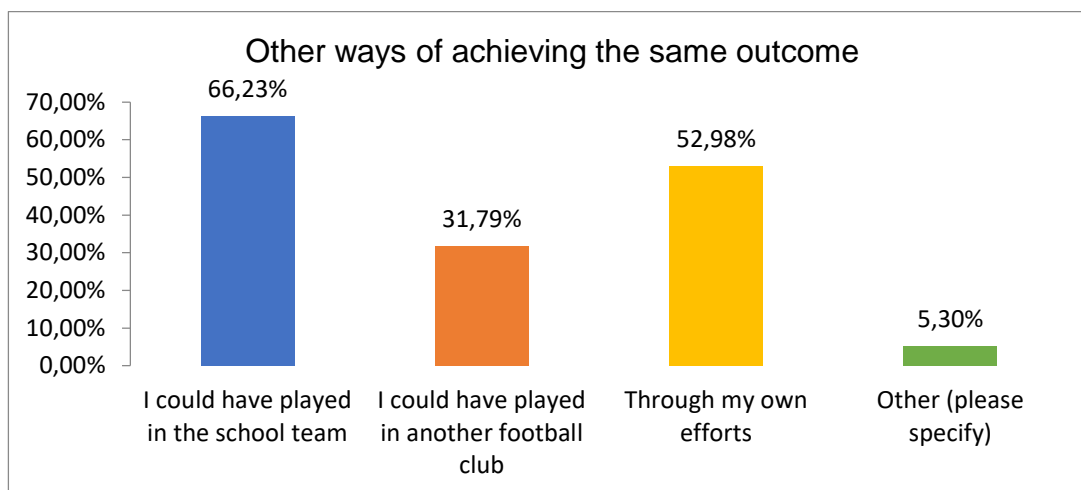
Improvement of concentration

*"I don't lose concentration when I hear bad words from the stands"*  
*"If I have a problem with my teammates, I ask my coach for help"*  
*"I used to get angry easily, now I'm calm"*  
*"I try to support my teammates when they get angry or depressed"*

According to stakeholders' opinions, on average it is possible to achieve the same change by 49%. No judgement was used to this result since the results were tested in the sensitivity analysis part of the report.

The rate of stakeholders stating that they could achieve the same result with their own efforts is remarkable. A closer look at these stakeholders shows that 51 of the 88 stakeholders who gave this answer have an individual/individuals who used to play football in their families. So, this result can be considered as access to experience.





According to stakeholders, there are different factors contributing to the change and their contribution is 32% on average. As seen on the graph below family members and teachers were the main actors of the contribution to the outcome. Even if the ratio is lower than other factors peer sport is another important factor for girls.

This information helped to determine duration of the outcome. Even if girls leave the Football Schools, they have other options like other football clubs or schools' football teams. Though, those options were not evaluated as 100% equivalent of Football Schools for girls by parents and coaches, still there are options. When the contributions of the family and teachers are added to this, it is quite likely that the change will have a more permanent duration than the change in the outcome.

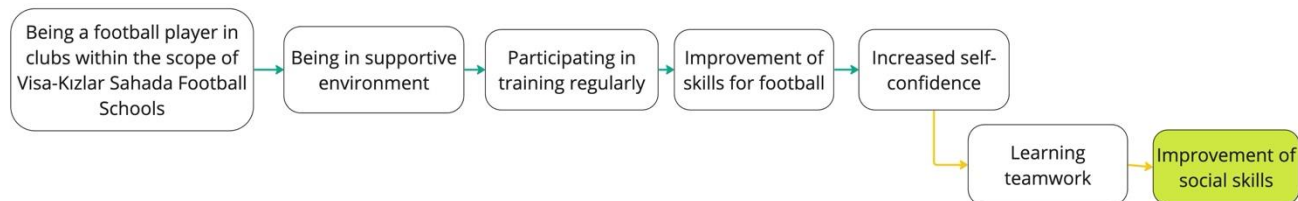
### Improvement of Social Skills

*Number of stakeholders who experienced the outcome: 198 out of 201*  
*Relative Importance: 9*  
*Depth of Change: 2 points*

The chain of change is same until increase in self-confidence. Increase in self-confidence led 'social skills improvement' such as better communication (verbal and non-verbal) with their peers, being self-disciplined, taking responsibility, and empathy. All those soft skills changed their behaviour and they learned act as a team. They accepted their teammates as they are, understood that success was depended on team's harmony.



### Chain of Improvement of Social Skills



One of the most important gains was ‘learning their fundamental rights’ in the context of social empowerment goal of Kizlar Sahada. Three years ago (first year of the Football Schools) participants mentioned about how they felt as a result of finding a space to play football. It was valuable to them to be a team player, having trainings regularly, having uniform, being supported by their coaches, etc. Here are some quotations from stakeholder interviews;

- “The jersey shows that girls also have a place on the green field.”
- “I feel like a real football player when I put on the jersey”
- “In this team I have friends with a common goal.”

Those quotations were such kind of an evidence that Kizlar Sahada made the right diagnosis. Even the simplest and requirement of being a football player – having jersey – was a great privilege in the eyes of the children. It was their right and they got their right.

According to authors of Sport for Gender Equality and Empowerment “There are many reasons for girls and women to participate in sports, not only from a health perspective but also from an individual and societal perspective. Female involvement in sport has the power to upend what is seen/presented as “normal” and become a major force for social change beyond sport by challenging gender norms. There is a sense of the potential in using sport to address some of the inequalities and injustices faced by girls and women within and beyond sport.”<sup>7</sup>

In 2023, stakeholder interviews shows that jersey was still important but in a different manner which was being cool because it was an indicator of being supported by Kizlar Sahada and Visa. Girls had no doubt regarding their rights of engaging in sports. So, they were totally aware of their basic rights. Parents’ attitude had a crucial role since they support their daughters to engage in sports. Both mothers and fathers mentioned that their daughters love to play football so they wish their daughter would be National Team player. Additionally, parents said that (and girls confirmed that) they did not put pressure on them to perform well so did not their coaches. This information indicates that grassroots perspective has been embedded to the Football Schools very well.

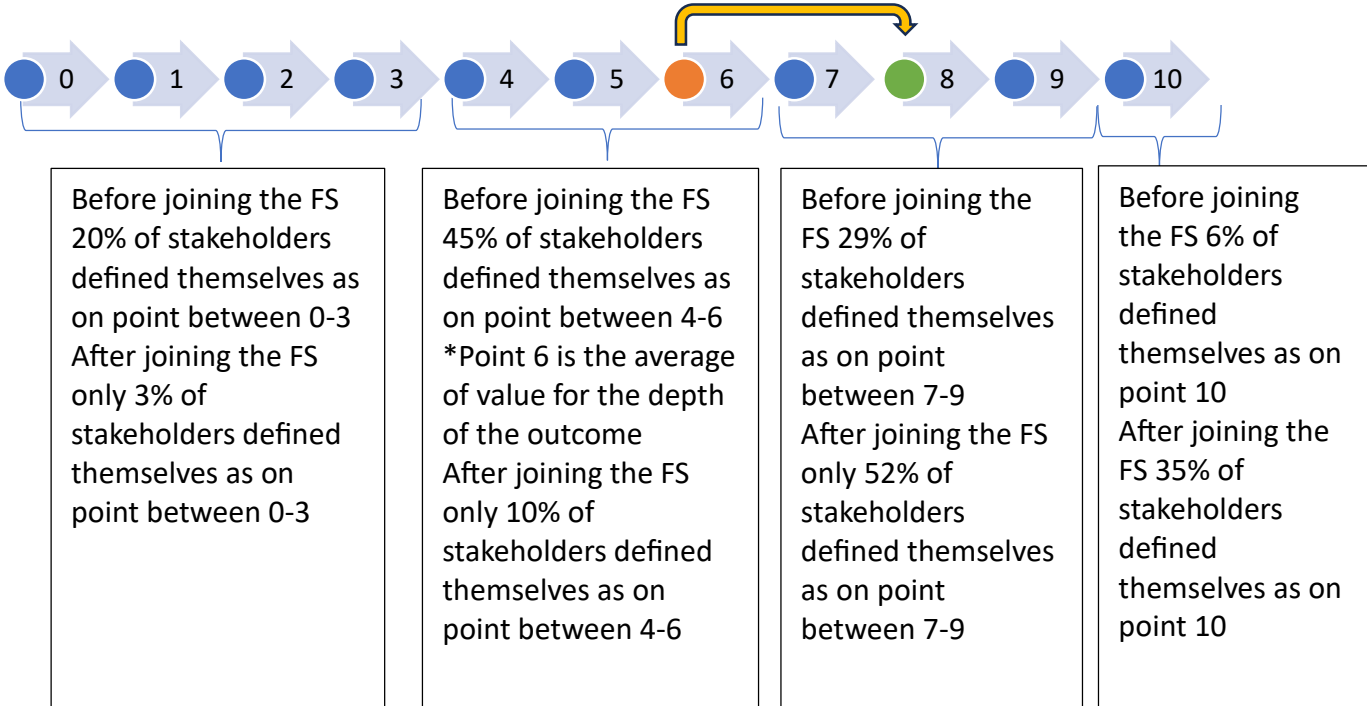
Team unity gained through sports and football is another important subject of improvement of social skills. %51 of stakeholders stated that “I trust my teammates and they trust me” and 50% of them stated that “I learned teamwork” which indicates that they learned to trust their teammates, take responsibility for them and developed the ability to cooperate with teammates.

49% of girls mentioned that “I encourage my friends, especially girls, who want to play football but think they can’t” which indicates they developed leadership qualifications and peer relationships and learned to encourage teammates and peers to be active participants in the community (playing football, establishing sports organizations).

<sup>7</sup> Hozhabri, K., Sobry, C., Ramzaninejad, R. (2022). Sport for Gender Equality and Empowerment. In: Sport for Sustainable Development. Springer, Cham.



As shown below depth of change was identified as 2 steps on a 0-10 scale on average. The comparison of the ratios below between before and after indicates that the lowest levels were almost eliminated which could be evaluated as an important improvement for girls. Also, the ratio of the highest level increased significantly which indicates that number of girls who experienced increased in self-confidence and experienced social skills improvement as a result and then experienced learning team work increased significantly as a consequence of engaging in the Football Schools.



Those before and after ratios and quantity help us to understand the reason of the high relative importance value (9 out of 10). Almost all stakeholders experienced the improvement of social skills. After engaged in the Football Schools quantity of stakeholders who defined themselves at low levels decreased significantly which means there were stakeholders who did not trust their teammates, focused on only performance, was not supported and did not know the importance of peer support, did not experience taking responsibility. Improvement of social skills was a 'life-changing' outcome for stakeholders. During one-on-one interviews this outcome was the hardest one to practice Value Game which indicates that this outcome was special for them. One of the stakeholders mentioned that this outcome was the key of being successful in the long term. She was aware of long-term value of the outcome.

**Subjective Indicators**

**Objective Indicators**



- Believing in their teams
- Believing that success is not about luck or talent only

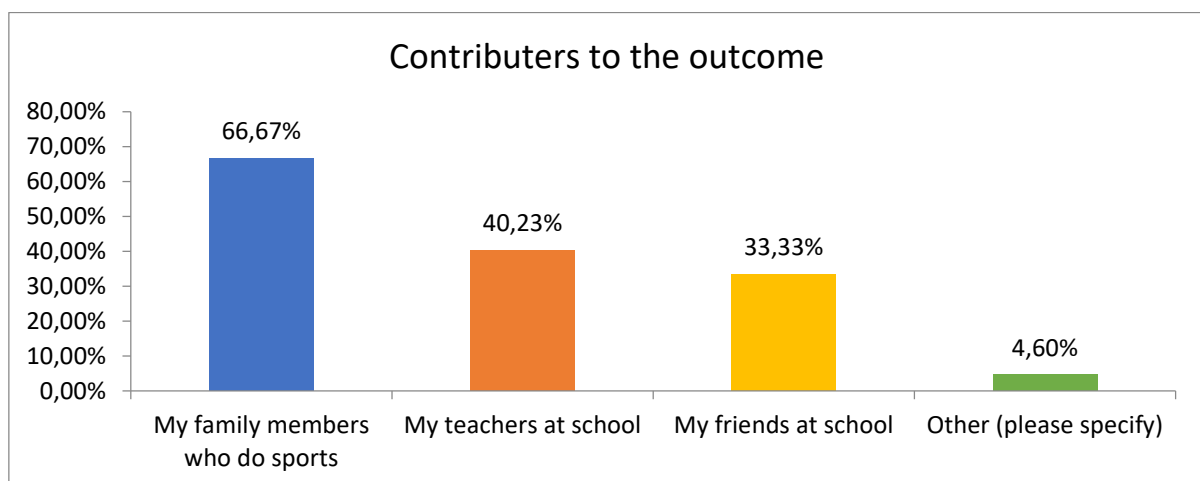
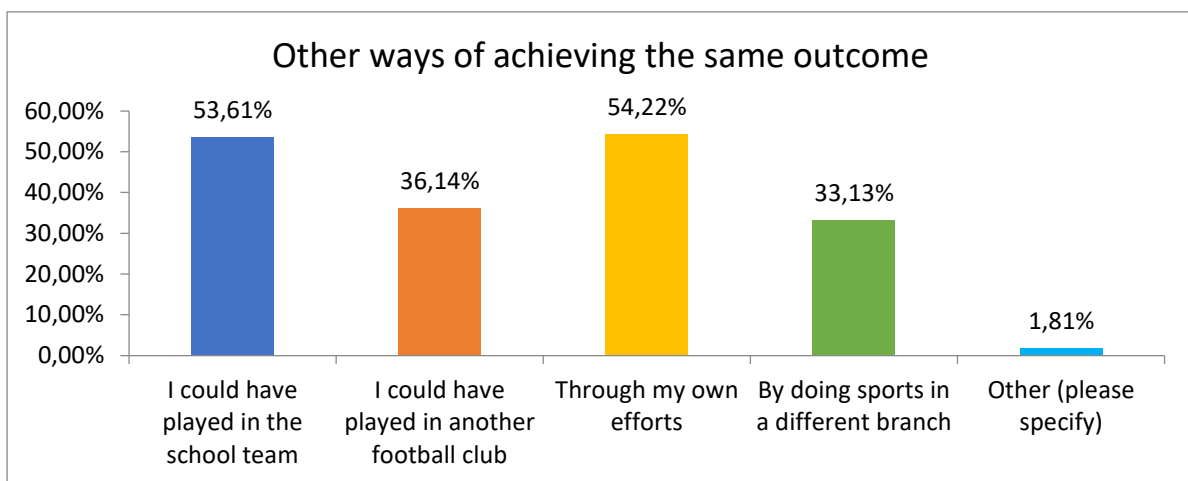
- Developing mutual trust
- Putting effort to establish inclusive environment for their friends
- Taking responsibility



“I believe that if I work regularly and disciplined, I will be a successful football player”  
 “I invite my friends in the neighborhood to play a match on the pitch or in the garden/street”  
 “I encourage my friends, especially girls, who want to play football but think they can't”  
 “In our team, everyone takes turns as team captain”

According to stakeholders 55% of the outcome could be experienced by other ways. Other football clubs and schools’ teams might be an option for stakeholders. Besides 33% of stakeholders thought that other sports branches might be an alternative way of experiencing the same outcome.

Majority of stakeholders claimed that they could have experienced the same outcome by their own efforts. This result is closely related with attribution ratios. According to majority of stakeholders their family members were the contributors of the outcome. 65% of stakeholders who claimed that they could have experienced the same outcome by their own efforts also stated that there were people in their family who used to play football. In this case it is very likely that the main actors/contributors for stakeholders were their families.



Duration of the outcome was determined as 2 years. It is obvious that stakeholders’ experience would not last immediately in case of leaving the Football Schools. Though, the outcome would not last long in an unsupportive environment where there was no grassroots perspective. Coaches’ attitudes had remarkable role for the outcome. The fact that the coaches were trained to focus on the girls’ development rather than their performance, and to focus on their mental well-being as well as their



physical strengthening, made the environment significantly different compared to other women's football clubs.

**Increase in Self-Awareness**

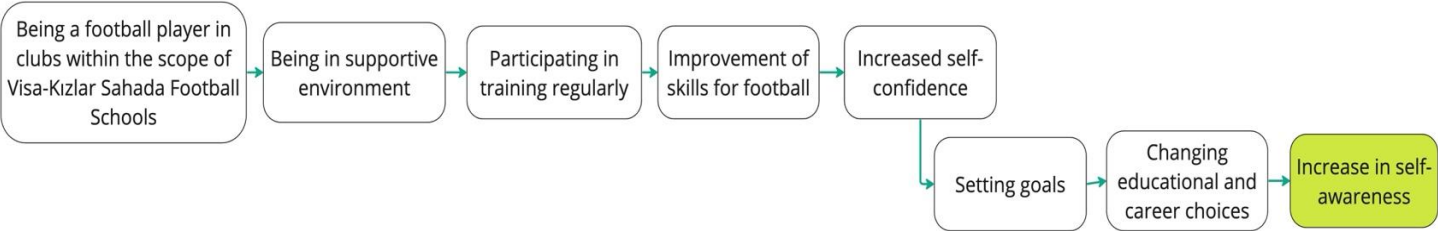
*Number of stakeholders who experienced the outcome: 193 out of 201*  
*Relative Importance: 8*  
*Depth of Change: 1 point*

The outcome is related with girls’ career path choices. Thinking that being a women football player as a career, shaping their education in this direction and setting goals are among the empowerment goals of Football Schools.

