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### Vehbi Koç Foundation Disaster Fund Social Return on Investment - 2023-2024 Period

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Chief Executive Officer  
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**VEHBİ KOÇ FOUNDATION  
DISASTER FUND SOCIAL  
RETURN ON INVESTMENT  
2023-2024 PERIOD  
EVALUATION REPORT**

FEBRUARY 2025

This evaluative Social Return on Investment - SROI report was prepared between April 2024 and February 2025 and is based on research conducted through literature review, desk research, face-to-face, online interviews and survey analysis with Vehbi Koç Foundation (VKV) Disaster Fund beneficiary target groups and programme stakeholders.

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## 1. Executive Summary

Major disasters such as earthquakes affect human life in many different dimensions in the short, medium, and long term. Eliminating or at least minimising these profound impacts requires a significant effort along with financial resources, such as coordination, flexibility, ability to act quickly, and sustainable strategy.

Children and young people are among those who are directly or indirectly affected by earthquakes and natural disasters. In addition to the difficulties caused by the earthquake, children and young people have difficulty imagining what these sudden changes will cause, negatively affecting their well-being. All young individuals, from the youngest ones to university students, who have experienced the fear of an earthquake have to face the uncertainties and difficulties brought by the post-earthquake period.

Education is children's most fundamental right, regardless of disaster or periods of stability. Vehbi Koç Foundation established the Vehbi Koç Foundation (VKV) Disaster Fund with the support of Koç Group companies and employees immediately after the earthquake that deeply affected a large region in Türkiye. The VKV Disaster Fund is an example of a fund with broader support and a holistic approach that includes education, aiming to support the well-being of children aged 0-18 living in Hope Cities established in Adıyaman, Hatay, İskenderun, Kahramanmaraş, and Malatya, and helping them realise their maximum potential.

This evaluative report includes the Social Return on Investment (SROI) analysis of the investments made for scholarship and tutoring support provided under the Vehbi Koç Foundation Disaster Fund between July 1, 2023, and August 31, 2024. The two main objectives of this analysis are to facilitate impact-oriented decision-making by management to increase the value created and to be accountable and transparent to funders and external stakeholders. The report has been prepared to understand which stakeholders are impacted by the fund and how much, and to support decisions to maximise positive impacts and the management of value created in line with these findings. It is recommended that the findings be used for internal management purposes and shared with external stakeholders.

There is another benefit of this report for the impact community in Türkiye, who would like to increase their impact thinking, impact measurement and management capacity, which is being able to witness the process of the analysis. This report was written to show all the processes transparently step by step needed to understand what to measure, how to measure, how and when to make the necessary judgements and decisions based on data to increase social value for stakeholders. One could easily understand the SROI analysis process and the thinking behind it by following the chapters and how the content has evolved in each step.

The SROI analysis was conducted using the Social Return on Investment (SROI) methodology, social impact management, and social value principles, following relevant international standards. The methodology was applied to understand and

account for the social value created in the lives of stakeholders as a result of the activities. A monetary value was created and compared with the investment made.

The analysis resulted in calculating the ratio of the social value created per amount of investment as **24,61**. However, the sensitivity analysis revealed a range for the SROI ratio. **Specifically, under various tested scenarios, the SROI ratio was found to vary between 1:7,97 and 1:30.19.** This range shows that even with careful adjustments to assumptions, the program consistently delivers significant positive social benefits. This transparent presentation of the sensitivity analysis helps to understand potential variability more clearly, and confidence in the overall value proposition identified is strengthened.

<b>Total Present Value (PV)</b>	<b>982.740.219,14</b>
<b>Net Present Value (PV minus the investment)</b>	<b>942.814.976,14</b>
<b>Social Return (Value per amount invested)</b>	24,6129,76

The support provided under the VKV Disaster Fund included monthly scholarships for high school and university students, free exam preparation courses (tutoring) for middle and high school students, and graduates delivered by local tutoring centers, stationery and book sets for children, psychosocial support, and exam counselling. **The primary beneficiaries** of the Disaster Fund were children and youth aged 0-18 living in Hope Cities. **Secondary beneficiaries** included parents, tutoring centre teachers and managers, VKV headquarters employees, and field staff in Hope Cities.

As a result of the SROI analysis, it was determined that a social return of 24.61 TL was obtained for every 1 TL investment. The ratio is high therefore the risks of overvaluing was carefully evaluated and regarding the context of the activity, considered as reflecting the social value experienced by the stakeholders. This result shows that the VKV Disaster Fund has created a significant positive social impact. Positive changes that stakeholders have experienced include increased hope for the future, improved academic performance and self-confidence, decreased stress and anxiety, increased economic sense of security, and a greater sense of freedom. In addition, the psychological well-being of students, their parents, and teachers has been improved.

Some challenges and risks were also identified during the analysis. A small percentage of students experienced more stress due to increased expectations. In addition, field staff reported an increased sense of exhaustion/compassion fatigue.

The recommendations based on the findings of the SROI analysis, are shared in detail at the end of the report. However, the author wants to highlight here the need for a more complex understanding of academic success. The students supported by the Disaster Fund are considered as disadvantageous due to experiencing enormous natural disaster but have also experienced COVID with its online limited education, usually come from low social capital backgrounds and have had limited access to

quality education and support. Disaster Fund support helps them remain in education and increase their educational goals, however overcoming all these conditions and competing with their more advantageous peers may require further support. Therefore, their success should not be benchmarked against the exam success but considering the progress they have made.

In conclusion, the VKV Disaster Fund has created a significant positive social impact on the lives of people affected by the Kahramanmaraş earthquakes. SROI analysis provides information to improve the Fund's effectiveness, ensure accountability, and promote sustainable positive change in impacted communities.

## **2. Background and Purpose of the Social Return on Investment Analysis**

### **2.1 Background**

Extraordinary circumstances such as earthquakes, disasters, and pandemics, which disrupt the natural flow of life and halt socio-economic and socio-cultural activities, may appear to be events of natural and/or physical character. However, when their economic and political causes, consequences, and impacts are considered, they are essentially social phenomena.

Therefore, post-disaster processes where physical damage and social disruption are intertwined should be addressed around social policy, inequalities, civil society, disaster, and crisis management (Firat 2022). According to Elliott's (2010) model, which provides a conceptual framework for steps to be taken after disasters, social service interventions in response to catastrophe fundamentally encompass social investment, economic participation, political empowerment, and humanitarian investment. When examining these headings, social aids provided from public or private funds after an earthquake disaster can be cited as an example of economic participation intervention (Tapan, 2023).

Major disasters such as earthquakes affect human life in many different dimensions in the short, medium, and long term. Eliminating or at least minimising these profound impacts requires a great effort, along with financial resources, coordination, rapid action, good identification of changing problems and needs, implementation of the right solutions, flexibility, cooperation, and sustainability. The risk of being exposed to disasters and encountering such hazards is relatively high in Türkiye. Earthquake, one of the most frequently experienced disasters in the country's geography, is a natural and social event that causes significant loss of life and property and causes individual and social destruction (Firat 2022).

Children and young people are among those who are directly or indirectly affected by earthquakes and natural disasters. In addition to the difficulties caused by the earthquake, children and young people have difficulty imagining what these sudden changes will cause in their lives, negatively affecting their well-being. How these difficulties affect children, and young people differently depends on their age.



However, all young individuals, from the youngest ones to university students who have experienced the fear of an earthquake, have to face the uncertainties and difficulties of the post-earthquake period.

Young people and children face the loss of both their daily routine and safe and secure living environments, such as home, school, and hospital. The displacement of children and young people after disasters leads to a series of negative consequences, including temporary inability to attend school, a significant decline in school enrollment rates, children taking on domestic chores, care and responsibilities, children taking parental roles after losing or being separated from their parents, and an increase in child labor (Müderrisoğlu 2024).

Education is children's most fundamental right, regardless of disaster or periods of stability. Continuing education is vital for their psychological and social development.<sup>1</sup> School, which should be one of the most stable elements in the lives of young people and children, fills the lack of a safe social and physical environment in times of crisis, enables them to quickly return to life, supports the normalisation and the development of skills.

Research on children indicates that post-disaster child protection efforts should address needs such as access to education and well-being, guidance from adults like family members and relatives, and access to quality education (Zakour 2010).

Disasters can pose a significant threat to the developmental progress of children and adolescents, but a multi-systemic approach and interventions aimed at recovery can mitigate this threat. Intervention strategies facilitating interaction between individuals, families, communities, civil society efforts, and government systems after Hurricane Katrina have enhanced children's and adolescents' schooling, academic development, well-being, and self-efficacy (Gilkey 2010). The 2015 Nepal earthquakes critically affected four key areas that are closely related to educational activities: mental health, changes in child labour, infrastructure damage, and poverty. A severe decline in school attendance and motivation rates was found, especially among girls, children aged 15-18, and children from families with low socioeconomic income (Basnet 2018). While such studies conducted in various geographies after the disaster show that continuous financial support, such as scholarships, should be sustained together with psychosocial support. Some other studies (School attendance report in post-disaster Bangladesh, Akram 2012) have shown that the short duration of these supports negatively affects the development in the field of education.<sup>2</sup>

In Türkiye, financial resources were mobilised for different needs, and special earthquake funds were established. In the aftermath of the Kahramanmaraş earthquakes on February 6, 2023, which were referred to as the 'disaster of the century,' interventions addressing problem areas across the country started immediately. They continued through the efforts and collaborations of the private

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<sup>1</sup> <https://theirworld.org/news/safe-schools-getting-children-back-into-education-after-natural-disaster/>

<sup>2</sup> <https://www.mdpi.com/2227-7102/11/8/371>,  
[https://inee.org/sites/default/files/resources/RDB\\_Akram\\_et\\_al.\\_Field\\_Report.pdf](https://inee.org/sites/default/files/resources/RDB_Akram_et_al._Field_Report.pdf)

sector, civil society, social initiatives, public institutions, international organizations, universities, volunteers, and individuals. Field observations conducted locally by various national and international institutions and organisations have emphasised the urgency of permanent financial aid, infrastructure, shelter, health, education, and agricultural development support. As reported in the earthquake region, the fact that the destroyed and damaged schools could not provide services made it necessary to start an education mobilisation in cooperation with the civil society and the National Ministry of Education<sup>3</sup>. Schools and students lost educational materials, including stationery, buried under the rubble.

In the earthquake region, social impact actors and public institutions have implemented activities and support mechanisms in the container cities established. They are still ongoing and in various parts of the region. For example, *Support Foundation for Civil Society (STDV) Emergency Earthquake Fund, Turkish Philanthropy Fund (TPF) Türkiye Earthquake Fund, Foundation for the Support of Women's Work (KEDV) Women's Cooperatives Earthquake Support Fund, Education Volunteers Foundation of Türkiye (TEGV) Earthquake Studies Fund, Kale Group Community Support Programme* and many others.

The lives of different groups living in the earthquake zone were affected differently. Among these groups, the lives of children and young people living in the earthquake zone were turned upside down; many of them were deprived of their rights and suffered from a lack of access to their needs.

When considering that 16.7% of Türkiye's young population (18-29 years old), which amounts to 2.6 million individuals, and 21.3% of the child population (0-17 years old), totaling 4.8 million children, live in 11<sup>4</sup> provinces affected by the earthquakes, it becomes crucial to focus on initiatives targeting children and young people, who are among the most vulnerable groups affected by the disaster, in social investments made in the disaster region. According to the United Nations, people between the ages of 0 and 18 are considered children. As defined in TAPV's report '6 Şubat Depremlerinin Ardından Ergenler' (After the February 6 Earthquakes: Adolescents), adolescence is "a multi-dimensional period encompassing the ages of 10 to 19. It is characterized by the emergence of individualization, identity development, and self-esteem, involving physical, cognitive, behavioral, and psychosocial changes during the transition from childhood to adulthood."<sup>5</sup> UNICEF emphasised in the article published on the anniversary of the earthquake that, although great efforts have been

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<sup>3</sup><https://abdigm.meb.gov.tr/www/6-subat-depremlerinin-birinci-yilinda-yapilan-egitim-seferberligi/icerik/2163>, <https://ihhnl.org/wp-content/uploads/2023/06/Turkiye-Deprem-Magdurlarina-Yardimlari-Raporu-3.pdf>

<sup>4</sup><https://www.sbb.gov.tr/wp-content/uploads/2024/02/Kahramanmaras-ve-Hatay-Depremleri-Yeniden-Imar-ve-Gelisme-Raporu-1.pdf> (sy: 9)

<sup>5</sup> <https://www.tapv.org.tr/wp-content/uploads/2024/07/6-Subat-Depremlerinin-Ardindan-Ergenler.pdf> (p.4)

made to increase access to education, the education of many children living in the earthquake zone in Türkiye is still not at the desired level.<sup>6</sup>

According to the United Nations Population Fund (UNFPA)<sup>7</sup>, more than 1.1 million young people in the earthquake region are still in need. Research on the youth in Adıyaman, one of the 11 provinces affected by the earthquake, alone proves the magnitude of this need. According to the findings of the qualitative research conducted by the Solidarity People's Association (Dayanışma İnsanları Derneği) on the needs of young people, only 3.4% of young people stated that they had access to basic needs such as food, water, shelter, clothing and cleaning products in the first 6 months after the earthquake.<sup>8</sup> These data show us that the acute period in the first months after the earthquake has been overcome by young people and children. Still, the material and moral services and support provided during the adaptation process to the new life reality and order should be planned sustainably and uninterruptedly. They should continue on an organisational basis (Yıldırım, 2023). In the container cities established with this perspective, it is observed that schools have been opened or access to schools has become easier since the earthquake, and especially the activities for children aged 12 and above have become more qualified in the period. The opening of new individual and collective spaces for young people and children in container settlements with limited socialisation makes it possible to spend time with their peers, to develop academically, and to exist as individuals.<sup>9</sup>

There has been a concerted effort to normalise the lives of children and young people living in the earthquake zone who have been adversely affected, to restore their routines and return to education. Returning children and young people to school as soon as possible is about access to and retention in education and restoring a normality to their lives. For this purpose, physical conditions should be improved first, and physical material needs such as books, stationery, and clothes should be identified and provided. The support provided in the earthquake zone should be diversified according to the needs and should be able to respond to all aspects of education/training activities. The organisational structure of all this support for children and youth can be made flexible, continuous, and sustainable with a holistic approach.

In the 2023 data of the Education Monitoring Reports published annually by the Education Reform Initiative, a detailed assessment was made regarding the education dimension of the epidemics, climate crisis, and especially the situation after the Kahramanmaraş earthquake, under the title of education in the age of crises. The surveys conducted with various stakeholders in the region highlighted that the school

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<sup>6</sup><https://www.unicefturk.org/yazi/depremin-1-yili#:~:text=UNICEF%2C%202024%20y%C4%B1l%C4%B1nda%2C%20savunmas%C4%B1z%20durumdaki,hayat%C4%B1n%C4%B1%20bir%20anda%20alt%C3%BCst%20etti.>

<sup>7</sup> <https://turkiye.unfpa.org/tr/news/-deprem-sonrasinda-gencler-hayata-tutunmaya-calisiyor>

<sup>8</sup> <http://dayanismainsanlari.org/wp-content/uploads/2024/07/adiyaman-gencleri-deprem-sonrasi-ihityaclari-raporu.pdf>

<sup>9</sup> [https://sunaninkizlari.org/wp-content/uploads/2024/10/SK\\_DEPREM\\_RAPORU\\_2024\\_AGUSTOS.pdf](https://sunaninkizlari.org/wp-content/uploads/2024/10/SK_DEPREM_RAPORU_2024_AGUSTOS.pdf)

attendance rate for the 2022-23 academic year could not be accurately measured<sup>10</sup>, indicating that the tracking of students' enrollment was inadequate. It underlined the importance of this follow-up for the 2023-24 academic year and how education, as one of the most critical components of child protection, has an essential function in protecting children from abuse, early and forced marriages, child labour and preparing them for the present and future by increasing their knowledge and skills.

In the post-earthquake period, young people mainly express difficulties accessing employment, education, transport, social-cultural activities, and sports fields (Pay Association Youth-Hatay Report). The issue of returning to education and resuming their lives requires a holistic approach. Children and young people face obstacles arising from personal and external factors in accessing education, which is a fundamental right and a developmental necessity (Young Lives Foundation Report).<sup>11</sup>

Among the fund examples established for the education of children and young people for disaster-affected students, the following ones could be listed:

- "The Back to the Future Scholarship Fund" was established by the Turkish Education Foundation (TEV) for disaster-affected students who risk dropping out of their education.
- Community Volunteers Foundation (TOG), which contributed to educating young people affected by the earthquake, established "the Disaster Scholarship Fund"<sup>12</sup>.
- The Insurance Association of Türkiye established "the Insurance Association of Türkiye Scholarship Fund" in cooperation with TEV to educate young people affected by the earthquake.
- The İnci Foundation established the İnci Foundation's "Light to Dreams Scholarship Fund" in cooperation with TEV to contribute to the education of children affected by the earthquake.

**Vehbi Koç Foundation Disaster Fund is an example of a fund with broader support and a holistic approach that includes education by aiming to support the well-being of children between the ages of 0-18 living in Hope Cities established in Hatay, Kahramanmaraş, Adıyaman, Malatya, and İskenderun and to help them realise their maximum potential.**

The importance of providing long-term and sustainable support to young people affected by disasters is frequently emphasised.<sup>13</sup> In addition, the issue of a holistic approach needs to be re-emphasised. For example, the Mother Child Education Foundation (AÇEV) established child, parent, and women-friendly AÇEV Centres in

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<sup>10</sup> "The lack of compulsory attendance, difficulties in grade repetition and automatic enrolment in the next grade may have prevented the number of children who dropped out of education after the earthquake." For detailed information see: <https://www.egitimreformugirisimi.org/egitim-izleme-raporu-2023/>

<sup>11</sup> <https://genchayat.org/wp-content/uploads/2024/04/240330-EarthquakeReport.pdf>

<sup>12</sup> <https://www.tog.org.tr/toplum-gonulluleri-vakfi-afet-bursu-basin-bulteni-49>  
<https://www.tog.org.tr/en/disaster-studies>

<sup>13</sup> <https://www.fortuneturkey.com/turk-egitim-vakfi-deprem-sonrasi-genclerin-yanindageri-donecegiz>

Hatay-Defne, Gaziantep-Nurdağı, and Adıyaman to support the medium and long-term well-being of those affected by the earthquake. Vehbi Koç Foundation Disaster Fund differed from other funds in its holistic approach and scope at the fund level. Within the scope of the fund, activities and projects are planned to support children's well-being (meeting their physical, mental and emotional-social development needs, organising parent programmes) and to help children realise themselves and their maximum potential (identifying their interests, curiosity, orientation and academic needs, supporting students individually and through teachers and schools). In addition, the Vehbi Koç Foundation Disaster Fund sets an essential example of flexibility and continuity.

The aim is to continue the activities initiated within the Disaster Fund in the Hope Cities scope for at least two years. In this context, it is planned that the donations will be spent flexibly within the specified period by regularly assessing the changing needs of children and young people and the environmental conditions. Studies indicate that facilitating students' return to school requires a holistic approach aimed at improving physical and psychosocial conditions. This approach is evident in the activities of the Vehbi Koç Foundation Disaster Fund, which targets three student groups at the middle school, high school, and university levels. In this context, VKV's efforts to enhance students' physical and psychological well-being in the school environment and facilitate their attendance are notable. The fact that VKV will maintain a long-term physical presence in Hope Cities, providing support such as clothing support, stationery packages, resource textbooks for school lessons, and sets of storybooks, while also offering scholarships and tutoring support, can be considered among the sustainable and holistic post-disaster improvement initiatives. Additionally, VKV has supported families through various programs and projects and facilitated the work of other organizations in Hope Cities.

Özer's research showed that the factors that mitigated the effects of the earthquake on students were family, friends, teacher, civil society support, and school attendance. Students who returned to school shared positive feelings and experiences, such as the joy of reuniting with their friends, feeling happy and forgetting the earthquake, as well as remembering the destruction of the school and their dead teachers and friends (Özer 2024).

Children and adolescents who leave their familiar environment after an earthquake, move to a completely different setting, and interrupt their education face various short-term and long-term challenges and risk factors, including difficulties in adapting to new living environments, social isolation, attention deficit, anxiety, and depression (Pfefferbaum et al., 2015, Karabulut & Bekler 2029, Raccanello 2023, Lindell & Prater, 2003, Yavuz & Dikmen 2015). Gürbüz and Koyuncu (2023) pointed out that students who returned to school developed positive coping and emotion regulation skills for the negative emotions experienced in the earthquake and emphasised that educational support is essential in the recovery of children and young people. In this context, Sönmez (2022) suggested that the school can be seen and used as a psychosocial support centre in the post-disaster process. School friends are an essential social structural support besides non-governmental service providers,

family, and teachers, and improving school engagement with peer support is the most crucial way to protect and increase the well-being of children and youth.

Acar (2024) and Müderrisoğlu (2024) underlined that students who experience disruptions in their education are deprived of social support systems and socialisation opportunities and experience regression in physical, emotional, mental, and cognitive development areas compared to their peers who continue school.<sup>14</sup> Post-disaster education support should create an equitable environment for all children and youth with socio-economic conditions. In addition to educational activities, programmes that address all aspects, such as meeting economic, personal care, and basic needs, maintaining good health, and improving food conditions, can ultimately raise young people and children who are more positive, confident, and hopeful about the future (Müderrisoğlu, 2024).

## **2.2 Vehbi Koç Foundation (VKV)<sup>15</sup>**

Vehbi Koç Foundation, the first private foundation of the Republic of Türkiye, was established on 17 January 1969 by Vehbi Koç to revitalize the long-established but forgotten foundation tradition in Türkiye. Vehbi Koç Foundation, which started to operate in education, health, and culture, has set an example for philanthropists since its establishment. It has established facilities such as schools, dormitories, libraries, and clinics, and transferred them to the relevant public institutions. Vehbi Koç Foundation has initiated many pioneering educational, health, and cultural institutions on a non-profit basis.

Vehbi Koç Foundation has supported talented but underprivileged young people with educational scholarships since 1969, to provide equal opportunities in education. To date, Vehbi Koç Foundation have awarded the highest number of scholarships to university students from both public and private institutions. The number of students who have received scholarships, mainly from vocational high schools and universities, has exceeded 50.000.

Recognising the importance of education in sustainable development, Vehbi Koç Foundation has supported the establishment of many educational projects. With the goal of access to quality education, it has been implementing practices that have transformed education for 50 years.

Following the Gölcük Earthquake in 1999, Vehbi Koç Foundation launched the Vehbi Koç Foundation Disaster Fund to support citizens in geographies affected by any disaster in Türkiye. 6 February 2023, following the earthquake disaster that affected a wide geographical area in the country, donations made by Koç Group employees and matched by Group companies to the Vehbi Koç Foundation Disaster Fund are used to support the well-being of children aged 0-18 living in Hope Cities established in

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<sup>14</sup> [https://www.acev.org/wp-content/uploads/2024/08/ACEV\\_Afet\\_ve\\_Krizler\\_Caginda\\_Cocuk\\_Olmak\\_Calistayi\\_Raporu.pdf](https://www.acev.org/wp-content/uploads/2024/08/ACEV_Afet_ve_Krizler_Caginda_Cocuk_Olmak_Calistayi_Raporu.pdf)

<sup>15</sup> This section has been prepared by compiling information from VKV publications and website.



Hatay, Kahramanmaraş, Adıyaman, Malatya, and İskenderun, and to help them realise both themselves and their maximum potential.

### **2.3 Hope Cities**

After the 6 February earthquake disaster, Koç Holding, in coordination with Group Companies and Disaster and Emergency Management Authority (AFAD), established Hope Cities in 5 different locations, namely Hatay, Kahramanmaraş, Adıyaman, Malatya, and İskenderun, in which approximately 20 thousand people live, consisting of 5000 containers, and which stand out with their social living areas.

Education, employment, sports, and participation in social life were the focal points of the Container City projects named "Hope City", which were created in consultation with experts from different disciplines. The Hope City project model, which Koç Group companies implemented with an agile management approach, was created in collaboration with local and international institutions and non-governmental organisations.

Hope Cities have 11,340 m<sup>2</sup> of social facilities, approximately 25,000 m<sup>2</sup> of green areas, four schools, eight play centres and kindergarten classrooms, four libraries, 21 playgrounds, 21 sportive facilities, three amphitheatres, seven computer halls and technology workshops, and four kitchen workshops. In Hope Cities, support activities are carried out in social life areas with organisations including Vehbi Koç Foundation, Hand in Hand Education and Culture Association, Support to Life Association, Aid Foundation for Elementary Schools, Foundation for the Support of Women's Work, Suna'nın Kızları, Innovative Solutions for Sustainable Development Association, Tohum Autism Foundation, The Educational Volunteers Foundation of Türkiye and UN Women Türkiye.

In addition to Koç Holding, Arçelik, Ark İnşaat, Aygaz, Düzey, Ford Otosan, Koçfinans, Koçtaş, Koç Sistem, Koç Group Sports Club, Opet, Otokar, Otokoç Otomotiv, Sendeo, Tofaş, Tüpraş, TürkTraktör, Vehbi Koç Foundation, Yapı Kredi, Zer, and Koç School and Koç University from Vehbi Koç Educational Institutions contributed to the Container City project.

### **2.4 Vehbi Koç Foundation Disaster Fund Details and Objectives**

Vehbi Koç Foundation Disaster Fund, which was launched after the Gölcük Earthquake in 1999 to benefit society in the light of the vision of Vehbi Koç, the founder of Vehbi Koç Foundation, who said, "I exist if my country exists", was reactivated after the Kahramanmaraş Earthquake on 6 February 2023.

Accordingly, donations made to the Vehbi Koç Foundation Disaster Fund by Koç Group employees and matched by Group companies are used to support the well-being of children between the ages of 0-18 living in Hope Cities in Hatay, Kahramanmaraş, Adıyaman, Malatya, and İskenderun, and to help them realise their maximum potential. To ensure that the Vehbi Koç Foundation Disaster Fund is used

most effectively, an Advisory Board consisting of experts in education, culture, and health is in place.

### **Vehbi Koç Foundation Disaster Fund Scope**

Raising healthy, successful, and happy children is only possible by supporting children in three different areas of development (physical, mental, and emotional-social). Within the scope of the Vehbi Koç Foundation Disaster Fund, the following supports were prioritised for the children living in Hope Cities:

1. Supporting children's well-being (meeting physical, mental, and emotional-social development needs, organising parent programmes)
2. Helping children to realise themselves and their maximum potential (identifying their interests, curiosities, orientations, and academic needs, supporting students individually and through teachers and the school)

Activities for physical, mental, and emotional-social development of children are grouped as in Table 1.

**Table-1: Activities in the field of children's development**

<b>Physical Development</b>	<b>Mental/Cognitive Development</b>	<b>Emotional-Social Development</b>
Provision of Study/Study Area	Profession Introductions	Art Therapy
Access to the Internet	Mentoring	Guidance/Counselling
Improving the School Environment	Guidance/Counselling	Social Activities and Events
Merit Scholarships	Tutoring Support	Science, Art, Philosophy, Sports, and Environmental Activities



Awareness Raising Activities with Community Health Volunteers	Education Coaching	Koç Group Sports Club Sports Schools
Early Childhood and Adolescence Awareness Raising	Books and Storybooks	Music Education

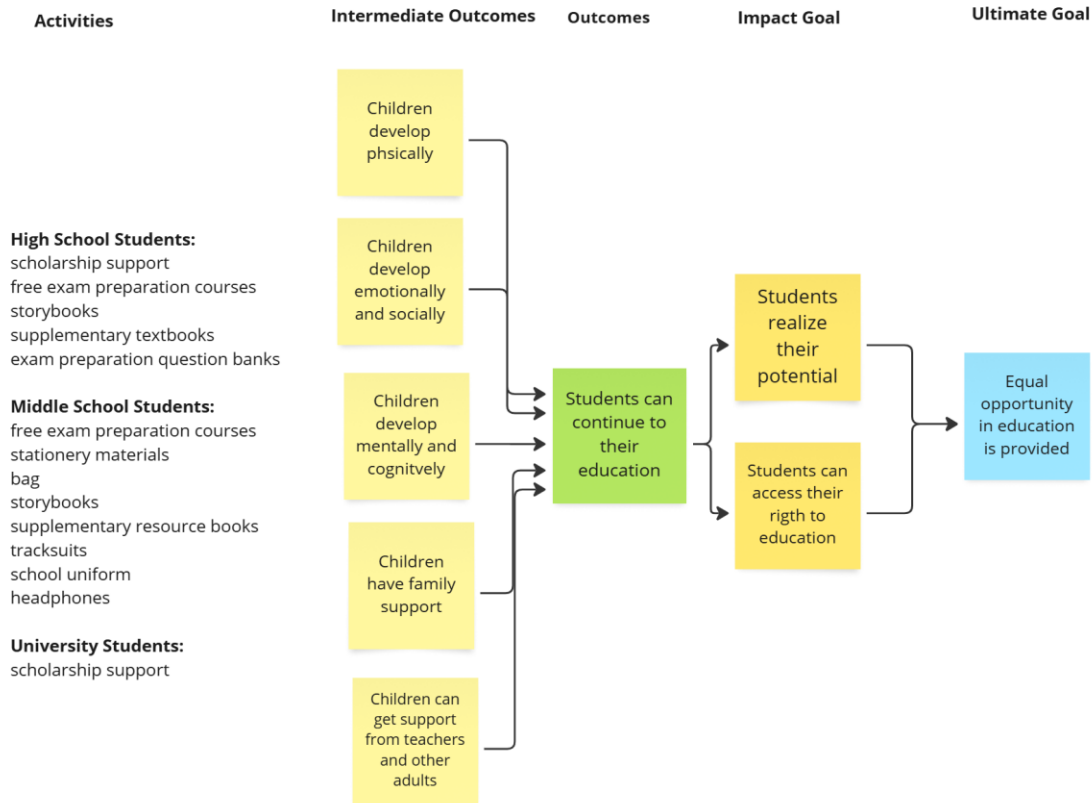
It is envisaged that the activities initiated within the scope of the Disaster Fund in Hope Cities will continue for at least two years. In this context, it is planned that the donations will be spent flexibly within the specified period by regularly evaluating the changing needs of the children and the conditions in the environment.

Within the scope of the Vehbi Koç Foundation Disaster Fund, more than 2,000 stationery packages and more than 4,000 book sets consisting of textbooks and reading books were distributed to children residing in Hope Cities. The Vehbi Koç Foundation provided sports shoes for the sports schools opened by the Koç Group Sports Club in different branches in Hope Cities.

In addition, 215 students residing in Hope Cities were provided with scholarship, and 351 students preparing for university exams were provided with free exam preparation courses (tutoring) from well-known tutoring centres in the regions. The development of young people was closely monitored.

#### **2.4.1 Vehbi Koç Foundation Disaster Fund: Theory of Change**

On 19 April 2024, the Vehbi Koç Foundation Disaster Fund's theory of change was developed with the Vehbi Koç Foundation Team. This study defined the positive outcomes expected with the Disaster Fund and its impact goal.



## 2.5 Scope of the analysis

**Time:** Within the scope of the Social Return on Investment (SROI) analysis, the activities covering the period of 1 July 2023 and 31 August 2024 of Vehbi Koç Foundation Disaster Fund are evaluated.

The scholarship support is a part of the support that was provided. The report evaluated the tutoring support as well as a part of the support provided by the fund. That is why the scope is broader than the scholarship payment period.

**Programme Activities:** The programme activities evaluated within the scope of the analysis are as follows:

- **Free Exam Preparation Courses (tutoring)-** Middle and high school students living in Hope Cities who are preparing for the exam were supported to attend exam preparation courses offered by the contracted tutoring centers in the cities where they live, free of charge (November 2023 - May 2024).
- **Scholarship Support -** High school and university students living in Hope Cities were financially supported with monthly scholarships. The scholarship amount was paid to the bank account opened in the student's name in specific periods (10 months between September 2023 and June 2024).

- **Material Support** - Stationery packages including storybooks, supplementary textbooks, exam preparation question banks, stationery materials, bags, supplementary resource books, school uniforms, tracksuits, headphones, etc., and a book set of textbooks and reading books were distributed to children living in Hope Cities. In addition, sports shoes and raincoats were provided to children attending sports schools organised by Koç Group Sports Club in different branches in Hope Cities.

**Purpose of the analysis:** The primary purpose of the SROI analysis is to understand and evaluate the impact and social value created for stakeholders by Vehbi Koç Foundation activities. A reference point has been set in light of the data and assessments obtained through this analysis. The SROI analysis will contribute to planning activities that will continue in 2024 and the following years to create a more positive impact based on this reference point. It will be possible to determine the impact targets by looking at this reference point while planning the following years, and then the program's success will be evaluated more clearly.

### 3. Methodology

The analysis is based on the social return on investment (SROI) methodology. The primary purpose of applying the SROI methodology is to understand and account for the social value created in the lives of stakeholders due to activities by assigning financial value to the social value created, allowing the social value created to be compared with the investment made.

The SROI assessment consists of the following stages:

1. Establishing the scope and identifying stakeholders
2. Mapping of outcomes
3. Evidencing (measuring) outcomes and giving them value
4. Impact calculation
5. Calculation of SROI
6. Reporting and using data for decision-making

As mentioned in the executive summary, this report transparently shows the process of the SROI analysis, with the aim to increase the capacity of social impact actors in Türkiye so that they can see all the steps to follow to create more social value for the stakeholders. Accordingly, the research methodology and stages are also aligned with this approach. Every finding in each step is the input of the next steps, and the content and decisions evolve based on impact data.

The SROI analysis was conducted by applying the Social Value Principles.<sup>16</sup>

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<sup>16</sup> The Principles of Social Value - Social Value International. <https://www.socialvalueint.org/principles>

**Table-2: Social Value Principles**

<b>Involve stakeholders</b>	Inform what gets measured and how this is measured and valued in an account of social value by involving stakeholders.
<b>Understand what changes</b>	Articulate how change is created and evaluate this through evidence gathered, recognising positive and negative changes and those that are intended and unintended.
<b>Value the things that matter</b>	Making decisions about allocating resources between different options needs to recognise stakeholders' values. Value refers to the relative importance of different outcomes. It is informed by stakeholders' preferences.
<b>Only include what is material</b>	Establish the boundaries of what information and evidence must be included in an account of value to give a true and fair picture, and one that is based on the evidence from stakeholders, so decisions taken focus on the changes that matter.
<b>Do not overclaim</b>	Only claim the value that activities are responsible for creating
<b>Be transparent</b>	Demonstrate the basis on which the analysis may be considered accurate and honest, and show that it will be reported to and discussed with stakeholders.
<b>Verify result</b>	Ensure appropriate verification of results in line with the decisions being supported. In cases where results are being reported to external audiences and/or are supporting significant decisions, independent assurance is required.

<b>Be responsive</b>	Pursue optimum social value based on decision making that is timely and supported by appropriate accounting and reporting.
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**The social impact analysis aimed to reveal the impact of the support provided in Hope Cities within the scope of the VKV Disaster Fund on different target and participant groups. In this study, focus group interviews were conducted first, and the changes experienced by the stakeholders were identified. Then, surveys were applied to various stakeholder groups to understand the extent of the changes experienced.**

Interviews were conducted face-to-face in the field with the students and parents who benefited from the support, teachers and managers of the tutoring centers and representatives of non-governmental organisations. VKV headquarters employees and field coordination coordinators (field workers) participated in the interviews online. Online interviews were conducted through the Zoom platform. Before the focus group interviews face to face, the VKV team and Hope Cities field workers informed the interview participants by phone. At the beginning of the focus groups, the purpose of the study was explained, interviews were recorded with the participants' permission, and detailed notes were taken by listening to the participants simultaneously.

**Focus Group Interviews:** Focus group interviews were planned for each target group. Stakeholders who benefited from the support provided under the Disaster Fund (students of different age groups, graduates, parents, teachers, and managers of the Tutoring Centers, and representatives of civil society organisations) were interviewed, and a total of 137 participants were interviewed in each of the five provinces. Following the field visits, online focus group discussions continued. University students, the VKV headquarters team, field workers in Hope Cities, and Koç Group Companies of employees participated in these interviews. A total of 31 people participated in the interviews with each stakeholder group. A total of 168 people participated in all interviews with different stakeholders.

Participant comments and interviews in the focus group interviews were shared anonymously, and a letter code was randomly assigned in the report. The quotations are coded as participant X and participant B. In this way, seeing more than one quotation from the same person will be possible.

The interviews conducted in the five provinces are presented in Table-3 below.

**Table-3: Data collection tool - focus group interviews**

<b>Data Collection Tool: Focus Group Interviews</b>			
<b>City</b>	<b>Stakeholder group</b>	<b>Number of people interviewed</b>	<b>Total population</b>
<b>Kahramanmaras</b>	8th-grade students	11	36
	12th-grade students and graduates	10	59
	Parents	7	-
	Tutoring Centre managers	1	1
	Tutoring Center teachers	1	20
	<b>Total</b>	<b>30</b>	116
<b>Adiyaman</b>	8th-grade students	5	14
	9th-grade students	1	11
	10th-grade students	2	7
	12th-grade students and graduates	6	26
	Parents	10	-
	Tutoring Centre managers	1	1
	Tutoring Center teachers	2	23
	<b>Total</b>	<b>27</b>	82
<b>Malatya</b>	8th-grade students	4	12
	9th-grade students	1	9

	10th-grade students	1	12
	11th-grade students	1	10
	12th-grade students and graduates	2	19
	Parents	4	-
	Tutoring Center managers	1	1
	Tutoring Center teachers	4	37
	<b>Total</b>	<b>18</b>	100
<b>İskenderun</b>	7th-grade students	1	3
	8th-grade students	2	8
	12th-grade students and graduates	7	14
	Parents	12	-
	Tutoring Center managers	2	2
	Tutoring Center teachers	2	20
	<b>Total</b>	<b>26</b>	47
<b>Hatay</b>	8th-grade students	6	25
	11th-grade students	5	12
	12th-grade students and graduates	6	23
	Parents	10	-
	Tutoring Center managers	1	1

	Tutoring Center teachers	1	35
	<b>Total</b>	<b>29</b>	96
From all five cities	University students (scholarship holders)	7	50
From all five cities	NGO representatives	7	N/A
From all five cities	VKV field workers	6	11
İstanbul	Koç Group of Companies employees	12	N/A
İstanbul	VKV headquarters team	6	6
<b>Total</b>		<b>168</b>	441

Total population, and city-based population of parents was not provided here, in this table, and explanation about this was given later in the report. The semi-structured focus group interview questions were based on a set of open-ended questions aiming to explore the experience of the stakeholders. All questionnaires will be shared as an annex. The analysis of the qualitative data informed the quantitative stage of the analysis.

**Social Impact Assessment Survey:** Within the scope of the impact assessment study of the support provided under the VKV Disaster Fund, a social impact assessment questionnaire was applied to the beneficiaries, students, parents, teachers and managers of the Tutoring Centers, VKV field coordination team (field workers) and VKV İstanbul team (headquarters team) regarding the changes they have experienced. In this survey, separate question forms were prepared for each target group.

**In the questionnaires, the target groups benefiting from the support provided in Hope Cities were asked about the knowledge, awareness, and skill levels of the changes they experienced before and after receiving the support.**

In the survey questions consisting of indicators and outcomes, the scale, depth, and amount of relevant and important outcomes were asked, and the relative importance of outcomes for each stakeholder group was identified. In the data analysis section of the report, the preferred 5-point Likert scales are explained in detail, and the scales used for each questionnaire and their ratings are shared. The questionnaires were prepared according to the social impact management question framework to understand the change (planned and unplanned, positive and negative) experienced by the project stakeholders.



While preparing the questionnaire, the aim was to create a general set of questions to understand the outcomes. In addition, it aimed to obtain comprehensive information about the changes for each impact dimension with as few questions as possible, to complete the data collection process in the most effective and shortest time without distracting the focus of the respondent.

Some data was collected face-to-face through the tool (Qualtrics) used by Koç University. The one-to-one survey was implemented in the field, and data were collected. The survey forms were completed by students and parents with the help of the researcher. Details are shared in Table-4.

**Table-4: Data collection tool – questionnaire**

<b>Data Collection Tool: Questionnaire</b>	
<b>Stakeholder group</b>	<b>Number of people participating in the survey</b>
Middle school students benefiting from tutoring support	35
High school students and graduates benefiting from scholarships and/or tutoring	91
University students benefiting from scholarship support	35
Parents of students benefiting from scholarships and/or tutoring	108
Tutoring Center managers and teachers	36
Vehbi Koç Foundation Headquarters employees	2
Field workers in Hope Cities	11
<b>Total</b>	<b>318</b>

**Literature Review and Desk Research:** Literature review was conducted in every stage of the analysis. First, literature review supported the background information to understand the situation and what happens to stakeholders in similar disaster times. Additionally, relevant experiences of other projects and research are used to understand the background. Second, the literature review was used to support and understand better the chain of events expressed by the interviewed stakeholders during the qualitative research. The findings of the research and analysis was supported by the literature review. For instance, students receiving tutoring support expressed being more positive and hopeful about the future during the qualitative

interviews, which was determined as a well-defined outcome. There are studies and analyses in the literature on the importance of positive attitude/optimism and hopefulness about the future during adolescence. Third, the literature review was also used to support the findings during the impact calculation. For instance, during the analysis, no displaced outcomes or stakeholders who could experience them were observed. The literature review also does not indicate a risk of displacement in similar contexts. Additionally, desk research was conducted to find relevant financial proxies in some cases.

**Field Observations:** Field observation was a critical complementary part which enriches this social impact analysis. Every Container City was visited twice, once during the qualitative data collection and later during the quantitative data collection stages. Lastly, two Container Cities were visited a third time for the value game with parents and students. These field visits provided a high level of contextual understanding, validation, and helped to capture non-verbal cues and to build relationships.

**Stakeholder involvement:** This social impact research has a high and inclusive stakeholder involvement from a very diverse group of stakeholders at most. All stakeholders were accounted for in the analysis and the findings were partly verified by the stakeholders. In the report, there is a verification section on how stakeholders were involved in the verification of findings during the research. Throughout the report, the inclusion/exclusion of the stakeholders; identification of sub-groups, professional judgments made about stakeholders and development of chains of events/outcomes by the involvement of stakeholders were written in different sections to show the process of including the stakeholders into the research and analysis based on the social value principles.

In summary, within the scope of the impact analysis of the VKV Disaster Fund, qualitative and quantitative methods were used to enrich the available data. Prior to data collection, an initial meeting was conducted with the VKV team to gain a detailed understanding of their work. This was followed by a Theory of Change workshop, which aimed to map out their intended impact pathway. The results of this workshop will later be compared with the chain of events identified through qualitative analysis and the overall research findings. After each step and analysis, short evaluation meetings were held with the team, and they were informed. VKV's continuous and frequent contact, communication, and regular data sharing played an important role in increasing the reliability and impact of the research.

### 3.1 Risks

The table below shares explanations of possible risk scenarios associated with the social value principles considered during the research.

**Table-5: Risks and limitations**

<b>Social Value Principles</b>	<b>Risk</b>	<b>Description</b>	<b>Possible impact on SROI analysis results</b>
Involve stakeholders	Selection bias	<p>Due to data protection regulations, the project coordination team contacted stakeholders and invited them to participate in the focus groups/interviews - only stakeholders willing to share their experiences were included in the data collection process.</p> <p>Regarding the data collection, interviews and questionnaires were conducted face-to-face with students and parents living in Hope Cities. The data collection was conducted online with university students, VKV field staff, and headquarters staff. Interviews were conducted face-to-face with the managers and teachers of the tutoring centres, but the survey was conducted online. Online interviews limited the interaction with stakeholders. However, frequent site visits were made to ensure trust in the participants.</p>	<p>The data collection was conducted carefully to ensure the best possible completeness and data quality, aiming to minimize the risks. However, the risk of under/overvaluation is present, as stakeholders were included in the data collection on a voluntary basis. The characteristics of the stakeholders were evaluated and structured sampling taking potential characteristics into consideration was applied during the qualitative and quantitative data collection to the extent possible. Although the selection bias remains and together with sample size risk was taken into consideration while extrapolating the findings to population. The error risk is present but limited.</p>
Understand what changes	Identification of the outcomes	<p>There may be a risk that positive or negative outcomes are not considered when identifying outcomes. This risk may increase if outcomes are not well defined.</p>	<p>The risk of leaving relevant well-defined outcomes is considered as rather small.</p>

	The risk of collecting data without a baseline	The retrospective self-reporting was applied to identify the baseline. The approach carries certain risks as it can make it more challenging to definitively attribute the observed changes solely to the intervention and to accurately measure the "amount of change" over time.	The risk was considered and limited - in case of students - by collecting data from parents. In case of the subjective aspects of well-being, retrospective self-evaluation can also sometimes provide better reference than time-separated baseline.
Only include what is material	Valuation	The revealed preference method that is used to identify financial proxies of some well-defined outcomes experienced by the stakeholders, carries certain limitations regarding the identified financial proxy, as stakeholders may value the change to the outcome more than the price.	Under/over calculation of the SROI ratio
	Prioritisation	The outcomes prioritised by the stakeholders were evaluated. Looking back at the outcomes identified in the theory of change, it was found that the outcomes differed in terms of importance-value relationship.	Under/over calculation of the SROI ratio
Do not overclaim	Sample size	There might have been a risk that the sample of some of the sub-segments from the main target group of the research would have been too small, but sufficient sampling of the target groups was achieved.	Under/over calculation of the SROI ratio
	Data rigour/ Reliability	Estimates of the amount of change, counterfactuality, and attribution are based on	

		stakeholders' self-reported data.	
Verify results		In this analysis, the findings were shared with, experts, VKV employees, and some stakeholders who have experienced change. In this way, the picture drawn by the findings was partly verified, and the risk rate of decisions to be made regarding support in line with this analysis was partly reduced. Some findings and assumptions were verified during the quantitative and qualitative research, field observation and the Value Game. However, the participation to the Value Game was voluntary, and the sample was extremely limited. It can be stated that as the most engaged stakeholders joined, the underestimation of the value of the outcomes was expressed.	Low survey participation may affect the results. Therefore, there may be an under/over calculation of the SROI ratio.