As football technique improves, stakeholders, whose self-confidence increased, started to set goals for the future. 61% as stakeholders stated that “Seeing my technique improve in football gave me courage for the future” and they wanted to be National Team player. 54% of stakeholders stated that they want to be professional football player. In parallel with this, 36% of the stakeholders stated that they decided to attend a sports high school after attending Football Schools.

39% of stakeholders stated that “I don't think I have to choose between playing football and continuing my education in a different field. I can balance both of them.”

*Chain of Increase in Self-Awareness*



During one-on-one interviews parents mentioned that even though there was no relation between gender and sports they had concerned about their daughters’ future. As any parent, they expressed that they wanted their daughters to have a profession that could ensure their financial well-being. They said that the fact that women football players were not valued as they deserved was a factor that had a negative impact on their financial well-being.

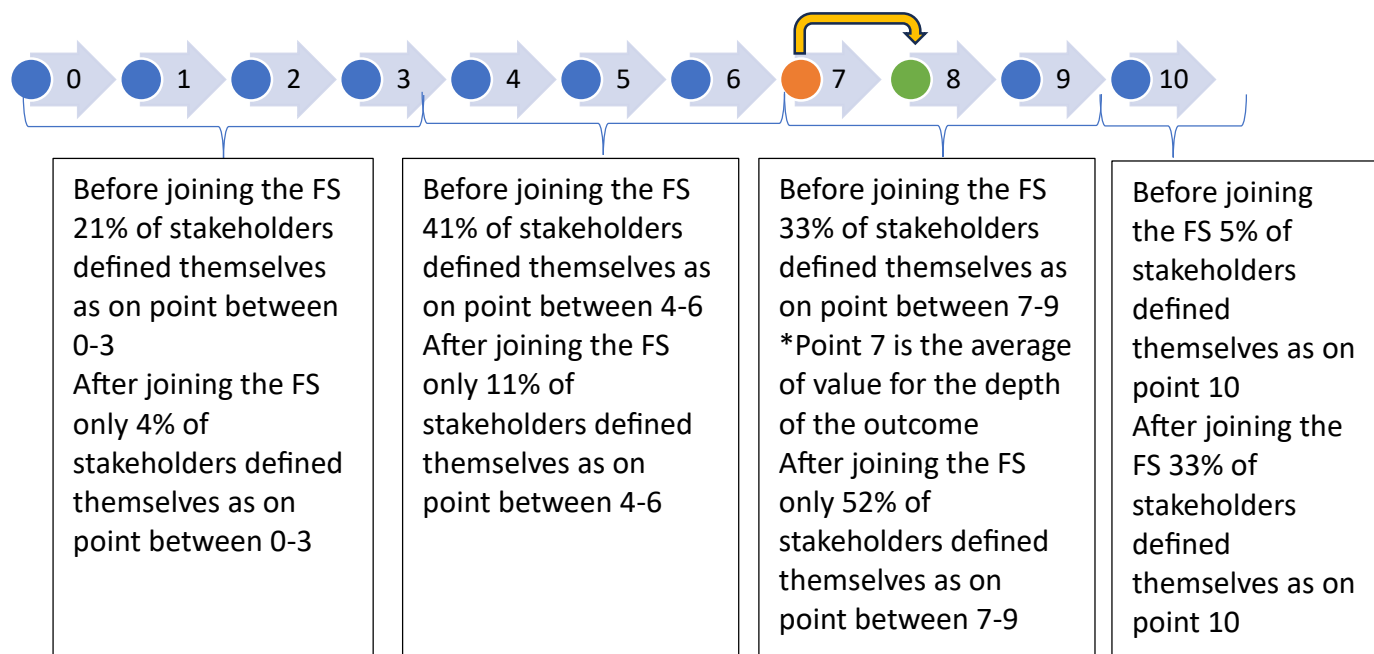
Actually, parents concern is a global problem. According to author of *Gender equality in sport: Getting closer every day* “A total of 83 % of sports now award men and women equal prize money, with cricket, golf and football displaying the greatest pay gaps. There are also still significant differences in the media coverage of women's and men's sports. Research shows that sports journalism in the print media is a man's world, with over 90 % of the articles being written by male journalists and more than 85 % of the coverage being dedicated to male athletes. In 2010, in a bid to establish greater equality in the most popular sport for girls and women – football – the European football governing body UEFA launched its women's football development programme and funded an extensive series of projects across Europe to drive growth and sustainability in women's football. The European Parliament has also been consistently advocating for gender equality in sport. As part of the institution's campaign for





the 2019 European elections, high-profile players such as Nilla Fischer will be encouraging women to vote on issues that matter to them.”<sup>8</sup>

As shown below depth of change was identified as 1 step on a 0-10 scale on average. Ratio of the highest value of the scale increased remarkably. This information indicates that stakeholders were confident that they want their career decisions towards sport without any concern.



Relative importance of the outcome is 8 on average which is one point less than other well-defined outcomes that stakeholders experienced. There is consistency between depth of change and relative importance in comparison to other well-defined outcomes. The amount of change was small so the relative importance was less than others. Though, it was an important change for stakeholders. During one-on-one interviews, when stakeholders were asked what had changed for them after engaging in the Football Schools, almost all stakeholders first mentioned about that they were able to set clear goals and able to make future plans regarding football career.

### Subjective Indicators



- Thinking that professional athlete as a profession
- To think that women's football has a future

### Objective Indicators



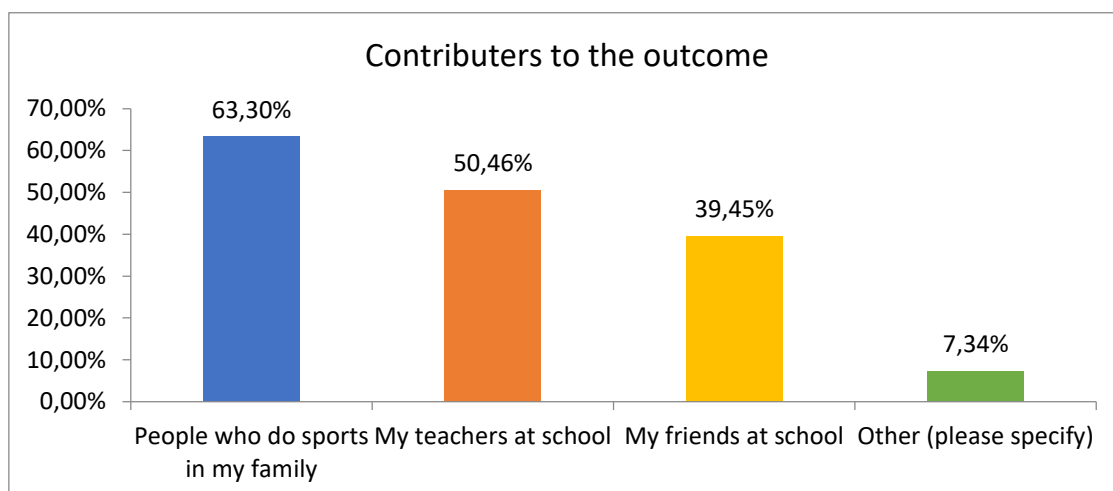
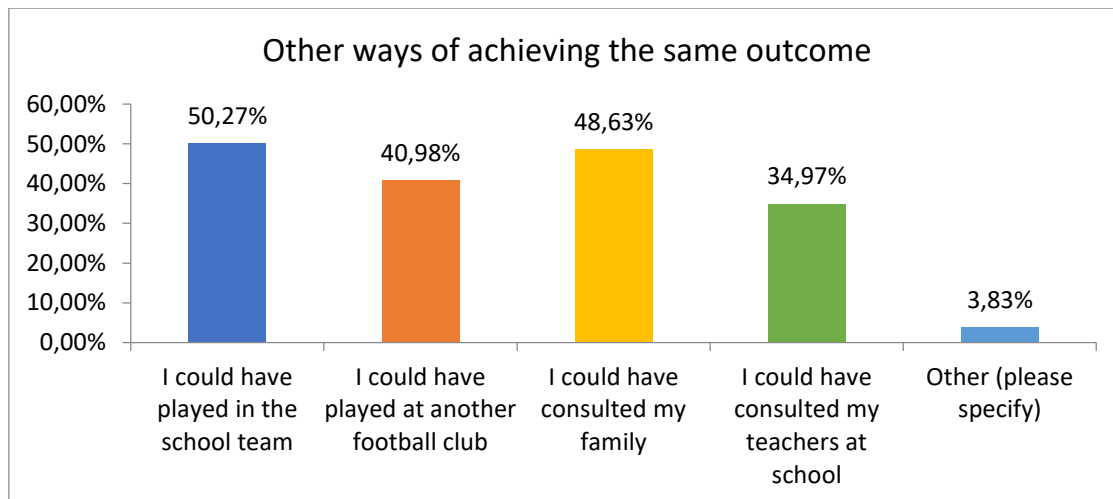
- Setting the goal of becoming a professional athlete in football
- Determining professional and educational career opportunities

<sup>8</sup> KATSAROVA, I., 2019. *Gender equality in sport: Getting closer every day*, EPRS: European Parliamentary Research Service. Belgium. Retrieved from <https://policycommons.net/artifacts/1335190/gender-equality-in-sport/1941491/> on 05 Oct 2023. CID: 20.500.12592/d5g7rz.



“Seeing my technique improve in football gave me courage for the future”  
 “Now I can set clear goals”  
 “I aim to become a national team player”  
 “I think being a football player can be a professional profession”  
 “I have the goal of becoming a professional football player”  
 “I look up to my coach and I want to be a coach too”  
 “I think there are many areas and opportunities for a career in football and other sports”

Duration of the outcome was determined in relation with causality. Girls were comfortable with discussing their future plans with their parents, teachers and coaches. 43% of stakeholders set being National Team player goal. 54% of those stakeholders had a family member who do sports. This information indicates that they will be supported by their families. It’s obvious that they will be supported by their coaches and teachers. So, even if stakeholders leave the Football Schools the outcome might last for 3 years. Duration of the outcome was not determined as longer than 3 years because of external factors. Both coaches and football club managers mentioned about how this age group was treated by other football clubs; no regular trainings, no mental well-being focused perspective, no performance tracking, etc.



8 stakeholders did not experience increase in sports knowledge. There might be different reasons not experiencing the outcome. The strongest possibility setting career goals in sports was too early for



them. 5 of stakeholders have been in the Football Schools less than 1 year and 3 of them have been in the Football Schools 1-2 years. Another possibility is they might have different career plans which is fine with Kızlar Sahada policy.

## Increase in Sports Knowledge

*Number of stakeholders who experienced the outcome: 195 out of 201*  
*Relative Importance: 9*  
*Depth of Change: 3 points*

Increase in sports knowledge is another component of Kızlar Sahada empowerment goals Kızlar Sahada policy aims to develop women athletes in every aspect. For this reason, increase in sports knowledge is also among the important achievements of Football Schools.

All positive changes led by increase in self-confidence change on the chain. Increase in sports knowledge was dependent on improvement of football skills which led increase interest in football so that girls started to follow and recognize successful professional football players which indicates an increase in the accumulation of cultural knowledge in the field of football. Even if the most popular football players are men 52% of stakeholders stated that they follow both women and men football players.

### Chain of Increase in Sports Knowledge



This recognition is not limited with professional football players. It's about developing respect and understanding for different identities in the field of sport. 38% of stakeholders stated that in their team, no one interferes with their preferences such as their hairstyles and clothing and everyone respects each other. Besides 37% of stakeholders stated that they encouraged their friends and family members who did not do sports for various reasons (age, weight, height, ability, etc.) to do sports in branches suitable for them and encouraged them to do so.

### Subjective Indicators



Being aware of sports is inclusive for all identities

### Objective Indicators



Increase in knowledge about both female and male athletes

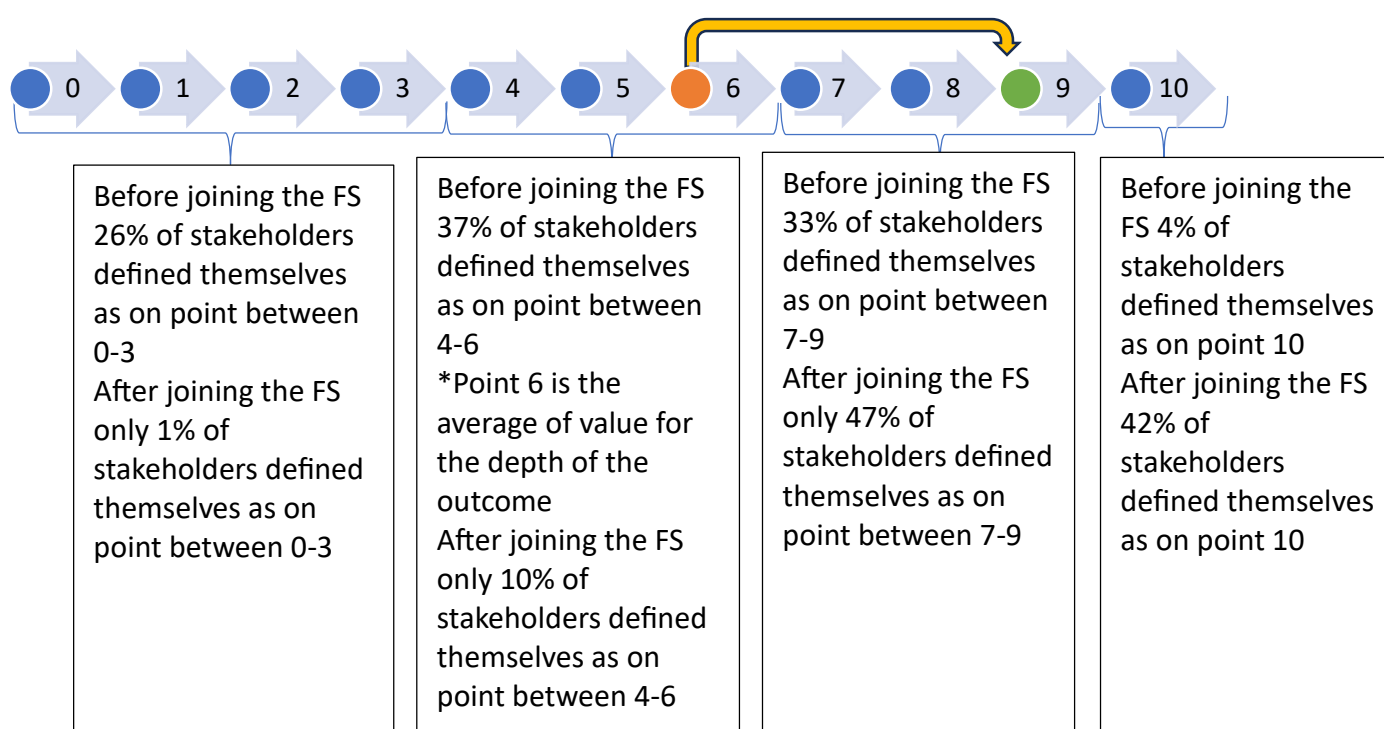
Respecting different identities in their team

Increase in knowledge about other sports branches



*"I follow the achievements of successful famous female football players"*  
*"I follow the achievements of successful famous male football players"*  
*"I also follow successful athletes from other sports (volleyball, tennis, swimming, etc.)"*  
*"In our team, no one interferes with our preferences such as our hairstyles and clothing, everyone respects each other"*  
*"I encourage my friends and family members who do not do sports for various reasons (age, weight, height, ability, etc.) to do sports in branches suitable for them and encourage them to do so"*

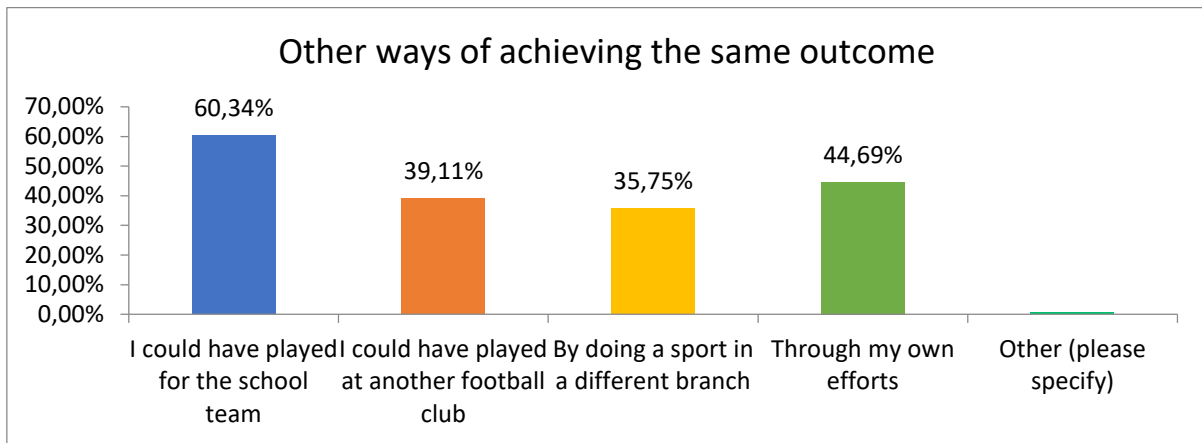
As shown below depth of change was identified as 3 steps on a 0-10 scale on average. Increase in sports knowledge has the highest depth. Before and after ratios indicates that girls' knowledge regarding football field was increased remarkably.