#### 4. Stakeholders

The stakeholder map of the programme was prepared first with the support of the Vehbi Koç Foundation Team. Then, during the focus groups, one new stakeholder who might be impacted from the VKV Disaster Fund was discovered and added to the list of stakeholders. No other stakeholder was discovered in the later stages of the research; only sub-groups were defined based on the qualitative and quantitative data analyses and professional judgements.

The stakeholders directly involved in the Vehbi Koç Foundation Disaster Fund are as follows:

- Children and youth benefiting from Disaster Fund support: The application form was disseminated to families, children, and youth living in Hope Cities through an open call. Children and youth who filled out the application form

and who met the following criteria during the application process benefited from the support:

- The fact that resides his/her family or himself/herself in Hope in Cities
- Continuing education
- Studying at a middle school, high school, or university

In 2023 - 2024, **215 children and young people** benefited from the scholarship support provided under the Disaster Fund.

Another support that children and youth benefited from within the scope of the Disaster Fund in the period between November 2023 and May 2024 was the free tutoring support for preparation for the university entrance exam. In this period, **351 children and youth** benefited from this support.

- Parents: Parents of children and youth benefiting from Disaster Fund support were also included as stakeholders. Parents were directly affected by the support their children received. They are also aware of how their children are affected.
- Tutoring Centers managers and teachers: This group consists of the managers and teachers of the five centers contracted by Vehbi Koç Foundation in Hatay, Kahramanmaraş, Adıyaman, Malatya, and İskenderun. The Vehbi Koç Foundation Disaster Fund covered the students' fees for tutoring support. The managers and teachers of these centers also provided tutoring services to the students coming from Hope Cities. In total, 135 teachers and administrators came into contact with students from Hope Cities.
- Vehbi Koç Foundation headquarters employees: Civil Society and Philanthropy Programmes Manager and Civil Society and Philanthropy Programmes Specialist, Financial Affairs Manager, Scholarship Office Specialist, IT and Administrative Support Officer, Corporate Education Consultant and Corporate Communication Manager, a core team of 8 people contributed to the realisation of the support provided under the Disaster Fund.
- The field workers in Hope Cities: They are the volunteer employees of Koç Group Companies for a total of 5 Hope Cities located in Hatay, Kahramanmaraş, Adıyaman, Malatya, and İskenderun. The companies have assigned their volunteer employees to Hope Cities since the establishment of the cities, and these volunteers are physically present in the cities on a rotational basis to ensure coordination. They have also been actively involved in providing support within the scope of the Disaster Fund. As of the summer of 2024, Vehbi Koç Foundation has also started to form its team of field workers in some Hope Cities. A team of 11 people coordinated the field work in Hope Cities.
- NGO staff in Hope Cities: There are non-governmental organisations that have physical locations in 5 Hope Cities in Hatay, Kahramanmaraş, Adıyaman, Malatya, and İskenderun and provide services and activities for children, youth,

and women. The staff of these NGOs also work with children, youth, women, and families living in Hope Cities; they know these groups and are included as stakeholders. In addition, some children and young people who benefited from the Disaster Fund support and their mothers also took part in the activities and programs of these NGOs.

- Koç Group Company employees: Stakeholders interviewed during the qualitative data collection phase identified Koç Holding and Koç Group Companies employees as new stakeholders and expressed the possible changes they may experience. Koç Holding and Koç Group Companies have been involved in all subsequent support activities during and after the establishment of Hope Cities. Therefore, to understand whether this group experienced relevant changes within the Vehbi Koç Foundation Disaster Fund scope, Koç Holding and Koç Group employees involved in the Hope Cities activities were also included as stakeholders, and 12 people were interviewed.
- Vehbi Koç Foundation: Vehbi Koç Foundation was included as a stakeholder since it is the organisation that created and manages the Disaster Fund. During the qualitative data collection phase, it was determined that Vehbi Koç Foundation experienced organisational change.

While the main target group of the Disaster Fund is children and youth in middle, high school, and university education, indirect beneficiaries are parents, the Tutoring Centers' management, and teachers. Those indirectly affected by the Disaster Fund are Vehbi Koç Foundation headquarters employees, Hope Cities field workers, Koç Group Company employees, and Vehbi Koç Foundation as an institution.

A summary of stakeholders and their engagement is presented in table-6:

**Table-6: Stakeholder summary and engagement**

Stakeholder	Number of people	Inclusion/Exclusion	Stakeholder involvement method	Reason for inclusion/exclusion
Middle school students benefiting from tutoring support within the scope of the Disaster Fund	157	Included	Focus group and one-to-one interviews (29) -Survey (35)	Main target group of the activity
High school students and graduates benefiting	323	Included	-Focus group discussion (42) -Survey (91) -Value Game	Main target group of the activity

from scholarships and/or tutoring support within the scope of the Disaster Fund			(19)	
University students benefiting from scholarship support under the Disaster Fund	50	Included	-Focus group discussion (7) -Survey (35)	Main target group of the activity
Parents of students benefiting from scholarships and/or tutoring support under the Disaster Fund	475*	Included	-Focus group discussion (43) -Survey (108) -Value Game (15)	Indirect beneficiary
Tutoring Centre managers and teachers	135	Included	-Focus group discussion (16) -Survey (36)	Indirect beneficiary
Vehbi Koç Foundation headquarters staff	8	Included	-Focus group discussion (8) -Survey (2)	The team that created and executes the Disaster Fund supports
Field workers in Hope Cities	11	Included	-Focus group discussion (9) - Survey (11)	Team facilitating the delivery of Disaster Fund support on the ground
NGO workers in CitiesHope	N/A	Included	-One-to-one interview (10 people)	Since they are a knowledgeable group working with a similar target group in Hope



				Cities, NGO employees were included in qualitative data collection, not quantitative.
Employees of Koç Holding and Koç Group Companies	N/A	Included	-Focus group discussion (6)	This group was included in the qualitative data collection. Still, it was not included in the quantitative data collection, as it was seen that the changes were not only linked to the Disaster Fund, although they were related to the scope of the analysis.
Vehbi Koç Foundation		Included	-Focus group discussion (1)	The organisation that created and manages the fund. Qualitative data on the changes experienced by the organisation were collected through focus groups with Vehbi Koç Foundation Headquarters employees and employees of Koç Holding and its Group Companies. It was not included in quantitative data analysis.

*\*The specific data on the parents of the students receiving support was not collected by VKV. Therefore, the numbers presented in the table are approximate. Considering the principle of "do not overclaim", the researcher decided to include only one parent of each supported student in the scope of the analysis. However, there are also siblings among the support recipients.*

## 5. Inputs and Outputs

### 5.1 Inputs

Total input cost of the activities between September 2023 and August 2024 is 39.925.243,00 TRY and this total cost was included into SROI calculation. This input cost consists of two main items - VKV Disaster Fund and VKV HR and coordination costs. The expenditures made within the VKV Disaster Fund (27.865.806,00 TRY) are as follows:

- Education
  - Free tutoring (November 2023 - May 2024)
  - Scholarships (Scholarships paid for the September 2023 - June 2024 period)
- Transport (summer term shuttle service)
- Material (tablet, computer, uniform, book, stationery, donation to school, 0-3 years old cards, sports shoes)

The following expenditures were made from the Vehbi Koç Foundation budget (11.484.247 TRY) to ensure the coordination of the Disaster Fund in Hope Cities:

- HR cost for the head office and field employees
- Office, transportation, meeting, and material costs of VKV coordination centres in Hope Cities
- Additional activities - support/training costs
- Scholarship budget for university students living in Hope Cities

There was not any in-kind contribution.

### Cost/contribution per stakeholder/institution

Table-7 below gives inputs related to costs per stakeholder/institution.

**Table-7: Stakeholder and input description**

Stakeholder group	Entered	Input value	Description
Middle and high school students benefiting from tutoring support within the scope of the Disaster Fund	Time	0 TRY	The main target group of the Disaster Fund were free to decide whether to participate.
	Tutoring - local transport fee	Malatya 60.270 TRY  İskenderun 52 920 TRY	Malatya and İskenderun tutoring transport cost: (minibus, minibüs - number of people x 21 weeks x weekly

			<p>minibus fare)</p> <p>Malatya - student bus fare 7 TRY (2023, one way)</p> <p>İskenderun - student bus fare 9 TRY (2023, one way)</p> <p>In Adıyaman, lessons were given at Hope City; in Kahramanmaraş, transportation was provided by shuttle bus and covered within the coordination costs; in Hatay, public transport was not available (1 km).</p>
Tutoring Center managers and teachers	Time/expertise	0 TRY	Indirect beneficiary of the Disaster Fund. They provided tutoring services as paid employees of the Tutoring centers.
Vehbi Koç Foundation Headquarters employees	Time/expertise	0 TRY	Vehbi Koç Foundation Headquarters staff who carry out the support provided within the scope of the Disaster Fund. The cost of the employees is included in the input provided by Vehbi Koç Foundation.
Field workers in Hope Cities	Time/expertise	462.000 TRY	The HR costs of the employees of the companies assigned by Koç Holding to ensure general coordination and to

			facilitate the delivery of the support provided under the Disaster Fund in the field were covered by the Koç Group Company to which they are affiliated. This cost was calculated considering these people's position and experience, as 20 per cent of the time was spent on coordination in Hope Cities.
Vehbi Koç Foundation Disaster Fund	Activities carried out within the scope of the Disaster Fund and material costs	27.865.806,00 TRY	The Disaster Fund is created with donations from Koç Holding and affiliated companies, and their employees.
Vehbi Koç Foundation	All coordination and HR needs for the realisation of the activity, scholarship budget for university students	11.484.247 TRY	Vehbi Koç Foundation leads the Disaster Fund, which was established with donations from employees of Koç Holding and its affiliated companies.

## 5.2 Outputs

A summary of the activities carried out within the scope of Vehbi Koç Foundation Disaster Fund, which are the subject of the analysis, is presented in Table-8.

**Table-8: Activity summaries**

Activity	Support provided unit	Number of beneficiaries
Tutoring support	351	Middle school students receiving tutoring support - 157
Scholarship support	214	High school students receiving tutoring support - 158 High school students receiving scholarship support - 129

		High school students receiving scholarships and tutoring support - 36 University students receiving scholarship support - 50 Total number of students receiving support: <b>530</b>
Book set	4000	4000
Stationery pack	2000	2000

## Activity Descriptions

### Tutoring Support

Middle school, high school, and graduate student groups preparing for the university entrance exams living in Hope Cities were supported to attend exam preparation courses free of charge in the Tutoring Centers contracted in the cities where they live. The Tutoring Centers with which VKV has an agreement are as follows:

- 5 Yıldız Tutoring Adıyaman,
- Metropol Tutoring in Hatay,
- Orijin Eğitim Tutoring (High School) and Usta Çırak Atölyesi Tutoring (Secondary School) in İskenderun
- Yüzyıl Akademi Tutoring in Kahramanmaraş
- Integral Tutoring in Malatya

Students benefited from this support in two periods, from November 2023 to May 2024 and May to August 2024. To benefit from the tutoring support, VKV has determined the conditions for acceptance as being a resident of Hope Cities, continuing education, and being a middle school/high school/university student, and everyone who met these conditions benefited from the support. The announcements of tutoring support were disseminated through WhatsApp groups, posters, and guidance from field workers. Still, during the focus group interviews, some students and parents stated that they were unaware of these announcements and missed applying.

The distribution of students by class and Tutoring Center is presented in the table below:

**Table-9: Class and tutoring center-based distributions**

CLASS	ADIYAMAN	HATAY	İSKENDERUN		K.MARAS	MALATYA	Total Number of Students by Class
	5 YILDIZ	METROPOL	ORIJİN EĞİTİM (HIGH SCHOOL)	USTA ÇIRAK ATÖLYESİ (SECONDARY SCHOOL)	YÜZYIL AKADEMİ	INTEGRAL	
	NUMBER OF STUDENTS	NUMBER OF STUDENTS	NUMBER OF STUDENTS	NUMBER OF STUDENTS	NUMBER OF STUDENTS	NUMBER OF STUDENTS	
7th grade	13	21	0	3	25	0	62
8th grade	14	25	0	8	36	12	95
10th grade	0	0	0	0	1	0	1
11th grade	11	12	3	0	16	10	52
12th grade	7	14	13	0	32	11	77
Graduate	19	9	1	0	27	8	64
<b>TOTAL</b>	<b>64</b>	<b>81</b>	<b>17</b>	<b>11</b>	<b>137</b>	<b>41</b>	<b>351</b>

Although the students who enrolled in the Tutoring Center generally continued to attend, some students stopped benefiting from the support for various reasons (e.g., moving, dissatisfaction with the Tutoring Center, transportation difficulties, feeling inadequate). The number of students who dropped out on a city basis is given below:

**Table-10: City-based students who dropped out of the tutoring support**

TUTORING CENTRE SUPPORT	Number of Students Benefiting from Support	Number of Students Dropping out of Tutoring	Number of Continuing Students	Percentage of Students Dropping Out of Tutoring
ADIYAMAN	64	1	63	1,56
KAHRAMANMARAS	137	10	127	7,30
MALATYA	41	9	32	21,95
HATAY	81	1	80	1,23
İSKENDERUN	28	1	27	3,57
<b>TOTAL</b>	<b>351</b>	<b>22</b>	<b>329</b>	<b>6,3</b>

In line with the information obtained during the interviews with the teachers and managers of the Tutoring Centers, besides supporting academic success, it was also learned that picnics, end-of-year balls and parties with different themes are organised to socialise and make them feel better psychologically to normalise students' daily lives in Kahramanmaraş, Hatay and Adıyaman.

In Kahramanmaraş, since the locations of the Tutoring Center and Hope City were far from each other, students were transported by shuttle service. In Hatay, Iskenderun, and Malatya, students travelled to the Tutoring Center on their own. Especially in Hatay and Malatya, focus group discussions with students revealed the need for a shuttle service. In Hatay, although there is a walking distance between the Tutoring Center and Hope City, they shared that they had difficulties due to weather conditions and the lack of lighting on the road. In Malatya, students stated that they usually travelled to the Tutoring Center by minibus; however, this was also a cost for them. In Adiyaman, the Tutoring Center teachers travelled to Hope City and conducted the lessons at the school in the container city.

Middle school students went to the Tutoring Center 3 days a week for 4 hours each, and high school and graduate students went to tutoring 4 days a week for 4 hours each on average. Apart from these class hours, the libraries of the Tutoring Centers were also made available for students to study.

VKV covered the entrance fee for the Higher Education Institutions Examination (YKS) for high school students and graduates who received tutoring support.

The Porta Education and Psychological Counselling (a service provider paid by VKV) team provided psychosocial support to students and their parents preparing for the exams and provided exam counselling during the preference period. Seminars were started for young people preparing for exams with four online sessions in March and continued with 18 face-to-face sessions in different cities in May. In addition, young people preparing for high school and university exams were supported during the preference period.

### **Scholarship Support**

Scholarships were given to high school and university students living in Hope Cities as financial support. The scholarship amount was paid to the bank account opened in the student's name in 3-month periods.

Scholarship support of TL 1,050.00 per month was provided to high school students and TL 3,700.00 per month to university students for 10 months between September 2023 and June 2024. To benefit from the scholarship support, VKV did not set any admission requirements other than being a student in the relevant class. All high school and university students who applied benefited from the scholarship support. Announcements of the scholarship support were disseminated through WhatsApp groups, posters, and guidance from field staff. Still, during the focus group interviews, some students and parents stated that they were unaware of these announcements and missed applying.

The table below shows the number of students benefiting from scholarship support on a city basis:

**Table-11: Beneficiaries of city-based scholarship support**

<b>SCHOLARSHIP SUPPORT</b>	<b>Number of Students Benefiting from Support (High School)</b>	<b>Number of Students Benefiting from Support (University)</b>
<b>ADIYAMAN</b>	44	14
<b>KAHRAMANMARAS</b>	63	22
<b>MALATYA</b>	41	12
<b>HATAY</b>	4	2
<b>TOTAL</b>	<b>164</b>	<b>50</b>

Scholarships for high school students were funded from the Disaster Fund, while scholarships for university students were funded from the Vehbi Koç Foundation's budget.

### **Material Support**

To support the different needs of children living in Hope Cities, sets including storybooks, supplementary textbooks, exam preparation question banks, stationery, bags, supplementary resource books, school uniforms, tracksuits, headphones, tablets, and computers were distributed. In addition, sports shoes and raincoats were provided to children attending sports schools organised by Koç Group Sports Club in different branches in Hope Cities.

<b>Number of students benefiting from stationery support</b>	<b>Number of students benefiting from the book set</b>	<b>Number of students benefiting from sports equipment</b>
2.000+	4.000+	884

### **Supports Excluded from the Analysis**

The impact of material support provided under the Disaster Fund has not been considered separately. Qualitative data regarding these supports were collected from students who received scholarships or tutoring support and were evaluated as part of these supports. Data on material support were not collected from children and youth who received only material support and did not benefit from scholarship/tutoring support. Similarly, data on material support provided to the 0-3 age groups were also excluded.

In June 2024 and August 2024, summer school activities were carried out in all cities in agreement with the same tutoring centres. Within the scope of summer school,



students attend English and academic courses. The quantitative data of the study were collected in July 2024. Since this support was ongoing during this period, summer school support was excluded from the scope of the research.

Table 12 below show all details of the input, output and outcomes for each stakeholder. In the following chapters, the process of impact analysis is presented step by step, detailing how outcome chains were created, well-defined outcomes were identified and how stakeholders were segmented—so that social impact actors can follow and understand the process.

**Table-12: Input-Output-Outcome Table for Each Stakeholder**

Stakeholders /Total number of participants		Inputs		Activity	Outcomes
Students receiving tutoring support	315	Malatya tutoring transport cost: (minibus, minibus - number of people x 21 weeks x weekly minibus fare)	52,710.00 ₺	Middle school students went tutoring for an average of 3 days and 4 hours a week, while high school and graduate groups went tutoring for an average of 4 days and 4 hours a week.	Being more positive and hopeful about the future
		İskenderun tutoring transport cost: (minibus, minibus - number of people x 21 weeks x weekly minibus fare)	47,700.00 ₺		Negative outcome: Being less positive and hopeful about the future
		Time	-		Negative outcome: Feeling inadequate
					Negative outcome: Increased stress level
Students receiving tutoring and scholarship support	36	Time	-	Middle school students went to the tutoring for an average of 3 days and 4 hours a week, while high school and graduate groups went to the tutoring for an average of 4 days and 4 hours a week. Scholarship support of 1,050.00 TL per month	Being more positive and hopeful about the future
					Feeling economically secure in the future
					A sense of freedom
					Negative outcome: Being more less positive and hopeful about the future
					Negative outcome: Feeling inadequate

				was provided to high school students and 3,700.00 TL per month to university students for a period of 10 months between September 2023 and June 2024.	Negative outcome: Increased stress level
					Self-actualisation
					Feeling economically relieved
Students receiving scholarship support	129	There are no inputs.	-	A monthly scholarship support of 1,050.00 TL was provided to high school students for a period of 10 months between September 2023 and June 2024.	Feeling economically secure in the future
					A sense of freedom
University students receiving scholarship support	50	There are no inputs.	-	A monthly scholarship support of 3,700.00 TL was provided to university students for a period of 10 months between September 2023 and June 2024.	Being more positive and hopeful about the future
Parents whose child/children receive scholarship support	149	There are no inputs.	-	Indirect beneficiary	Psychological recovery and a positive outlook for the future

Parents whose child/children receive tutoring support	292	There are no inputs.	-	Indirect beneficiary	Psychological recovery and a positive outlook for the future
Parents whose child/children receive scholarships and tutoring support	34	There are no inputs.	-	Indirect beneficiary	Psychological recovery and a positive outlook for the future
Mm Field workers	135	Time (cost covered by the tutoring centers)	-	They taught middle school students an average of 3 days a week for 4 hours, and high school and graduate groups an average of 4 days a week for 4 hours.	Psychological recovery
					Economic strengthening
Field workers	11	Time (costs covered by VKV and Koç Group companies' HR budgets)	-	They supported the coordination of activities.	Feeling useful
					Development of social and emotional skills
					Decreased psychological fatigue
					Increased psychological fatigue

Koç Group Companies	1	HR cost of company employees assigned by Koç Group Companies to provide coordination in Hope Cities	462,000.00 ₺	They contributed to the coordination of the Disaster Fund.	HR expense for employees coordinating activities
Vehbi Koç Foundation	1	All coordination and HR needs for the activity to take place; scholarship budget for university students	11,484,247.00 ₺	They ensured the coordination of the Disaster Fund.	The institution that coordinates activities and ensures that other stakeholders experience change because of these activities
Vehbi Koç Foundation Disaster Fund	1	Activities and in-kind aid costs within the scope of the Disaster Fund	27,865,806.00 ₺	Fund that enables the activities to take place.	Fund that enables activities to take place and other stakeholders to experience change as a result of these activities.
		<b>Total</b>	39,912,463.00 ₺		

## 6. Understand what changes: Mapping Material Outcomes

To understand the changes created by the Vehbi Koç Foundation Disaster Fund on stakeholders, the qualitative data was collected in the field between April and July 2024. Focus group discussions with the stakeholders who participated in the programme, middle and high school students, parents, tutoring centers management, and teachers, and one-to-one interviews with NGO staff were conducted face-to-face in the relevant cities on the following dates:

- Kahramanmaraş - 06 May 2024
- Adıyaman - 07 May 2024
- Malatya - 08 May 2024
- İskenderun - 25 May 2024
- Hatay - 26 May 2024

A focus group interview with Vehbi Koç Foundation Headquarters employees was conducted in a hybrid way on the following date:

- İstanbul (VKV Headquarters) - 06 September 2024

Focus group interviews with university students, field workers, Koç Holding, and Koç Group Company employees were conducted online via Zoom on the following dates:

- Online - 14 August 2024 (University students)
- Online - 20 August 2024 (Field workers)
- Online - 04 and 06 November 2024 (Koç Holding and Koç Group Companies employees)

The summary of the stakeholders included in the qualitative data collection process (focus group or one-to-one interviews) in the earthquake zone is as shown in table-13:

**Table-13: Distribution by stakeholder groups and cities**

Stakeholder group	Kahramanmaraş	Adıyaman	Malatya	İskenderun	Hatay	Total
7th-grade students	-	-	-	1	-	1
8th-grade students	11	5	4	2	6	28
9th-grade students	-	1	1	-	-	2
10th-grade	-	2	1	-	-	3

<b>students</b>						
<b>11th-grade students</b>	-	-	1	-	5	6
<b>12th-grade students and graduates</b>	10	6	2	7	6	31
<b>Parents</b>	7	10	4	12	10	43
<b>Tutoring Centre manager</b>	1	1	1	2	1	6
<b>Tutoring Center teacher</b>	1	2	4	2	1	10
<b>Total</b>	<b>30</b>	<b>27</b>	<b>18</b>	<b>26</b>	<b>29</b>	<b>130</b>

Other stakeholders involved in the activities carried out within the scope of Disaster Fund are shown in table-14:

**Table-14: Other stakeholder groups and number of people**

<b>Stakeholder group</b>	<b>Number of interviewees</b>
Vehbi Koç Foundation Headquarters employees	6
Field workers in Hope Cities	9
NGO workers in Hope Cities	10
Employees of Koç Holding and Koç Group Companies	12
<b>Total</b>	<b>37</b>

Stakeholders participating in the qualitative data collection process were asked questions to explore their experiences with Disaster Fund support. The questions are related to the following topics:

- Participation – details about how the stakeholder was involved in the activities,
- Change – questions aimed at discovering what changed for the stakeholders as a result of the activities; a separate question was asked about unplanned and negative outcomes. Unplanned positive/negative changes experienced,
- Other stakeholders – whether there were other individuals/groups affected by the activities,

- Counterfactual – what would have happened if they had not participated in the activities?
- Attribution and contribution – attribution and contribution by other institutions/people to the changes they experienced,
- Duration – how long the changes will last,
- General feedback about the activities.

Sample stakeholders focus group questions are presented in Annex 1.

### **How were the stakeholders segmented first to be invited to the one-to-one interview or focus groups?**

The decision to whom to talk with at the container cities was taken with the support of VKV team and field staff. After getting all the data and information about the stakeholders, especially students and parents, how many participants to talk and the segmentations of it were analyzed by the researcher and a briefing note was prepared for the VKV team and the field coordinator. The classes of students (7th grade, 8th grade, 10<sup>th</sup> grade, 11th grade, 12th grade), the kind of support (tutoring, scholarship or both), the gender, the container city (5 container cities) criteria were considered for the first segmentation to go to the field and planned to talk enough number of students and their parents. Additionally, the field coordinator was also asked to invite the students who dropped out from the tutoring support. The field coordinator announced from the WhatsApp groups about the focus groups and interviews and the dates. Later, the students and parents were invited separately sometimes as groups and sometimes one-to-one interviews depending on their schedules. Being in the earthquake region and container cities, the situation required to be flexible in the field. If not enough participants showed up, the field coordinator called and reminded them or tried to reach out to new students and parents. There were also some shared compounds like library, computer, coffee places, etc in each container city, so students having time in these places were also spontaneously reached and if they are supported by the VKV Disaster Fund services, they were interviewed. The same method also was used to reach out to more parents in the field. In addition to the support of the field coordinator, other NGOs centers and shared compounds of the container cities where women could be talked were visited and women whose children getting support by the VKV Disaster Fund were interviewed.

The VKV team and the field coordinator gave enough information about the kind of NGOs and support organizations that exist in each container city. NGOs in each container city, especially organizations working with women and children and youth were visited spontaneously and met with their representatives, staff, trainers, etc as it was not possible to get a scheduled meetings from them due to their priorities and lack of enough time.

On the other hand, for the tutoring centers managers were informed by the field coordinator before the visit and enough time was spent to interview them one-by-one. It was made sure that each manager was interviewed. The teachers, as much as their time gave permission, were also interviewed. No specific segmentation was made prior to the interviews, only the different city, and teachers who work directly



with the students getting tutoring by the support of the VKV Disaster Fund were interviewed. While visiting the tutoring center, with the permission of the center manager, some students having tutoring support by the VKV Disaster Fund were interviewed by-one by or focus groups also at the tutoring centers.

University students getting scholarship support were easier to reach out and planned two focus groups. It was decided that students could be from mixed cities with a balanced distribution. If possible, having a balance between men and women were preferred.

Regarding the field workers were all invited to the focus groups. The field coordinator was informed that 1 or 2 focus groups with these stakeholders were possible. What is important here was to what extent were they involved in the scholarship and tutoring center processes, to what extent were they aware of the processes? Accordingly, 2 groups could be: those who were less involved in the processes - those who were more involved in the processes. If the field coordinator decided there was no such significant difference, they could be in the same focus group.

VKV Headquarters team, working in relation of the VKV Disaster Fund was invited all to the same focus group. Some were very engaged with the project and some were supporting team, but it was decided to have one focus group for the team and listen to them together. During the focus group, VKV Headquarters team mentioned that Employees of Koç Holding and Koç Group Companies could be possibly impacted by the VKV Disaster Fund services as they have been in the field since the planning of the container cities. As a newly identified stakeholder, it was also planned to run focus groups with the employees of Koç Holding and Koç Group Companies.

First, the comments of the VKV team were taken as they were the one the most knowledgeable about the companies operating in the container cities. Employees of Koç Holding and Koç Group Companies were segmented according to the companies working actively in the container city and company-based segmentation was made and each company team working for the container city project was interviewed together.

## **6.1. Identification of outcomes**

The data from all focus group interviews were transcribed to identify the outcomes. Outcome chains were developed based on how the stakeholders expressed outcomes during the focus group interviews. Most of the time they expressed the chain of events. At this stage, field observations were very useful. Qualitative analysis was conducted using the transcripts and focus group notes. Firstly, all outcomes were listed by stakeholder groups using Excel and Miro. Afterwards, the outcomes were categorised, cause-effect relationships and links were examined, outcome chains were created, and well-defined outcomes were identified. In the next stage, the cause-effect relationships of the outcome chains were verified with the qualitative outcome descriptions given by engaged stakeholders and supported by the literature review. As a result of the qualitative analysis, questionnaire questions were prepared for quantitative research based on the resulting outcome chains and applied one-to-one,

mostly in the field. During the qualitative data collection and analysis, some negative unintended outcomes were identified:

- Students:
  - Increased stress levels in students due to increased academic expectations of families
  - Feeling inadequate academically because of feeling behind in the tutoring center
- Field workers:
  - Increased feeling of helplessness due to the inability to meet certain material or moral demands
- VKV Headquarters staff:
  - They stated that they experienced an increase in the feeling of helplessness due to increased work intensity and stress, and/or inability to meet some material or moral demands, and as a result, psychological fatigue/emotionally burdened feeling.

The negative unintended outcomes were considered relevant and included in quantitative data collection to test their significance.

**The changes experienced by 7 out of 10 stakeholders were evaluated as relevant/appropriate and included in the qualitative data collection.**

At this stage of the analysis, these seven stakeholders are as follows:

- Middle school students benefiting from tutoring support within the scope of the Disaster Fund (they were only allowed to benefit from tutoring support)
- High school students benefiting from scholarship support and/or tutoring support within the scope of the Disaster Fund (they could benefit from the both supports)
- University students benefiting from scholarship support under the Disaster Fund (they could only benefit from the scholarship and no need of tutoring as they were already university students)
- Parents of students benefiting from scholarships, and/or tutoring support under the Disaster Fund
- Tutoring Center managers and teachers
- Vehbi Koç Foundation Headquarters employees
- Field workers in Hope Cities

Employees of Koç Group Companies, Vehbi Koç Foundation and NGOs were not evaluated as relevant/appropriate to be included in the qualitative data collection. A short explanation and the judgement about this decision was explained below:

Based on the qualitative data, the judgement did not include the changes experienced by **the employees of Koç Group Companies**, which provided support and are involved in different activities in Hope Cities, as the changes they experienced

were mostly related to the other coordination activities in Hope Cities. However, some of the findings expressed by these people during the qualitative interviews are included in the report as they are considered useful for the organization; however, they are not material regarding the decisions related to the Disaster Fund.

During the focus group interviews with Vehbi Koç Foundation Headquarters staff, it was stated that Vehbi Koç Foundation has experienced positive institutional changes. To work effectively in a multi-stakeholder field with different and changing needs in the earthquake zone and Hope Cities, VKV, which has a traditional foundation model and functioning, "became flexible, changed its standards, and became agile" according to the situation in the field. In addition, while the VKV Headquarters team stated that their field operation competencies have increased, the corporate reflection of this was seen as "contribution to the coordination and organisational success of VKV in Hope Cities" in the focus groups conducted with Koç Holding and Koç Group Companies employees. Vehbi Koç Foundation Headquarters team and employees of Koç Holding and Koç Group Companies also emphasised the "increased awareness" and "improved corporate relations" of Vehbi Koç Foundation among Koç Group Companies.

Employees of Koç Holding and Koç Group Companies frequently mentioned that **Vehbi Koç Foundation** makes a difference and is appreciated and recognised for its comprehensive education support. The "trust" and "power" attributed to Koç Group institutions were also mentioned for the Vehbi Koç Foundation. Employees frequently noted that the Foundation has a unique role because it has many resources, that if it were not for the VKV, no other institution would be able to provide such high-level, comprehensive and large-scale support in education, and the feelings of trust and gratitude that the Foundation's presence in the field has created for them. They also described their trust in VKV as "accountability and transparency" regarding finance and impact in the Disaster Fund and other institutional projects. A qualitative analysis and a short explanation about changes related to the Vehbi Koç Foundation was found enough. The intention was not running a survey about the changes related of the VKV among the VKV team or Koç Group Companies employees. This was found out of scope of this analysis. The changes experienced at the organization level were expressed by the employees, who were engaged in the quantitative data collection due to the change in outcomes experienced at the individual level.

**NGOS:** Within the Hope Cities established in 5 cities, there are non-governmental organisations operating locally, nationally, and internationally. The employees of these NGOs are not directly affected by the activities carried out within the scope of the Disaster Fund. However, since the NGO employees are in contact with the people living in Hope Cities due to their activities, qualitative interviews were also conducted with these people. Since the changes they expressed about themselves were not directly related to the Disaster Fund, the changes experienced by these people were not included in the scope of the research, as they were irrelevant. When stakeholders were asked whether other people or organisations contributed to the changes they experienced, they referred to NGOs and projects such as Foundation for the Support of Women's Work, Support to Life Association, Suna'nın Kızları, and My Future Dream.

These shareings made by stakeholders regarding attribution/contributions were included in the social value calculation.

During the focus group discussions, stakeholders were asked the question *"Have other people and organisations been affected by the Disaster Fund activities? Have they experienced any changes?"* question was asked. When their responses were analysed, most statements were encountered, such as siblings, family members (such as parents, close relatives), friends, etc. However, no clear answers could be obtained when asked what kind of changes these people have experienced. Parents, one of the answers to this question, were interviewed separately and included in the analysis. The siblings of many grantees also benefited from the support (the siblings of at least 27 scholarship recipients also receive scholarship support, and these people are also included in the analysis).

Based on qualitative data analysis, the changes experienced by stakeholders were listed, and well-defined outcome chains were created by indicating cause-effect relationships. In most cases, stakeholders directly articulated outcome chains that were repeatedly mentioned by others, reaching a point of saturation. Each stakeholder group was interviewed until no new insights emerged and responses began to converge. These outcome chains were further validated through field observations. Achieving data saturation in the qualitative research enhanced the credibility of the study and justified the sample size in constructing a reliable chain of events that accurately reflects stakeholders' perspectives. The short/medium/long-term outcomes experienced by stakeholders and assumptions were verified with the qualitative outcome descriptions from engaged stakeholders and supported by the literature review.

Additionally, in the interviews with the parents, questions about their children were asked and their opinions and observations about their children were obtained. In similar way, tutoring teachers were also asked about their opinions and observations about the students getting free tutoring support in the centers. Thus, it was possible to evaluate the changes experienced by the children as well from the parents' and teachers' perspective.

### **How were the stakeholder's segmentation/sub-group were identified based on the qualitative research at this stage?**

Regarding the students, qualitative research showed that regardless their age, level of grade (7th, 8th, 9th, 10th, 11th or 12th), gender, container city or city lived, etc; students having tutoring or scholarship have expressed very different outcomes. There were significant differences between these two groups. Students having tutoring support expressed a very complex chain of events. Meanwhile, students having scholarship expressed meaningful but simpler chain of events. On the other hand, university students who were also benefiting from the scholarship support have expressed very different outcomes than those of high school students having scholarship support. The university student's chain of events was more complex than that the high school students having scholarship. So that, it was decided that university students was also another segment.

There were no other meaningful student segments other than students having tutoring support, students having scholarship support and university students having scholarship support, detected at this stage of the qualitative analysis. These findings were also supported by the observations of the teachers and parents.

Regarding the parents whose child/children receiving scholarship and/or tutoring support, they expressed similar outcomes, and one chain of events was identified for them based on the qualitative research at this stage. Further investigation was planned to do for the next steps of the research, qualitative phase.

Regarding the other stakeholders such as tutoring center managers and teachers, Vehbi Koç Foundation headquarters employees, field workers in Hope Cities which were evaluated as relevant to be included in the qualitative data collection, no subgroups were identified.

At the quantitative analysis, a further investigation was planned to understand whether other subgroups/segments would be detected or not.

Chain of events were created according to these segments of stakeholders, and the list of outcomes for each stakeholder group considered as experiencing relevant outcomes is presented in the tables below:

Outcome Chain: Middle and High School Students and Graduates Receiving Tutoring Support							
Activity	Intermediate Outcomes					Outcome	
Receiving tutoring support	Normalisation/life getting in order	Reduced sense of being a burden on the family	Increased motivation towards life			Being more positive and hopeful about the future	
			Changing educational objectives	Increased level of happiness	Psychological improvement/relief		
	Feeling valuable	Increased desire to study	Increase in academic success	Increased self-confidence	Self-actualisation*		
				Reduced stress level			
	Increased socialisation						
	Feeling behind in terms of course success		Feeling inadequate				
	Feeling pressure from the family as the expectations of the family increase due to receiving support		Increased stress level				
	Being indecisive about new opportunities						

\* Realization of their potential, development, and growth such as defining their desires, discovering their skills, and doing the best they can do in this direction which means self-actualization.

Outcome Chain: High School Students Receiving Scholarship Support			
Activity	Intermediate Outcomes		Outcome
Receiving scholarship support	Feeling economically relieved	Increase in personal care	Feeling economically secure in the future
		Improvement of nutritional conditions	
		A sense of freedom	

Outcome Chain: University Students Receiving Scholarship Support						
Activity	Intermediate Outcomes				Outcome	
Receiving scholarship support	Reduced feeling of loneliness			Feeling psychologically relaxed	Being more positive and hopeful about the future	
	Feeling economically relieved	Increase in socialisation (sports, culture, art, etc.)				Increased feeling of economic freedom
		Meeting personal needs (transport, dormitory fees, saving money, private lessons, language courses, exam books)				
		To be able to continue education				Increasing academic targets
		Increase in academic success				

Outcome Chain: Parents whose child/children receive scholarship and/or tutoring support				
Activity	Intermediate Outcomes			Outcome
Receiving scholarship support and/or tutoring support for his/her child/children	Being in community and solidarity	Feeling lucky		Psychological recovery and a positive outlook for the future
		Feeling that they are not forgotten/not alone		
		Feeling valuable		
	Economic relief	Feeling psychologically well	Being able to support their children as they recover	
	Increased feeling of happiness when seeing their children happy			



Outcome Chain: Tutoring Center Managers and Teachers				
Activity	Intermediate Outcomes			Outcome
To give lessons to students who receive tutoring support within the scope of the Disaster Fund / to manage the centers	Feeling that you are not alone			Psychological recovery
	Increased sense of solidarity			
	As an earthquake survivor, focusing on your work to forget what you experienced	Increased work motivation	Feeling useful	
	Increased sense of responsibility towards students in the earthquake zone			
	Having job opportunities			Economic strengthening

Outcome Chain: Field Workers in Hope Cities					
Activity	Intermediate Outcomes		Outcomes		
To coordinate the support provided under the Disaster Fund	Increased awareness about the conditions of the earthquake zone	Increase in the level of knowledge about disaster situations		Feeling useful	
		Belonging / bonding to the region	Increased motivation to work in the region		
					Feeling proud of representing the organisation
					Increased belonging to Koç Group/building bonds
	Increase in the level of patience		Development of social and emotional skills		
	Knowing how to communicate with people affected by the earthquake				
	Developing the ability to live with limited opportunities				
	Increased feeling of helplessness due to inability to meet certain material or moral demands		Increased psychological fatigue		

Outcome Chain: VKV Headquarters Employees					
Activity	Intermediate Outcomes				Outcome
To coordinate the activities related to the Disaster Fund as a VKV employee	Being a regular donor			Internalisation of philanthropy	
	Increased efforts to raise awareness and involve the wider community	To realise how precious the ordinary flow of life is			
		Increased satisfaction and sense of completion from reaching traumatised and needy children	Supporting local development		Feeling useful
			Demoralisation as a result of not being able to meet some material or moral demands	Increased feeling of helplessness	Feeling psychologically & emotionally exhausted and burdened
	Development of field operation execution skills	Acquire the ability to work in difficult working conditions	Increase in crisis management skills	Increased work intensity and stress	
		Believing that everything can be flexible and adaptable under all circumstances and conditions		Increased professional knowledge and skills outside his/her expertise	
		To be able to continue to do business in times of crisis		Increased psychological resilience	

## Materiality analysis ("materiality")

To take into account the value created by an activity, the stakeholder that affects or is affected by the activity, the outcomes experienced by the stakeholder, the amount of these outcomes, and the common characteristics of the stakeholder groups that experience the outcomes are considered. Based on the Social Value Principles, the materiality assessment of the outcomes experienced by stakeholders as a result of the activities is made. Three issues are taken into consideration when deciding whether to include or exclude an outcome from the assessment process to be determined in the materiality analysis:

- Identification of relevant stakeholders
- Relevance of the outcomes based on the qualitative data collected in the first phase
- Significance of outcomes based on quantitative data (depth and scale of change, relative importance of changes, and contribution)

## Relevant stakeholders

The changes experienced by 7 out of 10 stakeholders included in the qualitative data collection process regarding their participation in Disaster Fund activities were evaluated as relevant/appropriate.

These stakeholders were included in the quantitative data collection process to assess the extent and significance of the changes they experienced.

**Table-15: Stakeholders and data collection process**

Stakeholders	Quantitative data collection (survey): Included/Excluded
Middle school students benefiting from tutoring support within the scope of the Disaster Fund	Included
High school students benefiting from scholarship and/or tutoring support within the scope of the Disaster Fund	Included
University students benefiting from scholarship support under the Disaster Fund	Included
Parents of students benefiting from scholarships, and/or tutoring support under the Disaster Fund	Included

Tutoring Center managers and teachers	Included
Vehbi Koç Foundation Headquarters employees	Included
Field workers in Hope Cities	Included
NGO employees	Excluded- the changes were not linked to the Disaster Fund
Koç Holding and Koç Group Companies employees	Excluded- the changes were in majority linked to other activities related to coordination of the Hope Cities, not the Disaster Fund.
Vehbi Koç Foundation	Excluded - the changes experienced at the organization level were expressed by the employees, who were engaged in the quantitative data collection due to the change in outcomes experienced at the individual level.

### Assessment of "materiality" of outcomes

The chain of outcomes with well-defined outcomes expressed during qualitative data collection are assessed as "**relevant**". The relevance of the outcomes is evaluated according to the following five criteria:

- Stakeholders perceive the outcome as important for them
- Other organisations are managing the outcome and demonstrating their value
- Institutional policy includes the outcome - alignment with mission and vision
- There are existing social norms that demand it
- Failure to include the outcome in the report has financial consequences for the organisation

Considering the above criteria, all outcome chains mapped in the qualitative phase of the analysis were assessed as "relevant" and included in the quantitative data collection process.

Since some of the outcome chains mapped during qualitative analysis were very complex, apart from all well-defined outcomes, some intermediate outcomes were also included in quantitative data collection to verify the outcome chains and their logic on the one hand, but also to gain better insights into the experience of the stakeholders. The theory of change developed with the Vehbi Koç Foundation

Headquarters team for children and youth receiving scholarships and tutoring support generally covers the outcomes expressed by the participants. In addition, outcomes expressed by the participants that were not included in this theory of change were also included in the scope of the analysis.

### **Explanation of the survey questions and dissemination process**

Outcome chains were developed based on how the stakeholders expressed outcomes during the focus group interviews. Most of the time they expressed the chain of events. This process was already expressed in detail at the chapters above. The questionnaires were developed based on the outcome chains and aim to collect the data both on well-defined outcomes and the intermediate outcomes as indicators for the well-defined outcomes to verify the outcome chains. Considering the specific of the outcomes experienced, in most cases subjective outcomes were used. **In the questionnaire, each outcome was measured on a 5-point Likert scale. Respondents were asked to rate their level "before" and "after" the support provided within the scope of the VKV Disaster Fund. In addition to these statements, the attribution, counterfactuality, duration, and relative importance of the outcomes they experienced were also asked.**

Unipolar scale was used - unipolar Likert scale question type indicates a respondent to think of the presence or absence of a quality or trait. The 5-point Likert scale was distributed between the absence (0) and presence (25 - 50 - 75 - 100%) of the change in outcome allowing to understand the current level in comparison with the level before the intervention. In this case, if the before and after the same point was selected no change in outcome was reported. Therefore, the middle option was not neutral as in bipolar scales.

Considering the numbers of stakeholder groups, a sample size was chosen for each stakeholder to make the research and findings reliable. Targeted numbers for each stakeholder for each container city to be representative were submitted to the field coordinator and VKV headquarters team. The field coordinator again like in the case of the qualitative research, announced from the WhatsApp groups the face-to-face survey in each container city, and called students and parents to schedule time slots so the researcher can do the survey face to face with each of them. This was the second field visit to each container city which increased the reliability of the field observations reflected to the research analysis and professional judgements made. During the survey, besides answering the survey's questions, participants gave many insights about themselves, and the issues related to the outcomes and related topics in the survey. Additionally, even though it was a long survey, participants did not have any difficulty or hesitations to answer the questions. This showed that survey questions reflected very well the stakeholders' views and expressions, and chain of events were validated one more time through the survey.

This time, tutoring centers were not visited, and due to the high technology literacy of tutoring centers managers and teachers and university students, online survey was

prepared by the researcher and distributed by the field coordinator to these stakeholder groups.

Quantitative data (questionnaire) on relevant outcomes experienced by stakeholders were collected during July-December 2024 using face-to-face or online surveys (Qualtrics), considering the technological literacy levels of stakeholders. A separate questionnaire was developed for each stakeholder. Detailed explanations regarding the quantitative analysis are provided in Table-16.

The relevance/significance of outcomes is discussed in more detail in the following sections.

## **7. Changes to Outcomes: Understanding Scale, Amount of Change, and Causality of the Outcomes Experienced by Stakeholders**

Within the scope of the impact assessment study of the supports provided to young people in Hope Cities, a social impact assessment survey was conducted on the outcomes experienced by students/young people, parents, Tutoring Center managers, teachers who benefit from the supports, field workers in Hope Cities, and VKV headquarters employees. These stakeholders provided data on the well-defined outcomes they experienced as a result of the Disaster Fund activities. **Parents were also asked about the outcomes they observed in their children to provide additional verification.**

The sample sizes as shown in table 16 adequately represented the outcomes experienced by each group and increased the reliability of the analysis.