The amount of change helps us to understand the reason of high relative importance of the outcome (9 on a scale of 1-10). As their football playing technique increases their learning motivation increases which stimulated their curiosity so that their intellectual well-being increased.

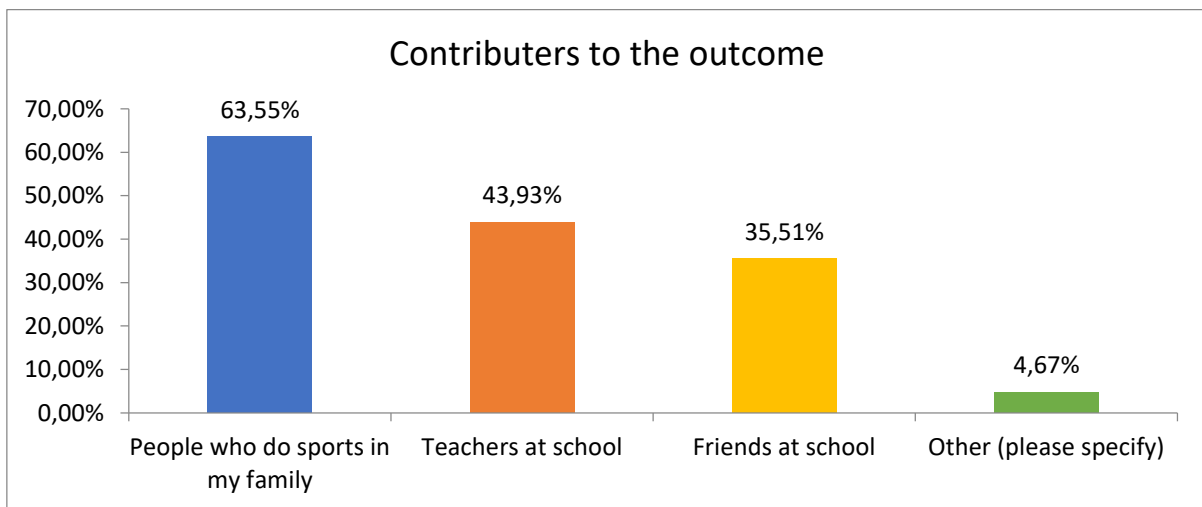
Another factor that made this outcome important to stakeholders might be feeling safe in their team environment. Being in an environment where everyone accepts each other as they are and where there is no judgement makes stakeholders feel safe. This creates a supportive environment. Thus, girls learn that; all identities (disabled, elderly, ill) and all their differences (tall-short, fat-thin, old-young, long-haired-short-haired) and diversity (language, religion, gender identity, class, skill, etc.) gains awareness that they can participate.





According to stakeholders 51% of the outcome could be experienced by other ways. Other football clubs and schools' teams might be an option for stakeholders. Considering the nature of the change, this change should normally be experienced by the players of every sports club. However, as stated by the coaches and club managers, the lack of attention to this age group in other clubs makes it an expected counterfactual result that only half of the same change can be achieved in different ways.

Increase in sports knowledge's attribution rate was 34% on average. According to stakeholders the most contribution was made by their family members who engage in sports. This information indicates the importance of engaging in sports, no matter which branch it is, because it is a dynamic message for children. Their sports knowledge begins with what they witnessed. So, family members' contribution is important.



6 of stakeholders did not experience the outcome. Half of them had family members who engage in sports. So that they might have already experience the outcome. 2 of them were the new comer of the Football Schools. They might experience the outcome in the near future.

### Slowing Down of Their Development

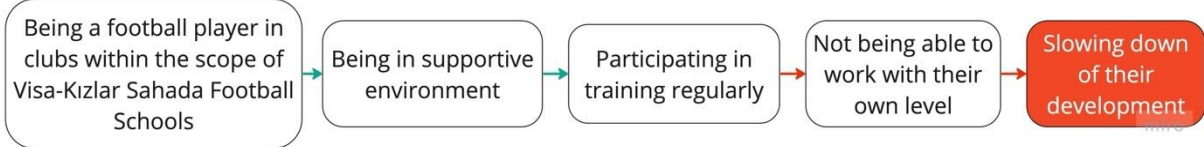
*Number of stakeholders who experienced the outcome: 116 out of 201*  
*Relative Importance: 7*  
*Depth of Change: 1 point*



All football clubs manage the trainings by dividing the girls into groups according to their age and level of playing football. 41% of stakeholders stated that they played with advanced teammates and 40% of stakeholders stated that they played with lower-level teammates. Both situations were evaluated as slowing down their improvement.

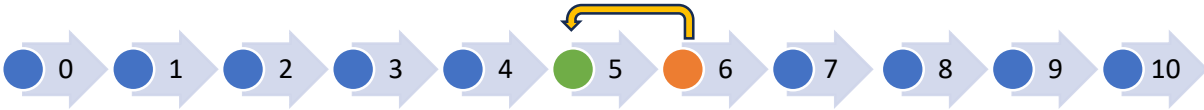
This negative outcome was related with number of girls in the team. Especially during the summer time majority of girls could not attend the trainings because they had to leave the city with their families. So, training groups could not be divided into groups according to their age and level of playing football.

*Chain of Slowing Down of Their Development*



Another factor that caused the negative outcome was lack of match experience. The number of teams in this age group was not enough to organize matches. So that they could not be able to improve themselves as they wish.

Even if the depth of the negative outcome was not high, still the relative importance was not low. So that it would be important to eliminate the negativity in order to optimize the value.



**Subjective Indicators**



Feeling of not realizing their potential

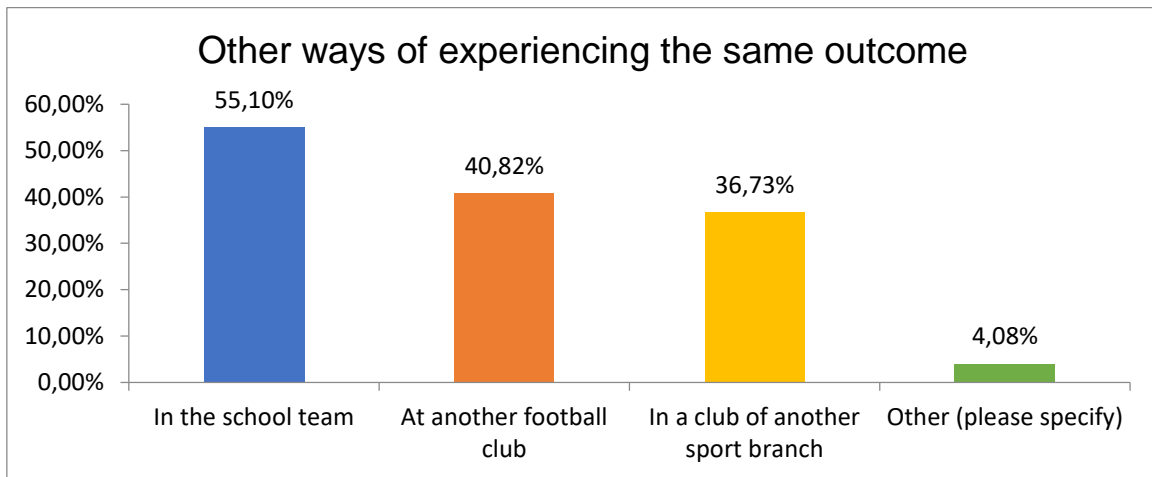
**Objective Indicators**



Lack of space for development

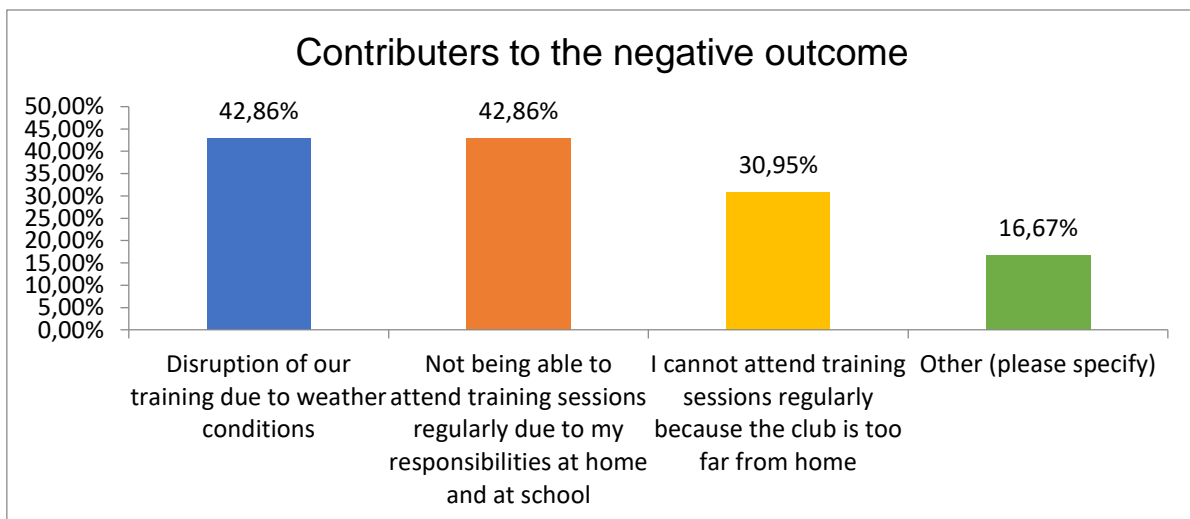
“I can't keep up with them because I train with friends who are more advanced than me”  
 “I find it difficult to improve myself because I play with friends at a lower level than myself”  
 “Due to the small number of teams, matches are not organized, which slows down our development”





Counterfactual ratio of the negative outcome is 50% on average. According to stakeholders this negativity could be experienced if they played at another football club or in school team. Besides, this negativity could be occurred in any sports branch according to stakeholders.

Attribution, which is 24% on average, indicates that there were other factors that prevent them from training regularly. Weather conditions and stakeholders' responsibilities at home and/or school were the major factors.



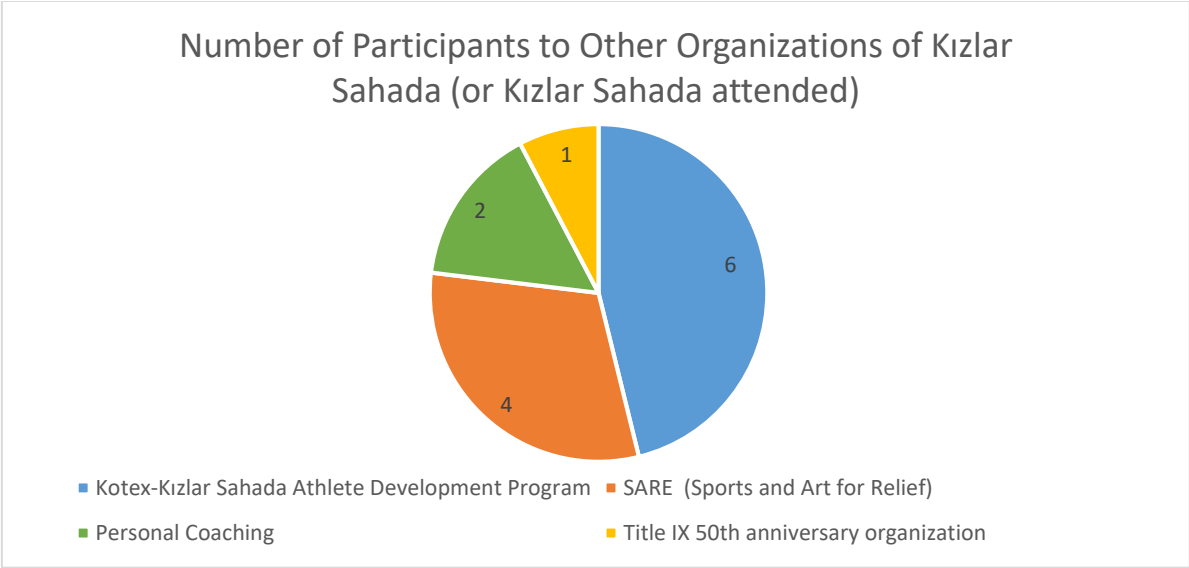
## Women Coaches Development Journey

12 women coaches train girls aged 9-14 in 8 different football clubs in the context of the Visa-Kızlar Sahada Football Schools in 8 different cities. Being coach and training girls 2 days in a week for 2 hours were not the only activities they engage in. All women coaches were welcome to (and invited) to other training projects and programs of Kızlar Sahada which were organized apart from the Football Schools.

Kızlar Sahada encouraged women coaches to attend trainings that were organized apart from the Football Schools because the more they engage in trainings on a regular basis, the more they equipped well that reflected directly to girls' development.

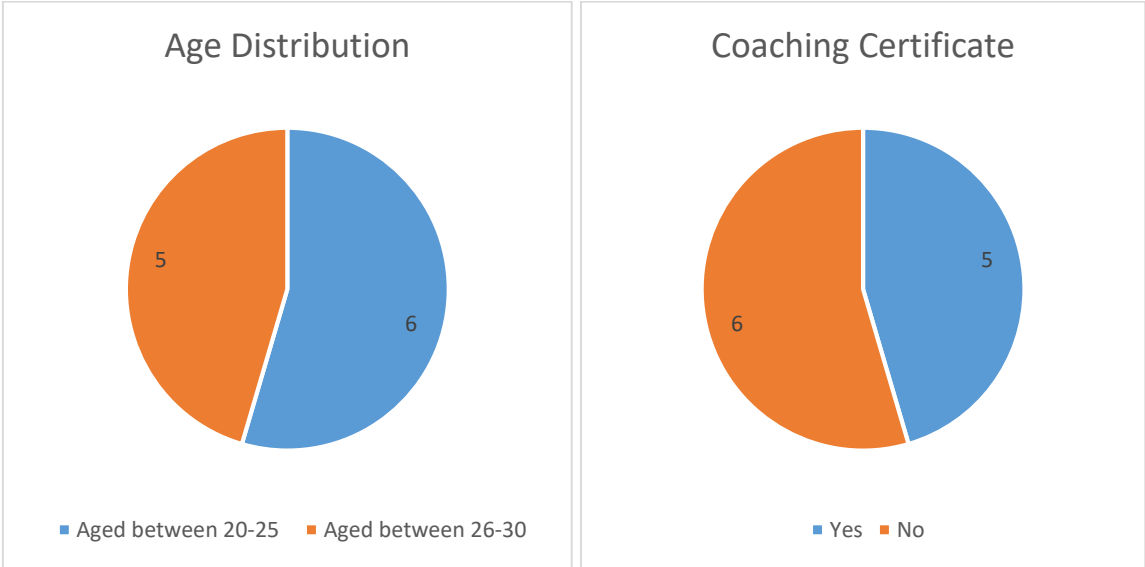


Kotex-Kızlar Sahada Athlete Development Program<sup>9</sup> and SARE<sup>10</sup> (Sports and Art for Relief) were the two main training programs that Visa-Kızlar Sahada women coaches could benefited from. Besides they had chance to benefit from personal coaching sessions.



All those extra activities other than 2-day-training program that was delivered in 2019 (held in İstanbul), kept women coaches updated, increased their improvement motivation, and strengthened their ties with Kızlar Sahada. It was determined that the gains arising from these trainings and organisation participation contributed to their qualifications as coaches and this led to professional changes as coaches.

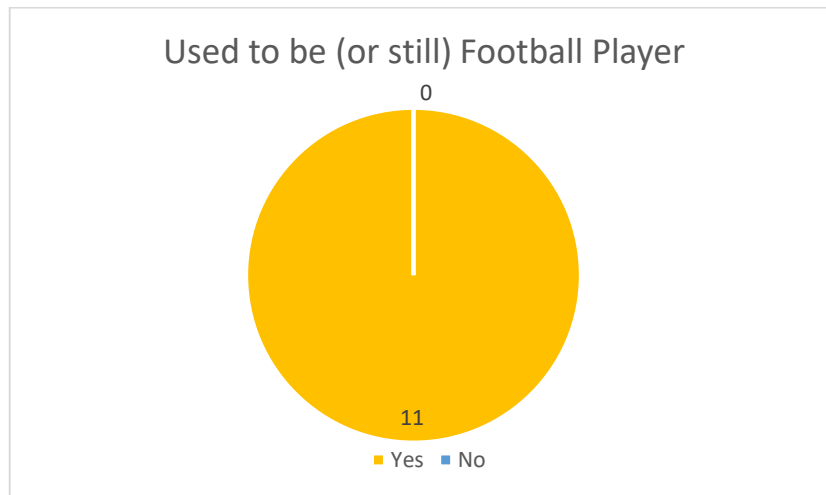
**General Profile of Stakeholders-Women Coaches**



<sup>9</sup> <https://socialvalueuk.org/reports/kotex-kizlar-sahada-athlete-development-program-sroi-analysis-2021/>  
<sup>10</sup> For the impact analysis of SARE (Non-SROI analysis) please contact with Kızlar Sahada team; info@kizlarsahada.com

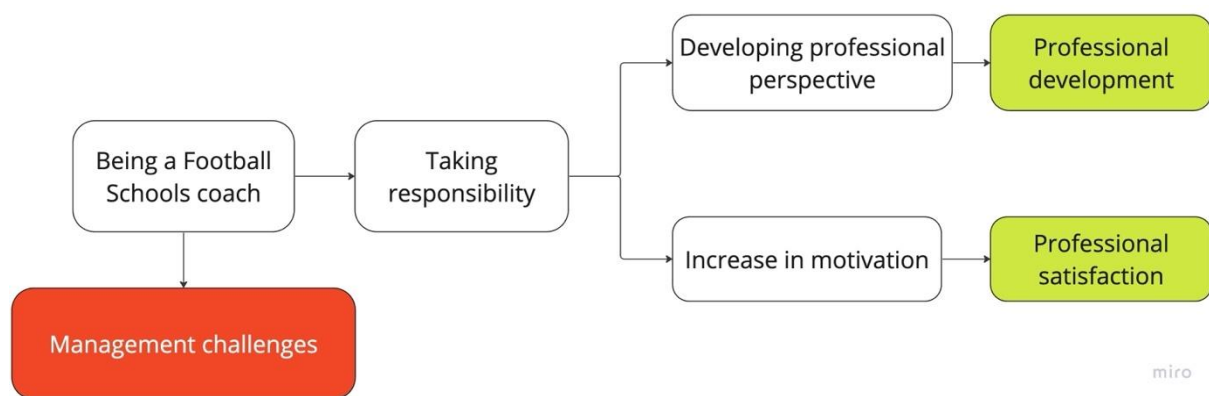






As shown below, women coaches experienced 2 positive well-defined outcomes and 1 negative well-defined outcome. Both positive outcomes were intended outcomes. However, negative outcome was an unintended one.