### **Identification of a new subgroup**

As mentioned at the stage of qualitative analysis, one chain of events was prepared for parents and decided to do further research at the quantitative analysis to understand better the possible subgroups based on the difference in outcomes experienced. Parents were segmented according to the support received by their children in the quantitative analysis (1-children receiving scholarship support; 2-children receiving tutoring support; 3-children receiving scholarship & tutoring support). If a significant difference on outcome experienced would be found, they will be listed as 3 different subgroups in the next phases and tables.

This is the process of investigating possible subgroups and new segments at the stage of qualitative and quantitative research. Parents in this case could be an example of it. In the chapter 7.2. Stakeholders: Parents, it was explained in detail how the further subgroups were decided for parents.

**Table-16: Stakeholder group size and sample information**

Stakeholder group	Group size	Number of completed surveys	Sample %	Sample size risk	Note
7th, 8th, 10th, 11th, 12th grade who receive tutoring support	315	77	%24,5	The sample size adequately represents the outcomes experienced by this group.	
11th and 12th-grade students who receive tutoring and scholarship support	36	20	%55,6	The sample size adequately represents the outcomes experienced by this group.	
9th, 10th, 11th, 12th grade receiving scholarship support	129	29	%22,5	The sample size adequately represents the outcomes experienced by this group.	
University student	50	35	%70	The sample size adequately represents the outcomes experienced by this group.	
Parents	475	108	%28	The sample size adequately represents the outcomes	In the qualitative research, one Chain of events was prepared for parents and decided to do further research at the quantitative analysis to understand better the possible subgroups. Parents



				experienced by this group.	were segmented according to the support received by their children in the quantitative analysis (1-children receiving scholarship support; 2-children receiving tutoring support; 3-children receiving scholarship & tutoring support) In the chapter 7.2. Stakeholders: Parents, it was explained in detail how the further subgroups were decided for parents.
Tutoring center managers and teachers	135	36	%27	The sample size adequately represents the outcomes experienced by this group.	

## 7.1 Stakeholder: Students Benefiting from Support

Within the scope of the Disaster Fund, tutoring support was provided to students in the 7th, 8th, 10th, 11th, and 12th grades and high school graduates preparing for the university entrance exam.

Students studying in the 9th, 10th, 11th, and 12th grades at high school, and university students benefited from the scholarship support.

Some students benefited from both scholarship and tutoring support at the same time.

Students living in Hope Cities were informed about these supports through different communication channels. The acceptance criteria set by Vehbi Koç Foundation for scholarship and tutoring support are listed below:

- His/her family or himself/herself residing in Hope Cities
- Continuing education,
- He/she is studying at middle school, high school, or university.

Table-17 shows the number of students according to their grade levels and the support they receive, without making a city-based distinction:

**Table-17: Class level, supports, and number of students**

<b>Class of study</b>	<b>Number of Students Receiving Tutoring Support</b>	<b>Number of Students Receiving Scholarship Support</b>	<b>Number of Students Receiving Both Scholarship and Tutoring Support</b>	<b>Total</b>
7th grade	62	-	-	62
8th grade	95	-	-	95
9th grade	-	39	-	39
10th grade	1	37	-	38
11th grade	34	29	18	81
12th grade	59	24	18	101
Graduate	64	-	-	64
<b>Total</b>	<b>315</b>	<b>129</b>	<b>36</b>	<b>480</b>

### **Segment evaluation**

Students were invited to focus group interviews in the qualitative data collection process according to the following characteristics. Thus, it was tested whether these characteristics were important for the analysis:

- Class of study
- Support received (only tutoring, only scholarship, or scholarship & tutoring)
- City of residence
- Gender

**While collecting qualitative data, significant differences were observed only in the criterion of the type of the support received and it was decided to collect information according to these characteristics in the quantitative data collection phase.**

**Quantitative data were first analysed in SPSS based on different correlations, and this analysis confirmed that the support received was a significant variable.** When a detailed analysis was made based on the outcome, a comparison was made between students studying in different classes.

During the quantitative data analysis, the class breakdowns for each type of support were examined in detail, and the outcomes they experienced, and their amounts were analysed. However, it was found that studying in different grades was not a significant variable. Although 12th graders and graduates showed some differentiation compared to other lower grades, it was not found to be significant enough to affect the analysis. When these two groups were compared, it was thought there was a difference, but it was not considered a significant difference.

**As a result, the segments were formed according to the type of support received by the students.**

Quantitative analysis proved that there are four student segments based on the support they received. Students receiving tutoring support, students receiving scholarship support, students receiving tutoring and scholarship support and university students receiving scholarship support.

Now for each segment, detailed analysis was discussed and reported below.

**Table-18: Segments and types of support**

<b>Receiving Tutoring Support</b>	<b>Scholarship Support Recipients (High School)</b>	<b>Tutoring &amp; Scholarship Support Recipients</b>	<b>Scholarship Support Recipients (University)</b>
7th, 8th, 10th, 11th, 12th grade students and graduates	9th, 10th, 11th, 12th grade students and graduates	11th and 12th grade students	University students
Group size – 315	Group size – 129	Group size – 36	Group size - 50
Survey respondents - 77 (25%)	Survey respondents - 29 (22%)	Survey respondents - 20 (56%)	Survey respondents - 35 (70%)

The scale and amount of changes differ according to these segments.

### **Outcome chains: Students Receiving Tutoring Support**

Quantitative data were collected from the students who received tutoring support about the following three outcome chains "being more positive and hopeful about the future, feeling inadequate, and increased stress level":

#### ***1. "Being more positive and hopeful about the future"***

The students who received tutoring support stated that they experienced the outcome of **"being more positive and hopeful for the future"** as the last step of the following outcome chain.

For these students, the outcome of **"normalisation and order in life"** has created two intermediate chains.

After the intermediate outcomes of **"reduced sense of being a burden on the family"** and **"increase in motivation towards life"** in the first chain, the students experienced the outcome of "being more positive and hopeful for the future" at the end of the chain.

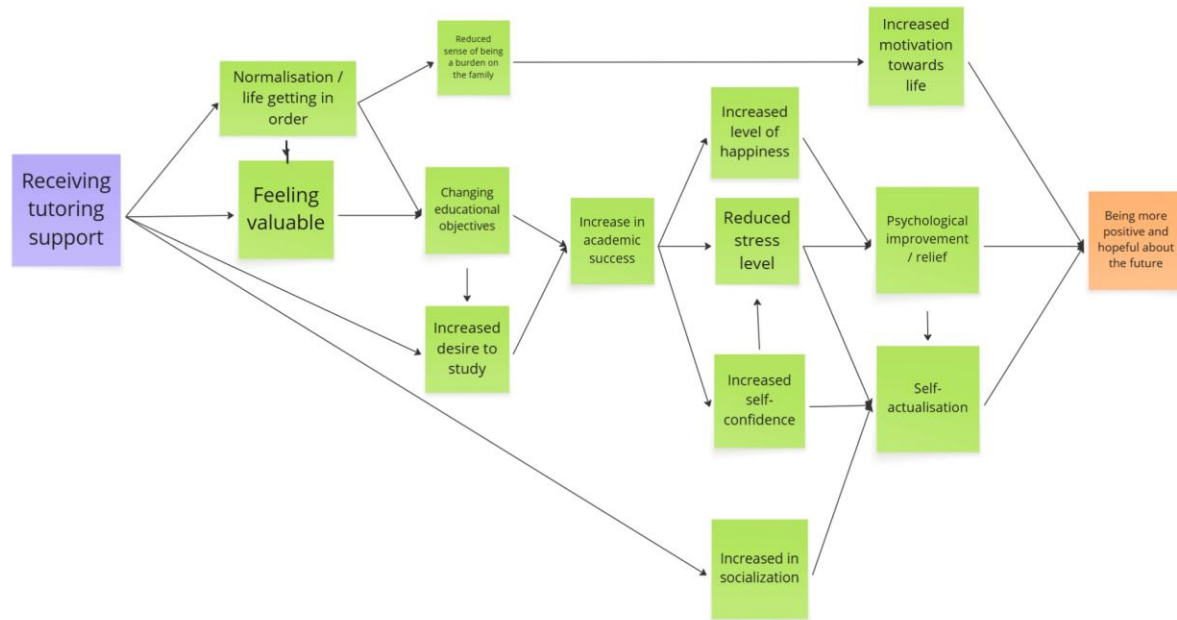
In addition, it has been determined that the intermediate outcomes of **"normalisation and order in life," "change in educational objectives,"** and **"increase in academic success"** in the second intermediate chain are experienced one after another. It was stated that after the **"increase in academic success"** intermediate outcome, three different outcomes were experienced: **"increased happiness," "reduced stress level,"** and **"increase in self-confidence."** In the outcome chain, these three outcomes lead to **"psychological improvement"** and **"self-actualisation"** outcomes. Ultimately, they experienced the well-defined outcome of **"being more positive and hopeful for the future."**

In the second chain, it was determined that the intermediate outcomes of **"feeling valuable," "change in educational objectives,"** and **"increase in academic success"** occurred one after another. It was stated that after the **"increase in academic success"** intermediate outcome, three different outcomes were experienced: **"increased happiness," "reduced stress level,"** and **"increased self-confidence."** In the outcome chain, these three outcomes lead to **"psychological improvement"** and **"self-actualisation"** outcomes. Ultimately, they experienced the well-defined outcome of **"being more positive and hopeful for the future."**

In the third chain, it was stated that after the outcomes of **"increase in desire to study"** and **"increase in academic success,"** three more outcomes were experienced: **"increase in the feeling of happiness," "decrease in stress level,"** and **"increase in self-confidence."** In the outcome chain, these three outcomes lead to **"psychological improvement"** and **"self-actualisation"** outcomes. Ultimately, they experienced the well-defined outcome of **"being more positive and hopeful for the future."**

In the fourth and last chain, after the intermediate outcomes of **“increase in socialization”** and **“self-actualization (realizing their potential, self-development/growth),”** at the end of the chain, they experienced the outcome of **“being more positive and hopeful about the future.”**

**Figure-1: "Being more positive and hopeful about the future" outcome chain**



Based on the comments expressed by the students during the qualitative interviews, "being more positive and hopeful about the future" was determined as a well-defined outcome for the students receiving tutoring support. For the adolescence period, there are research and analyses on having a positive attitude/optimism and hope for the future. Theory and research show that positive expectations about the future can facilitate optimal development and a successful transition to adulthood.<sup>17</sup> Traumas and difficult living conditions experienced after natural disasters affect all age groups, but children and young people are more affected.

In the youth research conducted by the Young Lives Foundation in the earthquake region, when the pre-earthquake and post-earthquake situations of the young people participating in the research were compared, the question was asked, "Can you evaluate your level of anxiety about the future before the disaster?" Then, the question of "Has there been a change in your future anxiety in the post-disaster period?" was answered by 1589 students. 67% of the students stated that they were more anxious after the earthquake.<sup>18</sup> Therefore, **increasing the positive attitude**

<sup>17</sup> Stoddard, S. A., & Pierce, J. (2016). Promoting positive future expectations during adolescence: The role of assets. *Journal of Child and Family Studies*, 25(3), 795-806. <https://doi.org/10.1007/s10464-015-9754-7>

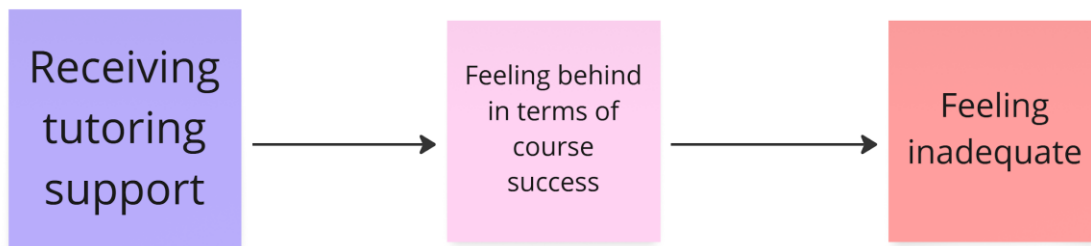
<sup>18</sup> AS A MODEL IN POST-DISASTER WORK: YOUTH WORKS, Young Lives Foundation,

towards the future of children and young people who have experienced earthquake trauma is highly important.

### **"Feeling inadequate"**

Students who received tutoring support experienced the outcome of **"feeling behind in course success,"** followed by the change of **"feeling inadequate"** at the end of the chain.

**Figure-2: "Feeling inadequate" outcome chain**

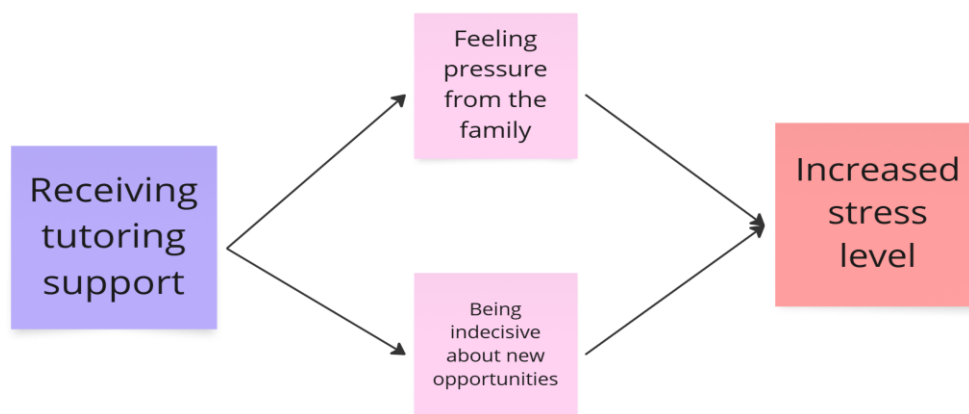


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## **2. "Increased stress level"**

The students who received tutoring support stated that their families' expectations of them increased because they received such support. Therefore, they experienced the outcome of **"feeling pressure from the family."** They also experienced the outcome of **"feeling indecisive about new opportunities."** After these outcomes, as the last step of the chain, they experienced the outcome **"increase in stress level."**

**Figure-3: "Increase in stress level" change chain**



## Measuring well-defined outcomes

Table-19 below shows the well-defined outcomes and indicators used in the quantitative analysis.

**Table-19: Well-defined Outcomes and indicators**

Well-defined Outcome	Indicator
"Being more positive and hopeful about the future"	<p>Students responded to the questionnaire regarding the outcome chain <b>"being more positive and hopeful about the future"</b>, they evaluated 11 questions/statements according to the instructions before and after they received the support of the Tutoring Center:</p> <ul style="list-style-type: none"> <li>- Normalisation of life: Evaluate how organised your life is.</li> <li>- Change of educational goals: Evaluate the interest and support of the adults (school, tutoring center, family) around you in your education and future plans, etc.</li> <li>- Socialisation: How would you evaluate this outcome? Getting to know new people, participating in activities, and spending time with friends.</li> <li>- Socialising: How often do you participate in social activities weekly?</li> <li>- Academic success: How do you evaluate your academic success?</li> <li>- Self-confidence: How would you rate your self-confidence?</li> <li>- Self-actualisation: How would you evaluate this outcome? Defining your aspirations, discovering your abilities, and doing your best in this direction.</li> <li>- Being positive and hopeful about the future: Evaluate the sentence "I am more hopeful and positive about the future."</li> </ul>
"Feeling inadequate"	<p>The students evaluated 1 question/statement, asked in the questionnaire, related to the outcome chain of <b>"feeling inadequate"</b> according to the instructions before and after receiving tutoring support:</p> <ul style="list-style-type: none"> <li>- Feeling inadequate: How would you rate whether you felt adequate or inadequate during your tutoring support?</li> </ul>
"Increased stress level"	<p>The students evaluated the two questions/statements, asked in the questionnaire, related to the outcome chain of <b>"increase in stress level"</b> according to the instructions before and after receiving tutoring support:</p>



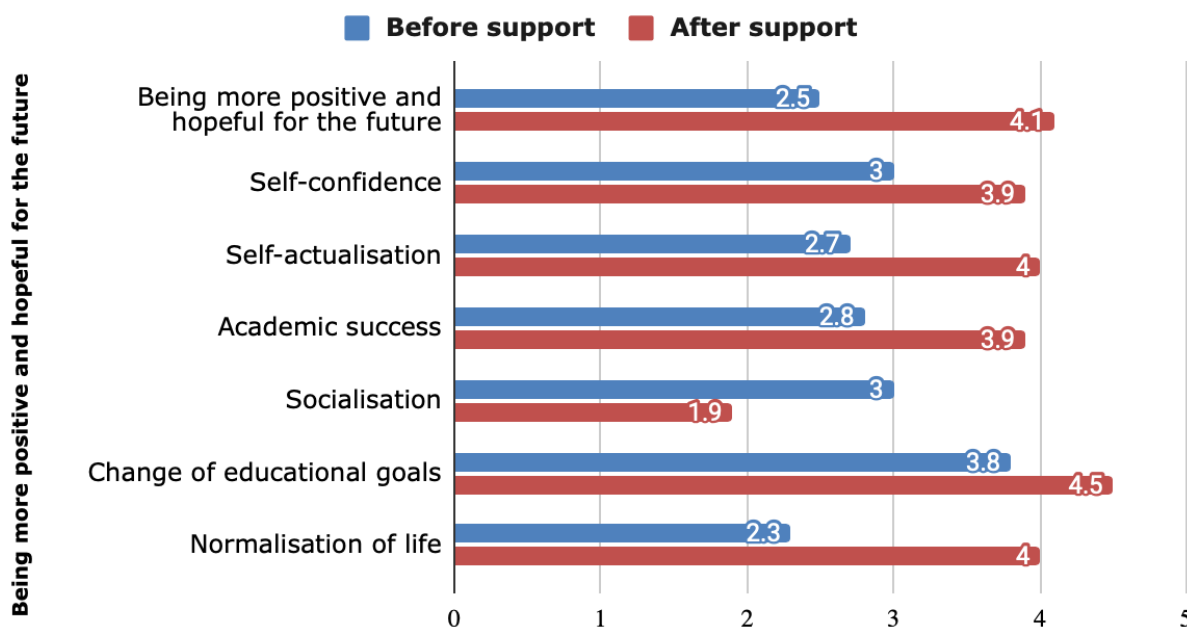
	<ul style="list-style-type: none"> <li>- Expectation of the environment: Can you evaluate the expectations of the adults (tutoring center, school, family, etc.) around you on your academic achievement?</li> <li>- Stress level: How stressed do you feel about your studies?</li> </ul>
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All indicators used in the analysis are subjective, increasing the data reliability risk. Due to the type of outcomes measured - attitude, motivation, knowledge - objective indicators were used to a limited extent, and the assessment of the amount of change was based on students' self-assessment and parents' observations of their children. A descriptive Likert scale was used to answer the questions to minimize data risks.

In this section, the well-defined and intermediate outcomes experienced by the students who received tutoring support according to the segments are analysed in terms of the average amount of outcomes before and after the support. Regarding the well-defined outcome of **"being positive and hopeful about the future,"** 60% (46 students) of the 77 students who received tutoring support stated that they experienced a change. In comparison, 39% (30 students) stated that they did not experience a change. Only 1 student stated that he/she experienced a negative change. When the education (grade) and graduation status of 46 students who experienced change were considered, it was seen that eleven students were in the 7th grade, 10 students were in the 8th grade, 2 students were in the 11th grade, and 14 students were in the 12th grade. It is known that 9 students graduated.

**Data on the intermediate outcomes was also collected to verify and support the outcome chains.**

**Graph-1: Well-defined and intermediate outcomes experienced by students receiving tutoring support ("being positive and hopeful about the future" outcome chain)**



According to the intermediate outcomes, it was seen that the most change was experienced in the intermediate outcomes: self-actualisation, self-confidence, academic success, and normalisation of life.

*"My academic success has increased; they explain and help us understand topics we do not understand at school. This way, we do better at school. It makes us feel happy coming out of container cities. Our view of life changed; it helped us to leave the earthquake effect." (High school student, Hatay)*

*"I didn't have many hobbies before and was always at home. I started socialising, expressing myself more easily, being sociable, and saying I am here. I started to move forward with confident, firm steps. There is a school across the door, and I go there immediately. There has been a change in the personal area; self-confidence has come." (Graduate, Adiyaman)*

*"Trial exams were conducted, we had fun, we mingled, we wondered, I thought about my future profession. We learnt new things, which made our lives easier. It added something better to our future, created awareness, and changed our perspective. We met new people, improved our social environment, and established better ties. It is our last year; it relaxes our minds and increases our motivation." (High school student, Kahramanmaraş)*

Another well-defined outcome that we addressed in this section was the change of **"feeling inadequate."**

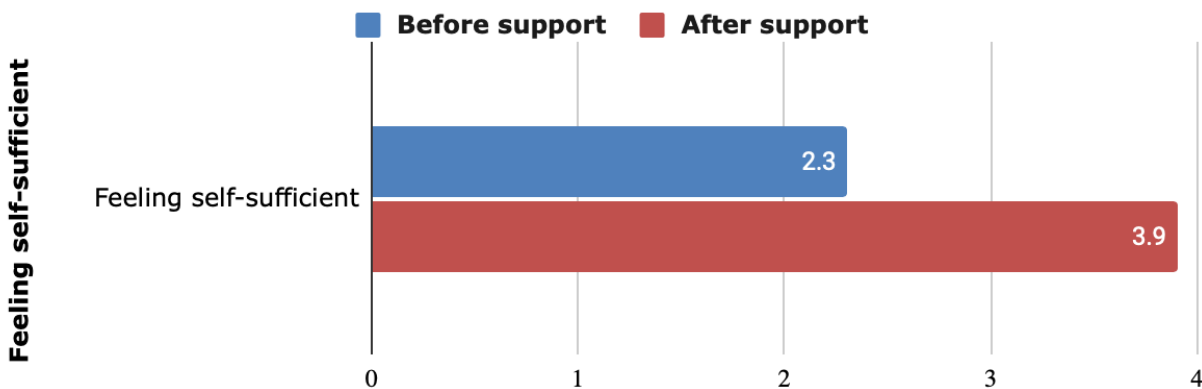
In the qualitative stage, "feeling inadequate" was identified as a negative outcome, and it was asked in the questionnaire. However, most of the respondents reported positive change regarding "the feeling inadequate." As it is closely linked to academic performance/success, this positive change was not considered as a separate positive

well-defined outcome; however, the negative is included as a negative well-defined outcome.

71% (55 students) of the 77 students who received tutoring support stated that they experienced a positive change, while 24% (19 students) stated that they did not experience a change. Only 3 students (4%) said they experienced a negative change. When the education (grade) and graduation status of 55 people who experienced change were analyzed, it was seen that 12 students were in the 7th grade, 14 students were in the 8th grade, 5 students were in the 11th grade, and 14 students were in the 12th grade. It is known that 10 people graduated. When the 55 students who experienced change were evaluated in terms of feeling adequate or inadequate before and after the support, it was observed that while the average score given by the students before the support was 2.3, they started to feel more adequate, with an average score of 3.9 after the support.

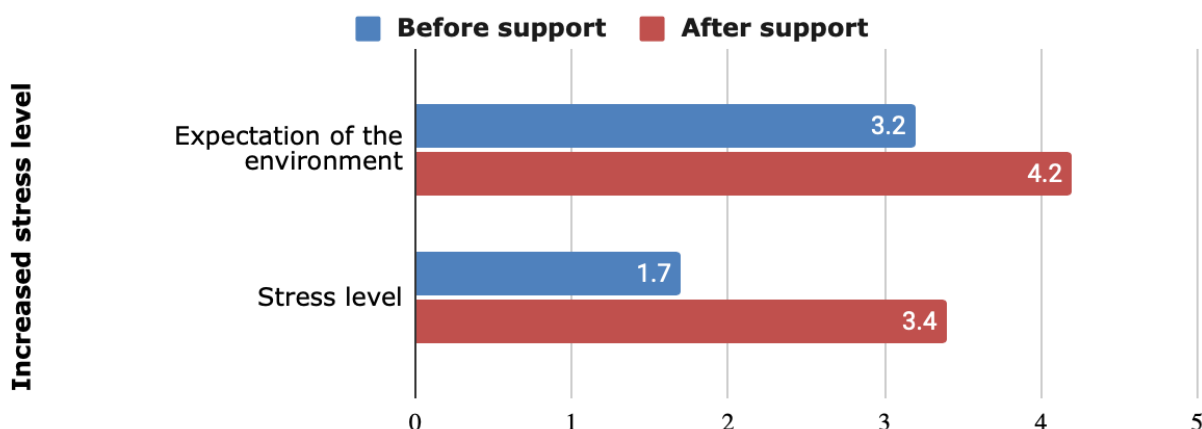
*"I had a dream before the earthquake, my life started to be more planned with this support, it makes me feel very good and sufficient." (High school student, Kahramanmaraş)*

**Graph-2: Outcomes experienced by those receiving tutoring support (feeling self-sufficient)**



Finally, the last well-defined outcome addressed in this section is the "stress level" outcome. Regarding this main outcome, 54% (42 people) of the 77 students who received tutoring support stated that they experienced the change positively (reduced stress level). In comparison, 34% (26 people) stated that they did not experience a change. 9 students (12%) stated they experienced a negative change (increased stress level).

Graph-3: Outcomes experienced by those receiving tutoring support (increase in stress level)



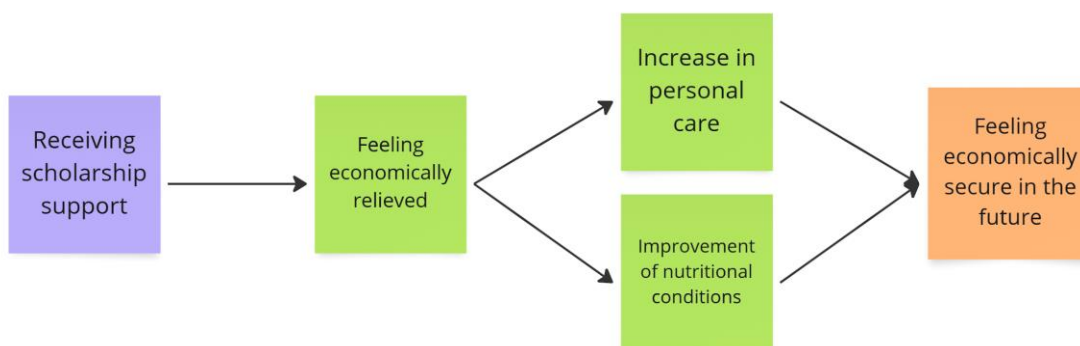
### Outcome Chains: Students Receiving Scholarship Support (High School)

Quantitative data were collected from high school students receiving scholarship support about the following two outcome chains:

#### **1. "Feeling economically secure in your future"**

After the outcome of **"feeling economically relieved,"** students who received scholarship support experienced the changes of **"increase in personal care"** and **"improvement in nutritional conditions,"** and at the end of the chain, they experienced the outcome of **"feeling economically secure in their future."** High school students having scholarship support clearly expressed this Chain of events. First time, an organization is offering them a scholarship without any condition, so they can continue their education, not thinking on economic issues, being economically secure in the future.

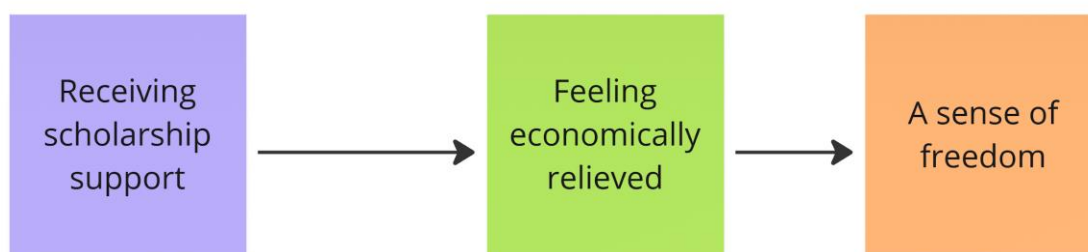
Figure-4: "Feeling economically secure in your future" outcome chain



#### **2. "Increased sense of freedom"**

Students who received scholarship support experienced the outcome of **"feeling economically relieved,"** followed by the outcome of **"increased sense of freedom."** High school students having scholarship support clearly expressed this Chain of events. Sense of freedom was expressed by the students as "a feeling of freedom to do what they want" such as buying ice cream, going out with a friend, buying a book, giving money to the younger brother/sister, etc.

**Figure-5: "Increased sense of freedom" outcome chain**



Two well-defined outcomes for these stakeholders are linked to the feeling of being economically relieved, but based on the analysis of the qualitative data, they were evaluated as two separate outcomes - as the stakeholders did not express the cause-effect link between them.

### **Measuring well-defined outcomes**

Table-20 below shows the well-defined outcomes and indicators used in the quantitative analysis.

**Table-20: Well-defined outcomes and indicators**

Well-defined Outcome	Indicator
"Feeling economically secure in your future"	<p>The students evaluated the 2 questions related to the outcome chain "Feeling economically secure in their future" asked in the questionnaire, according to the instructions before and after receiving scholarship support:</p> <ul style="list-style-type: none"> <li>- Economic relief: How would you describe your economic situation?</li> <li>- Feeling economically secure about your future: How secure do you feel about your future economically?</li> </ul>

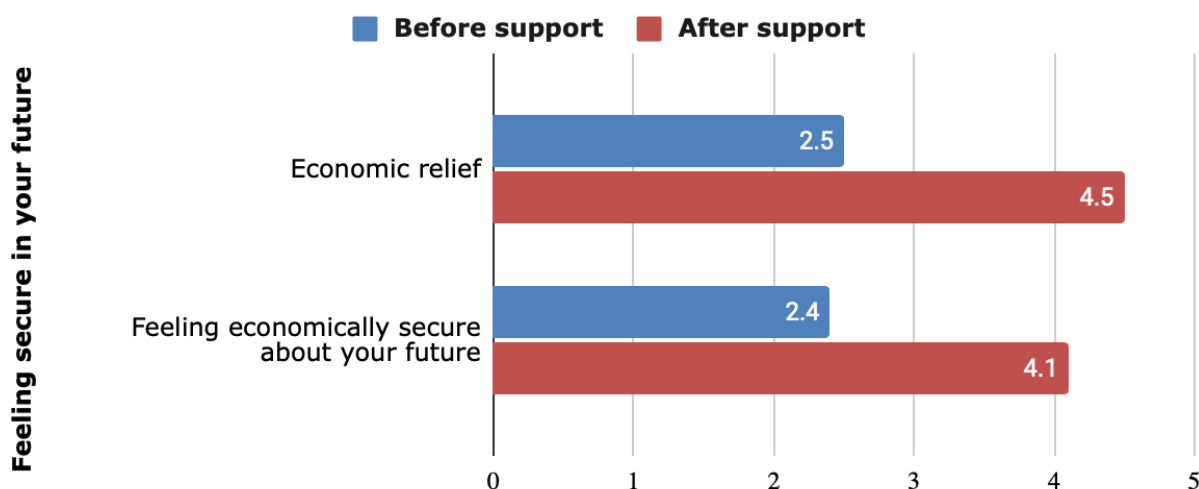
"Increased sense of freedom"	<p>The students evaluated 1 question in the questionnaire related to the outcome chain "Increased sense of freedom" according to the instructions before and after receiving scholarship support:</p> <ul style="list-style-type: none"> <li>- Feeling free: How free do you feel?</li> </ul>
"Education objectives "**	<p>Students evaluated 1 question in the questionnaire regarding the change of "educational goals" according to the instructions before and after receiving scholarship support:</p> <p>Change in educational goals: Evaluate the interest and support of the adults (tutoring centre, school, family, etc.) around you regarding your education and future plans.)</p>

*\*Although this outcome is not a well-defined outcome and was not directly expressed by the students who received scholarships during the qualitative data collection phase, it was decided to collect quantitative data on this outcome since it was an outcome targeted by VKV and asked in the questionnaire.*

In this section, the well-defined and intermediate outcomes experienced by the high school students receiving scholarship support according to the segments are analyzed in terms of the average amount of change before and after the support. Firstly, when the well-defined outcome **"Feeling economically secure in their future"** was analyzed, 93% (27) of the 29 students who received scholarship support stated that they experienced a change, while 7% (2) stated that they did not experience a change.

The intermediate outcomes and indicators that played a role in this outcome for 27 students who experienced change are shown in Graph-4.

**Graph-4: Outcomes experienced by scholarship recipients (feeling secure in their future)**



Regarding the well-defined outcome **"feeling economically secure in their future,"** a significant difference was observed in the amount of change before and after the scholarship support. While the average score of students who stated that they felt economically secure before the scholarship support was 2.4, this score increased to 4.1 after the scholarship support. Similarly, those who stated that they were economically relieved with the scholarship support scored their economic relief as 2.5 before the support but scored 4.5 after the scholarship support.

*"The scholarship support was very good for me; I was able to buy what I wanted." (High school student, Hatay)*

*"I made more friends, I was able to socialise more, I can go places with my friends because I have money now." (High school student, Malatya)*

*"The most important change is that I realised that my future is safe, now I have savings behind me. Even if I go somewhere, I feel safe." (High school student, Malatya)*

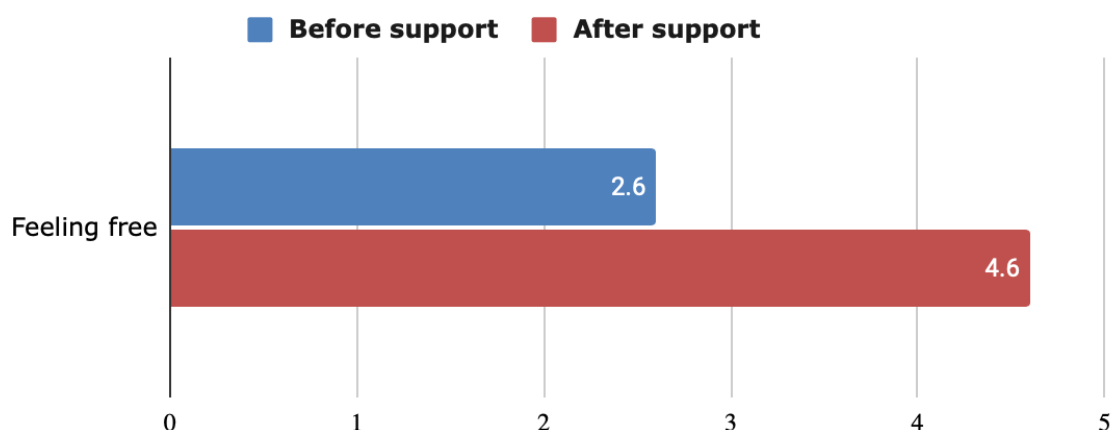
Finally, another well-defined outcome addressed in this section was the **"increased sense of freedom."** Regarding this well-defined outcome, 79% (23 students) of the 29 students who received scholarship support stated that they experienced a change, while 21% (6 students) stated that they did not experience a change.

*"My desire to read increased, and I started to buy things with my own money. I am less of a burden on my father. I was able to buy new things for my brother; I was able to buy gifts for my father. If I had not received this support, I would not have been able to contribute to my family; I would not have been able to buy gifts." (High school student, Malatya)*

*"The scholarship support liberated me, and having my bank account made me very happy. When I go out with my friends, I have money; I can do what I want. I buy gifts for my brother. I would be less happy if I didn't have it, I feel more valuable." (High school student, Adiyaman)*

The intermediate outcomes and indicators that played a role in this outcome for 23 students who experienced change are shown in Graph-5.

**Graph-5: Outcomes experienced by scholarship recipients (feeling free)**



### **Scholarship and Tutoring Support**

Quantitative data were collected from students who received both scholarship and tutoring support at the same time, regarding the five outcome chains described above for scholarship-tutoring support:

1. Being more positive and hopeful about the future
2. Feeling inadequate
3. Increased stress level
4. Feeling economically secure in the future
5. Increased sense of freedom

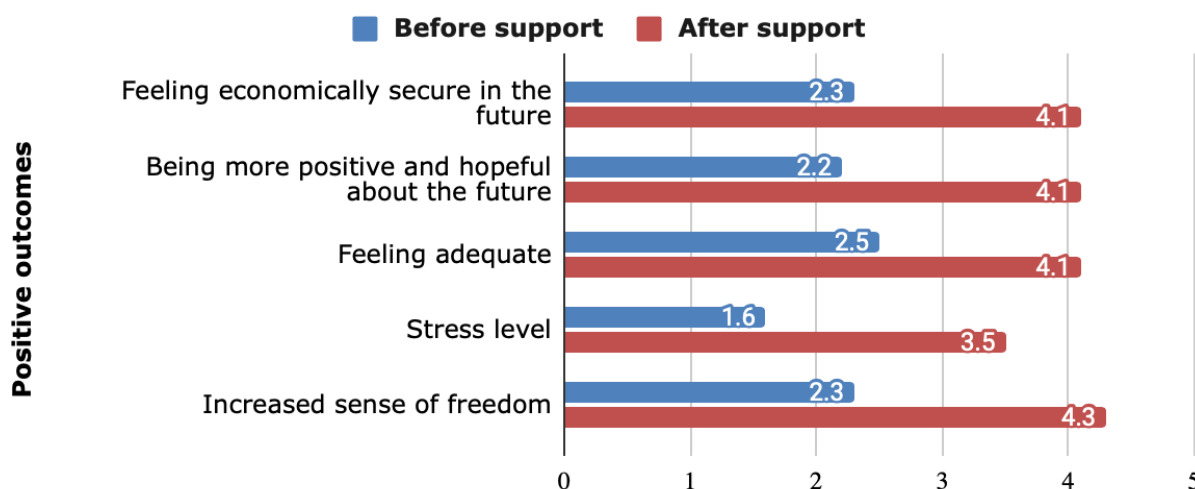
In this section, the well-defined and intermediate outcomes experienced by the students who received scholarship and tutoring support according to the segments are analysed in terms of the average amount of change before and after the support. Among the sample of 20 students who received scholarship and tutoring support for the outcome of **"being more positive and hopeful about the future,"** 70% (14 people) stated that they experienced a change. In contrast, 25% (5 people) stated that they did not experience a change. Only 1 person stated that he/she experienced a negative change. Among the 20 students who received scholarship and tutoring support for the outcome of **"feeling inadequate,"** 80% (16 people) stated that they experienced a change, while 15% (3 people) stated that they did not experience change. Only 1 person stated that he/she experienced a negative change. When the outcome **"increase in stress level"** was analyzed, 50% (10 people) of the 20 students who received scholarship and tutoring support stated that they experienced a change. In comparison, 35% (7 people) stated that they did not experience a change. Only 3 students (15%) said they experienced a negative change. In the outcome of **"feeling economically secure in their future,"** 65% (13 people) of the 20 students who received scholarship and tutoring support stated that they experienced a change, while 35% (7 people) stated that they did not experience a change. Finally, the outcome **"increase**



**in the feeling of freedom"** was analysed, and 65% (13 people) of the 20 students who received scholarship and tutoring support stated that they experienced a change. In comparison, 35% (7 people) stated that they did not experience a change.

In Graph-6, students' status before and after the support is analysed in terms of the outcomes.

**Graph-6: Well defined outcomes experienced by students receiving scholarship and tutoring support**



*"My enthusiasm for the course increased, and my grades improved. I saw that my path in my educational life was more open, and I saw that I could think further ahead. I realised that if I study, I can do everything more easily. I work more question-oriented while studying, and I try to make the scholarship I received worthwhile." (High school student, Malatya)*

### **Scholarship Support (University)**

Quantitative data were collected from university students receiving scholarship support about the following outcome chain:

#### **1. "Being more positive and hopeful about the future"**

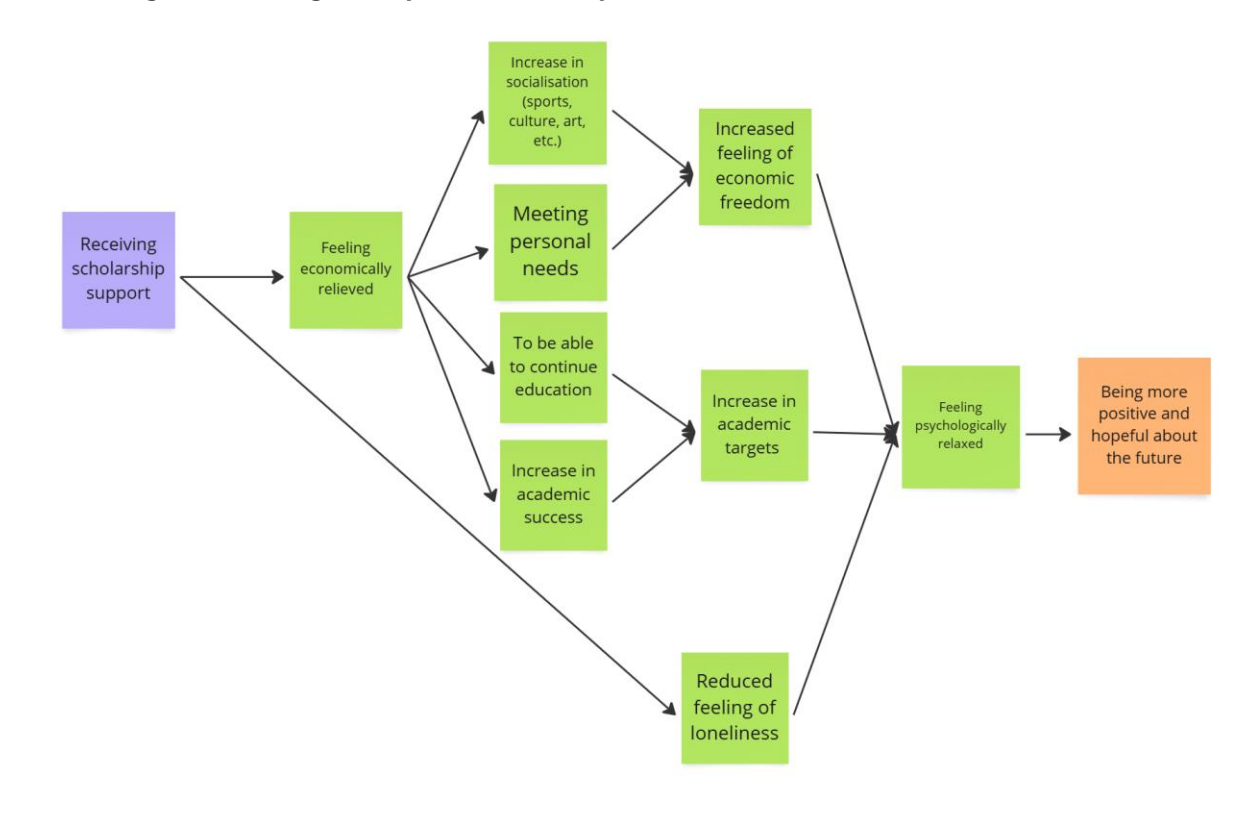
University students who received scholarship support stated that they experienced the outcome of **"being more positive and hopeful about the future"** as the last step of the outcome chain below.

Students who received scholarship support first experienced **"economic relief,"** followed by **"increased socialisation," "being able to meet personal needs," "being able to continue their education,"** and **"increased academic achievement."** After these intermediate outcomes, students who experienced the outcomes of **"feeling economically free"** and **"increased academic goals"** experienced the outcome of

**"feeling psychologically relieved"** and finally the outcome of **"being more positive and hopeful about the future"** as the last step of the outcome chain.

In the second chain, the outcome of **"reduced feeling of loneliness"** led to the outcome of **"feeling psychologically relieved."** Finally, the university students who received scholarship support experienced the outcome of **"being more positive and hopeful about the future."**

**Figure-6: "Being more positive and hopeful about the future" outcome chain**



### **Measuring well-defined outcomes**

Table-21, shared below, shows the well-defined outcomes and indicators used in the quantitative analysis.

**Table-21: Well-defined outcomes and indicators**

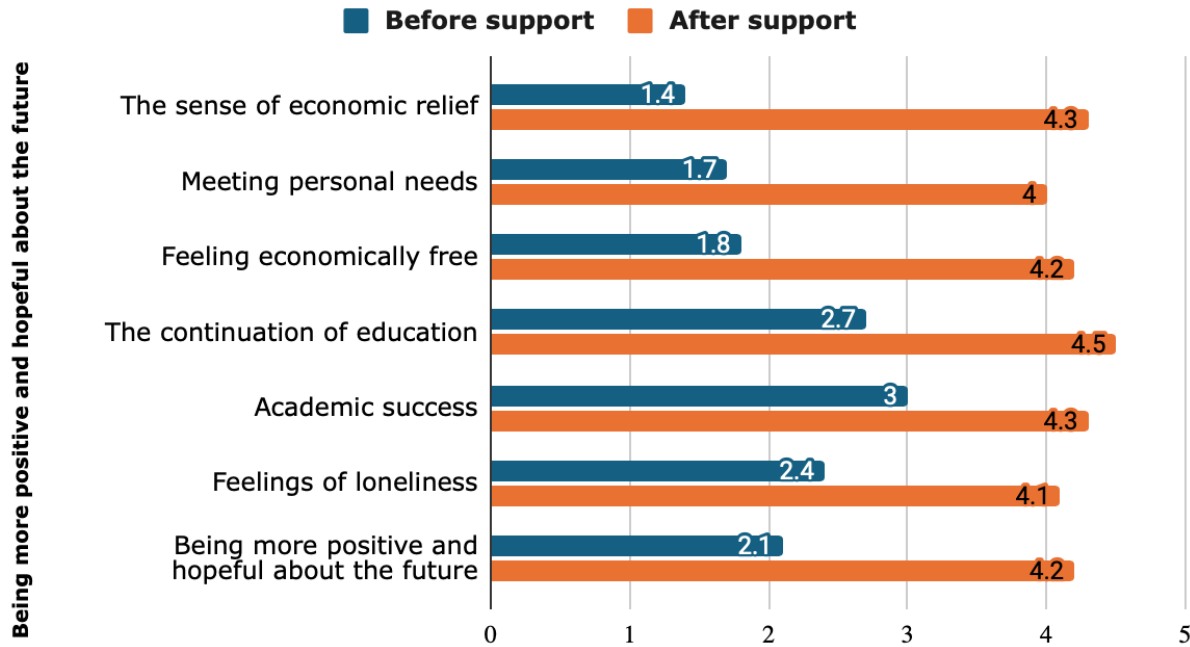
Well-defined Outcome	Indicator
"Being more positive and hopeful about the future"	<p>Students evaluated the eight questions related to the outcome chain "Being more positive and hopeful about the future" asked in the questionnaire, according to the instructions before and after receiving scholarship support:</p> <ul style="list-style-type: none"><li>- How do you feel economically?</li><li>- How much can you meet your needs (transport, dormitory fees, saving money, private lessons, language courses, KPSS books, etc.)?</li><li>- How economically independent do you feel?</li><li>- Evaluate the statement "I think I can continue my education".</li><li>- How do you evaluate your academic success?</li><li>- Can you evaluate your education goals?</li><li>- Do you feel lonely?</li><li>- Evaluate the statement "I look to the future more positively and hopefully".</li></ul>

In this section, the well-defined and intermediate outcomes experienced by university students who received scholarship support according to segments are analysed in terms of the average amount of change before and after the support.

Among the 34 university students who received scholarship support for the outcome of **"being more positive and hopeful about the future,"** 79% (27 people) stated that they experienced change, while 21% (7 people) stated that they did not experience change.

The intermediate outcomes and indicators that played a role in this outcome for 27 students who experienced change are shown in Graph-7.

**Graph-7: Well-defined and intermediate outcomes experienced by university students receiving scholarship support**



The well-defined outcome of being more positive and hopeful about the future experienced by university students receiving scholarship support was analysed, with the intermediate outcomes that played a role in this change.

Among these intermediate outcomes, the most significant changes were observed in **the sense of economic relief** and **meeting personal needs**. University students, who evaluated the feeling of economic relief as 1.4 average points before the scholarship support, evaluated this interim outcome as 4.3 points with the scholarship support. Similarly, students who rated meeting their personal needs (transport, dormitory fees, saving money, private lessons, language courses, KPSS books, etc.) as 1.7 average points before the scholarship support, stated that they started to meet their personal needs more with the scholarship support, and this score increased to 4.

When the change in feeling economically free, which is another intermediate outcome with the highest amount of change, was analyzed, it was seen that the average score, which was 1.8 before the scholarship support, increased to 4.2 points with the scholarship support. Regarding continuing education, the students were asked to express their intention to continue their education, and most university students stated that they would continue their education. While the average score of the students who intended to continue their education was 2.7 before the scholarship support, this score increased to 4.5 with the scholarship support. Similarly, students who evaluated their academic success stated that while they found themselves less successful academically before the scholarship support, they started to find themselves more successful with the scholarship support. The average score, which was 3 before the scholarship support, increased to 4.3 with the scholarship support.

Finally, university students who experienced a significant increase in the well-defined outcome of looking at the future more positively and hopefully stated that the average score, which was 2.1 before the scholarship support, increased to 4.2 after the scholarship support. In addition, students were also asked about their feelings of loneliness in relation to the well-defined outcome and were asked to evaluate whether they felt lonely or not. With the decrease in the feeling of loneliness, it was observed that the university students who received scholarship support relaxed psychologically and eventually started to look at the future more positively and hopefully. According to the results of the quantitative analysis, the average score of the university students who felt lonely before the scholarship support was 2.4, while this score increased to 4.1 with the scholarship support.

### **Explanation of survey questions for all student segments and the dissemination process**

In the questionnaire, questions were asked to understand the outcomes related to the outcome chains given above on a segment basis. In the survey, students evaluated the statements about the outcomes according to the instructions "Before receiving tutoring support/scholarship support" and "After receiving tutoring support/scholarship support" on a 5-point Likert scale. In addition to these statements, the attribution, contribution, counterfactuality, duration, and relative importance of the outcomes they experienced were also asked.

The surveys were administered directly to secondary and high school students in the Hope Cities where the students live. University students filled out the online survey. All survey forms were prepared, filled out, and analyzed using the tool used by Koç University (Qualtrics).

The number of students participating in the survey, according to the support they received based on their cities, is shared in table-22 and table-23:

**Table-22: City-based support received by students (high school and graduates) and numbers**

City	Number of Students Receiving Tutoring Support	Number of Students Receiving Scholarship Support (High School & Graduate)	Number of Students Receiving Scholarship and Tutoring Support (High School & Graduate)	Total	Percentage Ratio According to the Total Number of Respondents
ADIYAMAN	14	17	8	39	%31
KAHRAMANMARAS	27	1	9	37	%29
MALATYA	6	11	1	18	%14
HATAY	15	0	2	17	%13
İSKENDERUN	15	0	0	15	%12

<b>TOTAL</b>	<b>77</b>	<b>29</b>	<b>20</b>	<b>126</b>	<b>%100</b>
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**Table-23: City-based scholarship support received by students (university) and numbers**

<b>City</b>	<b>Number of University Scholars Participating in the Survey</b>	<b>Percentage Ratio According to the Total Number of Respondents</b>
<b>ADIYAMAN</b>	9	26
<b>KAHRAMANMARAS</b>	17	48
<b>MALATYA</b>	9	26
<b>HATAY</b>	0	0
<b>TOTAL</b>	<b>35</b>	<b>%100</b>

#### **Amount of change according to segments**

While evaluating the depth of change to outcomes, the differences between before and after a person benefited from the supports related to the outcome were calculated. Accordingly, the difference before and after the outcomes is considered as follows;

- If negative (less than 0), negative change
- 0 points, no change
- 1-4 is interpreted as a significant positive change.

Table-24 presents the positive and negative outcomes with the amount of change by segments:

**Table-24: Amounts of change according to segments of "received support"**

Outcome	Stakeholder segment	Number of people experiencing change	Those who filled out a questionnaire % ratio	Percentage of those experiencing change in the population	The average amount of changes experienced (on a 5-point scale)	Counterfactual	Attribution
Being more positive and hopeful about the future	Students receiving tutoring support (Population: 315 people, Sample: 77 people)	46	%60	%14	Before - 2,5 After - 4,2 Difference - 1.7	%30	%20
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	14	%70	%39	Before - 2,2 After - 4,1 Difference - 1.9	%30	%30
	University students receiving scholarship support (Population: 50 people, Sample: 35)	27	%77	%54	Before - 2,6 After - 4,2 Difference - 1.6	%10	%20
Feeling economically secure in the future	Students receiving scholarship support (Population: 129 people, Sample: 29 people)	27	%93	%21	Before - 2,4 After - 4,1 Difference - 1.7	%10	%20
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	13	%65	%36	Before - 2,3 After - 4,1 Difference - 1.8	%20	%25

A sense of freedom	Students receiving scholarship support (Population: 129 people, Sample: 29 people)	23	%79	%18	Before - 2,7 After - 4,6 Difference - 1.9	%30	%20
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	13	%55	%30	Before - 2,5 After - 4,2 Difference - 1.7	%30	%15
Negative outcome: Being less positive and less hopeful about the future	Students receiving tutoring (Population: 315 people, Sample: 77)	1	%1,3	%0,3	Before - 4 After - 3 Difference - (-1)	%40	%0
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	1	%5	%2,7	Before - 4 Aftermath - 1 Difference - (-3)	%50	%0
Negative outcome: Feeling inadequate	Students receiving tutoring (Population: 315 people, Sample: 77 people)	3	%4	%1	Before - 3 After - 1,6 Difference - (-1,4)	%35	%50
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20)	1	%5	%3	Before - 4 Aftermath - 2 Difference - (-2)	%0	%0



Negative outcome: Increased stress level	Students receiving tutoring (Population: 315 people, Sample: 77 people)	9	%12	%3	Before - 4,1 After - 1,8 Difference - (-2,3)	%60	%15
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20)	3	%15	%8	Before - 3,3 After - 1,3 Difference - (-2)	%30	%30

## **Negative Outcomes**

The type of support received was considered an important variable, and no other correlation affecting the amount of change was detected. During the analysis, it was thought that the 12th grade and graduate group benefiting from the support could be a separate segment, and an analysis was made in this way. However, as a result of the analysis, close ratios were obtained when the number of people who experienced change in the 12th grade and graduate group was compared with the number of people who experienced change in other classes in terms of percentage. Therefore, the 12th grade and graduate groups were not considered as a separate segment within the scope of the analysis. However, while the rate of positive outcome of **"being more positive and hopeful about the future"** was very close in terms of percentage between the 12th grade and graduates and other classes, it was determined that the negative outcomes of **"increase in stress level"** and **"feeling inadequate"** were experienced only in the 12th grade and graduate group.

Among the students who received the support, students who experienced a change in stress level, both decreased and increased, were identified. While evaluating the qualitative data, some of the students who received support stated that their academic achievement increased thanks to this support. As a result, the stress they experienced in their educational life decreased. However, some students stated that their stress levels increased with increased expectations for themselves by their parents. The findings of the quantitative data analysis also confirmed these findings. However, among the 12 students who experienced an increase in stress, 10 of them were 12th-grade students and graduates. Only 2 students were 7th and 8th-grade students. The 12th graders and graduates were frequently anxious about the university entrance exam and concerned about the future, especially during the qualitative data collection phase. This is considered an important finding.

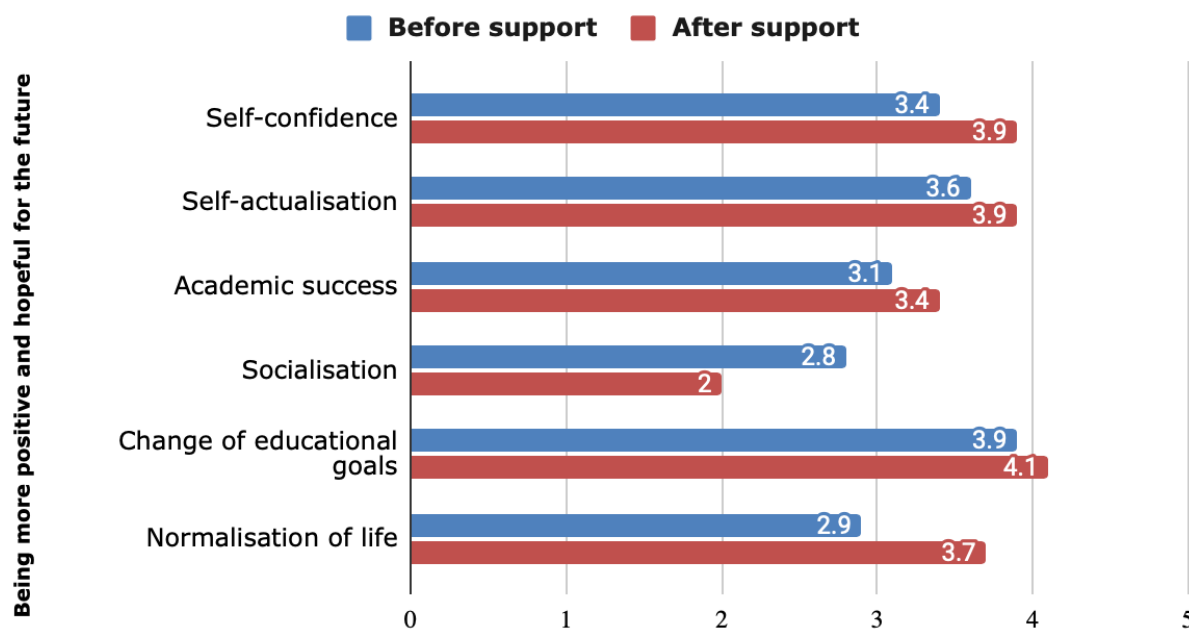
## **Those who do not experience the well-defined outcome**

- ***Those who do not experience the well-defined outcome "Being more positive and hopeful about the future"***

Some students who received support from the tutoring centre did not experience the outcome of **"Being more positive and hopeful about the future"** until the end of the chain. Among the 77 students who received support from the tutoring centre, 30 students (39% of the sample) did not experience the outcome of "Being more positive and hopeful about the future." In addition, among the 20 people who received tutoring and scholarship support, 5 people who did not experience the same outcome were identified (25% of the sample). Notably, these individuals rated their situation quite high before the support. The average outcome is 3.9 for the segment of students receiving tutoring support, and 3.4 for those receiving scholarship and tutoring support. However, they did not experience the well-defined outcome; some experienced intermediate outcomes among those who received this support, although not at a very high rate. In the graph below, the amounts of change before and after the intermediate outcome are presented for the students who did not experience a change in the well-defined outcome. Firstly, intermediate outcomes of

the students who did not experience the well-defined outcome of “being more positive and hopeful about the future” are analysed.

**Graph-8: Outcomes experienced by students who received tutoring support and who did not experience the well-defined outcome**



It was observed that students who did not experience the outcome of being positive and hopeful about the future experienced a change in intermediate outcomes. Among the intermediate outcomes, it is possible to say that the most change was experienced in the case of normalisation of life. While the average score of the students who stated that life was normalised (who did not experience the well-defined outcome of being positive and hopeful about the future) was 2.9 before the tutoring support, this score increased to 3.7 with the tutoring support. Regarding the intermediate outcome in socialisation, although it appears as a decrease in Graph-8 because the question is a reverse scale, it was observed that there was an increase in the socialisation level of the students with tutoring support; it was analysed that there was a difference of 0.8 between the scores. Similarly, there is an increase of approximately 0.3 points in each of the intermediate outcomes of changing educational goals, academic achievement, and self-actualisation. Lastly, in the intermediate outcome of feeling self-confident, the average score, 3.4 before the tutoring support, increased to 3.9 with tutoring support. **Although they did not experience the well-defined outcome of being positive and hopeful about the future in general, students who received tutoring support experienced a change (although the amounts were small for some outcomes) in all other intermediate outcomes.**

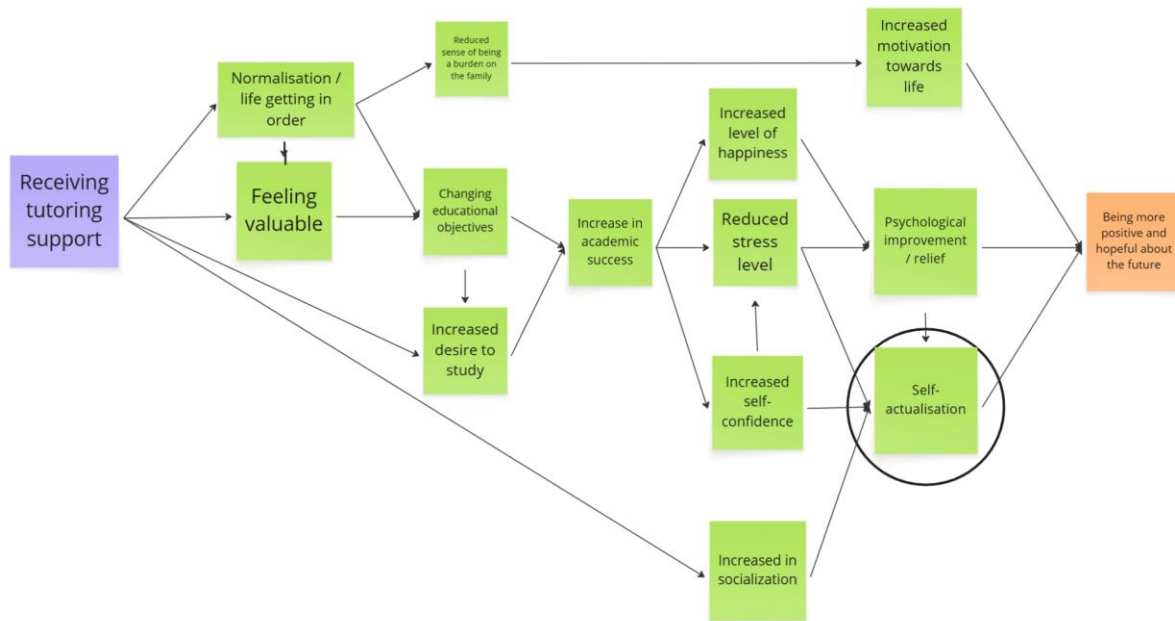
- **Intermediate outcome "realisation of potentials/self-actualisation"**

In the outcome chain "Being more positive and hopeful about the future", the intermediate outcome **"Realising their potential/self-actualisation"** is an important

outcome towards the end of the chain. Since it is one of the outcomes targeted by the VKV while providing these supports, it has been analysed.

Among the 30 people who did not experience the well-defined outcome "Being more positive and hopeful about the future", 14 (47% of the sample) experienced this intermediate change.

**Figure-7: "Realising potentials/self-actualisation" change chain**



In Table-25, which shows the change amounts according to segments, only those whose change amount to the outcome of "Being more positive and hopeful about the future" was 0 (i.e. no change) and those whose change amount was negative but experienced the intermediary outcome of "Realizing their potential/self-actualisation" were added. In addition, in Graph-8, the pre- and post-support situations of the students regarding the intermediate outcome of "knowing their potential and self-actualisation" are evaluated.

**Table-25: Amounts of change for intermediate outcomes according to the segments "Support received"**

Intermediate Outcome	Stakeholder segment	Number of people experiencing change	Survey completion rate	Ratio of those experiencing change to the population	The average amount of changes experienced (on a 5-point scale)	Counterfactual	Attribution
Realising their potential/self-actualisation	Students receiving tutoring support (Population: 315 people, Sample 77 people)	14	%18	%4	Before - 2,8 After - 4,2 Difference - 1.4	%10	%50
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	3	%15	%8	Before - 2,6 After - 3,6 Difference - 1	%35	%30

In the segment of university students who received scholarship support, only 7 out of a sample of 35 (20% of the sample) did not experience a change in "being more positive and hopeful about the future". It was observed that these individuals rated their situation before and after the support quite high (average 4.3).

- ***Those who did not experience the well-defined outcome "Feeling economically secure in their future"***

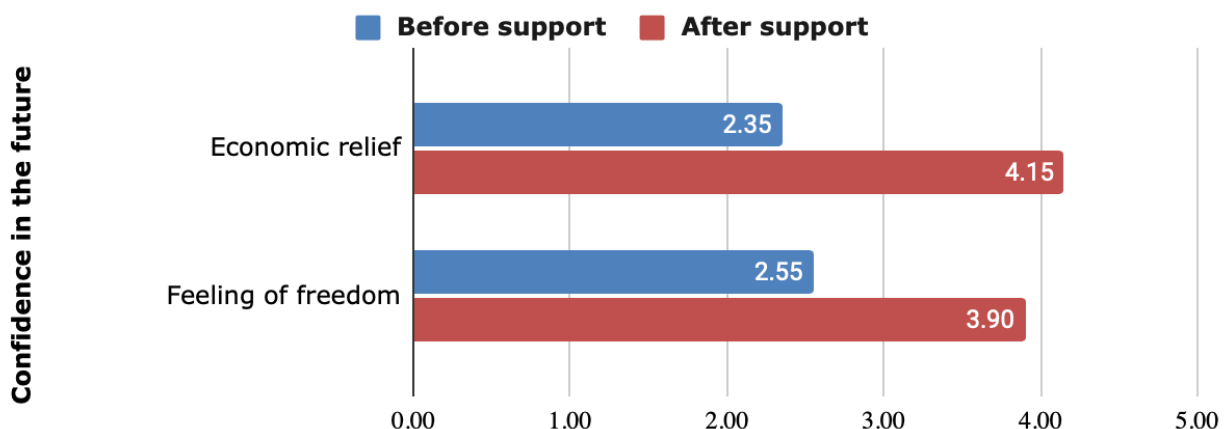
In the segment of students who receive tutoring & scholarship support, those who did not experience this well-defined outcome (average 2.5) are 7 out of 20 (35% of the sample). However, 5 out of these 7 people stated that they experienced the intermediate outcome of "economic relief". Details are shared in Table-26.

**Table-26: Amounts of change of the intermediate outcomes according to the segments "Support received"**

Intermediate Outcome	Stakeholder segment	Number of people experiencing change	Survey completion rate	Ratio of those experiencing change to the population	The average amount of changes experienced (on a 5-point scale)	Counterfactual	Contribution/ Attribution
Economic relief	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20)	5	%25	%14	Before - 2,4 After - 4 Difference - 1.6	%15	%0

It was determined that 5 of the 7 students who did not experience any change did not experience any change in the pre-post comparison of scholarship and tutoring support. This section includes the analysis of the average amount of change in the intermediate outcomes (economic relief and feeling of freedom) experienced by the students before and after the programme.

**Graph-9: Outcomes experienced by students receiving scholarship and tutoring support (confidence in the future)**



While the average score of 11th and 12th grade students who received scholarship and tutoring support was 2.35 out of 5 before the support, this score increased to 4.15 after the support they received, indicating a positive increase was experienced. Similarly, while the average score of students who stated that they felt free before the support they received was 2.55, this score increased to 3.9 after the support.

In the segment of students receiving scholarship support, only 2 out of a sample of 29 (7%) did not experience this well-defined outcome (average 3.5).

- ***Those who do not experience the well-defined outcome "increased sense of freedom"***

Among the students receiving scholarship support, those who did not experience a change in their "sense of freedom" were 6 people out of a sample of 29 (20% of the sample). While these 6 people evaluated the question about the change in their "sense of freedom" as "before - after", it is striking that their evaluations regarding the "before" were high (average 4.5).

Similarly, in the segment of students receiving tutoring & scholarship support, 7 out of 20 (35% of the sample) did not experience this well-defined outcome. The average of their evaluations about the "before" of this change is lower (average 3).

### **Counterfactual and attribution - evaluation and explanation**

The survey participants were asked counterfactual and attribution questions about the outcomes they experienced. These questions were only asked of the respondents who stated that they experienced positive or negative changes.



**What is wanted to be learned with the counterfactuality question is whether the participant thinks that if he/she had not participated in the activity/programme, he/she would still have experienced that change in any way.** If the participant answers yes, an auxiliary question is asked, "What would be the probability of experiencing this change out of 10?".

**What is wanted to be learnt with the attribution questions is whether other people/institutions had an impact on the change experienced by the participants.** If the respondents answered yes to this question, they were asked who these organisations/persons were and their contribution to the change they experienced in percentage terms.

**Table-27: Counterfactuality and Attribution according to the segment of support received**

Outcome	Stakeholder group	Number of people who said, "I would have experienced change even if I did not participate in the activities" and their percentage in the sample	Average probability of change (out of 10 points)	Attribution - person and % average
Being more positive and hopeful about the future	Students receiving tutoring support (Population: 315 people, Sample: 77 people)	22 - %29	5,9	16 people %60
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	7 - %35	5,1	4 people %60
	University students receiving scholarship support (Population: 50 people, Sample: 35 people)	3 - %9	6,5	2 people %15
Feeling economically secure in the future	Students receiving scholarship support (Population: 129 people, Sample: 29 people)	5 - %17	5	10 people %30
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	4 - %20	5	4 people %40

Increased sense of freedom	Students receiving scholarship support (Population: 129 people, Sample: 29 people)	8 - %28	4,5	8 people %40
	Students who receive tutoring & scholarship support (Population: 36 people, Sample: 20 people)	2 - %10	5	2 people %50
Potentials / self-actualisation	Students receiving tutoring support (Population: 315 people, Sample: 77 people)	6 - %8	5,3	3 people %50
Economic relief	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	1 - %5	6	0 person
Negative Outcome: Being less positive and hopeful about the future	Students receiving tutoring support (Population: 315 people, Sample: 77 people)	1 - %1	6	0
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	1 - %5	5	0
Negative Outcome: Feeling inadequate	Students receiving tutoring support (Population: 315 people, Sample: 77 people)	3 - %4	3,3	3 people %60
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	0	-	%0
Negative Outcome: Increase in stress level	Students receiving tutoring support (Population: 315 people, Sample: 77 people)	7 people - 9%	7,6	2 people %50
	Students receiving tutoring & scholarship support	1 person - 5 per cent	10	1 person %5

	(Population: 36 people, Sample: 20 people)			
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### **Significance Analysis**

Quantitative data on outcomes that met the relevant/significant criteria were collected and evaluated. The assessment of the significance of the outcomes was made according to the following criteria:

- Scale of impact- how many people experience it
- Amount of change in the outcome
- Counterfactuality and attribution

**In the light of the qualitative and quantitative data collected from the students benefiting from the support, all 5 well-defined outcomes meet the relevance/significance criterion: ("Being more positive and hopeful about the future," "Feeling economically secure about their future," "Increased sense of freedom," "Negative Outcome: Being less positive and hopeful about the future," "Negative Outcome: Feeling inadequate," "Negative Outcome: Increased stress level."**

### **Identified New Well-Defined Outcomes**

Since some participants from two student segments (57 students having tutoring support and 5 students having tutoring and scholarship support) stated that they experienced the intermediate outcome of "Realising their potential/self-actualisation" although they did not experience the outcome of "Being more positive and hopeful about the future", these changes were included in the evaluation and evaluated as significant.

Likewise, since 9 students having tutoring and scholarship support who did not experience the outcome "Feeling economically secure in the future" stated that they experienced the intermediate outcome ""Economic relief", this outcome was also included in the evaluation and evaluated as a significant change.

Consequently, these outcomes, referred to as intermediate outcomes, are the end of the outcome chain for those **who do not experience** "Being more positive and hopeful about the future" well-defined outcome and "Feeling economically secure in the future", and **they have been considered and evaluated as well-defined outcomes for these subgroups. Therefore, they have also been added to the value map.**

The summary of the relevance/significance assessment of the outcomes is shown in table-28, where the relevant and significant outcomes are added to the value map.

**Table-28: Significance assessment of outcomes according to the support segment received**

<b>Outcome</b>	<b>Stakeholder group</b>	<b>Materiality (relevance and significance)</b>
Being more positive and hopeful about the future	Students receiving tutoring support (Population: 315 people, Sample: 77 people)	Relevant/ Significant
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	Relevant/ Significant
	University students receiving scholarship support (Population: 50 people, Sample: 35 people)	Relevant/ Significant
Feeling economically secure in the future	Students receiving scholarship support (Population: 129 people, Sample: 29 people)	Relevant/ Significant
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	Relevant/ Significant
Increased sense of freedom	Students receiving scholarship support (Population: 129 people, Sample: 29 people)	Relevant/ Significant
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	Relevant/ Significant
Realising their potential/self-actualisation	Students receiving tutoring support (Population: 315 people, Sample: 77 people)	Relevant/ Significant
Economic relief	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	Relevant/ Significant
	Students receiving tutoring support (Population: 315 people, Sample: 77 people)	Relevant/ Significant

Negative outcome: Looking to the future with more stress and less positivity*	people)	
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	Relevant/ Significant
Negative outcome: Feeling inadequate*	Students receiving tutoring support (Population: 315 people, Sample: 77 people)	Relevant/ Significant
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	Relevant/ Significant
Negative outcome: Increase in stress level*	Students receiving tutoring support (Population: 315 people, Sample: 77 people)	Relevant/ Significant
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	Relevant/ Significant

*\*The scale, counterfactual ratio, and attribution data of negative outcomes were evaluated and included in the SROI calculation as negative.*

## 7.2 Stakeholder: Parents

In this analysis, parents of the students receiving support were also included as stakeholders. Although parents are not the direct target group for the activities carried out within the scope of the Disaster Fund, it was appropriate to include them in the analysis as they were identified as relevant and important stakeholders experiencing outcomes as a result of the activities carried out.

### **Segment Evaluation**

There is no clear data on the number of parents of the students receiving support. During the analysis, the number of parents was calculated based on the number of young people benefiting from the support. According to the data collected through the questionnaire, it was observed that some families had as many as 4 children receiving support. It has been determined that there are different combinations based on the support received by the students. For example, in one family, 1 or 2 children receive scholarship support, while 1 or 2 children receive only tutoring support. In another example, 1 student receives both scholarship and tutoring support, while his/her sibling also receives scholarship or tutoring support. Based on

the scholarship list, siblings were identified by analysing the parent profiles, and the number of parents was calculated accordingly. Similarly, students having tutoring support with the same parent's name in the tutoring centre list were screened. Still, this comparison could not be made due to a lack of data, such as whether one child from the same family receives a scholarship and the other receives support from the tutoring center.

According to the evaluations made, the segments of the parent group were formed as shown in table-29:

**Table-29: Parent population and sample distribution with the extended version of the findings**

Parent segment	Population	Sample	Percentage of the Sample in the Population
Parents whose child/children receive scholarship and tutoring support; <ul style="list-style-type: none"> <li>- 1 or 2 children receive both subsidies</li> <li>- 1 child receives two subsidies while the others receive scholarships or tutoring support</li> </ul>	34	10	29
Parents whose child/children receive tutoring support; <ul style="list-style-type: none"> <li>- His/her child/children receive tutoring support</li> <li>- Child/children receive tutoring support; other/others receive scholarships</li> </ul>	292	75	26
Parents whose child/children receive scholarship support; <ul style="list-style-type: none"> <li>- Child/children receiving scholarship support</li> <li>- While his/her child/children receive scholarship support, another child receives tutoring support*</li> </ul>	149	23	15

\*According to the survey data, parents in the 3rd segment "whose child/children receive scholarship support while another child receives tutoring support" were dropped from the sample of this segment and included in the sample of the second segment. Due to a lack of data, it was not possible to include in the calculations similar parents who had this characteristic but did not participate in the survey and could not be identified due to a lack of data.

Due to the reason mentioned in the third segment, there is a possibility that the same parents are counted more than once in the "Child/children receiving tutoring support" and "Child/children receiving scholarship support" segments. The numbers in the table above were used as a base for the value calculation. Some data were collected on the parents of students who received scholarship support; however, there is no data on the parents of students who received tutoring support. While conducting qualitative interviews and collecting quantitative data, 1 parent for each student receiving support was included in these processes. While preparing the survey questions, it was decided not to collect data about the parents. Sensitive questions such as whether the father is together or both are alive were not asked because they may remind the traumas that may have been experienced. For this reason, although there is a possibility that 2 parents may have experienced change for each student, the number of parents was kept to a minimum - that is, 1 parent - due to a lack of data. In this way of calculation, in the light of the principle of "Do not overclaim", which is one of the Social Value Principles, the risk of underestimating the number of parents who experienced change and underestimating the social value created was found more appropriate than the risk of overestimating the number of stakeholder groups.

### **Outcome chains: Parents**

Quantitative data were collected about the following 1 outcome chain:

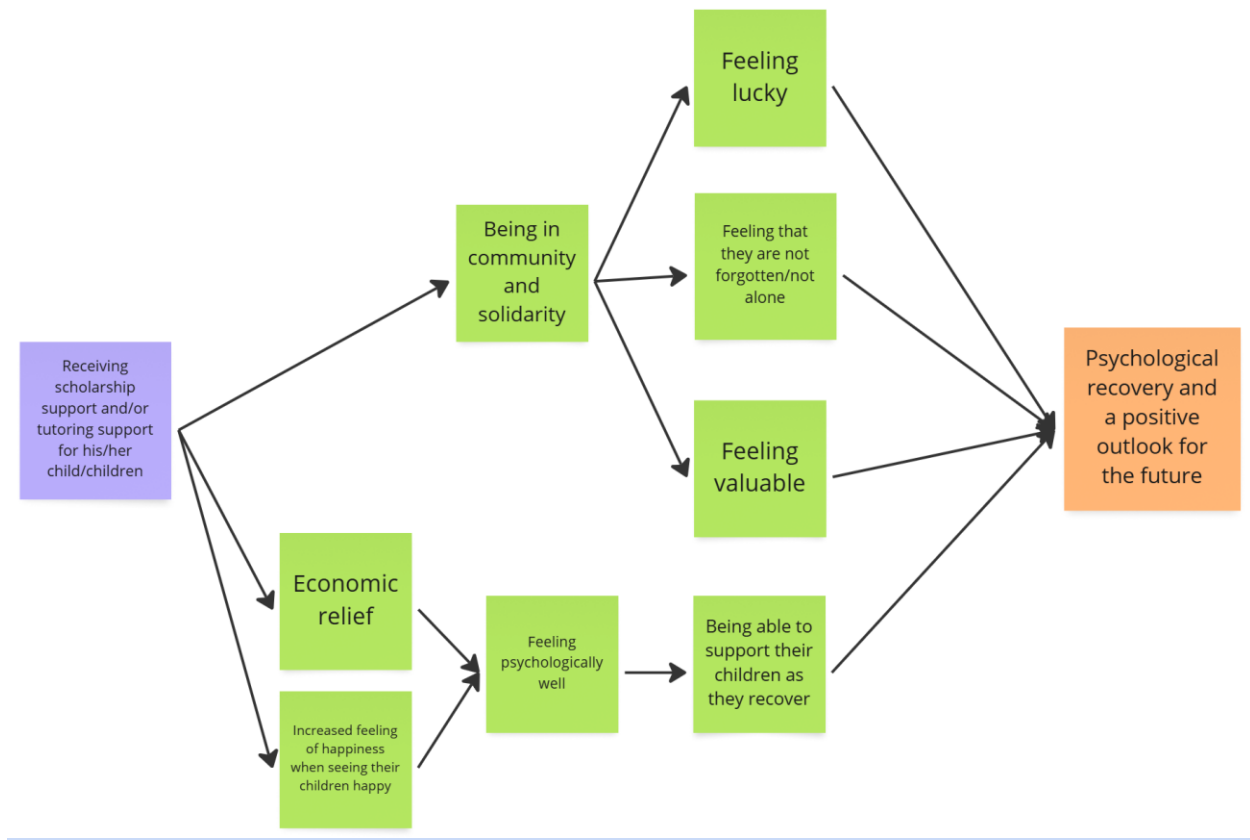
#### **1. "Psychological recovery and a positive outlook for the future"**

The parents of the students who benefited from the support stated that as the last step of the following outcome chains, they experienced **"psychological recovery and positive outlook on the future."**

After the intermediate outcomes of **"being in community and solidarity," "feeling lucky," "feeling not forgotten/not alone,"** and **"feeling valuable,"** the parent experienced the well-defined outcome **"psychological recovery and looking positively to the future"** in the first outcome chain.

In the second chain, parents first experienced the intermediate outcomes of **"economic relief"** and **"increased feeling of happiness when seeing their children happy,"** followed by **"feeling psychologically well," "being able to support their children as they recover"** and at the end of the chain they experienced the well-defined outcome of **"psychologically recovering and looking positively to the future."**

**Figure-8: "Psychological recovery and positive outlook for the future" outcome chain**



### **Explanation of the survey questions and dissemination process**

According to the qualitative data collected from the parents during the focus group discussions, 1 positive outcome chain emerged, and the questionnaire was designed to understand the well-defined outcome related to the identified outcome chain.

The quantitative data was collected by interviewer through questionnaires applied during one-on-one meetings with parents in Hope Cities. In the survey, they evaluated statements regarding well-defined outcomes on a 5-point Likert scale according to the instructions "Before my child(ren) received the support" and "After my child(ren) received the support". In addition to some statements, they were also asked about the attribution, counterfactual, duration, and relative importance of the well-defined outcomes they experienced. In the survey, parents were first asked about some demographic information such as the city they live in, the number of children in the family, how many children benefit from VKV support, what grade their children are in, and which VKV supports their children benefit from. Survey forms were prepared and administered using the tool used by Koç University (Qualtrics).

### **Measuring well-defined outcomes**

Table-30 below shows the well-defined outcomes and indicators used in the quantitative analysis.



**Table-30: Well-defined outcomes and indicators**

Well-defined Outcome	Indicator
Psychological recovery and a positive outlook for the future	<p>In the questionnaire, they evaluated 3 statements about "psychological recovery":</p> <ul style="list-style-type: none"> <li>- Economic relief: To what extent can you meet the needs of your family/children, such as nutrition/personal care/education?</li> <li>- Change of feeling supported: Would you rate your feeling of being supported and not being alone?</li> <li>- Assess your psychological state.</li> </ul>

All indicators used in the analysis are subjective, increasing the data reliability risk. Due to the type of outcomes measured - attitude, motivation, knowledge - objective indicators were used to a limited extent, and the assessment of the amount of change was based on parents' self-assessment. A descriptive Likert scale was used in the answer section of the questions to reduce data risks.

### **Amounts of change**

During the evaluation of the outcomes, the differences in the respondents' responses before/after the VKV support regarding an outcome were calculated. Accordingly, the difference before and after the outcomes is considered as follows;

- Negative (less than 0) is a negative change,
- 0 points, no change
- 1-4 is interpreted as a significant positive change.

In Table-31 below, which shows the amount of change according to segments, those with a difference between 1 and 4 in the change amount, that is, significant positive changes, are included. Parents were divided into three segments since there were some differences regarding the amount of change experience and contribution. That is why the segments were kept - and this level of detail was considered as material information for the funder for its decision making related increasing the social value created.

**Table-31: Parents - amounts of change**

Outcome	Sample size	Number of people experiencing change	Proportion of those experiencing change in the segment	The average amount of changes experienced (on a 5-point scale)	Counterfactual	Attribution
Psychological recovery and a positive outlook for the future	Parents whose child/children receive scholarship support (Population: 149, Sample 23 people)	23	%100	Before - 1,4 After - 4,3 Difference - 2.9	%15	%10
	Parents whose child/children receive tutoring support (Population: 292, Sample: 75 people)	68	%91	Before - 1,8 After - 4,1 Difference - 2.3	%20	%10
	Parents whose child/children receive scholarships and tutoring support (Population: 34, Sample: 10 people)	10	%100	Before - 1,5 After - 4,7 Difference - 3.2	%20	%5

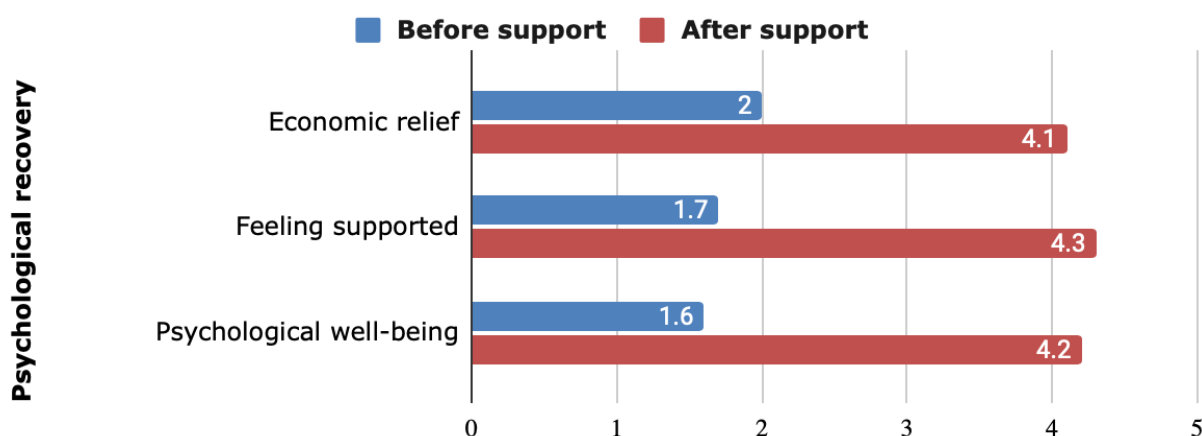
## Intermediate Outcomes and Indicators

In this section, the average amount of change before and after the support of the intermediate outcomes experienced by the parents of the students who received support according to the segments is analysed. Firstly, when the well-defined outcome of **"recovering psychologically and looking positively to the future"** is analysed, 93% of 108 parents (101 people) stated that they experienced a change. In comparison, 7% (7 people) stated that they did not experience a change. When the support received by the children of 101 people is considered, 23 parents' children received scholarship support, 68 parents' children received tutoring support, and 10 parents' children received both scholarship and tutoring support.

When the situations before and after the intermediate outcomes were analysed, it was observed that there was a significant increase in the amount of change in outcomes among parents.

The evaluation of the intermediate outcomes that played a role in the psychological recovery and positive outlook on the future for 101 parents who experienced change can be seen in Graph-10.

**Graph-10: Outcomes experienced by parents (psychological recovery and positive outlook for the future)**



When the outcomes experienced by the parents before and after the support received by the children were compared, a significant change was observed in the parents. Parents who evaluated their psychological well-being as 1.6 average score before the support experienced an increase after the support was received, and the average score increased to 4.2. Similarly, parents were asked about feeling supported and not alone, and while the average score of parents who felt supported before the support was 1.7, this score increased to 4.3 with the support.

Topics such as "lending a hand, being with them, being with them in difficult situations" were emphasised in each interview conducted by the parents. Finally, parents were asked about their feelings of economic relief. In this question, parents were asked to evaluate their ability to meet the needs of the family/children, such as

nutrition/personal care/education. In the analysis, it was observed that the average score of the parents who stated that they felt economically relieved before the support increased from 2 to 4.1 with the support provided by VKV.

*"After the earthquake, we were in no condition to think ahead, we could not think about tomorrow. Now we have hopes to see the future." (Parent, Adiyaman)*

*"Before this support, we could not afford anything, we could not buy his books. Now we are more positive, my son is studying well, thank God." (Parent, Hatay)*

*"I feel that I have recovered, we were very worried about the future. The tutoring and scholarship became like a development, like armour." (Parent, Adiyaman)*

*"My wife and I had lost hope. After receiving the support here, my husband and I felt we had a future. These supports contributed to our lives. There was always tension between me and my husband, but this relationship was also relieved after the support was provided." ((Parent, Kahramanmaraş)*

### **Counterfactual and attribution - evaluation and explanation**

Parents were asked counterfactual and attribution questions about the changes they experienced. These questions were directed only to parents who reported experiencing positive or negative outcomes.

**Table-32: Parents - counterfactuality and attribution**

Outcome	Stakeholder group	Number of people who said, "I would have experienced change even if I did not participate in the activities," and the average probability of experiencing change (out of 10)	Attribution - person and % average
Psychological recovery and a positive outlook for the future	Parents whose child/children receive scholarship support (Sample: 23 people)	5 people - 6,2	3 people - 60
	Parents whose child/children receive tutoring support (Sample: 75 people)	17 people - 6	9 people - 40
	Parents whose child/children receive scholarships and tutoring support (Sample: 10 people)	4 people - 4,2	1 person - 50

## **Significance Analysis**

Considering the qualitative and quantitative data collected from the parents whose child/children are benefiting from the support, only one outcome, **"Psychological recovery and positive outlook for the future,"** is found relevant and significant.

The summary of the relevance/significance assessment of the outcome is shown in table-33, where the relevant and significant outcome is added to the value map.

**Table-33: Parents - significance assessment of outcomes**

Outcome	Stakeholder group	Materiality (relevance and significance)
Psychological recovery and a positive outlook for the future	Parents whose child/children receive scholarship support (Sample: 23 people)	Relevant / Significant
	Parents whose child/children receive tutoring support (Sample: 75 people)	Relevant / Significant
	Parents whose child/children receive scholarships and tutoring support (Sample: 10 people)	Relevant / Significant

### **7.2.1 Outcomes experienced by their children from the parents' perspective**

In the interviews with the parents, questions about their children were asked and their opinions and observations about their children were obtained. This section will present the analyses of parents' views on their children during the interviews with parents. To understand the outcomes experienced by children (students) within the scope of the Disaster Fund, interviews and questionnaires were conducted with children (students) who benefited from different supports, and they were asked to evaluate the outcomes they experienced. In addition, the parents of the children benefiting from the support were also interviewed, and the parents were asked questions about the changes they experienced and the changes they observed in their children. Thus, it was possible to evaluate the changes experienced by the children from the parents' perspective.

- **Students receiving scholarship support**

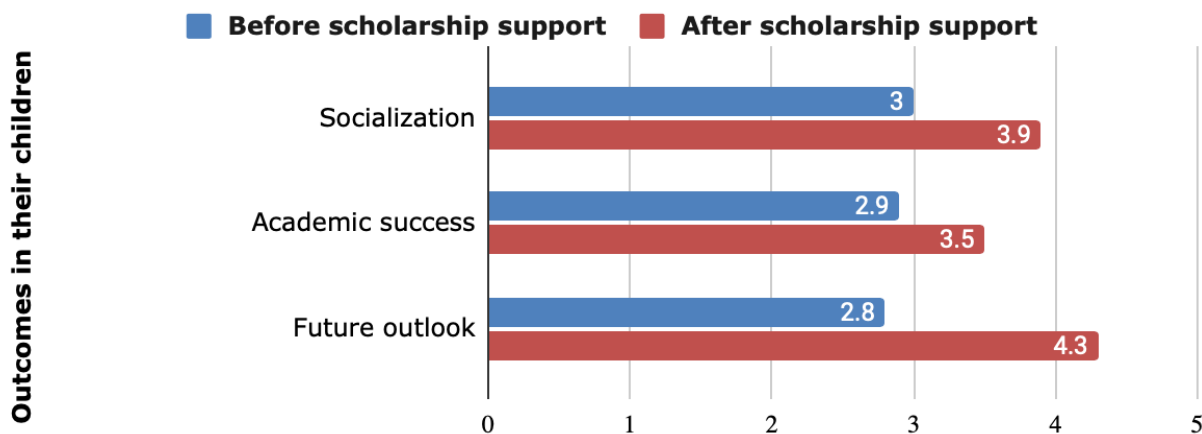
Firstly, when the outcome of **"normalisation of life"** is analyzed, 23 parents of students receiving scholarship support evaluated this outcome. Accordingly, while the score of the parents who thought life had normalised for their children before the scholarship support was 2.2, this score increased to 4.2 with the scholarship support. The parents stated that their children's lives started normalizing, and they returned to their routines. Interviews with parents also support this increase in quantitative analysis.