### Chain of Change



### Professional Development

Number of stakeholders who experienced the outcome: 9 out of 11  
 Relative Importance: 9  
 Depth of Change: 5 points

Majority of women coaches' education was based on physical education teacher. So being coach of girls aged 9-14 was directly affected their ability to communicate with children. They learned to understand girls' needs and feelings. According to women coaches they started to practice their profession before they officially started to practice their profession. This provided them with the experience that is the key to success in their profession.

The children who participated to Football Schools didn't have to be talented. Therefore, there were also children who were not talented. This pushed the coaches to teach with different methods, thus improved their teaching skills. Stakeholders stated that they learned a lot of new information regarding that age groups' needs. They stated that they have learnt and applied within the scope of Football



Schools that they should not only focus on performance, but that the mental development of children is also important.

Another factor enabling professional development was the way in which Kızlar Sahada conducts its operations. They had to attend regular meetings, they were responsible from documentation, and they had to deliver regular trainings to girls. Stakeholders stated that they learned to work professionally. In other football clubs’ coaches had no responsibilities like that. They can even arbitrarily change the days and times of training or not deliver training at all.

**Subjective Indicators**

**Objective Indicators**



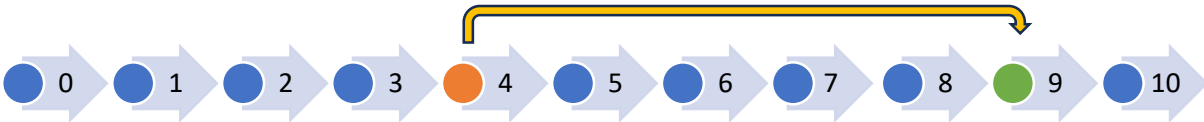
Feeling of being a real coach

Having responsibility

Being in charge

Improvement of teaching methods

“The better I communicate, the more advanced I feel in my work.”  
 “There was a very diverse environment. This forced me to be more diverse in my teaching methods.”  
 “I start the training by asking the children what we should do today. I get their ideas.”



The amount of change was quite high. None of coach was at 0 level for sure. However, they were not equipped for this age group enough. Actually, that was the reason Kızlar Sahada provided extra training sessions for coaches within the SARE project apart from Football Schools. The amount of change indicates that training for women coaches worked well.

High relative importance was an expected result since those coaches wanted to be work in Football Schools. Since it was their own choice, they were of the gain for themselves. Besides, what they learned within the Football Schools will make them different from other coaches in the field. They have chance to use this advantage in their career.

According to stakeholders they could experience 44% of the same outcome by other ways such as being coach at another football club or working as a teacher. Though, none of those options would provide the exactly the same gains that they had in the Football Schools. It would be limited and would take too much time.

Attribution level of the outcome was low, 19%. This was an expected result because Kızlar Sahada was aware of the gaps in the football field and designed its operations accordingly. Contributors of the outcome was mostly stakeholders’ trainers or instructors at the university.



### Professional Satisfaction

Number of stakeholders who experienced the outcome: 4 out of 11  
 Relative Importance: 9  
 Depth of Change: 4 points

Women coaches who were experienced in being coach experienced professional satisfaction outcome. According to stakeholders first time they trained this age group. The fact that the younger age group was more open to learning triggered the desire of women coaches to teach and increases their motivation. The relationship between women coaches and girls another factor that caused the outcome. Girls calling themselves as "coach" and being respected motivated them and felt professional satisfaction.

One of the women coaches stated that before the Football Schools she just wanted to be appointed as a teacher. After being coach of the Football Schools, her goal was become graduated from the coaching department and doing it as a main job.

#### Subjective Indicators



- Enjoying taking responsibility
- Enjoying being coach of girls

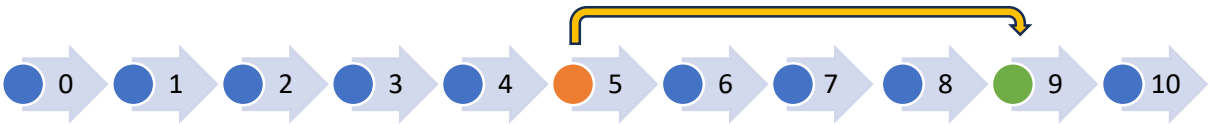
#### Objective Indicators



- To become active coach
- Making an effort to make training sessions more enjoyable
- Being in a professional environment

"It gives me pleasure to see children who don't know how to kick a ball progress."  
 "My motivation has increased. I feel like a coach."  
 "In the past, I used to do my job and leave. Now I work with pleasure."

The depth of change could be evaluated as consistent with relative importance of the outcome which is 9 out of 10. 4 points improvement is high for women coaches. This result indicates that professional satisfaction is something rare unfortunately. Of course, they didn't work as coaches because they had no other choice. They love their job but they were disappointed because of general circumstance of the football field like being undervalued.



Engaging in similar program or participating in similar trainings like SARE project might be an option to experience the same outcome. Though, according to stakeholders only 42% of the outcome could be achieved. Another option might be delivering training to same age group. However, most of the football clubs do not give importance to youth teams, especially age between 9-14 that would make to achieve the same outcome harder.



According to stakeholders they experienced the outcome only as a consequence of being coach of the Football Schools. There was no contributor to this outcome.

7 of stakeholders did not experience the outcome. All those stakeholders experienced professional development so there was no problem regarding working environment. Those stakeholders' coaching experience change between 2 to 5 years. Because they have already feel the professional satisfaction they might not state it.

**Management Challenges**

*Number of stakeholders who experienced the outcome: 4 out of 11*  
*Relative Importance: 6*  
*Depth of Change: 10 points*

4 women coaches mentioned about challenges that they experienced as a result of excessive demand. There were participants both with experience and those without. This situation caused a chaotic environment even if they were divided into groups. This challenge reflected to participants directly and girls experienced the negative outcome as discussed.

One of the challenges occurred as a consequence of workload due to the paper work increased as the number of participants increased. All challenges that women coaches experienced discussed with club managers. Regarding paperwork challenge, club managers stated that it increased workload however women coaches learn from it. They learned to work professionally and in a systematic way.

Another one was related with materials. Since the materials like jersey were delivered late half of the participants who were trained for 1 year quitted from the Football Schools. So, the football club had to find new participants who had to start from the very beginning.

**Subjective Indicators**



Failure to distinguish between emotionality and professionalism

**Objective Indicators**

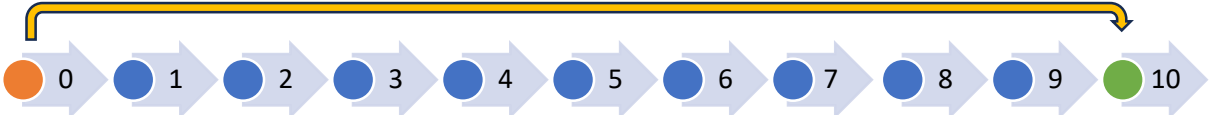


Increased workload because of paperwork

Losing participants around 50%

“It breaks their hearts when you separate the children into groups. Sometimes I make them play together, but it's unprofessional.”  
 “The paperwork's heavy. When things get busy, I have to postpone. That's why there are delays.”  
 “Jersey is very important for participants. When materials delivered late last year half of children quitted from the Football Schools.”

Since the negative outcome occurred as a result of the Football Schools activities the depth of change is 100%. Due to the same reason, the causality and attribution rates are 0%.

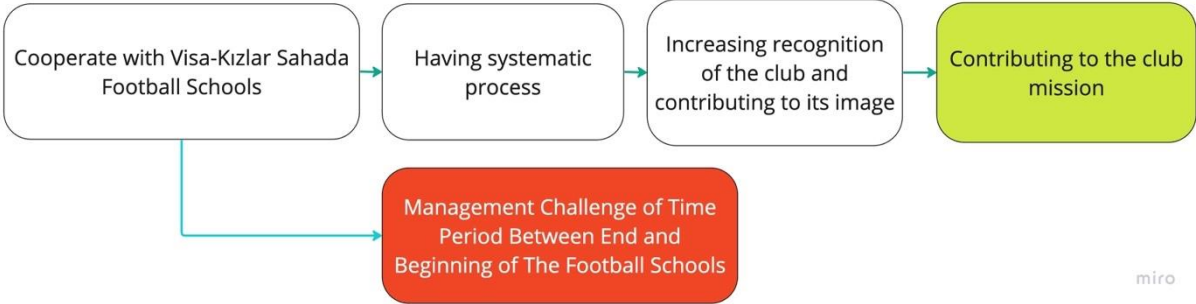


# Football Clubs Development Journey

Number of stakeholders who experienced the outcome: 7 out of 7  
 Relative Importance: 8  
 Depth of Change: 4 points

All football clubs that cooperate with Kızlar Sahada have one and only mission; improving women football by empowering girls in early ages. The well-defined outcome was an expected change since these collaborations were engaged in by all parties based on the same mission.

### Chain of Change



All club managers are experienced, on average they have 11-year experience (the least 3 years, the most 30 years). Besides they are young and active. The average age is 45 years (the youngest 26 and 28, the oldest 63). There are two women club managers and they are both under 30 years old. The young, dynamic and experienced structure easily adapted to the systematic working processes of Kızlar Sahada and achieved gains quickly.

The systematic process contributed clubs to their professional working transformation. So that they were recognized by families, local authorities and local people. Football Clubs’ athlete screening capacity expanded which provided space for girls who wanted to play football. Engagement of families provided getting support of them which led to get the girls to attend training sessions regularly.

Since the clubs’ material needs were met their image also became stronger. The quality of training they provide to their players has increased which was recognized by clubs’ stakeholders. Another factor that contributed to the image of clubs was the coaches. They were trained and paid so that coaches motivation increased which reflected to Football Schools’ participants directly in positive way.

Two of the club managers stated that they felt they were alone. This collaboration eliminated that feeling of loneliness. Being supported by Kızlar Sahada and Visa – a global brand – motivated them and stopped thinking about quitting from the field.

Two of the club’s managers stated that their 90% of athletes of the A-team consist of Football Schools players who joined 3 years ago.



## Subjective Indicators

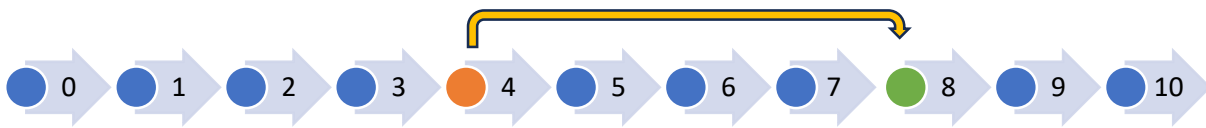


- Feeling stronger because they are supported
- Increased in motivation

## Objective Indicators



- Being trusted by families
- Better communication with multiple stakeholders
- Having professional image



The counterfactual rate is 49% which indicates that they could achieve the half of the outcome meaning the depth of the outcome would be maximum 2 points instead of 4 points. Social media would be most effective option to achieve recognition change for stakeholders. Since there were no financial support club managers should use their own personal financial sources which was unsustainable. Since reaching out that amount of girls would be harder, achieving the similar outcome would take too long which was a risk for clubs' own sustainability.

The attribution rate is so low, 13%. Only one football club could get the support of local authority, other clubs had no external significant support which was the main problem of not being able to improved well.

## Management Challenge of Time Period Between End and Beginning of The Football Schools

*Number of stakeholders who experienced the outcome: 3 out of 7*  
*Relative Importance: 9*  
*Depth of Change: 10 points*

This negative outcome is quite important in order to provide sustainability of the positive outcomes of the Football Schools for girls aged 9-14. It was occurred because of the period gap – 2 months – between end and beginning periods of the Football Schools. In this period of time, the clubs that do not have the financial power to continue the activities of the Football Schools are obliged to interrupt the training. This 2-month free period means that players withdraw from football. According to the statements of the stakeholders, at the beginning of the new term, half of the participants of the previous term quitted. This means that the previous term's work was wasted.



## Subjective Indicators



Decrease in motivation

## Objective Indicators



Wasting 1-year efforts

Nearly half of the participants left the Football Schools

Destruction of professional image

Since the negative outcome occurred as a result of the Football Schools activities the depth of change is 100%. Due to the same reason, the causality and attribution rates are 0%.



## OPTIMIZING VALUE

In order to optimize value changes should be tracked for stakeholders all the time, and it is a dynamic process. As in every phase of the analysis, Principle 1 accompanied the implementation of Principle 8.

During one-on-one interviews it was discussed with stakeholders that what could be the possible ways of optimizing value for them. According to stakeholder voice it was determined that some tactical and operational decision could be improved.

Principle 8 requires organizations to implement an impact management approach based on three types of decisions<sup>11</sup>:

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

**Strategy of the Programme:** Contribution to Global Goal 5 and Goal 10 are the core strategy of Kizlar Sahada. Since it uses football as a tool and focus on grassroots perspective Goal 3 is another important part of the strategy. Goal 4 and Goal 8 are also part of the strategy in terms of delivering trainings and financial support for women coaches. Increasing human wellbeing and decreasing inequalities are the backbone of the Football Schools strategy.

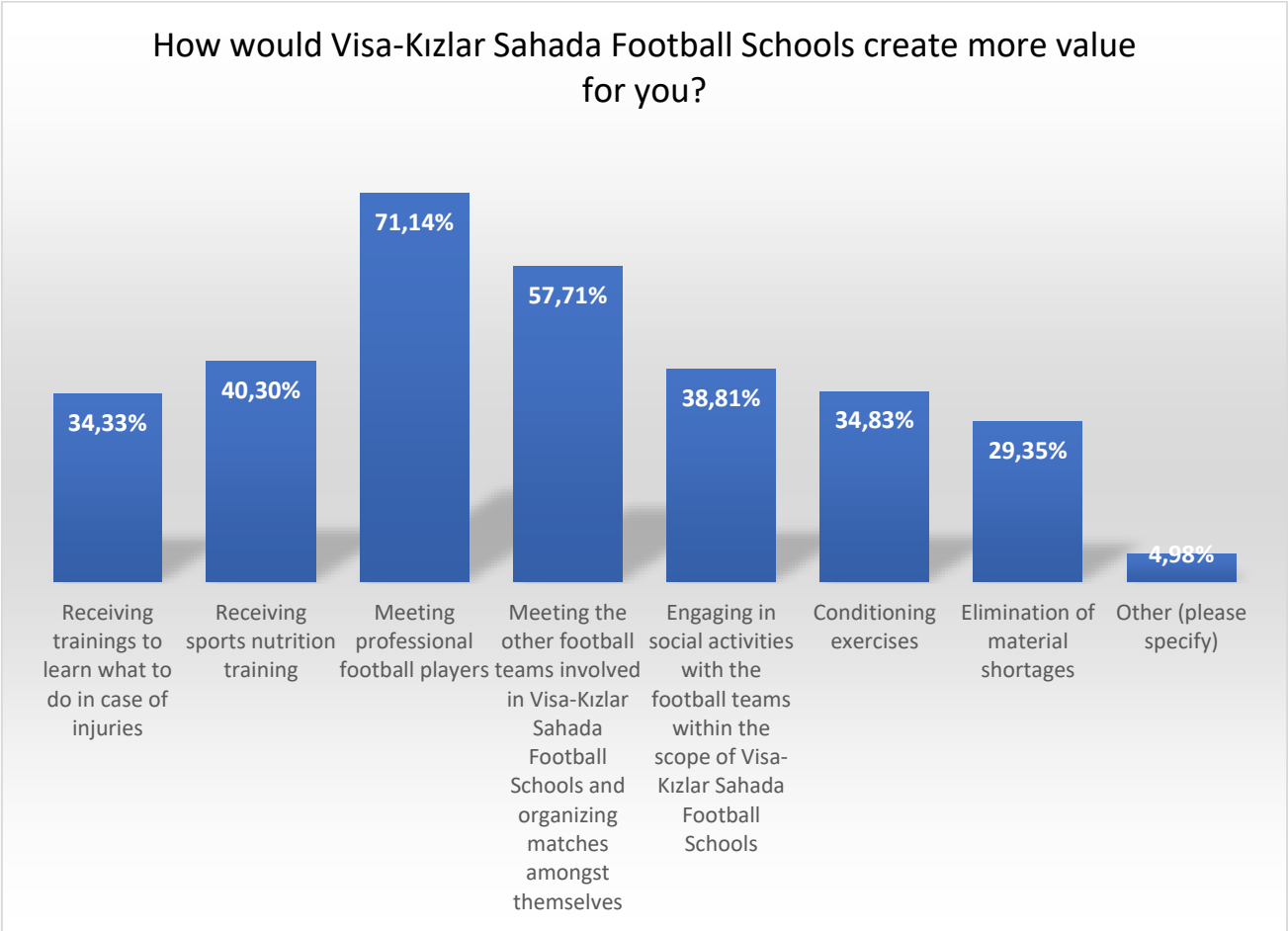
**Tactics for Girls-Football Schools Participants:** There are three main tactics that might increase the value of the Football Schools for the participants. 71% of stakeholders stated that meeting with professional football players would be valuable to them.

<sup>11</sup> <https://www.socialvalueint.org/principle-8-be-responsive>



Approximately 75% of stakeholders stated that having training in different fields would be valuable to them. Those two suggestions could be realized by Kızlar Sahada since they have already did it for coaches. Results of those activities would contribute to economic and cultural empowerment of girls.

Meeting with other football clubs within the Visa-Kızlar Sahada Football Schools was another factor that would increase the value that was stated by 58% of stakeholders. Actually, this would be so valuable to stakeholders in various ways. They would experience travelling to another city and would see different environment which would contribute their social skills improvement. They would experience a tournament in the context of fair play.



**Tactics for Women Coaches:** Regular visits by Kızlar Sahada team would be valuable to women coaches. Stakeholders stated that getting feedback from an observer would be useful for their improvement process.

**Operational Decisions for Women Coaches:** Stakeholders stated that if payment amounts would be revised that would increase value for them. Besides, a training camp like SARE would increase the value of Football Schools for women coaches.

**Tactics for Football Clubs:** Stakeholders stated that meeting with all football clubs within the Football Schools would be valuable to them. One of the clubs stated that they had enough space to host other clubs. This indicates that football clubs are ready to support such a big organization.





**Operational Decisions for Football Clubs:** Elimination the gap period would increase the value for the football clubs which would reflect girls directly as continuous improvement. The long-term value of the Football Schools would be higher obviously.

## RISKS

Despite the high level of stakeholder engagement, the analysis still involves risks. Every social impact assessment includes subjective decisions, which is inevitable. This analysis included judgments and assumptions as well. Even though those judgments were tested in sensitivity analysis, it would not be possible to discuss about 'absolute value'.

There are three types of risks for the analysis as shown below. Third party research results that were used to compare and/or justify outcomes and strategy of Kızlar Sahada may not represent the similar conditions and stakeholders. This risk arises from the fact that Football Schools are the only model in the country. That was the prior reason of ensuring high stakeholder participation in the analysis. Stakeholders were the main source of information.

SROI analysis is not a stakeholder-lead but stakeholder-informed analysis. So, third party research and consulting other people around stakeholders are crucial for the rigorous of the analysis.

Risk Type/Risk Level	High	Mean	Low	Explanation
Risks of relying solely on information from stakeholders		√		Stakeholders may have short-term priorities, restricting their ability to consider longer-term
Risks of relying solely on information from those responsible for the activity			√	Stakeholders may exclude or explain away any negative outcomes that are experienced
Risks of relying solely on third party research	√			<ul style="list-style-type: none"> <li>• The research does not relate to a similar group of people, in a similar context, involved in a similar activity;</li> <li>• The research was not based on a process of involving stakeholders to identify all outcomes.</li> </ul>

Since the information come from stakeholders there is risk of focusing on only initial changes that they experience. In this analysis, information comes from stakeholders. In particular, the changes mentioned in the one-to-one interviews with the participants of the Football Schools, girls aged 9-14, are changes that have occurred in the short term, even though they have been approved by their coaches and families. The medium or long-term value of the changes experienced has not been evaluated by the stakeholders. This only provides information on the management of short-term impacts for Kızlar Sahada. In the next analysis, in order to have insight about the value of medium and long-term changes, the questions could be designed differently.

In addition to this risk, the number of stakeholders interviewed was limited, even if the saturation point was considered. This caused some limitations in the analysis. Among the stakeholders who were not



interviewed, there may be stakeholders who had experienced changes different from the changes identified. Therefore, these missed changes were not reflected in the survey study. Although the presence of an 'Other' section in the questionnaire study reduced this risk, it did not eliminate it completely.

### **Risk of Double Counting**

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

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

Women coaches has experienced two positive outcomes that might be questioned whether they are independent. 'Professional development' may be thought as it contributes to 'professional satisfaction' of stakeholders. This was discussed with stakeholders during one-on-one interviews. Stakeholders were quite clear that these outcomes were independent outcomes because 'professional development' did not result in professional satisfaction for stakeholders. They stated that development may not result in satisfaction and vice versa. For instance, having responsibility was not same thing with enjoying having responsibility. Improvement of teaching methods was independent from making an effort to make training sessions more enjoyable. Professional development was related with

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

## **Sensitivity Analysis - Different Scenarios**

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

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

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

For the monetization of the relative importance of outcomes, stated preference approach was used for all stakeholder groups. Since value of outcomes that are determined by using stated preference approach, the data contains assumptions. So, they also should be tested.

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

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



Scenarios	SROI	Difference	Sensitive?
Base case	7,24		
Reduce quantities by 10% for Football Schools participants (Girls aged 9-14)	6,62	0,62	No
Reduce quantities by 25% for Football Schools participants (Girls aged 9-14)	5,71	1,53	No
Increase deadweight to 75% for all positive outcomes and decrease deadweight to 25% for all negative outcomes	0,16	7,08	Yes
Increase attribution to 75% for all outcomes	4,55	2,69	Yes
Reduce duration to 1 year for all outcomes	7,24	0	No
Increase drop-off to 50%	6,09	1,15	No
Reduce all financial proxy values by half	3,62	3,62	Yes

As shown on the table above the assumptions that were made regarding outcomes are quite sensitive. Especially, deadweight, attribution and financial proxy assumptions are sensitive. Only duration does not affect the result. Change in quantities and drop-off rates affects the ratio but not as much as to affect decision will be made.

These scenarios are established by considering the worst case. Therefore, it can be said that the lowest SROI ratio would be 0,16. Since the goal is to optimize value best scenario was not established. Applying Principle 8: Be Responsive should be based on worst scenario to achieve optimizing value for stakeholders.

According to the author's judgement, for the next analysis;

1. Level of rigour in terms of financial proxies should be increased (by continuous communication with stakeholders-spreading across time)
2. Deadweight ratios should be based on benchmarking (not only stakeholders' self-evaluation). There is trade-off between including benchmarking into determination of deadweight and attribution ratios and using international figures. Those figures may not represent our stakeholders. Still, they can be useful to understand the situation in a broader concept.

## STAKEHOLDER VERIFICATION

Verification step is important in order to minimize impact washing risk. It helps to avoid overvaluation or undervaluation. For this analysis, stakeholders' inclusion was attempted in the verification process where possible.

Before submitting the analysis report for assurance to Social Value International (SVI), the results were discussed with only football club managers and women athletes since the stakeholder groups were small and easy to organize.

Next step of stakeholder verification will be conducted with Football Schools' participants. Stakeholder verification has been added to the Kızlar Sahada team's program of field visits.

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

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



## ANNEX

### A. VISA KIZLAR SAHADA FOOTBALL SCHOOLS- EMPOWERMENT GOALS

A. Psychological Empowerment Outcomes
A1. Developing self-awareness
A1.1. Improvement of self-esteem
A1.2. Discovering and embracing their own unique characteristics
A2. Developing the ability to cope with stress and express feelings
A2.1. Understanding sources and levels of stress
A2.2. Learning to control their stress
A3. Improvement of decision-making skills
A3.1. Evaluation ability of different options to make decisions
A4. Developing problem solving skills
A4.1. Recognizing problems and their sources
A4.2. Developing a solution-oriented perspective
A5. Acquiring a critical thinking perspective
A5.1. Developing the ability to analyse and evaluate social norms, beliefs, attitudes and the factors that influence them such as society, friends and media
A6. Developing creative thinking skills
A6.1. Having motivation to generate new and valuable ideas
A6.2. Gaining awareness to see failure, mistakes and small successes as opportunities
A7. Developing effective communication skills
A7.1. Expressing their thoughts and feelings
A7.2. Understanding the importance of being an active listener
A7.3. Understanding the needs and circumstances of others

B. Social Empowerment Outcomes
B1. Learning their fundamental rights
B1.1. Having knowledge about human rights and children's rights
B1.2. Knowing that participation in sport is a fundamental right
B1.3. Setting boundaries about their bodies in sporting and social settings
B2. Having knowledge, the history of sport from a gender perspective
B2.1. Having knowledge about women's sport history
B2.2. Recognizing women who have successful career in football
B3. Team unity gained through sports and football
B3.1. Developing the ability to cooperate with teammates
B3.2. Learning to trust their teammates and take responsibility for them
B3.3. Developing leadership qualifications and peer relationships
B3.4. Learning to encourage teammates and peers to be active participants in the community (playing football, establishing sports organizations)
B4. Developing information, media and technology skills
B4.1. Gaining information literacy
B4.2. Gaining media literacy
B4.3. Gaining information and communication technologies literacy
B4.4. Learning to use communication tools (social media) effectively in the struggle for their rights

C. Physical Empowerment Outcomes
C1. Self-confidence and motivation



C1.1. Enjoying participation in physical activity
C1.2. Having the confidence to participate in different physical activity settings
C1.3. Having confidence in their ability to perform different physical skills
C1.4. Developing confidence that they can play football
C1.5. Motivating themselves to participate in different physical activities
C2. Knowledge and understanding gains
C2.1. Increased repertoire of movement skills
C2.2. Having knowledge of football field
C2.3. Having knowledge about the health benefits of physical activity
C2.4. Developing a positive understanding of the benefits of physical activity for healthy living
C2.5. Having knowledge of healthy nutrition
C2.6. Being able to explain the basic nutrients that provide energy during physical activity
C2.7. Having basic first aid knowledge
C2.8. Knowing the methods of protection from health problems encountered during sports
C3. Physical skills outcomes
C3.1. Developing physical abilities
C3.2. Building basic movement skills
C3.3. Building football-specific movement skills
C3.4. Increased physical activity levels
C3.5. Demonstrating physical competence in different settings

D.Cultural Empowerment Outcomes
D1. Gaining gender sensitivity
D1.1. Learning about the achievements of male and female athletes in gendered sports branches
D1.2. All identities (disabled, elderly, ill) and all their differences (tall-short, fat-thin, old-young, long-haired-short-haired) and diversity (language, religion, gender identity, class, skill, etc.) gains awareness that they can participate
D1.3. Developing respect and understanding for different identities in the field of sport
D1.4. Gaining awareness that girls can cross borders through sports

E.Economic Empowerment Outcomes
E1. Developing life and career skills
E1.1. Gaining knowledge of the rights to labor and education
E1.2. Determining professional and educational careers
E1.3. Gaining awareness that sport / football can be a profession for her
E1.4. Developing strategies for establishing a balance between academic and sports life
E1.5. Developing the ability to set and manage concrete success criteria
E1.6. Developing the ability to efficiently manage time and workload
E1.7. Developing entrepreneurial skills



## B. STAKEHOLDER INVOLVEMENT

### Stakeholder Identification

Stakeholder identification is done based on four questions;

1. Who has invested in the program? (Time, service, money)
2. Who has been directly affected by activities of the program?
3. Who has been indirectly affected by activities of the program?
4. Who has affected activities of the program?

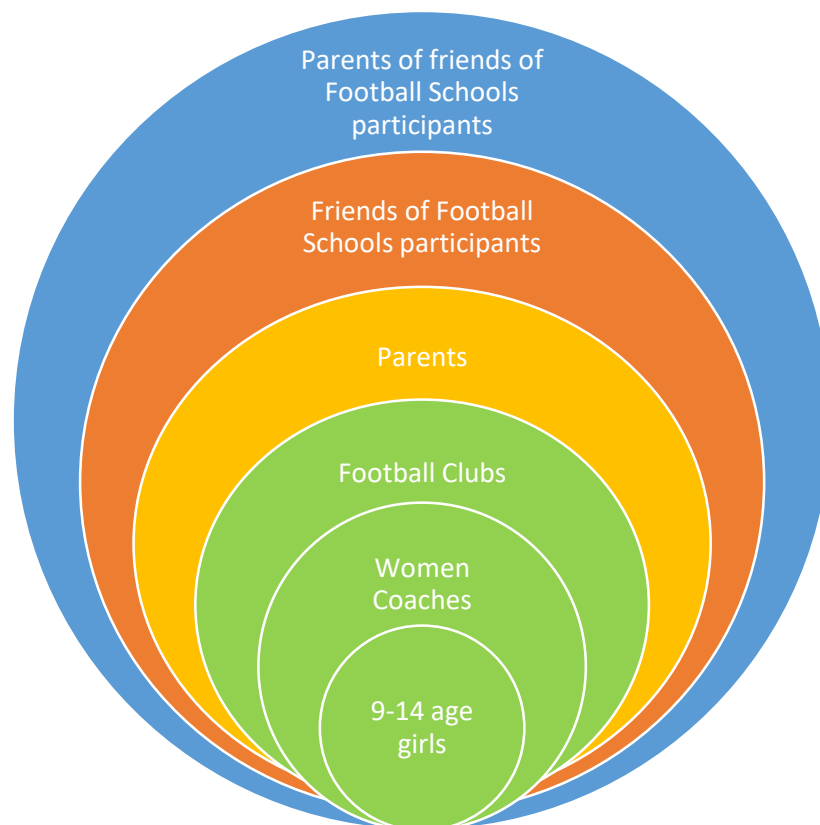
Answers of these four questions are helpful to identify all related stakeholder groups. The table below shows the identified stakeholder groups. Even though, this analysis is not focused on each stakeholder group, identifying them are important to be aware of who are affected by the Football Schools'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

Stakeholder Group	Reason for Inclusion	Reason for Exclusion	Communication Method	Included Number	Total Number
Girls-Football Schools participants	Main beneficiary group of the Football Schools		Phone interview + written survey	*14 (one-on-one interviews) *201 (written survey)	350
Women Coaches	Social capital of the Football Schools		Phone interview	11	12
Football Club Managers	Social capital of the Football Schools		Phone interview	7	8
Visa		Investor of the Program. Since Visa is donor there is no material change for it. The focus of Visa is to value for girls.		N/A	N/A
Friends of Football Schools participants		Not focused group of this analysis		N/A	N/A
Parents of Football Schools participants		Not focused group of this analysis	Phone interview	14	N/A
Relatives of Football Schools participants		Not focused group of this analysis		N/A	N/A



There are two important stakeholder groups that should be included in the future analysis;

- (1) Friends of Football Schools participants: During one-on-one interviews girls mentioned that they encourage their friend to experience playing football. Their parents confirmed that information. This indicates that their friends are potential participants of Football Schools. So, the value of the Football Schools can be optimized by involvement of friend of Football Schools participants. Of course, this does not mean that new participants will experience the same changes. In order to understand their experience and value of their experience can be determined by involving them into analysis.
- (2) Parents of Football Schools participants: Parents of Football Schools participants were interviewed as secondary source for girls in this analysis. For the future analysis they might be one of the focused stakeholder groups to understand whether their perspective towards women football had changed and/or whether their perspective affected other parents of their daughters' friends. "Raising public awareness" is the long-term outcome of Kızlar Sahada (as shown on the ToC scheme-page 3). Parents' positive perspective towards women football is one of the most important components of achieving the long-term outcome of Kızlar Sahada.



All impact analysis should be timely to manage impact effectively. So, the analysis excluded some of the stakeholder groups for this analysis. This does not mean that they were ignored. Stakeholder involvement process was designed in accordance with the Kızlar Sahada ToC strategy;

- Coding 'Gender equality' and 'you can do' perspectives to girls – Short term outcome
- Increasing girls' self-confidence and self-esteem - Short term outcome
- Promoting gender equality and combating gender stereotypes -Mid-term outcome
- Empowerment of girls - Mid-term outcome
- Raising public awareness – Long-term outcome



Both short-term and mid-term outcomes are directly related with expected changes that 9-14 aged girls. Their experiences (both positive and negative) are directly related with wellbeing of women coaches and football clubs. Since these 3 stakeholder groups have a high power to affect each other, they have been prioritized in the impact management journey of Kizlar Sahada in terms of managing short-term and medium-term impacts.

Other stakeholder groups will be included in the next phase of analysis to optimize the value of the Football Schools.