*"They took responsibility. They paid more attention to their lessons; they started to study. They became more motivated, came out of the earthquake, and started feeling good. Their one-to-one attention made them feel valuable. They got organised." (Parent, Adiyaman)*

*"There have been great changes in my son; he started to work regularly. He started to control himself. He started to be more careful with his surroundings. He also became stronger psychologically and had routines. They don't just wander around." (Parent, Kahramanmaraş)*

In addition to the outcome "the normalisation of life," parents were asked about their children's academic success, socialisation level, and perspectives on the future. 10 of the parents of students who received scholarship support answered the questions related to the above outcome. Graph-11 provides details about the situation of children before and after the support.

**Graph-11: Outcomes experienced by students receiving scholarship support from the perspective of parents**



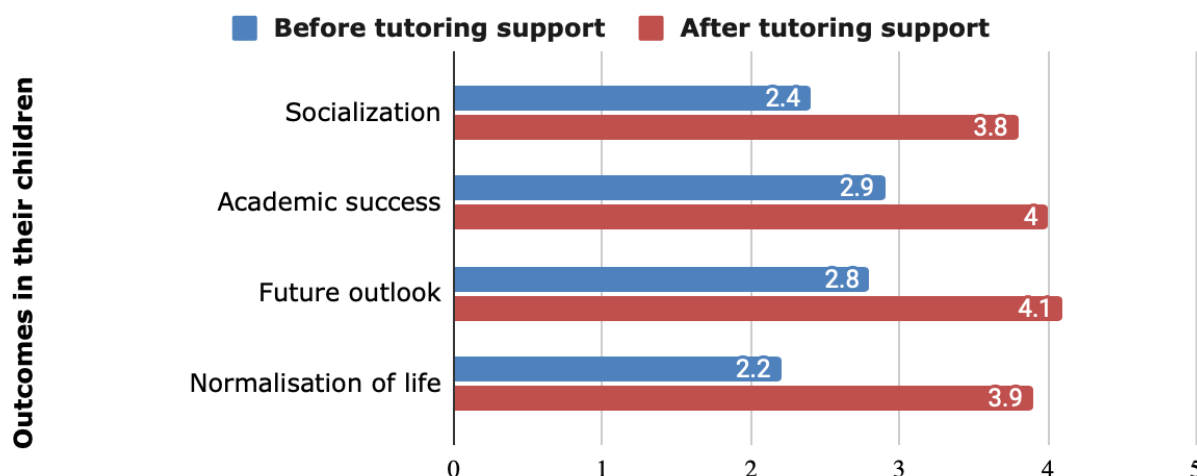
Parents who stated that they observed positive changes in their children with the scholarship support stated that the most significant change in their children was their "children's perspective on the future." While the average score of the parents who evaluated their children's outlook on the future as positive before the scholarship support was 2.8, this score increased to 4.3 with the scholarship support, and the parents emphasised that their children developed a positive outlook on the future with the support. Similarly, parents who said their children had started socializing gave an average score of 3 for their children's "socialization outcome" before the scholarship support. Still, this score increased to 3.9 after the scholarship support.

Another outcome evaluated by the parents was the **"academic success"** of their children. Parents who evaluated their children's academic achievement as 2.9 average points before the scholarship support, evaluated this score as 3.5 after the scholarship support. The amount of change here is small because parents evaluated their children's academic success as good even before the scholarship support.

- **Students receiving tutoring support**

71 of the parents of the students who received tutoring support responded to questions about the changes experienced by their children. In these questions, parents were asked to evaluate the changes their children experienced in terms of **"normalisation of life," "socialisation," "academic success,"** and **"future outlook."** Graph-12 provides an analysis of the changes experienced by children before and after the tutoring support from the parents' perspective.

**Graph-12: Outcomes experienced by students who receive tutoring support from the perspective of parents**



Among the outcomes experienced by the children who received tutoring support from the parents' perspective, the most significant change was experienced in the intermediate outcome of normalisation of life. The parents who evaluated the normalisation and routine of their children's lives with an average score of 2.2 before the tutoring support increased this score to 3.9 with the tutoring support. Similarly, while the average score of the children who looked to the future with hope was 2.8 before the tutoring support, this score increased to 4.1 with the tutoring support. Parents who observed an increase in their children's academic success rated their academic success as 2.9 before the tutoring support, but 4 points after it.

*"It's better, the environment is not favourable. Going to the tutoring center helped him study. Since we are in an earthquake zone, we cannot go anywhere other than containers. He has no social life." (Parent, Hatay)"*

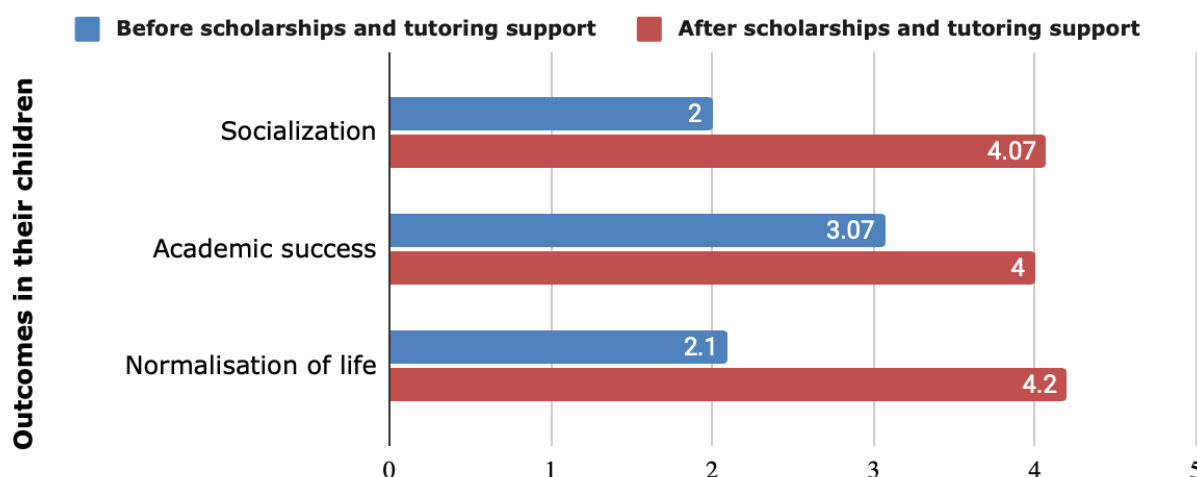
*"He was going to take the high school exam; I was working then. I quit my job after the earthquake; I couldn't afford private tutoring on only one salary. His scores started to go up when he went to the tutoring center. I was satisfied with the education. We gave ourselves only to the lessons, at least now he goes out and has a circle of friends." (Parent, İskenderun) LGS*

*"He started to socialise, and his academic success increased. My daughter also attends live classes, and her maths and English are improving. Her self-confidence and academic success increased. She started to socialise with activities such as cinema events and picnics. He started to do with his friends what he did with his family." (Parent, İskenderun)*

- **Students receiving scholarship and tutoring support**

14 of the parents of the students who received scholarship and tutoring support responded to questions about the outcomes experienced by their children. In these questions, parents were asked to evaluate the outcomes their children experienced in terms of "**normalisation of life**," "**socialisation**," and "**academic success**." Graph-13 shows the analysis of the outcomes experienced by their children before and after the scholarship and tutoring support from the perspective of the parents. Among the outcomes experienced by the children who received scholarship and tutoring support from the parents' perspective, the most significant change was experienced in the intermediate outcome of normalisation of life. The parents who evaluated the normalisation and routine of their children's lives with an average score of 2.1 before the tutoring support increased this score to 4.2 with the tutoring support.

**Graph-13: Outcomes experienced by students receiving scholarships and tutoring support from the perspective of parents**



Parents, who also observed an increase in their children's academic achievement before the scholarship and tutoring support, rated their children's academic achievement as 3.07, and 4 points after the tutoring support. On the other hand, parents who stated that they observed a significant increase in their children's socialisation status (such as getting to know new people, participating in activities, spending time with friends) with both supports, the socialisation status, which they rated as 2 average points before the scholarship and tutoring support, increased to 4.07 after the support

*"My son didn't go to tutoring before; he started going, and his score reached 80-90. He has pocket money; he loves to study. I do not have the means to enrol him; he is very hopeful about the exam. He was unhappy when he was doing 40-50; he had no hope. But now he is more lively, productive, and satisfied with his life. My son was very depressed after the earthquake, but there were people behind us, and he embraced life." (Parent, Hatay)*



### 7.3 Stakeholder: Tutoring Centre Managers and Teachers

Middle school, high school, and graduate student groups preparing for exams were supported to attend exam preparation courses (tutoring) free of charge at contracted tutoring centres in the cities where they live. Although a total of 135 managers and teachers working in these tutoring centers and in contact with the students supported by VKV in Hope Cities were not the target group of the activities carried out, they were directly involved in the intervention and were also identified as relevant and important stakeholders for the realisation of the activities carried out, so it was appropriate to include them in the analysis.

#### **Outcome chain: Tutoring Center Managers and Teachers**

Quantitative data were collected about the following 2 outcome chains:

##### **1. "Psychological recovery"**

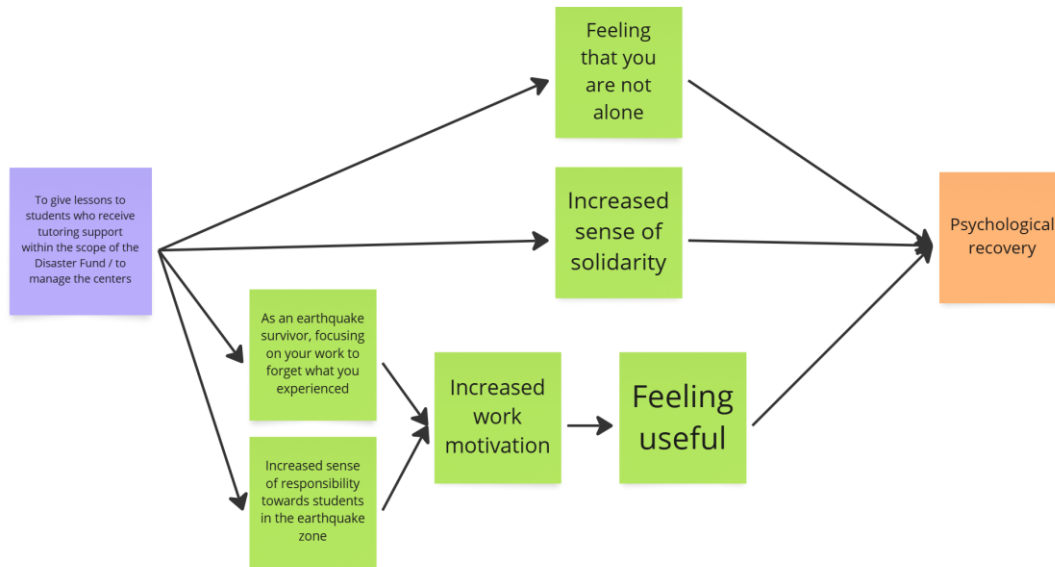
The teachers/administrators who teach the lessons of the students who benefit from tutoring and who manage the centers stated that they experienced the outcome of **"psychological recovery"** as the last step of the following outcome chains.

After the intermediate outcome of **"feeling not alone"** in the first chain, the tutoring center managers/teachers experienced the outcome **"psychological recovery"** at the end of the chain.

In the second chain, the tutoring center managers/teachers first experienced the intermediate outcome of **"increased sense of solidarity."** Then they experienced the outcome of **"psychological recovery"** at the end of the outcome chain.

In the last chain, the managers/teachers after the intermediate outcomes of **"focusing on their work to forget what they experienced as an earthquake survivor," "increase in the sense of responsibility towards the students in the earthquake zone," "increase in work motivation" and "feeling useful",** experienced the outcome of **"psychological recovery"** at the end of the chain.

**Figure-9: "Psychological recovery" outcome chain**



## 2. **"Economic empowerment"**

Teachers/managers who teach classes of students who benefit from tutoring and manage the tutoring centers stated that they experienced the outcome of **"economic empowerment"** as the last step of the following outcome chain.

After the intermediate outcome of **"having job opportunities"** in this chain, the managers/teachers experienced the outcome of "economic empowerment" at the end of the chain.

**Figure-10: "Economic empowerment" outcome chain**



## **Explanation of the survey questions and dissemination process**

According to the data expressed by the managers and teachers of the Tutoring Centers during the focus group discussions, 2 positive outcome chains emerged, and

questions were asked in the questionnaire to understand the outcomes related to these outcome chains.

The questionnaires were administered directly in Hope Cities by asking the managers/teachers one-on-one. However, they completed the survey online and evaluated 6 statements regarding outcomes on a 5-point Likert scale according to the instructions "Before VKV support" and "After VKV support".

In addition to some statements, they were also asked about the attribution, counterfactual, duration, and relative importance of the outcomes they experienced.

The first questions of the questionnaire were as follows: their positions (teachers/administrators), at which level they teach (middle/high school), in which province they are currently working, and in which province they were working before the earthquake. In addition, managers were asked whether receiving VKV support affected the number of teachers working in the Tutoring Center and how many teachers they could employ thanks to VKV support.

Survey forms were prepared and administered using the tool used by Koç University (Qualtrics).

### **Measuring well-defined outcomes**

Table-34 below shows the well-defined outcomes and indicators used in the quantitative analysis.

**Table-34: Well-defined outcomes and indicators**

Well-defined Outcome	Indicator
Psychological recovery	<p>In the questionnaire about "psychological recovery", they evaluated 5 statements:</p> <ul style="list-style-type: none"> <li>- Sense of solidarity: Do you feel that you are in solidarity with your colleagues and students with the tutoring support provided to the students?</li> <li>- Feelings of loneliness: Evaluate your feelings of loneliness before and after the tutoring support provided to the students.</li> <li>- Work motivation: Evaluate your motivation to work before and after the tutoring support provided to the students.</li> <li>- Feeling useful: Evaluate the extent to which you feel useful in your work with the tutoring support provided to the students.</li> <li>- Psychological well-being: Assess your psychological well-being before and after the tutoring support provided to the students.</li> </ul>
Economic empowerment	<p>In the questionnaire, they evaluated 1 statement related to "economic empowerment":</p> <ul style="list-style-type: none"> <li>- Economic empowerment: Do you think that you have been economically empowered by the tutoring support provided to the students?</li> </ul>

All indicators used in the analysis are subjective, increasing the data reliability risk. Due to the type of outcome measured - attitude, motivation, knowledge - objective indicators were used to a limited extent, and the assessment of the amount of change was based on the self-assessment of teachers/managers. To minimise data risks, a descriptive Likert scale was used in the answer part of the questions.

### **Amounts of change**

While evaluating the outcomes, the differences between before and after a manager/teacher benefited from the VKV support related to the outcome were calculated. Accordingly, the difference before and after the outcomes is considered as follows;

- Negative (less than 0), negative change
- 0 points, no change
- 1-4 is interpreted as a significant positive change.

In Table-35 below, which shows the change amounts according to segments, those with a difference between 1 and 4 in the change amount, that is, significant positive changes, are included. Based on the quantitative analysis, there were no further subgroups identified for teachers/managers. They were taken to the value map as one segment.

**Table-35: Tutoring center teachers/managers - amount of change**

Outcome	Sample Size	Number of people experiencing change	Proportion of those experiencing change in the segment	The average amount of changes experienced (on a 5-point scale)	Counterfactual	Attribution
Psychological recovery	Tutoring centre teachers/managers (Population : 135 people, Sample: 36 people)	22	%61	Before - 2,7 After - 4,6 Difference - 1.9	10%	5%
Economic empowerment		20	%56	Before - 2,9 After - 4,5 Difference - 1.6	15%	10%

Tutoring Centre Managers and Teachers, identified as key secondary beneficiaries, experienced significant positive changes directly attributable to the VKV Disaster Fund's support. Beyond their crucial role in providing as educators, they reported substantial improvements in their **psychological recovery** and **economic empowerment**.

For these outcomes, the report specifies a low **deadweight of 10% for psychological recovery** and **15% for economic empowerment**, indicating that the changes would largely not have occurred without the intervention, and a high **attribution rate of 95% and 90%** respectively to the VKV Disaster Fund, confirming that most of these positive shifts can be directly credited to the fund's initiatives.

In the survey, 32 managers and teachers out of a total of 36 stated that they lived in the same city before and after the earthquake. The fund's provision of necessary resources enabled the operation of tutoring centers, creating **"job opportunities"** for managers and teachers in the earthquake region. Additionally, in the interviews, teachers stated many times being able to continue working in their cities and get salary was an important economic contribution. Some of their statements about economic empowerment were listed below. This intermediate outcome of job opportunities directly led to their "economic empowerment," signifying that the VKV Disaster Fund not only addressed their well-being and professional engagement but also played a direct role in their financial stability.

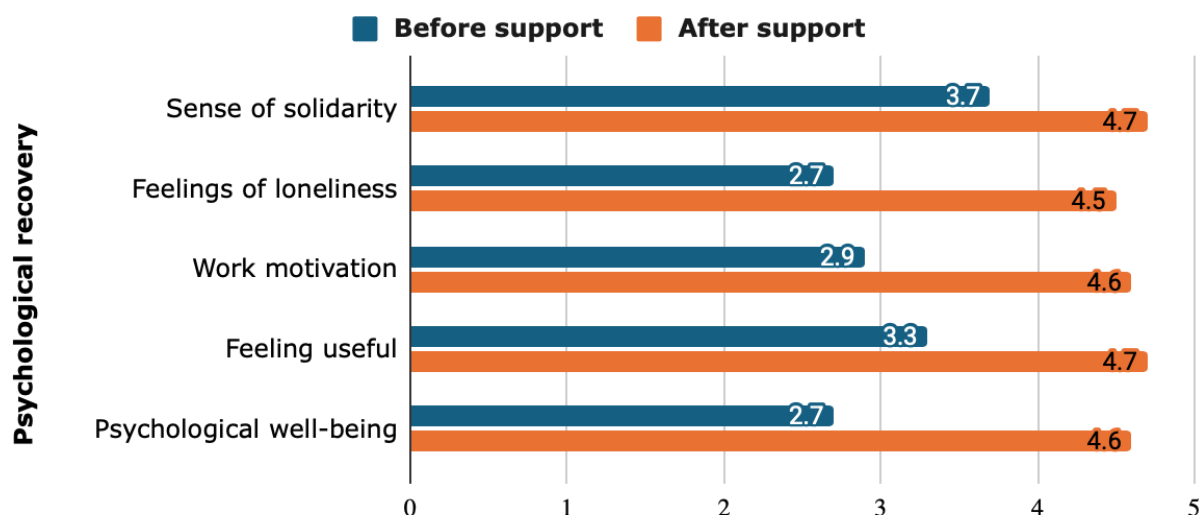
This section includes the analysis of the intermediate outcomes experienced by Tutoring Center managers/teachers, another stakeholder group, according to segments.

When we look at the amount of change before and after the tutoring support provided to students, there are two positive outcomes experienced by managers and teachers. The intermediate outcomes in the chain of these well-defined outcomes are included in the analysis.

Firstly, when the well-defined **"Psychological recovery"** outcome was evaluated, 61% (22 people) of the 36 tutoring center teachers/managers stated that they experienced a change. In comparison, 36% (13 people) stated that they did not experience a change. Only 1 person experienced a negative change.

The data of 22 people who stated that they experienced change are analysed based on intermediate outcomes, which is seen in graph-14. Regarding the well-defined outcome of psychological recovery, while the average score of those who felt psychologically well before the support was 2.7, this score increased significantly after the support and rose to 4.6.

**Graph-14: Outcomes experienced by tutoring center teachers/managers**



When the outcomes experienced by teachers and managers are analyzed, the most significant outcomes are experienced in the **"feeling of loneliness"** and **"motivation to work as a teacher."**

While the teachers and managers' feelings of loneliness (feeling lonely) were described with an average score of 2.7 before the students were provided tutoring support, feeling lonely increased to 4.5 points with the support. (In this question, the reverse scale was used.) Another intermediate outcome directly proportional to loneliness is the change in **"feeling of solidarity."** Similarly, teachers and managers evaluated this outcome as 3.7 points before the support and evaluated it as 4.7 points after the support. With the support provided under the Disaster Fund, it was observed that there was also an increase in the "work motivation" of the teachers/managers. The teachers and managers, who evaluated their work motivation as 2.9 points before the support, increased this score to 4.6 after the support.

*"If I didn't teach, I would have to go to a psychologist." (Tutoring teacher)*

*"It was good for us to be together. It was good for us psychologically, feeling that we are important, it was like therapy after the earthquake." (Tutoring teacher)*

*"It reminded us of the importance of holding on to life, it is not easy to live in a container city. Our house collapsed and we collapsed too. We eased the pain by sharing, it was very good to share this with those who understood us." (Tutoring teacher)*

*"I get better when I start lecturing." (Tutoring teacher)*

Secondly, when the well-defined outcome of **"economic empowerment"** was analysed, 55% (20 people) of the 36 teachers/managers stated that they had experienced a change, while 45% (16 people) stated that they had not. The data of the 20 people who stated that they had experienced a change were evaluated by considering their situation before and after the support. As a result, it is seen that while the average score of those who felt economically empowered before the support was 2.9, this score increased after the support and rose to 4.5.

*"Teachers had the biggest problem; there were many who wanted to be transferred, many who fled. There were a lot of deaths among teachers, teachers benefited economically from this support." (Tutoring centre manager)*

*"This also contribute economically to us. The state did not give us anything; we did not benefit from any aid. The Ministry of Education did not set up containers in the city. We 3 teachers are staying in the National Container City." (Tutoring teacher)*

*"It was an additional income for unassigned teachers; they became attached to life." (Tutoring centre manager)*

### **Counterfactual and attribution - evaluation and explanation**

Counterfactuality and attribution questions of the tutoring center teachers/managers about the changes they experienced were asked. These questions were only asked of the teachers/managers who stated that they experienced positive or negative changes.

**Table-36: Tutoring centre teachers/managers - counterfactuality and attribution**

Outcome	Stakeholder group	Number of people who said, "I would have experienced change even if I did not participate in the activities," and the average probability of experiencing change (out of 10)	Attribution - person and % average
Psychological recovery	Tutoring centre teachers/managers (Population: 135 people, Sample: 36 people)	3 people - 5,3	2 persons - 50%
Economic empowerment		3 people - 7	3 persons - 20%

According to the survey data, counterfactual and attribution remained very low.

### **Significance Analysis**

**Considering the qualitative and quantitative data collected from the Tutoring Center managers/teachers, the two main outcomes meet the relevance/significance criterion ("Psychological recovery" and "Economic empowerment").**

The summary of the relevance/significance assessment of the outcomes is shown in table-37. The relevant and significant outcomes in this table have been added to the value map.



**Table-37: Tutoring Center managers and teachers – Materiality assessment of outcomes**

Outcome	Stakeholder group	Materiality (relevance and significance)
Psychological recovery	Tutoring centre teachers/managers (Population: 135 people, Sample: 36 people)	Relevant / Significant
Economic empowerment		Relevant / Significant

## 7.4 Stakeholder: Field Workers in Hope Cities

Ten people working voluntarily or full-time in container cities for Vehbi Koç Foundation or Koç Group Companies (Arçelik, Tüpraş, etc.) were included in the analysis. Although field workers in Hope Cities are not the target group of the activities carried out, it was seen appropriate to include them in the analysis since they are directly involved in the intervention and are also identified as a relevant and important stakeholder for the realisation of the activities carried out in Hope Cities.

There are a total of 10 people working as field workers. In addition, an expert who was involved in the work of Hope Cities as a consultant was included in this stakeholder group in collecting quantitative data, as she expressed very similar changes to those of the field workers during the qualitative interview. Together with the education consultant, 11 people were involved in both the qualitative and quantitative data collection process.

### **Outcome Chains: Field workers**

Quantitative data were collected about the following 3 outcome chains:

#### **1. "Feeling useful"**

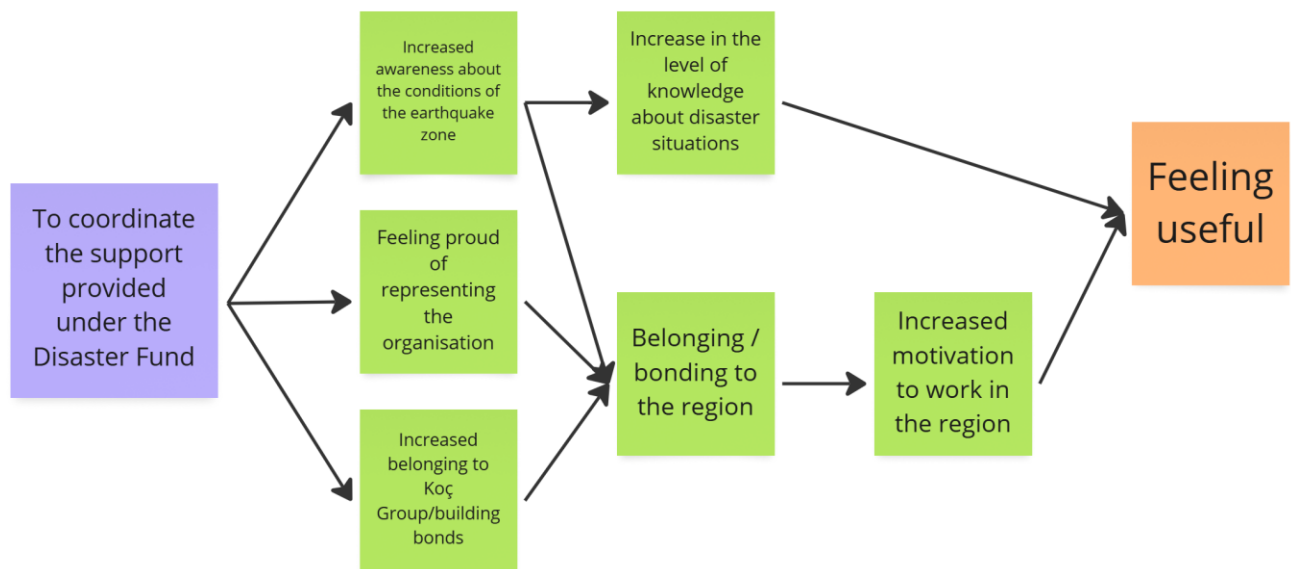
The people responsible for coordinating and managing Hope Cities stated that as the last step of the following outcome chains, they experienced the outcome of **"feeling useful."**

In the first chain, the field workers first experienced the intermediate outcome of **"increased awareness about the conditions of the earthquake zone"** and **"increased level of knowledge about disaster situations,"** followed by **"feeling useful"** at the end of the chain.

In the second chain, fieldworkers first experienced **"feeling proud of representing their organisation"** and **"feeling belonging/connected to the region"** and **"increased motivation to work in the region,"** followed by **"feeling useful"** at the end of the chain.

Finally, in the third chain, fieldworkers first experienced the intermediate outcomes of **"increased belonging/connection to Koç Group"** and **"belonging/connection to the region"** and **"increased motivation to work in the region,"** followed by **"feeling useful"** at the end of the chain.

**Figure-11: "Feeling useful" outcome chain**



## **2. "Development of social and emotional skills"**

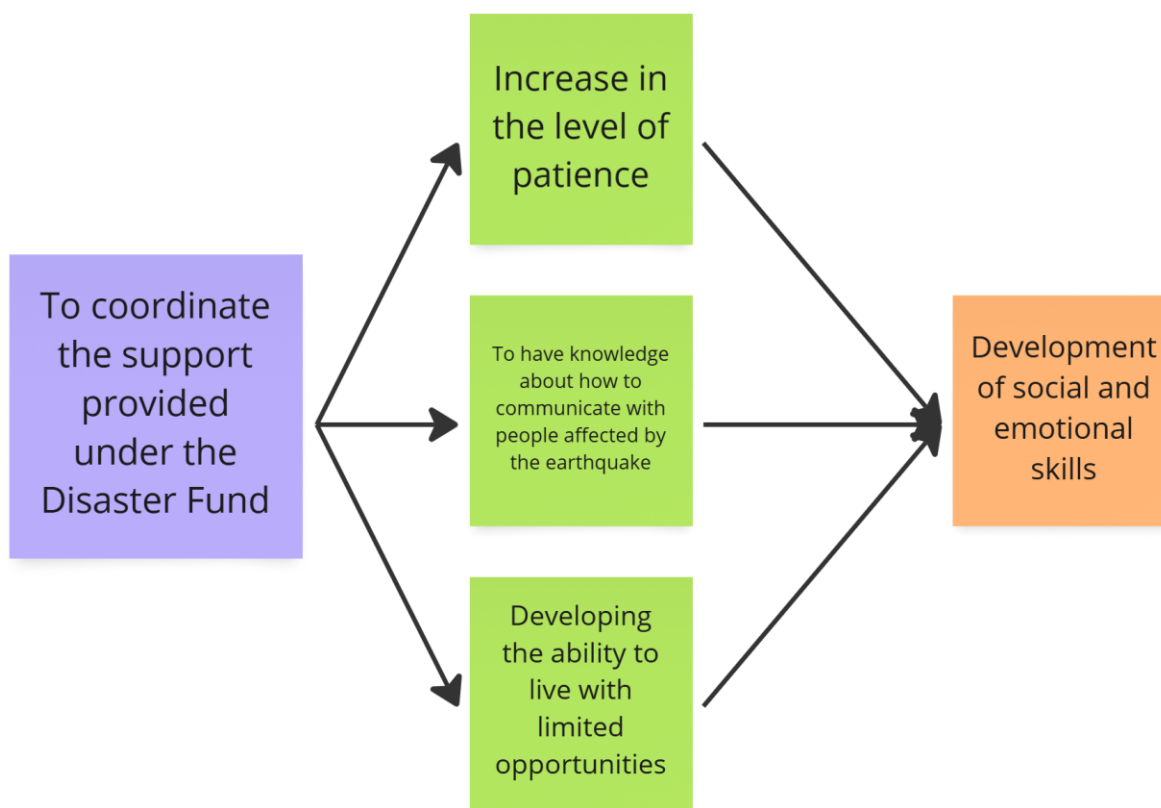
Those responsible for coordinating and managing Hope Cities stated, as the last step of the following outcome chains, that they experienced the outcome of **"development of social and emotional skills."**

After the intermediate outcome of **"increased patience level"** in the first chain, field workers experienced **"improved social and emotional skills"** at the end.

After the intermediate outcome of **"knowing how to communicate with people affected by the earthquake"** in the second chain, field workers experienced **"developing social and emotional skills"** at the end of the chain.

Field workers experienced the intermediate outcome of **"developing the ability to live with limited resources"** in the last chain, and the outcome of **"developing social and emotional skills"** at the end.

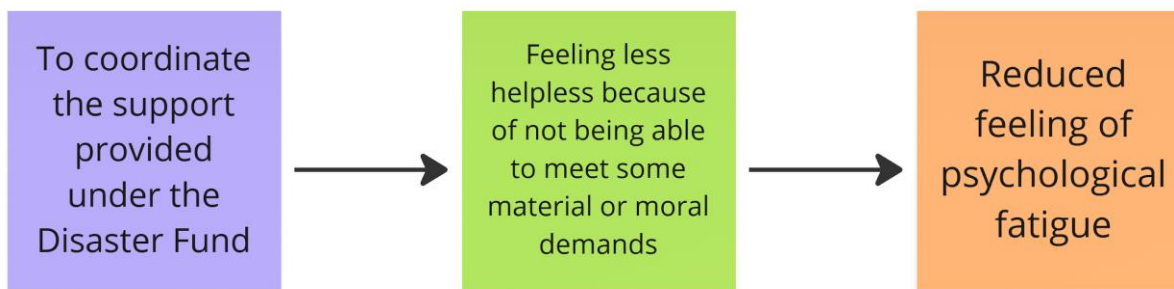
Figure-12: "Development of social and emotional skills" outcome chain



### 3. "Psychological fatigue"

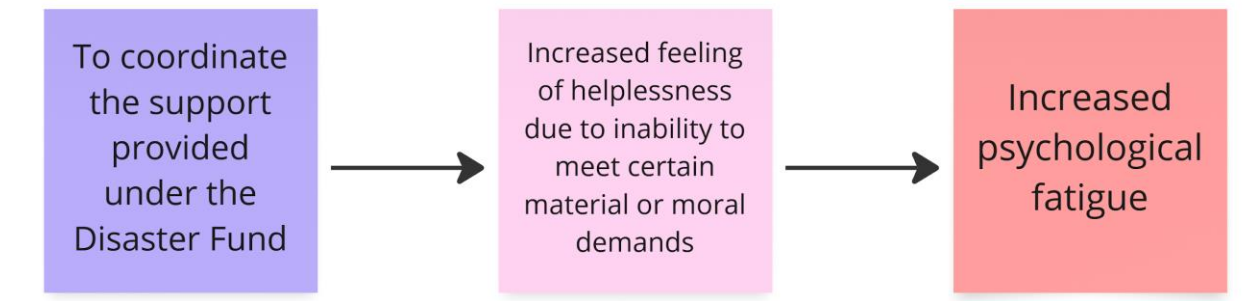
Some of the field workers responsible for coordinating and managing Hope Cities stated that as the last step of the following outcome chains, they experienced the outcome of **"decreasing the feeling of psychological fatigue."** These individuals stated that after experiencing the intermediate outcome of **"feeling less helpless because of not being able to meet some material or moral demands,"** they experienced the outcome of **"decrease in the feeling of psychological fatigue"** as the last step of the chain.

Figure-13: "Psychological fatigue" change chain



One person stated that he experienced this outcome negatively. This person stated that after experiencing the intermediate outcome of **"increase in the feeling of helplessness because of not being able to meet some material or moral demands"**, he/she experienced the outcome of **"increase in the feeling of psychological fatigue"** as the last step of the chain.

**Figure-14: Outcome chain "Increased feeling of psychological fatigue"**



### **Explanation of the survey questions and dissemination process**

According to the data expressed by the field workers during the focus group discussions, 2 positive and 1 negative outcome chains emerged, and questions were asked in the questionnaire to understand the outcomes related to these outcome chains.

Field workers filled the questionnaire online and evaluated 8 statements indicating each outcome on a 5-point Likert scale according to the instructions "before taking part in VKV Disaster Fund activities" and "after taking part in VKV Disaster Fund activities". In addition to some statements, the attribution, counterfactual, duration, and relative importance of the changes they experienced were also asked.

The first questions of the questionnaire were: name and surname, in which province they are currently working, and in which province they were working before the earthquake.

The questionnaire forms were prepared and administered through the tool used by Koç University (Qualtrics).

### **Measuring well-defined outcomes**

Table-38 below shows the well-defined outcomes and indicators used in the quantitative analysis. Based on the quantitative analysis, there were no further subgroups identified for value map. They were taken to the value map as one segment.

**Table-38: Well-defined outcomes and indicators**

Well-defined Outcome	Indicator
Feeling useful	<p>They evaluated 3 statements asked in the questionnaire about "feeling useful":</p> <ul style="list-style-type: none"> <li>- Disaster knowledge: Assess your level of disaster knowledge.</li> <li>- Motivation to work in the region: Assess your motivation to work in your job.</li> <li>- Feeling useful: Evaluate whether you feel you are useful to the community because of the activities you carry out in the region where you work.</li> </ul>
Development of social and emotional skills	<p>They evaluated 3 statements about "development of social and emotional skills" in the questionnaire:</p> <ul style="list-style-type: none"> <li>- Increased patience: Evaluate the statement "I can manage my emotions in difficult situations."</li> <li>- Communication: Evaluate the statement "I know how to communicate with people affected by the earthquake."</li> <li>- Development of social and emotional skills: Assess your social and emotional skills level.</li> </ul>
Psychological fatigue	<p>They evaluated 2 statements about "psychological fatigue" in the questionnaire:</p> <ul style="list-style-type: none"> <li>- Feeling helpless: Rate how much you feel helpless in your work.</li> <li>- Psychological fatigue: Assess how much you feel psychologically tired in your work.</li> </ul>

All indicators used in the analysis are subjective, increasing the data reliability risk. Due to the type of outcomes measured - attitude, motivation, knowledge - objective indicators were used to a limited extent, and the assessment of the amount of change was based on fieldworkers' self-assessment. To minimise data risks, a descriptive Likert scale was used in the answer part of the questions.

### **Amounts of change**

During the evaluation of the outcomes, the before/after differences of the individuals regarding an outcome were calculated. Accordingly, the difference between before and after the outcomes is considered as follows;

- Negative (less than 0) is a negative change,
- 0 points, no change
- 1-4 is interpreted as a significant positive change.

In the table-39 below, which shows the change amounts according to segments, negative changes with a difference in the change amount smaller than 0 and those between 1 and 4, significant positive changes, are included.

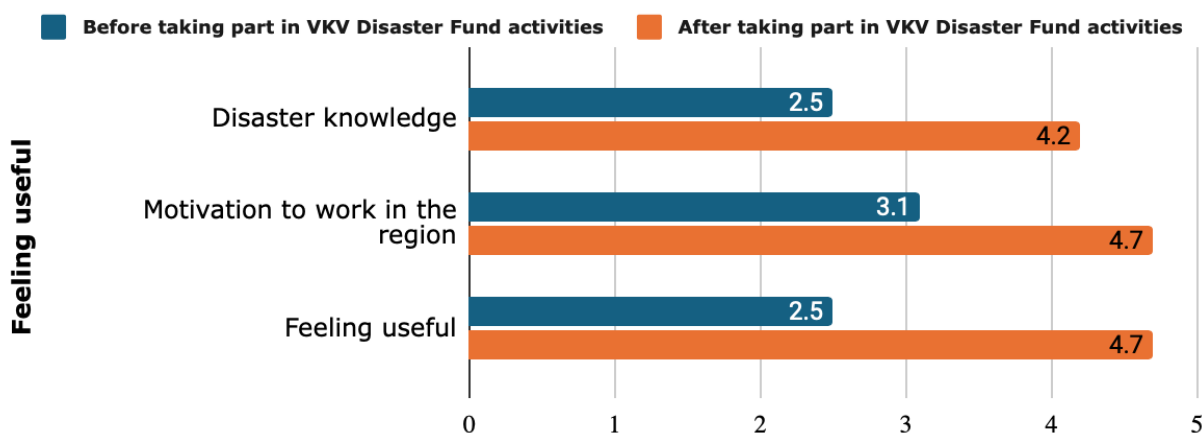
**Table-39: Field workers - amount of change**

Outcome	Sample Size	Number of people experiencing change	Proportion of those experiencing change in the segment	The average amount of changes experienced (on a 5-point scale)	Counterfactual	Attribution
Feeling useful	Field workers (Population: 11 people, Sample: 11 people)	8	%73	Before - 2,5 After - 4,7 Difference - 2.2	%35	%10
Development of social and emotional skills		8	%73	Before - 3,1 After - 4,7 Difference - 1.6	%12,5	%10
Reduced psychological fatigue		7	%64	Before - 3,2 After - 4,6 Difference - 1.4	%35	%10
Negative outcome: Increased psychological fatigue		1	%9	Before - 4 Aftermath - 2 Difference - -2	%5	-

In this section, the intermediate outcomes experienced by another stakeholder group, VKV field workers, are analysed as a stakeholder segment. There are two positive outcomes and one negative outcome experienced by the field workers, whose change amounts were analysed before and after they started to work and take part in the field. The intermediate outcomes in the chain of these well-defined outcomes were included in the analysis.

Firstly, when the well-defined outcome **"feeling useful "** is evaluated, 73% (8 people) of the 11 field workers stated that they experienced a change. In comparison, 7% (3 people) stated that they did not experience a change. The data of the 8 people who stated that they experienced a change are shared in detail in Graph-15.

**Graph-15: Outcomes experienced by field workers (feeling useful)**



The field workers who stated that their disaster knowledge level increased with the field work carried out within the scope of the VKV Disaster Fund, evaluated their disaster knowledge level as 2.5 average points before working in Hope Cities. In comparison, they evaluated their disaster knowledge level as 4.2 points after they started to work in Hope Cities. It has been observed that there has been a significant increase in the knowledge level of the employees. Similarly, it was observed that there was an increase in the motivation of the field workers to work in the region related to their work. The field workers, who gave an average score of 3.1 for the motivation to work in the region before they started to work as field workers, increased this score to 4.7 after they started to work. Their confidence in their work, the feedback they receive from the residents of Hope Cities, and their feeling that they are useful are directly proportional to the increase in their motivation to work in the region. While the average score of the employees who felt that they were useful before taking part in the field work carried out within the scope of VKV Disaster Fund was 2.5, the feeling of being useful increased after they started working in the region, and this score increased to 4.7. During the focus group interview, the field workers frequently mentioned the above-mentioned issues.

*"I am a person who experienced the earthquake, I went as a volunteer. The spirituality is very high, being useful to someone, that peace of mind is something else."*  
(VKV field worker)

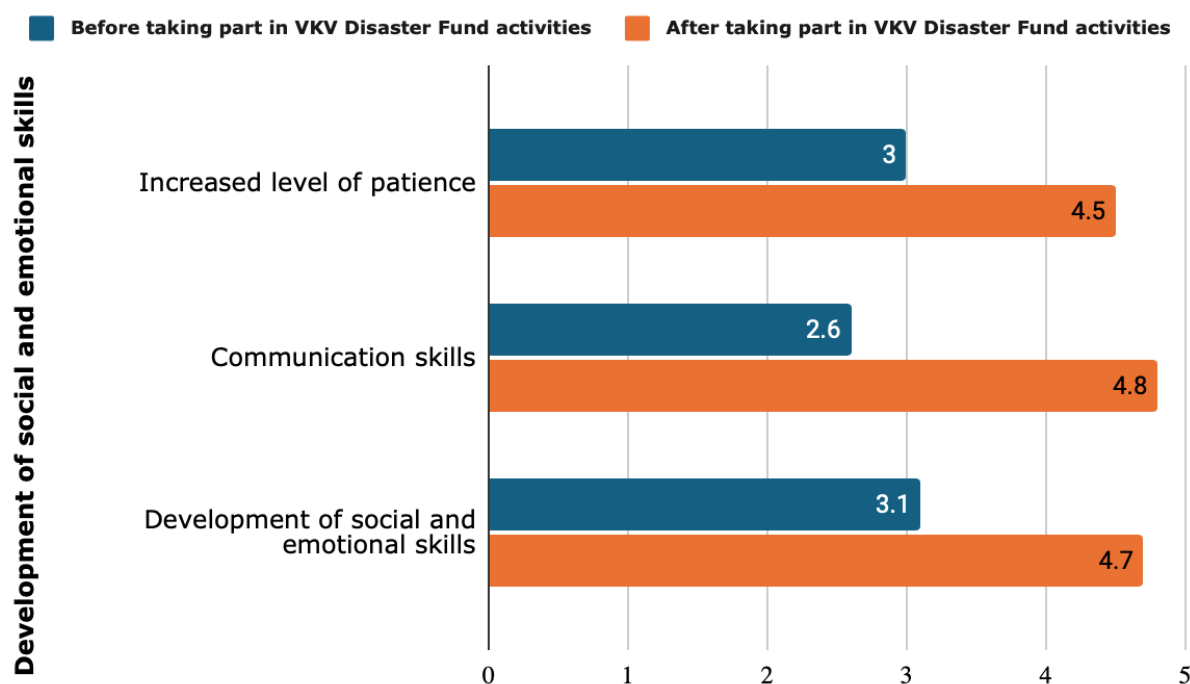


*"We gained the ability to live at the minimum. I saw that I can live in 18 square metres. Motivation is important, I will never go back, once we have this feeling in us." (VKV field worker)*

*"It is very important to touch people's lives, to see their happiness, to know that I am useful. The spiritual dimension was very high for me." (VKV field worker)*

When the second well-defined outcome, **"development of social and emotional skills,"** was evaluated, 73% (8 people) of the 11 field workers stated they had experienced a change. In comparison, 7% (3 people) said they had not. The data of the 8 people who stated that they experienced a change are shared in detail in Graph-16.

**Graph-16: Outcomes experienced by field workers (development of social and emotional skills)**



It was observed that there were outcomes at different levels in the social and emotional skills of the employees after they started to take part in the field work carried out within the scope of the Disaster Fund. It was observed that field workers experienced the highest intermediate outcome in their knowledge and skills to communicate with people affected by the earthquake. Before participating in the field activities, the field workers rated their ability to communicate (knowing how to talk to the people affected by the earthquake) with an average score of 2.6, which increased to 4.8 after they started working within the Disaster Fund's scope.

Similarly, there has been an increase in the patience level of the field workers. While the average score of the field workers who stated that they could manage their emotions in the face of difficult situations before they started to work was 3, it increased to 4.5 after they started to work in the field. Field workers who evaluated their social and emotional skills levels rated their development as 3.1 points before starting work, but this score increased to 4.7 after starting work.

*"I learnt not to ask too many questions about someone's life and to have a very limited conversation. We understood how to communicate and talk." (VKV field worker)*

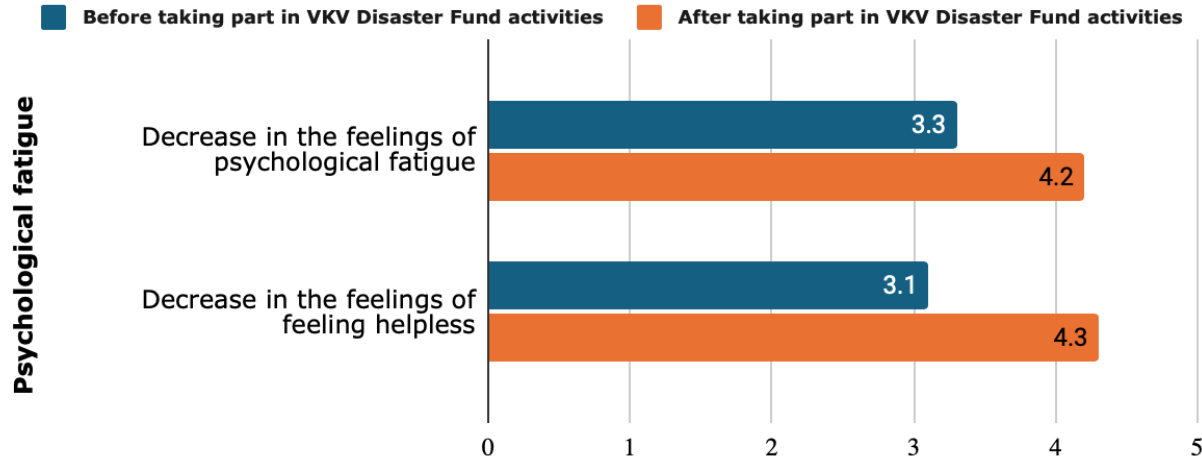
*"It is very difficult to talk to people. We are sitting in an environment in the city, and we never ask, "What did you lose in the earthquake?" The subject of Housing Complex came up, and the person next to me started crying. It turned out that her whole house was there. Establishing a relationship with these people, talking to them, touching their lives, and being able to carry out the operation made me gain experience." (VKV field worker)*

*"Our tolerance level has changed. Our patience increased." (VKV field worker)*

Finally, it was observed that the field workers experienced one negative well-defined outcome.

When the third and last well-defined outcome, "**psychological fatigue**," is evaluated, only 7 out of 11 field workers stated a decrease in the feeling of psychological fatigue. In contrast, only 1 person stated that there was an increase in the feeling of psychological fatigue. 3 people stated that they did not experience a change in psychological fatigue. The data of 8 people who stated that they experienced a change in the form of an increase and decrease are shared in detail in Graph-17.

**Graph-17: Outcomes experienced by field workers (psychological fatigue)**



It was observed that there was a decrease in the feelings of psychological fatigue and helplessness of the field workers with their participation in the activities carried out within the scope of the VKV Disaster Fund. During the focus group interviews, the employees stated an increase in psychological fatigue and helplessness; however, this situation was not reflected in the quantitative analysis. Qualitative evaluations and the sharing of the employees are given below.

*"We get demoralised, we feel like we cannot afford it, we have material or moral difficulties." (VKV field worker)*

### **Counterfactual and attribution - evaluation and explanation**

Field workers were asked counterfactual and attribution questions about the outcomes they experienced. These questions were asked only of those experiencing the positive or negative outcomes.

**Table-40: Hope Cities field workers - counterfactuality and attribution**

<b>Outcome</b>	<b>Stakeholder group</b>	<b>Number of people who said, "I would have experienced change even if I did not participate in the activities" and the average probability of experiencing change (out of 10)</b>	<b>Attribution - person and % average</b>
Feeling useful	Field workers (Population: 11 people, Sample: 11 people)	3 people - 8,3	3 people - 20
Development of social and emotional skills		1 person - 10	3 people - 15
Reduced psychological fatigue		5 people - 5,2	3 people - 20
Increased psychological fatigue		1 person - 5	-

### **Significance Analysis**

**In the light of the qualitative and quantitative data collected from field workers, all four well-defined outcomes meet the relevance/significance criterion ("Feeling useful", "Improvement of social and emotional skills", "Decrease in the feeling of psychological fatigue" and "Increase in the feeling of psychological fatigue").**

The summary of the relevance/significance assessment of the outcomes is shown in Table-41. The relevant and significant outcomes in this table have been added to the value map.

**Table-41: Field workers - materiality assessment of outcomes**

<b>Outcome</b>	<b>Stakeholder group</b>	<b>Materiality (relevance and significance)</b>
Feeling useful		Relevant / Significant

Development of social and emotional skills	Field workers (Population: 11 people, Sample: 11 people)	Relevant / Significant
Reduced psychological fatigue		Relevant / Significant
Increased psychological fatigue		Relevant / Significant

## 7.5 Stakeholder: Vehbi Koç Foundation Headquarters Employees

Due to the insufficient data, VKV headquarters employees were not subjected to quantitative analysis, there were no further subgroups identified for VKV headquarters employees. That is why they were not included in the value map.

The outcomes expressed during the focus group interview with 8 employees during the qualitative data collection phase were considered relevant, important, and included in the quantitative data collection. Only 5 out of 8 people started, and 2 people completed the questionnaire shared online. 3 people who started but did not complete the survey, commented that the questions were inappropriate for them (did not reflect their lived experience). The people who made these comments were not directly interacting with the beneficiaries and had limited involvement in field coordination and related operations.

The 2 people directly involved in the realisation of activities and field coordination reported 3 positive and 1 negative well-defined outcomes:

- **"Increased psychological resilience" and "increased professional knowledge and skills outside the speciality"**
- In the two separate outcome chains that resulted in these well-defined outcomes, the respondents had also experienced intermediate outcomes such as **improved ability to conduct field operations** and **increased crisis management skills**.
- **"Feeling useful"**
- **"Feeling psychologically and emotionally exhausted and burdened"**

In the outcome chain that ended with this well-defined outcome, the respondents experienced the negative outcomes of **"increased work intensity"** and **"increased level of work stress."** In the same outcome chain, the person who was more present in the field stated that there was a negative increase in the "feeling of helplessness" outcome, while the other person who was less present in the field stated that she/he did not experience any change. Some narratives from the focus group interviews are given below.

*"The first part was very difficult for all of us. We are not a humanitarian aid foundation. We don't have such a muscle; we set a goal to develop it. We did everything, including purchasing. It took up 90 per cent of our workload. Other works were shelved. We went to the field a lot." (VKV Head Office employee)*

*"I think I experienced a lot of differences. I thought I would lose my functionality in such a place. Even though I was told about bad situations, I did my job in the field without internalising them. We had to do a lot of work in a short time. I think I have exceeded my capacity. Although I have health problems, I have adapted to the process. I am more affected when I go there now. It is more difficult for me to recover when I return. I realise that I should tap on the shoulder to say I have done a good job." (VKV Head Office employee)*

*"I thought I would have a harder time working in this field, but I did not have that much difficulty. My trauma did not dysfunction me. That experience was a benefit here. It created the feeling of being able to give back the support I received then. It was a positive thing, I did not expect this. I think I was able to approach it in a very professional manner." (VKV Head Office employee)*

*"Both when we went to the field and during phone calls, I encountered excessive demands, such as finding a job and working in the Koç Group. Some parents talk about their child's special problems and ask for help. We cannot fulfil some of them. It is very difficult for everyone to demand everything and not be able to meet them." (VKV Head Office employee)*

### **Extrapolating the Findings from the Sample to the Population**

By evaluating the sample size and the number of people experiencing change according to the segments, the findings were extended to the population as shared in the tables below. The percentage of the people experiencing the change to outcome in the sample and in the population was compared and the judgement was made by the author on extrapolating the findings in the sample to the population.

### **Students receiving support**

**Table-42: Group size and survey participation numbers of students receiving support**

<b>Receiving Tutoring Support</b>	<b>Scholarship Recipients (High School)</b>	<b>Tutoring &amp; Scholarship Support Recipients</b>	<b>Scholarship Recipients (University)</b>
Group size - 315	Group size - 129	Group size - 36	Group size - 50
Survey respondents - 77 (25%)	Survey respondents - 29 (22%)	Survey respondents - 20 (56%)	Survey respondents - 35 (70%)

- Students receiving tutoring support

**Table-43: Extrapolating from the number of students receiving tutoring support to the population**

Outcome	Stakeholder segment	Number of people experiencing change in the sample	People experiencing change in the sample %	Percentage of those experiencing change in the population	Extrapolation	
					%	Number of people
Being more positive and hopeful about the future	Students receiving tutoring support (%25) (Population 315 people, Sample 77 people)	46	%60	%14	%50	157
Negative outcome: Being less positive and less hopeful about the future		1	%1,3	%0,3	%1,5	5
Negative outcome: Feeling inadequate		3	%4	%1	%4	12
Negative outcome: Increased stress level		9	%12	%3	%12	38
Realising their potential/self-actualisation		14	%18	%4	%18	57

- Students receiving tutoring and scholarship support

**Table-44: Extrapolating from the number of students receiving tutoring and scholarship support to the population**

Outcome	Stakeholder segment	Number of people experiencing change in the sample	People experiencing change in the sample %	Percentage of those experiencing change in the population	Extrapolation	
					%	Number of people
Being more positive and hopeful about the future	Students receiving tutoring and scholarship support (55%) (Population 36 people, sample 20 people)	14	%70	%39	%65	23
Feeling economically secure in the future		13	%65	%36	%60	22
A sense of freedom		13	%55	%30	%50	18
Negative outcome: Being less positive and less hopeful about the future		1	%5	%3	%5	2
Negative outcome: Feeling inadequate		1	%5	%3	%5	2
Negative outcome: Increased stress level		3	%15	%8	%15	5

Realising their potential/self-actualisation		3	%15	%8	%15	5
Economic Relief		5	%25	%14	%25	9

- Students receiving scholarship support

**Table-45: Extrapolating from the number of students receiving scholarship support to the population**

Outcome	Stakeholder segment	Number of people experiencing change in the sample	People experiencing change in the sample %	Percentage of those experiencing change in the population	Extrapolation	
					%	Number of people
Feeling economically secure in the future	Students receiving scholarship support (%22) Population 129 people, sample 29	27	%93	%21	%83	107
A sense of freedom		23	%79	%18	%69	89



- University students receiving scholarship support

**Table-46: Extrapolating from the number of university students receiving scholarship support to the population**

Outcome	Stakeholder segment	Number of people experiencing change in the sample	People experiencing change in the sample %	Percentage of those experiencing change in the population	Extrapolation	
					%	Number of people
Being more positive and hopeful about the future	University students receiving scholarship support (%70) Population 50 people, sample 35	27	%77	%54	%77	38

## Parents

**Table-47: Group size and survey participation numbers of parents whose child/children receive support**

Parents whose child/children receive scholarship support	Parents whose child/children receive tutoring support (%26)	Parents whose child/children receive scholarships and tutoring support (%29)
Group size – 149	Group size – 292	Group size - 34
Survey respondents - 23 (15%)	Survey respondents - 75 (26%)	Respondents - 10 (29%)

**Table-48: Extrapolating from the number of parents whose child/children receive support to the population**

Outcome	Stakeholder segment	Number of people experiencing change in the sample	People experiencing change in the sample %	Percentage of those experiencing change in the population	Extrapolation	
					%	Number of people
Psychological recovery and a positive outlook for the future	Parents whose child/children receive scholarship support	23	%100	%15	%50	74
	Parents whose child/children receive tutoring support	68	%91	%23	%50	146
	Parents whose child/children receive scholarships and tutoring support	10	%100	%29	%80	27

### ***Tutoring centre teachers/managers***

**Table-49: Extrapolating from the number of tutoring center teachers/managers to the population**

Outcome	Stakeholder segment	Number of people experiencing change in the sample	People experiencing change in the sample %	Percentage of those experiencing change in the population	Extrapolation	
					%	Number of people
Psychological recovery	Tutoring centre teachers/managers %27 Population: 135 persons, Sample: 36 people	22	%61	%16	%30	40
Economic empowerment		20	%56	%15	%25	34

## 8. Outcome Valuation

*Valuation is the means by which we estimate the importance or worth of something, be it a product, service, or characteristic of something. When we talk about social value, we are referring to the value or worth that people place on social outcomes or 'changes in their life'; these changes are often defined as 'aspects of social wellbeing'.*

*It's important to acknowledge that as individuals (or collectively as an organisation), we are valuing outcomes all the time, often without realising it. Whenever we make decisions, we implicitly identify what we consider to be the most valuable choice.*

*We know that with every decision there will be consequences that create more value for some people and less for another group of people, maybe even negative value for others; nevertheless, we have to make these decisions with trade-offs about value for different groups all the time.*

(Standard on applying Principle 3: Value the things that matter, 2019)

Valuation and assigning financial proxies to the outcomes experienced by stakeholders help to better understand the importance of the outcomes for stakeholders. It also increases accountability towards people being impacted by the activity. Knowing the value of the outcomes created helps organisations make better decisions, leading to optimising the value created for stakeholders.

### **Understanding the value of change in the outcomes experienced by stakeholders**

The stakeholders were asked to evaluate changes to well-defined outcomes in the value chain, applying a bounded weighting approach that asks stakeholders to rate each outcome on a scale of one to ten, where ten is most important. In questionnaires, the material stakeholders were asked to indicate the importance of the experienced changes to the outcomes on a scale from 1 to 10. Weighting provided the data on the relative importance of the outcomes that informed the identification of financial proxies and helped keep the proportions aligned with the stakeholders' preferences.

**Table-50: Stakeholder group and relative importance of outcomes**

Outcome	Stakeholder Group	Relative Importance (on a scale of 1-10)
Being more positive and hopeful about the future	Students receiving tutoring support (Population: 315 people, Sample: 77 people)	8,4
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	9

	University students receiving scholarship support (Population: 50 people, Sample: 35 people)	9
Feeling economically secure in the future	Students receiving scholarship support (Population: 129 people, Sample: 29 people)	8,7
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	8,8
A sense of freedom	Students receiving scholarship support (Population: 129 people, Sample: 29 people)	9,6
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	8,8
Negative outcome: Being less positive and less hopeful about the future	Students receiving tutoring support (Population: 315 people, Sample: 77 people)	9
	Students receiving tutoring centre & scholarship support (Population: 36 people, Sample: 20 people)	10
Negative outcome: Feeling inadequate	Students receiving tutoring support (Population: 315 people, Sample: 77 people)	8
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	8
Negative outcome: Increased stress level	Students receiving tutoring support (Population: 315 people, Sample: 77 people)	7,4
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	7,6
Realising their potential/self-actualisation	Students receiving tutoring support (Population: 315 people, Sample: 77 people)	8,2
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	9
Economic relief	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	7
Psychological recovery and a positive outlook for the future	Parents whose child/children receive scholarship support (Sample: 23 people)	8,8
	Parents whose child/children receive tutoring support (Sample: 75 people)	9,3

	Parents whose child/children receive scholarships and tutoring support (Sample 10 people)	9,9
Psychological recovery	Tutoring centre teachers/managers (Population: 135 people, Sample: 36 people)	9,4
Economic empowerment		7,2
Feeling useful	Field workers (Population: 11 people, Sample: 11 people)	9,8
Social and emotional development of skills		9,8
Reduced psychological fatigue		6,5
Increased psychological fatigue		7

It has been observed that the relative importance given to the outcomes experienced by stakeholders is quite consistent when evaluating stakeholders and segments.

## 8.1 Determining financial proxies

When preparing an SROI analysis, the next step is to determine financial proxies. Two approaches can be used to monetise the change to outcomes: cost- and value-based. This analysis used value-based methods as all the outcomes can be categorised as non-traded goods without market value.

The "Value Game" method, a type of "stated preference" method, was used to determine the financial proxy of the outcomes experienced by the students and parents who benefited from the support. A separate value game implementation was not conducted for university students who received scholarship support. When determining the financial proxy of the well-defined outcome they experienced, the financial proxy of high school students who experienced the same outcome was taken as a reference. Conducting Value Game with university students receiving scholarships was planned but communication limitations and time-constraints did not allow the application of this participatory valuation method. The risk of using the financial proxy of another segment has been evaluated, with the risk of under-valuation more possible. To increase the reliability of the data in future research, it is recommended that a separate value game implementation be conducted for university scholarship recipients.

The "revealed preference" method was used to determine the financial proxies for the outcomes experienced by the Tutoring center teachers/managers and field workers. The decision to apply a particular method was based on the applicability of the method in the context of the analysis and the availability of data.

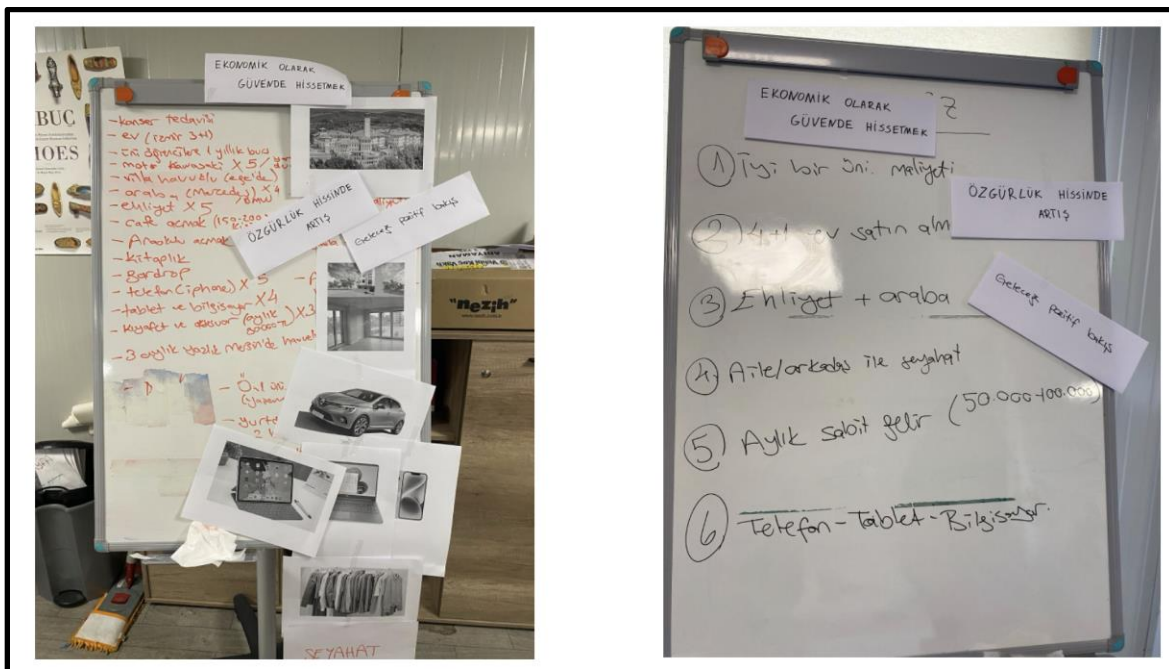
## Students benefiting from the support

Four separate "Value Game" method implementations were conducted with students from three segments. This method was conducted face-to-face with 19 participants in Adıyaman and Kahramanmaraş Hope Cities. Large poster papers and visuals related to financial proxies were used during the application.

**Table-51: Value game participation status**

Stakeholder segment	Number of people participating in the "Value Game" focus group
Students receiving scholarship support	5 people – Adiyaman
Students receiving tutoring support	2 people - Kahramanmaras
Students receiving scholarship and tutoring support	4 people - Kahramanmaras 8 people – Adiyaman

Within the scope of the Value Game, participants were asked about the well-defined outcomes they experienced as a result of the support that were identified in the qualitative stage and measured in quantitative data collection stage. After the discussion, a common understanding of the outcomes they experienced was ensured, and the participants were asked to create a personal and then a common wish list. Afterwards, they were asked to rank the most important well-defined outcome among the items on this wish list.



Although there were some slight differences in the order of requests and outcomes in all 4 implementations, the listings made were similarly (as seen in the photos above).

After analysing the rankings, the financial proxies were determined.

Table-52 below provides financial proxies for the outcomes experienced by students:

**Table-52: Financial proxies of outcomes experienced by students**

	<b>Students receiving scholarship support</b>	<b>Students receiving tutoring support</b>	<b>Students receiving scholarship and tutoring support</b>
<b>Assessed outcome</b>	Feeling economically secure in the future	Being more hopeful and positive about the future	Being more hopeful and positive about the future
<b>Explanation of financial proxy</b>	A higher value is given than the cost of living (for 5 years) required to study at a good public university in İstanbul or Ankara	A value is given between the cost of a 3+1 house rent for 5 years in Kahramanmaraş/ Adıyaman and the cost of living required to study at a good public university in İstanbul or Ankara (for 5 years)	A value is given between the cost of a 3+1 house rent for 5 years in Kahramanmaraş/ Adıyaman and the cost of living required to study at a good public university in İstanbul or Ankara (for 5 years)
<b>Monetary value</b>	1 192 114,08 TRY	1 110 000,00 TRY	1 110 000,00 TRY

The values stated as a result of the "Value Game" implementation were found meaningful in the light of the type of support received by the participants and the extent of the outcomes and were used in the calculation of the SROI ratio. The method used is subjective and carries certain risks since it is based on the statements of stakeholders.

## 8.2 Anchoring

If multiple outcomes are experienced by a stakeholder segment, which combines non-monetary and monetary approaches to determine the value of these outcomes, anchoring has been applied. "It requires identifying the financial proxy for one of the well-defined outcomes and then can be used as an anchor to calculate the financial



proxies for the other well-defined outcomes based on nonmonetary evidence you have." (*Standard for the Application of Principle 3: Value What Matters*, 2019). Using unequal weightings to understand the relative importance of the outcomes allowed for this approach. The advantage of using anchoring is that it reflects the relative importance assigned by the stakeholders, while using different valuation methods to identify the financial proxies for the different outcomes experienced within the same stakeholder segment could affect these proportions. The same methodology has been applied to the other changes in the scope of this analysis.

- **Students Receiving Scholarship Support**

**Table-53: Financial proxies of outcomes experienced by students receiving scholarship support**

Outcome	Relative importance	Financial proxy	Value (TRY)	Valuation method
Feeling economically secure in the future	8,7	A higher value is given than the cost of living (for 5 years) required to study at a good public university in İstanbul or Ankara.	1 192 114,08	<p>A higher value is given than the cost of living (for 5 years) required to study at a good public university in İstanbul or Ankara. Since a ceiling value was not set by the students for this outcome and due to the risk of overestimation, this amount was kept to a minimum and accepted as proxy.</p> <ul style="list-style-type: none"> <li>• According to the İstanbul Planning Agency's Student Cost of Living Survey, the annual cost of a student living in a house in 2023-2024 was determined as 150.415,00 TRY. Since the research was published in November 2023, this amount was updated as 238.422,816 TRY with an increase of 58,51%, the annual WPI CPI rate of December 2024.</li> </ul> <p>Source: - <a href="https://ipa.istanbul/yayinlarimiz/genel/aras-tirma-ogrenci-yasam-maliyeti-arastirmasi-2/">https://ipa.istanbul/yayinlarimiz/genel/aras-tirma-ogrenci-yasam-maliyeti-arastirmasi-2/</a></p>
A sense of freedom	9,6	<b>Anchor value:</b> 1 192 114,08 TRY ("Feeling economically secure about your future" financial proxy)	1 315 436,23	<p>Value anchoring: The value of the change "feeling economically secure", whose value was determined by the "Value Game", was used as an "anchor", and the value of the change "Sense of freedom" was determined according to the relative importance of the changes.</p>

- **Students Receiving Tutoring Centre Support**

**Table-54: Financial proxies of the outcomes experienced by students who receive tutoring support**

Outcome	Relative importance	Financial representation	Value (TRY)	Valuation method
Being more positive and hopeful about the future	8,4	A value is given between the cost of living (for 5 years) required to study at a good public university in İstanbul or Ankara and renting a 3+1 house in Kahramanmaraş/Adıyaman for 5 years.	1 110 000,00	<p>During the Value Game, this outcome was placed between two market-value student requests. The lower value of renting a 3+1 house in Kahramanmaraş/Adıyaman for 5 years was defined. And, the upper value was defined as the cost of living (for 5 years) required to study at a good public university in İstanbul or Ankara. During the analysis, this value was determined by making judgments with the support of desk research.</p> <p>Sources:</p> <ul style="list-style-type: none"> <li>- <a href="https://ipa.istanbul/yayinlarimiz/genel/arastirma-ogrenci-yasam-maliyeti-arastirmasi-2/">https://ipa.istanbul/yayinlarimiz/genel/arastirma-ogrenci-yasam-maliyeti-arastirmasi-2/</a></li> <li>- ads for rental houses in Kahramanmaraş/Adıyaman on sahibinden.com, hepsemlak.com</li> </ul>
Potentials/ self-actualisation	8,2	<b>Anchor value:</b> 1 110.000,00 TRY ("Being more positive and hopeful about the future" financial proxy)	1 083.571,42	<p>Value anchoring:</p> <p>The value of the change " Being more positive and hopeful about the future ", whose value was determined by the "Value Game", was used as "anchor" and the value of the change " Potentials/ Self-actualisation" was determined according to the relative importance of the changes.</p>
Negative change: Feeling inadequate	8	<b>Anchor value:</b> 1 110.000,00 TRY ("Being more positive and hopeful about the future" financial proxy)	-1 057 142,85	<p>Value anchoring:</p> <p>The value of the change " Being more positive and hopeful about the future ", whose value was determined by the "Value Game", was used as an "anchor", and the value of the change " Feeling inadequate was determined according to the relative importance of the changes.</p>
Negative change:	7,4	<b>Anchor value:</b> 1 110.000,00 TRY	-977 857,14	Value anchoring:

Increased stress level		("Being more positive and hopeful about the future" financial proxy)		"The value of the change, "being more positive and hopeful about the future", whose value was determined by the "Value Game", was used as an anchor, and the value of the negative change, "increase in stress level" was determined according to the relative importance of the changes.
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• **Students Receiving Scholarship and Tutoring Support**

**Table-55: Financial proxies of the outcomes experienced by students receiving scholarships and tutoring support**

Outcome	Relative importance	Financial representation	Value (TRY)	Valuation method
Being more positive and hopeful about the future	9	A value is given between the cost of living (for 5 years) required to study at a good public university in İstanbul or Ankara and renting a 3+1 house in Kahramanmaraş/Adıyaman for 5 years.	1 110 000,00	<p>During the Value Game, this change was placed between two market-value student requests. The lower value of renting a 3+1 house in Kahramanmaraş/Adıyaman for 5 years was defined. And the upper value was defined as the cost of living (for 5 years) required to study at a good public university in İstanbul or Ankara. During the analysis, this value was determined by making judgments with the support of desk research.</p> <p>Sources:</p> <ul style="list-style-type: none"> <li>- <a href="https://ipa.istanbul/yayinlarimiz/genel/arastirg-aogrenci-yasam-maliyeti-arastirmasi-2/">https://ipa.istanbul/yayinlarimiz/genel/arastirg-aogrenci-yasam-maliyeti-arastirmasi-2/</a></li> <li>- ads for rental houses in Kahramanmaraş/Adıyaman on sahibinden.com, hepsemlak.com</li> </ul>
Feeling economically secure in the future	10*	<b>Anchor value:</b> 1 110 000,00 TRY ("Being more positive and hopeful about the future" financial proxy)	1 233 333,33	<p>Value Anchoring:</p> <p>The value of the change "being more positive and hopeful about the future", whose value was determined by the "Value Game", was used as an anchor,</p>

				and the value of the change "Feeling economically secure in the future" was determined according to the relative importance of the changes.
A sense of freedom	8,8	<b>Anchor value:</b> 1 110 000,00 TRY ("Being more positive and hopeful about the future" financial proxy)	1 085 333,33	Value anchoring:  The value of the change "being more positive and hopeful about the future", whose value was determined by the "Value Game", was used as an anchor, and the value of the change "A sense of freedom" was determined according to the relative importance of the changes.
Feeling inadequate	8	<b>Anchor value:</b> 1 110 000,00 TRY ("Being more positive and hopeful about the future" financial proxy)	-986 666,667	Value anchoring:  The value of the change "being more positive and hopeful about the future", whose value was determined by the "Value Game", was used as an anchor, and the value of the change "Feeling inadequate" was determined according to the relative importance of the changes.
Increased stress level	7,6	<b>Anchor value:</b> 1 110 000,00 TRY ("Being more positive and hopeful about the future" financial proxy)	-937 333,333	Value anchoring:  The value of the change "being more positive and hopeful about the future", whose value was determined by the "Value Game", was used as an anchor, and the value of the negative change "increase in stress level" was determined according to the relative importance of the changes.
Economic relief	7	<b>Anchor value:</b> 1 110 000,00 TRY ("Being more positive and hopeful about the future" financial proxy)	863 333,333	Value anchoring:  The value of the change "being more positive and hopeful about the future", whose value was determined by the "Value

				Game", was used as an "anchor," and the value of the change "economic relief" was determined according to the relative importance of the changes.
Potentials/ self-actualisation	9	<b>Anchor value:</b> 1 110 000,00 TRY ("Being more positive and hopeful about the future" financial proxy)	1 110 000,00	Value anchoring:  The value of the change "being more positive and hopeful about the future", whose value was determined by the "Value Game", was used as an "anchor", and the value of the change "realising their potential/self-actualisation" was determined according to the relative importance of the changes.

*\*While the relative importance of this change was given as 8,7 in the quantitative data, this change was ranked first as the most important change in the list created by the participants during the Value Game. Therefore, the relative importance was revised to 10 by the researcher to reflect the importance and order of this change in the social value calculation.*

- **University students receiving scholarship support**

**Table-56: Financial proxies of the outcomes experienced by university students receiving scholarship support**

Outcome	Relative importance	Financial representation	Value (TRY)	Valuation method
Being more positive and hopeful about the future	9	A value is given between the cost of living (for 5 years) required to study at a good public university in İstanbul or Ankara and renting a 3+1 house in Kahramanmaraş/Adıyaman for 5 years.	1 110 000,00	Since the Value Game was not applied with this stakeholder group, the value determined for this change during the Value Game by the other stakeholder group experiencing the same change was taken as a reference. It was placed between two student requests with market value. The lower value is the cost of renting a 3+1 house in Kahramanmaraş/Adıyaman for 5 years, and the upper value is the cost of living required to study at a good public university in İstanbul or Ankara (for 5 years). During the analysis, this value was determined by making judgments with the support of desk research.

				<p>Sources:</p> <ul style="list-style-type: none"> <li>- <a href="https://ipa.istanbul/yayinlari/miz/genel/arastirma-ogrenci-yasam-maliyeti-arastirmasi-2/">https://ipa.istanbul/yayinlari/miz/genel/arastirma-ogrenci-yasam-maliyeti-arastirmasi-2/</a></li> <li>- ads for rental houses in Kahramanmaraş/Adıyaman on sahibinden.com, hepsemlak.com</li> </ul>
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● **Parents of students benefiting from the support**

A face-to-face Value Game implementation was conducted with the parents of the students receiving support in Kahramanmaraş and Adıyaman. The implementations were carried out with the participation of 15 parents, 9 in Kahramanmaraş and 6 in Adıyaman. In both implementations, very similar lists were made in the order of requests and changes.

**Table-57: Financial proxies of outcomes experienced by parents**

Outcome	Relative importance	Financial representation	Value (TRY)	Valuation method
Psychological recovery and a positive outlook for the future	<p>Parents - whose child/children receive scholarship support (Relative importance: 8.8)</p> <p>Parents - whose child/children receive tutoring support (Relative importance: 9.3)</p> <p>Parents - whose child/children receive scholarships and tutoring support (Relative importance: 9.9)</p>	Ready to live in a 150m <sup>2</sup> steel structure detached house + land	3 500 000,00	<p>During the Value Game, "psychological well-being and a positive outlook for the future" were decisively placed at the top of the common list created by the participants. The positions of "psychological well-being" and "having one's own safely built house" on the list were discussed at length during the discussion. As a result, "psychological well-being and a positive outlook on the future" were placed first, and "having one's own house" in the second place.</p> <p>As a result of the desk research, the prices of steel construction detached houses in Türkiye were analysed, and the cost per square metre of a ready-to-live house was assumed to be 20.000 TRY. In addition to the construction of the house, a land cost of 500.000 TRY was added with reference to Adıyaman and Kahramanmaraş regions.</p>

- **Tutoring centre teachers/managers**

The "revealed preference" method was used to determine the financial proxy of the outcomes experienced by the tutoring center teachers/managers.

**Table-58: Financial proxies of the outcomes experienced by tutoring center teachers/managers**

Outcomes	Relative importance	Financial representation	Value (TRY)	Valuation method
Psychological recovery	9,4	1 hour of expert psychologist support 1 time per week for 6 months	48.000,00	In line with the opinions received from experts working in this field, the cost of 1 hour of psychological support 2.000,00 TRY.
Economic empowerment	7,2	<b>Anchor value:</b> 48.000,00 TRY (financial proxy of "psychological recovery")	36.765,96	Value anchoring:  The value of the change "psychological recovery", whose value was determined by the "Value Game", was used as an "anchor", and the value of the change "economic empowerment" was determined according to the relative importance of the changes.

- **Field workers**

The "revealed preference" method was used to determine the financial proxy of the outcomes experienced by field employees.

**Table-59: Financial proxies of the outcomes experienced by field workers**

Outcome	Relative importance	Financial representation	Value (TRY)	Valuation method
Development of social and emotional skills	9,8	Corporate trainings for the development of social and emotional skills	7.000,00 TRY	As a result of the market research, trainings to improve social skills provided by professionals on an institutional basis were investigated. There are training courses of different scopes and lengths. A 10-hour online training was preferred to use as a value in the research. The cost of such a training was

				determined to be 7.000,00 TRY.  Source: <a href="#">School of Emotional Intelligence for Adults</a>
Feeling useful	9,8	<b>Anchor value:</b>  7.000,00 TRY  ("Development of social and emotional skills" financial proxy)	7.000,00 TRY	Value anchoring:  "The value of the change, 'developing social and emotional skills', whose value was determined by the "Value Game", was used as an anchor, and the value of the change "feeling useful" was determined according to the relative importance of the changes.
Reduced psychological fatigue	6,5	<b>Anchor value:</b>  7 000,00 TRY  ("Development of social and emotional skills" financial proxy)	4 642,86 TRY	Value anchoring:  The value of the change "development of social and emotional skills", whose value was determined by the "Value Game", was used as "anchor" and the value of the change "reduced in the feeling of psychological fatigue" was determined according to the relative importance of the changes.
Increased psychological fatigue	7	<b>Anchor value:</b>  7 000,00 TRY  ("Development of social and emotional skills" financial proxy)	5 000,00 TRY	Value anchoring:  The value of the change "development of social and emotional skills", whose value was determined by the "Value Game", was used as an "anchor", and the value of the change "increase in the feeling of psychological fatigue" was determined according to the relative importance of the changes.



## 9. Impact Calculation

To understand the extent to which the outcomes experienced by the stakeholders resulted from the activities and avoid overclaiming, the data on counterfactual, attribution, displacement, and duration of outcomes should be evaluated.

- **Counterfactual and Contribution/Attribution - approach, method used, asking questions**

Counterfactual and attributional data were obtained during qualitative and quantitative data collection based on stakeholders' statements and self-assessments.

In semi-structured focus groups and one-to-one interviews, the following questions related to counterfactual and attribution were directed to the stakeholders:

**Table-60: Counterfactual and attribution - focus group and one-to-one interview questions**

<b>Counterfactual</b>	What would have happened if you had not benefited from VKV support?  Is there any chance of finding other similar support?
<b>Contribution/attribution</b>	Do you receive similar support from any other institution/place? If yes, which institutions?  Do other institutions or organisations contribute to the changes you mentioned at the beginning of our interview? If so, whose contribution?

While collecting quantitative data using online and face-to-face questionnaires, stakeholders were asked to assess the counterfactual situation and the contribution of most outcomes in the outcome chains. The counterfactual and attribution questions were asked in two phases; first, a closed-ended question was asked, and depending on the answer received, the next question on the scale was asked:

**Table-61: Counterfactual and attribution/contribution - survey questions**

<b>Counterfactual</b>	<ol style="list-style-type: none"><li>1. If you had not benefited from VKV support, would you still have experienced the change we asked about above?<ul style="list-style-type: none"><li>• Yes</li><li>• No.</li></ul></li><li>2. If yes, how likely would this change be? Please tick the probability of the change happening on a scale of 1-10.</li></ol>
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<b>Contribution/attribution</b>	<ol style="list-style-type: none"> <li>If you have experienced the above change after benefiting from VKV support, did people/institutions other than VKV contribute to your experience of this change? <ul style="list-style-type: none"> <li>Yes</li> <li>No.</li> </ul> </li> <li>Please indicate the persons/institutions other than VKV that contributed to this change and express their contribution in %. For example, "X institution contributed 10%, Y institution contributed 5%".</li> </ol>
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For each outcome added to the value map, counterfactual and contribution/attribution data were evaluated. In the questionnaire different organizations, individuals were mentioned as contributing (such as Gelecek Hayalim Centres, Support to Life Association, KEDV, TEGV, etc.) and to calculate the contribution the percentage of people indicating the contributions of others and the mean values of how much attribution was stated were evaluated to identify the attribution levels used in the SROI calculation. Similarly, the level of counterfactual was estimated by evaluating how many people declared experiencing the outcome without participating in the activity and the average of how much change to outcome they would have experienced. The attribution and contribution according to the the segments of students who receive tutoring support and students who receive tutoring and scholarship support is presented below as an example in Table-62:

**Table-62: Counterfactuality and contribution/attribution assessment - sample table**

Outcome	Stakeholder	Number of people experiencing change	Proportion of those experiencing change in the segment	% of people who stated "I would have experienced this change even if I did not participate in the activities" (those who filled in the questionnaire)	Counterfactual %	Contribution /Attribution%
Being positive and hopeful about the future	Students receiving tutoring support	46	%60	%29	%30	%20
	Students receiving tutoring & scholarship support	14	%70	%35	%30	%30

### **Duration and drop-off rate**

Data on the duration of outcomes were collected during quantitative data collection. Stakeholders were asked about the duration of the well-defined outcomes and some

intermediate outcomes. Drop-off rate was decided based on professional judgement considering the change and the conditions of the people. An example of the questions asked is shared below:

**Table-63: Duration - survey question**

<b>Duration</b>	<p>How long do you think the change you are experiencing will continue?</p> <ul style="list-style-type: none"><li>• During that time, I continued to receive support</li><li>• 6-12 months after the end of support</li><li>• More than 1 year after the end of support</li><li>• 2-3 years after the end of support</li><li>• Other</li></ul>
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The example of the students' evaluation of the duration and drop-off rate is presented in table-64:

**Table-64: Duration of outcome and drop-off rate assessment**

Outcome	Stakeholder Group	Duration of Outcome	Drop-off	Description
Being more positive and hopeful about the future	Students receiving tutoring support (Population: 315 people, Sample: 77 people)	1 year	%50	The answers of the stakeholders vary between short and long term, with no clear pattern (among answers 8 people stating the duration as long as the support continues, 10 2-3 years after the end of the support, 10 people claiming the change is permanent). In other segments the prevailing answer was "as long as the support continues". Due to the nature of the outcome and considering the mixed answers the judgement was made to estimate the duration as 1 year.
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	1 year	%50	4 of the students indicated that the outcome would finish with the support; 5 indicated it will continue between 6 and 12 months. Based on the stakeholder's data the judgement was made to estimate the duration as 1 year.
	University students receiving scholarship support (Population: 50 people, Sample: 35 people)	1 year	%50	Most of the answers were "as long as the support continues "(21 students). Based on the data the judgement was made to calculate the duration as 1 year.
Feeling economically secure in the future	Students receiving scholarship support (Population: 129 people, Sample: 29 people)	1 year	%50	The data on duration was not collected due to the questionnaire length limitations - the data on duration on intermediate economic relief outcome was used as a proxy. Most of the answers were "as long as the support continues" and the judgement was made to estimate the

				duration as 1 year.
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	1 year	%50	The data on duration was not collected due to the questionnaire length limitations - the data on duration on intermediate economic relief outcome was used as a proxy. Most of the answers were "as long as the support continues" and the judgement was made to estimate the duration as 1 year.
A sense of freedom	Students receiving scholarship support (Population: 129 people, Sample: 29 people)	1 year	%50	Most of the answers were "as long as the support continues". (15 people)
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	1 year	%50	Most of the answers were "as long as the support continues". (7 people)
Negative outcome: Being less positive and less hopeful about the future	Students receiving tutoring support (Population: 315 people, Sample: 77 people)	2 years	%0	The 12th-grade student answered, "until he/she gets accepted to the university".
	Students receiving tutoring & scholarship support	2 years	%0	The 12th-grade student answered, "Until I get accepted to the university department I want".

	(Population: 36 people, Sample: 20 people)			
Negative outcome: Feeling inadequate	Students receiving tutoring support (Population: 315 people, Sample: 77 people)	2 years	%0	The 12th-grade and graduate students answered, "Until I get a university degree".
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	2 years	%0	The 12th-grade student answered, "As long as I continue to receive tutoring support".
Negative Outcome: Increased stress level	Students receiving tutoring support (Population: 315 people, Sample: 77 people)	2 years	%0	Different answers were given, such as "during my educational life", "during the time I continue to receive support", and "until I enter university".
	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	2 years	%0	Most of the answers were "as long as the support continues".
Realising their potential/self-actualisation	Students receiving tutoring support (Population: 315 people, Sample: 77 people)	1 year	%50	Most of the students stated that it will continue beyond the end of the program, but the answers of the stakeholders vary between short and long term, with no clear pattern but when the change and the conditions of the people are evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.

	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	1 year	%50	Most of the students stated that it will continue beyond the end of the program, but the answers of the stakeholders vary between short and long term, with no clear pattern but when the change and the conditions of the people are evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.
Economic relief	Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	1 year	%50	Most of the answers were "as long as the support continues" and the judgement was made to estimate the duration as 1 year.
Psychological recovery and a positive outlook for the future	Parents whose child/children receive scholarship support (Sample: 23 people)	1 year	50%	Most of the answers indicated that the change will be long-term, however when the change and the conditions of the people are evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.
	Parents whose child/children receive tutoring support (Sample: 75 people)	1 year	%50	Most of the answers indicated that the change will be long-term, however when the change and the conditions of the people are evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.
	Parents whose child/children receive scholarships and tutoring support (Sample 10 people)	1 year	%50	Most of the answers indicated that the change will be long-term, however when the change and the conditions of the people are evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.
Psychological recovery	Tutoring centre teachers/managers (Population: 135)	1 year	%50	When the change and the conditions of the people are evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.

Economic strengthening	people, Sample: 36 people)	1 year	%50	Most of the answers indicated that the change will be long-term, however when the change and the conditions of the people are evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.
Feeling useful	Field workers (Population: 11 people, Sample: 11 people)	1 year	%25	Most of the answers indicated that the change will be long-term, however when the change and the conditions of the people are evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.
Development of social and emotional skills		3 years	%10	Most of the answers indicated that the change will continue long-term. Since this change is related to a skill, setting this period as 3 years was appropriate.
Reduced psychological fatigue		1 year	%50	Most of the answers indicated that the change will be long-term, however when the change and the conditions of the people are evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.
Increased psychological fatigue		1 year	%0	When the change and the conditions of the people are evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.



## **Displacement**

During the analysis, no displaced outcomes or stakeholders who could experience them were observed. During the analysis in particular attention was paid to identifying all potential stakeholders - including indirect and both positive and negative impacts - allowing relatively complex outcome mapping and limiting the risk for displaced outcomes. The Disaster Fund activities were not moved from other settings; they were developed for the Hope Cities context.

The literature review also does not indicate a risk of displacement in similar contexts.

## **Double counting**

The risk of double-counting was considered in the analysis. Detailed data on the parents of young people benefiting from tutoring support were not collected at the time-of-service implementation. Therefore, the size of the parent population is not known. The population size used in the analysis was calculated based on the data provided by the students who benefited from scholarship support in their application form and the number of students receiving tutoring support. Therefore, there is a possibility that parents with more than one child benefiting from the support may have been double counted. Considering this data risk, although there is a possibility that 2 parents may have experienced change for each student, the number of parents was kept to a minimum - that is, 1 parent - due to a lack of data.

Similarly, stakeholders in the same outcome chain but experiencing different outcomes were identified. For two student segments, students who experienced intermediate outcomes but not the well-defined outcome were identified:

- The segment of students who receive tutoring support: students who experienced the outcome of "realising their potential/self-actualisation" but not the well-defined outcome of "being more positive and hopeful about the future".
- The segment of students receiving tutoring and scholarship support: those who experienced the outcome of "realising their potential/self-actualisation" but not the well-defined outcome of "being more positive and hopeful about the future"; those who experienced the intermediate outcome of "economic relief" but not the well-defined outcome of "feeling economically secure about their future".

Consequently, these outcomes, referred to as intermediate outcomes, are the end of the outcome chain for those **who do not experience** "Being more positive and hopeful about the future" well-defined outcome and "Feeling economically secure in the future", and **they have been considered and evaluated as well-defined outcomes for these subgroups. Therefore, they have also been added to the value map as a separate group.** Thus, the risk of double-counting was eliminated.

## 10. SROI Rate Calculation

In this section, the calculation of the total value of the outcomes is analysed.

The impact is calculated for each outcome by the following formula:

$$\text{Impact} = (\text{Outcome quantity} \times \text{financial proxy}) \times (1 - \text{Counterfactual}) - (1 - \text{Attribution})$$

The social value calculation of the outcome of "being more positive and hopeful about the future" experienced by the students who received support from the tutoring centre is presented below as an example:

$$\text{Total outcome } 157 \times 1.110.000,00 = 174.270.000,00$$

$$30\% \text{ Counterfactual: } 1-30\% \Rightarrow 0,70 \times 174.270.000,00 = 121.989.000,00$$

$$20\% \text{ Attribution: } 1-20\% \Rightarrow 0,80 \times 121.989.000,00 = \underline{97.591.200,00}$$

The table below presents the calculation of the total value of each outcome included in the social value account in the year of activity.