### **Data Collection Process**

In order to provide fair representation of whole stakeholder groups as much as possible, one-on-one interviews were conducted with girls and parents from all cities that Football Schools operated in 2023. In order to increase diversity in the stakeholder group interviewed, girls of different ages and years of experience were included. Even the targeted number of interviews was higher 14 girls were participated in the one-on-one interviews. In order to collect secondary data parents were also interviewed right after the interviews with girls. Since the saturation point was achieved at 11<sup>th</sup> stakeholder for Football Schools participants (girls) group 14 stakeholders were enough to prepare a written survey. It should always be taken into account that stakeholders who did not participate in the interview may have experienced different material outcomes (positive and/or negative). Interviewing with 350 girls (one-on-one) is of course not possible and the risk that there may be different material outcomes than those identified should always be considered.

Outcomes were identified during one-on-one interviews. Stakeholders were asked an open question; “Have you experienced any change after joining the Football Schools? Is there a difference between yourself before you joined the Football Schools and after yourself joined?”. In order to determine the chain of change stakeholders were asked ‘Then what happened?’. These open questions were asked until the end of the chain of change which was a too general outcome like happiness.

People tend to talk about positive changes when they are asked ‘what has changed for you?’ or ‘what changes have you experienced?’. It was happened during one-on-one questions as well. So, stakeholders were asked if they experienced any negative outcome.

Indicators of the outcomes were determined during one-on-one interviews as well. Stakeholders were asked to define evidence (subjective and/or objective) that indicated the outcome was experienced by them.

The survey was prepared based on the information that were determined during one-on-one interviews. The outcomes (negative and positive) and indicators of the outcomes were based on what stakeholders stated. The survey was sent to all stakeholders (350 girls), 201 of them completed the survey. For the interview and survey questions please see page 60. Both one-on-one interview questions and survey questions were designed to collect both qualitative and quantitative data.

There is specific reason for collection both type of data in one survey and interview. The most important reason for asking quantitative data for each of the changes experienced by the stakeholders identified during one-to-one interviews is to understand the reasons and story behind these quantitative data. Since the only way to understand this is to talk to the stakeholders, information that helps to understand the big picture such as other people/institutions that contributed to the change expressed by the stakeholders during one-to-one interviews, which other ways the same change could have been achieved without the Football Schools were obtained and reflected in the questionnaire.





In addition to the options in the survey questions regarding different ways of experiencing the same change and other people/institutions that contributed to the change, the fact that the 'other' option was filled by at most 3-4 stakeholders provides a clue that the reasons behind the quantitative data are well understood.

Women coaches and Football Club Managers were involved in establishing the levels of attribution, deadweight (counterfactual), duration-drop off, and displacement. Girls aged 9-14 only were not involved in only establishing level of duration-drop off and displacement. Because of their age range (9-14) information regarding duration would not be so reliable. Therefore, instead of girls, their parents and coaches were involved in duration discussion. Duration of outcomes were directly related with external environment of girls. Therefore, in case of quitting from the Football Schools parents' and coaches' interpretations of how long the changes were likely to last would be more reliable.

### **Stakeholders Involvement in Identifying Other Stakeholders**

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

So, it was identified that friends, parents and relatives of Football Schools participants were affected by the activities of Football Schools. Their perspective towards women football changed in positive way. Especially friends of Football Schools are encouraged to participate in sports. This information is important for Kızlar Sahada because this demonstrated the ‘impact zone’ of Football Schools and gives chance to optimize its value for a broader beneficiary group on the base of grassroots perspective.

### **Topics Including Stakeholder Voice**

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

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

One-on-one interviews were done with 32 stakeholders in total. The saturation point was achieved at 11<sup>th</sup> stakeholder for Football Schools participants (girls) group, 5<sup>th</sup> stakeholder for women coaches and 4<sup>th</sup> football club. However, in order to minimize the risk of missing an important outcome more interviews were arranged where possible. 16 for Football Schools participants (girls) group, 12 for women coaches and 8 football club managers were intended to interviewed one-on-one, meaning 100% for women coaches and football club managers. However, even stakeholders accepted to conduct interview, not all of them participated due to their time limitations.



A written survey was prepared based on the well-defined outcomes<sup>12</sup> for Football Schools participants. It was expected to reach out at least 50% of stakeholders (175 girls). 201 of stakeholders participated in the survey. So, targeted rigour level is achieved for the analysis.

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

- 1- The survey may be divided into two different phases;
  - a. Demographic questions and only 1 or 2 (max) outcome related questions
  - b. Same demographic questions and other 1 or 2 (max) outcome related questions
- 2- Increase number of one-on-one interviews and 2 or 3 (depending on number of stakeholders) focus groups with 10 to 15 stakeholders instead of written survey

## Segmentation

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

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

- Age
- Year of playing football (girls) / experience (women coaches & football club managers)
- Location
- Future of women football from their perspective
- Whether they attended any training program of Kızlar Sahada
- What would make the Program more valuable to them

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

As discussed in the outcomes part of the report there were no significant effect of location and on stakeholders’ experiences. In order to understand whether there might me other subgroups extra data collected from football clubs by years (there were no activities in 2020 because of Covid-19 pandemic);

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<sup>12</sup> For the questions that are used for one-on-one interviews and written survey please see Annex A.



**2019**

Football Clubs	Joining to Football Schools year of the Football Club	Number of participants (Girls aged 9-14)	Number of girls has been playing at the football club since 2019	Number of girls transferred since 2019
Seyhan Yıldırım Sports Club Association	2021	N/A	N/A	N/A
Ankara 1910 Sports Club	2023	N/A	N/A	N/A
Erzincan Youth Power Sports Club Association	2019	20	16	0
Kayseri Women Football Club	2019	25	20	5
Kocaeli Women Football Club Association	2019	20	10	2
Ordu Power Football Club Association	2019	20	10	0
Soma Zafer Sports and Youth Club Association	2019	24	1	0
Şanlıurfa Youth and Sports Club	2019	60	15	4 (2 of them were invited to National Team)

**2021**

Football Clubs	Joining to Football Schools year of the Football Club	Number of participants (Girls aged 9-14)	Number of girls has been playing at the football club since 2019	Number of girls transferred since 2019
Seyhan Yıldırım Sports Club Association	2021	20	17	0
Ankara 1910 Sports Club	2023	N/A	N/A	N/A
Erzincan Youth Power Sports Club Association	2019	20	16	0
Kayseri Women Football Club	2019	150	140	0
Kocaeli Women Football Club Association	2019	20	10	4
Ordu Power Football Club Association	2019	30	10	0
Soma Zafer Sports and Youth Club Association	2019	No data	No data	No data
Şanlıurfa Youth and Sports Club	2019	25	40	2

**2022**

Football Clubs	Joining to Football Schools year of the Football Club	Number of participants (Girls aged 9-14)	Number of girls has been playing at the football club since 2019	Number of girls transferred since 2019
Seyhan Yıldırım Sports Club Association	2021	30	30	0
Ankara 1910 Sports Club	2023	N/A	N/A	N/A
Erzincan Youth Power Sports Club Association	2019	30	30	0
Kayseri Women Football Club	2019	180	95	0
Kocaeli Women Football Club Association	2019	50	35	0



Ordu Power Football Club Association	2019	30	30	0
Soma Zafer Sports and Youth Club Association	2019	25	9	0
Şanlıurfa Youth and Sports Club	2019	15	47	0

## 2023

Football Clubs	Joining to Football Schools year of the Football Club	Number of participants (Girls aged 9-14)	Number of girls has been playing at the football club since 2019	Number of girls transferred since 2019
Seyhan Yıldırım Sports Club Association	2021	40	30	0
Ankara 1910 Sports Club	2023	30	20	0
Erzincan Youth Power Sports Club Association	2019	20	20	0
Kayseri Women Football Club	2019	230	140	0
Kocaeli Women Football Club Association	2019	60	40	2
Ordu Power Football Club Association	2019	30	30	0
Soma Zafer Sports and Youth Club Association	2019	30	3	0
Şanlıurfa Youth and Sports Club	2019	20	47	0

The information shown above indicates that girls who quitted from the Football Scholls might be an important subgroup for Kızlar Sahada. It should be monitored in the future analysis that girls who quitted from the Football Schools by their location/club, age and whether they quitted from football or the Football Schools.

According to the club managers and coaches there were different reasons quitting from the Football Schools;

- Overlapping of training and school hours
- Intense of lessons at school
- Health problems
- Moving to another city
- Quitted sports
- Playing in the school team
- Engaged in other sports branches
- There were some whose parents did not give permission afterwards
- Transportation problems

It is not possible reach those girls to talk about their experiences deeper, however in the following seasons, a data collection system such as an exit survey can be set up to better monitor the experiences of girls leaving the Football Schools.

Girls who started playing football with Football Schools and will stay in the football club as a Team A player and/or will invite to National Team may express different outcomes in the future. It is hard to forecast what those potential specific changes might be. However, in accordance with Kızlar Sahada strategy they might experience changes that are aspects of economic empowerment and cultural empowerment. It is for sure that external environment will affect the degree of changes that will be



experienced by stakeholders. Therefore, the ideal case would be not losing contact with girls so that mid-term and long-term value could be tracked.

### C. INPUTS

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

Stakeholder Group	Inputs	Monetary Value of Inputs	Outputs
Football Schools participants- Girls aged 9-14	Time	TL 0	*Attending, training sessions 2 days in a week.
Women Coaches	Time	TL 0	*Delivering trainings; 2 days in a week/ 2hours each training *Being responsible from documentation
Football Clubs	Time	TL 0	* Managing the Football Schools
Visa	Money (TL)	TL 1.098.000	*Providing fund for operation costs

**Football Schools Participants:** The investment type for Football Schools participants was time. Since they are the main beneficiary group of the Football Schools financial value of their input was taken as TL 0. Besides, there was no opportunity cost for stakeholders because participating Football Schools was their own choice. If those girls would like to participate another sports schools or art school their parents were willing to support them.

**Women Coaches:** Their investment type is time and the financial value of their time was determined based on their income. Time value of women coaches was from the Visa's funding budget. Their investment amount was included in operations costs. In order to avoid double counting their input value was taken as TL 0.

**Football Clubs:** Their investment type is service and the financial value of their service was determined as TL 0. The amount of time that they spent was discussed with club managers whether they have opportunity cost. According to stakeholders engaging in the Football Schools did not cause any cost for them and/or they did not miss any opportunity by collaborating with Kızlar Sahada. Therefore, their time value was recorded as TL 0.

**Visa:** Visa is the main funder of the Football Schools. Total amount of the fund is TL 1.098.000 including;

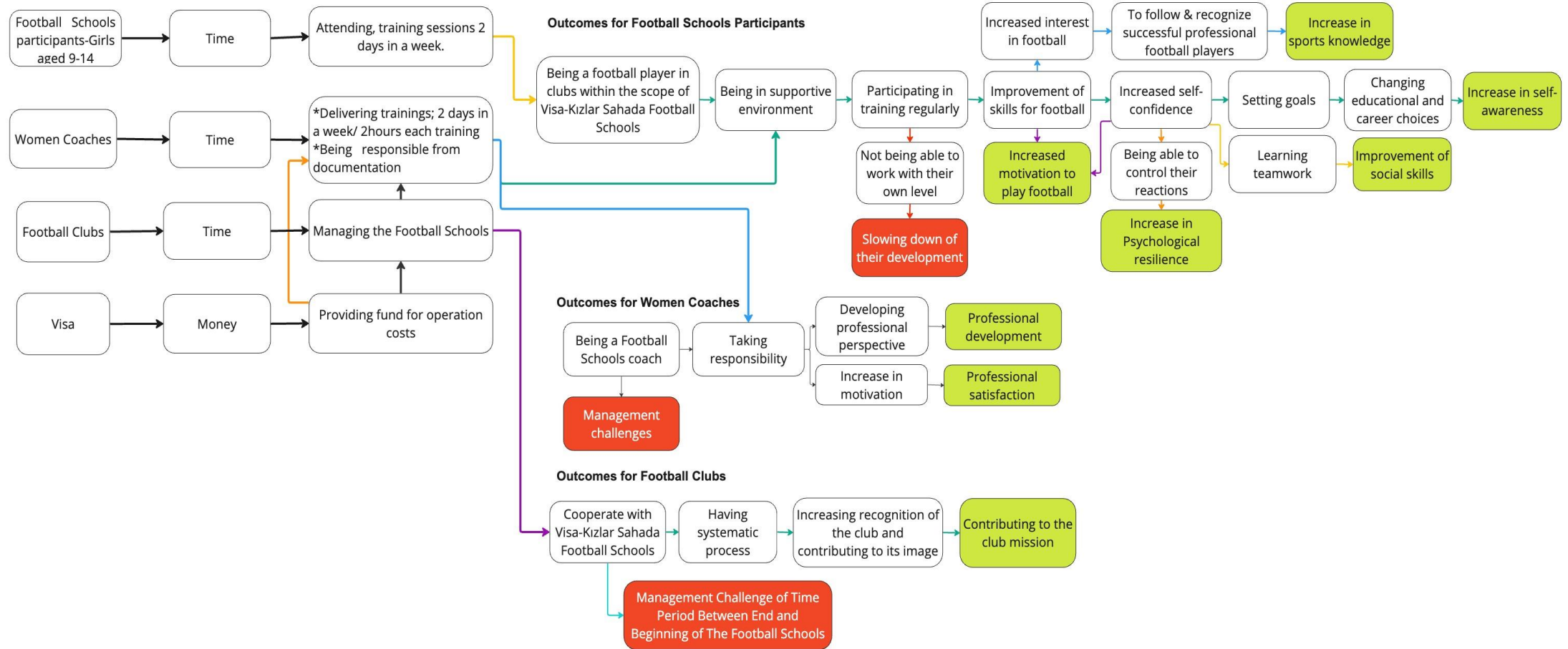
- Operation costs (including human resources, field visits, communication, women coach financial support costs)
- Material costs of football clubs
- Material costs of Football Schools participants

Since this total amount was for 350 participants and 8 football clubs, variable costs were calculated as per football club and per participant. Then multiplied with the number of stakeholders included in the analysis;

- *Football Schools participants:* Total cost of materials/350 and then cost of materials per participant x 201.
- *Football Clubs:* Cost of materials per club x 8.
  - Total variable cost: TL 318.678,06



**STAKEHOLDER GROUPS** → **INPUTS** → **OUTPUTS** → **OUTCOMES**



## D. VALUE OF OUTCOMES

“Valuing the things that matter requires an explicit recognition of the relative value or worth of different changes or ‘outcomes’ that people experience (or are likely to experience) as a result of activities. Value is subjective in its very nature. Therefore, it is critical that Principle #3 is applied in conjunction with Principle #1 ‘Involve stakeholders’ so that we value outcomes from their perspective. Principle 3 also relates to valuing the inputs required to deliver the activities that are being accounted for.”<sup>13</sup>

### Relative Importance

Relative importance shows the non-monetary value of outcomes. In order to maximize social value, understanding relative importance of outcomes is crucial. “Value is inherently subjective, and therefore we must estimate this value as best we can through involving those who experience the value in the process of quantifying the relative importance.”<sup>14</sup>

Stakeholders were asked to weight the outcomes by using scale of 1 to 10. The answers of the stakeholders were calculated by taking the weighted average.

### Value of Outcomes - Monetization

Monetizing value of outcomes helps us to compare different changes and make better decision. There are different approaches that can be used to translate the relative importance into money language<sup>15</sup>;

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

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

For this analysis stated preference approach was used to translate the relative importance into money language. As Peter Scholten says “value is in the eye of the stakeholders”<sup>16</sup>. For this analysis stakeholders are involved while translating the relative value in to money language. All stakeholder groups outcomes’ financial proxies were determined by stakeholders with this approach. Since, they engaged in the project activities, they experienced both positive and negative outcomes, it would be much fair for stakeholders to value the outcomes.

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<sup>13</sup> Standard on applying Principle 3: Value the things that matter, Social Value International

<sup>14</sup> Standard on applying Principle 3: Value the things that matter, Social Value International

<sup>15</sup> <https://socialvalueuk.org/wp-content/uploads/2022/12/Standard-for-applying-Principle-3.pdf>

<sup>16</sup> Scholten, Peter, Value Game, A method for involving customers in valuing outcomes, Social Value UK, February 2019, <http://www.socialvalueuk.org/wp-content/uploads/2019/03/ValueGame-Document-FINAL.pdf>



During one-on-one interviews Value Game was applied and each stakeholder group make a list of things that are important and meaningful to have them<sup>17</sup>. Then they placed the well-defined outcomes in the sequence of products.

That list gave us an insight of what kind of products are meaningful for stakeholders. So, the list of products on the survey is based on stakeholders' voice. The weighted average of monetary value was used as financial proxy of the outcomes. The list of financial proxies of outcomes are given below for each stakeholder group.

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

As mentioned, in this analysis it was chosen to use stated preference as monetization approach. The basic reason was to understand value in the eye of the stakeholders. In other words, to bring stakeholder voice into the analysis. It was identified that the financial proxy was sensitive. When the financial proxy values reduced by half SROI ratio decreased by half. This information indicates that stated preference method may cause overvaluation. So, monetization approach was changed and revealed preference was used to test sensitivity of the value. "Increased motivation to play football" was directly related with playing in a football club that has supportive environment. So, the financial proxy of that outcome was much reliable to calculate SROI ratio. If girls would pay for the participation of Football Schools the average fee would be TL 450 per month. Duration of the activity was 10 months, so the fee of one season would be TL 4500. According to this scenario, the SROI ratio would be 2,78.