**Table-65: Total values of outcomes**

Stakeholder group	Outcome	Scale of change (Quantity)	Financial proxy (TRY)	Counterfactual	Attribution	Impact (Total value of each outcome) TRY
Students receiving tutoring support (Population: 315 people, Sample: 77 people)	Being more positive and hopeful about the future	157	1.110.000,00	%30	20%	97.591.200,00
	Negative outcome: Being less positive and less hopeful about the future	5	-1.110.000,00	%40	%0	-3.330.000,00
	Negative outcome: Feeling inadequate	12	-1.057.142,85	%35	%50	-4.122.857,12
	Negative outcome: Increased stress level	38	-977.857,14	%60	%15	-12.633.914,25
	Realising their potential/self-actualisation	57	1.083.571,42	%10	%50	27.793.606,92
Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	Being more positive and hopeful about the future	23	1.110.000,00	%30	%30	12.509.700,00
	Feeling economically secure in the future	22	1.233.333,33	%20	%25	16.279.999,96
	A sense of freedom	18	1.085.333,33	%30	%15	11.623.919,96
	Negative outcome: Being less positive and less hopeful about the future	2	-1.110.000,00	%50	%0	-1.110.000,00
	Negative outcome: Feeling inadequate	2	-986.666,66	%0	%0	-1.973.333,32

	Negative outcome: Increased stress level	5	-937.333,33	%30	%30	-2.296.466,66
	Realising their potential/self- actualisation	5	1.110.000,00	%35	%30	2.525.250,00
	Economic relief	9	863.333,33	%15	%0	6.604.499,97
Students receiving scholarship support (Population: 129 people, Sample: 29 people)	Feeling economically secure in the future	107	1.192.114,08	%10	%20	91.840.468,72
	A sense of freedom	89	1.315.436,23	%30	%20	65.561.341,70
University students receiving scholarship support (Population: 50 people, Sample: 35 people)	Being more positive and hopeful about the future	38	1.110.000,00	%10	%20	30.369.600,00
Parents whose child/children receive scholarship support (Sample: 23 people)	Psychological recovery and a positive outlook for the future	74	3.500.000,00	%15	%10	198.135.000,00
Parents whose child/children receive tutoring support (Sample: 75 people)		146	3.500.000,00	%20	%10	367.920.000,00
Parents whose child/children receive scholarships and tutoring support (Sample 10 people)		27	3.500.000,00	%20	%5	71.820.000,00

Tutoring centre teachers/managers (Population: 135 people, Sample: 36 people)	Psychological recovery	40	48.000,00	%10	%5	1.641.600,00
	Economic strengthening	34	36.765,96	%15	%10	956.282,62
Field workers (Population: 11 people, Sample: 11 people)	Feeling useful	8	7.000,00	%35	%10	32.760,00
	Development of social and emotional skills	8	7.000,00	%12,5	%10	44.100,00
	Reduced psychological fatigue	7	4.642,86	%35	%10	19.012,51
	Increased psychological fatigue	1	-5.000,00	%5	0%	-4.750,00

### **Duration of outcomes**

For example, the data indicates that the negative outcome of “Being less positive and less hopeful about the future” will last for 2 years, considering the drop-off rate of 0% for the outcome over time, the value of the impact is predicted as follows for the following years:

Impact value year 0 = 97.591.200,00

Impact value Year 1 = 97.591.200,00 - 0% decrease

### **Calculation of the discount rate of social value**

Since monetisation is used, outcomes lasting more than 1 year are included; the discount rate is used to calculate the present value of the money (r discount rate).

Present Value = value of impact year 0 / (1+ r) + value of impact year 1/ (1+ r) + value of impact year 2 / (1+ r) + value of impact year 3 / (1+ r) + value of impact year 4 / (1+ r)

In the SROI value map the 49,25% discount rate used based on the Turkish Central Bank’s interest rate applied to advance transactions as of 28.12.24.

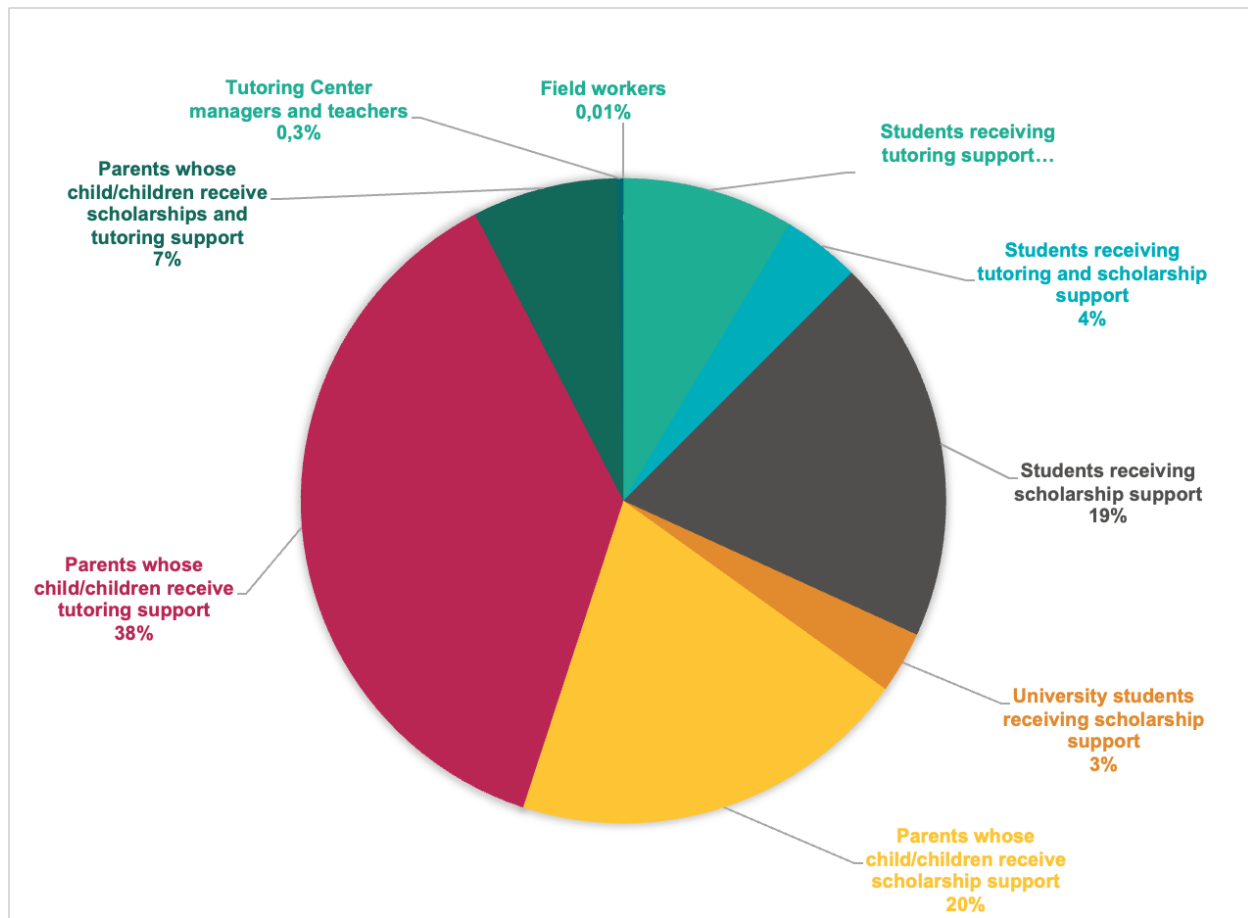
### **SROI Ratio = Present Value / Value of Investment**

<b>(Total Present Value (PV))</b>	<b>982.740.219,14</b>
<b>Net Present Value (PV minus the investment)</b>	<b>942.814.976,14</b>
<b>Social Return (Value per amount invested)</b>	24,6129,76

### **Value distribution**

The total social value created by stakeholders and segments between July 2023 and August 2024 is presented in Graph-18.

**Graph-18: Value distribution**



Value distribution - according to outcomes

**Table-66: Value distribution according to outcomes**

Stakeholder group	Outcome	Outcome Value (TRY)	Value Allocation (%)
Students receiving tutoring support (Population: 315 people, Sample: 77 people)	Being more positive and hopeful about the future	₺ 97.591.200,00	9,9
	Negative outcome: Being less positive and less hopeful about the future	-₺ 6.660.000,00	-0,7
	Negative outcome: Feeling inadequate	-₺ 8.245.714,23	-0,8

	Negative outcome: Increased stress level	-£ 25.267.828,50	-2,6
	Realising their potential/self-actualisation	£ 27.793.606,92	2,8
Students receiving tutoring & scholarship support (Population: 36 people, Sample: 20 people)	Being more positive and hopeful about the future	£ 12.509.700,00	1,3
	Feeling economically secure in the future	£ 16.279.999,96	1,7
	A sense of freedom	£ 11.623.919,96	1,2
	Negative outcome: Being less positive and less hopeful about the future	-£ 2.220.000,00	-0,2
	Negative outcome: Feeling inadequate	-£ 3.946.666,64	-0,4
	Negative change: Increased stress level	-£ 4.592.933,32	-0,5
	Realising their potential/self-actualisation	£ 2.525.250,00	0,3
	Economic relief	£ 6.604.499,97	0,7
Students receiving scholarship support (Population: 129 people, Sample: 29 people)	Feeling economically secure in the future	£ 91.840.468,72	9,3
	A sense of freedom	£ 98.342.012,55	10,0
University students receiving scholarship support (Population: 50 people, Sample: 35 people)	Being more positive and hopeful about the future	£ 30.369.600,00	3,1
Parents whose child/children receive scholarship support (Sample: 23 people)	Psychological recovery and a positive outlook for the future	£198.135.000,00	20,1



Parents whose child/children receive tutoring support (Sample: 75 people)		₺367.920.000,00	37,3
Parents whose child/children receive scholarships and tutoring support (Sample 10 people)		₺ 71.820.000,00	7,3
Tutoring centre teachers/managers (Population: 135 people, Sample: 36 people)	Psychological recovery	₺ 1.641.600,00	0,2
	Economic strengthening	₺ 956.282,62	0,1
Field workers (Population: 11 people, Sample: 11 people)	Feeling useful	₺ 32.760,00	0,003
	Development of social and emotional skills	₺ 119.511,00	0,01
	Reduced psychological fatigue	₺ 19.012,51	0,002
	Increased psychological fatigue	-₺ 4.750,00	-0,0005

## 11. Sensitivity Analysis

The sensitivity analysis is conducted to "assess the extent to which your results would change if you changed some of the assumptions you made in previous stages". (A guide to Social Return on Investment, 2012). Sensitivity analysis tests how much the estimates/assumptions made in the process would need to change to receive a 1 TRY value for a 1 TRY investment. **"Sensitivity analysis" was conducted for the 3 outcomes with the highest social value.**

**Based on the value allocation percentages, among the parents receiving support, those whose children receive tutoring support experience the most significant psychological recovery and a positive outlook for the future, with a value allocation of 37,3%. This is followed by parents whose children receive scholarship support, also experiencing psychological recovery and a positive outlook for the future, at 20,1%. For the students receiving tutoring, being more positive and hopeful about the future accounts for 9,9% of the total value allocation.**

Simulation according to the outcome of expanding the population

This table illustrates how the SROI ratio is affected if the number of people experiencing a positive change is less than initially estimated. For instance, if the number of parents whose children received scholarship support experiencing change

was reduced from 74 to 37, the number of parents whose children received tutoring support was reduced from 146 to 73, and the number of students receiving tutoring support experiencing change was reduced from 157 to 78, it would collectively result in the SROI ratio dropping from **1:24.61** to **1:16.30**. This indicates that even with significantly fewer beneficiaries, the fund still generates a very high social return on investment.

**Table-67: Simulation of the number of people experiencing change according to the number of expansions to the population**

Stakeholder group	Outcome	The number of people experiencing change extended to the population	SROI ratio	Sensitivity analysis simulation	SROI ratio	Description
Students receiving tutoring support (Population: 315 people, Sample: 77 people)	Being more positive and hopeful about the future	157	1:24,61	78	1:16,30	Reducing the number of the stakeholders experiencing the most change by %50 result in decrease of the SROI ratio to 1:16,30 (by 33%)
Parents whose child/children receive scholarship support (Sample: 23 people)	To recover psychologically and look positively at the future	74		37		
Parents whose child/children receive tutoring support (Sample: 75 people)		146		73		

#### Simulation according to the change of counterfactual rate

This table demonstrates the impact of varying counterfactuality rates (deadweight and attribution) on the SROI ratio. It assesses how much the SROI would change if a higher percentage of the observed outcomes would have happened even without the fund's intervention. For instance, should the counterfactual ratios significantly increase—for example, from 30% to 90% for students receiving tutoring support, from 15% to 90% for parents whose children received scholarship support, and from 20% to 90% for parents whose children received tutoring support—the SROI ratio would

decrease from **1:24.61** to **1:10.08**. This shows that the SROI remains high, even under very conservative assumptions about the fund's unique contribution to the outcomes.

**Table-68: Simulation of changes in counterfactuality ratios**

Stakeholder group	Outcome	Counterfactual	SROI ratio	Sensitivity analysis simulation	SROI ratio	Description
Students receiving tutoring support (Population: 315 people, Sample: 77 people)	Being more positive and hopeful about the future	%30	1:24,61	%90	1:10,08	If the counterfactual ratio for this stakeholder group were increased to 90%, the SROI ratio would drop to 1:10,08.
Parents whose child/children receive scholarship support (Sample: 23 people)	Psychological recovery and a positive outlook for the future	%15		%90		
Parents whose child/children receive tutoring support (Sample: 75 people)		%20		%90		

#### Simulation of the outcome duration

The stakeholders' data collected on duration of the outcomes did not indicate consistent experience of the stakeholders, with answers varying from "as long as support continues" to expressing that the change is permanent. The judgement was made to keep the duration as minimum to avoid overclaiming. Due to the relatively high social value calculated, the duration of outcomes can significantly affect the SROI ratio. The table below evaluates two scenarios for the outcomes with the highest value - keeping the minimum duration based on the data evaluation and extending the duration for 1 year.

**Table-69: Simulation of the outcome duration**

Stakeholder group	Outcome	Duration (year)	SROI ratio	Duration increased by 1 year	SROI ratio	Description
Students receiving tutoring support (Population: 315 people, Sample: 77 people)	Being more positive and hopeful about the future	1	1:24,61	2	1:30,19	The duration of the outcomes significantly affects the SROI ratio. The subjective nature of the aspects of the well-being and different experiences of the stakeholders can vary leading to both the risk of under and over-valuation. The simulation aims to bring transparency to risk to SROI ratio.
Parents whose child/children receive scholarship support (Sample: 23 people)	Psychological recovery and a positive outlook for the future	1		2		
Parents whose child/children receive tutoring support (Sample: 75 people)		1		2		

### Simulation of the financial proxies

The financial proxies for the main beneficiary groups were identified through Value Game. In the evaluation process the duration of the outcomes and the financial proxies were taken into consideration. In the Value Game process, the stakeholders expressed the financial proxies with significantly longer duration than outcomes - such as cost of completing the studies or cost of rent for 5 years. In the calculation duration was evaluated and adjusted. The sensitivity analysis evaluates the financial proxies and two scenarios - in one financial proxies are reflecting the duration expressed by the stakeholders, in second the length of proxies was adjusted to the duration of outcomes.

**Table-70: Simulation of the financial proxies**

	<b>Students receiving scholarship support</b>	<b>Students receiving tutoring support</b>	<b>Students receiving scholarship and tutoring support</b>
<b>Assessed outcome</b>	Feeling economically secure in the future	Being more hopeful and positive about the future	Being more hopeful and positive about the future
<b>Explanation of financial proxy</b>	A higher value is given than the cost of living (for 5 years) required to study at a good public university in İstanbul or Ankara	A value is given between the cost of a 3+1 house rent for 5 years in Kahramanmaraş/ Adıyaman and the cost of living required to study at a good public university in İstanbul or Ankara (for 5 years)	A value is given between the cost of a 3+1 house rent for 5 years in Kahramanmaraş/ Adıyaman and the cost of living required to study at a good public university in İstanbul or Ankara (for 5 years)
<b>Monetary value</b>	1 192 114,08 TRY	1 110 000,00 TRY	1 110 000,00 TRY
<b>Monetary value adjusted for the simulation purpose</b>	238 422,816 TRY	222 000,00 TRY	222 000,00 TRY

Financial proxy monetary value	SROI ratio	Sensitivity analysis simulation	SROI ratio	Description
Monetary value with duration indicated by stakeholders	1:24,61	Monetary value with adjusted proxy duration	1:17,76	The adjustment of the financial proxy to the outcome duration resulted in the change of the SROI ratio of approximately %20.

## Extrapolation

The findings of the analysis in the sample were extrapolated to the population by evaluating the number of people experiencing the change in the sample and in the whole population and supported by sample size. Extrapolation in the context of SROI carries the risk of over-estimation of the social value created. The sensitivity analysis simulation was made to understand the SROI ratio if only the stakeholders experiencing change in the sample were included in the SROI calculations. **In this case the SROI would be 1:7,97.**

The sensitivity analysis revealed a range for the SROI ratio. **Specifically, under various tested scenarios, the SROI ratio was found to vary between 1:7,97 and 1:30.19.** This range shows that even with careful adjustments to assumptions, the program consistently delivers significant positive social benefits. This transparent presentation of the sensitivity analysis helps to understand potential variability more clearly, and confidence in the overall value proposition identified is strengthened.

## **12. Verification**

Verification is a crucial principle within Social Return on Investment (SROI) analysis, ensuring accountability to stakeholders and the robustness of reported results. It confirms that the findings accurately reflect the value created and are fit for purpose, particularly when informing significant decisions or reporting to external audiences. Social value and SROI aim to create accountability to stakeholders. Therefore, results must be communicated to stakeholders in a meaningful way. Social Value International outlines three primary methods for verification:

- Validation by stakeholders
- Validation by peers
- Independent assurance - report accreditation

**Comprehensive Research Methodology for Internal Validation:** The foundation of this SROI report lies in a robust research methodology that served as a continuous internal validation mechanism. This included:

- **Qualitative Research:** Extensive face-to-face and online interviews were conducted with a diverse range of VKV Disaster Fund beneficiary target groups and programme stakeholders. These qualitative insights were crucial for identifying and understanding the changes experienced by stakeholders, ensuring that the defined outcomes accurately reflected their lived realities and perceptions of value. Outcomes related to the main beneficiary of the program (children and young people) were also asked to the teachers and parents to provide additional verification. Most of the time, chains of events were stated by the stakeholders interviewed reflecting robustly their perspective.

- **Quantitative Research:** Survey analysis with the same beneficiary target groups and programme stakeholders provided quantitative data to measure the scale

and amount of change. Surveys for the students except the university students and parents were run in the field face to face by the researcher. This increased the credibility of the survey result and added another layer of internal validation. At this stage, besides the children and young people benefiting from the supports, parents were also asked about the outcomes they observed in their children to provide additional verification. Additionally, even though it was a long survey, participants did not have any difficulty or hesitation to answer the questions. This showed that survey questions reflected very well the stakeholders' views and expressions, and chains of events were validated one more time through the survey.

- **Stakeholder Involvement in Developing Chain of Events:** The report's development actively involved stakeholders in the process of mapping material outcomes and creating chain of events. Their direct input was fundamental in identifying relevant changes, ensuring that the SROI framework was grounded in the experiences of those most affected by the program. Moreover, peers and experts were consulted whenever needed to get their views about the outcomes and outcome chains. For instance, psychological fatigue experienced by the field workers was consulted by a public health practitioner and academician.

- **Field Observation and Contextualization:** The research process incorporated insights gained from field observations within the Hope Cities. This direct engagement with the operational environment and beneficiaries allowed for a contextual understanding of the program's implementation and impact, providing a practical layer of validation to the identified outcomes. Moreover, field observation facilitated the judgments made during the research analysis.

- **Value Game Focus Groups:** The well-defined outcomes and their approximate monetary values were initially tested and validated during "Value Game" focus groups conducted with four stakeholder segments (parents, students receiving scholarship support, students receiving tutoring support, and students receiving scholarship and tutoring support in Adıyaman and Kahramanmaraş.) This specific activity allowed for iterative refinement and consensus-building on the valuation of outcomes.

**Stakeholder Engagement Event:** Key findings were shared during a comprehensive needs assessment and experience-sharing event on February 10, 2025, organized by the VKV headquarters team. This event included approximately 100 stakeholders, comprising the funder, VKV management and headquarters team, field workers, experts, NGOs operating in Hope Cities, Koç Holding and Koç Group Companies, and governmental bodies involved in service delivery in 5 Hope Cities. Importantly, this audience included directly affected stakeholders such as VKV Headquarters team and field workers, enabling a degree of initial feedback and verification of the overall picture presented by the findings. Additionally, validation by peers was also partly provided with this event as there were various experts and peers working in the container cities were present in the event to get feedback, comments and answer their questions.

**Peer Review:** Social Value Türkiye organized a case presentation on-line session about the Social Return on Investments (SROI) of Vehbi Koç Foundation Disaster Fund

on 12 June 2025 to the members, and experts of the Social Value Türkiye. 16 members (among the members, experts in social impact, youth, earthquake region and SROI practitioners were present), participated in the event. After 30 minutes of presentation of the report, a discussion was made about the report, and their feedback and comments were taken. Additionally, an experienced SROI practitioner gave feedback and corrections were made. Lastly, the report has been publicly present on VKV web site since February 2025, open to feedback.

**Consultation Meeting with the VKV Headquarters Team:** A face-to-face meeting with the VKV headquarters team was realized first on 28 February 2025 to share the findings of the report, to get their feedback, to discuss how to use the report for decision making to improve social value.

### **Recommendations for the Verification of the Result**

While initial sharing and internal validation have occurred, more direct stakeholder verification to demonstrate full compliance with the "Verify result" principle was recommended. This report acknowledges that comprehensive external validation with all affected stakeholder segments (e.g., students, parents, teachers and field workers) was partly completed at this immediate stage of finalization. Therefore, the following recommendation was put forth to ensure thorough verification for this analysis.

- **Dedicated Stakeholder Validation Workshops:** It is strongly recommended that dedicated validation workshops be organized for each primary affected stakeholder segment, including students and parents. These workshops could be face to face for students and parents in container cities and realized at least in two container cities. Online workshops could be organized for each stakeholder group of university students, field workers and teachers.

The workshops should:

- Present the final SROI findings, including outcomes, financial proxies, and the calculated ratio, in an accessible and meaningful format.
- Actively solicit feedback on the accuracy, relevance, and completeness of the identified changes and their valuation.
- Provide a platform for stakeholders to affirm or challenge the reported outcomes, ensuring their lived experiences are fully represented. This direct engagement is crucial for demonstrating robust compliance with the "Involve stakeholders" principle and validating the "materiality" of outcomes.

## **13. Responsiveness and Recommendations**

Data use and reporting enable an organisation to make decisions, evaluate its performance, and strengthen the process of achieving strategic objectives. Data, especially impact and outcome data, is needed to make decisions based on accurate



and up-to-date data, measure performance, direct activities towards strategic objectives, and improve activities. Data helps guide the organisation's activities in achieving the set strategic objectives. Therefore, data sharing contributes to the transparency and accountability of the impact and value created by organisations' activities.

The 8th Social Value Principle adopted in 2022 by Social Value International is "Be Responsive".

*"Pursue optimum Social Value based on decision making that is timely and supported by appropriate accounting and reporting."*<sup>19</sup>

The analysis was completed in a very detailed manner in a short period; the data and insights collected were shared and discussed with the VKV Headquarters team throughout the process.

- Based on the outcomes and data identified in the analysis, it is recommended that thresholds and targets for each outcome be set when planning for the next year.
- When collecting data from those who want to benefit from the support in the future, it is recommended to include some questions in the participant profile data to collect preliminary information to be included in the impact analysis. These data can be considered as a basis for the subsequent analyses.
- It has been observed that VKV collects very detailed and comprehensive activity data on the programmes carried out in Hope Cities. However, user/beneficiary-based data is not kept. Therefore, it is difficult to determine the number of single users of students benefiting from the support and the affected parents. There is a strong assumption that beneficiaries of more than one support may have been double counted. Although analysis was conducted by examining different data sets collected by VKV, a clear number could not be presented regarding the parents who indirectly benefited, especially because the parental information of students who received tutoring support was incomplete. This may have affected the calculation of social impact, the social value created, and the SROI ratio. To better understand and manage social impact/value, keeping data specific to service recipients is recommended. This method makes it easier to track and monitor which support a person has benefited from after contacting the organisation, how long the support has continued, and whether they have participated in other activities. Keeping data in this way for each stakeholder who directly or indirectly benefits from the support will help to obtain more detailed data that can support decisions.
- It is recommended that the results obtained within the scope of the analysis be verified with stakeholders. In this analysis, besides robust internal validation provided by the research methodology, the findings were shared with experts,

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<sup>19</sup> (The Principles of Social Value - Social Value International. <https://www.socialvalueint.org/principles>)

VKV employees, and some stakeholders who have experienced change. This way, the picture drawn by the findings was partly verified, and the risk rate of decisions made regarding support in line with this analysis was partly reduced.

- The qualitative data analysis phase determined that the information obtained in the literature review supported the outcome chains and the findings related to the outcomes. There are studies and analyses on the importance of positive attitude/optimism and hopefulness about the future during adolescence. Theory and research show that positive future expectations can facilitate optimal development and a successful transition to adulthood.
- Among the students who received the support, it was determined that there were students who experienced a decrease and an increase in stress levels. While evaluating the qualitative data, some of the students who received support stated that their academic achievement increased thanks to this support. As a result, the stress they experienced in their educational life decreased. However, some students stated that their stress levels increased with increased expectations for themselves by their parents. The findings of the quantitative data analysis also confirmed these findings. Among the 12 students who experienced an increase in stress, 10 of them were 12th-grade students and graduates. 12th graders and graduates were frequently anxious about the university entrance exam and concerns about the future, especially during the qualitative data collection phase. As a result, considering the negative outcome experienced by this group, additional support can be planned for this stakeholder group.
- Most stakeholders stated that the changes they experienced were due to the support they received; in other words, they attributed the changes they experienced to the support they received. Some stakeholders attributed some of the changes they have experienced to other projects and NGOs (Gelecek Hayalim Centres, Support to Life Association, KEDV, TEGV, etc.) operating in Hope Cities. Some also attributed it to their families, teachers, state scholarships, and loans. It was also found that the rate of those who experienced a negative outcome was low.
- It has been concluded that the duration of the outcomes expressed by the stakeholders is generally short. Most stakeholders stated that the outcomes they have experienced will continue as long as the support continues. It is especially important that support for young people continues in the long term and is in line with their educational needs.
- The outcomes experienced by the stakeholders overlap with the VKV Disaster Fund Theory of Change and go one step further: *"Students realising their potential"* and *"Students being able to access their right to education"* impact objectives have been transformed into intermediate outcomes according to the findings and support the impact objective *"Being more positive and hopeful for the future."*

- It is a significant and positive finding that parents are experiencing most of the value from the VKV Disaster Fund. While the primary beneficiaries are children and youth, the well-being of parents is intrinsically linked to the overall stability and recovery of the family unit, which in turn profoundly impacts the children's development and ability to thrive.
- The high reported changes in parents' psychological well-being, feelings of support, and economic relief underscore the holistic impact of the fund. This suggests that the VKV Disaster Fund is not only addressing the direct needs of children (education, material support) but also indirectly strengthening the family environment, which is crucial for long-term resilience after a disaster. The quotes from parents, such as *"After the earthquake, we were in no condition to think ahead, we could not think about tomorrow. Now we have hopes to see the future,"* powerfully illustrate this profound impact. This indicates a successful multi-level intervention where supporting the child also alleviates significant burdens and anxieties for the parents, creating a more stable and hopeful home environment. The main recommendation to be given to the VKV Disaster Fund is to **continue and potentially deepen parental Support**. Given the significant positive impact on parents' psychological well-being, sense of security, and economic relief, the Vehbi Koç Foundation should consider formalizing and expanding programs specifically targeting parents. This could include workshops on coping mechanisms, stress management, financial literacy, or parent support groups. Additionally, ensuring clear communication about available support for their children can further enhance parents' sense of being supported and reduce anxiety.
- It has been determined that tutoring is a life-transforming support and that it enables too many intermediate outcomes to be experienced. Scholarship support is more effective at the university level.
- *"Feeling valued", "Feeling not forgotten/not alone," and "Feeling cared for"* were frequently mentioned by the parents. This led to a very positive attitude towards Koç Group in general.
- Although "compassion fatigue" was frequently expressed by the field workers during the qualitative data collection, it was not found to be at a significant level according to the quantitative data analysis. Nevertheless, it was interpreted by the researcher as an outcome that needs to be paid attention to and monitored to prevent secondary trauma and burnout for those working with traumatised people in Hope Cities.
- In line with both qualitative and quantitative data, it was determined that the approach of the tutoring services and the teachers had a critical impact on the changes experienced by the students. It was found to be important that the tutoring centers should have a more holistic approach towards students, that is, an approach that focuses on academic achievement and supports students' well-being holistically. Otherwise, it has been observed that students stop

going to the tutoring center and fall behind in their education. It is recommended that the data received from the tutoring centres regarding the students' attendance be audited, and this issue be confirmed with the students. It is also important to get feedback from the students about the resources and facilities supporting the tutoring center's education.

- It is seen that the Disaster Fund supports students in staying in education and raising their goals. Although these students are not students with high academic achievement, it is seen that they are students who strive to achieve the educational goals they set for themselves after the Disaster Fund supports. It should always be remembered that the students benefiting from these supports have low social capital, have experienced COVID and a major earthquake afterwards, and already have limited access to such services. It is recommended that the academic success of these students be assessed from a different perspective than that of any other student studying in Türkiye.
- Since the social and economic capital of the groups benefiting from the support is low, the social value they express about the changes they have experienced is high. Low counterfactual, attribution, and contribution rates, as well as a high SROI rate, were calculated.
- For social impact management, it is recommended that data and analyses that will influence decisions during the implementation process are actively used to improve activities and create more positive change. After the qualitative and quantitative analyses, the findings were shared with the VKV Headquarters team. Some decisions aligned with these findings for the period after September 2024, and activities are revised for the benefit of stakeholders, e.g., the decision to continue to support students leaving the Hope Cities.

#### Recommendations on indicators

- All indicators used in the analysis are subjective, increasing the data reliability risk. Due to the type of outcomes measured - attitude, motivation, knowledge - objective indicators were used to a limited extent, and the assessment of the amount of change was based on students' self-assessment and parents' observations of their children. Regarding parents, teachers/managers, and field workers, the assessment of the amount of change was based on their self-assessment. To minimize data risks, a descriptive Likert scale was used in the answer part of the questions.
- As a recommendation, some objective indicators could have been also used as supporting indicators. Students were asked about social activities participated weekly and academic goal based on self-assessment. As an objective indicator, increased engagement in social and community activities could be understood by participation rates in school clubs, tutoring centers activities, or local initiatives in the Hope Cities. For instance, recorded attendance at these activities and roles taken on could have been tracked. Additionally, school attendance records, academic grades, test scores, enrolment in higher

education, etc. for students. However, these were very academic success-oriented indicators.

- For parents, some possible objective indicators could be about “accessing or seeking support services.” Documented instances of parents actively seeking or utilizing available psychosocial support, counselling, or other recovery-focused services could be reached out. However, these were not ethically accessible and limited with the personal data protection law. On the other hand, re-engagement in social/community activities was asked to the parents based on their self-assessment. As an objective indicator, participation in local community groups, support networks, or social gatherings could be tracked and observed.

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## ANNEX-1: Focus Group Interviews

### Focus Group Discussions - Sample questions (student group)

About what?	Questions
<b>Activity</b>	<p>Which supports did you benefit from within the scope of the VKV Disaster Fund?</p> <ul style="list-style-type: none"> <li>- Scholarship support</li> <li>- Tutoring support</li> <li>- Stationery pack</li> <li>- Course and reading book pack</li> <li>- Shoe support</li> </ul>
<b>About participation</b>	<ul style="list-style-type: none"> <li>• Which of the above support activities have you been involved in?</li> </ul>
<b>Outcome</b>	<ul style="list-style-type: none"> <li>• What kind of changes have you experienced after benefiting from the support? Has anything changed in your private life, educational life, social life, or perspective after receiving the support? What are these? What have you started to do differently?</li> <li>• When you think about the expectations before you received this support, have you experienced a different change than these?</li> <li>• Were all the changes you experienced positive or favourable? Did you experience anything negative?</li> <li>• What happened as a result of this change? What happened afterwards? How did these changes affect you?</li> <li>• What could be the indicator of this change?</li> </ul>
<b>Other stakeholders</b>	<ul style="list-style-type: none"> <li>• In your opinion, have other people or organisations been affected by the support you received? Or have they experienced a change?</li> </ul>
<b>Counterfactual</b>	<ul style="list-style-type: none"> <li>• What would have happened if you had not received the support?</li> <li>• Is there any chance of finding other similar support?</li> </ul>
<b>Attribution and contribution</b>	<ul style="list-style-type: none"> <li>• Do you receive similar support from any other institution/place? If yes, which institutions?</li> </ul>

	<ul style="list-style-type: none"> <li>• Have other institutions or organisations contributed to the changes you have experienced? If so, whose contribution?</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>• How long do you think the changes you have experienced will last?</li> <li>• Will these changes continue after 2 years?</li> </ul>
<b>Valuation</b>	<ul style="list-style-type: none"> <li>• When you reflect on the changes you mentioned above, which of the changes you have experienced is the most important? <i>(from the changes you have experienced)</i></li> </ul>
<b>General feedback</b>	<ul style="list-style-type: none"> <li>• When you think about the support provided by VKV, what would you suggest to make it more useful?</li> </ul>



## ANNEX-2: Hope Cities Student Survey

### Hope Cities Student Survey (Middle and Highschool Students)

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Q1

Hi,

As a researcher, I measure the social impact of the support provided by the Vehbi Koç Foundation in Hope Cities. This survey aims to understand the changes experienced by young people and parents who benefit from VKV support and to measure the extent of these changes. That's why I am reaching out to you and asking you to share your views sincerely. The changes I asked about in the survey below are the changes you expressed in our focus group interviews. It will take approximately 15 minutes to complete the survey. Thank you in advance for your support in completing the survey. The data we collect in the survey will be stored and reported anonymously.

---

Q1 City information

- ☐ Adiyaman
  - ☐ Hatay
  - ☐ Iskenderun
  - ☐ Kahramanmaras
  - ☐ Malatya
- 

Q2 Your name and surname

---

Q3 Which grade did you finish?

- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12
- ☐ Graduate
- ☐ Other \_\_\_\_\_
- 

Q4 Which supports provided by the Vehbi Koç Foundation have you benefited from?

- ☐ Scholarship support
- ☐ Tutoring support
- ☐ Scholarship support and tutoring support

**End of Block: Demographic information**

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**Start of Block: Scholarship Support - Outcomes**

*Display this question:*

*If Which supports provided by the Vehbi Koç Foundation have you benefited from?= Scholarship support*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from?= Scholarship support and tutoring support*

Q5 Economic relief change: How would you describe your own situation economically?

(5) I feel very relaxed - (1) I don't feel relaxed at all				
5 I can definitely meet my needs such	4	3 I can partially meet my needs such as	2	1 I can never meet my needs such as

	as personal care, entertainment, socialization, and education.		personal care, entertainment, socialization, and education.		personal care, entertainment, socialization, and education.
Before receiving scholarship support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After receiving scholarship support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display this question:

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q120 If you experienced the change mentioned above after receiving the scholarship support (economic relief change), did any other people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to your experience of this change?

☐ Yes

☐ No

Display this question:

*If you have experienced the above change after receiving scholarship support (Outcome of economic relief ... = Yes*

Q121 Can you specify the people/institutions that you think have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage? (For example; "Institution X contributed 10%, and institution Y contributed 5%.")

---

Display this question:

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q122 If you had not received scholarship support, would you still have experienced the financial relief change we asked about above?

☐ Yes

☐ No

Display this question:

*If -If you had not received scholarship support, would you still have experienced the financial relief change..... = Yes*

Q123 In this case, what would be the possibility of a relief change in economic terms?



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Display this question:

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q124 How long do you think the economic relief you are experiencing will continue?

- ☐ As long as I continue to receive a scholarship
- ☐ 6-12 months after support ends
- ☐ 1 year after support ends
- ☐ 2-3 years after support ends
- ☐ Other\_\_\_\_\_

Display this question:

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q6 How secure do you feel about your financial future?

	(5) I feel absolutely safe - (1) I don't feel safe at all				
	5 I feel absolutely confident about the future	4	3 I feel relatively confident about the future	2	1 I don't feel secure about the future at all
Before receiving scholarship support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After receiving scholarship support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display this question:

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q12 Change in feeling free: How free do you feel?

	(5) absolutely free - (1) not free at all				
	5 I feel absolutely free - I can do everything I want to do	4	3 I feel partly free - I can do partly what I want to do	2	1 I don't feel free at all - I can't do any of the things I want to do
Before receiving scholarship support (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After receiving scholarship support (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Display this question:*

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q13 If you experienced the change above (feeling free) after receiving the scholarship support, did other people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to this change?

- ☐ Yes
- ☐ No

*Display this question:*

*If -If you have experienced the above changes after receiving scholarship support (feeling free), .... = Yes*

Q14 Can you specify the people/institutions that you think have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage? (For example; "Institution X contributed 10%, and institution Y contributed 5%.")

---

*Display this question:*

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q15 If you had not received scholarship support, would you still have experienced the change in feeling free that we asked about above?

☐ Yes

☐ No

---

*Display this question:*

*If -If you had not received scholarship support, would you still have experienced the change in feeling free..... = Yes*

Q16 In this case, what would be the possibility of change in feeling free?



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Display this question:

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q17 How long do you think the change you are experiencing in feeling free will continue?

- ☐ As long as I continue to receive a scholarship
- ☐ 6-12 months after support ends
- ☐ 1 year after support end
- ☐ 2-3 years after support ends
- ☐ Other \_\_\_\_\_

Display this question:

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship*

Q18 Change in educational goals: How would you evaluate your educational plans?

	Dropping out of education	Quitting education to make money	Moving from the level I am studying to the next level	Going to university or vocational school	Going to a school with high academic success
Educational goals before receiving this support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After receiving this support, educational goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



*Display this question:*

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship*

Q19 If you experienced the change mentioned above (change in educational goals) after receiving the scholarship support, did any other people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to this change?

☐ Yes

☐ No

---

*Display this question:*

*If -If you have experienced the above change after receiving scholarship support (change in educational goals), .... = Yes*

Q20 Can you specify the people/institutions that you think have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage? (For example; "Institution X contributed 10%, and institution Y contributed 5%.")

\_\_\_\_\_

---

*Display this question:*

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship*

Q21 If you had not received scholarship support, would you still have experienced the change in your educational goals that we asked about above?

☐ Yes

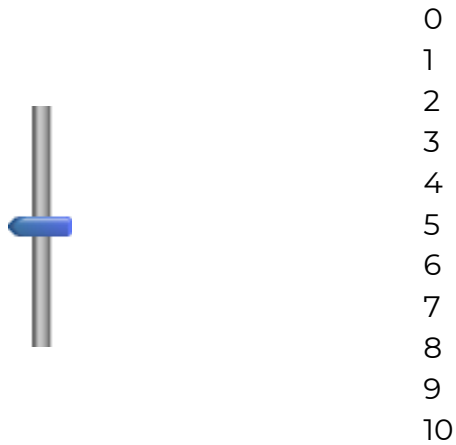
☐ No

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*Display this question:*

*If -If you had not received scholarship support, would you still have experienced the change in educational goals..... = Yes*

Q22 In this case, what would be the probability of the change in educational goals to occur?



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*Display this question:*

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship*

Q23 How long do you think the change you are experiencing in your educational goals will continue?

- ☐ As long as I continue to receive a scholarship
- ☐ 6-12 months after support ends
- ☐ 1 year after support ends
- ☐ 2-3 years after support ends
- ☐ Other \_\_\_\_\_

---

*Display this question:*

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q24 Considering how much you have changed, rate how important the following changes are to you and give them a score from 1 to 10. (1 is not important at all – 10 is most important)

	1 - not important at all - 10 - most important									
	10	9	8	7	6	5	4	3	2	1
Economic relief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling financially secure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling free	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display this question:

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship*

Q125 Consider how much you have changed and rate the following changes on a scale of 1-10 (1 is not important at all – 10 is most important).

	1 is not important at all - 10 is very important									
	10 (1)	9 (2)	8 (3)	7 (4)	6 (5)	5 (6)	4 (7)	3 (8)	2 (9)	1 (10)
Changing educational goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**End of Block: Scholarship Support - Outcomes**

**Start of Block: Tutoring Support –r Outcomes**

Display this question:

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q25 Normalization change: Can you evaluate how regular your life is?

	5 My life is very organized; I have a certain daily routine	4	3 My life is partly regular, I have partly a daily routine	2	My life is very chaotic; I have no daily routine
Before receiving tutoring support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After receiving tutoring support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display this question:

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q26 If you experienced the change mentioned above (getting your life in order/normalizing) after receiving tutoring support, did any other people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to this change?

☐ Yes

☐ No

Display this question:

*If -If you have experienced the above change after receiving tutoring support (getting your life in order/normalizing), .... = Yes*

Q27 Can you specify the people/institutions that you think have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage? (For example; "Institution X contributed 10%, and institution Y contributed 5%.")

---

Display this question:

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q28 If you had not received tutoring support, would you still have experienced the change we asked above regarding getting your life in order/normalizing?

☐ Yes

☐ No

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Display this question:

*If -If you had not received tutoring support, would you still have experienced the change in normalization..... = Yes*

Q29 In this case, what would be the possibility of a change in life returning to normal/routine?



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Display this question:

If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring

Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring

Q30 Change in feeling valued: How do you evaluate the interest and support of the adults around you (tutoring center, school, family, etc.) regarding your education and future plans?

	(5) lots of support - (1) no support				
	5 I have full support from the adults around me.	4	3 I have some support from the adults around me.	2	1 There is no support from the adults around me.
Before receiving tutoring support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After receiving tutoring support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display this question:

If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring

Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring

Q31 Can you evaluate the expectations of the adults around you (tutoring center, school, family, etc.) regarding your academic success?

	(5) high expectation - (1) very low expectation				
	5 Expectations are very high	4	3 Expectations are neither low nor high	2	1 Very low expectations

Before receiving tutoring support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After receiving tutoring support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display this question:

If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring

Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring

Q118 Change in educational goals: Can you evaluate your future plans regarding education?

	Dropping out of education	Quitting education to make money	Moving from the level I am studying to the next level	Going to university or vocational school	Attending a school with high academic success
Educational goals before receiving this support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After receiving this support, educational goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display this question:

If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring

Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring

Q33 If you experienced the change mentioned above (change in educational goals) after receiving tutoring support, did any other people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to this change?

☐ Yes

☐ No

---

*Display this question:*

*If -If you have experienced the above change after receiving tutoring support change in educational goals (), .... = Yes*

Q34 Please indicate the persons/institutions that you think have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage. (For example; "Institution X contributed 10%, and institution Y contributed 5%.")

---

---

*Display this question:*

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q35 If you had not received tutoring support, would you still have experienced the change in educational goals that we asked about above?

☐ Yes

☐ No

---

*Display this question:*

*If -If you had not received tutoring support, would you still have experienced the change in educational goals..... = Yes*



Q36 In this case, what would be the probability of the change in educational goals to occur?



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*Display this question:*

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q37 How long do you think the change you are experiencing regarding your educational goals will continue?

- ☐ As long as I continue to receive tutoring support
- ☐ 6-12 months after support ends
- ☐ 1 year after support ends
- ☐ 2-3 years after support ends
- ☐ Other \_\_\_\_\_

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*Display this question:*

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q38 Can you evaluate whether you feel sufficient or inadequate during your tutoring classes?

	(5) strongly agree - (1) strongly disagree				
	5 I feel very adequate	4	3 I feel partially adequate	2	1 I never feel enough
Before receiving this support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After receiving this support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display this question:

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q39 If you experienced the change mentioned above (feeling self-sufficient) after receiving tutoring support, did any other people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to this change?

☐ Yes

☐ No

Display this question:

*If -If you have experienced the above change (feeling adequate), after receiving tutoring support .... = Yes*

Q40 Please indicate the persons/institutions that you think have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage. (For example; "Institution X contributed 10%, and institution Y contributed 5%.")

---

Display this question:

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q41 If you had not received tutoring support, would you still have experienced the change in your sense of self-efficacy that we asked about above?

☐ Yes (1)

☐ No (2)

---

Display this question:

*If -If you had not received tutoring support, would you still have experienced the change in feeling adequate..... = Yes*

Q42 In this case, what would be the probability of a change in his sense of self-sufficiency?



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Display this question:

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q43 How long do you think the change you are experiencing in feeling adequate will last?

- ☐ As long as I continue to receive tutoring support
- ☐ 6-12 months after support ends
- ☐ 1 year after support ends
- ☐ 2-3 years after support ends
- ☐ Other \_\_\_\_\_

*Display this question:*

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q44 Do you consider socializing as meeting new people, attending events, and spending time with friends?

	5 I don't socialize at all	4	3 I can socialize to some extent	2	5 I socialize a lot
Before receiving this support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After receiving this support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Display this question:*

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q45 How many times do you attend social events in a week?

(10) I strongly agree - (1) I strongly disagree

	4 or more	3	2	1	I totally disagree
Before receiving this support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After receiving this support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display this question:

If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring

Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring

Q46 How do you evaluate your academic success?

	(5) very successful - (1) not successful at all				
	5 I am very successful at school/tutoring center/academically	4	3 I am partially successful at school/tutoring center/academically	2	I am not successful at school/tutoring center/academically
Before receiving tutoring support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After receiving tutoring support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display this question:

If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring

Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring

Q47 If you experienced the change above (academic success) after receiving tutoring support, did any other people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to this change?