Scenarios	SROI	Difference	Sensitive?
Base case	2,78		
Reduce all financial proxy values by half	1,95	0,83	No

Reducing financial proxy value by half did not affect the ratio as it did with the calculation by using stated preference approach. We cannot say it is not sensitive but also, we cannot say it is very sensitive. So, stated preference approach may have risk of over valuation.

With stated preference the SROI ratio is 1:7,24, with revealed preference the SROI ratio is 1:2,78. Both results are above 1:1 so in both cases the Football Schools generate value. However, revealed preference provided less sensitive result. In the future less sensitive monetization method will be explored and triangulated.

## Financial Proxies

### Girls Age 9-14

Things that are important to have to stakeholders	Monetary Value (TL)	Source
Crampon	TL 3462	<a href="https://www.adidas.com.tr">https://www.adidas.com.tr</a> <a href="https://www.nike.com/tr">https://www.nike.com/tr</a> <a href="https://www.kinetix.com.tr">https://www.kinetix.com.tr</a>

<sup>17</sup> The list of products and their monetary value can be found in Annex C.





1 year internet	TL 3160	<a href="https://www.vodafone.com.tr">https://www.vodafone.com.tr</a> <a href="https://www.turkcell.com.tr">https://www.turkcell.com.tr</a> <a href="https://bireysel.turktelekom.com.tr">https://bireysel.turktelekom.com.tr</a>
Season tickets for football matches in Turkey	TL 18202	<a href="https://www.fenerbahce.org">https://www.fenerbahce.org</a> <a href="https://www.galatasaray.org">https://www.galatasaray.org</a> <a href="https://beinsports.com.tr">https://beinsports.com.tr</a>
Smart watch	TL 6709	<a href="https://www.mediamarkt.com.tr">https://www.mediamarkt.com.tr</a> <a href="https://www.teknosa.com">https://www.teknosa.com</a> <a href="https://www.vatanbilgisayar.com">https://www.vatanbilgisayar.com</a>
iPhone 14	TL 43999	<a href="https://www.apple.com/tr">https://www.apple.com/tr</a>
MacBook Air / Asus Zenbook	TL 43516	<a href="https://www.apple.com/tr">https://www.apple.com/tr</a> <a href="https://shop.asus.com/tr">https://shop.asus.com/tr</a>
1 week vacation in the Aegean/Mediterranean region	TL 21840	<a href="https://www.etstur.com">https://www.etstur.com</a> <a href="https://www.tatilsepeti.com">https://www.tatilsepeti.com</a>
Tickets to FIFA Women's World Cup matches	TL 34496	<a href="https://www.fifa.com/fifaplus/en/articles/hospitality-womens-world-cup-2023">https://www.fifa.com/fifaplus/en/articles/hospitality-womens-world-cup-2023</a>
Original GS/BJK/FB jersey	TL 1450	<a href="https://www.kartalyuvasi.com.tr/forma-lp">https://www.kartalyuvasi.com.tr/forma-lp</a> <a href="https://www.gsstore.org/galatasaray-kadin-forma/">https://www.gsstore.org/galatasaray-kadin-forma/</a>
Europe tour	TL 17984	<a href="https://www.prontotour.com">https://www.prontotour.com</a> <a href="https://www.setur.com.tr">https://www.setur.com.tr</a>

## Women Coaches

Things that are important to have to stakeholders	Monetary Value (TL)	Source
Cash for take her team to vacation	TL 500.000 (Taken as TL 100.000 to be consistent with duration of the analysis)	Stakeholder
Cost of Coach Certification- Level A	TL 80.000 (Taken as TL 16.000 to be consistent with duration of the analysis)	Stakeholder
Cash for establishing a facility	TL 400.000 (Taken as TL 350.000 to be consistent with duration of the analysis)	Stakeholder
Maldives vacation	TL 37019	<a href="https://www.tatilsepeti.com/maldivler-turlari">https://www.tatilsepeti.com/maldivler-turlari</a> <a href="https://www.prontotour.com/Maldivler-Turlari">https://www.prontotour.com/Maldivler-Turlari</a>
1 year rent of pitch	TL 132480	<a href="https://www.olley.com/hali-saha-arama">https://www.olley.com/hali-saha-arama</a> <a href="https://sporpin.com/">https://sporpin.com/</a>

**Important Note:** Considering the stakeholder profile, if it is not possible to obtain the financial proxy within 1 year, which is the analysis period, since the value map is limited with 5 years, the financial



*proxy is divided by five to reach a 1-year financial proxy and this 1-year value is used in the calculations.*

### Football Clubs

Things that are important to have to stakeholders	Monetary Value (TL)	Source
Cash to build facilities	TL 4.000.000	Stakeholders
Sponsorship agreements	TL 120.700	Stakeholders

**Important Note:** *Considering the stakeholder profile, if it is not possible to obtain the financial proxy within 1 year, which is the analysis period, since the value map is limited with 5 years, the financial proxy is divided by five to reach a 1-year financial proxy and this 1-year value is used in the calculations.*

### E. MATERIALITY ANALYSIS

In accordance with Principle 4: Only Include What is Material two screening was done to well-defined outcomes in order to understand whether the outcomes were material or not; (1) Relevance test and (2) Significance test. The results of tests were compared with the threshold of Visa-Kizlar Sahada Football Schools and decided as material or not.

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

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

	High	Mean	Low
<b>Relative Importance</b>	10-8	7-5	4-0
<b>Deadweight &amp; Attribution</b>	100%-50%	49%-30%	29%-0%

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

### Football Schools Participants (Girls Age 9-14)

#### Outcome1: Increased motivation to play football

Relevance Criteria	Yes	No	



Policy based performance	√		“Increased motivation to play football” is 1 of 5 empowerment goals which means it’s relevant with Kızlar Sahada policy.
Stakeholder behavior and concerns	√		Stakeholders stated that they experienced this outcome as a consequence engaging in the Football Schools.
Societal norms		√	It is an expected outcome for any sports branch but not relevant to societal norms.
Direct short term financial Impacts		√	There was no short-term direct financial impact of this outcome.
Peer based norms		√	There are other women football clubs in each city where the Football Schools operates. According to girls, their parents, coaches and club managers other football clubs do not offer regular trainings and do not operate on the basis of grassroot perspective. So, players of those football clubs do not experience the same outcome.
Conclusion	√		

Significance criteria	Quantity	Value	Deadweight	Attribution	Relative Importance
	196	TL 16.666	47%	27%	9
Conclusion	High	Mean	Mean	Low	High

## Outcome 2: Increase in psychological resilience

Relevance Criteria	Yes	No	
Policy based performance	√		“Increase in psychological resilience” is 1 of 5 empowerment goals which means it’s relevant with Kızlar Sahada policy.
Stakeholder behavior and concerns	√		Stakeholders stated that they experienced this outcome as a consequence of attending the Program.
Societal norms	√		Athletes, both women and men, are expected to be psychologically strong.
Direct short term financial Impacts		√	There was no short-term direct financial impact of this outcome.



Peer based norms		√	The Program is unique in terms of its content. So, it is not possible compare with any other program towards athletes aged 9-14.
Conclusion	√		

Significance criteria	Quantity	Value	Deadweight	Attribution	Relative Importance
	193	TL 16.666	49%	32%	9
Conclusion	High	Mean	Mean	Mean	High

### Outcome 3: Improvement of social skills

Relevance Criteria	Yes	No	
Policy based performance	√		“Improvement of social skills” is 1 of 5 empowerment goals which means it’s relevant with Kızlar Sahada policy.
Stakeholder behavior and concerns	√		Stakeholders stated that they experienced this outcome as a consequence of attending the Football Schools.
Societal norms	√		All children, both girls and boys, are expected to be socially improved.
Direct short term financial Impacts		√	There was no short-term direct financial impact of this outcome.
Peer based norms		√	The Program is unique in terms of its content. So, it is not possible compare with any other program towards athletes aged 9-14.
Conclusion	√		

Significance criteria	Quantity	Value	Deadweight	Attribution	Relative Importance
	198	TL 16.666	55%	32%	9
Conclusion	High	Mean	High	Mean	High

### Outcome 4: Increase in self-awareness

Relevance Criteria	Yes	No	



Policy based performance	√		“Increase in self-awareness” is 1 of 5 empowerment goals which means it’s relevant with Kızlar Sahada policy.
Stakeholder behavior and concerns	√		Stakeholders stated that they experienced this outcome as a consequence of attending the Football Schools.
Societal norms		√	Children, both girls and boys, are not expected to decide their career between those ages (9-14).
Direct short term financial Impacts		√	There was no short-term direct financial impact of this outcome.
Peer based norms	√		The Program is unique in terms of its content. So, it is not possible compare with any other program towards athletes aged 9-14.
Conclusion	√		

Significance criteria	Quantity	Value	Deadweight	Attribution	Relative Importance
	193	TL 137.575	53%	35%	8
Conclusion	High	Mean	High	Mean	High

### Outcome 5: Increase in sports knowledge

Relevance Criteria	Yes	No	
Policy based performance	√		“Increase in sports knowledge” is 1 of 5 empowerment goals which means it’s relevant with Kızlar Sahada policy.
Stakeholder behavior and concerns	√		Stakeholders stated that they experienced this outcome as a consequence of attending the Football Schools.
Societal norms		√	Children, both girls and boys, are not expected to empowered in cultural manner.
Direct short term financial Impacts		√	There was no short-term direct financial impact of this outcome.
Peer based norms	√		The Program is unique in terms of its content. So, it is not possible compare with any other program towards athletes aged 9-14.
Conclusion	√		



Significance criteria	Quantity	Value	Deadweight	Attribution	Relative Importance
	195	TL 16.666	51%	34%	9
Conclusion	High	Mean	High	Mean	High

### Outcome 6: Slowing Down of Their Development

Relevance Criteria	Yes	No	
Policy based performance		√	This outcome was not related to Visa-Kizlar Sahada Football Schools' policy. It is an unintended negative outcome.
Stakeholder behavior and concerns	√		Stakeholders stated that they experienced this negative outcome as a consequence of attending the Football Schools. Their parents verified the outcome.
Societal norms		√	The outcome is not relevant to societal norms.
Direct short term financial impacts		√	There was no short-term direct financial impact of this outcome.
Peer based norms		√	The Program is unique in terms of its content. So, it is not possible compare with any other program towards athletes aged 9-14.
Conclusion	√		

Significance criteria	Quantity	Value	Deadweight	Attribution	Relative Importance
	116	TL -12.919	50%	24%	7
Conclusion	High	Mean	High	Low	Mean

### Women Coaches

#### Outcome 1: Professional Development

Relevance Criteria	Yes	No	
Policy based performance	√		Professional Development is relevant with Kizlar Sahada policy as being align with Goal 5 and Goal 8.



Stakeholder behavior and concerns	√		Stakeholders stated that they experienced this outcome as a consequence engaging in the Football Schools.
Societal norms	√		It is an expected outcome for all coaches both men and women.
Direct short term financial Impacts	√		Women coaches are paid for their service. As they improved themselves, they continue to stay in the system so that they have a regular extra income.
Peer based norms		√	There are other women football clubs in each city where the Football Schools operates. According to girls, their parents, coaches and club managers other football clubs do not offer regular trainings and do not operate on the basis of grassroots perspective. So, players of those football clubs do not experience the same outcome.
Conclusion	√		

Significance criteria	Quantity	Value	Deadweight	Attribution	Relative Importance
	9	TL 125.187	44%	19%	9
Conclusion	High	Mean	Mean	Low	High

## Outcome 2: Professional Satisfaction

Relevance Criteria	Yes	No	
Policy based performance	√		The outcome is relevant with Kızlar Sahada policy. Women coaches could be role model for the Football Schools participants so women coach professional satisfaction is a dynamic message for girls.
Stakeholder behavior and concerns	√		Stakeholders stated that they experienced this outcome as a consequence engaging in the Football Schools.
Societal norms		√	The outcome is not relevant with societal norms.
Direct short term financial Impacts	√		Women coaches are paid for their service. As they achieved professional satisfaction, they continue to stay in the system so that they have a regular extra income.
Peer based norms		√	Female coaches can train both boys and girls. This gives a wider scale for comparison. Among the female coaches there are those who have worked for many



			years in different clubs, who have coached men's teams, who have coached adult football players. Female coaches can train both boys and girls. This gives a wider scale for comparison. Among the female coaches there are those who have worked for many years in different clubs, who have coached men's teams, who have coached adult football players. Considering the attribution rate of the change, it can be evaluated as no change has occurred in similar practices.
Conclusion	√		

Significance criteria	Quantity	Value	Deadweight	Attribution	Relative Importance
	4	TL 125.187	42%	0%	9
Conclusion	High	Mean	Mean	Low	High

### Outcome 3: Management Challenges

Relevance Criteria	Yes	No	
Policy based performance		√	This outcome is not relevant to Kızlar Sahada policy. It is an unintended negative outcome.
Stakeholder behavior and concerns	√		Stakeholders stated that they experienced this outcome as a consequence engaging in the Football Schools.
Societal norms		√	It is an expected outcome for any sports branch but not relevant to societal norms.
Direct short term financial Impacts		√	There was no short-term direct financial impact of this outcome.
Peer based norms	√		This negative outcome could occur any job, at any sports club and/or football club if same professional process would carry on.
Conclusion	√		

Significance criteria	Quantity	Value	Deadweight	Attribution	Relative Importance
	4	TL -83458	0%	0%	6
Conclusion	High	Mean	High (because its's	High (because its's a	High





			a negative outcome)	negative outcome)	
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## Football Clubs

### Outcome 1: Contribution to the club mission

Relevance Criteria	Yes	No	
Policy based performance	√		This outcome is directly relevant to Kızlar Sahada policy. Collaborated parties missions are same with Kızlar Sahada which is empowerment of girls through football.
Stakeholder behavior and concerns	√		Stakeholders stated that they experienced this outcome as a consequence engaging in the Football Schools.
Societal norms	√		Sports clubs are expected to empower youth
Direct short term financial Impacts	√		Cost saving was achieved by financial support to women coaches and delivered materials
Peer based norms	√		Other football clubs that are supported by corporations are able to accomplish their missions
Conclusion	√		

Significance criteria	Quantity	Value	Deadweight	Attribution	Relative Importance
	7	TL 460.350	46%	13%	8
Conclusion	High	Mean	High (because its's a negative outcome)	High (because its's a negative outcome)	High

### Outcome 2: Management Challenge of Time Period Between End and Beginning of The Football Schools

Relevance Criteria	Yes	No	
Policy based performance		√	This outcome is not relevant to Kızlar Sahada policy. It is an unintended negative outcome.



Stakeholder behavior and concerns	√		Stakeholders stated that they experienced this outcome as a consequence engaging in the Football Schools.
Societal norms		√	Not relevant to societal norms.
Direct short term financial Impacts	√		The football clubs have to compensate the 2-months gap period
Peer based norms		√	Mostly, sustainability of such programs is provided by sponsors. So, there are no gap occurrence between seasons.
Conclusion	√		

Significance criteria	Quantity	Value	Deadweight	Attribution	Relative Importance
	3	TL -517894	0%	0%	9
Conclusion	Mean	Mean	High (because its's a negative outcome)	High (because its's a negative outcome)	High

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

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

## F. Interview Questions

### One-on-One Interview Questions

1. How have you been involved in the Football Schools / collaborate with the Football Schools? What was the problem and the solution that you expected?
2. What did you contribute to involve in the Football Schools' activity / collaborate with the Football Schools activity (and how much)?
3. What activity/activities did you experience?
4. What changes have you experienced? What do you do differently as a result?
  - So, what happened next? / Tell me more / Why is that important to you?
  - What was the situation before you join the course / collaborate with the Program's activity (0-10 scale)
  - What is the situation now? (1-10 scale)
5. Were all the changes positive? If not, what were the negative changes?
6. Were all the changes expected or was there anything that you didn't expect that changed?
7. Do you think anyone else has experienced any changes as a result?



8. What would have happened to you if you hadn't been involved in the Football Schools activity/ collaborate with the Football Schools activity? Would you have experienced the same change? If yes, how much of it?
9. Did anyone else contribute to the change? How much?
10. Did you have to give up anything to take part in the activity?
11. Were you getting similar support from somewhere else?
12. How long did the change last for? Imagine you leave the Football Schools and we are 2 years or 5 years from now, do you think you'll still be experiencing the change?
13. How important was this change to you? (1-10 scale)
14. Value Game:
  - a. Imagine that you get (3 to 5) presents for your birthday/new year. Those presents should be for yourself and should be the things that are meaningful and important for you.
  - b. Please match the list of the things that are important to you and the changes you have experienced.
15. What would make the Football Schools more valuable to you?

## G. Survey Questions

### GENERAL INFORMATION

The purpose of this section is to provide information about you, as a participant of Visa-Kızlar Sahada football schools to obtain information about your views in general.