☐ Yes

☐ No

---

*Display this question:*

*If -If you have experienced the above change (academic success), after receiving tutoring support .... = Yes*

Q48 Can you specify the people/institutions that you think have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage? (For example; "Institution X contributed 10%, and institution Y contributed 5%.")

---

---

*Display this question:*

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q49 If you had not received tutoring support, would you still have experienced the change in academic success that we asked about above?

☐ Yes

☐ No

---

*Display this question:*

*If -If you had not received tutoring support, would you still have experienced the change in academic success...= Yes*

Q50 In this case, what would be the probability of a change in academic achievement?



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---

*Display this question:*

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q51 How long do you think the change in academic success will continue?

- ☐ As long as I continue to receive tutoring support
- ☐ 6-12 months after support ends
- ☐ 1 year after support ends
- ☐ 2-3 years after support ends
- ☐ Other \_\_\_\_\_

---

*Display this question:*

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q127 How do you evaluate your self-confidence?

	(5) My self-confidence is high - (1) My self-confidence is very low				
	5 I feel very confident	4	I feel somewhat confident	2	I don't feel confident at all
Before receiving tutoring support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After receiving tutoring support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display this question:

If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring

Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring

Q52 How stressful do you feel about your educational life?

	(5) not stressed at all - (1) very stressed				
	5 I don't feel stressed at all	4	3 I feel somewhat stressed	2	1 I feel very stressed
Before receiving tutoring support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After receiving tutoring support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display this question:

If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring

Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring



Q53 If you experienced the change above (stress level) after receiving tutoring support, did any other people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to this change?

☐ Yes

☐ No

---

*Display this question:*

*If -If you have experienced the above change (stress level), after receiving tutoring support .... = Yes*

Q54 Can you specify the people/institutions that you think have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage? (For example; "Institution X contributed 10%, and institution Y contributed 5%.")

---

---

*Display this question:*

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q55 If you had not received tutoring support, would you still have experienced the change in your stress level that we asked about above?

☐ Yes

☐ No

---

*Display this question:*

*If -If you had not received tutoring support, would you still have experienced the change in stress level...= Yes*

Q56 What would be the probability of a stress level change in this case?



0  
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10

Display this question:

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q57 How long do you think the stress level change will continue?

- ☐ As long as I continue to receive tutoring support
- ☐ 6-12 months after support ends
- ☐ 1 year after support ends
- ☐ 2-3 years after support ends
- ☐ Other \_\_\_\_\_

Display this question:

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q58 I look to the future more hopefully and positively.

(5) I am extremely positive - (1) I am extremely negative

	5	4	3	2	1
Before receiving tutoring support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After receiving tutoring support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display this question:

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q59 If you experienced the change mentioned above (approach to the future) after receiving tutoring support, did any other people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to this change?

☐ Yes

☐ No

Display this question:

*If -If you have experienced the above change (positive approach to the future), after receiving tutoring support .... = Yes*

Q60 Please indicate the persons/institutions that you think have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage. (For example; "Institution X contributed 10%, and institution Y contributed 5%.")

---

Display this question:

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q61 If you had not received tutoring support, would you still have experienced the change in your positive approach to the future that we asked about above?

☐ Yes

☐ No

Display this question:

*If -If you had not received tutoring support, would you still have experienced the change in positive approach to the future.... = Yes*

Q62 In this case, what would be the probability of positive change occurring?



0 (0)  
1 (1)  
2 (2)  
3 (3)  
4 (4)  
5 (5)  
6 (6)  
7 (7)  
8 (8)  
9 (9)  
10 (10)

Display this question:

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q63 How long do you think this positive approach to the future will continue?

- ☐ As long as I continue to receive tutoring support
- ☐ 6-12 months after support ends
- ☐ 1 year after support ends
- ☐ 2-3 years after support ends
- ☐ Other\_\_\_\_\_

-----

*Display this question:*

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q64 Self-actualization change: Would you consider the change of defining my desires, discovering my skills and doing the best you can in this direction?

	(5) I am definitely self-actualizing - (1) I am not self-actualizing at all				
	5 Definitely	4	3 Partially	2	1 None
Before receiving tutoring support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After receiving tutoring support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

-----

*Display this question:*

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q65 If you experienced the change mentioned above (self-actualization and using your potential) after receiving tutoring support, did any other people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to this change?

☐ Yes

☐ No

---

*Display this question:*

*If -If you have experienced the above change (self-actualization and using your potential), after receiving tutoring support .... = Yes*

Q66 Please indicate the persons/institutions that you think have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage. (For example; "Institution X contributed 10%, and institution Y contributed 5%.")

---

---

*Display this question:*

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q67 If you had not received tutoring support, would you still have experienced the change in self-actualization and using your potential that we asked about above?

☐ Yes

☐ No

---

*Display this question:*

*If -If you had not received tutoring support, would you still have experienced the change in self-actualization and using your potential = Yes*

Q68 What would be the possibility of self-actualizing change in this situation?



- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

---

*Display this question:*

*If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring*

*Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring*

Q69 How long do you think the change you are experiencing in terms of self-actualization will last?

- ☐ As long as I continue to receive tutoring support
- ☐ 6-12 months after support ends
- ☐ 1 year after support ends
- ☐ 2-3 years after support ends
- ☐ Other \_\_\_\_\_

---

**End of Block: Tutoring Support - Outcomes**

**Start of Block: Relative Importance of Outcomes**

Display this question:

If Which supports provided by the Vehbi Koç Foundation have you benefited from = Tutoring

Or Which supports provided by the Vehbi Koç Foundation have you benefited from = Scholarship and Tutoring

Q70 Considering how much you have changed; can you rate how important the following changes are to you? Give a score between 1-10. (1 is not important at all – 10 is most important)

	1 - not important at all - 10 - most important									
	10	9	8	7	6	5	4	3	2	1
Normalization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change in educational goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling adequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Looking to the future with positivity and hope	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-actualization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Relative Importance of Outcomes



## ANNEX-2: Parents Survey

### Parents Survey

---

Q1

Hello,

As a researcher I measure the social impact of the support provided by the Vehbi Koç Foundation in Hope Cities. This survey aims to understand and measure the changes experienced by young people and parents benefiting from VKV support. Therefore, we are reaching out to you and sincerely asking you to share your views. The changes we asked about in the survey below are the ones you expressed in our focus group discussions. Completing the survey will take approximately 15 minutes. Thank you in advance for your support. The data we collect in the survey will be stored and reported anonymously.

---

Q2 City

- Malatya
  - Adiyaman
  - Karhranmaraş
  - Iskenderun
  - Hatay
- 

Q3 Your name and surname

---

Q4 How many children are there in your family and how many are receiving support?

---

Q5 What grade is your child(ren) in? You may select more than one option.

- 7
- 8
- 9
- 10
- 11
- 12
- Graduate
- Other \_\_\_\_\_

---

Page Break \_\_\_\_\_

Q6 Which support(s) did your child(ren) receive from the Vehbi Koç Foundation?

- Scholarship support (financial support)
- Tutoring support

Q7 Do you feel financially relieved?

	(5) I feel very relieved - (1) I don't feel relieved at all				
	I can fully meet the needs of my family/children such as nutrition/personal care/education. (1)	I can meet the needs of my family/children such as nutrition/personal care/education. (2)	I can partially meet the needs of my family/children such as nutrition/personal care/education. (3)	I cannot meet the nutritional/care/education needs of my family/children. (4)	I cannot meet the nutritional, care, or education needs of my family/children. (5)
Before my child(ren) receives support	•	•	•	•	•
After my child(ren) receives the support	•	•	•	•	•

Q8 If you experienced the change mentioned above after receiving the support (feeling financially relieved), did any other people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to this change?

- Yes
- No

Display this question:

If you experienced the change mentioned above after receiving the support (feeling financially relieved)... = Yes

Q9 Please indicate the persons/institutions you believe have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage. (For example; "Institution X contributed 10% and institution Y contributed 5%.")

---

Q10 If you had not received the support, would you still have experienced the change in feeling financially relieved that we asked about above?

- Yes
- No

*Display this question:*

*If you had not received the support, would you still have experienced the change in feeling financially relieved... = Yes*

Q11 In this case, what would be the possibility of a change in feeling financially comfortable?



Q12 How long do you think the change you are experiencing in terms of feeling financially relieved will last?

- As long as my child continues to receive support
- 6-12 months after support ends
- 1 year after support ends
- 2-3 years after the support ends
- Other \_\_\_\_\_

Q13 Could you please describe your feelings about being supported and not being alone?

	(5) I don't feel lonely at all - (1) I feel very lonely				
	I never feel alone, I feel in solidarity; I can find support in any matter (1)	I don't feel alone, I feel in solidarity; I can find support in most matters. (2)	I feel a little lonely, sometimes I feel in solidarity, I have support in some matters. (3)	I feel lonely, sometimes I feel in solidarity, I have support on a few issues. (4)	I feel so alone, I don't feel solidarity, I feel like I've been left alone with my difficulties. (5)
Before my child(ren) receives support	●	●	●	●	●
After my child(ren) receives the support	●	●	●	●	●

Q14 If you experienced the change mentioned above after receiving support (feelings of support and loneliness), did any other people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to this change?

- Yes
- No

*Display this question:*

*If you experienced the change mentioned above after receiving support (feelings of support and loneliness)...*  
= Yes

Q15 Please indicate the persons/institutions you believe have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage. (For example; "Institution X contributed 10% and institution Y contributed 5%.")

---

Q16 If you had not received support, would you still have experienced the changes in your feelings of support and loneliness that we asked about above?

- Yes
- No

Display this question:

*If you had not received support, would you still have experienced the changes in your feelings of support and loneliness... = Yes*

Q17 In this case, what would be the likelihood of change in feelings of support and loneliness?



Q18 How long do you think the change in feelings of support and loneliness will continue?

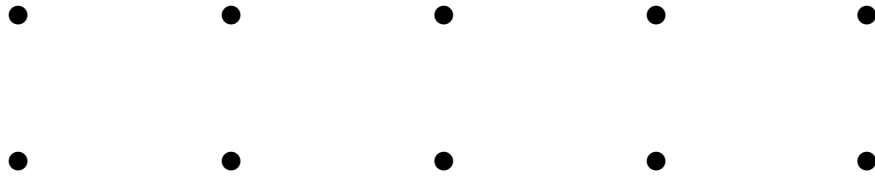
- As long as he continues to receive support
- 6-12 months
- 1 year
- 2-3 years
- Other \_\_\_\_\_

Q19 Do you feel like you are getting better or have a positive outlook on the future?

(5) I don't feel good/positive at all - (1) I feel very good/positive					
I feel very good psychologically; I have positive thoughts about the future. (1)	I feel good psychologically; I have some positive thoughts about the future. (2)	I feel neither good nor bad psychologically. (3)	I don't feel well psychologically, I have some negative thoughts about the future (4)	I don't feel well psychologically at all, I have negative thoughts about the future (5)	

Before my  
child(ren)  
receives  
support

After my  
child(ren)  
receives the  
support



Q20 If you experienced the change mentioned above after receiving the support (psychological state and positive outlook on the future), did any other people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to this change?

- Yes
- No

*Display this question:*

*If you experienced the change mentioned above after receiving the support (psychological state and positive outlook on the future)... = Yes*

Q21 Please indicate the persons/institutions you believe have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage. (For example; "Institution X contributed 10% and institution Y contributed 5%.")

---

Q22 If you had not received the support, would you still have experienced the change in your psychological state and positive outlook on the future that we asked about above?

- Yes
- No

*Display this question:*

*If you had not received the support, would you still have experienced the change in your psychological state and positive outlook on the future.. = Yes*

Q23 In this case, what would be the possibility of a change in your psychological state and positive outlook on the future?



Q24 How long do you think the change you are experiencing regarding your psychological state and positive outlook on the future will last?

- As long as my child continues to receive support
- 6-12 months after the support ends
- 1 year after the support ends
- 2-3 years after the support ends
- Other \_\_\_\_\_

Q25 Considering how much you have changed, evaluate how important the following changes are to you and give a score between 1 and 10. (1 not important at all – 10 most important)

	10 - most important / 1 - not important at all									
	10	9	8	7	6	5	4	3	2	1
Feeling of economic relief	●	●	●	●	●	●	●	●	●	●
A feeling of being supported and not being alone	●	●	●	●	●	●	●	●	●	●
Psychological state and positive outlook on the future	●	●	●	●	●	●	●	●	●	●



Display this question:

Which support(s) did your child(ren) receive from the Vehbi Koç Foundation? = Scholarship Support

Q26 Do you evaluate your child's academic success?

	(5) very successful - (1) not successful at all				
	Very successful at school/private teaching institution/academically (1)	4 (2)	Partially successful at school/private teaching institution/academic (3)	2 (4)	Not academically successful at school/private teaching institution (5)
Before receiving supports	●	●	●	●	●
After receiving support	●	●	●	●	●

Display this question:

Which support(s) did your child(ren) receive from the Vehbi Koç Foundation? = Scholarship Support

Q27 How do you evaluate your child's plans for education?

	Letting go of education (1)	Quitting education to make money (2)	Moving from the level of reading to the next level (3)	Going to college or vocational school (4)	Going to school with high academic achievement (5)	Other (6)
Educational goals before receiving this support	●	●	●	●	●	●
Educational goals after receiving this support	●	●	●	●	●	●

Display this question:

Which support(s) did your child(ren) receive from the Vehbi Koç Foundation? = Tutoring Support

Q28 Normalization change: Can you evaluate whether your child's life is regular?

	(5) very orderly - (1) not at all orderly				
	Her/His life is very organized, he has a certain daily routine. (1)	4 (2)	His life is partly regular, partly he has a daily routine. (3)	2 (4)	Her/His life is very irregular, he has no daily routine. (5)
Before my child receives the supports	●	●	●	●	●
After my child receives the supports	●	●	●	●	●

Display this question:

Which support(s) did your child(ren) receive from the Vehbi Koç Foundation? = Tutoring Support

Q29 Would you evaluate your child's socialization status - meeting new people, participating in activities, spending time with friends?

	(5) socializes a lot - (1) does not socialize at all				
	He socializes a lot and meets with different friends often. (1)	4 (2)	Partially able to socialize (3)	2 (4)	He never socializes (5)
Before receiving support	●	●	●	●	●
After receiving the support	●	●	●	●	●

Display this question:

Which support(s) did your child(ren) receive from the Vehbi Koç Foundation? = Tutoring Support

Q30 Do you evaluate your child's academic success?

	(5) very successful - (1) not successful at all				
	Very successful at school/private teaching institution/academically (1)	4 (2)	Partially successful at school/private teaching	2 (4)	Not academically successful at school/private

		institution/academic (3)			teaching institution (5)
Before receiving supports	●	●	●	●	●
After receiving support	●	●	●	●	●

Display this question:

Which support(s) did your child(ren) receive from the Vehbi Koç Foundation? = Tutoring Support

Q31 Evaluate your child's outlook on the future.

	(5) extremely positive - (1) extremely negative				
	He looks to the future very positively. (1)	4 (2)	He looks to the future neither positively nor negatively. (3)	2 (4)	He doesn't look at the future positively at all. (5)
Before receiving support	●	●	●	●	●
After receiving the support	●	●	●	●	●

Display this question:

Which support(s) did your child(ren) receive from the Vehbi Koç Foundation? = Tutoring Support

Q32 How would you evaluate your child's educational plans?

	Dropping out of education (1)	Dropping out of education to earn money (2)	Moving from the current level to the next level (3)	Going to university or vocational school (4)	Attending a school with high academic success (5)	Other (6)
Educational goals before receiving this support (1)	●	●	●	●	●	●
After receiving this support, educational goals (2)	●	●	●	●	●	●

## ANNEX-3: Tutoring Center Teachers and Managers Survey

### Tutoring Center Managers and Teachers Survey

Hello,

As a researcher, I measure the social impact of the support provided by the Vehbi Koç Foundation (VKV) in Hope Cities. This survey aims to understand and measure the changes you, teachers, have experienced as a result of the VKV's tutoring support for students living in Umutkent. Therefore, we are reaching out to you and sincerely requesting your feedback. The changes we asked about in the survey below are the ones you expressed in our focus group discussions. Completing the survey will take approximately 15 minutes. Thank you in advance for your support. The data we collect in the survey will be stored and reported anonymously.

---

Q1 Could you share your current role? (You can select more than one option.)

- Tutoring center manager
  - Teacher
  - Other \_\_\_\_\_
- 

*Display this question:*

*Could you share your current role? = Teacher*

Q2 If you are a teacher, at what level do you teach?

- Middle school
- High school

Q3 Which city do you work in?

- Adiyaman
- Hatay
- Iskenderun
- Kahramanmaraş
- Malatya
- Other \_\_\_\_\_

Q4 Which city were you working in before the earthquake?

- Adiyaman
- Hatay
- Iskenderun
- Kahramanmaraş
- Malatya
- Other \_\_\_\_\_

---

*Display this question:*

*Could you share your current role? (You can select more than one option.)= Tutoring center manager*

Q5 Has the tutoring support provided to students by the Vehbi Koç Foundation affected the number of teachers working at your center?

- Yes
- No

---

*Display this question:*

*Has the tutoring support provided to students by the Vehbi Koç Foundation affected the number of teachers working at your center? = Yes*

Q6 How many teachers are you able to employ at your center thanks to the tutoring support provided to students by the Vehbi Koç Foundation?

\_\_\_\_\_

Q7 Please evaluate the following questions based on the changes you have experienced individually. Do you think that you have become financially stronger thanks to the tutoring support provided to students?

(5) I definitely think so - (1) I don't think so at all

	(5) I definitely think I've become stronger	(4) I think I'm getting stronger	(3) What I think and what I don't think	(2) I think I've become a little stronger	(1) I don't think I've ever gotten stronger
Before VKV support	●	●	●	●	●
After VKV support	●	●	●	●	●

Q8 If you experienced the outcome mentioned above (economic empowerment) after the tutoring support provided to students, did any other people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to this change?

- Yes
- No

*Display this question:*

*If you experienced the outcome mentioned above (economic empowerment).. = Yes*

Q9 Please indicate the persons/institutions you believe have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage. (For example; "Institution X contributed 10% and institution Y contributed 5%.")

---

Q10 If there were no tutoring support provided to students, would you still experience the economic empowerment outcome we asked about above?

- Yes
- No

*Display this question:*

*If there were no tutoring support provided to students, would you still experience the economic empowerment.. = Yes*

Q11 In this case, what would be the possibility of a change in economic empowerment?



0  
1  
2  
3  
4  
5  
6  
7  
8  
9  
10

Q12 How long do you think the change you are experiencing regarding economic empowerment will continue?

- As long as VKV's tutoring support continues
- 6-12 months after VKV's tutoring support ends
- 1 year after VKV's tutoring support ends
- 2-3 years after VKV's tutoring support ends
- Other \_\_\_\_\_

Q13 Do you feel that you are in solidarity with your colleagues and students through the tutoring support provided to students?

	(5) I definitely think so - (1) I don't think so at all				
	(5) I definitely think I am in solidarity	(4) I think I am in solidarity	(3) I neither think nor do I think that I am in solidarity.	(2) I think I have some solidarity	(1) I don't think I'm in solidarity at all
Before VKV support	●	●	●	●	●
After VKV support	●	●	●	●	●



Q14 If you experienced the outcome mentioned above (being in solidarity) after the tutoring support provided to students, did any other people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to this change?

- Yes
- No

---

*Display this question:*

*If you experienced the outcome mentioned above (being in solidarity)... = Yes*

Q15 Please indicate the persons/institutions you believe have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage. (For example; "Institution X contributed 10% and institution Y contributed 5%.")

\_\_\_\_\_

---

Q16 If there were no tutoring support provided to students, would you still experience the outcome being in solidarity we asked about above?

- Yes
- No

---

*Display this question:*

*If there were no tutoring support provided to students, would you still experience the outcome being in solidarity... = Yes*

Q17 In this case, what would be the possibility of change in solidarity?



0  
1  
2  
3  
4  
5  
6  
7  
8  
9  
10

Q18 How long do you think the outcome being in solidarity will continue?

- As long as VKV's tutoring support continues
- 6-12 months after VKV's tutoring support ends
- 1 year after VKV's tutoring support ends
- 2-3 years after VKV's tutoring support ends
- Other \_\_\_\_\_

Q19 Could you please evaluate your feeling of loneliness before and after the tutoring support provided to students?

	(5) I don't feel lonely at all - (1) I feel very lonely				
	(5) I never feel lonely	(4) I don't feel lonely	(3) I neither feel lonely nor do I feel	(2) I feel a little lonely	(1) I feel so lonely
Before VKV support	●	●	●	●	●
After VKV support	●	●	●	●	●

Q20 If you experienced the outcome mentioned above (feeling of loneliness) after the tutoring support provided to students, did any other people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to this change?

- Yes
- No

*Display this question:*

*If you experienced the outcome mentioned above (feeling of loneliness).. = Yes*

Q21 Please indicate the persons/institutions you believe have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage. (For example; "Institution X contributed 10% and institution Y contributed 5%.")

\_\_\_\_\_

Q22 If there were no tutoring support provided to students, would you still experience the change in your feeling of loneliness that we asked about above?

- Yes
- No

*Display this question:*

*If there were no tutoring support provided to students, would you still experience the change in your feeling of loneliness... = Yes*

Q23 In this case, what would be the possibility of a change in your feeling of loneliness?



Q24 How long do you think the change in the feeling of loneliness will continue?

- As long as VKV's tutoring support continues
- 6-12 months after VKV's tutoring support ends
- 1 year after VKV's tutoring support ends
- 2-3 years after VKV's tutoring support ends
- Other \_\_\_\_\_

Q25 Could you evaluate your work motivation before and after the tutoring support given to students?

(5) My motivation is very high - (1) My motivation is very low					
(5) My motivation to work is very high	(4) My motivation to work is high	(3) My motivation to work is neither high nor low	(2) My motivation to work is a little low	(1) My motivation to work is very low	

Before tutoring support	●	●	●	●	●
After the tutoring support	●	●	●	●	●

Q26 If you experienced the change mentioned above (work motivation) after the tutoring support provided to students, did any other people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to this change?

- Yes
- No

*Display this question:*

*If you experienced the change mentioned above (work motivation)... = Yes*

Q27 Please indicate the persons/institutions you believe have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage. (For example; "Institution X contributed 10% and institution Y contributed 5%.")

---

Q28 If there were no tutoring support provided to students, would you still experience the change in work motivation that we asked about above?

- Yes
- No

*Display this question:*

*If there were no tutoring support provided to students, would you still experience the change in work motivation.. = Yes*

Q29 In this case, what would be the probability of change in work motivation?



0  
1  
2  
3  
4  
5  
6  
7  
8  
9  
10

Q30 How long do you think the change you are experiencing in your work motivation will last?

- As long as VKV's tutoring support continues
- 6-12 months after VKV's tutoring support ends
- 1 year after VKV's tutoring support ends
- 2-3 years after VKV's tutoring support ends
- Other \_\_\_\_\_

Q31 Do you feel useful in the work you do with the tutoring support provided to students?

	(5) I definitely feel it - (1) I don't feel it at all				
	(5) I definitely feel useful	(4) I feel useful	(3) I neither feel nor do I feel that I am useful	(2) I feel a little useful	(1) I don't feel useful at all
Before tutoring support	●	●	●	●	●
After the tutoring support	●	●	●	●	●

Q32 If you experienced the change mentioned above (feeling useful) after the private teaching institution support provided to students, did any other people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to this change?

- Yes
- No

---

*Display this question:*

*If you experienced the change mentioned above (feeling useful)... = Yes*

Q33 Please indicate the persons/institutions you believe have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage. (For example; "Institution X contributed 10% and institution Y contributed 5%.")

\_\_\_\_\_

---

Q34 If there were no tutoring support provided to students, would you still experience the change in feeling useful that we asked about above?

- Yes
- No

---

*Display this question:*

*If there were no tutoring support provided to students, would you still experience the change in feeling useful... = Yes*

Q35 What would be the likelihood of a change in feeling useful in this situation?



0  
1  
2  
3  
4  
5  
6  
7  
8  
9  
10

Q36 How long do you think the change you are experiencing in feeling useful will last?

- As long as VKV's tutoring support continues
- 6-12 months after VKV's tutoring support ends
- 1 year after tutoring support ends
- 2-3 years after VKV's tutoring support ends
- Other \_\_\_\_\_

Q37 Could you evaluate your psychological well-being before and after the tutoring support provided to students?

	(5) I feel very well - (1) I don't feel well at all				
	(5) I feel very good	(4) I feel good	(3) I feel neither good nor bad	(2) I feel a little better	(1) I don't feel well at all
Before VKV support	●	●	●	●	●
After VKV support	●	●	●	●	●

Q38 If you experienced the outcome mentioned above (psychological well-being) after the private teaching institution support provided to students, did any other people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to this change?

- Yes
- No

*Display this question:*

*If you experienced the outcome mentioned above (psychological well-being) after.. = Yes*

Q39 Please indicate the persons/institutions you believe have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage. (For example; "Institution X contributed 10% and institution Y contributed 5%.")

\_\_\_\_\_

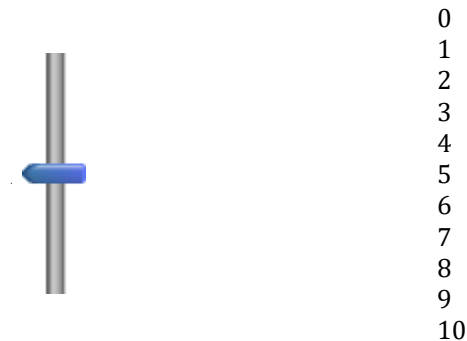
Q40 If there were no tutoring support provided to students, would you still experience the change in psychological well-being that we asked about above?

- Yes
- No

Display this question:

*If there were no tutoring support provided to students, would you still experience the change in psychological well-being... = Yes*

Q41 In this case, what would be the likelihood of a change in psychological well-being?



Q42 How long do you think the change you are experiencing in your psychological well-being will last?

- As long as VKV's tutoring support continues
- 6-12 months after VKV's tutoring support ends
- 1 year after VKV's tutoring support ends
- 2-3 years after VKV's tutoring support ends
- Other \_\_\_\_\_

Q43 Considering how much you have changed, evaluate how important the following outcomes are to you and give a score between 1 and 10 when making your evaluation. (1 not important at all – 10 most important)

	10 - most important / 1 - not important at all									
	10	9	8	7	6	5	4	3	2	1



Economic empowerment	●	●	●	●	●	●	●	●	●	●
Being in solidarity	●	●	●	●	●	●	●	●	●	●
Feeling of loneliness	●	●	●	●	●	●	●	●	●	●
Work motivation	●	●	●	●	●	●	●	●	●	●
Feeling useful	●	●	●	●	●	●	●	●	●	●
Psychological well-being	●	●	●	●	●	●	●	●	●	●

## **ANNEX-4: Field Workers Survey**

### **Field Workers Survey**

---

Q1

Hello,

As a researcher I measure the social impact of the support provided by the Vehbi Koç Foundation (VKV) in Hope Cities. This survey aims to understand and measure the changes you, field workers, have experienced as a result of your duties under the VKV's Disaster Fund. Therefore, we are reaching out to you and sincerely requesting your feedback. The changes we asked about in the survey below are the ones you expressed in our focus group discussions. Completing the survey will take approximately 15 minutes. Thank you in advance for your support. The data we collect in the survey will be stored and reported anonymously.

---

Q2 Your Name and Surname

\_\_\_\_\_

Q3 Which city do you work in?

☐ Adiyaman

☐ Hatay

☐ Iskenderun

☐ Kahramanmaraş

☐ Malatya

☐ Other \_\_\_\_\_

Q4 Which city were you working in before the earthquake?

☐ Adiyaman

☐ Hatay

☐ Iskenderun

☐ Kahramanmaraş

☐ Malatya

☐ Other \_\_\_\_\_

Q5 We kindly ask you to evaluate your level of disaster knowledge by considering your situation before and after the task you took on within the scope of VKV's Disaster Fund activities.

	(5) My knowledge level is very high - (1) My knowledge level is very low				
	(5) My knowledge level is very high	(4) My knowledge level is high	(3) My knowledge level is neither high nor low	(2) My knowledge level is low	(1) My knowledge level is very low
Before taking part in VKV Disaster Fund activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking part in the VKV Disaster Fund activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 We kindly ask you to evaluate your motivation for your work by considering your situation before and after the task you took on within the scope of VKV's Disaster Fund activities.

	(5) My motivation is very high - (1) My motivation is very low				
	(5) My motivation is very high	(4) My motivation is high	(3) My motivation is neither high nor low	(2) My motivation is low	(1) I have no motivation
Before taking part in VKV Disaster Fund activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking part in the VKV Disaster Fund activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 We kindly ask you to evaluate the following question by considering your situation before and after the task you took on within the scope of VKV's Disaster Fund activities.  
Do you feel that you are beneficial to society because of the activities you carry out in the area where you work?

	(5) I feel very useful - (1) I don't feel useful at all
	<input type="radio"/>

	(5) I feel very useful	(4) I feel useful	(3) I neither feel nor do I feel useful	(2) I don't feel useful	(1) I don't feel useful at all
Before taking part in VKV Disaster Fund activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking part in the VKV Disaster Fund activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 If you experienced the change mentioned above (feeling it was beneficial) after taking part in the work carried out by VKV within the scope of the Disaster Fund, did any other people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to this change?

☐ Yes

☐ No

*Display this question:*

*If you experienced the change mentioned above (feeling it was beneficial) after taking part in = Yes*

Q9 Please indicate the persons/institutions you believe have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage. (For example; "Institution X contributed 10% and institution Y contributed 5%.")

---

Q10 If you had not taken part in the work carried out by VKV within the scope of the Disaster Fund, would you still have experienced the change in feeling useful that we asked above?

☐ Yes

☐ No

---

Display this question:

*If you had not taken part in the work carried out by VKV within the scope of the Disaster Fund, would you still have experienced = Yes*

Q11 In this case, what would be the likelihood of change in feeling useful?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

---

Q12 How long do you think the change you are experiencing in terms of feeling helpful will last?

- ☐ As long as the VKV's work within the scope of the Disaster Fund continues
  - ☐ Maximum 6 months after the work carried out by VKV within the scope of the Disaster Fund
  - ☐ 6-12 months after the work carried out by VKV within the scope of the Disaster Fund
  - ☐ After 2 years of work carried out by VKV within the scope of the Disaster Fund
  - ☐ After the work carried out by VKV within the scope of the Disaster Fund, 3 years (long term)
  - ☐ Other \_\_\_\_\_
-

Q13 We kindly ask you to evaluate the following question by considering your situation before and after the task you took on within the scope of VKV's Disaster Fund activities.

"I can manage my emotions in difficult situations I encounter."

	(5) I can manage very well - (1) I can't manage at all				
	(5) I can manage very well	(4) I can manage	(3) I can neither manage nor manage	(2) I can't manage	(1) I can't manage at all
Before taking part in VKV Disaster Fund activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking part in the VKV Disaster Fund activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 We kindly ask you to evaluate the following question by considering your situation before and after the task you took on within the scope of VKV's Disaster Fund activities.

"I know how to communicate with people affected by the earthquake."

	(5) I strongly agree - (1) I strongly disagree				
	(5) I know very well	(4) I know	(3) I neither know nor do I know	(2) I don't know	(1) I don't know at all
Before taking part in VKV Disaster Fund activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking part in the VKV Disaster Fund activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 Please evaluate your social emotional skill level by taking into account your situation before and after taking part in the work carried out by VKV within the scope of the Disaster Fund.

	(5) Very high - (1) Very low				
	(5) Very high	(4) High	(3) Neither high nor low	(2) Low	(1) None
Before taking part in VKV Disaster Fund activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking part in the VKV Disaster Fund activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 If you experienced the change mentioned above (social emotional skills) after taking part in the work carried out by VKV within the scope of the Disaster Fund, did any other



people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to this change?

☐ Yes

☐ No

---

*Display this question:*

*If you experienced the change mentioned above (social emotional skills) after taking part in the work carried out... = Yes*

Q17 Please indicate the persons/institutions you believe have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage. (For example; "Institution X contributed 10% and institution Y contributed 5%.")

---

---

Q18 If you had not taken part in the work carried out by VKV within the scope of the Disaster Fund, would you still have experienced the change in social emotional skills that we asked about above?

☐ Yes

☐ No

---

*Display this question:*

*If you had not taken part in the work carried out by VKV within the scope of the Disaster Fund, would you still have experienced the change in social emotional skills ....= Yes*

Q19 In this case, what would be the likelihood of change in social emotional skills?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

---

Q20 How long do you think the change you are experiencing in social emotional skills will last?

- ☐ As long as the VKV's work within the scope of the Disaster Fund continues
  - ☐ Maximum 6 months after the work carried out by VKV within the scope of the Disaster Fund
  - ☐ 6-12 months after the work carried out by VKV within the scope of the Disaster Fund
  - ☐ After 2 years of work carried out by VKV within the scope of the Disaster Fund
  - ☐ After the work carried out by VKV within the scope of the Disaster Fund, 3 years (long term)
  - ☐ Other \_\_\_\_\_
-

Q21 We kindly ask you to evaluate your level of helplessness in your work by considering your situation before and after the task you took on within the scope of VKV's Disaster Fund work.

	(5) I don't feel helpless at all - (1) I feel very helpless				
	(5) I don't feel helpless at all	(4) I rarely feel helpless	(3) I feel helpless sometimes	(2) I often feel helpless	(1) I always feel helpless
Before taking part in VKV Disaster Fund activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking part in the VKV Disaster Fund activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22 We kindly ask you to evaluate your level of psychological fatigue in your work by considering your situation before and after the task you took on within the scope of VKV's Disaster Fund work.

	(5) I don't feel tired at all - (1) I feel very tired				
	(5) I never feel tired	(4) I don't feel tired	(3) I neither feel nor do I feel tired.	(2) I feel tired	(1) I feel very tired
Before taking part in VKV Disaster Fund activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking part in the VKV Disaster Fund activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q23 If you experienced the change mentioned above (psychological fatigue) after taking part in the work carried out by the VKV within the scope of the Disaster Fund, did any other

people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to this change?

☐ Yes

☐ No

---

*Display this question:*

*If you experienced the change mentioned above (psychological fatigue) after taking part in the work carried out by the VKV within the scope of the Disaster Fund... = Yes*

Q24 Please indicate the persons/institutions you believe have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage. (For example; "Institution X contributed 10% and institution Y contributed 5%.")

---

---

Q25 If you had not taken part in the work carried out by the VKV within the scope of the Disaster Fund, would you still have experienced the change in psychological fatigue that we asked about above?

☐ Yes

☐ No

---

*Display this question:*

*If you had not taken part in the work carried out by the VKV within the scope of the Disaster Fund...=Yes*

Q26 In this case, what would be the likelihood of change regarding psychological fatigue?



0 (0)  
1 (1)  
2 (2)  
3 (3)  
4 (4)  
5 (5)  
6 (6)  
7 (7)  
8 (8)  
9 (9)  
10 (10)

Q27 How long do you think the change you are experiencing regarding psychological fatigue will last?

- ☐ As long as the VKV's work within the scope of the Disaster Fund continues
- ☐ Maximum 6 months after the work carried out by VKV within the scope of the Disaster Fund
- ☐ 6-12 months after the work carried out by VKV within the scope of the Disaster Fund
- ☐ After 2 years of work carried out by VKV within the scope of the Disaster Fund
- ☐ After the work carried out by VKV within the scope of the Disaster Fund, 3 years (long term)
- ☐ Other \_\_\_\_\_

Q28 We kindly ask you to evaluate your sense of belonging to the Koç Group by considering your situation before and after the assignment you took on within the scope of VKV's Disaster Fund work.

(5) I feel a very high sense of belonging - (1) I don't feel any sense of belonging					
(5) I feel a very high sense of belonging.	(4) I feel a sense of belonging.	(3) I neither feel nor do I feel belonging.	(2) I don't feel a sense of belonging.	(1) I don't feel any sense of belonging.	

Before taking  
part in VKV  
Disaster Fund  
activities

☐☐☐☐☐

After taking  
part in the VKV  
Disaster Fund  
activities

☐☐☐☐☐

Q29 If you experienced this change (belonging to the institution) after taking part in the work carried out by the VKV within the scope of the Disaster Fund, did any other people/institutions other than the Vehbi Koç Foundation and Koç Holding contribute to this change?

☐ Yes

☐ No

*Display this question:*

*If you experienced this change (belonging to the institution) after taking part in the work carried out by... = Yes*

Q30 Please indicate the persons/institutions you believe have contributed, other than the Vehbi Koç Foundation and Koç Holding, and express their contribution as a percentage. (For example; "Institution X contributed 10% and institution Y contributed 5%.")

\_\_\_\_\_

Q31 If you had not taken part in the work carried out by VKV within the scope of the Disaster Fund, would you still have experienced the change in your sense of belonging to the institution that we asked about above?

☐ Yes

☐ No

Display this question:

*If you had not taken part in the work carried out by VKV within the scope of the Disaster Fund... = Yes*

Q32 In this case, what would be the likelihood of a change in organizational affiliation?



0 (0)  
1 (1)  
2 (2)  
3 (3)  
4 (4)  
5 (5)  
6 (6)  
7 (7)  
8 (8)  
9 (9)  
10 (10)

Q33 How long do you think the change you are experiencing regarding your sense of belonging to the institution will continue?

- ☐ As long as the VKV's work within the scope of the Disaster Fund continues
- ☐ Maximum 6 months after the work carried out by VKV within the scope of the Disaster Fund
- ☐ 6-12 months after the work carried out by VKV within the scope of the Disaster Fund
- ☐ After 2 years of work carried out by VKV within the scope of the Disaster Fund
- ☐ After the work carried out by VKV within the scope of the Disaster Fund, 3 years (long term)
- ☐ Other \_\_\_\_\_

Page Break

Q34 Considering how much you have changed, evaluate how important the following changes are to you and give a score between 1 and 10 when making your evaluation.

(1 not important at all – 10 most important)

	10 - most important / 1 - not important at all									
	10	9	8	7	6	5	4	3	2	1
Feeling useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Belonging to the institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring social emotional skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological fatigue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## **ANNEX-5: Koç Holding and Koç Group Companies Qualitative Analysis**

### **Outcomes experienced by the employees of Koç Holding and Koç Group Companies who provide support and are involved in different activities in Hope Cities**

<b>Stakeholder group</b>	<b>Number of people</b>	<b>Date of interview</b>	<b>Stakeholder involvement method</b>	<b>Sample</b>
Koç Holding and Koç Group employees	N/A	04 November 2024 06 November 2024	Online focus group (2)	12

During the qualitative data collection phase, the stakeholders interviewed expressed the employees of Koç Holding and Koç Group Companies as new stakeholders and the possible changes they may experience. Koç Holding and Koç Group Companies have been involved in establishing Hope Cities and all subsequent support activities. For this reason, to understand whether there were significant outcomes experienced by this group within the scope of the Vehbi Koç Foundation Disaster Fund, 12 employees of Koç Holding and Koç Group Companies, who were involved in Hope Cities activities, were included in the qualitative data collection process through 6 focus group interviews.

In the analysis made after the qualitative interviews, by the employees of Koç Holding and Koç Group Companies, the outcomes experienced were found to be important. Still, it was decided that they should be excluded from the quantitative data collection by using professional judgement. The scope of the analysis is related but not limited to the Disaster Fund. It has been observed that the institutions and individuals involved have experienced changes due to their participation in various works related to the planning, establishment, and post-establishment of Hope Cities after the earthquake.

In conclusion, the employees of Koç Holding and Koç Group Companies have experienced the outcomes found in the qualitative analysis due to their participation in many different earthquake activities, starting with the installation plans of Hope Cities. Since it may be risky to understand the attribution and contribution and calculate the value only for the Disaster Fund activities, it was decided that it would be more beneficial to qualitatively interpret the outcomes experienced by Koç Holding and Koç Group Companies employees to form the basis for future studies.

During the interviews, questions about organisational changes, individual changes, and changes resulting from the Vehbi Koç Foundation and the Disaster Fund were

asked. The main outcomes that the participants stated about themselves, their organisations, and Vehbi Koç Foundation are summarised in the table below.

Organisational Outcomes	Individual Outcomes	Outcomes regarding VKV and Disaster Fund
Volunteering	Volunteering	Recognition and appreciation of educational support
Creation of new business lines	Perspective on life	Coordination contribution
Internal commitment	Feeling good	Increased corporate recognition
Corporate perspective	Awareness of social events	Increase in corporate communication
Stakeholder relations	Differentiation in career priorities	Strength of the organisation
Working together	Pride in their work and organisation	Trust in the organisation
Strength of the organisation	Recognising the power of the institution	
Bonding	Bonding	
	Network development	
	Individual capacity	
	Self-discovery	

The participants clearly stated that all the outcomes experienced by themselves, and their organisations were positive and that these changes would last a lifetime. Additionally, it has been stated that all these changes occurred due to their institutions and their work in Hope Cities, and that no other organization contributed to the institutional and personal changes experienced. When considering that Koç Holding and Koç Group companies combined their forces through joint efforts following the earthquake, establishing container cities in each of the five affected provinces, and mobilizing their financial, human, and material resources for Hope Cities along with their employees, it is observed that the scope and depth of the intervention align with the participants' statements regarding the outcomes.

When we look at the outcomes experienced at the individual and organisational levels, it is noteworthy that the outcomes experienced by the employees individually

are mostly experienced at the organisational level, and the parallelism between them is remarkable. For instance, while the employee's outlook on life becomes more positive, a sense of social responsibility develops at the organizational level; as the employee discovers their strength and capabilities, their capacity grows, and at the corporate level, there is talk of a strengthening and developing capacity. Meanwhile, the employee's network expands, and the institution's stakeholder structure becomes more robust.

Among the outcomes mentioned in the table above, it can be considered that volunteering, forming new business lines, internal commitment, and changes in organisational perspective are interrelated. Many studies show that volunteering programmes increase productivity and employee loyalty and improve recruitment and retention rates.<sup>20</sup> Of course, in this example, we are not talking about a regular volunteering programme; we are talking about a major disaster in the country, and the organisation and its employees have shared attitude<sup>21</sup> and prioritisation of meaning to be part of the solution. In addition, the organisation has also activated communities, making a wide range of stakeholders part of the solution and creating space for them. A shared attitude and prioritisation of meaning with stakeholders can also be mentioned. Even if the stakeholders of Koç Holding and Koç Group Companies were not interviewed within the scope of Hope Cities, within the scope of the Disaster Fund, interviews were held with the employees of non-governmental organisations working in Hope Cities. Koç Group Companies funded some of these organisations, many of which cooperated with Koç Holding.

The employees mentioned that the interest and awareness in social issues increased at the organisational and individual level, the concept of volunteering was learnt, the demand and interest in volunteer activities increased, and the number of activities increased. In addition, the employees' belief that they can do volunteer work was expressed as "We all started to think that I can be a volunteer too". Beyond this, they have expressed a desire to take another step forward by spreading the project and volunteer experience in their immediate surroundings, particularly wanting their children to also experience volunteering.

The qualitative data highlights the impact of individual and organizational learning on the Koç ecosystem, including understanding and recognizing the strength of other Koç companies, learning to organize jointly, facilitating each other's work, and enhancing collaboration culture and skills. This has led to increased stakeholder numbers, stronger connections with the public, and intensified partnerships with social sector actors, ultimately fostering positive changes in perspectives toward society, institutions, and life. These developments have triggered social innovation and the emergence of new areas such as volunteer platforms and community-focused projects. This process has led to changes in career priorities among employees, who have begun seeking opportunities for "meaningful work." Employees recognize the organization's strength and have faith in it, saying, "If something

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<sup>20</sup> <https://hbrturkiye.com/dergi/calisanlarin-heyecan-duyabilecegi-gonulluluk-programlari>

<sup>21</sup> For information on see: detailed "prioritising meaning" <https://hbrturkiye.com/dergi/calisanlarin-heyecan-duyabilecegi-gonulluluk-programlari>

happens to me, I know my company is behind me." The bonds formed among employees within the company, between companies, and across different cities have fostered feelings of solidarity and unity. As a result, employees express pride and respect for their work and the organization they work for.

As a result of the Hope Cities activities, employees reported that despite experiencing psychological fatigue and witnessing significant drama, this process raised their awareness, made them feel good, increased their motivation, and provided personal satisfaction. Additionally, employees gained new skills and abilities across a wide range, experiencing personal growth in competence, skills, and environment. For example, the ability to find solutions to problems, control emotions, manage crises, organizational skills, communication skills, self-awareness, and increased self-confidence were frequently mentioned in discussions. In particular, the change in outlook on life, feeling hopeful about life, and broadening perspectives in both personal and professional life were strongly expressed with statements like "I have embraced this place very much, I think there would be a big gap if it left my life" or "My life has gained meaning."

Vehbi Koç Foundation (VKV) and Koç Holding and Group Companies have mobilized all their resources for the earthquake-affected region and Hope Cities. VKV's extensive support in education has been frequently highlighted, appreciated, and recognized for making a significant impact. The "trust" and "strength" attributed to Koç Institutions were also mentioned for the Foundation. Employees have expressed that, due to the Foundation's extensive resources, VKV has a unique role, and no other institution could provide such high-level, inclusive, and large-scale support in education if VKV did not exist. They also mentioned that the presence of VKV in the field instils confidence and gratitude in them. Furthermore, they have described their trust in VKV as 'accountability and transparency' regarding finance and impact in the Disaster Fund and other corporate projects.

In terms of the operation and activities in Umut Kentler, the employees have stated that Vehbi Koç Vakfı's (VKV) contribution to coordination and organizational success accelerated the processes, increased mobility, reduced chaos, and enabled all aid to reach its intended purpose more easily. As a result of these efforts, employees reported that they became more familiar with the Foundation individually and institutionally, strengthened their communication, and developed an emotional bond.