1. Your age
2. For how many years, including when you played with your friends at school or in the garden you play football?
  - Less than 1 year
  - 1-2 years
  - 3-4 years
  - 5-6 years
  - 7-8 years
  - Other (please specify)
3. How many years have you been playing for the club you're playing for now?
  - Less than 1 year
  - 1-2 years
  - 3-4 years
  - 5-6 years
  - 7-8 years
  - Other (please specify)
4. When you started playing football, were there any people around you who were surprised and said that football is a man's sport and you should prefer another sport?
  - Yes, some were surprised, but no one objected
  - Yes, there was some opposition, but my family supported me.
  - My family was against it, but they let me because i love them.
  - No, no one was surprised or opposed
  - Other (please specify)
5. The club of which you are an athlete
  - Seyhan Yildirim Sports Club Association
  - Ankara 1910 Sports Club



- Erzincan Youth Power Sports Club Association
  - Kayseri Women's Football Club
  - Kocaeli Women Football Club Association
  - Ordu Power Football Club Association
  - Soma Zafer Sports and Youth Club Association
  - Şanlıurfa Youth and Sports Club
6. How did you get involved in the club you are currently playing for?
- I was guided by my physical education teacher at school
  - We found it by researching myself/family
  - My coach invited me.
  - Other (please specify)
7. Do you have people in your family who play football or have played in the past?
- Yes, my brothers
  - Yes, my mum and/or dad
  - Yes, my relatives
  - No, I'm the only one in my family who plays football.
8. Did you have the opportunity to meet the girls in the field team?
- Yes
  - No.
9. How Visa-Kızlar Sahada Football Schools would be more valuable to you than they are now would it be? You can tick more than one option.
- Receiving trainings to learn what to do in case of injuries
  - To receive sports nutrition education
  - Meeting professional footballers
  - Meeting the teams within the scope of Visa-Kızlar Sahada Football Schools and playing matches among ourselves
  - Carrying out social activities with the teams within the scope of Visa-Kızlar Sahada Football Schools
  - Conditioning training
  - Elimination of material deficiencies
  - Other (please specify)

## CHANGES

The purpose of this section is to help you to become an athlete in the Visa-Kızlar Sahada Football Schools to identify the changes you have experienced. In this section, if you have not experienced the change you can tick the "none" option.

### Increased motivation to play football

10. Motivation to play football on your participation in Visa-Kızlar Sahada Football Schools Which of the following situations have you experienced that indicate that you have experienced change? you can tick more than one option.
- I attend training sessions regularly
  - I play ball every free moment
  - In addition to training, I also work on myself at home
  - My skills such as passing, tackling, shooting have improved compared to before
  - I used to get tired while running, now I can run for longer



- My muscles got stronger
  - I avoid unhealthy foods such as junk food
  - I see myself as an athlete
  - I have better ball control than before
  - Other (please specify)
  - None
11. At what point was the change in motivation to play football before joining the club within the scope of Football Schools? (Lowest 0 points, Highest 10 points)
12. At what point did you change your motivation to play football after joining the club within the scope of Football Schools? (Minimum 1 point, Maximum 10 points)
13. How many points would you rate the importance of the motivation to play football change that you experienced for you? (Minimum 1 point, maximum 10 points)
14. How much of the change in motivation to play football would you have experienced even if you had not participated in the Football Schools?
- I would experience it all
  - I would experience the obvious part
  - I'd experience half of it
  - I'd experience less than half of it.
  - I could never experience it
15. In which other ways could you have achieved motivation to play football even if you had not joined the club within the scope of Football Schools? You can tick more than one option.
- I could have played for the school team
  - I could have played for another football club
  - With my own efforts
  - Other (please specify)
16. Are there any other people/institutions, other than your team in the Football Schools, who contributed to the change in your motivation to play football?
- Yes
  - No
17. Who(s) other than your team contributed to this change? You can tick more than one option.
- Family members who do sports
  - My teachers at school
  - My friends at school
  - Other (please specify)
18. What is the contribution of other persons/institutions?
- To the whole
  - Significant part
  - Half
  - Less than half

### Valuation Of Change

19. Which item/experience from the list in the table below would you match the value/importance for you of the change in motivation to play football due to playing football within the scope of football schools? Please tick only 1 option.
- Crampon
  - 1 year internet



- Season tickets for football matches in turkey
- Smart watch
- iphone 14
- Macbook air / Asus Zenbook
- 1 week vacation in the Aegean/Mediterranean region
- Tickets for FIFA Women's World Cup matches
- Original GS/BJK/FB jersey
- Europe tour

### Increase in psychological resilience

20. Which of the following situations have you experienced that indicate that you have experienced a change in psychological resilience as a result of being a participant of Visa-Kizlar Sahada football schools? You can tick more than one option that suits you.
- Sometimes during training sessions and matches, there can be harsh speeches due to excitement. I take this with calmness, I am not angry
  - I don't lose concentration when I hear bad words from the stands
  - If I have a problem with my team-mates, I ask for support from my coach
  - Instead of getting upset when we lose a match, we need to prepare better for the next match I think
  - I used to get angry easily, now I'm calmer
  - I try to support my teammates when they get angry or demoralised
  - Other (please specify)
  - None of them
21. At what point was the change in psychological resilience before joining the club within the scope of Football Schools? (Lowest 0 points, Highest 10 points)
22. At what point did you change your psychological resilience after joining the club within the scope of Football Schools? (Minimum 1 point, Maximum 10 points)
23. How many points would you rate the importance of psychological resilience change for you? (minimum 1 point, maximum 10 points)
24. How much of the same change in psychological resilience would you have experienced if you had not joined the club as part of the football schools?
- I would experience it all
  - I would experience the obvious part
  - I'd experience half of it
  - I'd experience less than half of it.
  - I could never experience it
25. In which other ways could you have provided psychological resilience even if you had not joined the club within the scope of football schools? You can tick more than one option.
- I could have played for the school team
  - I could have played for another football club
  - With my own efforts
  - Other (please specify)
26. Are there any people/institutions, other than your team within the scope of football schools, who contributed to your psychological resilience change?
- Yes
  - No
27. Who(s) other than your team contributed to this change? More than one option you can tick.



- Family members who do sports
  - My teachers at school
  - My friends at school
  - Other (please specify)
28. What is the contribution of other persons/institutions?
- To the whole
  - Significant part
  - Half
  - Less than half
29. Which item/experience from the list in the table below would you match the value/importance of the change in psychological resilience due to playing football within the scope of football schools for you? Please tick only 1 option.
- Crampon
  - 1 year internet
  - Season tickets for football matches in turkey
  - Smart watch
  - iphone 14
  - Macbook air / Asus Zenbook
  - 1 week vacation in the Aegean/Mediterranean region
  - Tickets for FIFA Women's World Cup matches
  - Original GS/BJK/FB jersey
  - Europe tour

### **Improvement of social skills**

30. Which of the following situations have you experienced as a participant of Visa-Kızlar Sahada football schools that indicate that sports have improved your social aspect? You can tick more than one option that suits you.
- I know and follow successful women footballers
  - I believe that if I work regularly and disciplined, I will be a successful footballer
  - I trust my team-mates
  - My team-mates trust me
  - I learnt teamwork
  - I invite my friends in the neighborhood to play a match on the pitch or in the garden/street.
  - In our team, everyone takes it in turns to be team captain.
  - I encourage my girlfriends who want to play football but think they can't
  - Other (please specify)
  - None of them
31. At what point were your social knowledge and skills before joining the club within the scope of football schools? (minimum 0 points, maximum 10 points)
32. At what point did your social knowledge and skills improve after joining the club within the scope of football schools? (minimum 1 point, maximum 10 points)
33. How many points would you rate the importance of strengthening your social knowledge and skills? (minimum 1 point, maximum 10 points)
34. How much of the same social knowledge and skill development would you have experienced if you had not joined the club as part of the football schools?
- I would experience it all



- I would experience the obvious part
  - I'd experience half of it
  - I'd experience less than half of it.
  - I could never experience it
35. In which other ways could you have increased your social knowledge and skills even if you had not joined the club within the scope of football schools? You can tick more than one option.
- I could have played for the school team
  - I could have played for another football club
  - By doing a different sport
  - With my own efforts
  - Other (please specify)
36. Are there any people/institutions, other than your team within the scope of football schools, contributing to your increase in social knowledge and skills?
- Yes
  - No
37. Who(s) other than your team contributed to this change? You can tick more than one option.
- Family members who do sports
  - My teachers at school
  - My friends at school
  - Other (please specify)
38. What is the contribution of other persons/institutions?
- To the whole
  - Significant part
  - Half
  - Less than half
39. Which item/experience from the list in the table below would you match the value/importance for you of the change in social knowledge and skill increase due to playing football within the scope of football schools? Please tick only 1 option.
- Crampon
  - 1 year internet
  - Season tickets for football matches in turkey
  - Smart watch
  - iPhone 14
  - Macbook air / Asus Zenbook
  - 1 week vacation in the Aegean/Mediterranean region
  - Tickets for FIFA Women's World Cup matches
  - Original GS/BJK/FB jersey
  - Europe tour

### **Increase in sports knowledge**

40. Which of the following situations have you experienced that indicate that your sports knowledge has strengthened as a result of being a participant of Visa-Kizlar Sahada football schools? You can tick more than one option that suits you.
- I follow the achievements of successful famous female footballers
  - I follow the achievements of successful famous male footballers
  - I also follow successful athletes from other sports (volleyball, tennis, swimming, etc.)





- In our team, no one interferes with our preferences such as our hair and clothing, everyone respects each other.
  - I encourage my friends and family members who do not do sports for various reasons (such as age, weight, height, ability, etc.)
  - I want them to do sports in appropriate branches and encourage them to do so
  - Other (please specify)
  - None of them
41. At what point was your knowledge of sports before joining the club within the scope of football schools? (minimum 0 points, maximum 10 points)
42. After joining the club within the scope of football schools, at what point did your knowledge of sports improve? (minimum 1 point, maximum 10 points)
43. How many points would you rate the importance of the change of strengthening your sports knowledge for you? (minimum 1 point, maximum 10 points)
44. How much of the same change in strengthening your sports knowledge would you have experienced if you had not joined the club as part of the football schools?
- I would experience it all
  - I would experience the obvious part
  - I'd experience half of it
  - I'd experience less than half of it.
  - I could never experience it
45. In which other ways could you have strengthened your sports knowledge even if you had not joined the club within the scope of Football Schools? You can tick more than one option.
- I could have played for the school team
  - I could have played for another football club
  - By doing a different sport
  - With my own efforts
  - Other (please specify)
46. Are there any people/institutions that contribute to the strengthening of your sports knowledge, other than your team within the scope of football schools?
- Yes
  - No
47. Who(s) other than your team contributed to this change? You can tick more than one option.
- Family members who do sports
  - My teachers at school
  - My friends at school
  - Other (please specify)
48. What is the contribution of other persons/institutions?
- To the whole
  - Significant part
  - Half
  - Less than half
49. Which item/experience from the list in the table below would you match the value/importance of strengthening your sports knowledge due to playing football within the scope of football schools? Please tick only 1 option.
- Crampon
  - 1 year internet
  - Season tickets for football matches in turkey



- Smart watch
- iPhone 14
- Macbook air / Asus Zenbook
- 1 week vacation in the Aegean/Mediterranean region
- Tickets for FIFA Women's World Cup matches
- Original GS/BJK/FB jersey
- Europe tour

### Increase in self-awareness

50. Which of the following situations have you experienced as a participant of Visa-Kızlar Sahada football schools, which indicate that you have changed in terms of the field you want to study and your career preferences? You can tick more than one option that suits you.

- Seeing my technique improve in football gave me courage for the future
- I can now set clear goals
- I aim to be a national team player
- I want to go to a sports high school
- I think being a footballer can be a professional profession
- I have the goal of becoming a professional footballer
- I look up to my coach and I want to be a coach too
- I think there are many areas and opportunities for a career in football and other sports
- I don't have to choose between playing football and continuing my education in a different field. I think I can balance the two.
- Other (please specify)
- None of them

51. At what point was the clarity of your educational and professional goals before joining the club within the scope of football schools? (minimum 0 points, maximum 10 points)

52. At what point has the clarity of your educational and professional goals become clearer after joining the club within the scope of football schools? (minimum 1 point, maximum 10 points)

53. How many points would you rate the importance for you of clarifying your educational and professional goals? (minimum 1 point, maximum 10 points)

54. How much of the same change in education and clarification of your professional goals would you have experienced if you had not joined the club as part of the football schools?

- I would experience it all
- I would experience the obvious part
- I'd experience half of it
- I'd experience less than half of it.
- I could never experience it

55. If you had not joined the club as part of the football schools, in which other ways could you have clarified your educational and professional goals? You can tick more than one option

- I could have played for the school team
- I could have played for another football club
- I could have counselled my family
- I could consult my teachers at school
- Other (please specify)

56. Are there any people/institutions, other than your team in the football schools, who contributed to the clarification of your educational and professional goals?

- Yes



- No
57. Who(s) other than your team contributed to this change? You can tick more than one option.
- Family members who do sports
  - My teachers at school
  - My friends at school
  - Other (please specify)
58. What is the contribution of other persons/institutions?
- To the whole
  - Significant part
  - Half
  - Less than half
59. Which item/experience from the list in the table below would you match the value/importance for you of the clarification of your educational and professional goals as a result of playing football within the scope of football schools? Please tick only 1 option.
- Crampon
  - 1 year internet
  - Season tickets for football matches in turkey
  - Smart watch
  - iPhone 14
  - Macbook air / Asus Zenbook
  - 1 week vacation in the Aegean/Mediterranean region
  - Tickets for FIFA Women's World Cup matches
  - Original GS/BJK/FB jersey
  - Europe tour

### Slowing Down of Their Development

60. Depending on whether you are a participant of Visa-Kızlar Sahada football schools which of the following situations have you experienced that indicate that you have experienced situations that are appropriate for you? You can tick more than one option.
- I can't keep up with them because i train with friends who are more advanced than me
  - I find it difficult to improve myself because i play with friends at a lower level than myself
  - Due to the small number of teams, matches are not organised, which slows down our development
  - Other (please specify)
  - None of them
61. How many points would you rate the importance of not slowing down our development? (minimum 1 point, maximum 10 points)
62. If you had not joined the club as part of the football schools, how many of the situations that slowed down our progress would you have experienced?
- I would experience it all
  - I would experience the obvious part
  - I'd experience half of it
  - I'd experience less than half of it.
  - I could never experience it
63. Even if you had not joined the club within the scope of football schools, in which other areas would you have encountered situations that caused your progress to slow down? You can tick



more than one option

- School team
- At another football club
- In a club of another sport
- Other (please specify)

64. Are there any other people/institutions, other than your team in the football schools, responsible for the slowdown in our arrival?

- Yes
- No

65. Who(s) other than your team contributed to this unfavourable situation? You can tick more than one option.

- Disruption of our training due to weather conditions
- Not being able to attend training sessions regularly due to my responsibilities at home and school
- I cannot attend training sessions regularly because the club is too far from home
- Other (please specify)

66. What is the contribution of other persons/institutions?

- To the whole
- Significant part
- Half
- Less than half

67. Which item/experience from the list in the table below would you match **the value/importance** for you of **avoiding** the negativity of slowing down of your development **due to** your participation in the Football Schools? Please select only **1 option**.

- Crampon
- 1 year internet
- Season tickets for football matches in turkey
- Smart watch
- iPhone 14
- Macbook air / Asus Zenbook
- 1 week vacation in the Aegean/Mediterranean region
- Tickets for FIFA Women's World Cup matches
- Original GS/BJK/FB jersey
- Europe tour

**OTHER**



68. Have you experienced any other changes, positive or negative, other than the changes in the survey?
- Yes
  - No
69. Please indicate the change you have experienced
70. In order to better understand the change, you are experiencing, please briefly explain the situation before joining Football Schools
71. How many points do you express the importance of change for you? (Lowest 1 point, highest 10 points)
72. At what point was the change you observed before you joined Football Schools? (0 is the lowest, 10 is the highest)
73. At what point did the change you observed reach after you joined Football Schools? (1 is the lowest, 10 is the highest)
74. How much of the same change would you have experienced if you had not joined the club as part of the football schools?
- I would experience it all
  - I would experience the obvious part
  - I'd experience half of it
  - I'd experience less than half of it.
  - I could never experience it
75. What were the different ways to achieve the same change for you?
76. Are there any other people/institutions that contribute to this change, other than football schools?
- Yes
  - No
77. Who else(s) contributed to this change?
- Family members who do sports
  - My teachers at school
  - My friends at school
  - Other (please specify)
78. What is the contribution of other persons/institutions?
- To the whole
  - Significant part
  - Half
  - Less than half
79. Which item/experience from the list in the table below would you match the value/importance for you of the change as a result of playing football within the scope of football schools? Please tick only 1 option.
- Crampon
  - 1 year internet
  - Season tickets for football matches in turkey
  - Smart watch
  - iPhone 14
  - Macbook air / Asus Zenbook
  - 1 week vacation in the Aegean/Mediterranean region
  - Tickets for FIFA Women's World Cup matches
  - Original GS/BJK/FB jersey
  - Europe tour



## H. SROI CALCULATION

### Calculation of the Impact

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

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

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

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

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

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

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

### Calculating Social Return on Investment

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

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

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

r = discount rate (The official data from the Central Bank of Turkey is used)<sup>18</sup>

SROI RATIO = Present Value / Value of Inputs

Net SROI RATIO= Net Present Value / Value of Inputs

The source of the formulas' is The SROI Network guide book<sup>19</sup>. **When the related values are inserted in the formula, the SROI ratio is calculated as 1:7,24**

<sup>18</sup><http://www.tcmb.gov.tr/wps/wcm/connect/TCMB+TR/TCMB+TR/Main+Menu/Para+Politikasi/Reeskont+ve+A+vans+Faiz+Oranlari>

<sup>19</sup> A guide to Social Return on Investment, January 2012, The SROI Network

